Florida Social Studies

Grades 6-8

African American History

1 **Understand the causes, courses, and consequences of the slave trade in the colonies.** SS.68.AA.1

1 Identify Afro-Eurasian trade routes and methods prior to the development of the Atlantic slave trade. SS.68.AA.1.1

Clarification 1 Instruction includes how slavery was utilized in Asian, European, and African cultures.

Clarification 2 Instruction includes the similarities and differences between serfdom and slavery.

Clarification 3 Instruction includes the use of maps to identify trade routes.

2 Describe the contact of European explorers with systematic slave trading in Africa. SS.68.AA.1.2

3 Examine the evolution of the labor force in the use of indentured servitude contracts. SS.68.AA.1.3

Clarification 1 Instruction includes the comparative treatment of indentured servants of European and African extraction.

Clarification 2 Instruction includes the transition from an indentured to a slave-based economy.

4 Describe the history and evolution of slave codes. SS.68.AA.1.4

Clarification 1 Instruction includes judicial and legislative actions concerning slavery.

5 Analyze slave revolts that happened in early colonial America and how political leaders reacted (e.g., 1712 revolt in New York City, Stono Rebellion [1739]). SS.68.AA.1.5

6 Examine the service and sacrifice of African patriots during the Revolutionary Era (e.g., Crispus Attucks, Peter Salem, James Armistead Lafayette, 1st Rhode Island Regiment). SS.68.AA.1.6

2 **Analyze events that involved or affected Africans from the founding of the nation through Reconstruction.** SS.68.AA.2

1 Explain early congressional actions regarding the institution of slavery (i.e., Northwest Ordinance of 1787, Three-Fifths Compromise, Act Prohibiting Importation of Slaves of 1808). SS.68.AA.2.1

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2 Explain the effect of the cotton industry on the expansion of slavery due to Eli Whitney's Cotton Gin. SS.68.AA.2.2

Clarification 1 Instruction includes the use of a map to show westward expansion.

3 Examine the various duties and trades performed by slaves (e.g., agricultural work, painting, carpentry, tailoring, domestic service, blacksmithing, transportation). SS.68.AA.2.3

Clarification 1 Instruction includes how slaves developed skills which, in some instances, could be applied for their personal benefit.

4 Examine the Underground Railroad and its importance to those seeking freedom. SS.68.AA.2.4

Clarification 1 Instruction includes how collaboration of free blacks, whites, churches, and organizations assisted in the Underground Railroad (e.g., Harriet Tubman, William Lambert, Levi Coffin, William Still).

Clarification 2 Instruction includes the use of "spirituals" and symbols as a form of communication, coordination, coding, and expression.

5 Identify political figures who strove to abolish the institution of slavery (e.g., Thaddeus Stevens, Abraham Lincoln, Zachariah Chandler). SS.68.AA.2.5

6 Evaluate various abolitionist movements that continuously pushed to end slavery. SS.68.AA.2.6

Clarification 1 Instruction includes the Society of Friends (Quakers) and their efforts to end slavery throughout the United States.

Clarification 2 Instruction includes writings by Africans living in the United States and their effect on the abolitionist movement (e.g., Sojourner Truth, Frederick Douglass, William Wells Brown, David Walker, Martin Delaney).

7 Examine how the status of slaves, those who had escaped slavery and free blacks, affected their contributions to the Civil War effort. SS.68.AA.2.7

8 Describe significant contributions made by key figures during Reconstruction (e.g., President Ulysses S. Grant, Secretary of War Edwin Stanton, Frederick Douglass, Lyman Trumbull). SS.68.AA.2.8

Holocaust Education

1 **Foundations of Holocaust Education.** SS.68.HE.1

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1 Examine the Holocaust as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945. SS.68.HE.1.1

Clarification 1 Students will describe the basic beliefs of Judaism and trace the origins and history of Jews in Europe.

Clarification 2 Students will analyze how antisemitism led to and contributed to the Holocaust.

Clarification3 Students will identify examples of antisemitism (e.g., making mendacious, dehumanizing, demonizing or stereotypical allegations about Jews; demonizing Israel by using the symbols and images associated with classic antisemitism to characterize Israel or Israelis).