



# **Social Studies**

## **American History 10**

**2021-2022**

**Aligned with Ohio's Learning Standards  
for Social Studies (2018)**

**Department of Academic Services  
Office of Teaching and Learning  
Curriculum Division**

**COLUMBUS CITY SCHOOLS**

## Curriculum Map

### Year-at-a-Glance

The Year-at-a-Glance provides a high-level overview of the course by grading period, including:

- Units;
- Standards/Learning Targets; and
- Timeframes.



### Scope and Sequence

The Scope and Sequence provides a detailed overview of each grading period, including:

- Units;
- Standards/Learning Targets;
- Timeframes;
- Big Ideas and Essential Questions; and
- Strategies and Activities.



### Curriculum and Instruction Guide

The Curriculum and Instruction Guide provides direction for standards-based instruction, including:

- Unpacked Standards / Clear Learning Targets;
- Content Elaborations;
- Sample Assessments;
- Instructional Strategies; and
- Instructional Resources.

## Year-at-a-Glance

### Semester X

<b>Grading Period 1</b>	<b>Unit 1. Foundations of American History</b> <span style="float: right;"><b>5 weeks</b></span>		<b>Unit 2. Industrialization and Progressivism</b> <span style="float: right;"><b>4 weeks</b></span>	
	1.1 Historical Thinking and Skills - Learning Targets 1-3 (incorporate these learning targets throughout the course)  1.2 Founding Documents - Learning Targets 4-7		2.1 Industrialization, Immigration, Urbanization - Learning Targets 8-10  2.2 Westward Migration and American Indians - Learning Target 11  2.3 The Progressive Era - Learning Target 13	
<b>Grading Period 2</b>	<b>Unit 2. Industrialization and Progressivism</b> <span style="float: right;"><b>2 weeks</b></span>	<b>Unit 3. Foreign Affairs from Imperialism to Post-WW I</b> <span style="float: right;"><b>3 weeks</b></span>	<b>Unit 4. Prosperity, Depression, and the New Deal</b> <span style="float: right;"><b>4 weeks</b></span>	
	2.4 Jim Crow, the Great Migration, and Harlem Renaissance - Learning Target 12	3.1 American Imperialism and World War I - Learning Target 14  3.2 Post-World War I - Learning Target 15	4.1 The Roaring 20s - Learning Targets 16-18  4.2 The Great Depression - Learning Target 19  4.3 Financial Literacy - Financial Literacy Learning Targets	

### Semester Y

<b>Grading Period 3</b>	<b>Unit 5: From Isolation to World War</b> <span style="float: right;"><b>2 weeks</b></span>	<b>Unit 6. The Cold War</b> <span style="float: right;"><b>3 weeks</b></span>	<b>Unit 7. Social Transformations in the U.S.</b> <span style="float: right;"><b>4 weeks</b></span>	
	5.1 U.S. Entry into WW II - Learning Target 20  5.2 The American Home Front - Learning Target 21	6 Cold War America - Learning Targets 22-26	7.1 Postwar Boom - Learning Target 28  7.2 Civil Rights Movement - Learning Target 27	
<b>Grading Period 4</b>	<b>Unit 7. Social Transformations</b> <span style="float: right;"><b>3 weeks</b></span>	<b>Unit 8. U.S. and the Post-Cold War World</b> <span style="float: right;"><b>3 weeks</b></span>	<b>Financial Literacy, Projects, Review and Assessment</b> <span style="float: right;"><b>3 weeks</b></span>	
	7.3 Migration and Immigration - Learning Target 29  7.4 The Role of Government - Learning Target 30	8 Globalization and American Foreign Policy - Learning Targets 31-33	Following state testing, continue study of financial literacy, complete culminating projects, and/or prepare for final exams.	

## Scope and Sequence

Unit 1. Foundations of American History <span style="float: right;">5 weeks</span>			
Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies/Activities
Grading Period I	<p>I.1 Historical Thinking and Skills</p> <ol style="list-style-type: none"> <li>1. <a href="#">The use of primary and secondary sources of information includes an examination of the credibility of each source.</a></li> <li>2. <a href="#">Historians develop theses and use evidence to support or refute positions.</a></li> <li>3. <a href="#">Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long- and short-term causal relations.</a></li> </ol> <p>Note: Standards 1-3 are skills standards, and should be incorporated throughout the course.</p>	<p><b>Change</b></p> <ul style="list-style-type: none"> <li>● What are the causes and effects of historical events and patterns?</li> </ul> <p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>● How do we generate and investigate compelling questions?</li> <li>● How do we know what to believe?</li> <li>● What do we do when sources disagree?</li> <li>● How do we think like historians?</li> <li>● Should we question everything?</li> <li>● How do we make a strong argument?</li> </ul>	<ul style="list-style-type: none"> <li>● Evaluate and rank the credibility of a list of sources</li> <li>● Examine bias in social media posts</li> <li>● Determine the strength of a given thesis</li> <li>● Identify the types of evidence that would support a given thesis</li> <li>● Research a topic with credible sources and write a thesis with evidence</li> <li>● Create Cause and Effect graphic organizers</li> </ul>

		Unit 1. Foundations of American History		5 weeks (continued)
Grading Period I	Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies/Activities
	I.2 Founding Documents	<p>4. <a href="#">The Declaration of Independence elaborates on the rights and role of the people in building the foundations of the American nation through the principles of unalienable rights and consent of the people.</a></p> <p>5. <a href="#">The Northwest Ordinance elaborates on the rights and role of the people in building the foundations of the American nation through its establishment of natural rights and setting up educational institutions.</a></p> <p>6. <a href="#">The U.S. Constitution established the foundations of the American nation and the relationship between the people and their government.</a></p> <p>7. <a href="#">The debate presented by the Federalist and Anti-Federalist Papers over protections for individuals and limits on government power resulted in the Bill of Rights. The Bill of Rights provides constitutional protections for individual liberties and limits on governmental power.</a></p>	<p><b>Change</b></p> <ul style="list-style-type: none"> <li>• What makes a revolution successful?</li> <li>• How can we be involved in the change process?</li> <li>• Can a country have change and still hold traditional shared beliefs?</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>• What does it mean to have a democracy?</li> <li>• Who has the right to self-government?</li> <li>• Why does democracy need education?</li> <li>• Does government work for the people?</li> <li>• How should governments balance majority rule with minority rights?</li> </ul> <p><b>Justice</b></p> <ul style="list-style-type: none"> <li>• How does the Constitution establish justice?</li> </ul>	<ul style="list-style-type: none"> <li>• Enlightenment ideas brainstorm</li> <li>• Declaration of Independence concepts maps</li> <li>• Declaration of Independence close reading and annotation</li> <li>• Impact of the Declaration primary source analysis chart</li> <li>• Class discussion: What are America's founding ideals?</li> <li>• Northwest Ordinance principles and precedents</li> <li>• Constitution two-column chart</li> <li>• Strengthening the structure of the national government image analysis chart</li> <li>• Constitutional Convention readers theater</li> <li>• Federalists vs. Antifederalists quotes</li> </ul>

Unit 2. Industrialization and Progressivism (1877-1920) <span style="float: right;">4 weeks</span>				
Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies/Activities	
Grading Period I	2.1 Industrialization, Immigration, and Urbanization	<p>8. <a href="#">The rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society.</a></p> <p>9. <a href="#">The rise of industrialization led to a rapidly expanding workforce. Labor organizations grew amidst unregulated working conditions, laissez-faire policies toward big business, and violence toward supporters of organized labor.</a></p> <p>10. <a href="#">Immigration, internal migration and urbanization transformed American life.</a></p>	<p><b>Change</b></p> <ul style="list-style-type: none"> <li>What are the causes and effects of historical events and patterns?</li> <li>What social, political, and economic challenges has the U.S. faced?</li> </ul> <p><b>Diversity</b></p> <ul style="list-style-type: none"> <li>How has American identity and diversity changed over time?</li> <li>How have diverse groups struggled for equality?</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>Does government work for the people?</li> </ul>	<ul style="list-style-type: none"> <li>Analyzing industrialization data and image analysis</li> <li>Effects of industrialization web</li> <li>Images of immigration matrix</li> <li>Urbanization concept map</li> <li>Urbanization statistics</li> <li>Postcard about immigrant life</li> <li>Rise of Big Business concept web</li> <li>Analyzing Big Business through political cartoons</li> <li>Perspectives on business, labor, and government</li> <li>Letter to the editor on industrialization and Big Business</li> </ul>
	2.2 Westward Migration and American Indians	<p>11. <a href="#">Continued settlement by Americans in the West intensified conflict with American Indians and reinforced the policy of the reservation system.</a></p>	<p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>Who has the right to self-government?</li> </ul> <p><b>Power</b></p> <ul style="list-style-type: none"> <li>Does might make right?</li> </ul>	<ul style="list-style-type: none"> <li>Westward migration map analysis</li> <li>Satana's speech analysis</li> <li>Cause and effects graphic organizer</li> <li>Primary sources on U.S. government Indian policies</li> </ul>
	2.3 The Progressive Era	<p>13. <a href="#">The Progressive era was an effort to address the ills of American society stemming from industrial capitalism, urbanization and political corruption.</a></p>	<p><b>Change</b></p> <ul style="list-style-type: none"> <li>What makes a movement successful?</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>What does it mean to have a democracy?</li> <li>Does government work for the people?</li> </ul>	<ul style="list-style-type: none"> <li>Muckraker newspaper article</li> <li>Progress word map</li> <li>Who is a Progressive? speech analysis</li> <li>Progressive legislation poster</li> <li>Women's suffrage timeline</li> </ul>

Unit 2. Industrialization and Progressivism (1877-1920) (continued)				2 weeks
Grading Period 2	Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies/Activities
Grading Period 2	2.4 Jim Crow, the Great Migration, and Harlem Renaissance	12. <a href="#">Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized.</a>	<b>Diversity</b> <ul style="list-style-type: none"> <li>How have diverse groups struggled for equality?</li> </ul> <b>Justice</b> <ul style="list-style-type: none"> <li>Are laws applied fairly?</li> <li>What happens when justice is denied?</li> </ul>	<ul style="list-style-type: none"> <li>Jim Crow image analysis</li> <li>Jim Crow K-W-L chart</li> <li><i>Plessy v. Ferguson</i> reading and discussion</li> <li>Great Migration source analysis</li> <li>Great Migration statistics</li> <li>Great Migration dramatization</li> </ul>
Unit 3. Foreign Affairs from Imperialism to Post-World War I (1898-1930)				3 weeks
Grading Period 2	Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies/Activities
Grading Period 2	3.1 American Imperialism and World War I	14. <a href="#">As a result of overseas expansion, the Spanish-American War and World War I, the United States emerged as a world power.</a>	<b>Power</b> <ul style="list-style-type: none"> <li>Does might make right?</li> <li>How has American power shifted over time?</li> </ul> <b>Democracy</b> <ul style="list-style-type: none"> <li>Who has the right to self-government?</li> </ul> <b>Justice</b> <ul style="list-style-type: none"> <li>What is a just war?</li> </ul>	<ul style="list-style-type: none"> <li>Imperialism political cartoons</li> <li>Primary sources on imperialism</li> <li>Imperialism alphabet review</li> <li>Debate on imperialism</li> <li>Imperialism RAFT writing activity</li> <li>Wilson's War Message and opposition to war source analysis</li> <li>World War I mobilization posters</li> </ul>
Grading Period 2	3.2 Post-World War I	15. <a href="#">After World War I, the United States pursued efforts to maintain peace in the world. However, as a result of the national debate over the Versailles Treaty ratification and the League of Nations, the United States moved away from the role of world peacekeeper and limited its involvement in international affairs.</a>	<b>Power</b> <ul style="list-style-type: none"> <li>How has global power shifted over time?</li> </ul>	<ul style="list-style-type: none"> <li>Wilson's 14 Points discussion</li> <li>Treaty of Versailles chart</li> <li>Writing claims about the Treaty of Versailles</li> <li>League of Nations cartoons</li> <li>League of Nations debate primary sources</li> <li>Isolationism quotes chart</li> </ul>

Unit 4. Prosperity, Depression, and the New Deal (1919-1941) <span style="float: right;">4 weeks</span>				
Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies/Activities	
Grading Period 2	4.1 The Roaring 20s	<p>16. <a href="#">Racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I.</a></p> <p>17. <a href="#">An improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes and tensions.</a></p> <p>18. <a href="#">Movements such as the Harlem Renaissance, African-American migration, women's suffrage and Prohibition all contributed to social change.</a></p>	<p><b>Change</b></p> <ul style="list-style-type: none"> <li>• What are the causes and effects of historical events and patterns?</li> <li>• What social, political, and economic challenges has the U.S. faced?</li> <li>• Can a country have change and still hold traditional shared beliefs?</li> <li>• What makes a movement successful?</li> </ul>	<ul style="list-style-type: none"> <li>• Red Scare fears activity</li> <li>• Ellis Island image and immigration quote discussion</li> <li>• Rising Intolerance notes</li> <li>• Eruption of Tulsa reading and discussion</li> <li>• Roaring 20s Women/Flapper image analysis</li> <li>• Roaring 20s multimedia museum display</li> </ul>
	4.2 The Great Depression	<p>19. <a href="#">The Great Depression was caused, in part, by the federal government's monetary policies, stock market speculation, and increasing consumer debt. The role of the federal government expanded as a result of the Great Depression.</a></p>	<p><b>Change</b></p> <ul style="list-style-type: none"> <li>• What are the causes and effects of historical events and patterns?</li> <li>• What social, political, and economic challenges has the U.S. faced?</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>• Does government work for the people?</li> </ul>	<ul style="list-style-type: none"> <li>• Stock Market Crash cause and effect analysis</li> <li>• 1920s Woman and 1930s Woman image comparison</li> <li>• Great Depression cause and effect chart</li> <li>• Federal Reserve monetary policy analysis</li> </ul>
	4.3 Financial Literacy	<p>Financial Literacy is defined as the ability to read, analyze, manage and communicate about personal financial conditions that affect one's material well-being.</p>	<p>NA</p> <p><i>Note: This is a supplemental unit to meet state requirements in financial literacy instruction.</i></p>	<ul style="list-style-type: none"> <li>• Financial decision-making scenarios</li> <li>• Creating a budget</li> <li>• Credit/Debt scenarios</li> <li>• Taxes scenarios</li> </ul>



Unit 5. From Isolation to World War (1930-1945) <span style="float: right;">2 weeks</span>				
Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies/Activities	
Grading Period 3	5.1 U.S. Entry into WW II	<p>20. <a href="#">During the 1930s, the U.S. government attempted to distance the country from earlier interventionist policies in the Western Hemisphere as well as retain an isolationist approach to events in Europe and Asia until the beginning of WWII.</a></p>	<p><b>Change</b></p> <ul style="list-style-type: none"> <li>What are the causes and effects of historical events and patterns?</li> </ul> <p><b>Power</b></p> <ul style="list-style-type: none"> <li>How has global power shifted over time?</li> <li>How has American power shifted over time?</li> </ul> <p><b>Justice</b></p> <ul style="list-style-type: none"> <li>What is a just war?</li> </ul>	<ul style="list-style-type: none"> <li>Isolationism political cartoon</li> <li>Coming of WW II history frames</li> <li>Isolation vs. Intervention primary sources</li> <li>Foreign policy between the World Wars graphic organizer</li> <li>Debate: Should the U.S. enter WW II?</li> <li>Charting losses at Pearl Harbor</li> <li>Reactions to Pearl Harbor readings</li> <li>FDR's War Message primary source reading</li> </ul>
	5.2 The American Home Front	<p>21. <a href="#">United States policy and mobilization of its economic and military resources during World War II affected American society. Despite mistreatment, marginalized groups played important roles in the war effort while continuing to protest unfair treatment.</a></p>	<p><b>Change</b></p> <ul style="list-style-type: none"> <li>What social, political, and economic challenges has the U.S. faced?</li> </ul> <p><b>Justice</b></p> <ul style="list-style-type: none"> <li>Are laws applied fairly?</li> <li>What happens when justice is denied?</li> </ul> <p><b>Diversity</b></p> <ul style="list-style-type: none"> <li>How have diverse groups struggled for equality?</li> </ul>	<ul style="list-style-type: none"> <li>War War II poster analysis</li> <li>Mobilization on the Home Front notes</li> <li>Americans on the Home Front newscast</li> <li>Japanese American internment photograph analysis</li> <li>Executive Order 9066 primary source reading</li> <li>Internment class discussion</li> <li>Japanese American internment diary entry.</li> </ul>

		Unit 6. The Cold War (1945-1991)		2 weeks
Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies/Activities	
Grading Period 3  6. Cold War America	<p>22. <a href="#">Use of atomic weapons changed the nature of war, altered the balance of power and began the nuclear age.</a></p> <p>23. <a href="#">The United States followed a policy of containment during the Cold War in response to the spread of communism.</a></p> <p>24. <a href="#">The Second Red Scare and McCarthyism reflected Cold War fears in American society.</a></p> <p>25. <a href="#">The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.</a></p> <p>26. <a href="#">The collapse of communist governments in Eastern Europe and the U.S.S.R. brought an end to the Cold War.</a></p>	<p><b>Change</b></p> <ul style="list-style-type: none"> <li>• What are the causes and effects of historical events and patterns?</li> </ul> <p><b>Power</b></p> <ul style="list-style-type: none"> <li>• How has global power shifted over time?</li> <li>• How has American power shifted over time?</li> <li>• Why is it important to speak truth to power?</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>• Who has the right to self-government?</li> </ul>	<ul style="list-style-type: none"> <li>• Arms Race activity</li> <li>• Alien Registration Act primary source discussion</li> <li>• Reaction Guide: liberty and security</li> <li>• Cold War and Second Red Scare notes</li> <li>• McCarthyism discussion</li> <li>• Causes and effects of Cold War graphic organizer</li> <li>• Cold War armchair posters analysis</li> <li>• Creating a Cold War board game</li> </ul>	

