Clear Learning Targets

2018-2019

Aligned with Ohio’s Learning Standards for Social Studies

Office of Teaching and Learning – Curriculum Division
# Ohio’s Learning Standards - Clear Learning Targets
## American History

<table>
<thead>
<tr>
<th>HI.1</th>
<th>Analyze a historical decision and predict the possible consequences of alternative courses of action.</th>
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<tbody>
<tr>
<td><strong>Essential Understanding</strong></td>
<td>- Analyzing consequences of potential courses of action in historical decisions</td>
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<tr>
<td><strong>Academic Vocabulary</strong></td>
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<tr>
<td></td>
<td>- analyze</td>
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<td>- predict</td>
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<td></td>
<td>- consequence</td>
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<td></td>
<td>- alternative courses of action</td>
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</tbody>
</table>

### Ultimate Learning Target

**Type:** Reasoning

**Broad Learning Target:**
- The student can analyze a historical decision and predict the possible consequences of alternative courses of action.

**Underpinning Knowledge Learning Targets:**
- The student can list historical decision points that had alternative courses of action.

**Underpinning Reasoning Learning Targets:**
- The student can explain various alternative courses of actions for historical decision points.
- The student can explain positive consequences of a particular course of action.
- The student can explain negative consequences of a particular course of action.
- The student can evaluate a course of action based on the alternatives and consequences.

### 7.HI.1 (Prior Grade Standard)

Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today’s norms and values.

### (Future Grade Standard)

N/A
Content Elaborations, Instructional Strategies and Resources

- By examining alternative courses of action, students can consider the possible consequences and outcomes of moments in history. It also allows them to appreciate the decisions of some individuals and the actions of some groups without putting 21st century values and interpretations on historic events.

- How might the history of the United States be different if the participants in historical events had taken different courses of action? What if Democratic Party officeholders had not been restored to power in the South after Reconstruction, the U.S. had not engaged in the Spanish-American War or the U.S. had joined the League of Nations? What if the federal government had not used deficit spending policies during the Great Depression, Truman had not ordered atomic bombs dropped on Japan or African Americans had not protested for civil rights in the 1950s and 1960s?

- Gather primary and secondary resources on a specific event to analyze an historical event to determine what might have happened if the participants had chosen alternative courses of action (e.g., What if Truman had not ordered atomic bombs dropped on Japan?). Students will use this information to reach a conclusion of what is the best course of action to solve an issue or problem.

- When teaching about an event like the Berlin Airlift, provide students with alternative courses of action available to the decision makers. Pose the problem (i.e., the blockade of Berlin by the Soviet Union) before the students read about the airlift ordered by President Truman. Have students work in groups to select one course of action. Have the groups discuss the rationales behind their selected courses of action and speculate on the possible consequences and results before the actual course of action is revealed.

Sample Question Stems and Performance Tasks

- How might history have been different if ___________?

- Create a decision tree to show possible positive and negative consequences of various alternative courses of action.

- Develop a policy recommendation for the following foreign policy issue: ______________. Write an essay explaining why you chose this course of action. Support your position with evidence and valid reasoning.
## Ohio’s Learning Standards - Clear Learning Targets
### American History

<table>
<thead>
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<th>HI.2</th>
<th>Analyze and evaluate the credibility of primary and secondary sources.</th>
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<tr>
<td></td>
<td><strong>Essential Understanding</strong></td>
</tr>
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<td>– Evaluating source credibility</td>
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<td><strong>Extended Understanding</strong></td>
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<td>– Using credible sources in research writing</td>
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<td><strong>Academic Vocabulary</strong></td>
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<td><strong>Tier 2</strong></td>
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<td>– analyze</td>
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<td>– evaluate</td>
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<td>– credibility</td>
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<td>– bias</td>
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<td></td>
<td>– stereotype</td>
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<td></td>
<td><strong>Tier 3</strong></td>
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<tr>
<td></td>
<td>– primary source</td>
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<tr>
<td></td>
<td>– secondary source</td>
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</tbody>
</table>

**Ultimate Learning Target Type:** Reasoning

**Broad Learning Target:**
- The student can analyze and evaluate the credibility of primary and secondary sources.

**Underpinning Knowledge Learning Targets:**
- The student can define and give examples of primary sources.
- The student can define and give examples of secondary sources.
- The student can explain the criteria for determining credibility of sources.

**Underpinning Skills Learning Targets:**
- The student can identify perspectives, bias and stereotypes in primary and secondary sources.

**Underpinning Reasoning Learning Targets:**
- The student can evaluate the qualifications and reputation of an author.
- The student can compare sources for agreement.
- The student can judge the accuracy and internal consistency of a source.
- The student can evaluate a source based on the circumstances in which the author prepared the source.

8.HI.1 (Prior Grade Standard)
Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.

11.GO.3 (Future Grade Standard)
Issues can be analyzed through the critical use of information from public records, surveys, research data and policy positions of advocacy groups.

Columbus City Schools 2018-2019
Content Elaborations, Instructional Strategies and Resources

- The use of primary and secondary sources in the study of history includes an analysis of their credibility – that is, whether or not they are believable. This is accomplished by checking sources for: The qualifications and reputation of the author; Agreement with other credible sources; Perspective or bias of the author (including use of stereotypes); Accuracy and internal consistency; and The circumstances in which the author prepared the source.

- With the characteristics of credibility in mind, have students create their own rubrics to evaluate the credibility of primary and secondary sources available on different historical topics.

- Provide examples of primary and secondary sources that illustrate one or more attributes related to credibility as noted in the content elaboration. Help students recognize the attributes in the examples. Include online sources in the examples.

- Students create a National History Day project, examining primary and secondary sources to analyze historical events to provide evidence to support a thesis. Information on Ohio History Day can be found at http://www.ohiohistory.org/historyday/

- To help students analyze primary sources: Provide a highlighted document; Create a bulleted list of important points; Have students work in heterogeneous groups; Modify the readability of the document by inserting synonyms for difficult vocabulary; Provide two versions of text, one in original language and one in modified language; Provide students a typed transcript, often available on history websites; and Add captions or labels to clarify meaning of graphics and images.

- History Matters – http://historymatters.gmu.edu/browse/makesense/ - This site provides students with skills to analyze various primary and secondary sources.

- Primary Sources at Yale – http://www.yale.edu/collections_collaborative/primarysources/ - The university’s website has a primary source database with digital copies of hundreds of historical primary sources.

- The National Archives - http://www.archives.gov/education/ - This website offers primary source documents.

Sample Question Stems and Performance Tasks

- Which source has the appropriate qualifications to be considered a credible source of information?

- What bias is reflected in the source below?

- Read the source below. Evaluate the credibility of the source and explain the criteria you used in your evaluation.
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<thead>
<tr>
<th>Ohio’s Learning Standards - Clear Learning Targets</th>
<th>American History</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HI.3</strong></td>
<td></td>
</tr>
<tr>
<td>Develop a thesis and use evidence to support or refute a position.</td>
<td>Essential Understanding</td>
</tr>
<tr>
<td></td>
<td>− Supporting or refuting a thesis with evidence</td>
</tr>
<tr>
<td></td>
<td>− Using evidence for a thesis in an extended research project</td>
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<td></td>
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</tr>
</tbody>
</table>

**Ultimate Learning Target Type: Skill**

**Broad Learning Target:**
− The student can develop a thesis and use evidence to support or refute a position.

**Underpinning Knowledge Learning Targets:**
− The student can define and explain a thesis.
− The student can identify sources of evidence for historians.

**Underpinning Skills Learning Targets:**
− The student can develop a thesis.
− The student can use evidence to support a thesis.
− The student can use evidence to refute a thesis.
− The student can cite sources used to support or refute positions.

**Underpinning Reasoning Learning Targets:**
− The student can distinguish between a list of events and a historical interpretation.

**8.HI.1 (Prior Grade Standard)**
Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.

**8.HI.1 (Future Grade Standard)**
N/A
Content Elaborations, Instructional Strategies and Resources

− Historians are similar to detectives. They develop theses and use evidence to create explanations of past events. Rather than a simple list of events, a thesis provides a meaningful interpretation of the past by telling the reader the manner in which historical evidence is significant in some larger context.

− The evidence used by historians may be generated from artifacts, documents, eyewitness accounts, historical sites, photographs and other sources. Comparing and analyzing evidence from various sources enables historians to refine their explanations of past events.

− Historians cite their sources and use the results of their research to support or refute contentions made by others.

− Have students develop theses for use in historical papers and debates. In either context, the thesis should be supported with historical evidence and documentation.

− Display numerous artifacts or other primary sources related to a historical event (e.g., Japanese-American internment, immigration, civil rights). Give students the task of selecting and organizing a certain number of the resources to interpret. Have each student develop a thesis to explain the relationship among the selected resources, using information to support their theses.

− Students create a National History Day project, examining primary and secondary sources to analyze historical events to provide evidence to support a thesis. Information on Ohio History Day can be found at http://www.ohiohistory.org/historyday/.

− Reading Like a Historian: http://sheg.stanford.edu/rlh

Sample Question Stems and Performance Tasks

− Read the statement below. Which thesis does the statement support?

− Read the sources below. Then chose the thesis statements historians could compose based on these sources.

− Using the data provided, support or refute the following thesis: ________________________.

− Using the sources below, construct a thesis about ________ and provide two pieces of evidence that support it.

− Complete the chart below by matching the evidence to a thesis. Move the boxes to the correct spaces on the chart.
# Ohio’s Learning Standards - Clear Learning Targets

## American History

### 6.HI.1 (Prior Grade Standard)

**Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E.**

### (Future Grade Standard)

**N/A**

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### HI.4

**Ultimate Learning Target Type: Reasoning**

<table>
<thead>
<tr>
<th>Identify examples of multiple causation and long- and short-term causal relationships with respect to historical events.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Understanding</td>
</tr>
<tr>
<td>− Analyzing cause and effect relationships</td>
</tr>
<tr>
<td>Extended Understanding</td>
</tr>
<tr>
<td>− Evaluate causation and correlation through counterfactual scenarios</td>
</tr>
</tbody>
</table>

**Broad Learning Targets:**

- The student can identify examples of multiple causation and long- and short-term causal relationships with respect to historical events.
- The student can analyze the relationship between historical events taking into consideration cause, effect, sequence and correlation.

**Underpinning Skills Learning Targets:**

- The student can place historical events in sequential (chronological) order.

**Underpinning Reasoning Learning Targets:**

- The student can analyze the long-term causes of historical events.
- The student can analyze the short-term causes of historical events.
- The student can analyze the short-term effects of historical events.
- The student can analyze the long-term effects of historical events.
- The student can differentiate between causes and correlations in historical events.

**Academic Vocabulary**

- Tier 2
  - cause
  - effect
  - causation
  - correlation
  - sequence
Content Elaborations, Instructional Strategies and Resources

- When studying a historical event or person in history, historians analyze cause-and-effect relationships. For example, to understand the impact of the Great Depression, an analysis would include its causes and effects. An analysis also would include an examination of the sequence and correlation of events. How did one event lead to another? How do they relate to one another? An examination of the Great Depression would include the Federal Reserve Board’s monetary policies in the late 1920s as a short-term cause and the decline in demand for American farm goods after World War I as a long-term factor contributing to the economic downturn.

- Present students with a series of historical events. Ask them to determine which ones happened before a certain event and could serve as causes, and which ones came after the event and could be a consequence or effect. Follow-up discussions can focus on short-term vs. long-term causes and effects.

- Help students clarify the difference between cause and effect using the following activities:
  - Present students with several historical facts/events, then ask them to label causes and effects appropriately.
  - Use charts, especially flow charts, when clarifying cause-and-effect relationships.
  - Provide a list of historic events in a jumbled sequence and ask students to explain why the sequence does not make sense.

Sample Question Stems and Performance Tasks

- Explain one development that led to __________ in the United States.

- Read the passage below. Explain a long-term causal relationship between __________ and ___________ based on the information provided.

- Complete the chart below by matching causes with effects. Move the boxes to correct spaces on the chart.

- Creating a time line to demonstrate the long-term and short-term causes of ____________.

- Using the graphing organizer below, group events that relate to one another with their common factors. Move the boxes to the correct spaces.

- Explain two effects of the following development in American History: ______________.
### Ohio’s Learning Standards - Clear Learning Targets

#### American History

<table>
<thead>
<tr>
<th>HI.5</th>
<th>Explain a grievance listed in the Declaration of Independence in terms of its relationship to Enlightenment ideas of natural rights and the social contract.</th>
</tr>
</thead>
</table>
|      | **Essential Understanding**  
|      | - Relationship between the Declaration of Independence and Enlightenment ideas  
|      | **Extended Understanding**  
|      | - Long-term impact of Declaration and Enlightenment ideas  
|      | **Academic Vocabulary**  
|      | **Tier 2**  
|      | - explain  
|      | - grievance  
|      | - relationship  
|      | **Tier 3**  
|      | - Enlightenment  
|      | - natural rights  
|      | - social contract |

**Ultimate Learning Target Type:** Reasoning

**Broad Learning Target:**  
- The student can explain a grievance listed in the Declaration of Independence in terms of its relationship to Enlightenment ideas of natural rights and the social contract.

**Underpinning Knowledge Learning Targets:**  
- The student can list grievances in the Declaration of Independence.  
- The student can describe key ideas of the Enlightenment.  
- The student can explain the concept of natural rights.  
- The student can explain the concept of the social contract.

