

Social Studies Curriculum Standards and I Can Statements

Helena School District Grades 6-8

E=Essential

Montana State Content Standard for Middle School Social Studies- Writing

6 th grade	7 th grade	8 th grade
E CCSS.W.2: Write Informative/Explanatory Text: Students will complete a common informative/explanatory writing assessment.	E CCSS.W.2: Write Informative/Explanatory Text: Students will complete a common informative/explanatory writing assessment.	E CCSS.W.1: Write arguments to Support Claims: Students will complete a common argumentative writing assessment.

State Content Standard 1:

Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.

Students will (State Established Benchmarks):	
<p>1. apply the steps of an inquiry process (e.g., identify a question or a problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process).</p> <p>CCSS.RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources. CCSS.RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. CCSS.RH.6-8.3: Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered). CCSS.RH.6-8.9: Analyze the relationship between a primary and a secondary source on the same topic.</p>	
<p>2. assess the quality of information (e.g., primary or secondary sources, point of view and embedded values of the author).</p> <p>CCSS.RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources. CCSS.RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. CCSS.RH.6-8.3: Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered). CCSS.RH.6-8.6: Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). CCSS.RH.6-8.8: Distinguish among fact, opinion, and reasoned judgment in a text.</p>	
<p>3. interpret and apply information to support conclusions and use group decision making strategies to solve problems in real world situations (e.g., school elections, community projects, conflict resolution, role playing scenarios).</p> <p>CCSS.RH.6-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>	

E=Essential

6th Grade I Can Statements -- Students will:	7th Grade I Can Statements -- Students will:	8th grade I Can Statements -- Students will:
<p>E 1.1a. find and examine resources focusing on a geographical concept and synthesize the information in an appropriate format.</p> <p>E 1.1b. apply the steps of an inquiry process.</p> <p>E CCSS.RH.6-8. locate resources relevant to a historical situation or process.</p> <p>CCSS.RH.6-8.1. identify primary and secondary sources.</p>	<p>1.1. apply the steps of an inquiry process.</p> <p>E CCSS.RH.6-8. locate resources relevant to a historical situation or process.</p> <p>CCSS.RH.6-8.1. identify primary and secondary sources.</p>	<p>E 1.1a. use collected information to create a new product.</p> <p>E 1.1b. use a rubric to evaluate completed products.</p> <p>E 1.1c. identify a question for a problem and distinguish cause and effect for the selected problem.</p> <p>E CCSS.RH.6-8. locate resources relevant to a historical situation or process.</p> <p>CCSS.RH.6-8.1. cite specific textual evidence to support analysis of primary and secondary sources.</p>
<p>E 1.2. explain the difference between primary and</p>	<p>1.2a. distinguish between primary and secondary</p>	<p>E 1.2a. evaluate the credibility of a given primary or secondary</p>

<p>secondary sources of information, as well as identify point of view and bias.</p>	<p>sources.</p> <p>E 1.2b. determine the point of view of a given source.</p> <p>E 1.2c. determine the author’s intent or purpose.</p>	<p>source.</p> <p>E 1.2b. determine the point of view of a given source.</p> <p>E 1.2c. determine the author’s intent or purpose.</p>
<p>E 1.3. interpret and apply information to formulate conclusions that are shared with a peer group that then makes decisions and/or solves problems.</p>	<p>E 1.3c. listen to and understand the points of view of others.</p> <p>E 1.3d. critique other points of view in an appropriate way.</p>	<p>E 1.3a. develop and defend a point of view.</p> <p>E 1.3b. use evidence to validate an argument in both historical and current events.</p> <p>E 1.3c. listen to and understand the points of view of others.</p> <p>E 1.3d. critique other points of view in an appropriate way.</p>

State Content Standard 2:

Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.