Unit 7. Social Transformations in the U.S. (1945-1994)		4 weeks	
Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies/Activities
7.1 Postwar Boom	28. <a href="#">The postwar economic boom and advances in science and technology produced changes in American life.</a>	<b>Change</b> <ul style="list-style-type: none"> <li>What are the causes and effects of historical events and patterns?</li> <li>Can a country have change and still hold traditional shared beliefs?</li> </ul>	<ul style="list-style-type: none"> <li>Postwar prosperity cause and effect chart</li> <li>Interpreting postwar statistics</li> <li>Scientific and technological advances multimedia presentations</li> </ul>
7.2 Civil Rights Movement	27. <a href="#">Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.</a>	<b>Change</b> <ul style="list-style-type: none"> <li>What makes a movement successful?</li> </ul> <b>Democracy</b> <ul style="list-style-type: none"> <li>Who has the right to self-government?</li> <li>How should governments balance majority rule with minority rights?</li> </ul> <b>Justice</b> <ul style="list-style-type: none"> <li>How does the Constitution establish justice?</li> <li>Are laws applied fairly?</li> <li>Do we have a right to break unjust laws?</li> <li>What happens when justice is denied?</li> </ul> <b>Diversity</b> <ul style="list-style-type: none"> <li>How have diverse groups struggled for equality?</li> </ul> <b>Power</b> <ul style="list-style-type: none"> <li>Why is it important to speak truth to power?</li> </ul>	<ul style="list-style-type: none"> <li><i>Brown vs. Board</i> political cartoon analysis</li> <li>Separate but equal photograph analysis</li> <li><i>Brown v. Board</i> summary reading and questions</li> <li>Little Rock Nine photograph analysis</li> <li>Crisis in Little Rock journal entry</li> <li>Civil Rights Movement interactive slide lecture and act-it-out</li> <li>Fighting for voting rights presentations</li> <li>The widening struggle gallery walk</li> <li>Political action groups public service announcement and promotional poster</li> </ul>

Grading Period 3

Unit 7. Social Transformations in the U.S. (1945-1994) (continued)				3 weeks	
Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies/Activities		
Grading Period 4	7.3 Migration and Immigration	29. <a href="#">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 have had social and political effects.</a>	<b>Diversity</b> <ul style="list-style-type: none"> <li>How has American identity and diversity changed over time?</li> <li>Do we need to give up some diversity to achieve unity?</li> <li>What does it mean to value and respect diversity?</li> </ul>	<ul style="list-style-type: none"> <li>Residential patterns in cities and suburbs graphic</li> <li>Columbus, 1950 and Today map analysis</li> <li>Rise of suburbs cause and effect chart</li> <li>Rise of the sunbelt cause and effect chart</li> <li>Population Data analysis</li> </ul>	
	7.4 The Role of Government	30. <a href="#">Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare, and national security.</a>	<b>Democracy</b> <ul style="list-style-type: none"> <li>What does it mean to have a democracy?</li> <li>Does government work for the people?</li> </ul> <b>Power</b> <ul style="list-style-type: none"> <li>What makes a government legitimate?</li> <li>How American power shifted over time?</li> </ul>	<ul style="list-style-type: none"> <li>Kennedy's First Inaugural Address</li> <li>New Frontier graphic organizer</li> <li>New Frontier initiative slogan/poster</li> <li>3 column chart: Progressive Movement, New Deal, Great Society</li> <li>New Frontier and Great Society political cartoon analysis</li> <li>Letter to the editor on the Great Society and role of government</li> <li>Reaganomics analysis</li> </ul>	

		Unit 8. U.S. and the Post-Cold War World (1991-Present)		3 weeks	
Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies/Activities		
Grading Period 4	8 Globalization and American Foreign Policy	<p>31. <a href="#">Improved global communications, international trade, transnational business organizations, overseas competition, and the shift from manufacturing to service industries have impacted the American economy.</a></p> <p>32. <a href="#">Focusing on domestic policy, the United States faces ongoing social, political, national security, and economic challenges in the post-Cold War era and following the attacks on September 11, 2001.</a></p> <p>33. <a href="#">Focusing on foreign policy, the United States faces ongoing economic, political, military, and social challenges in the post-Cold War era and following the attacks of September 11, 2001.</a></p>	<p><b>Change</b></p> <ul style="list-style-type: none"> <li>What social, political, and economic challenges has the U.S. faced?</li> </ul> <p><b>Power</b></p> <ul style="list-style-type: none"> <li>How has global power shifted over time?</li> <li>How has American power shifted over time?</li> <li>What makes a government legitimate?</li> </ul>	<ul style="list-style-type: none"> <li>Comparing contemporary American presidencies chart</li> <li>National interest and foreign policy class discussion</li> <li>Essay: Does global democracy promotion serve U.S. national interest?</li> <li>Point-Counterpoint TV News Magazine on economic and foreign policy issues</li> </ul>	
	Financial Literacy, Projects, Review and Assessment	<i>Following state testing, continue study of financial literacy, complete culminating projects, and/or prepare for final exams.</i>	NA	<ul style="list-style-type: none"> <li>Financial literacy scenarios</li> <li>Culminating project</li> <li>Prepare for final exams</li> </ul>	

## Curriculum and Instruction Guide

### Unit 1. Foundations of American History

Unpacked Standards / Clear Learning Targets			
<p><b>Learning Target 1. Analyze the credibility of primary and secondary sources.</b></p> <p><i>Content Statement 1. The use of primary and secondary sources of information includes an examination of the credibility of each source.</i></p>	<p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Evaluating source credibility</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Using credible sources in research writing</li> </ul>	<p><b><u>Academic Vocabulary</u></b></p> <p><b>Tier 2</b></p> <p>analyze evaluate credibility bias stereotype</p>	<p><b>Tier 3</b></p> <p>primary source secondary source</p>
<p><b>Ultimate Learning Target Type: Reasoning</b></p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- The student can analyze the credibility of primary and secondary sources.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can define and give examples of primary sources.</li> <li>- The student can define and give examples of secondary sources.</li> <li>- The student can explain the criteria for determining credibility of sources.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify perspectives, bias, and stereotypes in primary and secondary sources.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can evaluate the qualifications and reputation of an author.</li> <li>- The student can compare sources for agreement.</li> <li>- The student can judge the accuracy and internal consistency of a source.</li> <li>- The student can evaluate a source based on the circumstances in which the author prepared the source.</li> </ul>		
<p><b>9.HI.1 (Prior Grade Standard)</b></p> <p>The use of primary and secondary sources of information includes an examination of the credibility of each source.</p>	<p><b>11.GO.3 (Future Grade Standard)</b></p> <p>Issues can be analyzed through the critical use of credible sources.</p>		

**Content Elaborations**

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:

- qualifications and reputation of the author;
- agreement with other credible sources;
- perspective or bias of the author (including stereotypes);
- accuracy and internal consistency; and
- circumstances in which the author prepared the source.

**Instructional Strategies**

Provide examples of primary and secondary sources related to history content being studied. Have students use a graphic organizer to help them analyze the credibility of the sources. Sources should be in multiple formats and mediums, representing differing perspectives and timeframes

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.

**Sample Assessments 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.

**Instructional Resources**

[Making Sense of Evidence](#) (History Matters) - This site provides students with skills to analyze various primary and secondary sources.

[Reading Like a Historian Intro Materials](#) (Stanford History Education Group) - The Reading Like a Historian curriculum engages students in historical inquiry. Each lesson revolves around a central historical question and features a set of primary documents designed for groups of students with a range of reading skills.

[Beyond the Bubble: History Assessments of Thinking](#) (Stanford History Education Group) - Explore over 100 easy-to-use assessments that measure students' historical thinking rather than recall of facts.

[Civic Online Reasoning: Intro to What's the Evidence?](#) (Stanford History Education Group) - This lesson will help students develop skills for critically evaluating varied forms of evidence online.

[Document Analysis](#) (National Archives) - Students think through primary source documents for contextual understanding and to extract information using four steps: meet the document, observe its parts, try to make sense of it, and use it as historical evidence.

[Primary Source Analysis](#) (Library of Congress) - Students analyze a variety of primary source types using a three step process: observe, reflect, and question.

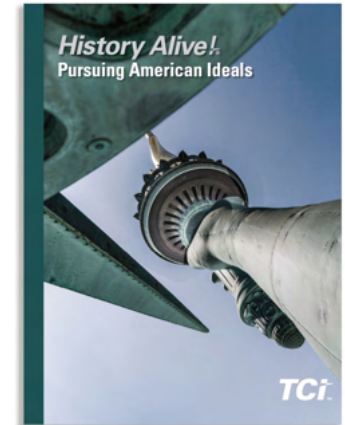
[Claim Testing Introduction](#) (World History OER Project) - Claim testing helps students “see” and evaluate people’s assertions, and gives shape to one of the most important and useful critical thinking practices in history.



## Adopted Textbook Resources

### *History Alive! Pursuing American Ideals (TCI)*

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
  - Student Textbook: Lesson 1, What is History?
- Digital Teacher Resources (access through [CCS Clever](#))
  - Lesson Guide: Lesson 1, What is History?
  - Interactive Notebook: Lesson 1, What is History?
  - Experiential Exercise: Lesson 1, The Getting to Know You Game
  - Processing: Lesson 1, Timeline of Your Life
  - Assessments: Lesson 1, What is History?
- Digital TCI Program Support (access through [CCS Clever](#))
  - ELA/ELD Connections: Reading Skills
  - ELA/ELD Connections: Writing Skills
  - History and Social Science Skills Toolkit
  - Doing Democracy Toolkit



## Unpacked Standards / Clear Learning Targets

**Learning Target 2. Develop a thesis and use evidence to support or refute a position.**

*Content Statement 2. Historians develop theses and use evidence to support or refute positions.*

**Essential Understanding**

- Supporting or refuting a thesis with evidence

**Extended Understanding**

- Using evidence for a thesis in an extended research project

**Academic Vocabulary**

**Tier 2**

- thesis
- evidence
- support
- refute

**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.

**9.HI.3 (Prior Grade Standard)**

Historians develop theses and use evidence to support or refute positions.

**(Future Grade Standard)**

N/A

### Content Elaborations

Historians 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 assertions made by others.

### Instructional Strategies

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.

### Sample Assessments and Performance Tasks

What type of evidence would support the following thesis: \_\_\_\_\_?

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

Read the sources below. Then, choose 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.

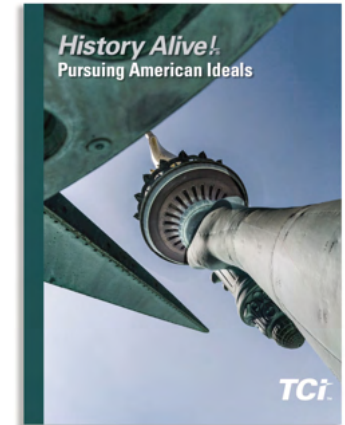
Complete the chart below by matching the evidence to a thesis. Move the boxes to the correct spaces on the chart.

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 here](#).

## Adopted Textbook Resources

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- Hard Copy (class set) and Digital (access through [CCS Clever](#))
  - Student Textbook: Lesson 1, What is History?
- Digital Teacher Resources (access through [CCS Clever](#))
  - Lesson Guide: Lesson 1, What is History?
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  - Assessments: Lesson 1, What is History?
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  - ELA/ELD Connections: Reading Skills
  - ELA/ELD Connections: Writing Skills
  - History and Social Science Skills Toolkit
  - Doing Democracy Toolkit



## Instructional Resources

*Mini-Qs in American History*, Volume 2 (DBQ Project) - Mini-Qs provide a 6-step process for teaching students to write evidence-based essays using primary and secondary sources.

[Reading Like a Historian Intro Materials](#) (Stanford History Education Group) - The Reading Like a Historian curriculum engages students in historical inquiry. Each lesson revolves around a central historical question and features a set of primary documents designed for groups of students with a range of reading skills.

[Beyond the Bubble: History Assessments of Thinking](#) (Stanford History Education Group) - Explore over 100 easy-to-use assessments that measure students' historical thinking rather than recall of facts.

[CommonLit](#) - CommonLit provides text collections on topics related to American history. Assessment questions are aligned with Literacy in History/Social Science standards.

[Khan Academy: Thinking like a historian](#) - This video lesson introduces students to the skills and methods of historians, including how to read a historical text and avoiding common mistakes in historical essays.

[DocsTeach](#) (National Archives) - DocsTeach provides primary source activities using online tools that require students to analyze documents, weigh evidence, interpret data, and focus on details.

[Thesis Statements](#) (University of North Carolina) - This site provides tips for writing effective thesis statements, and includes examples of strong and weak history-related thesis statements

[Historical Thinker Video Tutorials](#) - This YouTube playlist includes tutorials for writing standard and DBQ essays in history.

[Thesis-Proof Chart](#) - Students consider a thesis and then look for information that either supports or refutes it so that they can then draw a reasoned and defensible conclusion about it. (Reading Quest)

## Unpacked Standards / Clear Learning Targets

**Learning Target 3a. Identify examples of multiple long- and short-term causal relationships with respect to historical events.**

**Learning Target 3b. Analyze the relationship between historical events taking into consideration cause, effect, sequence and correlation.**

*Content Statement 3. Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long- and short-term causal relations.*

**Essential Understanding**

- Analyzing cause and effect relationships

**Extended Understanding**

- Evaluate causation and correlation through counterfactual scenarios

**Academic Vocabulary**

**Tier 2**

- cause
- effect
- causation
- correlation
- sequence

**Ultimate Learning Target**  
**Type: Reasoning**

**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.

**9.HI.3 (Prior Grade Standard)**

Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations.

**(Future Grade Standard)**

N/A

**Content Elaborations**

When studying a historical event or person in history, historians analyze cause-and-effect relationships. For example, to understand the impact of the Great Migration, 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 Migration would include the demand for workers in the industrial north as a short-term cause and the introduction of Jim Crow legislation as a long-term factor contributing to internal migration.

**Instructional Strategies**

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 Assessments 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 timeline 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: \_\_\_\_\_.

**Instructional Resources**

*Mini-Qs in American History*, Volume 2 (DBQ Project) - Mini-Qs provide a 6-step process for teaching students to write evidence-based essays using primary and secondary sources.

[Why Did It Happen: Making Claims about Cause and Effect](#) (Teaching History) - This article provides strategies for teaching about cause and effect relationships and helping students write cause and effect claims.

[Causation in History](#) (Active History) - This site provides an introduction to causation in history, including philosophical and practical approaches, and categorizing factors.

[Cause and Consequence](#) (The Historical Thinking Project) - This brief article introduces causation in history, including the role of human agency.

[History Frame](#) (Reading Quest) - Like a story map in literature, history frames allow students to map out the elements of historical events: where and when did the event take place? Who was involved? What was the problem or goal that set events in motion? What were the key events? How was it resolved? and So what?

[Diamond Diagrams](#) (Tarr's Toolbox) - Students organize nine pieces of information (such as causes and effects) in a diamond shape to show prioritization and/or significance.

[Stop Action and Assess Alternatives](#) (Teaching History) - Stop Action and Assess Alternatives is a method for teaching students to think of historical events as contingent. They unfold from conscious decisions made by the involved parties who use the information available to them at the time of these events to make those decisions.

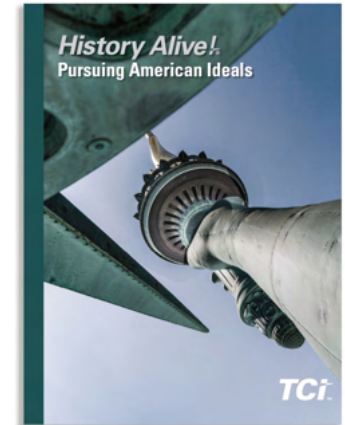
[Graphic Organizers](#) (Education Oasis) - This site includes over 60 printable graphic organizers, including 10 different cause and effect organizers.



## Adopted Textbook Resources

### *History Alive! Pursuing American Ideals (TCI)*

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
  - Student Textbook: Lesson 1, What is History?
- Digital Teacher Resources (access through [CCS Clever](#))
  - Lesson Guide: Lesson 1, What is History?
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  - Experiential Exercise: Lesson 1, The Getting to Know You Game
  - Processing: Lesson 1, Timeline of Your Life
  - Assessments: Lesson 1, What is History?
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  - ELA/ELD Connections: Reading Skills
  - ELA/ELD Connections: Writing Skills
  - History and Social Science Skills Toolkit
  - Doing Democracy Toolkit



## Unpacked Standards / Clear Learning Targets

**Learning Target 4. Explain the unalienable rights found in the Declaration of Independence as they apply to individual rights, marginalized groups, and the changing role of government.**

*Content Statement 4. The Declaration of Independence elaborates on the rights and role of the people in building the foundations of the American nation through the principles of unalienable rights and consent of the people.*

**Essential Understanding**

- Application of unalienable rights to individual rights, marginalized groups and the role of government.

**Extended Understanding**

- Long-term impact of Declaration and Enlightenment ideas

**Academic Vocabulary**

**Tier 2**

- explain
- marginalized
- ideals

**Tier 3**

- unalienable
- consent

**Ultimate Learning Target Type: Reasoning**

**Broad Learning Target:**

- The student can explain the unalienable rights found in the Declaration of Independence as they apply to individual rights, marginalized groups, and the changing role of government.