**Underpinning Skills Learning Targets:**  
- The student can read and interpret information from the Declaration of Independence.

**Underpinning Reasoning Learning Targets:**  
- The student can make connections between the Declaration of Independence and natural rights theory.  
- The student can make connections between the Declaration of Independence and social contract theory.

**9.HI.8 (Prior Grade Standard)**  
Enlightenment ideas on the relationship of the individual and the government influenced the American Revolution, French Revolution and Latin American wars for independence.

**9.HI.5 (Future Grade Standard)**  
N/A
Content Elaborations, Instructional Strategies and Resources

- The Declaration of Independence opens with a statement that the action the American colonies were undertaking required an explanation. That explanation begins with a brief exposition of Enlightenment thinking, particularly natural rights and the social contract, as the context for examining the recent history of the colonies.

- The document includes a list of grievances the colonists have with the King of Great Britain and Parliament as a justification for independence. The grievances refer to a series of events since the French and Indian War which the colonists deemed were tyrannical acts and destructive of their rights.

- The Declaration of Independence ends with a clear statement that the political bonds between the colonies and Great Britain are ended. Independence is declared as an exercise of social contract thought.

- Have students prepare a brief “background” paper for one of the grievances listed in the Declaration of Independence.

- Certain historical episodes leading to the grievances listed in the Declaration of Independence are more readily recognized by the wording of the grievances. Assign students experiencing difficulties with the content a grievance that is relatively easy to grasp (e.g., “For cutting off our Trade with all parts of the world;” – Boston Port Act) and direct more able students to more difficult references.

- Primary Documents in American History – Declaration of Independence – http://www.loc.gov/rr/program/bib/ourdocs/DeclarInd.html - This website, provided by the Library of Congress, is a starting point for locating a variety of resources on the Declaration of Independence.

Sample Question Stems and Performance Tasks

- Cite two grievances found in the Declaration of Independence that are related to the Enlightenment idea of natural rights.

- Complete the chart below by matching Enlightenment ideas of natural rights and social contract with grievances listed in the Declaration of Independence.

- Explain how the Enlightenment idea of natural rights influenced the writing of the Declaration of Independence.

- On the graphic organizer below, move the boxes to show whether each statement from the Declaration of Independence reflects the influence of the social contract or natural rights philosophy.
## Ohio’s Learning Standards - Clear Learning Targets

### American History

<table>
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<tr>
<th><strong>HI.6</strong></th>
<th><strong>Essential Understanding</strong></th>
<th><strong>Academic Vocabulary</strong></th>
</tr>
</thead>
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<tr>
<td>Show how the Northwest Ordinance, in providing government for the Northwest Territory, established a precedent for governing the United States.</td>
<td>Precedents established by the Northwest Ordinance</td>
<td>Tier 2</td>
</tr>
<tr>
<td></td>
<td>Long-term impact of the Northwest Ordinance</td>
<td>precedent</td>
</tr>
<tr>
<td></td>
<td></td>
<td>provision</td>
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<tr>
<td></td>
<td></td>
<td>Tier 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Northwest Ordinance</td>
</tr>
</tbody>
</table>

**Ultimate Learning Target**

**Type: Reasoning**

**Broad Learning Target:**
- The student can show how the Northwest Ordinance, in providing government for the Northwest Territory, established a precedent for governing the United States.

**Underpinning Knowledge Learning Targets:**
- The student can explain how the Northwest Ordinance provided for temporary governing of the Northwest Territory.
- The student can describe provisions of the Northwest Ordinance on education.
- The student can describe provisions of the Northwest Ordinance on basic rights of citizenship.
- The student can describe provisions of the Northwest Ordinance on slavery.
- The student can describe provisions of the Northwest Ordinance on republican government.

**Underpinning Skills Learning Targets:**
- The student can read and interpret provisions of the Northwest Ordinance.

**Underpinning Reasoning Learning Targets:**
- The student can connect provisions of the Northwest Ordinance with Constitutional provisions.

**8.HI.6 (Prior Grade Standard)**
The outcome of the American Revolution was national independence and new political, social and economic relationships for the American people.

**11.GO.5 (Future Grade Standard)**
As the supreme law of the land, the U.S. Constitution incorporates basic principles that help define the government of the United States as a federal republic including its structure, powers and relationship with the governed.
Content Elaborations, Instructional Strategies and Resources

- As Ohio country settlement progressed in the Connecticut Western Reserve and the Virginia Military District, and with the enactment of the Land Ordinance of 1785, the Congress of the United States recognized a need for governing land acquired in the Treaty of Paris. The Northwest Ordinance provided the basis for temporary governance as a territory and eventual entry into the United States as states.

- The Northwest Ordinance also set some precedents that influenced how the United States would be governed in later years. New states were to be admitted “into the Congress of the United States, on an equal footing with the original States.” This provision was continued in later years and it meant that there would be no colonization of the lands as there had been under Great Britain. “Schools and the means of education” were to be encouraged. This wording reinforced the provision in the Land Ordinance of 1785 allocating one section of each township for the support of schools and established a basis for national aid for education. Basic rights of citizenship (e.g., religious liberty, right to trial by jury, writ of habeas corpus) were assured. These assurances were precursors to the Bill of Rights to the U.S. Constitution. Slavery was prohibited in the Northwest Territory. This provision was later included in the Constitution as Amendment 13. State governments were to be republican in structure. This provision was repeated in the U.S. Constitution.

- Have students compare the wording for the rights of citizens listed in the Northwest Ordinance of 1787 with the wording used in the U.S. Bill of Rights. Have the students consider what prompted the similarities/dissimilarities in the language used. Have students examine the use of “republic” and “republican” as references to a form of government. Have groups of students compare applicable references from the Pledge of Allegiance, the Northwest Ordinance (Sec. 14, Art. 5) and the Constitution of the United States (Art. IV, sec. 4) to determine the importance attached to the concept of a republic. Have students find definitions for “republic”. Emphasize the key components of a republic: Supreme power is held by the citizens; Citizens are entitled to vote; Elections are held for government officers and representatives of the citizens; Elected officers and representatives are responsible to the citizens; Elected officers and representatives govern according to law.


Sample Question Stems and Performance Tasks

- Describe one way the Northwest Ordinance provided government for the Norwest Territory.

- In the chart below, identify the ways in which the Northwest Ordinance set precedents for governing the United States. Move the boxes to the correct spaces on the chart.

- Explain how a provision of the Northwest Ordinance set precedents for governing the United States.
**Ohio’s Learning Standards - Clear Learning Targets**

**American History**

| **HI.7a** | **Develop an argument that a particular provision of the Constitution of the United States would help address a problem facing the United States in the 1780s.** |
| **Essential Understanding** | **How the Constitution addressed problems of the Articles of Confederation** |
| **Extended Understanding** | **Evaluating the effectiveness of the Constitution and the Articles of confederation** |

**Ultimate Learning Target Type: Reasoning**

**Broad Learning Target:**
- The student can develop an argument that a particular provision of the Constitution of the United States would help address a problem facing the United States in the 1780s.

**Underpinning Knowledge Learning Targets:**
- The student can cite problems faced by the United States under the Articles of Confederation.
- The student can explain provisions of the Constitution that strengthened the national government.
- The student can explain the principle of federalism.

**Underpinning Skills Learning Targets:**
- The student can read and interpret provisions of the U.S. Constitution.

**Underpinning Reasoning Learning Targets:**
- The student can compare provisions of the Constitution and the Articles of Confederation.

**8.HI.7 (Prior Grade Standard)**
Problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.

**11.GO.5 (Future Grade Standard)**
As the supreme law of the land, the U.S. Constitution incorporates basic principles that help define the government of the United States as a federal republic including its structure, powers and relationship with the governed.
Content Elaborations, Instructional Strategies and Resources

− The national government, under the Articles of Confederation, faced several critical problems. Some dealt with the structure of the government itself. These problems included weak provisions for ongoing management of national affairs (a lack of a separate executive branch), a limited ability to resolve disputes arising under the Articles (a lack of a separate judicial branch) and stiff requirements for passing legislation and amending the Articles. National issues facing the government included paying the debt from the Revolutionary War, the British refusal to evacuate forts on U.S. soil, the Spanish closure of the Mississippi River to American navigation and state disputes over land and trade. Economic problems in the states led to Shays’ Rebellion.

− The Constitution of the United States strengthened the structure of the national government. Separate executive and judicial branches were established. More practical means of passing legislation and amending the Constitution were instituted. The new government would have the ability to address the issues facing the nation. Powers to levy taxes, raise armies and regulate commerce were given to Congress. The principle of federalism delineated the distribution of powers between the national government and the states.

− Form cooperative learning groups of six members (one student for each of the first six articles of the Constitution). Rearrange students into groups based upon the article number and assign each group three problems facing the nation in 1787. Have the students determine if the contents of their assigned article would have any bearing on the problems. After the necessary deliberation time, put students back into their original six-member groups. Have the “experts” from the article groups confer to assess how many and which provisions of the Constitution could be brought to bear on each problem. Have the groups reach a conclusion on the “strength” of the new government.

− National Constitution Center - http://constitutioncenter.org/

Sample Question Stems and Performance Tasks

− Explain how a particular problem faced by the United States in the 1780s was addressed in the U.S. Constitution.

− The chart below shows problems the United States faced in the 1780s and provisions of the Constitution. Move the boxes to the correct spaces on the chart to show how the provisions address the problems.

− Which provision of the Constitution addressed the problem of a limited ability to resolve disputes under the Articles?

− How did the Constitution of the United States strengthen the power of the national government?

− What powers were given to Congress by the Constitution to address state disputes over trade?
# Ohio’s Learning Standards - Clear Learning Targets

## American History

<table>
<thead>
<tr>
<th>HI.7b</th>
<th>Explain a provision of the Constitution of the United States in terms of how it reflects Enlightenment thinking.</th>
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</thead>
<tbody>
<tr>
<td><strong>Ultimate Learning Target</strong></td>
<td><strong>Type:</strong> Reasoning</td>
</tr>
<tr>
<td><strong>Broad Learning Target:</strong></td>
<td>- The student can explain a provision of the Constitution of the United States in terms of how it reflects Enlightenment thinking.</td>
</tr>
</tbody>
</table>
| **Underpinning Knowledge Learning Targets:** | - The student can explain the Enlightenment idea of the social contract.  
- The student can explain the ideas expressed in the Preamble to the Constitution.  
- The student can discuss provisions of the Constitution that provide for representative government.  
- The student can discuss provisions of the Constitution that provide for separation of powers. |
| **Underpinning Skills Learning Targets:** | - The student can read and interpret provisions of the U.S. Constitution. |
| **Underpinning Reasoning Learning Targets:** | - The student can draw connections between provisions of the Constitution and Enlightenment ideas on social contract.  
- The student can draw connections between provisions of the Constitution and Enlightenment ideas on separation of powers. |

### Essential Understanding
- How the Constitution reflects Enlightenment ideas

### Extended Understanding
- Evaluating the extent to which the Constitution fulfills Enlightenment principles

### Academic Vocabulary
- **Tier 2**
  - explain
  - provision
- **Tier 3**
  - Enlightenment

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9.HI.8 (Prior Grade Standard)
Enlightenment ideas on the relationship of the individual and the government influenced the American Revolution, French Revolution and Latin American wars for independence.

(Future Grade Standard)
N/A
Content Elaborations, Instructional Strategies and Resources

- The Constitution of the United States was drafted using Enlightenment ideas to create a workable form of government. The Preamble and the creation of a representative government reflect the idea of the social contract. Articles I – III provide for a separation of powers in government. Article I also provides some limited protection of rights.

- Have students create a graphic organizer, poster, or digital presentation showing the impact of Enlightenment ideas on the U.S. Constitution. On one side, students should list quotes or ideas from Enlightenment thinkers. On the other side, cite provisions of the Constitution that reflect these Enlightenment ideas.

Sample Question Stems and Performance Tasks

- Complete the chart below by matching provisions of the Preamble to the U.S. Constitution to Enlightenment ideas. Move the boxes to the correct spaces on the chart.

- Explain how the Preamble to the Constitution reflects Enlightenment thinking.

- Which Enlightenment idea is reflected in the creation of a representative government in the U.S. Constitution?

- Which statement shows the influence of the idea of the social contract on the U.S. Constitution?
## Ohio’s Learning Standards - Clear Learning Targets

### American History

<table>
<thead>
<tr>
<th><strong>HI.8</strong></th>
<th>Compare the arguments of the Federalists and Anti-Federalists on a common topic related to the ratification of the Constitution of the United States and hypothesize why the winning argument was more persuasive.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essential Understanding</strong></td>
<td>Arguments of the Federalists and Anti-Federalist for and against the Constitution</td>
</tr>
<tr>
<td></td>
<td>Why the Federalists won</td>
</tr>
<tr>
<td><strong>Extended Understanding</strong></td>
<td>Ongoing debates over federalism</td>
</tr>
<tr>
<td><strong>Academic Vocabulary</strong></td>
<td>Tier 2</td>
</tr>
<tr>
<td></td>
<td>compare</td>
</tr>
<tr>
<td></td>
<td>hypothesize</td>
</tr>
<tr>
<td></td>
<td>argument</td>
</tr>
<tr>
<td></td>
<td>persuasive</td>
</tr>
<tr>
<td><strong>Tier 3</strong></td>
<td>Federalist Papers</td>
</tr>
<tr>
<td></td>
<td>Anti-Federalist Papers</td>
</tr>
</tbody>
</table>

**Ultimate Learning Target Type: Reasoning**

**Broad Learning Target:**
- The student can compare the arguments of the Federalists and Anti-Federalists on a common topic related to the ratification of the Constitution of the United States and hypothesize why the winning argument was more persuasive.