Students will (State Established Benchmarks):
1. describe the purpose of government and how the powers of government are acquired, maintained and used.
2. identify and describe basic features of the political system in the United States and identify representative leaders from various levels (e.g., local, state, tribal, and federal branches of government).
3. identify the significance of tribal sovereignty and Montana tribal governments' relationships to local, state and federal governments.
4. analyze and explain governmental mechanisms used to meet the needs of citizens, manage conflict, and establish order and security.
5. identify and explain the basic principles of democracy (e.g., Bill of Rights, individual rights, common good, equal opportunity, equal protection of the laws, majority rule).
6. explain conditions, actions, and motivations that contribute to conflict and cooperation within and among groups and nations (e.g., discrimination, peer interaction, trade agreements).
7. explain the need for laws and policies governing technology and explore solutions to problems that arise from technological advancements.

6th Grade I Can Statements -- Students will:	7th Grade I Can Statements -- Students will:	8th Grade I Can Statements -- Students will:
2.1. compare and contrast the various types of government that exist.	<p>E 2.1a. examine various case studies of individuals rising to power in various systems, particularly in Europe (e.g., Stalin, Hitler, Alexander the Great).</p> <p>E 2.1b. articulate how leaders are selected in various governmental systems (e.g., heredity or election).</p> <p>E 2.1c. explain the historical evolution of various governmental forms (e.g., progression from Dark Ages to feudalism to monarchy or dynasties and colonization).</p> <p>E 2.1d. compare and contrast various types of governmental systems (e.g., democracy, dictatorship, monarchy, communism, oligarchy).</p>	<p>2.1a. explain how the U.S. government developed.</p> <p>2.1b. identify the powers of the U.S. government.</p> <p>2.1c. identify which powers are federal powers and which powers are state powers.</p> <p>2.1d. identify the parts of the Constitution that create and reserve power to the branches of government.</p> <p>2.1e. explain the purpose of government and describe the distribution of power (checks and balances).</p>
E 2.2. explain that the political system in the U.S. involves representative leaders from various levels.	2.2. not taught at this grade level	<p>2.2a. compare and contrast the relationship between tribal governments and local, state, and national governments in America.</p> <p>2.2b. discuss federalism, the electoral process and the importance of citizen vote. Identify the president, vice president, governor, and U.S. and state senators and</p>

		reps.
<p>E 2.3a. identify the historic regions and the ultimate political boundaries of Montana’s Native American tribes and reservations.</p> <p>E 2.3b. explain the factors contributing to the establishment of reservations and tribal governments in Montana.</p>	2.2. not taught at this grade level	<p>E 2.3a. explain the significance of tribal sovereignty and tribal governments’ relationship to local, state and federal governments.</p>
<p>E 2.4. explain how different types of government meet the needs of citizens, manage conflict, and establish order and security in different ways.</p>	<p>E 2.4. analyze and explain how governments meet the needs of their citizens, manage conflict, and establish order and security. (Context and examples will be included in scope and sequence.)</p>	<p>E2.4a. cite specific text within the Bill of Rights that allow the government to manage conflict, establish order, and ensure security.</p> <p>E 2.4b. use multiple resources to evaluate the issues that contribute to conflict and collaboration in U.S. history.</p>
<p>2.5. articulate the basic principles of democracy.</p>	2.5. not taught at this grade level	<p>E 2.5. identify and explain the basic principles of democracy covered in the Bill of Rights, including individual rights and equal protection of the laws.</p>
<p>2.6. examine the issues that contribute to conflict and cooperation within the Western Hemisphere.</p>	<p>E 2.6a. identify the causes and impacts of colonization and imperialism in Africa and Asia.</p> <p>E 2.6b. explain how interactions between groups and nations can lead to cooperation or conflict (e.g., breakup of former Yugoslavia, treatment of indigenous peoples in Africa and/or Australia and/or New Zealand).</p> <p>E 2.6c. apply historical and cultural context to studies of current global conflict zones.</p>	<p>2.6a. give examples of civic responsibility and understand the structure of the Constitution.</p>
<p>2.7a. explain how technological advancements impact society and culture.</p> <p>2.7b. explain how technological advancements have provided solutions to problems.</p>	<p>2.7. summarize a technological advancement and its impact on society, culture and government (e.g., lateen sail, printing press, nuclear weapons, television, internet).</p>	<p>E 2.7a. examine laws and adaptations needed to meet changing technological needs.</p> <p>E 2.7b. identify major technological advancements in history.</p> <p>E 2.7c. analyze the impact of such advancements.</p> <p>E 2.7d. develop solutions to problems that arise from the impact of technology on a social group.</p>