**Underpinning Knowledge Learning Targets:**

- The student can list the unalienable rights in the Declaration.
- The student can explain the principle of consent of the people.
- The student can explain the principle of equality of rights for all citizens.
- The student can explain the responsibility of government to protect the rights of citizens.

**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 and rights for marginalized groups.
- The student can make connections between the Declaration and the changing role of government.

**9.HI.6 (Prior Grade Standard)**

Enlightenment ideas on the relationship of the individual and the government influenced the American and French Revolutions.

**(Future Grade Standard)**

N/A

### Content Elaborations

The Declaration of Independence was written to express the ideals that Americans believed government should be founded on. These ideals, embodied in individual and civil liberties, include:

- unalienable rights;
- consent of the people;
- equality of rights for all citizens; and
- responsibility of the government to protect the rights of its citizens.

### Instructional Strategies

Use excerpts from John Locke's *Second Treatise* and compare them to the ideals of the Declaration of Independence.

Create a concept map for each of the ideals embodied in the Declaration of Independence. Concept maps include: write a definition or explanation of the concept in your own words, use it meaningfully in a sentence, give examples and non-examples, and create a visual representation.

Discuss the ways in which the Declaration failed to live up to its ideals in early American history (e.g., slavery, limited rights for women). How did later generations of Americans use the ideals of the Declaration to fight for freedom and equality (e.g., abolitionists, civil rights leaders)? Read quotes or excerpts from historical speeches that invoked the ideals of the Declaration.

Look for evidence of the ideals of the Declaration in contemporary movements and struggles for equality around the world. Use current news stories to see how groups today link their movements with one or more of the ideals expressed in the Declaration.

### Sample Assessments and Performance Tasks

According to the Declaration of Independence, what is the purpose of government?

In what way does the Declaration of Independence indicate a change in the role of government?

How does the Declaration of Independence provide the basis for individual rights and equality for marginalized groups?

Identify and explain two ideals of the Declaration of Independence?

**Instructional Resources**

[Primary Documents in American History – Declaration of Independence](#) - This website, provided by the Library of Congress, is a starting point for locating a variety of resources on the Declaration of Independence.

[Declaration of Independence](#) (Reading Like a Historian) - In this lesson plan, students weigh contrasting interpretations by prominent historians to answer the question: Why did the Founders write the Declaration of Independence?

[Declaration of Independence HAT](#) (Beyond the Bubble) - This assessment gauges whether students understand an important aspect of sourcing: the time elapsed between when a document was produced and the event that it depicts.

[The Declaration of Independence](#) (CommonLit) - Primary source reading with text-dependent questions.

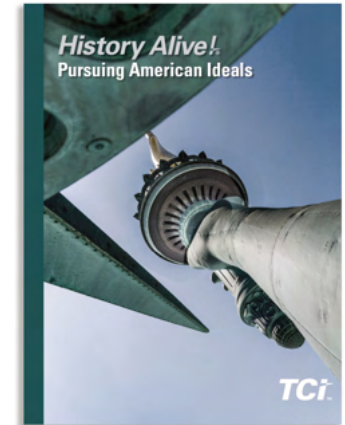
[The Argument of the Declaration of Independence](#) (EDSITEment) - In this lesson, students attempt to formulate their own declaration before examining the Declaration of Independence. Through a close reading of the document, they come to an understanding of how its structure forms a coherent, lucid, and powerful argument for independence.

[John Locke: Two Treatises of Government, 1690](#) (Modern History Sourcebook) - This site includes excerpts of John Locke's Second Treatise, which influenced the Declaration of Independence.

## Adopted Textbook Resources

### *History Alive! Pursuing American Ideals (TCI)*

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
  - Student Textbook: Lesson 2, Defining and Debating America's Founding Ideals
- Digital Teacher Resources (access through [CCS Clever](#))
  - Lesson Guide: Lesson 2, Defining and Debating America's Founding Ideals
  - Interactive Notebook: Lesson 2, Defining and Debating America's Founding Ideals
  - Writing for Understanding: Lesson 2, Ideals Expressed in the Declaration
  - Processing: Five-Paragraph Essay on the Ideals Expressed in the Declaration
  - Assessments: Lesson 2
- Digital TCI Program Support (access through [CCS Clever](#))
  - ELA/ELD Connections: Reading Skills
  - ELA/ELD Connections: Writing Skills
  - History and Social Science Skills Toolkit
  - Doing Democracy Toolkit



## Unpacked Standards / Clear Learning Targets

**Learning Target 5. Explain the precedents for governing the United States that were established by the Northwest Ordinance.**

*Content Statement 5. The Northwest Ordinance elaborates on the rights and role of the people in building the foundations of the American nation through its establishment of natural rights and setting up educational institutions.*

**Essential Understanding**

- Precedents established by the Northwest Ordinance

**Extended Understanding**

- Long-term impact of the Northwest Ordinance

**Academic Vocabulary**

**Tier 2**

- precedent
- provision

**Tier 3**

- Northwest Ordinance

**Ultimate Learning Target Type: Reasoning**

**Broad Learning Target:**

- The student can explain the precedents for governing the United States that were established by the Northwest Ordinance.

**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 civil liberties.
- 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.7 (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**

The Northwest Ordinance provided the basis for temporary governance for the Northwest Territory and eventual entry of these states into the United States. The Northwest Ordinance established precedents that included:

- public education (“schools and the means of education”) to be encouraged;
- the establishment of civil liberties (e.g., religious liberty, right to trial by jury, writ of habeas corpus);
- the prohibition of slavery (later included in the Constitution as the 13th Amendment); and
- state governments were to be republican in structure (this provision was repeated in the U.S. Constitution).

**Instructional Strategies**

Have students compare the wording for the rights of citizens listed in the Northwest Ordinance of 1787 with the wording used in the Constitution and Bill of Rights. Consider what prompted the similarities/dissimilarities in the language used. Examine the use of “republic” and “republican” as references to a form of government. Compare applicable references from the Pledge of Allegiance, the Northwest Ordinance (Sec. 14, Art. 5) and the Constitution (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 Assessments and Performance Tasks**

Describe one way the Northwest Ordinance provided government for the Northwest 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.

**Instructional Resources**

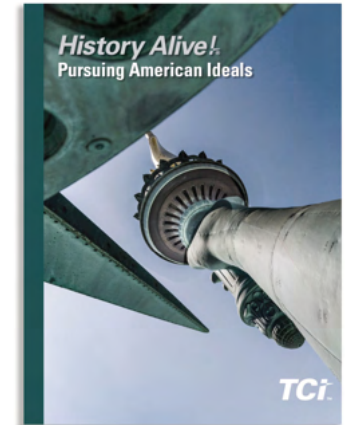
[Northwest Ordinance](#) (Teaching American History) - This site provides the text of the Northwest Ordinance with discussion questions.

[Northwest Ordinance](#) (Mt. Vernon) - This article provides background information and discusses the importance of the Northwest Ordinance.

## Adopted Textbook Resources

### *History Alive! Pursuing American Ideals (TCI)*

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
  - Student Textbook: Lesson 6, Creating the Constitution
- Digital Teacher Resources (access through [CCS Clever](#))
  - Lesson Guide: Lesson 6, Creating the Constitution
  - Interactive Notebook: Lesson 6, Creating the Constitution
  - Assessments: Lesson 6, Creating the Constitution
- Digital TCI Program Support (access through [CCS Clever](#))
  - ELA/ELD Connections: Reading Skills
  - ELA/ELD Connections: Writing Skills
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## Unpacked Standards / Clear Learning Targets

**Learning Target 6. Explain how the U.S. Constitution establishes a limited government that protects the rights of the people.**

*Content Statement 6. The U.S. Constitution established the foundations of the American nation and the relationship between the people and their government.*

**Essential Understanding**

- How the Constitution protects the rights of the people

**Extended Understanding**

- Evaluating the effectiveness of the Constitution in protecting rights

**Academic Vocabulary**

**Tier 3**

- Limited government
- Rights of the people

**Ultimate Learning Target**  
**Type: Reasoning**

**Broad Learning Target:**

- The student can explain how the U.S. Constitution establishes a limited government that protects the rights of the people.

**Underpinning Knowledge Learning Targets:**

- The student can explain the principle of limited government.
- The student can explain provisions of the Constitution that limited government.
- The student can explain how the Constitution protects the rights of the people.
- The student can explain how the Constitution strengthened the structure of the national government.

**Underpinning Skills Learning Targets:**

- The student can read and interpret provisions of the U.S. Constitution.

**Underpinning Reasoning Learning Targets:**

- The student can explain the relationship between limited government and protection of the rights of the people.

**8.HI.8 (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**

The U.S. Constitution strengthened the structure of the national government by:

- establishing three separate branches;
- including the principle of federalism that delineated the distribution of powers between the national government and the states;
- instituting the ability to pass legislation and amend the Constitution; and
- giving the ability to address the issues facing the nation (e.g., powers to levy taxes, raise armies, and regulate commerce) to Congress.

The U.S. Constitution defined the relationship between the people and their government by:

- limiting government to protect individual and civil liberties;
- ensuring people have a role in electing government representatives; and
- guaranteeing power from the consent of the people.

**Instructional Strategies**

Create a two-column chart with one column representing ways the Constitution strengthened the structure of the national government and the other column showing how the Constitution defined the relationship between the people and their government.

Read through the Constitution with highlighters. Use a different color highlighter to identify provisions of the Constitution that relate to each following principles: separation of powers, federalism, passing legislation, amending the Constitution, and regulating commerce. Summarize how each of these provisions strengthened the structure of the national government.

Locate and analyze current news articles that show how one of the following principles continues to be debated today: separation of powers, federalism, civil liberties, levying tax, regulating commerce.

**Sample Assessments and Performance Tasks**

Explain how the establishment of three separate branches strengthened the national government.

Which statement reflects an accurate description of federalism as defined in the U.S. Constitution?

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

How did the Constitution protect the rights and civil liberties of the people?

What is meant by the phrase “consent of the people”? How is consent included in the Constitution?

**Instructional Resources**

[What Does the Constitution Say about Sovereignty?](#) (DocsTeach) - In this activity, students examine George Washington's copy of a draft of the U.S. Constitution and the final, ratified version of the Constitution of the United States.

[Slavery in the Constitution](#) (Reading Like a Historian) - In this lesson, students consider the positions of delegates to the Constitutional Convention on slavery along with historians' interpretations to understand this apparent contradiction.

[The Founding of American Democracy](#) (CommonLit) - This article traces the founding of the United States from the period leading up to the Revolutionary War to the ratification of the Bill of Rights and its relevance today. It includes guiding and assessment questions.

[Did the Constitution Establish a Just Government?](#) (C3 Teachers) - In this inquiry, students examine how the Constitution structures the government, the Constitution's relationship to slavery, and the extent to which the amendment process makes the government more democratic.

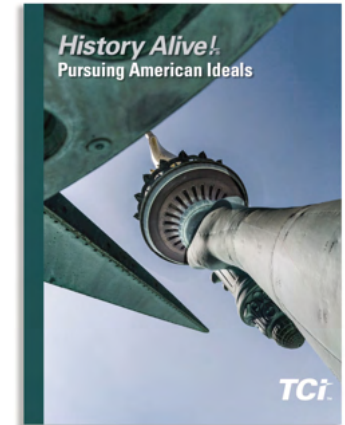
[Did the Founders Want Government to Work?](#) (C3 Teachers) - In this inquiry, students examine primary sources on the Necessary and Proper Clause, Separation of Powers, and personal liberties.

[The U.S. Constitution](#) (Khan Academy) - This video lesson discusses how the framers employed the concepts of separation of powers and checks and balances to limit the power of the government.

## Adopted Textbook Resources

### *History Alive! Pursuing American Ideals (TCI)*

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
  - Student Textbook: Lesson 6, Creating the Constitution; Chapter 7 An Enduring Plan of Government
- Digital Teacher Resources (access through [CCS Clever](#))
  - Lesson Guide: Lessons 6, 7
  - Interactive Notebook: Lessons 6, 7
  - Visual Discovery: Lesson 6, Constitutional Convention
  - Processing: Lesson 6, Handbills Supporting Ratification
  - Preview: Lesson 7, Comparing the Ideals in the Declaration with Constitution
  - Social Studies Skill Builder: Lesson 7, Constitutional Pursuit
  - Assessments: Lessons 6, 7
- Digital TCI Program Support (access through [CCS Clever](#))
  - ELA/ELD Connections: Reading Skills
  - ELA/ELD Connections: Writing Skills
  - History and Social Science Skills Toolkit
  - Doing Democracy Toolkit



## Unpacked Standards / Clear Learning Targets

<p><b>Learning Target 7a. Compare the arguments of the Federalists and Anti-Federalists.</b></p> <p><b>Learning Target 7b. Explain how the Federalist and Anti-Federalist debates led to the adoption of the Bill of Rights.</b></p> <p><i>Content Statement 7. The debate presented by the Federalist and Anti-Federalist Papers over protections for individuals and limits on government power resulted in the Bill of Rights. The Bill of Rights provides constitutional protections for individual liberties and limits on governmental power.</i></p>	<p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>– Arguments of the Federalists and Anti-Federalist for and against the Constitution</li> <li>– How Federalist/Anti-Federalist debate led to the Bill of Rights</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>– Ongoing debates over federalism</li> </ul>	<p><b><u>Academic Vocabulary</u></b></p> <p><b>Tier 2</b></p> <ul style="list-style-type: none"> <li>– compare</li> <li>– argument</li> </ul> <p><b>Tier 3</b></p> <ul style="list-style-type: none"> <li>– Federalist Papers</li> <li>– Anti-Federalist Papers</li> <li>– Bill of Rights</li> </ul>
<p><b>Ultimate Learning Target</b> <b>Type: Reasoning</b></p>	<p><b><u>Broad Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>– The student can compare the arguments of the Federalists and Anti-Federalists.</li> <li>– The student can explain how the Federalist and Anti-Federalist debates led to the adoption of the Bill of Rights.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>– The student can explain the arguments of the Federalists in support of ratification of the Constitution.</li> <li>– The student can explain the arguments of the Anti-Federalists against ratification of the Constitution.</li> <li>– The student can cite individual liberties protected by the Bill of Rights.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>– The student can read and interpret the Federalist Papers and Anti-Federalist Papers.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>– The student can draw connections between the Federalist and Anti-Federalist debates and individual liberties in the Bill of Rights.</li> </ul>	
<p><b>8.HI.7 (Prior Grade Standard)</b></p> <p>Problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.</p>	<p><b>11.GO.6 (Future Grade Standard)</b></p> <p>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.</p>	

### Content Elaborations

The Federalists published a series of essays to convince others to support the ratification of the U.S. Constitution. The Federalists advocated for:

- national taxation to fund the central government;
- a standing army for a strong national defense; and
- a strong central government with checks and balances.

The Anti-Federalists also published their concerns relating to the shift of power from state governments to a strong central government. Their concerns included:

- national taxation becoming repressive;
- the use of a standing army against their own citizens; and
- establishing a balance of power between national and state governments.

One of the key issues in the debate over the ratification of the Constitution concerned individual rights. Anti-Federalist arguments regarding the lack of protections of individual liberties led to the introduction and eventual ratification of the Bill of Rights, which included:

- freedom of speech, press, assembly, petition, religion;
- due process of law; and
- protections against illegal search and seizure.

### Instructional Strategies

Read excerpts from the Federalist Papers and Anti-Federalist writings (without labeling them as such). Students determine which arguments are reflected in the sources and sort them into two columns, Federalist and Anti-Federalist.

Conduct a class debate on Federalists vs. Anti-Federalists. Each side prepares speeches on the question of whether or not to ratify the Constitution.

Read excerpts of Anti-Federalist writings and the Bill of Rights. Use highlighters to identify how specific concerns of the Anti-Federalists were incorporated into the Bill of Rights.

**Sample Assessments and Performance Tasks**

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

Complete the chart below by sorting the arguments of the Federalists and Anti-Federalists on selected topics into the correct columns.

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.

Which statement explains the relationship between the Federalist/Anti-Federalist debate and the ratification of the Bill of Rights?

How did adoption of the Bill of Rights reflect the influence of the Anti-Federalists?

**Instructional Resources**

[The Federalist Papers](#) (The Library of Congress) - Text of the Federalist Papers

[The Federalist and Anti-federalist Debates on Diversity and the Extended Republic](#) (EDSITEment) - Two lessons are outlined and associated resources are provided for the debate over “Diversity and the Extended Republic.” Selections from several Federalist Papers and Anti-Federalist Papers are included in the lessons.

[The Anti-Federalists and their important role during the Ratification fight](#) (National Constitution Center) - This article highlights the impact of the Anti-Federalists

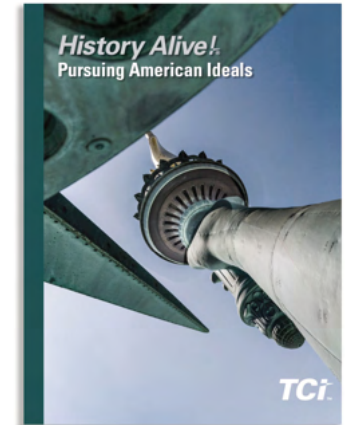
[Essential Antifederalist Timeline of the Ratification of the Constitution](#) (Teaching American History) - This site includes Anti-Federalist writings organized in chronological order.

[The Bill of Rights](#) (CommonLit) - This article includes an introduction to and the text of the Bill of Rights with guiding questions and assessment questions.