**Underpinning Knowledge Learning Targets:**
- The student can explain the arguments in the Federalist Papers in support of ratification of the Constitution.
- The student can explain the arguments in the Anti-Federalist papers against ratification of the Constitution.

**Underpinning Skills Learning Targets:**
- The student can read and interpret the Federalist Papers and Anti-Federalist Papers.

**Underpinning Reasoning Learning Targets:**
- The student can evaluate the persuasiveness of the Federalist Papers.
- The student can evaluate the persuasiveness of the Anti-Federalist Papers.

### 8.HI.7 (Prior Grade Standard)

Problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.

### 11.GO.6 (Future Grade Standard)

The Federalist Papers and the Anti-Federalist Papers framed the national debate over the basic principles of government encompassed by the Constitution of the United States.
Content Elaborations, Instructional Strategies and Resources

- The Constitution of the United States represented a significant departure from the Articles of Confederation. The document required ratification by nine states for the national government to be established among the ratifying states.

- Proponents and opponents of the Constitution attempted to sway the deliberations of the ratifying conventions in the states. The proponents became known as Federalists and the opponents as Anti-Federalists.

- New York was a pivotal state in the ratification process and Federalists prepared a series of essays published in that state’s newspapers to convince New York to support the Constitution. These essays have become known as the Federalist Papers and they addressed issues such as the need for national taxation, the benefits of a strong national defense, the safeguards in the distribution of powers and the protection of citizen rights. What has become known as the Anti-Federalist Papers is a collection of essays from a variety of contributors. While not an organized effort as the Federalist Papers were, the Anti-Federalist Papers raised issues relating to the threats posed by national taxation, the use of a standing army, the amount of national power versus state power and the inadequate protection of the people’s rights.

- The Library of Congress - [http://thomas.loc.gov/home/histdox/fedpapers.html](http://thomas.loc.gov/home/histdox/fedpapers.html) - Web access to the Federalist Papers can be found here.


- Connections - Instruction related to the Federalist Papers and the Anti-Federalist Papers could be connected with the “Reading Standards for Literacy in History/Social Studies 6-12” in the State Standards for English Language Arts. Standard 9 calls for students in grades 11-12 to, “Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Sample Question Stems and Performance Tasks

- Read the argument below made by the Federalists. Then select the correct Anti-Federalist counter argument.

- Complete the chart below by placing the arguments of the Federalists and Anti-Federalists on selected topics in the correct spaces.

- Compare Federalist and Anti-Federalist positions on the protection of citizens in the Constitution. Which position do you find most persuasive? Why?

- Explain one argument between the Federalists and Anti-Federalists.
## Ohio’s Learning Standards - Clear Learning Targets

### American History

<table>
<thead>
<tr>
<th>HI.9</th>
<th>Cite evidence for historical precedents to the rights incorporated in the Bill of Rights.</th>
<th>Essential Understanding</th>
<th>Academic Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>− Origins of the Bill of Rights</td>
<td>Tier 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>− Relevance of the Bill of Rights today</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tier 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>− Bill of Rights</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ultimate Learning Target Type: Knowledge</th>
</tr>
</thead>
</table>

**Broad Learning Target:**
- The student can cite evidence for historical precedents to the rights incorporated in the Bill of Rights.

**Underpinning Knowledge Learning Targets:**
- The student can cite provisions of the Bill of Rights derived from English law.
- The student can cite provisions of the Bill of Rights derived from Enlightenment ideas.
- The student can cite provisions of the Bill of Rights derived from early experiences in self-government.
- The student can cite provisions of the Bill of Rights derived from the national debate over ratification of the Constitution.

**Underpinning Skills Learning Targets:**
- The student can read and interpret the Bill of Rights.

**8.GO.21 (Prior Grade Standard)**
The U.S. Constitution protects citizens’ rights by limiting the powers of government.

**11.GO.8 (Future Grade Standard)**
The Bill of Rights was drafted in response to the national debate over the ratification of the Constitution of the United States.
Content Elaborations, Instructional Strategies and Resources

− The Bill of Rights to the Constitution of the United States is derived from several sources. These range from the English heritage of the United States to the debates over the ratification of the Constitution.

− English sources for the Bill of Rights include the Magna Carta (1215) and the Bill of Rights of 1689. The Magna Carta marked a step toward constitutional protection of rights and recognized trial by jury. The English Bill of Rights affirmed many rights including the right to habeas corpus and it protected against cruel punishments.

− Enlightenment ideas about natural rights of life, liberty and property were becoming widespread as American colonists were experiencing what they saw as infringements upon their rights. The Quartering Act of 1765 was seen as an infringement on property rights. The Massachusetts Government Act placed severe limitations on the colonists’ ability to assemble in their town meetings. The Enlightenment ideas and British policies became focal points of the Declaration of Independence in 1776.

− As the American people began to govern themselves, they incorporated individual rights in governing documents. The Virginia Declaration of Rights (1776) included protections for the press, religious exercise and the accused. Other colonies also included individual rights as part of their constitutions. The national government, under the Articles of Confederation, enacted the Northwest Ordinance of 1787, which provided for religious liberty, due process, protections for the accused and property rights.

− One of the key issues in the debate over the ratification of the Constitution concerned individual rights. The strength of Anti-Federalist arguments that the original Constitution did not contain adequate protections for individual rights led to the introduction in the First Congress of nine amendments devoted to rights of individuals.

− Assign students to find historical texts containing language pertaining to a specific individual right. Group students together who researched the same right to compare the precedent documentations with the wording contained in the Bill of Rights. Have the students draw conclusions as to how influential the precedent documents were in the writing of the Bill of Rights.

− The Magna Carta - http://magnacarta800th.com/ - This site provides background information and lessons.

Sample Question Stems and Performance Tasks

− Cite two provisions in the Bill of Rights and give a historical precedent for each provision.

− In the chart below, connect each right listed in the Bill of Rights to the correct historical precedent. Move the boxes to the correct spaces on the chart.

− Explain the how Enlightenment ideas of the social contract is incorporated into American founding documents up to the Bill of Rights.
**Ohio’s Learning Standards - Clear Learning Targets**

**American History**

<table>
<thead>
<tr>
<th>HI.10</th>
<th>Analyze how the rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essential Understanding</strong></td>
<td>Transformation of the American economy resulting from industrialization</td>
</tr>
<tr>
<td><strong>Extended Understanding</strong></td>
<td>Evaluating whether the positive effects of industrialization outweighed the negative</td>
</tr>
<tr>
<td><strong>Academic Vocabulary</strong></td>
<td>Tier 2</td>
</tr>
<tr>
<td></td>
<td>− analyze</td>
</tr>
<tr>
<td></td>
<td>− transformed</td>
</tr>
<tr>
<td></td>
<td>− innovations</td>
</tr>
<tr>
<td>Tier 3</td>
<td>− corporations</td>
</tr>
<tr>
<td></td>
<td>− mechanized farming</td>
</tr>
<tr>
<td></td>
<td>− agrarian</td>
</tr>
<tr>
<td></td>
<td>− industrial</td>
</tr>
<tr>
<td></td>
<td>− urban</td>
</tr>
</tbody>
</table>

**Ultimate Learning Target**

**Type: Reasoning**

**Broad Learning Target:**
- The student can analyze how the rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society.

**Underpinning Knowledge Learning Targets:**
- The student can identify new technologies that made factory production more efficient.
- The student can identify new technologies that transformed the economy in the late 19th and early 20th centuries.

**Underpinning Reasoning Learning Targets:**
- The student can compare the agrarian American economy to the industrial American economy.
- The student can draw connections between industrialization and urbanization.
- The student can analyze how the rise of corporations and heavy industry transformed the American economy.
- The student can analyze how mechanized farming transformed the American economy.
- The student can analyze how new technologies transformed the American economy.

**8.EC.23 (Prior Grade Standard)**
The Industrial Revolution fundamentally changed the means of production as a result of improvements in technology, use of new power resources, the advent of interchangeable parts and the shift from craftwork to factory work.

**(Future Grade Standard)**
N/A
Content Elaborations, Instructional Strategies and Resources

− Industrialization in the United States in the late 19th and early 20th centuries was characterized by the rise of corporations and heavy industry, which transformed the American economy. It marked a shift from a predominance of agricultural workers to a predominance of factory workers. It marked a shift from rural living to urban living, with more people living in crowded and unsanitary conditions.

− Mechanized farming also transformed the American economy. Production was made more efficient as machines replaced human labor.

− New technologies (e.g., mechanized assembly line, electric motors) made factory production more efficient and allowed for larger industrial plants. Some of the technological innovations that transformed the American economy in the late 19th and early 20th centuries include the telephone, phonograph, incandescent light bulb, washing machine, skyscraper, automobile and airplane.

− Use graphic organizers to illustrate the technological changes brought to agrarian and urban life as a consequence of industrialization in the late 19th and early 20th centuries.

− Analyze U.S. population data from 1877-1920 and create pie charts or bar graphs to illustrate the country’s shift from an agrarian to an urban population.

Sample Question Stems and Performance Tasks

− Explain how one technological innovation affected agricultural production in the late 1800s in the United States.

− Describe two effects positive and two negative effects of industrialization on the American economy and on living conditions.

− Explain how industrialization changed the American economy in the late 1800s.

− Which statement reflects one way industrialization affected agriculture?

− How did mechanized farming transform the American economy?

− Based on the population data in the chart below, what conclusion can be drawn about the shift from an agrarian to an industrial society?
# Ohio’s Learning Standards - Clear Learning Targets

## American History

<table>
<thead>
<tr>
<th>HI.11</th>
<th>Explain the major social and economic effects of industrialization and the influence of the growth of organized labor following Reconstruction in the United States.</th>
</tr>
</thead>
</table>
| **Essential Understanding** | - Effects of industrialization  
- Connection between industrialization and organized labor growth  

**Extended Understanding** | - Evaluating whether the positive effects of industrialization outweighed the negative |
| **Academic Vocabulary** |  
**Tier 2**  
- explain  
- influence  

**Tier 3**  
- social effects  
- economic effects  
- industrialization  
- organized labor |

## Broad Learning Target:
- The student can explain the major social and economic effects of industrialization and the influence of the growth of organized labor following Reconstruction in the United States.

## Underpinning Knowledge Learning Targets:
- The student can explain how industrialization increased the demand for workers.  
- The student can explain how industrialization increased immigration.  
- The student can explain reasons for the growth of organized labor organizations.  
- The student can list issues labor organizations sought to address.  
- The student can give examples of violence toward supporters of organized labor.

<table>
<thead>
<tr>
<th>9.HI.9 (Prior Grade Standard)</th>
<th>Industrialization had social, political and economic effects on Western Europe and the world.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(Future Grade Standard)</strong></td>
<td>N/A</td>
</tr>
</tbody>
</table>
Content Elaborations, Instructional Strategies and Resources

- The rise of industrialization in the United States in the late 19th and early 20th centuries increased the demand for workers. With this demand, immigrants came from other countries and Americans migrated from other parts of the United States to take jobs in industrial centers. As a result of the changing nature of work, some members of the working class formed labor organizations (e.g., American Railway Union, American Federation of Labor, Industrial Workers of the World, United Mine Workers of America) to protect their rights. They sought to address issues such as working conditions, wages and terms of employment. Labor organizations also grew due to the violence toward supporters of organized labor (e.g., Great Railroad Strike, Haymarket Riot, Homestead Strike, Pullman Strike).

- In small groups, ask students to create a list of grievances for a simulated labor movement within the classroom and a list of three to five strategies they could employ to achieve redress for the grievances. Next, have the groups identify the strategy they feel would yield the best chance for long-term impact, an American labor organization that used that strategy, and the long-term impact of that labor organization. Debrief the activity by discussing the conditions in the United States that gave rise to labor unions in the late 19th and early 20th centuries.

- Career Connection - Students will compare the 19th and 20th century technological advances (e.g., assembly lines, telephone, automobile) to today’s technology focusing on jobs that have been phased out and those that have emerged as a result of these advances (e.g., IT, social media, robotics). Students will explore topics, such as: technology has impacted the level of education and training required to be marketable in the current labor market versus in the past (e.g., increased graduation requirements and expectations for education and training beyond high school; increased use of robotics to automatize certain functions that were once completed by people). Careers that will be created over the next 10 years that do not exist today and those that do exist today that will be phased out as they are performed through advanced technologies rather than manually. Students will explore in-demand careers, using current labor market information, and then choose one career to research in more depth.

Sample Question Stems and Performance Tasks

- What is one way that industrialization influenced the composition of the workforce in the United States during the late 1800s?

- Complete the chart below by identifying issues related to industrialization that labor unions sought to address in the late 1800s and early 1900s. Move the boxes to the correct spaces on the chart.

- Describe two working conditions that labor unions opposed. What demands did labor unions make to change each working condition?

