



Underground Railroad Mini-Lessons

High School Standards & Learning Objectives

The following standards and learning objectives are aligned to the Underground Railroad high school lesson materials, drawn from the NCSS College, Career, and Civic Life (C3) Framework (including the Religious Studies Companion Document), the AP African American Studies course framework, and the AP U.S. History course framework. Codes and text are reproduced verbatim from each source.

C3 Framework

Civics

D2.Civ.1.9-12. Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.

D2.Civ.2.9-12. Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.

D2.Civ.3.9-12. Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.

D2.Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

D2.Civ.8.9-12. Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.

D2.Civ.9.9-12. Use appropriate deliberative processes in multiple settings.

D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

D2.Civ.12.9-12. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.

D2.Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences.

D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

Geography

D2.Geo.2.9-12. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.

D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

D2.Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.

D2.Geo.7.9-12. Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

History



D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

D2.His.2.9-12. Analyze change and continuity in historical eras.

D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives.

D2.His.6.9-12. Analyze the ways in which the perspectives of those writing history shaped the history that they produced.

D2.His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past.

D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

D2.His.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them.

D2.His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.

D2.His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.

D2.His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.

D2.His.13.9-12. Critique the appropriateness of the historical sources used in a secondary interpretation.

D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.

D2.His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument.

D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

D2.His.17.9-12. Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.

Data Sources

D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

D3.2.9-12. Evaluate the credibility of a source by examining how experts value the source.

D3.3.9-12. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

D3.4.9-12. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

ELA

D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).



D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

D4.4.9-12. Critique the use of claims and evidence in arguments for credibility.

D4.5.9-12. Critique the use of the reasoning, sequencing, and supporting details of explanations.

D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

Religious Studies

D2.Rel.4.9-12. Describe and analyze examples of how religions are embedded in all aspects of culture and cannot only be isolated to the "private" sphere.

D2.Rel.6.9-12. Identify how internal diversity is evident in beliefs, behaviors, and experiences of belonging to various communities.

D2.Rel.8.9-12. Interpret how beliefs, behaviors, and experiences of belonging to various communities affect and are affected by other social, political, and cultural forces.

D2.Rel.9.9-12. Give examples of how beliefs, behaviors, and community experiences shape and are shaped by one another in particular social and historical contexts.

D2.Rel.10.9-12. Identify assumptions about the definition of religion and the proper role of religion in private and public life.

D2.Rel.11.9-12. Describe which expressions of orthodoxy ("right" believing) and orthopraxy ("right" behaving) are socially and politically prominent or marginalized in specific contexts.

AP African American Studies

LO 2.14.A Explain how free Black people in the North and South organized to support their communities.

EK 2.14.A.1 Throughout the late eighteenth and early nineteenth centuries, the free Black population grew in the United States. By 1860, free people were 12 percent of the Black population. Although there were more free Black people in the South than in the North, their numbers were small in proportion to the enslaved population.

EK 2.14.A.2 The smaller number of free Black people in the North and South built community through institutions that thrived in cities like Philadelphia, New York, and New Orleans. They created mutual-aid societies that funded the growth of Black schools, businesses, and independent churches and supported the work of Black writers and speakers.

LO 2.20.A Describe the role and scale of the Underground Railroad in providing freedom-seeking routes.

EK 2.20.A.1 The term "Underground Railroad" refers to a covert network of Black and white abolitionists who provided transportation, shelter, and other resources to help enslaved people fleeing the South resettle in free territories in the United States North, Canada, and Mexico in the nineteenth century.

EK 2.20.A.2 An estimated 30,000 African Americans reached freedom through the Underground Railroad during this period.



EK 2.20.A.3 Because of the high number of African Americans who fled enslavement, Congress enacted the Fugitive Slave Acts of 1793 and 1850, authorizing local governments to legally kidnap and return escaped refugees to their enslavers.

AP U.S. History

THEMATIC FOCUS - Politics and Power PCE

Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.

KC-4.1.III.B.i Abolitionist and antislavery movements gradually achieved emancipation in the North, contributing to the growth of the free African American population, even as many state governments restricted African Americans' rights.

KC-4.3.II The United States' acquisition of lands in the West gave rise to contests over the extension of slavery into new territories.

KC-4.3.II.B.i Antislavery movements increased in the North.

KC-4.3.II.C Congressional attempts at political compromise, such as the Missouri Compromise, only temporarily stemmed growing tensions between opponents and defenders of slavery.

Unit 4: Learning Objective L Explain the continuities and changes in the experience of African Americans from 1800 to 1848.

KC-4.1.II.D Enslaved blacks and free African Americans created communities and strategies to protect their dignity and family structures, and they joined political efforts aimed at changing their status.

KC-5.2.I.B African American and white abolitionists, although a minority in the North, mounted a highly visible campaign against slavery, presenting moral arguments against the institution, assisting slaves' escapes, and sometimes expressing a willingness to use violence to achieve their goals.