## Adopted Textbook Resources

### *History Alive! Pursuing American Ideals (TCI)*

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
  - Student Textbook: Lesson 6, Creating the Constitution; Chapter 7 An Enduring Plan of Government
- Digital Teacher Resources (access through [CCS Clever](#))
  - Lesson Guide: Lesson 6, Creating the Constitution
  - Interactive Notebook: Lesson 6, Creating the Constitution
  - Visual Discovery: Lesson 6, Constitutional Convention
  - Processing: Lesson 6, Handbills Supporting Ratification
  - Preview: Lesson 7, Comparing the Ideals in the Declaration with Constitution
  - Social Studies Skill Builder: Lesson 7, Constitutional Pursuit
  - Assessments: Lessons 6, 7
- Digital TCI Program Support (access through [CCS Clever](#))
  - ELA/ELD Connections: Reading Skills
  - ELA/ELD Connections: Writing Skills
  - History and Social Science Skills Toolkit
  - Doing Democracy Toolkit





## Unit 2. Industrialization and Progressivism (1877-1920)

### Unpacked Standards / Clear Learning Targets

<p><b>Learning Target 8. 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.</b></p> <p><i>Content Statement 8. The rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society.</i></p>	<p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Transformation of the American economy resulting from industrialization</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Evaluating whether the positive effects of industrialization outweighed the negative</li> </ul>	<p><b><u>Academic Vocabulary</u></b></p> <p><b>Tier 2</b></p> <ul style="list-style-type: none"> <li>- Analyze</li> <li>- transformed</li> <li>- Innovations</li> </ul> <p><b>Tier 3</b></p> <ul style="list-style-type: none"> <li>- corporations</li> <li>- mechanized farming</li> <li>- agrarian</li> <li>- industrial</li> <li>- urban</li> </ul>
<p><b>Ultimate Learning Target Type: Reasoning</b></p>	<p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- 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.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify new technologies that made factory production more efficient.</li> <li>- The student can identify new technologies that transformed the economy in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries.</li> <li>- The student can compare the agrarian American economy to the industrial American economy.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can draw connections between industrialization and urbanization.</li> <li>- The student can analyze how the rise of corporations and heavy industry transformed the American economy.</li> <li>- The student can analyze how mechanized farming transformed the American economy.</li> <li>- The student can analyze how new technologies transformed the American economy.</li> </ul>	
<p><b>8.EC.23 (Prior Grade Standard)</b> 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.</p>	<p><b>(Future Grade Standard)</b> N/A</p>	

**Content Elaborations**

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. Consequences of this transformation included:

- a shift from a predominance of agricultural workers to a predominance of factory workers;
- a shift from rural living to urban living, with more people living in crowded and unsanitary conditions;
- new technologies made production more efficient as machines replaced human labor;
- increased agricultural production due to mechanized farming; and
- the development of the mechanized assembly line and mass production which led to the transition from skilled to unskilled labor.

Some of the technological innovations that transformed the American economy in the late 19th and early 20th centuries included the telephone, phonograph, incandescent light bulb, washing machine, skyscraper, automobile, and airplane.

**Instructional Strategies**

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 Assessments and Performance Tasks**

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

Describe two positive effects 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?

**Instructional Resources**

[The Life of a U.S. Industrial Worker](#) (CommonLit) - This article asks students to imagine what it would be like to live as a worker, specifically as a child worker, in the U.S. Industrial Revolution.

[The Triangle Shirtwaist Factory Fire](#) (CommonLit) - This article discusses the Triangle Shirtwaist Factory fire, the mistakes that led to this deadly disaster, as well as the drive for safer working conditions that followed.

[Is Greed Good?](#) (C3 Teachers) - This inquiry uses the Industrial Age as a context for students to explore the compelling question “Is greed good?”

[Was Industrialization Good for America?](#) (DocsTeach) - In this activity, students will review sources related to industrial growth in the United States, and decide whether each source shows a positive or negative effect of industrialization and move the source to the appropriate side of the scale.

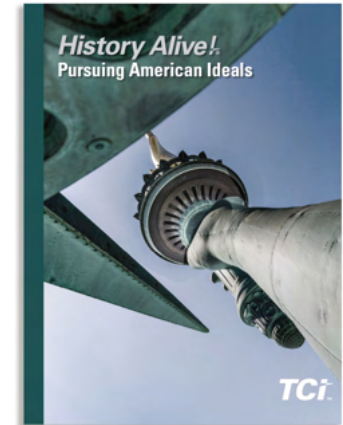
[The Gilded Age and the Second Industrial Revolution](#) (Khan Academy) - This video lesson discusses the technological innovations that made the Gilded Age possible.

[Industrialization and Urbanization](#) (PBS) - This site provides video segments with teacher and student materials, organized by chronological topic.

## Adopted Textbook Resources

### *History Alive! Pursuing American Ideals (TCI)*

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
  - Student Textbook: Lesson 13, The Age of Innovation and Industry
- Digital Teacher Resources (access through [CCS Clever](#))
  - Lesson Guide: Lesson 13, The Age of Innovation and Industry
  - Interactive Notebook: Lesson 13, The Age of Innovation and Industry
  - Preview: Lesson 13, Sketches of Important Innovations
  - Processing: Lesson 13, Industrialist Interview
  - Activity: Lesson 13, Graphing Data and Analyzing Images about Industrialism
  - Assessments: Lesson 13, The Age of Innovation and Industry
- Digital TCI Program Support (access through [CCS Clever](#))
  - ELA/ELD Connections: Reading Skills
  - ELA/ELD Connections: Writing Skills
  - History and Social Science Skills Toolkit
  - Doing Democracy Toolkit



## Unpacked Standards / Clear Learning Targets

**Learning Target 9. Explain the economic effects of industrialization, the growth of organized labor, and the influences of laissez-faire policies.**

*Content Statement 9. The rise of industrialization led to a rapidly expanding workforce. Labor organizations grew amidst unregulated working conditions, laissez-faire policies toward big business, and violence toward supporters of organized labor.*

**Essential Understanding**

- Effects of industrialization
- Connection between industrialization and organized labor growth

**Extended Understanding**

- Evaluating whether the positive effects of industrialization outweigh the negative

**Academic Vocabulary**

**Tier 2**

- explain
- influence

**Tier 3**

- social effects
- economic effects
- industrialization
- organized labor

**Ultimate Learning Target Type: Knowledge**

**Broad Learning Target:**

- The student can explain the economic effects of industrialization, the growth of organized labor, and the influences of laissez-faire policies.

**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 explain the goals of labor unions.
- The student can describe tactics employed by labor unions to achieve their goals.
- The student can give examples of violence toward supporters of organized labor.

**9.HI.8 (Prior Grade Standard)**

Industrialization had social, political and economic effects on Western Europe and the world.

**(Future Grade Standard)**

N/A

### Content Elaborations

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.

Laissez-faire policies allowed the formation of monopolies and trusts. Conflict between corporations and labor led to the growth of labor unions. Labor unions advocated for workplace reforms such as:

- shorter work days;
- increased pay;
- safer working conditions; and
- restrictions on child labor.

Tactics employed by the labor unions to achieve their goals included:

- collective bargaining;
- strikes; and
- boycotts.

Labor organizations faced violent backlash from business owners that sometimes led to government intervention.

### Instructional Strategies

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 automate 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 Assessments 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 columns 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.

Imagine you are the leader of a labor union in the late 19th century. Write a speech explaining your goals and what tactics you will use to achieve them.

**Instructional Resources**

[Homestead Strike](#) (Reading Like a Historian) - In this lesson, students use the historical thinking skills of corroboration, sourcing, and close reading to evaluate the reliability of two different accounts of one of the most violent strikes in U.S. history, the Homestead strike.

[Pullman Strike](#) (Reading Like a Historian) - In this lesson, students read parallel accounts on the Pullman Strike from two opposing Chicago newspapers. Students read each newspaper closely to identify the key phrases that demonstrate each paper's position on the strike.

[1877 Railroad Strike](#) (HATs) - In this assessment, students evaluate an excerpt of an 1877 newspaper article about railroad strikes in Columbus, Ohio.

[Haymarket Aftermath](#) (HATs) - This assessment gauges students' ability to evaluate the relevance of contextual information for determining the motivations of an author.

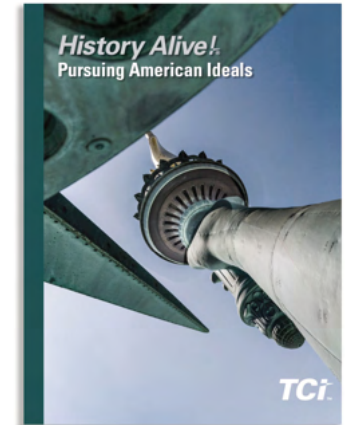
[Workers' Rights and the History of Labor Unions](#) (CommonLit) - This article sets the scene for the dawn of labor unions, explores the history of workers' rights, and explains the strategies they still use today.

[The Plea for Eight Hours](#) (CommonLit) - In this primary source, Terence Powderly makes an argument for the eight-hour workday.

## Adopted Textbook Resources

### *History Alive! Pursuing American Ideals (TCI)*

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
  - Student Textbook: Lesson 14, Labor's Response to Industrialism
- Digital Teacher Resources (access through [CCS Clever](#))
  - Lesson Guide: Lesson 14, Labor's Response to Industrialism
  - Interactive Notebook: Lesson 14, Labor's Response to Industrialism
  - Experiential Exercise: Lesson 14, The Everyone Can Win Game
  - Processing: Lesson 14, Comparing Class Activity to Historical Experience of Workers
  - Assessments: Lesson 14, Labor's Response to Industrialism
- Digital TCI Program Support (access through [CCS Clever](#))
  - ELA/ELD Connections: Reading Skills
  - ELA/ELD Connections: Writing Skills
  - History and Social Science Skills Toolkit
  - Doing Democracy Toolkit





## Unpacked Learning Standards / Clear Learning Targets

<p><b>Learning Target 10. Analyze how immigration, internal migration and urbanization transformed American life.</b></p> <p><i>Content Statement 10. Immigration, internal migration and urbanization transformed American life.</i></p>	<p><b>Essential Understanding</b></p> <ul style="list-style-type: none"> <li>- Impact of immigration, migration, and urbanization</li> </ul> <p><b>Extended Understanding</b></p> <ul style="list-style-type: none"> <li>- Evaluating whether the positive effects of industrialization outweigh the negative</li> </ul>	<p><b>Academic Vocabulary</b></p> <p><b>Tier 2</b></p> <ul style="list-style-type: none"> <li>- analyze</li> </ul> <p><b>Tier 3</b></p> <ul style="list-style-type: none"> <li>- immigration</li> <li>- internal migration</li> <li>- urbanization</li> </ul>
<p><b>Ultimate Learning Target Type: Reasoning</b></p>	<p><b>Broad Learning Target:</b></p> <ul style="list-style-type: none"> <li>- The student can analyze how immigration, internal migration and urbanization transformed American life.</li> </ul> <p><b>Underpinning Knowledge Learning Targets:</b></p> <ul style="list-style-type: none"> <li>- The student can describe changes in American life resulting from immigration.</li> <li>- The student can explain reasons for the Great Migration.</li> <li>- The student can explain how urbanization transformed the physical nature of cities.</li> </ul> <p><b>Underpinning Reasoning Learning Targets:</b></p> <ul style="list-style-type: none"> <li>- The student can analyze how immigration changed American life.</li> <li>- The student can analyze how the Great Migration changed American life.</li> <li>- The student can analyze how urbanization changed American life.</li> <li>- The student can analyze the relationship between urban growth and the development of suburbs.</li> </ul>	
<p><b>9.HI.9 (Prior Grade Standard)</b></p> <p>Industrialization had social, political and economic effects on Western Europe and the world.</p>	<p><b>(Future Grade Standard)</b></p> <p>N/A</p>	

**Content Elaborations**

Mass immigration at the turn of the 20th century made the country more diverse and transformed American life. Effects of mass immigration included:

- filling a demand for workers;
- diffusion of ethnic traits into American culture;
- impacting the growth of cities; and
- increased nativist sentiment.

Internal migration contributed to the growth of urban areas. Many people left their farms for the cities seeking greater job opportunities.

The Great Migration was the mass movement of African Americans who fled the rural South for the urban North. They sought to escape discrimination and secure better-paying jobs. The Great Migration helped transform northern cities economically (e.g., as workers and consumers) and culturally (e.g., art, music, and literature).

Urbanization transformed the physical nature of cities including:

- buildings becoming taller and tenement buildings providing housing for working families;
- increased crime, disease, overcrowding, poor living conditions, and lack of sanitation services;
- the emergence of ethnic neighborhoods;
- improvements in public transportation; and
- a growing middle class that could easily commute for employment and leisure activities.

**Instructional Strategies**

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.

**Sample Assessments 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.

**Instructional Resources**

[The Rush of Immigrants](#) (CommonLit) - This article discusses the tide of new immigration, from the beginning of the Gilded Age of economic growth in the 1870s to the anti-immigration policies put in place during the 1920s.

[Jacob Riis](#) (Reading Like a Historian) - In this lesson, students look at Riis's photographs and read his descriptions of subjects to explore the context of his work and consider issues relating to the trustworthiness of his depictions of urban life.

[Riis's Urban Photography](#) (HATs) - This assessment asks students to engage in sourcing, contextualization, and corroboration. Students are asked to consider how the contextual information affects the reliability of Riis's photograph.

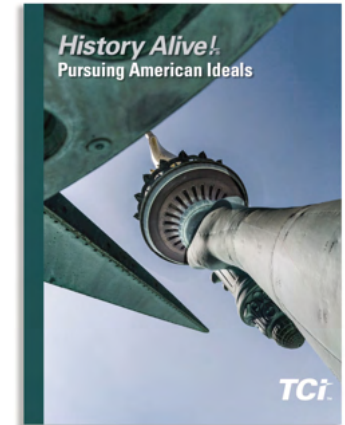
[Race and Immigration](#) (PBS) - This site provides video segments with teacher and student materials, organized by chronological topic.

[The Great Migration](#) (Digital Public Library of America) - This site features a collection of primary sources on the Great Migration.

## Adopted Textbook Resources

### *History Alive! Pursuing American Ideals (TCI)*

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
  - Student Textbook: Lesson 15, through Ellis Island and Angel Island: The Immigrant Experience
- Digital Teacher Resources (access through [CCS Clever](#))
  - Lesson Guide: Lesson 15
  - Interactive Notebook: Lesson 15
  - Experiential Exercise: Lesson 15
  - Activity: Lesson 15, Ellis Island Immigration Station
  - Processing: Lesson 15, Compare and Contrast the Experience of Immigrants
  - Assessments: Lesson 15
- Digital TCI Program Support (access through [CCS Clever](#))
  - ELA/ELD Connections: Reading Skills
  - ELA/ELD Connections: Writing Skills
  - History and Social Science Skills Toolkit
  - Doing Democracy Toolkit



## Unpacked Standards / Clear Learning Targets

**Learning Target 11. Explain how continued American westward movement impacted American Indians.**

*Content Statement 11. Continued settlement by Americans in the West intensified conflict with American Indians and reinforced the policy of the reservation system.*

**Essential Understanding**

- The impact of Westward expansion on American Indians

**Extended Understanding**

- Evaluating government policies toward American Indians

**Academic Vocabulary**

**Tier 2**

- reinforced
- intensified

**Tier 3**

- Westward movement
- Reservation system
- Homestead Acts
- Dawes Act
- assimilation

**Ultimate Learning Target Type: Reasoning**

**Broad Learning Target:**

- The student can explain how continued American westward movement impacted American Indians.

**Underpinning Knowledge Learning Targets:**

- The student can describe the patterns of westward settlement in the United States.
- The student can explain the consequences of conflicts between settlers and American Indians.
- The student can explain the government actions that displaced American Indians from their ancestral lands.

**Underpinning Reasoning Learning Targets:**

- The student can draw connections between the demand for land and resources in the west and displacement of American Indians from their ancestral lands.

**8.HI.10 (Prior Grade Standard)**

Westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians.

**(Future Grade Standard)**

N/A

**Content Elaborations**

Industrialization led to increased demand for natural resources and encouraged westward migration by Americans.

As Americans moved west, conflicts often occurred as Americans came into contact with American Indians. Consequences of these conflicts included:

- the Plains Wars;
- the Battle of Little Bighorn;
- the Wounded Knee Massacre; and
- resistance to assimilation (e.g., Ghost Dance).

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

- Homestead Acts;
- Dawes Act;
- reservation system;
- Indian residential schools; and
- Americanization and assimilation.

**Instructional Strategies**

Create a cause and effect graphic organizer showing how westward migration created conflict with American Indians.

Use maps of westward expansion to show American Indians' land in the West before and after the Civil War era.

Read primary sources, such as Satana's Speech at the Medicine Lodge Creek Council and Chief Joseph's 1877 speech to understand American Indian perspectives on westward expansion.

Divide students into groups and have them research one of the following topics: the Plains Wars, the Battle of Little Bighorn, Wounded Knee Massacre, Homestead Act, Dawes Act. Students can create a multimedia presentation about their topics to share with the class in a gallery walk or jigsaw discussion format.

**Sample Assessments and Performance Tasks**

Why did industrialization contribute to westward migration by Americans?

Read the excerpt from the Homestead Act below. What was the impact of this act on American Indians?

Explain two consequences of conflicts between American settlers and American Indian groups in the West.

Which actions below resulted in displacement of American Indians from their ancestral homelands? Select all the correct answers.