- Which choice below accurately shows changes in the American workforce during the late 1800s?

- Explain the major social and economic effects of industrialization on the lives of Americans during the late 1800s.
## Ohio’s Learning Standards - Clear Learning Targets

### American History

<table>
<thead>
<tr>
<th>HI.12</th>
<th>Analyze and evaluate how immigration, internal migration and urbanization transformed American life.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Essential Understanding</strong>&lt;br&gt;− Impact of immigration, migration, and urbanization</td>
</tr>
<tr>
<td></td>
<td><strong>Extended Understanding</strong>&lt;br&gt;− Evaluating whether the positive effects of industrialization outweighed the negative</td>
</tr>
<tr>
<td></td>
<td><strong>Academic Vocabulary</strong>&lt;br&gt;Tier 2&lt;br&gt;− analyze&lt;br&gt;− evaluate</td>
</tr>
<tr>
<td></td>
<td>Tier 3&lt;br&gt;− immigration&lt;br&gt;− internal migration&lt;br&gt;− urbanization</td>
</tr>
</tbody>
</table>

### Ultimate Learning Target

**Type: Reasoning**

**Broad Learning Target:**
− The student can analyze and evaluate how immigration, internal migration and urbanization transformed American life.

**Underpinning Knowledge Learning Targets:**
− The student can describe changes in American life resulting from immigration.
− The student can explain reasons for the Great Migration.
− The student can explain the impact of the displacement of American Indians from their lands in the West.

**Underpinning Reasoning Learning Targets:**
− The student can analyze how immigration changed American life.
− The student can analyze how the Great Migration changed American life.
− The student can analyze how urbanization changed American life.
− The student can analyze the relationship between urban growth and the development of suburbs.
− The student can analyze the relationship between the demand for resources and land in the West and U.S. government policy toward American Indians.

<table>
<thead>
<tr>
<th>9.HI.9 (Prior Grade Standard)</th>
<th>Industrialization had social, political and economic effects on Western Europe and the world.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Future Grade Standard)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Columbus City Schools 2018-2019
Content Elaborations, Instructional Strategies and Resources

− Mass immigration at the turn of the 20th century made the country more diverse and transformed American life by filling a demand for workers, diffusing new traits into the American culture and impacting the growth of cities.

− Many people left their farms for the cities seeking greater job opportunities. The Great Migration marked the mass movement of African Americans who fled the rural South for the urban North. They sought to escape prejudice and discrimination and secure better-paying jobs. They helped transform northern cities economically (e.g., as workers and consumers) and culturally (e.g., art, music, literature).

− Urbanization transformed the physical nature of cities. Central cities focused on industry and commerce. Buildings became taller and tenement buildings provided housing for working families. Cities acquired additional land as they expanded outward.

− The crowding of cities led to increased crime with the development of gangs. Improvements in transportation (e.g., trolleys, automobiles) facilitated the development of suburbs. A growing middle class could easily commute between residential areas and the central cities for business and recreation.

− Students create a journal or blog based on primary accounts for a hypothetical immigrant/migrant describing life in an American city. Discussions should focus on both the changes in the immigrant’s/migrant’s life and the changes brought by immigration/migration to American cities.

− Divide students into groups. Each group is to develop an interactive museum exhibit about urban life, immigration and migration in the late 19th and early 20th centuries. Students will select primary and secondary documents to present the life for at least two socio-economic groups during the period. Students should organize their student groups by defining tasks, choosing leaders, assigning work, etc. Have students provide an annotated bibliography for their resources.

− The demand for resources and land in the West changed the life of the American Indians, who through a series of treaties and government actions, continued to be displaced from their ancestral lands.

− Lesson Plan: Immigration to the United States - http://dnet01.ode.state.oh.us/IMS.ItemDetails/LessonDetail.aspx?id=0907f84c80532a41

Sample Question Stems and Performance Tasks

− Which statement shows one way that urbanization in the late 1800s changed American life?

− Which statement shows one way that immigration in the early 1900s changed American life?

− Complete the chart below by connecting immigration, migration or urbanization between 1877 and 1920 with their effects. Move the boxes to the correct spaces on the chart.

− Explain two effects of internal migration on American life between 1877 and 1920.

− Explain how the U.S. government policy forcing American Indians to live reservations affected American Indians in the 1800s.
## Ohio’s Learning Standards - Clear Learning Targets
### American History

<table>
<thead>
<tr>
<th><strong>HI.13</strong></th>
<th>Analyze the post-Reconstruction political and social developments that led to institutionalized racism in the United States.</th>
<th><strong>Essential Understanding</strong></th>
<th><strong>Academic Vocabulary Tier 2</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe institutionalized racist practices in post-Reconstruction America.</td>
<td>− Institutionalization of racism following Reconstruction</td>
<td>− analyze</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Extended Understanding</strong></td>
<td>− Institutionalized racist practices in post-Reconstruction America.</td>
<td>− institutionalized</td>
</tr>
<tr>
<td></td>
<td></td>
<td>− Long-term impact of Jim Crow laws and institutionalized racism</td>
<td></td>
</tr>
<tr>
<td><strong>Tier 3</strong></td>
<td></td>
<td>− redemption</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>− Jim Crow laws</td>
<td></td>
</tr>
</tbody>
</table>

### Broad Learning Targets:
- The student can analyze the post-Reconstruction political and social developments that led to institutionalized racism in the United States.
- The student can describe institutionalized racist practices in post-Reconstruction America.

### Underpinning Knowledge Learning Targets:
- The student can describe the provisions of Jim Crow laws.
- The student can summarize the Supreme Court ruling in *Plessy v. Ferguson*.
- The student can describe the violence used by the Ku Klux Klan.

### Underpinning Reasoning Learning Targets:
- The student can explain the relationship between the end of Reconstruction and the redemption of the South.

### 8.HI.12 (Prior Grade Standard)
The Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority and lingering social and political differences.

### 11.GO.17 (Future Grade Standard)
Historically, the United States has struggled with majority rule and the extension of minority rights. As a result of this struggle, the government has increasingly extended civil rights to marginalized groups and broadened opportunities for participation.
Content Elaborations, Instructional Strategies and Resources

- The removal of federal troops from the South accompanied the end of Reconstruction and helped lead to the restoration of the Democratic Party’s control of state governments. With the redemption of the South, many reforms enacted by Reconstruction governments were repealed.

- Racial discrimination was institutionalized with the passage of Jim Crow laws. These state laws and local ordinances included provisions to require racial segregation, prohibit miscegenation, limit ballot access and generally deprive African Americans of civil rights.

- Advocates against racial discrimination challenged institutionalized racism through the courts. The U.S. Supreme Court affirmed segregation in the *Plessy v. Ferguson* decision.

- The rise of the Ku Klux Klan and other nativist organizations brought increased violence against African Americans.

- Conduct a separate-but-equal simulation in class in which one-half is given equal (in reality, inadequate) supplies to complete a project assigned to the entire class. Complete a debriefing activity following the experience to help students make connections to the historic past.

Sample Question Stems and Performance Tasks

- Which choices below show examples of how racism was institutionalized in America in the late 1800s?

- Give two examples of Jim Crow laws.

- Complete the chart by matching post-Reconstruction developments with their effects on race relations. Move the boxes to the correct spaces on the chart.

- Which factors enabled racism to become institutionalized in the United States following the end of Reconstruction?

- Explain two effects of Jim Crow laws.

- Which statement shows how the removal of federal troops after Reconstruction changed the South?

- Read the primary excerpts below from the post-Reconstruction South. How did these policies contribute to institutionalized racism?

- How did poll taxes exclude African Americans from voting in the post-Reconstruction South?

- How did grandfather clauses prevent African Americans from voting while protecting the voting rights of poor white people?
### Ohio’s Learning Standards - Clear Learning Targets

**American History**

<table>
<thead>
<tr>
<th>HI.14</th>
<th>Analyze and evaluate the success of progressive reforms during the late 19th and early 20th centuries in addressing problems associated with industrial capitalism, urbanization and political corruption.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essential Understanding</strong></td>
<td>- How progressive reforms addressed problems of industrialization</td>
</tr>
<tr>
<td><strong>Extended Understanding</strong></td>
<td>- Long-term impact of progressive reforms</td>
</tr>
<tr>
<td><strong>Academic Vocabulary</strong></td>
<td><strong>Tier 2</strong></td>
</tr>
<tr>
<td></td>
<td>- analyze</td>
</tr>
<tr>
<td></td>
<td>- evaluate</td>
</tr>
<tr>
<td><strong>Tier 3</strong></td>
<td>- progressive</td>
</tr>
<tr>
<td></td>
<td>- industrial capitalism</td>
</tr>
<tr>
<td></td>
<td>- urbanization</td>
</tr>
<tr>
<td></td>
<td>- political corruption</td>
</tr>
</tbody>
</table>

**Ultimate Learning Target Type:** Reasoning

**Broad Learning Target:**
- The student can analyze and evaluate the success of progressive reforms during the late 19th and early 20th centuries in addressing problems associated with industrial capitalism, urbanization and political corruption.

**Underpinning Knowledge Learning Targets:**
- The student can describe problems in American society that resulted from industrial capitalism, urbanization, and political corruption.
- The student can explain how individuals and groups responded to the problems of industrialization.
- The student can explain the origins of Progressivism.
- The student can cite progressive reforms that addressed industrial capitalism.
- The student can cite progressive reforms that addressed political corruption.
- The student can discuss the provisions of the 16th, 17th, 18th, and 19th amendments.

**9.HI.9 (Prior Grade Standard)**
Industrialization had social, political and economic effects on Western Europe and the world.

**9.HI.9 (Future Grade Standard)**
N/A
## Content Elaborations, Instructional Strategies and Resources

- Industrial capitalism, urbanization and political corruption contributed to many of the problems in American society in the late 19th and early 20th centuries. Organized movements, such as the Farmers’ Alliances and the Populist Party were reactions to the effects of industrialization and created a reform agenda which contributed to the rise of Progressivism. Journalists, called muckrakers, exposed political corruption, corporate and industrial practices, social injustice and life in urban America.

- Progressives introduced reforms to address the ills associated with industrial capitalism. Their efforts led to antitrust suits (e.g., Northern Securities Company), antitrust legislation (Clayton Antitrust Act), railroad regulation (Hepburn Act), and consumer protection legislation (e.g., Pure Food and Drug Act, Meat Inspection Act). The Federal Reserve Act was passed to control the nation's money supply and regulate the banking system. Conservation reforms included the creation of the U.S. Forest Service, the National Park Service and the passage of the Newlands Act.

- Progressives fought political corruption and introduced reforms to make the political process more democratic (e.g., initiative, referendum, recall, secret ballot, new types of municipal government, civil service reform, primary elections).

- Other progressive reforms included: 16th Amendment (power of Congress to levy an income tax); 17th Amendment (direct election of U.S. Senators); 18th Amendment (prohibition of alcoholic beverages); 19th Amendment (women’s suffrage).

- Create a chart in which students examine Progressive-era federal legislation. The first column identifies the perceived social or political ills; the second column, the legislative action that addressed each problem; and third column provides an evaluation of the success of the legislation in addressing the problem.

- Digital History - [http://www.digitalhistory.uh.edu/era.cfm?eraid=11&smtid=1](http://www.digitalhistory.uh.edu/era.cfm?eraid=11&smtid=1) - sources relating to the Progressive era for students to interpret.

## Sample Question Stems and Performance Tasks

- Which choices below show how progressive reforms addressed problems of industrial capitalism?

- Complete the chart by matching progressive reforms with the problem each addressed. Move the boxes to the correct spaces.

- Explain one way that Progressives addressed political corruption.

- What was one problem of urbanization addressed by Progressives in the late 19th and early 20th centuries? Evaluate the success of efforts to solve this problem.

- Explain how progressive reforms made the political process in the United States more democratic.

- How did progressive reformers propose that Congress respond to monopolies?
<table>
<thead>
<tr>
<th>Ultimate Learning Target Type: Reasoning</th>
</tr>
</thead>
</table>

**HI.15**

Analyze the circumstances which enabled the United States to emerge as a world power in the early 1900s.

**Essential Understanding**
- How the United States emerged as a world power

**Extended Understanding**
- Evaluation of U.S. actions in overseas expansion and WW I

**Academic Vocabulary**

Tier 2
- analyze
- circumstances

Tier 3
- annexation
- imperialism

**Broad Learning Target:**
- The student can analyze the circumstances which enabled the United States to emerge as a world power in the early 1900s.

**Underpinning Knowledge Learning Targets:**
- The student can discuss the factors that led to U.S. expansion overseas.
- The student can identify imperialist actions taken by the United States.
- The student can explain the outcome of the Spanish-American War.

**Underpinning Reasoning Learning Targets:**
- The student can analyze the relationship between the closing of the western frontier and overseas expansion.
- The student can analyze the relationship between industrialization and overseas expansion.
- The student can analyze the significance of the annexation of Hawaii and the Spanish-American War.
- The student can analyze the role of World War I in the emergence of the U.S. as a world power.