		<p>E 2.7e. determine the effectiveness of the laws and other solutions to technology-based social problems (e.g., the effectiveness of the Interstate Commerce Act in limiting trusts and/or monopolies).</p>
--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

State Content Standard 3:

Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).

Students will (State Established Benchmarks):
1. analyze and use various representations of the earth (e.g., physical, topographical, political maps; globes; geographic information systems; aerial photographs; satellite images) to gather and compare information about a place.
2. locate on a map or globe physical features (e.g., continents, oceans, mountain ranges, land forms), natural features (e.g., flora, fauna), and human features (e.g., cities, states, national borders) and explain their relationships within the ecosystem.
3. analyze diverse land use and explain the historical and contemporary effects of this use on the environment, with an emphasis on Montana.
4. explain how movement patterns throughout the world (e.g., people, ideas, diseases, products, food) lead to interdependence and/or conflict.
5. use appropriate geographic resources to interpret and generate information, explaining the interaction of physical and human systems (e.g., estimate distance, calculate scale, identify dominant patterns of climate and land use, compute population density). (Grades 6/7)
6. describe and distinguish between the environmental effects on the earth of short-term physical changes (e.g., floods, droughts, snowstorms) and long-term physical changes (e.g., plate tectonics, erosion, glaciation). (Grades 6/7)
7. describe major changes in a local area that have been caused by human beings (e.g., a new highway, a fire, construction of a new dam, logging, mining) and analyze the probable effects on the community and environment.

6th Grade I Can Statements -- Students will:	7th Grade I Can Statements -- Students will:	8th Grade I Can Statements -- Students will:
E 3.1. use a variety of resources, such as globes, graphs, maps, and appropriate technology, to communicate important information about the earth's physical features.	E 3.1a. use a variety of resources, such as globes, graphs, maps and appropriate technology, to identify the earth's physical and political features. E 3.1b. identify the key components of a map and know their functionality. E 3.1c. locate the major political boundaries of the Eastern Hemisphere.	3.1. not taught at this grade level
E 3.2. recognize the major physical features and political boundaries of the Western Hemisphere. (list included in scope and sequence document)	E 3.2. locate the major physical features of the Eastern Hemisphere. (list included in scope and sequence document)	3.2. not taught at this grade level
E 3.3. evaluate how people change Earth's landscape and examine how various land uses have affected our state over time (e.g., agriculture, mining, timber, preservation).	3.3a. explain how human/environment interaction impacts our world.	3.3. not taught at this grade level
E 3.4a. demonstrate how people's movement across the Western Hemisphere has led to cooperation, interdependence, and conflict. E 3.4b. devise a solution to a conflict caused by human movement.	E 3.4a. illustrate how people, goods, and ideas move from place to place in the Eastern Hemisphere. E 3.4b. identify how the movement of people, goods, and ideas from one area influences other areas. E 3.4c. compare and contrast how physical geography and historical events influence the population distribution in the	3.4a. differentiate between push and pull factors in human migration. 3.4b. consider alternate outcomes to U.S. policy toward encroachment on traditional native lands in Montana. 3.4c. develop an understanding of assimilation versus acculturation in U.S. history.