**Instructional Resources**

[Archives of The West](#) (PBS) - This site provides selected statements and speeches by Chief Joseph.

[The West](#) (PBS) - The site provides video segments with teacher and student materials, organized by chronological topic.

[From Resistance to Reservations](#) (CommonLit) - This article discusses the finale of the American Indian Wars, a succession of official and unofficial wars and attacks between American Indian tribes, U.S. military, and individual American settlers west of the Mississippi River from the early 1600s to the Massacre of Wounded Knee in 1890.

[Battle of Little Bighorn](#) (Reading Like a Historian) - In this lesson, students explore causes of the battle by comparing two primary documents with a textbook account.

[Carlisle Indian Industrial School](#) (Reading Like a Historian) - As part of this lesson, students examine four historical documents to answer this question: What was the purpose of the Carlisle Indian Industrial School?

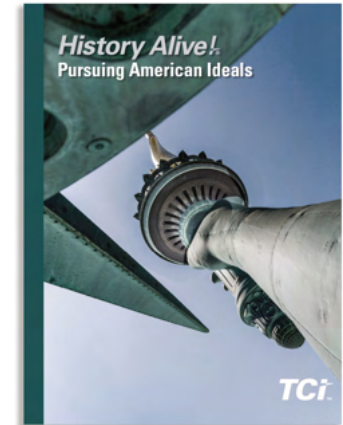
[Homestead Act, 1862](#) (Our Documents) - This site includes the primary source text of the Homestead Act.

[Dawes Act, 1887](#) (Our Documents) - This site includes the primary source text of the Dawes Act.

## Adopted Textbook Resources

### *History Alive! Pursuing American Ideals (TCI)*

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
  - Student Textbook: Lesson 12, Change and Conflict in the American West
  
- Digital Teacher Resources (access through [CCS Clever](#))
  - Lesson Guide: Lesson 12, Change and Conflict in the American West
  - Interactive Notebook: Lesson 12, Change and Conflict in the American West
  - Preview: Lesson 12, “Home on the Range” Lyrics
  - Social Studies Skills Builder: Lesson 12, Primary Source Placards on Westward Expansion
  - Processing: Lesson 12, New Lyrics to “Home on the Range”
  - Assessments: Lesson 12
  
- Digital TCI Program Support (access through [CCS Clever](#))
  - ELA/ELD Connections: Reading Skills
  - ELA/ELD Connections: Writing Skills
  - History and Social Science Skills Toolkit
  - Doing Democracy Toolkit





## Unpacked Standards / Clear Learning Targets

**Learning Target 12a. Analyze the post-Reconstruction political and social developments that led to institutionalized racism in the United States.**

**Learning Target 12b. Describe institutionalized racist practices in post-Reconstruction America.**

*Content Statement 12. Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized.*

**Essential Understanding**

- Institutionalization of racism following Reconstruction

**Extended Understanding**

- Long-term impact of Jim Crow laws and institutionalized racism

**Academic Vocabulary**

**Tier 2**

- analyze
- institutionalized

**Tier 3**

- redemption
- Jim Crow laws

**Ultimate Learning Target**  
**Type: Reasoning**

**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.14 (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.9 (Future Grade Standard)**

The constitutional amendments known collectively as the Reconstruction Amendments extended new constitutional protections to African Americans, though the struggle to fully achieve equality would continue.

**Content Elaborations**

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 further institutionalized with the passage of Jim Crow Laws. These state laws and local ordinances enforced discriminatory policies that included:

- racial segregation;
- limited ballot access;
- prohibition of interracial marriage; and
- limited protection of civil rights for African Americans.

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.

**Instructional Strategies**

Create a cause and effect chart to show political and social developments that led to institutionalized racism in the United States.

Use photographs of Jim Crow era signs that required segregation in theaters, bus stations, water foundations, etc. to give examples of racial segregation.

Create a four-column chart with the following categories: racial segregation, limited ballot access, prohibition of interracial marriage, and limited protection of civil rights for African Americans. Using primary sources, have students identify examples of each category in laws of southern states.

Imagine you are the attorney for Homer Plessy. How would you use the 13th and 14th amendments to support your claim that the "Separate Car Act" is unconstitutional?

**Sample Assessments 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?

**Instructional Resources**

[The Rise and Fall of Jim Crow](#) (PBS) - This site includes a video and discussion questions on the rise of Jim Crow.

[Southern Horrors: Lynch Laws in All Its Phases](#) (CommonLit) - This reading is a primary source pamphlet written by Ida B. Wells discussing lynching in the South.

[Jim Crow Laws](#) (National Museum of American History) - The site provides excerpts from racial discrimination laws in the South, and photos of segregation signs.

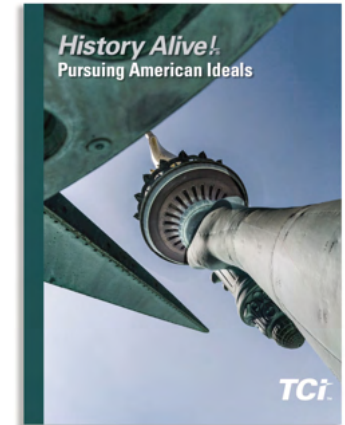
[A Brief History of Jim Crow](#) (Constitutional Rights Foundation) - This article provides a secondary reading on Jim Crow laws with discussion questions.

[The South After the Civil War](#) (Khan Academy) - This video lesson series discusses the origins of Jim Crow, Black Codes, the *Plessy v. Ferguson*.

## Adopted Textbook Resources

### *History Alive! Pursuing American Ideals (TCI)*

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
  - Student Textbook: Lesson 11, Reversing Reconstruction; Lesson 16, Uncovering Problems at the Turn of the Century
- Digital Teacher Resources (access through [CCS Clever](#))
  - Lesson Guide: Lessons 11, 16
  - Interactive Notebook: Lessons 11, 16
  - Visual Discovery: Lesson 11, Reconstruction Political Cartoons
  - Processing: Lesson 11, Creating a Reconstruction Cartoon
  - Assessments: Lesson 11, 16
- Digital TCI Program Support (access through [CCS Clever](#))
  - ELA/ELD Connections: Reading Skills
  - ELA/ELD Connections: Writing Skills
  - History and Social Science Skills Toolkit
  - Doing Democracy Toolkit



## Unpacked Standards / Clear Learning Targets

**Learning Target 13. 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.**

*Content Statement 13. The Progressive era was an effort to address the ills of American society stemming from industrial capitalism, urbanization, and political corruption.*

**Essential Understanding**

- How progressive reforms addressed problems of industrialization

**Extended Understanding**

- Long-term impact of progressive reforms

**Academic Vocabulary**

**Tier 2**

- analyze
- Evaluate

**Tier 3**

- progressive
- industrial capitalism
- urbanization
- political corruption

**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 discuss the provisions of the 16<sup>th</sup>, 17<sup>th</sup>, 18<sup>th</sup>, and 19<sup>th</sup> amendments.

**Underpinning Reasoning Learning Targets:**

- The student can connect specific Progressive reforms with the problems of industrial capitalism.
- The student can connect specific Progressive reforms with the problems of urbanization.
- The student can connect specific Progressive reforms with the problems of political corruption.

**9.HI.8 (Prior Grade Standard)**

Industrialization had social, political and economic effects on Western Europe and the world.

**(Future Grade Standard)**

N/A

**Content Elaborations**

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 issues associated with industrial capitalism. Their efforts led to antitrust lawsuits, antitrust legislation, railroad regulation, consumer protection legislation, and conservation reforms. Examples of progressive reforms included:

- Sherman and Clayton Antitrust Acts;
- Pure Food and Drug Act;
- Meat Inspection Act; and
- creation of the U.S. Forest Service and the National Park Service.

Progressives sought to address concerns arising with growing urban settlement. Examples of actions taken to combat problems caused by urbanization included:

- the creation of settlement houses;
- improvements in public sanitation; and
- building codes established to address concerns with tenement housing.

The Federal Reserve Act was passed to control the nation's money supply and regulate the banking system. Progressives fought political corruption and introduced reforms to make the political process more democratic.

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); and
- 19th Amendment (women's suffrage).

**Instructional Strategies**

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 the third column provides an evaluation of the success of the legislation in addressing the problem.

Conduct a class debate on whether or not ratify one of the Progressive Era amendments, 16-19.

Create two sets of notecards, one with problems associated with industrial capitalism, and one with Progressive reforms. Distribute cards to students and have them circulate around the room to find the matching problem or reform.

Read excerpts from Upton Sinclair's *The Jungle*.

Hold a mock city council meetings to discuss the problems of urbanization. Students assume the role of a Progressive reformer and propose public policy solutions such as the creation of settlement houses; improvements in public sanitation; and building codes established to address concerns with tenement housing.

**Sample Assessments 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 columns.

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 the federal government respond to monopolies?

**Instructional Resources**

*Mini-Qs in American History*, Volume 2. (DBQ Project) - The unit “Progressivism: Where Will You Put Your Million Dollars?” includes primary and secondary sources with scaffolding questions and evidence-based writing tools.

[Industrialization and Progressivism](#) (Teaching Columbus) - This site features excerpts from the Columbus Neighborhoods documentaries along with accompanying discussion questions.

[Background on Woman Suffrage](#) (Reading Like a Historian) - In this lesson, students explore the broad context of the women’s suffrage movement through reading selections from Frederick Douglass, Sojourner Truth and Elizabeth Cady Stanton.

[Child Labor](#) (Reading Like a Historian) - This lesson asks students to think critically about Lewis Hine’s child labor photographs and their usefulness as evidence of the past.

[The Progressive Era](#) (CommonLit) - This text set collection includes eleven articles on topics in the Progressive Era with guiding and assessment questions.

[The Progressive Era](#) (Digital History) - This site includes primary and secondary sources relating to the Progressive Era.

[What Reforms Did Progressives Want?](#) (DocsTeach) - This interactive activity requires students to examine primary sources on the goals of Progressive reformers.

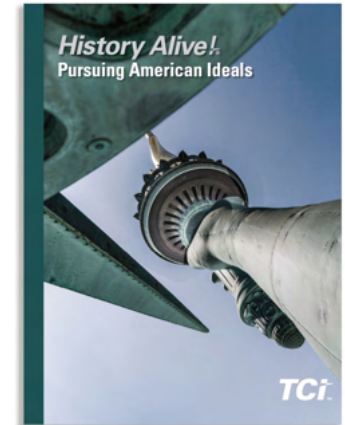
[The Progressives](#) (Khan Academy) - This video lesson compares the goals and effects of the Progressive reform movement.



## Adopted Textbook Resources

### *History Alive! Pursuing American Ideals (TCI)*

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
  - Student Textbook: Lesson 16, Uncovering Problems at the Turn of the Century; Lesson 17, The Progressives Respond; Lesson 18, Progressivism on the National Stage
- Digital Teacher Resources (access through [CCS Clever](#))
  - Lesson Guide: Lessons 16, 17, 18
  - Interactive Notebook: Lessons 16, 17, 18
  - Writing for Understanding: Lesson 16, Muckraker Investigative Report
  - Processing: Lesson 16, Newspaper Report; Lesson 17, Founding Ideals and the Progressive Era; Lesson 18, Newspapers on the Lasting Impact of Progressivism
  - Visual Discovery: Lesson 17, Political Cartoons on Problems and Progressive Solutions
  - Response Group: Lesson 18, Progressive Presidents
  - Assessments: Lessons 16, 17, 18
- Digital TCI Program Support (access through [CCS Clever](#))
  - ELA/ELD Connections: Reading Skills
  - ELA/ELD Connections: Writing Skills
  - History and Social Science Skills Toolkit
  - Doing Democracy Toolkit



## Unit 3. Foreign Affairs from Imperialism to Post-World War I (1898-1930)

### Unpacked Standards / Clear Learning Targets

**Learning Target 14. Analyze the circumstances which enabled the United States to emerge as a world power in the early 1900s.**

*Content Statement 14. As a result of overseas expansion, the Spanish-American War, and World War I, the United States emerged as a world power.*

**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

**Ultimate Learning Target  
Type: Reasoning**

**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.9 (Prior Grade Standard)**

Imperial expansion had political, economic and social roots.

**(Future Grade Standard)**

N/A

### Content Elaborations

Following the initial settlement of the western frontier, Americans developed favorable attitudes toward foreign expansion. Pushed along by global competition for markets, 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. Such actions included:

- the annexation of Hawaii;
- the Spanish-American War; and
- Big Stick Diplomacy.

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 which allowed the United States to emerge as a world power.

### Instructional Strategies

Create a cause and effect chart on American imperialism.

Create a chart showing American territorial expansion identifying reasons for U.S. control and the impact on the people in each territory.

Analyze political cartoons to show different perspectives on American Imperialism. *Puck* magazine took a pro-expansionist view, while *Judge* magazine was anti-expansionist. Cartoon analysis guides are available from the [National Archives](#) or [Library of Congress](#).

Conduct a class debate on American imperialism. Students can use primary sources that show multiple perspectives (e.g., Albert Beveridge, pro-imperialist and William Jennings Bryan, anti-imperialist) to prepare for the debate.

Analyze World War I propaganda posters. Discuss how these posters contributed to mobilization, and in turn, how this mobilization contributed to the emergence of the United States as a world power.

### Sample Assessments 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 timeline 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.

**Instructional Resources**

*Mini-Qs in American History*, Volume 2. (DBQ Project) - The unit “Should the United States Have Annexed the Philippines?” includes primary and secondary sources with scaffolding questions and evidence-based writing tools.

[Spanish-American War](#) (Reading Like a Historian) - In this lesson, students watch a documentary video, read a telegram describing Spanish treatment of Cubans, and examine an American campaign speech to explore the long-term reasons for why the US invaded Cuba in 1898.

[Crucible of Empire: The Spanish-American War](#) - This PBS documentary covers the Spanish-American War and how it led to the U.S. becoming a world power.

[American Imperialism](#) (HATs) - This assessment asks students to source and corroborate an editorial from a Nebraska newspaper about overseas expansion.

[Annexation of Hawaii](#) (Reading Like a Historian) - In this lesson, students read two newspaper articles, both hosted on the website *Chronicling America*, which make very different arguments about Hawaiians' support for—or opposition to—annexation.

[Teaching With Documents: The 1897 Petition Against the Annexation of Hawaii](#) - This National Archives website contains documents and teaching activities on the U.S. annexation of Hawaii.

[Philippine-American War Political Cartoons](#) (Reading Like a Historian) - In this lesson, students examine how advocates and critics used political cartoons to express their positions on annexation.

[Opposition to the Philippine-American War](#) (HATs) - This HAT assesses students' ability to use evidence to support a historical argument. Students are presented with two documents that provide different perspectives on the war in the Philippines.

[Connections the Philippine-American War](#) (HATs) - This assessment asks students to draw on their knowledge of the past to construct an argument about how the imprisonment of Filipinos by the American military in 1901 is connected to both the explosion of the USS Maine and the popularity of Social Darwinism.

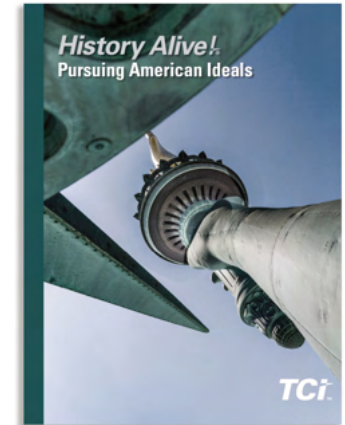
[How did the U.S. Become a World Power around the Turn of the 20th Century?](#) (DocsTeach) - In this activity, students will examine primary sources on the topic of American imperialism and answer questions at the conclusion of each document set.

[U.S. Entry into WW I](#) (Reading Like a Historian) - What changed between 1914 and 1917 that caused the U.S. to enter WWI? In this lesson, students address this question as they corroborate a textbook account with two documents: a speech by President Wilson and an excerpt from Howard Zinn's *A People's History of the United States*.

## Adopted Textbook Resources

### *History Alive! Pursuing American Ideals (TCI)*

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
  - Student Textbook: Lesson 19, Foreign Policy: Setting a Course of Expansion; Lesson 20: The Spanish American War; Lesson 21, Acquiring and Managing Global Power; Lesson 22, From Neutrality to War
  
- Digital Teacher Resources (access through [CCS Clever](#))
  - Lesson Guide: Lessons 19, 20, 21, 22
  - Interactive Notebook: Lessons 19, 20, 21, 22
  - Social Studies Skill Builder: Lesson 19, Viewpoints about Overseas Expansion
  - Visual Discovery: Lesson 20, Events Prior to and During the Spanish-American War
  - Writing for Understanding: Lesson 21, Metaphors for U.S. Foreign Policy
  - Processing: Lesson 19, Foreign Policy Spectrum; Lesson 20, U.S. Soldiers in Cuba and the Philippines; Lesson 21, U.S. Intervention Motivated by Realism or Idealism
  - Response Group: Lesson 21, Debate U.S. Entry in WWI
  - Assessments: Lessons 19, 20, 21, 22
  
- Digital TCI Program Support (access through [CCS Clever](#))
  - ELA/ELD Connections: Reading Skills
  - ELA/ELD Connections: Writing Skills
  - History and Social Science Skills Toolkit
  - Doing Democracy Toolkit



## Unpacked Standards / Clear Learning Targets

**Learning Target 15. Explain why and how the United States moved to a policy of isolationism following World War I.**

*Content Statement 15. After World War I, the United States pursued efforts to maintain peace in the world. However, as a result of the national debate over the Versailles Treaty ratification and the League of Nations, the United States moved away from the role of world peacekeeper and limited its involvement in international affairs.*

**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
- Kellogg-Briand Pact

**Ultimate Learning Target Type: Reasoning**

**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.14 (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**

After World War I, the United States emerged as a world leader and pursued efforts to maintain peace in the world. The United States' 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. In 1928, the United States signed the Kellogg-Briand Pact to prohibit war as "an instrument of national policy." In later legislative acts, the United States sought to limit its involvement in international affairs.