**9.HI.10 (Prior Grade Standard)**
Imperial expansion had political, economic and social roots.

**9.HI.10 (Future Grade Standard)**
N/A
Content Elaborations, Instructional Strategies and Resources

- With the closing of the western frontier, Americans developed favorable attitudes toward foreign expansion. Pushed along by global competition for markets and prestige, an expanded navy and a sense of cultural superiority, the United States engaged in a series of overseas actions which fostered its move to global power status. The annexation of Hawaii followed by a successful conclusion to the Spanish-American War allowed the United States to join other nations in imperialist ventures.

- With its entry into World War I, the United States mobilized a large army and navy to help the Allies achieve victory. After the war, European countries were forced to concentrate their resources on rebuilding their countries. However, the United States enjoyed a brief period of economic prosperity and was able to exert authority as a world power.

- Crucible of Empire: The Spanish-American War - http://www.pbs.org/crucible/frames/_film.html - This PBS documentary covers the Spanish-American War and how it led to the U.S. becoming a world power. This site provides additional resources.

- Lesson Plan: A World Power - http://dnet01.ode.state.oh.us/IMS.ItemDetails/LessonDetail.aspx?id=0907f84c8053260d


Sample Question Stems and Performance Tasks

- Which events contributed to the United States emerging as a world power in the early 1900s? Select all the correct answers.

- Complete the time line to match events with their effects on the world power status of the United States.

- Explain how military events contributed to the United States becoming a world power during the early 1900s.

- Explain two reasons the United States participated in expansionist policies such as taking over Hawaii and fighting the Spanish-American War.
Ohio’s Learning Standards - Clear Learning Targets
American History

**HI.16**

**Ultimate Learning Target**

**Type:** Reasoning

- Explain why and how the United States moved to a policy of isolationism following World War I.

**Essential Understanding**
- How and why the U.S. became isolationist

**Extended Understanding**
- Evaluating the use of the term isolationism to describe U.S. foreign policy in the 1920s

**Academic Vocabulary**
- Tier 3
  - Isolationism
  - Treaty of Versailles
  - League of Nations
  - Four-Power Treaty
  - Five-Power Treaty
  - Nine-Power Treaty
  - Kellogg-Briand Pact

**Broad Learning Target:**
- The student can explain why and how the United States moved to a policy of isolationism following World War I.

**Underpinning Knowledge Learning Targets:**
- The student can define isolationism.
- The student can explain why the United States did not join the League of Nations.
- The student can give examples of actions taken by the United States to avoid another major war in the 1920s.
- The student can cite the terms of the Kellogg-Briand Pact.
- The student can describe ways the United States sought to limit its involvement in international affairs.

**Underpinning Reasoning Learning Targets:**
- The student can draw connections between World War I and post-war U.S. isolationism.

**9.HI.15 (Prior Grade Standard)**
The consequences of World War I and the worldwide depression set the stage for the Russian Revolution, the rise of totalitarianism, aggressive Axis expansion and the policy of appeasement, which in turn led to World War II.

**11.GO.21 (Future Grade Standard)**
A variety of entities within the three branches of government, at all levels, address public policy issues that arise in domestic and international affairs.
Content Elaborations, Instructional Strategies and Resources

− After WWI, the United States emerged as a world leader and pursued efforts to maintain peace in the world. President Wilson’s efforts partially helped shape the Treaty of Versailles, but debate over its terms and efforts to avoid foreign entanglements led to its defeat in the Senate and the United States’ decision not to join the League of Nations.

− Desires to avoid another major war led to treaties addressing arms limitation and territorial expansion (Four-, Five- and Nine-Power Treaties). In 1928, the United States signed the Kellogg-Briand Pact to prohibit war as “an instrument of national policy.” In taking a leading role in these later treaties, the United States sought to limit its involvement in international affairs.

− Divide the class into groups and assign each group a treaty listed in the content elaborations. Have them analyze the ways in which the treaty moved the United States away from the role of world peacekeeper and limited its involvement in international affairs.


Sample Question Stems and Performance Tasks

− What foreign policy did the United States pursue following World War I?

− Which was a cause behind the United States’ move to a policy of isolationism after World War I?

− Complete the chart to show evidence of U.S. isolationism after World War I. Move the boxes to the correct spaces on the chart.

− Explain how post-World War I conditions influenced the United States to maintain a policy of isolationism.
## Ohio’s Learning Standards - Clear Learning Targets
### American History

<table>
<thead>
<tr>
<th>HI.17</th>
<th>Describe how racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Essential Understanding</strong></td>
</tr>
<tr>
<td></td>
<td>- Causes of Post-World War I social unrest</td>
</tr>
<tr>
<td></td>
<td><strong>Extended Understanding</strong></td>
</tr>
<tr>
<td></td>
<td>- Evaluating the balance of liberty and security in times of threat or perceived threat</td>
</tr>
</tbody>
</table>

#### Ultimate Learning Target

**Type: Knowledge**

**Broad Learning Target:**
- The student can describe how racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I.

**Underpinning Knowledge Learning Targets:**
- The student can explain the causes and effects of the Great Migration.
- The student can cite examples of racial intolerance in the United States.
- The student can define and give examples of nativism.
- The student can identify events that contributed to fears of revolution among Americans.
- The student can describe actions taken against perceived threats during the Red Scare.

(Prior Grade Standard)

N/A

11.GO.16 (Future Grade Standard)

In the United States, people have rights that protect them from undue governmental interference.
The Great Migration of African Americans to northern cities heightened racial tensions there and led to a series of urban race riots in 1919. Lynchings and the enforcement of Jim Crow legislation continued in the South during the post-war era. Racial intolerance also was seen in the revival of the Ku Klux Klan across the United States.

An increase in immigration to the United States from southern and eastern Europe preceded World War I. Nativism after the war was reflected in the passage of immigration quotas. Intolerance toward immigrants, Catholics and Jews was exhibited by groups such as the Ku Klux Klan.

The success of the Bolshevik Revolution in Russia followed by post-war labor strikes and a series of bombs sent to public and business officials in the United States stirred fears of revolution among Americans. The Red Scare of 1919-1920 was a reaction to these perceived threats and led to the incarceration and deportation of many aliens.

Students examine political cartoons, advertisements and media coverage of social unrest to understand stereotypes, racial intolerance, fear of communism and violence against immigrants. Have students demonstrate their understanding by making posters or presentations (e.g., performance, dramatic reading, newscast, media presentation).


Sample Question Stems and Performance Tasks

- Identify the general trends in the 1920s that were related to anti-immigrant sentiments. Select all the correct answers.
- Give one example of anti-immigration attitudes that led to social unrest following World War I.
- Which is an example of social unrest caused by racial intolerance following World War I?
- Give one example of social unrest caused by fear of communism following World War I.
- Explain how the Red Scare contributed to social unrest after World War I.
- U.S. cities experienced increased competition for jobs and housing following World War I. What was one effect of this pattern?
# Ohio’s Learning Standards - Clear Learning Targets

## American History

### HI.18

**Ultimate Learning Target**

Type: Knowledge

- Describe how an improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes and tensions.

**Essential Understanding**

- Causes of social and cultural changes and tensions in the 1920s.

**Extended Understanding**

- Long-term impact of the social and cultural changes of the 1920s.

**Academic Vocabulary**

- Tier 3
  - standard of living
  - technological innovations
  - social change
  - cultural change

### Broad Learning Target:

- The student can describe how an improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes and tensions.

### Underpinning Knowledge Learning Targets:

- The student can identify technological advances in communication that improved the standard of living.
- The student can identify technological advances in transportation that improved the standard of living.
- The student can explain economic changes resulting from technological advances.
- The student can explain social and cultural changes resulting from technological advances.

### 9.HI.13 (Prior Grade Standard)

Advances in technology, communication and transportation improved lives, but also had negative consequences.

### (Future Grade Standard)

N/A
Content Elaborations, Instructional Strategies and Resources

- Following World War I, the United States experienced a period of successful advances in industry and an economic boom that improved the standards of living for many Americans. Technological innovations in communication included commercial radio broadcasts, talking motion pictures, and wider circulation of newspapers and magazines. These innovations influenced the development of a popular culture and mass advertising.

- Advances in transportation during this era include the Model A Ford and the airplane. In industry, mass production techniques continued to make factory production more efficient. These developments also contributed to an improved standard of living.

- These innovations brought change. But some changes challenged conventional social mores and created tensions. For example, increased automobile ownership contributed to the growth of suburbs, the creation of new businesses (e.g., motels, gas stations) and the expansion of others (e.g., rubber, plate glass, petroleum, steel). New surfaced roads were constructed to accommodate increased traffic. But use of the automobile also challenged traditional family values and tried the patience of travelers. Young people used cars to exercise freedom from parental rules. Increased numbers of commuters had to face the problems of traffic congestion.

- Students with a music background or interest in broadcasting will produce a radio program from the 1920s focusing on how an improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes and tensions.


Sample Question Stems and Performance Tasks

- How did technological advancements in the United States change society during the 1920s and 1930s?

- Complete the cause-and-effect diagram to show how technological innovations resulted in social and cultural changes in the United States from 1919 through 1941. Move the boxes to the correct spaces on the diagram.

- Explain two positive and two negative effects of increased automobile ownership in the United States in the 1920s and 1930s.
Ohio’s Learning Standards - Clear Learning Targets
American History

<table>
<thead>
<tr>
<th>HI.19</th>
<th>Describe social changes that came from the Harlem Renaissance, African-American migration, women’s suffrage and Prohibition.</th>
<th>Essential Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>− Social changes in the 1920s.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Extended Understanding</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>− Long-term impact of the social and cultural changes of the 1920s</td>
</tr>
</tbody>
</table>

**Academic Vocabulary Tier 3**
− social changes
− African-American migration
− Harlem Renaissance
− suffrage
− Prohibition

**Ultimate Learning Target**
Type: Knowledge

**Broad Learning Target:**
− The student can describe social changes that came from the Harlem Renaissance, African-American migration, women’s suffrage and Prohibition.

**Underpinning Knowledge Learning Targets:**
− The student can describe the characteristics of the Harlem Renaissance.
− The student can describe the social changes resulting from the Harlem Renaissance.
− The student can describe the social changes resulting from the Great Migration.
− The student can cite the terms of the 19th Amendment.
− The student can describe the social changes resulting from the 19th Amendment.
− The student can describe the social changes resulting from Prohibition.

**Underpinning Reasoning Learning Targets:**
− The student can categorize social changes according to the movement that produced them.

(Prior Grade Standard)
N/A

(Future Grade Standard)
N/A
Content Elaborations, Instructional Strategies and Resources

− The Harlem Renaissance was a celebration of African American culture and contributed to social change. The themes of African American art and literature gave pride to people of African heritage and increased awareness of the struggles related to intolerance and life in large urban centers. Jazz flourished during the Harlem Renaissance and became an established American music genre.

− The large numbers of African Americans moving to northern cities during the Great Migration increased competition for jobs, housing and public services.

− The movement to give women suffrage saw the fruition of its goal with the passage of the 19th Amendment. The change brought more women into the political process, eventually including women running for public office.

− Prohibition had mixed results. Establishments that openly sold liquor closed their doors. Prohibition lacked popular support. It further divided the nation along secularist/fundamentalist, rural/urban and modern/traditional lines. It led to speakeasies and increased organized crime. The law was difficult to enforce and was repealed with the 21st Amendment.

− Have students read examples of the literature of the Harlem Renaissance to interpret the feelings of the urbanized African-American population of the 1920s. Have students discuss how the popularity of such works could contribute to social change.

− Discuss the rationale behind Prohibition. Ask students if the social changes it prompted were in line with the proponents of Prohibition. Have students compare it to current laws that make certain substances illegal for consumption. How are the rationale for illegality and the problems with enforcement the same and different?

− Have students look beyond the literal meaning of the 19th Amendment to the U.S. Constitution. What social changes came about in part as a result of women gaining the right to vote?

Sample Question Stems and Performance Tasks

− Which statement reflects a social change resulting from Prohibition?

− Describe one social change resulting from the Great Migration.

− In the chart below, categorize the social changes in the United States during the 1920s and 1930s, according to the movement that produced them. Move the boxes to the correct spaces.

− Explain two social effects of Prohibition.
# Ohio’s Learning Standards - Clear Learning Targets

## American History

<table>
<thead>
<tr>
<th>HI.20</th>
<th>Describe how the federal government’s monetary policies, stock market speculation and increasing consumer debt led to the Great Depression.</th>
<th>Essential Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>- Causes and effects of the Great Depression</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Extended Understanding</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Evaluating the successes or failures of the New Deal and its long-term impact</td>
</tr>
</tbody>
</table>

### Ultimate Learning Target

**Type:** Knowledge

**Broad Learning Targets:**
- The student can describe how the federal government’s monetary policies, stock market speculation and increasing consumer debt led to the Great Depression.
- The student can explain how the efforts to combat the Great Depression led to an expanded role for the federal government.

**Underpinning Knowledge Learning Targets:**
- The student can describe how monetary policy contributed to the Great Depression.
- The student can describe how stock market speculation contributed to the Great Depression.
- The student can describe how increasing consumer debt contributed to the Great Depression.
- The student can give examples of New Deal recovery programs that expanded the role of the federal government.
- The student can give examples of New Deal relief programs that expanded the role of the federal government.
- The student can give examples of New Deal reform programs that expanded the role of the federal government.

### 9.HI.15 (Prior Grade Standard)

The consequences of World War I and the worldwide depression set the stage for the Russian Revolution, the rise of totalitarianism, aggressive Axis expansion and the policy of appeasement which in turn led to World War II.