	<p>Eastern Hemisphere.</p> <p>E 3.4d. determine why people choose to live where they do based on push/pull factors (human aspects like jobs, political unrest, oppression, etc. and physical aspects like terrain, climate, natural disaster, etc.)</p> <p>E 3.4e. describe the ways people's lives change over time (technology, movement, way of life, etc.).</p>	
E 3.5. use map, globe, chart, and graph skills to explain the relationship between physical and human geography of the Western Hemisphere.	E 3.5a. identify how humans interact with the land and how the land influences how people live in the Eastern Hemisphere.	3.5. not taught at this grade level
3.6. not taught at this grade level	E 3.6. identify short-term (hurricane, typhoon, flood, drought, etc.) and long-term (landform changes) physical alterations on the environment in the Eastern Hemisphere.	3.6. not taught at this grade level
3.7. analyze the effects of human-made changes in Montana.	E 3.7. explain the positive and negative effects of humans interacting with the environment in the Eastern Hemisphere.	E 3.7a. analyze the causes and effects of some major human-caused changes in U.S. and Montana history.

State Content Standard 4:

Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.

Students will (State Established Benchmarks):
<p>1. interpret the past using a variety of sources (e.g., biographies, documents, diaries, eyewitnesses, interviews, internet, primary source material) and evaluate the credibility of sources used. CCSS.RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources. CCSS.RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. CCSS.RH.6-8.3: Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered). CCSS.RH.6-8.8: Distinguish among fact, opinion, and reasoned judgment in a text. CCSS.RH.6-8.9: Analyze the relationship between a primary and secondary source on the same topic.</p>
<p>2. describe how history can be organized and analyzed using various criteria to group people and events (e.g., chronology, geography, cause and effect, change, conflict, issues). CCSS.RH.6-8.5: Describe how a text presents information (e.g., sequentially, comparatively, causally).</p>
<p>3. use historical facts and concepts and apply methods of inquiry (e.g., primary documents, interviews, comparative accounts, research) to make informed decisions as responsible citizens.</p>
<p>4. identify significant events and people and important democratic values (e.g., freedom, equality, privacy) in the major eras/civilizations of Montana, American Indian, United States, and world history.</p>
<p>5. identify major scientific discoveries and technological innovations and describe their social and economic effects on society.</p>
<p>6. explain how and why events (e.g., American Revolution, Battle of the Little Big Horn, immigration, Women’s Suffrage) may be interpreted differently according to the points of view of participants, witnesses, reporters, and historians. CCSS.RH.6-8.6: Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). CCSS.RH.6-8.8: Distinguish among fact, opinion, and reasoned judgment in a text. CCSS.RH.6-8.9: Analyze the relationship between a primary and secondary source on the same topic. CCSS.W.1: write arguments to support claims.</p>
<p>7. summarize major issues affecting the history, culture, tribal sovereignty, and current status of the American Indian tribes in Montana and the United States.</p>

6th Grade I Can Statements -- Students will:	7th Grade I Can Statements -- Students will:	8th Grade I Can Statements -- Students will:
<p>E 4.1. cite appropriate evidence to support analysis of primary and secondary sources.</p>	<p>E 4.1a. determine the central ideas or information of a primary or secondary source.</p> <p>E 4.1b. provide an accurate summary of a source distinct from prior knowledge or opinions.</p> <p>E 4.1c. identify the credibility of a variety of sources to interpret historical events in the Eastern Hemisphere.</p>	<p>E 4.1a. analyze the relationship between primary and secondary sources on the same topic.</p> <p>E 4.1b. determine whether a source is credible.</p> <p>E 4.1c. use various credible sources to examine the past.</p> <p>E 4.1d. provide an accurate summary of a source distinct from prior knowledge or opinions.</p>