**Instructional Strategies**

Conduct a simulated Senate hearing on whether the United States should ratify the Treaty of Versailles and join the Leagues of Nations.

Analyze political cartoons on the League of Nations debate. Identify the symbols, colors, words, and actions used to show a perspective on the League. Cartoon analysis guides are available from the [National Archives](#) or [Library of Congress](#).

Create a timeline of actions taken by the U.S. to avoid another war. For each action, describe the provisions designed to limit arms and/or territorial expansion.

Write a letter to the editor or speech expressing a perspective on the signing of the Kellogg-Briand Pact. Will it be successful in preventing future wars?

**Sample Assessments 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.

**Instructional Resources**

[League of Nations](#) (Reading Like a Historian) - In this lesson, students examine five documents to answer the question: Why did senators oppose joining the League of Nations in 1919?

[Debate over the League of Nations](#) (HATs) - This exercise measures students' ability to source and contextualize a document.

[Postwar Disillusionment and the Quest for Peace](#) - This EDSITEment! website provides an overview, lessons and resources on the U.S. movement away from international affairs following World War I.

[Milestones: 1921-1936](#) (Department of State) - This site provides articles on U.S. foreign relations from 1921-1936.

[The Treaty of Versailles and the League of Nations](#) (CommonLit) - This article discusses why the U.S. refused to join the League of Nations, and what contributed to the organization's ineffectiveness in a post-WWI world.

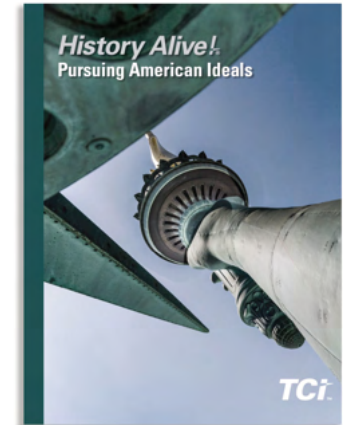
[Why was the League of Nations Ineffective?](#) (DocsTeach) - In this exercise, students examine a political cartoon on the League of Nations.

[Kellogg-Briand Pact](#) (Digital History) - This site includes the text of the Kellogg-Briand Pact with an introductory annotation.



**Adopted Textbook Resources*****History Alive! Pursuing American Ideals (TCI)***

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
  - Student Textbook: Lesson 25, The Treaty of Versailles: To Ratify or Reject?; Lesson 27, The Politics of Normalcy
  
- Digital Teacher Resources (access through [CCS Clever](#))
  - Lesson Guide: Lessons 25, 27
  - Interactive Notebook: Lessons 25, 27
  - Writing for Understanding: Lesson 25, Internationalists and Irreconcilables Essay
  - Processing: Lesson 25, Treaty of Versailles Essay
  - Assessments: Lessons 25, 27
  
- Digital TCI Program Support (access through [CCS Clever](#))
  - ELA/ELD Connections: Reading Skills
  - ELA/ELD Connections: Writing Skills
  - History and Social Science Skills Toolkit
  - Doing Democracy Toolkit



## Unit 4. Prosperity, Depression, and the New Deal (1919-1941)

### Unpacked Standards / Clear Learning Targets

**Learning Target 16. Describe how racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I.**

*Content Statement 16. Racial intolerance, anti-immigrant attitudes, and the Red Scare contributed to social unrest after World War I.*

**Essential Understanding**

- Causes of Post-World War I social unrest

**Extended Understanding**

- Evaluating the balance of liberty and security in times of threat or perceived threat

**Academic Vocabulary**

**Tier 3**

- racial intolerance
- anti-immigrant
- social unrest
- Jim Crow
- nativism
- Red Scare

**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.14 (Future Grade Standard)**

In the United States, people have rights that protect them from undue governmental interference.

### Content Elaborations

The Great Migration of African Americans to northern cities heightened racial tensions due to increased competition for jobs, housing, and public services.

Evidence of racial tension throughout the nation included:

- enforcement of Jim Crow legislation that continued in the South during the postwar era;
- lynchings and threats of racial violence;
- racial intolerance and the revival of the Ku Klux Klan across the United States; and
- urban race riots.

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 rise of Communism in Russia as well as post-war labor strikes and violence 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 immigrants.

### Instructional Strategies

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). Cartoon analysis guides are available from the [National Archives](#) or [Library of Congress](#).

### Sample Assessments and Performance Tasks

Identify the general trends in the 12920s 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?

**Instructional Resources**

[Chicago Race Riots of 1919](#) (Reading Like a Historian) - In this lesson, students deliberate the origins of the Chicago race riots by exploring five documents that reflect different social, cultural, and economic causes.

[Palmer Raids](#) (Reading Like a Historian) - In this lesson, students explore the causes of the Palmer Raids by comparing seven historical sources.

[The reemergence of the KKK](#) (Khan Academy) - This article traces the history of the Second KKK.

[The Great Migration, 1910 to 1970](#) (Census Bureau) - This site includes a map and text summary of the Great Migration.

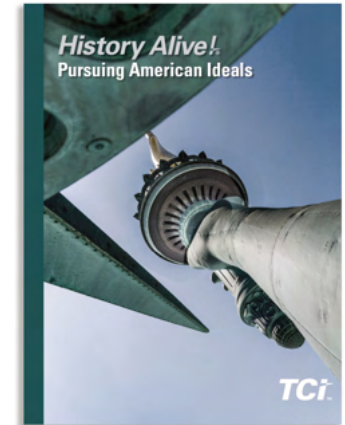
[The Great Migration](#) (Digital Public Library of America) - This site includes a collection of primary sources on the Great Migration.

[Red Scare! The Palmer Raids and Civil Liberties](#) (UCI History-Social Science Project) - This lesson examines the American state's suppression of dissent in the name of domestic security.

## Adopted Textbook Resources

### *History Alive! Pursuing American Ideals (TCI)*

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
  - Student Textbook: Lesson 26, Understanding Postwar Tensions
- Digital Teacher Resources (access through [CCS Clever](#))
  - Lesson Guide: Lesson 26, Understanding Postwar Tensions
  - Interactive Notebook: Lesson 26, Understanding Postwar Tension
  - Processing: Lesson 26, Postwar Tensions Essay
  - Assessments: Lesson 26
- Digital TCI Program Support (access through [CCS Clever](#))
  - ELA/ELD Connections: Reading Skills
  - ELA/ELD Connections: Writing Skills
  - History and Social Science Skills Toolkit
  - Doing Democracy Toolkit



## Unpacked Standards / Clear Learning Targets

**Learning Target 17. Describe how an improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes.**

*Content Statement 17. 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

**Ultimate Learning Target Type: Knowledge**

**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.

**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.12 (Prior Grade Standard)**

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

**(Future Grade Standard)**

N/A

### Content Elaborations

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 industry, transportation, and communication included:

- the assembly line;
- automobile;
- commercial aircraft;
- talking motion pictures;
- commercial radio broadcasts; and
- wider circulation of newspapers and magazines;

These innovations brought change, but some changes challenged social norms and increased tensions.

### Instructional Strategies

Students 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.

### Sample Assessments 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.

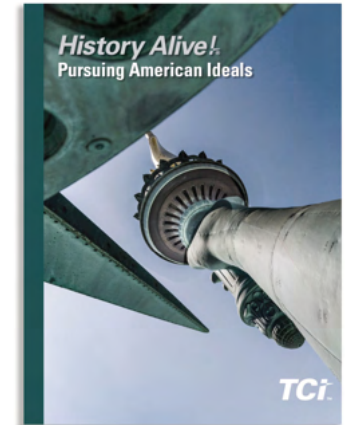
Explain two positive and two negative effects of increased automobile ownership in the United States in the 1920s and 1930s.

### Instructional Resources

[Henry Ford and the Model T: A Case Study in Productivity](#) - This website from the Council for Economic Education provides lessons and resources on the impact of Ford's Model T on the U.S.

**Adopted Textbook Resources*****History Alive! Pursuing American Ideals (TCI)***

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
  - Student Textbook: Lesson 28, Popular Culture in the Roaring Twenties
  
- Digital Teacher Resources (access through [CCS Clever](#))
  - Lesson Guide: Lesson 28, Popular Culture in the Roaring Twenties
  - Interactive Notebook: Lesson 28, Popular Culture in the Roaring Twenties
  - Processing: Lesson 28, Influence of Social Trends of the 1920s
  - Assessments: Lesson 28
  
- Digital TCI Program Support (access through [CCS Clever](#))
  - ELA/ELD Connections: Reading Skills
  - ELA/ELD Connections: Writing Skills
  - History and Social Science Skills Toolkit
  - Doing Democracy Toolkit





## Unpacked Standards / Clear Learning Targets

<p><b>Learning Target 18. Describe social changes that came from the Harlem Renaissance, African-American migration, women’s suffrage and Prohibition.</b></p> <p><i>Content Statement 18. Movements such as the Harlem Renaissance, African-American migration, women’s suffrage, and Prohibition all contributed to social change.</i></p>	<p><b>Essential Understanding</b></p> <ul style="list-style-type: none"> <li>- Social changes in the 1920s</li> </ul> <p><b>Extended Understanding</b></p> <ul style="list-style-type: none"> <li>- Long-term impact of the social and cultural changes of the 1920s</li> </ul>	<p><b>Academic Vocabulary Tier 3</b></p> <ul style="list-style-type: none"> <li>- social changes</li> <li>- African-American migration</li> <li>- Harlem Renaissance</li> <li>- suffrage</li> <li>- Prohibition</li> </ul>
<p><b>Ultimate Learning Target Type: Knowledge</b></p>	<p><b>Broad Learning Target:</b></p> <ul style="list-style-type: none"> <li>- The student can describe social changes that came from the Harlem Renaissance, African-American migration, women’s suffrage and Prohibition.</li> </ul> <p><b>Underpinning Knowledge Learning Targets:</b></p> <ul style="list-style-type: none"> <li>- The student can describe the characteristics of the Harlem Renaissance.</li> <li>- The student can describe the social changes resulting from the Harlem Renaissance.</li> <li>- The student can describe the social changes resulting from the Great Migration.</li> <li>- The student can cite the terms of the 19<sup>th</sup> Amendment.</li> <li>- The student can describe the social changes resulting from the 19<sup>th</sup> Amendment.</li> <li>- The student can describe the social changes resulting from Prohibition.</li> </ul> <p><b>Underpinning Reasoning Learning Targets:</b></p> <ul style="list-style-type: none"> <li>- The student can categorize social changes according to the movement that produced them.</li> </ul>	
<p><b>(Prior Grade Standard)</b></p> <p>N/A</p>	<p><b>(Future Grade Standard)</b></p> <p>N/A</p>	

**Content Elaborations**

The passage of the Jim Crow laws and new job opportunities in the American North influenced the Great Migration of African Americans from the South to cities throughout the Northeast and Midwest. These cities quickly became cultural centers for African Americans in the United States.

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 goal of the woman suffrage movement was obtained with the passage of the 19th Amendment. Women increased economic and political participation led to changes in social attitudes.

Prohibition had mixed results and lacked popular support. It led to speakeasies and increased organized crime. The 18th Amendment was difficult and costly to enforce and was repealed with the 21st Amendment.

**Instructional Strategies**

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 Assessments 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.

**Instructional Resources**

*Mini-Qs in American History, Volume 2. (DBQ Project)* - The unit “Prohibition: Why Did America Change Its Mind?” includes primary and secondary sources with scaffolding questions and evidence-based writing tools.

[Marcus Garvey](#) (Reading Like a Historian) - In this lesson, students source biographies and government documents to discuss Garvey's “Back to Africa Movement” and consider why Garvey was such a controversial figure.

[Prohibition](#) (Reading Like a Historian) - In this lesson, students will examine sources from the time to answer the question: What were arguments for prohibition?

[The Roaring Twenties](#) (CommonLit) - This article summarizes the ups and downs of the 1920s and the factors that contributed to the United States’ economic crisis of the 1930s.

[The Harlem Renaissance](#) (CommonLit) - This article discusses how the Harlem Renaissance movement developed, and its impact on culture in America.

[The Negro Speaks of Rivers](#) (CommonLit) - This primary source is a poem written by Langston Hughes during the Harlem Renaissance.

[1920s America](#) (Khan Academy) - This video lesson includes video clips and articles on the 19th Amendment, KKK, Prohibition, and entertainment, and culture of the 1920s.

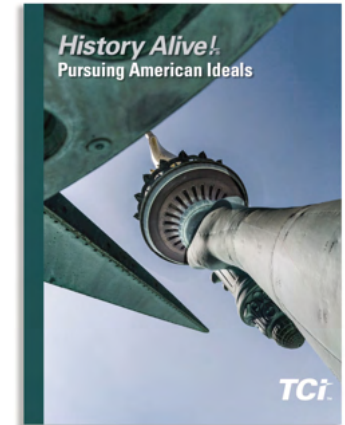
[Was Prohibition Good for America?](#) (DocsTeach) - In this exercise, students will examine documents and photographs related to movement for prohibition and enforcement of the 18th Amendment.

[Prosperity, Depression, and the New Deal](#) (Teaching Columbus) - This site includes video segments on the emergence of African-American communities in Columbus from WOSU’s Columbus Neighborhoods documentaries.

## Adopted Textbook Resources

### *History Alive! Pursuing American Ideals (TCI)*

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
  - Student Textbook: Lesson 28, Popular Culture in the Roaring Twenties; Lesson 29, The Clash Between Traditionalism and Modernism
- Digital Teacher Resources (access through [CCS Clever](#))
  - Lesson Guide: Lessons 28, 29
  - Interactive Notebook: Lessons 28, 29
  - Experiential Exercise: Lesson 28, Roaring Twenties Party
  - Response Group: Lesson 29, Social Issues Discussion and Debate
  - Assessments: Lessons 28, 29
- Digital TCI Program Support (access through [CCS Clever](#))
  - ELA/ELD Connections: Reading Skills
  - ELA/ELD Connections: Writing Skills
  - History and Social Science Skills Toolkit
  - Doing Democracy Toolkit



## Unpacked Standards / Clear Learning Targets

**Learning Target 19a. Describe how the federal government’s monetary policies, stock market speculation, and increasing consumer debt led to the Great Depression.**

**Learning Target 19b. Explain how the efforts to combat the Great Depression led to an expanded role for the federal government.**

*Content Statement 19. The Great Depression was caused, in part, by the federal government’s monetary policies, stock market speculation, and increasing consumer debt. The role of the federal government expanded as a result of the Great Depression.*

**Essential Understanding**

- Causes and effects of the Great Depression

**Extended Understanding**

- Evaluating the successes or failures of the New Deal and its long-term impact

**Academic Vocabulary Tier 3**

- monetary policies
- speculation
- consumer debt
- Great Depression

**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.14 (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)**

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**

One factor leading to the Great Depression in the United States was the excessive amount of lending by banks. This increased the easy access to and fueled the use of consumer credit.

The Federal Reserve attempted to curb these practices by constricting the money supply. This action worsened economic conditions by making it more difficult for people to repay debts. It was also difficult for businesses and 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. However, the collapse of the stock market led many to lose their investments and fortunes. The closing of many businesses led to the rise of consumer debt as workers lost needed income.

During the 1930s, the role of the federal government was greatly expanded through New Deal legislation, policies, and agencies which included:

- the Social Security Act;
- the National Recovery Administration;
- the Securities and Exchange Commission (SEC);
- the Federal Deposit Insurance Corporation (FDIC); and
- Public Works Programs (e.g., Works Progress Administration, Tennessee Valley Authority, Civilian Conservation Corps).

The benefits of New Deal programs were unevenly distributed furthering the divide between social classes and minorities.

**Instructional Strategies**

Create a cause and effect chart to show factors leading to the Great Depression and its consequences.

Use data sets to construct a thesis about the relationship among bank failures, the actions of the Federal Reserve, and the demand for goods and services. Convert data sets into appropriate graphs using spreadsheet software.

Analyze photographs from the Great Depression to understand the extent of suffering and economic hardships (e.g., Migrant Mother, breadlines, etc.).

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 Assessments 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.

**Instructional Resources**

[Where Did All the Money Go? The Great Depression Mystery](#) (Council for Economic Education) - This lesson provides activities and resources on the causes of the Great Depression.

[Economics of the New Deal](#) (Council for Economic Education) - This lesson provides activities and resources on the economics of the Great Depression.

[New Deal Structured Academic Controversy](#) (Reading Like a Historian) - In this structured academic controversy, students analyze different types of evidence, take sides, and attempt to reach consensus on whether or not the New Deal was a success.

[Breadlines in the 1930s](#) (HATs) - This assessment requires students to make connections across time and construct an argument about how events are connected.

[Lange's Iconic Photograph](#) (HATs) - This assessment gauges students' ability to source, contextualize, and corroborate a document.

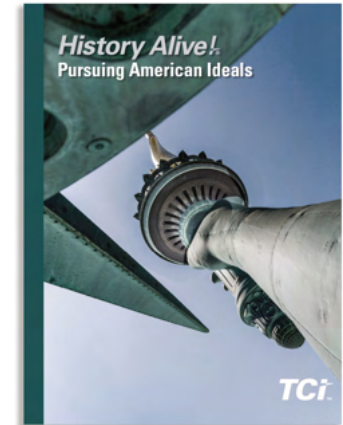
[How did the New Deal Address the Problems of the Great Depression?](#) (DocsTeach) - In this exercise, students examine photographs from the Great Depression and New Deal era.