### 11.GO.24 (Future Grade Standard)

The Federal Reserve System uses monetary tools to regulate the nation’s money supply and moderate the effects of expansion and contraction in the economy.
Content Elaborations, Instructional Strategies and Resources

- One of several factors leading to the Great Depression in the United States was the excessive amount of lending by banks. This fueled speculation and use of credit. The Federal Reserve attempted to curb these practices by constricting the money supply. The effect was to worsen economic conditions by making it harder for people to repay debts and for businesses, including banks, to continue operations.

- Another factor leading to the Depression was stock market speculation. Many investors were buying on margin with the hope of making huge profits. But the collapse of the stock market led many to lose their investments and fortunes. The closing of many factories led to the rise of consumer debt as workers lost needed income.

- During the 1930s, the role of the federal government was greatly expanded with the New Deal. This occurred through its efforts to help the economy recover, with programs such as the National Recovery Administration, to provide relief to the unemployed by creating jobs and to institute reforms for the protection of the elderly, farmers, investors and laborers.

- Have students research local WPA or CCC projects that were built as a result of New Deal legislation and the expanded role of the federal government.


Sample Question Stems and Performance Tasks

- Explain how stock market speculation contributed to the Great Depression.

- Select two factors from the list below that contributed to the Great Depression.

- In the graphic organizer below, select the factors that led to the Great Depression. Then match the action that was taken to address the conditions of the Great Depression. Move the boxes to the correct spaces.

- How did New Deal programs attempt to address the effects of the Great Depression?

- Explain how two New Deal programs expanded the role of the federal government in the economy.
# Ohio’s Learning Standards - Clear Learning Targets
## American History

### HI.21
**Analyze the reasons for American isolationist sentiment in the interwar period until the beginning of World War II.**

### Essential Understanding
- How the United States attempted to remain isolationist while being pulled into war in Europe

### Extended Understanding
- Evaluation of U.S. isolationist policies in the 1930s

### Academic Vocabulary Tier 3
- isolationist
- Neutrality Acts
- “cash-and-carry”
- destroyers-for-bases
- Lend-Lease Act

<table>
<thead>
<tr>
<th>Ultimate Learning Target Type: Reasoning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Broad Learning Target:</strong></td>
</tr>
<tr>
<td>The student can analyze the reasons for American isolationist sentiment in the interwar period until the beginning of World War II.</td>
</tr>
</tbody>
</table>

**Underpinning Knowledge Learning Targets:**
- The student can explain how isolationist policies moved away from earlier U.S. foreign policy in Latin America.
- The student can discuss the terms and purpose of the Neutrality Acts.
- The student can describe the terms of the “cash-and-carry” policy.
- The student can describe the terms of the destroyer-for-bases agreement.
- The student can describe the terms of the Lend-Lease Act.
- The student can discuss the U.S. role in the Atlantic Charter.

### 9.HI.15 (Prior Grade Standard)
The consequences of World War I and the worldwide depression set the stage for the Russian Revolution, the rise of totalitarianism, aggressive Axis expansion and the policy of appeasement, which in turn led to World War II.

### 11.GO.21 (Future Grade Standard)
A variety of entities within the three branches of government, at all levels, address public policy issues that arise in domestic and international affairs.
Following World War I, the United States was reluctant to become entangled in overseas conflicts that would lead to another war. Although it had used the Monroe Doctrine and the Roosevelt Corollary to justify intervention into Latin American affairs, the U.S. retreated from these policies during the 1930s with the Good Neighbor Policy.

The Neutrality Acts of the 1930s were attempts to isolate the country from the problems erupting in Asia and Europe.

The United States tried to maintain its isolationist approach when war broke out in Europe. But to aid countries fighting against fascist aggression, the United States introduced the cash-and-carry policy, negotiated the destroyer-for-bases agreement and enacted the Lend-Lease Policy. It also helped write the Atlantic Charter. The expansionist policies of Japan and the bombing of Pearl Harbor ended U.S. isolationist policies.

Have students hold a debate between isolationists and those that felt the United States needed to prepare for possible conflict. Students should use primary sources to support their positions.

Which actions below were taken by the United States prior to World War II in an attempt to maintain U.S. isolationist policies? Select all the correct answers.

What was the purpose of the Neutrality Acts?

Explain the policy of isolationism followed by the United States in the 1930s.

How did the United States aid countries fighting against fascist aggression in the 1930s?

Explain how the U.S. attempted to remain isolationist while being pulled further into war and amidst growing tensions in Europe.
### Ohio’s Learning Standards - Clear Learning Targets

#### American History

<table>
<thead>
<tr>
<th>HI.22</th>
<th>Identify and explain changes American society experienced with the mobilization of its economic and military resources during World War II.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Essential Understanding</td>
</tr>
<tr>
<td></td>
<td>- How mobilization changed American society in World War II</td>
</tr>
<tr>
<td></td>
<td>Extended Understanding</td>
</tr>
<tr>
<td></td>
<td>- Long-term impact of World War II mobilization</td>
</tr>
<tr>
<td></td>
<td>Academic Vocabulary</td>
</tr>
<tr>
<td></td>
<td>Tier 3</td>
</tr>
<tr>
<td></td>
<td>- mobilization</td>
</tr>
<tr>
<td></td>
<td>- economic resources</td>
</tr>
<tr>
<td></td>
<td>- military resources</td>
</tr>
</tbody>
</table>

**Ultimate Learning Target**

Type: Knowledge

**Broad Learning Target:**
- The student can identify and explain changes American society experienced with the mobilization of its economic and military resources during World War II.

**Underpinning Knowledge Learning Targets:**
- The student can describe actions taken by the federal government for military mobilization.
- The student can describe the impact of the draft.
- The student can explain the economic changes resulting from mobilization.
- The student can describe actions taken by citizens to support mobilization.
- The student can explain how mobilization impacted women.
- The student can explain how mobilization impacted African Americans.
- The student can explain how mobilization impacted Japanese Americans.

**(Prior Grade Standard)**
N/A

**(Future Grade Standard)**
N/A
Content Elaborations, Instructional Strategies and Resources

- The mobilization of the United States to a wartime economy during World War II was massive. The federal government reorganized existing plants to produce goods and services for the war effort and instituted policies to ration and redirect resources.

- Mobilization caused major impacts on the lives of Americans. A peacetime draft was instituted in 1940 to supplement military enlistments. Scrap drives were conducted to reallocate materials for war goods. Regulations were imposed on some wages and prices. Some products were subjected to rationing. Citizens raised victory gardens to supplement food supplies and purchased war bonds to help fund the war. Some labor unions signed no-strike pledges.

- Job opportunities in the civilian workforce and in the military opened for women and minorities. African Americans organized to end discrimination and segregation so that they could contribute to the war effort. Although Japanese Americans were interned in relocation camps by the U.S. government, many enlisted in the armed services.

- Provide students with images of war bond posters (e.g., Rosie the Riveter). Use National Archive primary source analysis worksheets to guide discussion of the posters. Students can discuss how the government worked to mobilize the home front for the war effort and how this carried over to breaking some of the traditional societal roles of women and minorities.

- Teaching With Documents: Documents and Photographs Related to Japanese Relocation During World War II
  


Sample Question Stems and Performance Tasks

- How did the U.S. government mobilize to assist the war effort during WW I? Select all the correct answers.

- On the graphic organizer below, match the actions taken for mobilization with the wartime goals. Move the boxes to the correct spaces.

- How did wartime mobilization impact the domestic lives of citizens in the United States during the early 1940s?

- Explain how wartime mobilization impacted women.

- Give an example of discrimination that impacted African-Americans during wartime mobilization and explain their attempts to overcome these obstacles in order to contribute to the war effort.

- How did rationing system during World War II affect the distribution of resources in the United States?
## Ohio’s Learning Standards - Clear Learning Targets

### American History

<table>
<thead>
<tr>
<th>HI.23</th>
<th>Summarize how atomic weapons have changed the nature of war, altered the balance of power and started the nuclear age.</th>
<th>Essential Understanding</th>
<th>Academic Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>− The impact of atomic weapons</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Extended Understanding</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>− Evaluating nuclear arms race policies</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tier 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>− summarize</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>− deterrent</td>
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<tr>
<td></td>
<td></td>
<td>Tier 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>− balance of power</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>− nuclear age</td>
<td></td>
</tr>
</tbody>
</table>

### Broad Learning Target:
− The student can summarize how atomic weapons have changed the nature of war, altered the balance of power and started the nuclear age.

### Underpinning Knowledge Learning Targets:
− The student can explain how the use of the atomic bomb brought about the end of World War II.
− The student can explain why atomic weapons were seen as a deterrent to Soviet ambitions from 1945-1949.
− The student can explain the impact of the Soviet development of the atomic bomb in 1949.
− The student can explain how the nuclear arms race threatened world peace.

### Ultimate Learning Target Type: Knowledge

| 9.HI.17 (Prior Grade Standard) | World War II devastated most of Europe and Asia, led to the occupation of Eastern Europe and Japan, and began the atomic age. | (Future Grade Standard) | N/A |

9.HI.17 (Prior Grade Standard)
## Content Elaborations, Instructional Strategies and Resources

- The dropping of the atomic bombs on Japan hastened the end of World War II and is considered the beginning of the nuclear age. The use of these bombs introduced a new type of weapon capable of mass destruction.

- In the four-year period following World War II, the United States was the only country in possession of atomic bombs and this contributed to its status as a superpower. The threat of using this weapon was seen as a deterrent to the ambitions of the Soviet Union.

- The testing and explosion of the atomic bomb by the Soviets in 1949 established the Soviet Union as a second superpower. It also began a nuclear arms race that continued for decades and threatened world peace.

- *Code-Name Downfall: The Secret Plan to Invade Japan-And Why Truman Dropped the Bomb* by Thomas Allen and Norman Polmar. This book offers the possible operation that President Truman could have followed had he decided not to order the dropping of the atomic bombs. Maps in the book can initiate discussion.

## Sample Question Stems and Performance Tasks

- Explain how the introduction of nuclear weapons impacted the relationship between the United States and the Soviet Union.

- How did the Soviet Union respond to the U.S. dropping atomic bombs on Hiroshima and Nagasaki, Japan in 1945? Why did the Soviet Union respond in this way?

- What was the impact of the Soviet testing and explosion of the atomic bomb in 1949?
## Ohio’s Learning Standards - Clear Learning Targets
### American History

<table>
<thead>
<tr>
<th><strong>HI.24</strong></th>
<th><strong>Ultimate Learning Target</strong></th>
<th><strong>Broad Learning Target:</strong></th>
<th><strong>Underpinning Knowledge Learning Targets:</strong></th>
<th><strong>Underpinning Skills Learning Targets:</strong></th>
<th><strong>Underpinning Reasoning Learning Targets:</strong></th>
<th><strong>Academic Vocabulary</strong> Tier 3</th>
</tr>
</thead>
</table>
| | **Type:** Reasoning | The student can analyze the policy of containment the United States followed during the Cold War in response to the spread of communism. | The student can explain the purpose of containment policy. | The student can use a map to locate and describe actions based on Cold War containment policy. | The student can analyze the relationship between U.S. involvement in Korea and containment policy. | - containment  
- communism  
- Marshall Plan  
- NATO |
| | | | The student can describe the spread of communism in the late 1940s. | | The student can analyze the relationship between U.S. involvement in Vietnam and containment policy. | |
| | | | The student can discuss the purpose of the Marshall Plan. | | | |
| | | | The student can discuss the purpose of NATO. | | | |
| | | | The student can identify conflicts the U.S. military engaged in following containment policy. | | | |

### Essential Understanding
- How containment policy shaped U.S. actions in the Cold War

### Extended Understanding
- Evaluating U.S. foreign policy actions during the Cold War

### 9.HI.18 (Prior Grade Standard)
The United States and the Soviet Union became superpowers and competed for global influence.

### 11.GO.21 (Future Grade Standard)
A variety of entities within the three branches of government, at all levels, address public policy issues that arise in domestic and international affairs.
Content Elaborations, Instructional Strategies and Resources

- The policy of containment began in the late 1940s to halt the spread of communism in Europe and Asia. It became the policy of the United States for decades.

- Following World War II, most of the eastern Europe countries had communist governments and were under Soviet control. The Chinese Revolution ushered in a communist government.

- In Europe, the Marshall Plan and the North Atlantic Treaty Organization (NATO) were efforts to contain communism. In Asia, the policy of containment was the basis for U.S. involvement in the Korean and Vietnam wars.

- Have the students analyze perspectives of the policy of containment by using the primary sources in the Digital History website found under The Containment Policy. [http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3403](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3403)


Sample Question Stems and Performance Tasks

- Cite two conflicts the U.S. military engaged in while following the Cold War policy of containment.

- Which statement shows the goal of the Marshall Plan?

- What was the purpose of NATO?

- What policy was the United States pursuing by engaging in military action in Korea and Vietnam?

- On the map below, show two areas in which the U.S. engaged in military action to stop the spread of communism.
## Ohio’s Learning Standards - Clear Learning Targets
### American History

### HI.25

| Explain how the Second Red Scare and McCarthyism reflected Cold War fears in American society. |

### Essential Understanding
- How Cold War fears are reflected in the Second Red Scare and McCarthyism

### Extended Understanding
- Evaluating the actions of the government during the Second Red Scare

### Academic Vocabulary
- Tier 3
  - Second Red Scare
  - McCarthyism

### Ultimate Learning Target

#### Type: Knowledge

**Broad Learning Target:**
- The student can explain how the Second Red Scare and McCarthyism reflected Cold War fears in American society.