<p>4.2. describe how events change people's lives and cultures over time.</p>	<p>4.2a. organize historical events of the Eastern Hemisphere into a timeline.</p> <p>4.2b. categorize social and cultural groups of the Eastern Hemisphere based on their belief structures (e.g., major religions, colonization).</p>	<p>E 4.2a. organize historical events into a timeline.</p> <p>E 4.2b. categorize groups based on their standards of membership or belief structures (e.g., political parties, KKK, Union and Confederacy).</p> <p>E 4.2c. assess the impact of such groups.</p>
<p>4.3. cite appropriate evidence to support analysis of primary and secondary sources.</p>	<p>4.3. collect information about Eastern Hemisphere issues using various methods of inquiry (e.g., primary documents).</p>	<p>E 4.3a. identify what it means to be a responsible citizen.</p> <p>E 4.3b. collect information about issues using various methods of inquiry.</p> <p>E 4.3c. defend your position to your peers using specific rationale and information.</p>
<p>E 4.4. identify key events, democratic ideas, and people throughout the Western Hemisphere (e.g., Louisiana Purchase, Manifest Destiny, diseases, etc.).</p>	<p>E 4.4. identify major European, African and Asian events throughout history (e.g., important people, cultural and historical events). See the list in the scope and sequence document.</p>	<p>E 4.4a. identify significant events and people in U.S. and Montana history (see scope and sequence document for details).</p> <p>E 4.4b. examine different perspectives while interpreting events in Montana and U.S. history.</p>
<p>4.5. identify major discoveries in technology that affected society (e.g., horses, railroads, guns).</p>	<p>E 4.5a. give examples of how countries can go from emerging nations to advanced nations (e.g., technology, government, resources).</p> <p>E 4.5b. explain how major scientific and technological advancements impact the development of nations in the Eastern Hemisphere.</p>	<p>E 4.5a. identify major scientific and technology inventions in U.S. history.</p> <p>E 4.5b. analyze the social and economic impacts of such inventions.</p>
<p>4.6. describe the significance and compare varying perspectives of major events (e.g., the Louisiana Purchase and the Corps of Discovery from Native American and European immigrants' perspectives).</p>	<p>E 4.6. explain how events in the Eastern Hemisphere may be interpreted differently according to multiple points of view.</p>	<p>E 4.6b. explain how events may be interpreted differently according to the points of view of participants, witnesses, reporters, and historians.</p>
<p>4.7. explain how the arrival of Europeans affected the native people of an area.</p>	<p>4.7. not taught at this grade level</p>	<p>E 4.7a. examine the major issues affecting the status of indigenous people of the United States (see scope and sequence document for details).</p>

State Content Standard 5:

Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.

Students will (State Established Benchmarks):
1. identify and explain basic economic concepts (e.g., supply, demand, production, exchange and consumption; labor, wages, and capital; inflation and deflation; and private goods and services).
2. apply economic concepts to explain historical events, current situations, and social issues in local, Montana, tribal, national, or global concerns.
3. compare and contrast the differences between private and public goods and services.
4. analyze how various personal and cultural points of view influence economic decisions (e.g., land ownership, taxation, unemployment).
5. explain and illustrate how money is used (e.g., trade, borrow, save, invest, compare the value of goods and services) by individuals and groups (e.g., businesses, financial institutions, and governments).
6. analyze the influences of technological advancements (e.g., machinery, internet, genetics) on household, state, national and global economies.

6th Grade I Can Statements: Students will	7th Grade I Can Statements: Students will	8th Grade I Can Statements: Students will
5.1. identify and explain basic economic concepts (e.g., consumption, standard of living, goods and services, production, labor, export, import, trade, scarcity, economic inequality, unemployment).	<p>E 5.1a. explain basic economic principles (e.g., supply/demand, currency, imports/exports, labor) and the movement of goods, people and ideas (trade).</p> <p>E 5.1b. compare and contrast economic frameworks in the Eastern Hemisphere (e.g., capitalism, communism, socialism).</p>	<p>E 5.1a. identify and explain basic economic concepts (e.g., supply, demand, production, trade and consumption, labor, wages, capital, inflation, deflation, private goods and services).</p> <p>E 5.1b. explain the relationship between supply and demand in the free market; explain the relationship between production, trade, and consumption; contrast inflation and deflation.</p>
E 5.2. list the main economic activities in Montana (e.g., agriculture, mining, logging, tourism).	5.2. give an example of the economic impact of a current and/or historical event in the Eastern Hemisphere.	5.2. assess the economic impact of current and historical events in U.S. history.
5.3. not taught at this grade level	<p>E 5.3a. identify private sector goods and services.</p> <p>E 5.3b. identify public sector goods and services.</p> <p>E 5.3. compare how different nations provide public and private goods and services in the Eastern Hemisphere.</p>	E 5.3. identify, compare, and contrast the differences between public and private sector goods and services.
5.4. determine how point of view affects economic decisions.	5.4. describe how various countries have different points of view regarding economic decisions (e.g., Sweden--socialist, North Korea--communist, Japan--capitalist, African countries--single market vs. diversified economy).	5.4. not taught at this grade level
5.5. describe how free trade agreements remove tariffs	5.5a. explain how money can be used to influence the actions of other countries (e.g., boycott, embargo).	5.5. explain why the U.S. government can't just print more money to address issues.