[President Roosevelt's First Fireside Chat](#) (CommonLit) - In this primary source, President Roosevelt uses this platform to explain the causes and results of the banking crisis that followed the stock market crash during the Great Depression.

[The Great Depression](#) (Khan Academy) - This video lesson addresses the Great Depression, FDR, and the New Deal.

**Adopted Textbook Resources*****History Alive! Pursuing American Ideals (TCI)***

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
  - Student Textbook: Lesson 30, The Causes of the Great Depression; Lesson 31, The Response to the Economic Collapse; Lesson 32, The Human Impact of Great Depression; Lesson 33, The New Deal and Its Legacy
  
- Digital Teacher Resources (access through [CCS Clever](#))
  - Lesson Guide: Lessons 30, 31, 32, 33
  - Interactive Notebook: Lessons 30, 31, 32, 33
  - Experiential Exercise: Lesson 30, Yee Haw! Game
  - Processing: Lesson 30, Kinetic Sculpture Symbolizing Causes of the Great Depression; Lesson 31, Evaluating Hoover and Roosevelt's Success; Lesson 33, Evaluate the Benefits of the New Deal
  - Social Studies Skills Builder: Lesson 31, Conservative, Liberal, Radical Ideologies
  - Writing for Understanding: Lesson 31, Analyzing Primary Sources from American Regions
  - Problem Solving Groupwork: New Deal Murals
  - Assessments: Lessons 30, 31, 32, 33
  
- Digital TCI Program Support (access through [CCS Clever](#))
  - ELA/ELD Connections: Reading Skills
  - ELA/ELD Connections: Writing Skills
  - History and Social Science Skills Toolkit
  - Doing Democracy Toolkit





## Unit 5. From Isolation to World War (1930-1945)

### Unpacked Standards / Clear Learning Targets

**Learning Target 20. Explain how America transitioned from an isolationist foreign policy to involvement in World War II.**

*Content Statement 20. During the 1930s, the U.S. government attempted to distance the country from earlier interventionist policies in the Western Hemisphere as well as retain an isolationist approach to events in Europe and Asia 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

**Ultimate Learning Target  
Type: Reasoning**

**Broad Learning Target:**

- The student can explain how America transitioned from an isolationist foreign policy to involvement in World War II.

**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.14 (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.18 (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**

Following World War I, the United States was reluctant to become involved in overseas conflicts that could lead to another war.

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

In an effort to aid countries fighting against fascist aggression, the United States introduced the cash-and-carry policy, the Lend-Lease Act, and helped write the Atlantic Charter.

The expansionist policies of Japan and the bombing of Pearl Harbor ended U.S. isolationist policies.

**Instructional Strategies**

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

Create a timeline of events showing how the U.S. moved away from isolation and toward entry into World War II.

Analyze political cartoons that show a perspective on U.S. neutrality and intervention in World War II. Cartoon analysis guides are available from the [National Archives](#) or [Library of Congress](#).

**Sample Assessments and Performance Tasks**

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.

**Instructional Resources**

*Mini-Qs in American History, Volume 2 (DBQ Project)* - The unit “Why did the Japanese Bomb Pearl Harbor?” includes primary and secondary sources with scaffolding questions and evidence-based writing tools.

[Reliving the Attack on Pearl Harbor](#) (CommonLit) - This article features the transcript of an interview with veteran J.C. Alton, who was stationed at Pearl Harbor when the base was attacked.

[Day of Infamy Speech](#) (CommonLit) - The primary source is the speech delivered by FDR the day after the attack on Pearl Harbor.

[Lesson 2: Legislating Neutrality, 1934-1939](#) (EDSITEment!) - In this lesson students examine a series of primary source documents that will help them understand why neutrality laws were passed, and how they were applied in the mid- to late-1930s.

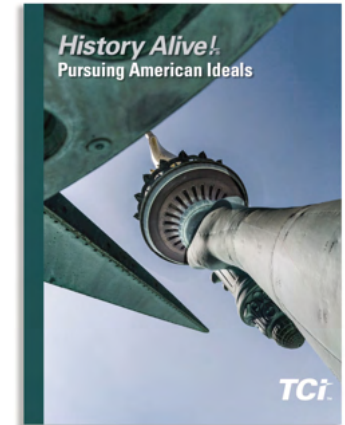
[Lesson 3: U.S. Neutrality and the War in Europe, 1939-1940](#) (EDSITEment!) - Through a study of contemporary documents, students learn about the difficult choices faced by the Roosevelt administration during the first fifteen months of World War II, culminating in the decision to provide direct military aid to Great Britain.

[FDR and World War II](#) (Khan Academy) - This article summarizes FDR’s foreign policy leading up to and during World War II.

## Adopted Textbook Resources

### *History Alive! Pursuing American Ideals (TCI)*

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
  - Student Textbook: Lesson 34, Origins of World War II
- Digital Teacher Resources (access through [CCS Clever](#))
  - Lesson Guide: Lesson 34, Origins of World War II
  - Interactive Notebook: Lesson 34, Origins of World War II
  - Preview: Lesson 34, Appeasement Photograph
  - Experiential Exercise: Lesson 34, Game of Negotiation on Aggression and Appeasement
  - Processing: Lesson 34, Writing on the Essential Question
  - Assessments: Lesson 34
- Digital TCI Program Support (access through [CCS Clever](#))
  - ELA/ELD Connections: Reading Skills
  - ELA/ELD Connections: Writing Skills
  - History and Social Science Skills Toolkit
  - Doing Democracy Toolkit



## Unpacked Standards / Clear Learning Targets

**Learning Target 21. Explain changes American society experienced with the mobilization of its economic and military resources during World War II.**

*Content Statement 21. United States policy and mobilization of its economic and military resources during World War II affected American society. Despite mistreatment, marginalized groups played important roles in the war effort while continuing to protest unfair treatment.*

**Essential Understanding**

- How mobilization changed American society in World War II

**Extended Understanding**

- Long-term impact of World War II mobilization

**Academic Vocabulary Tier 3**

- mobilization
- economic resources
- military resources

**Ultimate Learning Target Type: Knowledge**

**Broad Learning Target:**

- The student can 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

The policy and mobilization of the United States at the outbreak of World War II greatly impacted the lives of Americans. Aspects of wartime policy and mobilization included:

- transition from peacetime to wartime economy (e.g., price controls, War Production Board);
- personal sacrifices for the war effort (e.g., rationing, victory gardens);
- military mobilization efforts (e.g., military draft, naval expansion);
- contributions to the war effort (e.g., war bonds, scrap drives); and
- propaganda efforts by the government.
- Job opportunities in the civilian workforce and in the military opened for women and minorities.

Marginalized groups and their experiences during World War II included:

- African Americans (e.g., Double V Campaign);
- Japanese Americans (e.g., internment camps);
- American Indians (e.g., Navajo Code Talkers); and
- Mexican Immigrants (e.g., Bracero Program).

### Instructional Strategies

Provide students with images of war bond posters (e.g., Rosie the Riveter). Use the [National Archives 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.

Analyze photographs and read first-hands accounts of life in Japanese-American internment camps.

Students will design and present a Home Front newscast as they learn about how the war affected various groups of Americans. Working in groups, students will create a newscast that highlights the major stories from the home front during World War II. Each group will be assigned a different group of Americans and will be given a press release with information on their particular group.

**Sample Assessments and Performance Tasks**

How did the U.S. government mobilize to assist the war effort during World War II? 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 the rationing system during World War II affect the distribution of resources in the United States?

**Instructional Resources**

[How did Americans on the Home Front Support the War Effort?](#) (DocsTeach) - In this exercise, students analyze posters and photographs relating to war mobilization and Americans' contributions on the Home Front.

[Teaching With Documents: Documents and Photographs Related to Japanese Relocation During World War II](#) - This National Archives website contains primary source documents and teaching activities relating to the forced relocation of Japanese Americans during World War II.

[Japanese-American Internment](#) (Library of Congress) - This lesson includes primary sources on Japanese-American internment.

[Tuskegee Airmen](#) (CommonLit) - This article summarizes challenges faced by the Tuskegee Airmen and the impact that this group had on race relations.

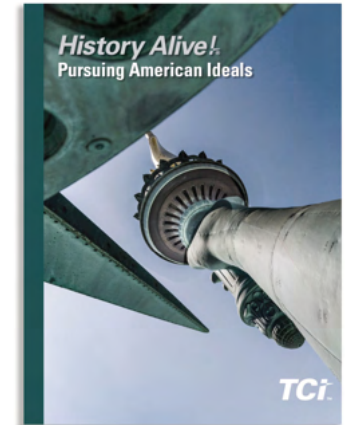
[Serving With The Women's Army Corps](#) (CommonLit) - This article provides a transcript of an interview with Wilma Hugunin, who joined the Women's Army Corps and served in the Women's Air Force.

[Zoot Suit Riots](#) (Reading Like a Historian) - In this lesson, students discuss conflicting newspaper articles to answer the question: What caused the Zoot Suit Riots?

## Adopted Textbook Resources

### *History Alive! Pursuing American Ideals (TCI)*

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
  - Student Textbook: Lesson 35, The Impact of World War II on Americans
  
- Digital Teacher Resources (access through [CCS Clever](#))
  - Lesson Guide: Lesson 35, The Impact of World War II on Americans
  - Interactive Notebook: Lesson 35, The Impact of World War II on Americans
  - Preview: Lesson 35, Ration Stamps
  - Problem Lesson 35, Solving Groupwork: Wartime Newsreels
  - Processing: Lesson 35, Acrostic Poem on Opportunities and Hardships
  - Assessments: Lesson 35
  
- Digital TCI Program Support (access through [CCS Clever](#))
  - ELA/ELD Connections: Reading Skills
  - ELA/ELD Connections: Writing Skills
  - History and Social Science Skills Toolkit
  - Doing Democracy Toolkit





## Unit 6. The Cold War (1945-1991)

### Unpacked Standards / Clear Learning Targets

**Learning Target 22. Explain how atomic weapons have changed the nature of war, altered the balance of power and started the nuclear age.**

*Content Statement 22. Use of atomic weapons changed the nature of war, altered the balance of power, and began the nuclear age.*

**Essential Understanding**

- The impact of atomic weapons

**Extended Understanding**

- Evaluating nuclear arms race policies

**Academic Vocabulary**

**Tier 2**

- summarize
- deterrent

**Tier 3**

- balance of power
- nuclear age

**Ultimate Learning Target**  
**Type: Knowledge**

**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.

**9.HI.16 (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

### Content Elaborations

The dropping of the atomic bombs on Japan hastened the end of World War II and is considered the beginning of the nuclear age. Atomic bombs introduced a new type of weapon capable of mass destruction. Possession of the nuclear bomb contributed to the status of the United States as a superpower.

Successful Soviet development of the atomic bomb in 1949 escalated an arms race that continued throughout the Cold War and led to heightened fears of a nuclear war and the establishment of the Soviet Union as a second superpower.

### Instructional Strategies

Conduct a class discussion (face-to-face or online) on the use of the atomic bomb? Was it ethical to develop? Use? Does it make the world safer or more dangerous?

Compile statistics on the nuclear arms race and create graphic representations to show the data.

### Sample Assessments 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?

### Instructional Resources

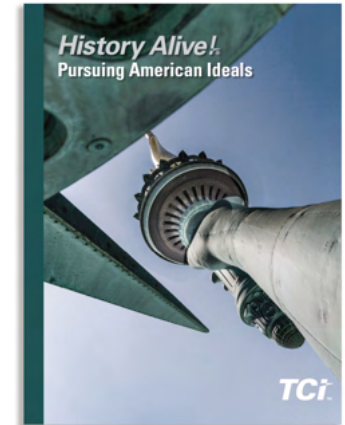
*Code-Name Downfall: The Secret Plan to Invade Japan-And Why Truman Dropped the Bomb* by Thomas Allen and Norman Polmar. This book offers the possible operation that President Truman could have followed had he decided not to order the dropping of the atomic bombs. Maps in the book can initiate discussion.

[The Atomic Bomb](#) (Reading Like a Historian) - In this lesson plan, students read four different accounts of the bombings and must decide for themselves how we should remember the dropping of the atomic bombs.

## Adopted Textbook Resources

### *History Alive! Pursuing American Ideals (TCI)*

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
  - Student Textbook: Lesson 37, The Aftermath of World War II
- Digital Teacher Resources (access through [CCS Clever](#))
  - Lesson Guide: Lesson 37, The Aftermath of World War II
  - Interactive Notebook: Lesson 37, The Aftermath of World War II
  - Visual Discovery: Lesson 37, Comparing the End of WWI and WWII
  - Processing: Lesson 37, Thesis Statements on Essential Question
  - Assessments: Lesson 37
- Digital TCI Program Support (access through [CCS Clever](#))
  - ELA/ELD Connections: Reading Skills
  - ELA/ELD Connections: Writing Skills
  - History and Social Science Skills Toolkit
  - Doing Democracy Toolkit



## Unpacked Standards / Clear Learning Targets

**Learning Target 23. Analyze the policy of containment the United States followed during the Cold War in response to the spread of communism.**

*Content Statement 23. The United States followed a policy of containment during the Cold War in response to the spread of communism.*

**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

**Academic Vocabulary**

**Tier 3**

- containment
- communism
- Marshall Plan
- NATO

**Ultimate Learning Target  
Type: Reasoning**

**Broad Learning Target:**

- The student can analyze the policy of containment the United States followed during the Cold War in response to the spread of communism.

**Underpinning Knowledge Learning Targets:**

- The student can explain the purpose of containment policy.
- The student can describe the spread of communism in the late 1940s.
- 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.

**Underpinning Skills Learning Targets:**

- The student can use a map to locate and describe actions based on Cold War containment policy.

**Underpinning Reasoning Learning Targets:**

- The student can analyze the relationship between U.S. involvement in Korea and containment policy.
- The student can analyze the relationship between U.S. involvement in Vietnam and containment policy.

**9.HI.17 (Prior Grade Standard)**

The United States and the Soviet Union became superpowers and competed for global influence.

**11.GO.18 (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**

The policy of containment began in the late 1940s to halt the spread of communism in Europe and Asia, and expanded to other parts of the world over the next several decades.

Reasons for implementing the policy of containment included:

- the fear of Soviet expansion in Europe;
- the rise of communism in China; and
- the spread of communism throughout Latin America and Asia.

Containment policies and international alliances included:

- the Marshall Plan;
- the Truman Doctrine; and
- the North Atlantic Treaty Organization (NATO).

**Instructional Strategies**

Create a cause-and-effect chart showing the reasons for implementing the policy of containment and the policies that resulted from it.

Analyze a series of maps, charts, data sets, and graphs that show containment policies.

Conduct a class discussion (face-to-face or online) on containment policies. Were these policies necessary? sufficient? effective? ethical?

Read and/or listen to President Truman's speech, "Special Message to the Congress on Greece and Turkey," March 12, 1947. What does Truman believe the U.S. should do to help Greece and Turkey? Truman contrasts two different ways of life opposed to one another. What are the characteristics that he attributes to each way of life? Why should the U.S. help nations and people choose one of these alternatives? Why does Truman refer to the costs of World War II?

**Sample Assessments 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.

**Instructional Resources**

*Mini-Qs in American History*, Volume 2, The unit, “Berlin, Korea, and Cuba: How did the U.S. Contain Communism?” includes primary and secondary sources with scaffolding questions and evidence-based writing tools.

[Special Message to the Congress on Greece and Turkey, Harry S. Truman, March 12, 1947](#) - This primary source provides the text of Truman’s speech establishing the Truman Doctrine. A video of the speech is [available here](#).

[“European Initiative Essential to Economic Recovery,” George C. Marshall, June 5, 1947](#) - This primary source text outlines the ideas of the Marshall Plan.

[The Cold War](#) (Reading Like a Historian) - In this lesson, students address the question: Who was primarily responsible for the Cold War, the United States or the Soviet Union?

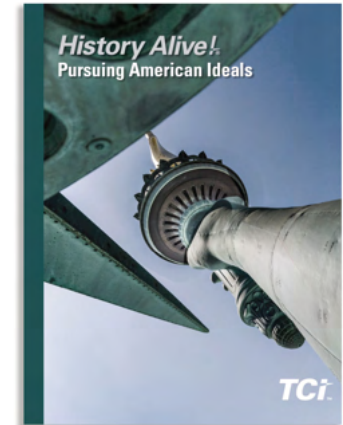
[Cold War Foreign Policy](#) (HATs) - This assessment gauges students’ ability to contextualize two historical documents and place them in the correct chronological order.

[Origins of the Cold War](#) (Khan Academy) - This video lesson presents an overview of the Cold War and its origins.

[The Strategy of Containment, 1947-1948](#) (EDSITEment) - This lesson will consider containment through the use of primary sources.