**Underpinning Knowledge Learning Targets:**
- The student can explain why the actions of the Soviet Union in Eastern Europe sparked fears in the United States.
- The student can explain the U.S. reaction to the spread of communism in Europe and Asia.
- The student can identify groups who were suspected of communist activities and were targeted during the Second Red Scare.
- The student can describe the actions taken by the government as part of the Second Red Scare.
- The student can explain the role of Senator Joseph McCarthy in the Second Red Scare.

### 9.HI.18 (Prior Grade Standard)
The United States and the Soviet Union became superpowers and competed for global influence.

### 11.GO.16 (Future Grade Standard)
In the United States, people have rights which protect them from undue governmental interference. Rights carry responsibilities which help define how people use their rights and which require respect for the rights of others.
## Content Elaborations, Instructional Strategies and Resources

- The actions of the Soviet Union in Eastern Europe and the spread of communism in Asia sparked fears among many Americans. A second Red Scare focused attention on the media, labor unions, universities and other organizations as targets of communist subversion.

- Like the first Red Scare following World War I, civil liberties were again challenged. The investigations of the House Un-American Activities Committee (HUAC) prompted employers to blacklist suspected communists, including actors and writers.

- Senator Joseph McCarthy played on fears of subversion with his charges of communists infiltrating the U.S. government. The McCarthy hearings and HUAC investigations held the attention of the American people through the middle 1950s.

- Have students contrast political climate (i.e., McCarthyism) in the 1950s with the current fear of terrorist attacks. Are we reacting in similar ways? Why or why not?


## Sample Question Stems and Performance Tasks

- Which groups in American society were targeted during the second Red Scare for alleged communist activities?

- Create a graphic organizer that contrasts the features of the political climate of McCarthy's era and the post 9-11 years.

- Who was in charge of the investigation of suspected communist activity in the United States during the Second Red Scare in the late 1940s and early 1950s?

- How did the Second Red Scare challenge civil liberties in the United States?

- What role did Senator Joseph McCarthy play in the Second Red Scare?
Ohio’s Learning Standards - Clear Learning Targets
American History

<table>
<thead>
<tr>
<th>HI.26</th>
<th>Analyze how the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics between the end of World War II and 1991.</th>
<th>Essential Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Relationship between international and domestic politics in the Cold War</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Extended Understanding</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evaluating U.S. actions in Korea and Vietnam</td>
<td></td>
</tr>
</tbody>
</table>

**Ultimate Learning Target**

**Type:** Reasoning

**Broad Learning Target:**
- The student can analyze how the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics between the end of World War II and 1991.

**Underpinning Knowledge Learning Targets:**
- The student can identify international political events influenced by the Cold War.
- The student can describe domestic policies of the United States influenced by the Cold War.

**Underpinning Skills Targets:**
- The student can create a multi-tier timeline describing relationship between international events and domestic politics during the Cold War.

**Underpinning Reasoning Learning Targets:**
- The student can analyze the relationship between the Korean War and U.S. domestic policy.
- The student can analyze the relationship between the Vietnam War and U.S. domestic policy.

**9.HI.18 (Prior Grade Standard)**
The United States and the Soviet Union became superpowers and competed for global influence.

**11.GO.21 (Future Grade Standard)**
A variety of entities within the three branches of government, at all levels, address public policy issues that arise in domestic and international affairs.
Content Elaborations, Instructional Strategies and Resources

- The Cold War dominated international politics and impacted domestic politics in the United States for almost 45 years. The intense rivalry between the U.S. and the Soviet Union led to the creation of alliances, an arms race, conflicts in Korea and Vietnam and brought the world close to nuclear war with the Cuban Missile Crisis. The Cold War affected international politics in the Middle East and Latin America.

- The Cold War affected domestic politics. It led to the Second Red Scare and the rise of McCarthyism. A space race impelled the U.S. to increase spending on science education.

- The Korean War also fed into the communist hysteria of the late 1940s and 1950s. The United States was able to secure support from the United Nations for the defense of South Korea while the Soviet Union was boycotting the Security Council.

- The Vietnam War divided the country and sparked massive protests. Spending for the war came at the expense of the domestic programs launched by President Johnson. This led to urban unrest in the 1960s. The Vietnam War was a dominant issue in the presidential campaigns of 1968 and 1972. The difficulties and eventual withdrawal from Vietnam led to concerted efforts on part of the U.S. to find allies in future conflicts.

Sample Question Stems and Performance Tasks

- What is one way that the Cold War impacted domestic politics in the United States?

- On the chart below, show how international and U.S. domestic policies were interlinked during the Cold War period. Move the boxes to the correct blank spaces.

- How was the Korean War connected to domestic events in the United States?

- How did U.S. involvement in the Vietnam War impact the United States?
## Ohio’s Learning Standards - Clear Learning Targets
### American History

<table>
<thead>
<tr>
<th>HI.27</th>
<th>Explain how the collapse of communist governments in Eastern Europe and the USSR brought an end to the Cold War era.</th>
<th>Essential Understanding</th>
<th>Academic Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>- How the Cold War ended</td>
<td>Tier 3 - communist governments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Relationship between the end of the Cold War and contemporary conflicts</td>
<td></td>
</tr>
</tbody>
</table>

**Ultimate Learning Target Type: Reasoning**

**Broad Learning Target:**
- The student can explain how the collapse of communist governments in Eastern Europe and the USSR brought an end to the Cold War era.

**Underpinning Knowledge Learning Targets:**
- The student can describe the reasons for the collapse of communist governments in Eastern Europe and the U.S.
- The student can describe the effects of democratic protests in Eastern Europe.
- The student can discuss reforms in former communist nations in Eastern Europe and the United States.
- The student can describe the U.S. reaction to reforms in former communist republics of the Soviet Union.

**Underpinning Skills Targets:**
- The student can create a multi-tier timeline describing relationship between internal events in the USSR and U.S. reactions.

**Underpinning Reasoning Learning Targets:**
- The student can analyze the relationship between the collapse of the communism in Eastern Europe and the lessening of Cold War tensions.

9.HI.23 (Prior Grade Standard)
The break-up of the Soviet Union ended the Cold War and created challenges for its former allies, the former Soviet republics, Europe, the United States and the non-aligned world.

(Future Grade Standard)
N/A
### Content Elaborations, Instructional Strategies and Resources

- There were multiple causes for the collapse of communist governments in Eastern Europe and the Soviet Union. The effect of these was the reduction of the tensions between the U.S. and the U.S.S.R. that characterized the Cold War period. Several communist governments in Eastern Europe gave up power following mass demonstrations for democracy. The collapse of the Soviet Union resulted in independent republics that moved to institute democratic reforms and introduce free-market economies. This brought an end to the Cold War era.

- The political and economic turmoil occurring in some of the new governments posed new challenges for the United States. The U.S. supported economic and education reforms by providing assistance to some of the former communist countries.

- The Cold War Museum - [http://www.coldwar.org/articles/90s/fall_of_the_soviet_union.asp](http://www.coldwar.org/articles/90s/fall_of_the_soviet_union.asp) - This site offers a summary on how the collapse of the Soviet Union ended the Cold War.

### Sample Question Stems and Performance Tasks

- What was one effect of the collapse of communist governments in Eastern Europe and the Soviet Union?

- How did the United States support the transition of communist governments toward democratic reforms as the Cold War ended?

- What was the U.S. reaction to reforms in former communist republics of the Soviet Union that helped end the Cold War?
Ohio’s Learning Standards - Clear Learning Targets
American History

<table>
<thead>
<tr>
<th>HI.28</th>
<th>Summarize the struggle for racial and gender equality and the extension of civil rights that occurred in the United States in the postwar period.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Understanding</td>
<td>Extended Understanding</td>
</tr>
<tr>
<td>− Key developments in the civil rights movement</td>
<td>− Ongoing fight for racial and gender equality and civil rights</td>
</tr>
<tr>
<td>Academic Vocabulary</td>
<td></td>
</tr>
<tr>
<td>Tier 2</td>
<td></td>
</tr>
<tr>
<td>− summarize</td>
<td></td>
</tr>
<tr>
<td>Tier 3</td>
<td></td>
</tr>
<tr>
<td>− equality</td>
<td></td>
</tr>
<tr>
<td>− civil rights</td>
<td></td>
</tr>
</tbody>
</table>

**Ultimate Learning Target**

**Type:** Knowledge

**Broad Learning Target:**

− The student can summarize the struggle for racial and gender equality and the extension of civil rights that occurred in the United States in the postwar period.

**Underpinning Knowledge Learning Targets:**

− The student can describe how African Americans, Mexican Americans, American Indians and women distinguished themselves in the effort to win World War II.
− The student can identify organizations that struggled for equal opportunities and to end segregation.
− The student can describe the methods used by civil rights organizations to change laws and policies.
− The student can explain the actions taken to improve the condition of migrant farm workers.
− The student can explain the actions taken to improve conditions and gain rights for American Indians.
− The student can explain the actions taken to gain equal opportunities for women.

**8.GO.18 (Prior Grade Standard)**

Participation in social and civic groups can lead to the attainment of individual and public goals.

**11.GO.17 (Future Grade Standard)**

Historically, the United States has struggled with majority rule and the extension of minority rights. As a result of this struggle, the government has increasingly extended civil rights to marginalized groups and broadened opportunities for participation.
Content Elaborations, Instructional Strategies and Resources

- African Americans, Mexican Americans, American Indians and women distinguished themselves in the effort to win World War II. Following the war, movements began to secure the same freedoms and opportunities for these Americans that other Americans enjoyed.

- African-American organizations such as the National Association for the Advancement of Colored People (NAACP), the Southern Christian Leadership Conference (SCLC), the Student Nonviolent Coordinating Committee (SNCC) and the National Urban League (NUL) struggled for equal opportunities and to end segregation. They demonstrated and sought redress in the courts to change long-standing policies and laws.

- Mexican Americans organized through the United Farm Workers of America (UFW) to improve the conditions of migrant workers.

- American Indians organized to improve conditions on reservations, protect land rights and improve opportunities in education and employment. They formed groups such as the National Congress of American Indians (NCAI) and the American Indian Movement (AIM).

- Women made progress toward equal opportunities through demonstrations, lawsuits and the National Organization for Women (NOW).

- Have students read or watch Dr. Martin Luther King’s I Have A Dream speech and evaluate whether the ideals of the speech have been realized in modern American society. Extend the activity to consider the extent to which these ideals impacted other groups in American society.


<table>
<thead>
<tr>
<th>Sample Question Stems and Performance Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Which groups below impacted the expansion of civil rights in the United States during the 1950s and 1960s. Select all the correct answers.</td>
</tr>
<tr>
<td>- What steps were taken by marginalized groups to address discrimination in the 1950s and 1960s?</td>
</tr>
<tr>
<td>- What perspective held by Hispanic-American agricultural workers led to the creation of the United Farm Workers?</td>
</tr>
<tr>
<td>- Which strategy below was used by the NAAP to challenge long-standing policies and discriminatory laws?</td>
</tr>
<tr>
<td>- In the chart below, match the organization with the correct goals. Move the boxes to the correct spaces.</td>
</tr>
</tbody>
</table>
## Ohio’s Learning Standards - Clear Learning Targets
### American History

<table>
<thead>
<tr>
<th>HI.29</th>
<th><strong>Describe how American life in the postwar period was impacted by the postwar economic boom and by advances in science.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Essential Understanding</strong></td>
</tr>
<tr>
<td></td>
<td>− Social and economic changes in postwar United States</td>
</tr>
<tr>
<td></td>
<td><strong>Extended Understanding</strong></td>
</tr>
<tr>
<td></td>
<td>− Analyzing positive and negative effects of postwar changes</td>
</tr>
<tr>
<td></td>
<td><strong>Academic Vocabulary</strong></td>
</tr>
<tr>
<td></td>
<td>Tier 3</td>
</tr>
<tr>
<td></td>
<td>− postwar prosperity</td>
</tr>
</tbody>
</table>

**Ultimate Learning Target**

**Type:** Knowledge

**Broad Learning Target:**

− The student can describe how American life in the postwar period was impacted by the postwar economic boom and by advances in science.

**Underpinning Knowledge Learning Targets:**

− The student can explain the causes of postwar prosperity in the United States.
− The student can explain the effects of postwar prosperity in the United States.
− The student can describe advances in medicine that impacted American life.
− The student can describe advances in communication that impacted American life.
− The student can describe advances in nuclear energy that impacted American life.
− The student can describe advances in transportation that impacted American life.

(Prior Grade Standard)

N/A

(Future Grade Standard)

N/A
### Content Elaborations, Instructional Strategies and Resources

- The United States experienced an era of unprecedented prosperity and economic growth following World War II. Contributing to this prosperity was public demand for goods and services. The demand for housing and automobile ownership spurred the growth of suburbs. Economic opportunities in defense plants and high-tech industries led to the growth of the Sunbelt.

- Postwar prosperity produced some other epic changes (e.g., baby boom, increased consumerism, increased mobility via automobiles, pop culture, franchising and longer life spans).