and affect trade between countries.	5.5b. compare/contrast cost of living in different regions of the Eastern Hemisphere.	
5.6. explain how groups and nations with superior technology have a higher standard of living and other economic advantages.	5.6. examine how technological advancements can influence a country's economy (i.e. classes, infrastructure, developed/developing countries).	5.6. not taught at this grade level

State Content Standard 6:

Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

Students will (State Established Benchmarks):
1. compare and illustrate the ways various groups (e.g., cliques, clubs, ethnic communities, American Indian tribes) meet human needs and concerns (e.g., self esteem, friendship, heritage) and contribute to personal identity.
2. explain and give examples of how human expression (e.g., language, literature, arts, architecture, traditions, beliefs, spirituality) contributes to the development and transmission of culture.
3. identify and differentiate ways regional, ethnic and national cultures influence individuals' daily lives and personal choices.
4. compare and illustrate the unique characteristics of American Indian tribes and other cultural groups in Montana.
5. explain the cultural contributions of, and tensions between, racial and ethnic groups in Montana, the United States, and the world.
6. identify and describe the stratification of individuals within social groups (e.g., status, social class, haves and have nots).

6th Grade I Can Statements -- Students will:	7th Grade I Can Statements -- Students will:	8th Grade I Can Statements -- Students will:
6.1. identify distinct cultural and social groups (e.g., Mayan, Incan, sports groups, clubs, Hutterite, Montana tribes).	6.1. compare and illustrate the way various groups in the Eastern Hemisphere meet human needs and concerns and contribute to personal identity.	6.1. not taught at this grade level
6.2a. describe how cultures are unique ways of life, including beliefs, customs, the arts, languages, religions, social/political organization and practices.	E 6.2a. define culture through the experience of language, beliefs and spirituality, traditions, visual arts, music, literature, and architecture.	E 6.2. explain cultural changes over time in the areas of the arts, music, literature, and architecture (e.g., Harlem Renaissance, Realists, jazz, rock-and-roll, skyscrapers).
6.2b. explain how culture is transmitted through cultural exchange.	E 6.2b. explain and give examples of how human expression contributes to the development and spread of culture.	
6.3. provide examples of dominant cultures that have influenced the daily lives of minority cultures.	E 6.3a. identify the basic principles of the major religions of the Eastern Hemisphere. E 6.3b. give examples of how different cultures impact the way of life for people and influence decisions.	6.3. not taught at this grade level
E 6.4. explain that Montana Indian tribes have cultural differences.	6.4. not taught at this grade level	E 6.4. identify unique aspects of various Montana Indian tribes (e.g., traditions, culture, celebrations), as well as how they have changed through history.
6.5. describe the concept of cultural exchange between societies in the Western Hemisphere, including in Montana.	E 6.5. compare and contrast ethnic contributions and tensions with different groups in the Eastern Hemisphere.	E 6.5. explain how various ethnic groups have contributed to social and cultural advancements.
6.6. describe social stratification of individuals (spatial inequality).	E 6.6. identify and describe the stratification on individuals within social groups in the Eastern Hemisphere (e.g., caste system in India, feudal Europe, Apartheid).	6.6. describe how slaves, sharecroppers, and minorities often had/have a lower socioeconomic status than other groups throughout American history.