- Advances in science following the war also impacted American life. Examples include: medicine (e.g., polio vaccine, birth control pill, artificial heart valve, open-heart bypass, organ transplant, genetic engineering); communication (e.g., transistor, television, computers, Internet, mobile phones); nuclear energy (e.g., atomic weapons, nuclear power plants); and transportation (e.g., passenger jet airplanes, catalytic converters in cars).

- Have students compare the use of advertising in the 1950s with its use in the 1920s. Provide examples of advertising and have students reflect on the methods used to induce consumer spending.

### Sample Question Stems and Performance Tasks

- Which choices show examples of how American life changed dramatically as a result of the postwar economic boom? Select all the correct answers.

- Give two examples of advances in science/technology that impacted the lives of Americans during the postwar economic boom.

- What was the impact of increased incomes and easy credit during the 1950s?

- Why did many Americans embrace consumerism during the 1950s?

- In the graphic organizer below, select two reasons for economic prosperity in the U.S. following World War II. Select two effects of this prosperity. Move the boxes to the correct spaces.
# Ohio’s Learning Standards - Clear Learning Targets

## American History

<table>
<thead>
<tr>
<th>HI.30</th>
<th>Analyze the social and political effects of the continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt, and the increase in immigration resulting from passage of the 1965 Immigration Act.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essential Understanding</strong></td>
<td>Effects of internal migration and immigration</td>
</tr>
<tr>
<td><strong>Extended Understanding</strong></td>
<td>Long-term impact of population changes in the United States</td>
</tr>
</tbody>
</table>

### Academic Vocabulary

- **Tier 3**
  - suburb
  - internal migration
  - Rust Belt
  - Sun Belt
  - 1965 Immigration Act

### Broad Learning Target:

- The student can analyze the social and political effects of the continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt, and the increase in immigration resulting from passage of the 1965 Immigration Act.

### Underpinning Knowledge Learning Targets:

- The student can describe the patterns of movement of people in the 1950s and 1960s.
- The student can identify reasons for the growth of the Sunbelt.
- The student can describe the terms of the 1965 Immigration Act.

### Underpinning Reasoning Learning Targets:

- The student can analyze the social and political effects of the movement of people from cities to suburbs.
- The student can analyze the social and political effects of the growth of the Sunbelt.
- The student can analyze the social and political effects of the 1965 Immigration Act.

### (Prior Grade Standard)

- N/A

### (Future Grade Standard)

- N/A
Content Elaborations, Instructional Strategies and Resources

- The postwar movement from cities to suburbs had social and political effects. The cities became predominately black and poor, and strongly Democratic. The suburbs were mainly white and leaned Republican. The decaying environment and the low employment opportunities in large cities contributed to urban riots in the 1960s.

- The employment opportunities in defense plants and high-tech industries located in the South and California led to the growth of the Sunbelt. This development contributed to a political power shift in the country as reflected in the reapportionment of congressional districts.

- The 1965 Immigration Act allowed more individuals from Asia, Africa and Latin America to enter the United States. The resulting immigration impacted the country’s demographic makeup. Hispanics became the fastest growing minority in the U.S. which led to an increase in Spanish language media and funding for bilingual education programs. As these new immigrants became citizens, their voting practices impacted the balance of power between the major political parties.

- The Growth of the Suburbs – and the Racial Wealth Gap - [http://www.pbs.org/race/000_About/002_04-teachers-07.htm](http://www.pbs.org/race/000_About/002_04-teachers-07.htm) - This part of the PBS series Race: The Power of an Illusion examines the post-war growth of suburbs and the impact the practice of redlining mortgage applications had on segregation of American society and creating a racial wealth gap.

Sample Question Stems and Performance Tasks

- Explain two social and/or political effects of the increase in immigration resulting from passage of the 1965 Immigration Act.

- What change in immigration policy resulted from the 1965 Immigration Act?

- Complete the cause-and-effect diagram below to show political and social consequences of suburbanization in the United States. Move the boxes to the correct spaces.

- Which choice shows an effect of the postwar movement from cities to suburbs?

- What was one cause of the growth of the Sunbelt region?

- What was one political effect of the growth of the Sunbelt?
# Ohio’s Learning Standards - Clear Learning Targets

## American History

<table>
<thead>
<tr>
<th>HI.31</th>
<th>Explain why the government’s role in the economy, environmental protection, social welfare and national security became the topic of political debates between 1945 and 1994.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Essential Understanding</strong>&lt;br&gt;− Why the increased role of the federal government became the topic of political debates.</td>
</tr>
<tr>
<td></td>
<td><strong>Extended Understanding</strong>&lt;br&gt;− Long-term impact and ongoing debates over the power of the federal government</td>
</tr>
<tr>
<td></td>
<td><strong>Academic Vocabulary Tier 3</strong>&lt;br&gt;− environmental protection&lt;br&gt;− social welfare&lt;br&gt;− national security</td>
</tr>
</tbody>
</table>

**Ultimate Learning Target Type:** Reasoning

**Broad Learning Target:**
− The student can explain why the government’s role in the economy, environmental protection, social welfare and national security became the topic of political debates between 1945 and 1994.

**Underpinning Knowledge Learning Targets:**
− The student can describe the expansion of the role of the federal government between 1945 and 1994.

**Underpinning Reasoning Learning Targets:**
− The student can explain multiple perspectives on the increased role of the federal government in the economy.
− The student can explain multiple perspectives on the increased role of the federal government in environmental protection.
− The student can explain multiple perspectives on the increased role of the federal government in social welfare.
− The student can explain multiple perspectives on the increased role of the federal government in national security.

**(Prior Grade Standard)**  
N/A

**11.GO.23 (Future Grade Standard)**
The federal government uses spending and tax policy to maintain economic stability and foster economic growth. Regulatory actions carry economic costs and benefits.
Content Elaborations, Instructional Strategies and Resources

- The 1930s and early 1940s witnessed a great expansion in the role of the federal government in various policy areas. This expanded role continued to be the focus of political debates in the postwar period. For the economy, the debates were between those who favored a more activist role of the government to correct inequities and those who felt that the government should lessen its involvement and let the marketplace work. Public opinion on this issue was often influenced by the current state of the economy.

- The debate on the government’s role to protect the environment in the postwar period increased during this period due to research on the effects of pesticides, pollution and waste disposal, and concerns about conservation and global warming. Demands from environmentalists led to the creation of the Environmental Protection Agency.

- The government’s role on social welfare issues attracted intense debates, particularly relating to poverty, unemployment and national health insurance.

- The controversies surrounding the federal government’s role in protecting the country recurred during times of perceived threats. Fears concerning communist infiltration of the government during the 1940s and 1950s, and anti-war protests during the Vietnam Era, led to debates over national security.

- Have students examine the perspectives of the conservative and liberal positions on the role of the government in the economy that are provided in the activity found on the EcEdWeb (http://ecedweb.unomaha.edu/lessons/FECGF.HTM). Have them identify presidential policies that adhered to these views and evaluate their outcomes.

Sample Question Stems and Performance Tasks

- Which topic below became the focus of intense domestic political debate following the end of World War II?

- Identify one area of debate relating to the growth in the role of government in the economy from 1945-1994.

- What changes resulted from the debate on government’s role to protect the environment in the postwar period?

- Which issues were part of the debate on the government’s role in social welfare issues? Select all the correct answers.

- Complete the chart below to show the relationship between areas of debate and specific issues or concerns. Move the boxes to the correct spaces on the chart.
## Ohio’s Learning Standards - Clear Learning Targets

### American History

<table>
<thead>
<tr>
<th>HI.32</th>
<th>Analyze how the American economy has been impacted by improved global communications, international trade, transnational business organizations, overseas competition and the shift from manufacturing to service industries.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Essential Understanding</strong></td>
</tr>
<tr>
<td></td>
<td>- Economic impact of global communications, international trade, transnational businesses, overseas competition and shift to service industries</td>
</tr>
<tr>
<td></td>
<td><strong>Academic Vocabulary Tier 3</strong></td>
</tr>
<tr>
<td></td>
<td>- global communications</td>
</tr>
<tr>
<td></td>
<td>- international trade</td>
</tr>
<tr>
<td></td>
<td>- transnational business organizations</td>
</tr>
<tr>
<td></td>
<td>- manufacturing</td>
</tr>
<tr>
<td></td>
<td>- service industries</td>
</tr>
</tbody>
</table>

**Ultimate Learning Target Type: Reasoning**

**Broad Learning Target:**
- The student can analyze how the American economy has been impacted by improved global communications, international trade, transnational business organizations, overseas competition and the shift from manufacturing to service industries.

**Underpinning Knowledge Learning Targets:**
- The student can give examples of new technologies in global communications.
- The student can give examples of the growth of international business.

**Underpinning Reasoning Learning Targets:**
- The student can analyze the impact of improved global communication.
- The student can analyze the impact of transnational business organizations.
- The student can explain how overseas competition has challenged American producers and local communities.

### 9.HI.26 (Prior Grade Standard)
Emerging economic powers and improvements in technology have created a more interdependent global economy.

**Future Grade Standard**
N/A
Content Elaborations, Instructional Strategies and Resources

- The American economy has been impacted by many influences since the early 1990s. Global communication has rapidly increased use of technologies such as the personal computer, Internet and mobile phone.

- Business organizations that operate internationally with production facilities in more than one country have grown exponentially. For example, an American automobile might have parts imported from several countries and be assembled in yet another country.

- Overseas competition has challenged American producers and local communities. The U.S. trade deficit has increased with the value of goods and services imported exceeding those that are exported. This has led to a decrease in manufacturing jobs and closing of plants. It also has contributed to a shift toward service industries and a growth in lower-paying jobs in fast food and sales.

- Have students look around their homes and write down the locations where items were made. Have them compare their results with the rest of the class and discuss how overseas competition and the shift from manufacturing to service industries have impacted the American economy.

Sample Question Stems and Performance Tasks

- Identify two communication technologies that have contributed to changes in the U.S. economy since the end of the Cold War.

- Identify two technologies that have both improved global communications and affected the U.S. economy since the end of the Cold War.

- How has global communication changed the American economy since the early 1990s?

- What is one effect of increased overseas competition on U.S. businesses?

- In the graphic organizer below, match the consequence with each change in the U.S. economy since 1990. Move the boxes to the correct spaces.
# Ohio’s Learning Standards - Clear Learning Targets

## American History

<table>
<thead>
<tr>
<th>HI.33</th>
<th>Describe political, national security and economic challenges the United States faced in the post-Cold War period and following the attacks on September 11, 2001.</th>
<th>Essential Understanding</th>
<th>Academic Vocabulary Tier 3</th>
</tr>
</thead>
</table>
|       |                                                                                                 | - Challenges faced by the United States in post-Cold War and post-September 11 periods | - national security  
       |                                                                                                 |                        | - balance-of-power politics |
|       |                                                                                                 |                        | - terrorism               |
|       |                                                                                                 |                        | - civil liberties         |

**Broad Learning Target:**
- The student can describe political, national security and economic challenges the United States faced in the post-Cold War period and following the attacks on September 11, 2001.

**Underpinning Knowledge Learning Targets:**
- The student can describe political challenges in the United States in the post-Cold War period.
- The student can describe economic challenges in the United States in the post-Cold War period.
- The student can describe national security challenges in the United States in the post-Cold War period.
- The student can describe national security challenges in the United States following the attacks on September 11, 2001.

### 9.HI.24 (Prior Grade Standard)
Regional and ethnic conflicts in the post-Cold War era have resulted in acts of terrorism, genocide and ethnic cleansing.

### (Future Grade Standard)
N/A
Content Elaborations, Instructional Strategies and Resources

- The post-Cold War period and the attacks on September 11, 2001, presented new challenges for the United States, including:
  - Instability produced by the demise of balance-of-power politics;
  - Changing role of the United States in global politics (e.g., preemptive wars);
  - Issues surrounding the control of nuclear weapons;
  - Broadening of terrorism; and
  - Dynamic of balancing national security with civil liberties.

- Economic challenges for the country included operating within a globalized economy. The country witnessed the change from the prosperity of the 1990s to the recession that began in 2007. Reductions in defense spending due to the end of the Cold War led to the loss of millions of U.S. jobs in defense plants.

- The attacks on Sept. 11, 2001, presented national security challenges for the country. Debates over two wars (i.e., Iraq and Afghanistan) that were launched in response to the September 11 attacks, the passage of the USA PATRIOT Act and the detainment and torture of enemy combatants divided the country.

- Have students interview adults about the terrorist attacks of September 11, 2001, and how those events presented new political, national security and economic challenges to the United States. Students will then present their findings to the class.

- Invite veterans of recent foreign wars to speak to classes about their experiences and challenges of serving in the U.S. military. Have the veterans discuss the role of the armed forces in providing for national security and advancing U.S. interests in the world.

Sample Question Stems and Performance Tasks

- Which choices below show examples of national security challenges for the United States that arose following the end of the Cold War? Select all the correct answers.

- Describe two national security challenges faced by the United States following the attacks of September 11, 2001.

- Complete the chart below to show actions taken in response to U.S. national security concerns following the September 11, 2001 attacks. Move the boxes to the correct spaces on the chart.

- How did the end of the Cold War impact the amount of military spending by the U.S. government in the 1990s?