**Adopted Textbook Resources*****History Alive! Pursuing American Ideals (TCI)***

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
  - Student Textbook: Lesson 38, Origins of the Cold War
  
- Digital Teacher Resources (access through [CCS Clever](#))
  - Lesson Guide: Lesson 38, Origins of the Cold War
  - Interactive Notebook: Lesson 38, Origins of the Cold War
  - Preview: Lesson 38, Intervening in a Hypothetical Disagreement
  - Response Group: Lesson 38, Foreign Policy Advisers
  - Processing: Lesson 38, Paragraph on Avoiding the Cold War
  - Assessments: Lesson 38
  
- Digital TCI Program Support (access through [CCS Clever](#))
  - ELA/ELD Connections: Reading Skills
  - ELA/ELD Connections: Writing Skills
  - History and Social Science Skills Toolkit
  - Doing Democracy Toolkit



## Unpacked Standards / Clear Learning Targets

**Learning Target 24. Explain how the Second Red Scare and McCarthyism reflected Cold War fears in American society.**

*Content Statement 24. 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.17 (Prior Grade Standard)**

The United States and the Soviet Union became superpowers and competed for global influence.

**11.GO.14 (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

The actions of the Soviet Union in Eastern Europe and the spread of communism in Asia caused a Second Red Scare. These developments sparked fears among many Americans and challenged civil liberties. The Second Red Scare focused attention on the media, labor unions, universities, and the military as targets of communist subversion.

Fears of subversion and charges of communist infiltration of the U.S. government led to the following actions:

- McCarthyism;
- investigations of the House Un-American Activities Committee (HUAC); and
- blacklisting of suspected communists.

### Instructional Strategies

Have students reflect on a personal situation (or one from the news or history) in which they were falsely accused of something. How did it make you feel? How does someone prove his/or innocence? Do you think the standard of “innocent until proven guilty” has been true historically?

Use a series of political cartoons (such as this [collection from Herblock's History](#)) to show reactions to McCarthyism and the Second Red Scare. Discuss the perspectives shown in the cartoons. Cartoon analysis guides are available from the [National Archives](#) or [Library of Congress](#).

Have students research Hollywood actors/actresses or famous writers accused of communist sympathies during the Second Red Scare. Evaluate the merits of these claims.

### Sample Assessments and Performance Tasks

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

Create a graphic organizer that compares 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?

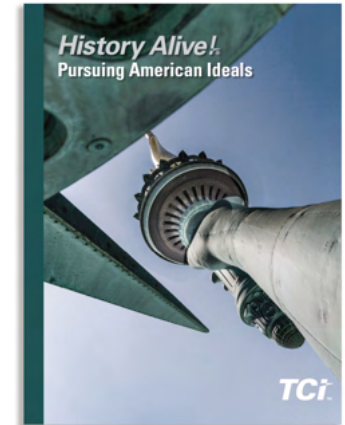
**Instructional Resources**

- [The Rise and Fall of Joseph McCarthy](#) - This EDSITEment! website has lesson activities, resources, guided questions, assessments and extension strategies.
- [‘Enemies from Within’ Speech](#) (CommonLit) - This primary source is the text of Joseph McCarthy’s speech delivered in Wheeling, West Virginia, in which he claimed to possess a list of known communists within the state department.
- [The Second Red Scare](#) (Digital History) - This article provides a brief explanation of the Second Red Scare.
- [McCarthyism](#) (CommonLit) - The article summarizes McCarthyism and how it affected the Cold War.
- [The Red Scare and McCarthyism](#) (C-SPAN) - This site includes video segments on the Red Scare, Hollywood and the House Un-American Activities Committee
- [Herblock’s History](#) (Library of Congress) - This site features political cartoons on anti-communism and the Second Red Scare.
- [What is McCarthyism? And how did it happen?](#) - This TedEd lesson includes a video lesson, quiz, and discussion questions on McCarthyism.
- [Charlie Chaplin and 6 Other Artists Who Were Blacklisted in Hollywood During the Red Scare](#) - This article discusses famous artists and writers accused of communist sympathies during the Second Red Scare.

## Adopted Textbook Resources

### *History Alive! Pursuing American Ideals (TCI)*

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
  - Student Textbook: Lesson 40, Fighting the Cold War at Home
- Digital Teacher Resources (access through [CCS Clever](#))
  - Lesson Guide: Lesson 40, Fighting the Cold War at Home
  - Interactive Notebook: Lesson 40, Fighting the Cold War at Home
  - Experiential Exercise: Lesson 40, Red Dot Game
  - Processing: Lesson 40, Warning Signs
  - Assessments: Lesson 40
- Digital TCI Program Support (access through [CCS Clever](#))
  - ELA/ELD Connections: Reading Skills
  - ELA/ELD Connections: Writing Skills
  - History and Social Science Skills Toolkit
  - Doing Democracy Toolkit



## Unpacked Standards / Clear Learning Targets

**Learning Target 25. 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.**

*Content Statement 25. The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.*

**Essential Understanding**

- Relationship between international and domestic politics in the Cold War

**Extended Understanding**

- Evaluating U.S. actions in Korea and Vietnam

**Academic Vocabulary**

**Tier 2**

- analyze

**Tier 3**

- international politics
- domestic politics

**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 the 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.18 (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**

The Cold War dominated international politics and impacted domestic policies in the United States for 45 years. Domestic and international concerns during this period included:

- the Korean War;
- the Second Red Scare;
- the nuclear arms race;
- the Bay of Pigs Invasion and Cuban Missile Crisis;
- political and military intervention in the Middle East and Latin America;
- expansion of the role of the United Nations; and
- the Vietnam War.

The Korean War sparked international events and concerns that would persist for decades including:

- further tensions between the United States and China;
- the continued division of North and South Korea; and
- improved relations and diplomacy between the United States and Japan.

The Vietnam War divided the country and sparked massive protests. Major domestic issues and events included:

- cuts to spending on domestic programs;
- urban unrest and violence; and
- anti-war protests.

**Instructional Strategies**

Create a Cold War timeline and “temperature chart” to show the ongoing tensions for 45 years. For each event, determine how “hot” the event was by evaluating the likelihood that the event would spark a war.

Create a two-column chart showing how international events during the Cold War impacted domestic policies in the U.S.

Use maps to show Cold War “hotspots” in the Middle East, SE Asia, and Latin America.

Use a decision-making graphic organizer to discuss possible foreign policy actions and consequences in events such as the Cuban Missile Crisis, Korean War, and Vietnam War.

**Sample Assessments 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?

**Instructional Resources**

[The United States Enters the Korean Conflict](#) - This National Archives lesson plan contains primary source documents and teaching activities originally published in the NCSS publication *Social Education*.

[The Korean War](#) (Reading Like a Historian) - In this lesson, students read excerpts from a South Korean textbook and a North Korean textbook to try to determine which country started the Korean War.

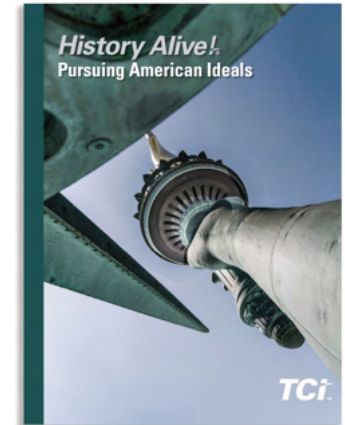
[Cold War in Guatemala](#) (Reading Like a Historian) - In this lesson, students explore why and how the U.S. got involved in Guatemala in 1954.

[Gulf of Tonkin Resolution](#) (Reading Like a Historian) - In this lesson plan, students investigate whether or not the Johnson administration had been planning to go military action prior to the North Vietnamese attack on two U.S. destroyers.

[How did the Cold War Impact American Foreign and Domestic Policies?](#) (DocsTeach) - In this activity, students examine sources from the Cold War that reflect American foreign and domestic policies.

**Adopted Textbook Resources*****History Alive! Pursuing American Ideals (TCI)***

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
  - Student Textbook: Lesson 39, The Cold War Expands; Lesson 50, The United States Get Involved in Vietnam; Lesson 51, Facing Frustration in Vietnam
  
- Digital Teacher Resources (access through [CCS Clever](#))
  - Lesson Guide: Lessons 39, 50, 51
  - Interactive Notebook: Lessons 39, 50, 51
  - Social Studies Skill Builder: Lesson 39, CIA Agents Gathering Information
  - Processing: Lesson 39, Evaluate Containment Methods
  - Preview: Lesson 50, Analyzing Vietnam Veterans Memorial
  - Response Group: Lesson 50, Advising President Johnson on Vietnam
  - Experiential Exercise: Lesson 51, Vietnam Tug of War
  - Processing: Lesson 51, Create a Political Cartoon on Winning the Vietnam War
  - Assessments: Lessons 39, 50, 51
  
- Digital TCI Program Support (access through [CCS Clever](#))
  - ELA/ELD Connections: Reading Skills
  - ELA/ELD Connections: Writing Skills
  - History and Social Science Skills Toolkit
  - Doing Democracy Toolkit



## Unpacked Standards / Clear Learning Targets

**Learning Target 26. Explain how U.S. economic and military pressure contributed to the collapse of communist governments in Eastern Europe and the Soviet Union and brought a close to the Cold War**

*Content Statement 26. The collapse of communist governments in Eastern Europe and the U.S.S.R. brought an end to the Cold War.*

**Essential Understanding**

- How the Cold War ended

**Extended Understanding**

- Relationship between the end of the Cold War and contemporary conflicts

**Academic Vocabulary**

**Tier 3**

- communist governments

**Ultimate Learning Target Type: Reasoning**

**Broad Learning Target:**

- The student can explain how U.S. economic and military pressure contributed to the collapse of communist governments in Eastern Europe and the Soviet Union and brought a close to the Cold War.

**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 the 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 communism in Eastern Europe and the lessening of Cold War tensions.

**9.HI.22 (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**

U.S. economic and military pressure contributed to the collapse of communist governments in Eastern Europe and the Soviet Union (i.e., Union of Soviet Socialist Republics). This led to a reduction of tensions between the United States and the former Soviet Union.

The fall of the Berlin Wall followed by mass demonstrations for democracy contributed to the decline of communist governments in Eastern Europe.

The collapse of the Soviet Union resulted in independent republics that moved to institute democratic reforms and introduce free-market economies. The United States supported economic and education reforms by providing assistance to some of the former communist countries.

**Instructional Strategies**

Create a cause-and-effect chart to show why communism collapsed in Eastern Europe and its impact.

Create a protest poster demanding the democratic reforms in an Eastern European country in the 1980s.

Create a fictional newscast with interviews from the scene of the fall of the Berlin Wall. Interviewees from East Germany should discuss the reactions and feelings to the collapse of the wall and what this means for the future of communism.

Compare a map of Eastern Europe and the Soviet Union in the 1980s with the regions from the 1990s.

**Sample Assessments 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?

**Instructional Resources**

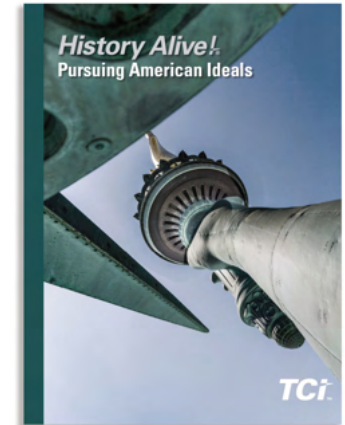
[Fall of the Soviet Union](#) (Cold War Museum) This site offers a summary on how the collapse of the Soviet Union ended the Cold War.

[Cartooning the Collapse of the Soviet Union](#) (OSU History Teaching Institute) - This lesson uses political cartoons to illustrate perspectives on the fall of communism and the end of the Cold War.

## Adopted Textbook Resources

### *History Alive! Pursuing American Ideals (TCI)*

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
  - Student Textbook: Lesson 39, The Cold War Expands; Lesson 56, Ending the Cold War
- Digital Teacher Resources (access through [CCS Clever](#))
  - Lesson Guide: Lessons 39, 56
  - Interactive Notebook: Lessons 39, 56
  - Social Studies Skill Builder: Lesson 56, Photographs of Foreign Policy in the Reagan Era
  - Processing: Lesson 56, End of the Cold War Photograph Analysis
  - Assessments: Lessons 39, 56
- Digital TCI Program Support (access through [CCS Clever](#))
  - ELA/ELD Connections: Reading Skills
  - ELA/ELD Connections: Writing Skills
  - History and Social Science Skills Toolkit
  - Doing Democracy Toolkit



## Unit 7. Social Transformations in the U.S. (1945-1994)

### Unpacked Standards / Clear Learning Targets

**Learning Target 27. Summarize the struggle for racial and gender equality and the extension of civil rights that occurred in the United States in the post-World War II period.**

*Content Statement 27. Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.*

**Essential Understanding**

- Key developments in the civil rights movement

**Extended Understanding**

- Ongoing fight for racial and gender equality and civil rights

**Academic Vocabulary**

**Tier 2**

- summarize

**Tier 3**

- equality
- civil rights

**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 post-World War II 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.
- The student can summarize the origins and goals of the Gay Liberation Movement.

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

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

**11.GO.15 (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**

Following World War II, movements began to highlight the need to secure the same freedoms and opportunities for groups of marginalized Americans that other Americans enjoyed.

Civil Rights organizations fought for equal opportunities for African Americans and to end segregation. Organizations such as the National Association for the Advancement of Colored People (NAACP), the Southern Christian Leadership Conference (SCLC), and the Student Nonviolent Coordinating Committee (SNCC) sought to change long-standing policies and laws.

Many Civil Rights activists demonstrated to affect political and social change. These activists mobilized to carry out demonstrations to bring light to the injustices plaguing the nation. Examples of these actions included:

- the Montgomery Bus Boycott;
- the March on Washington; and
- the Freedom Rides.

Their actions helped to bring about legislative Civil Rights Act and Voting Rights Acts and judicial change including *Brown v. Board of Education*. Mexican Americans organized through the United Farm Workers of America (UFW) to improve the conditions of migrant workers.

Women made progress toward equal opportunities through demonstrations, legislation, and the establishment of the National Organization for Women (NOW).

The American Indian Movement (AIM) worked to improve conditions on reservations, protect land rights, and improve opportunities in education and Employment.

The Gay Liberation Movement began with the Stonewall Riots, which led to an organized effort for full inclusion in public life and institutions.

**Instructional Strategies**

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.

Create a graphic organizer of movements for racial and gender equality and the extension of civil rights. The organizer can show organizations, goals, strategies, and events.

Analyze a series of photographs showing goals and methods of movements for racial and gender equality.

Assume the role of a leader in one of the following movements/organizations: NAACP, SCLC, SNCC, UFW, NOW, AIM, Gay Liberation Movement. Write a speech, public service announcement, or campaign literature to outline the goals of the organization and persuade others to support the efforts of your organization.

Research one of the following historical events: the Montgomery Bus Boycott, the March on Washington, the Freedom Rides. Create a multimedia museum exhibit to show the impact of the event. Use video, audio, photographs, and other primary sources in the exhibit.

**Sample Assessments and Performance Tasks**

Which groups below impacted the expansion of civil rights in the United States during the 1950s and 1960s. Select all the correct answers.

What steps were taken by marginalized groups to address discrimination in the 1950s and 1960s?

What perspective held by Hispanic-American agricultural workers led to the creation of the United Farm Workers?

Which strategy below was used by the NAAP to challenge long-standing policies and discriminatory laws?

In the chart below, match the organization with the correct goals. Move the boxes to the correct spaces.

**Instructional Resources**

*Mini-Qs in American History*, Volume 2. (DBQ Project) - The unit “What Made Cesar Chavez an Effective Leader?” includes primary and secondary sources with scaffolding questions and evidence-based writing tools.

[The Civil Rights Movement Text Set](#) (CommonLit) - This site includes 35 articles and primary sources on civil rights with guiding and assessment questions.

[Montgomery Bus Boycott](#) (Reading Like a Historian) - In this lesson, students build a more complex understanding of the causes and context of the boycott as they analyze four historical documents.

[Little Rock Nine](#) (Reading Like a Historian) - In this lesson, students examine five documents to learn about the experiences of one student, Minnijean Brown, in desegregating Central High School.

[Civil Rights Act of 1964](#) (Reading Like a Historian) - In this lesson, students consider the depth of Kennedy’s commitment by examining multiple sources, including speeches from Kennedy and SNCC leader John Lewis, a video clip from a documentary film, and newspaper articles from the era.

[Civil Rights Movement Photos](#) (Reading Like a Historian) - This lesson asks students to engage in chronological reasoning about the development of the Civil Rights Movement in the 20th century using three photographs

[NAACP Letters](#) (Reading Like a Historian) - This lesson asks students to engage in chronological reasoning about the development of the Civil Rights Movement in the 20th century using three letters from the “NAACP: A Century in the Fight for Freedom” exhibition.

[Civil Rights Movement in Context](#) (HATs) - This assessment measures students’ ability to contextualize two historical documents and place them in the correct chronological order.

[Women's Rights](#) (HATs) - This assessment gauges students’ ability to contextualize two historical documents and place them in the correct chronological order.

[Overcome?](#) (National Humanities Center) - The site includes a collection of primary sources on civil rights organized around framing questions.

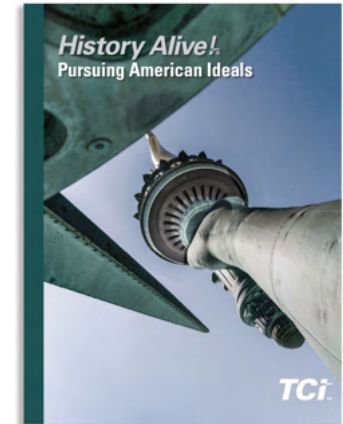
[Competing Voices of the Civil Rights Movement](#) (EDSITEment) - This unit presents the views African-American leaders who shaped the debate over how to achieve freedom and equality in the U.S.

[Stonewall Riots](#) (Reading Like a Historian) - In this lesson, students analyze four documents to answer the question: What caused the Stonewall Riots?

## Adopted Textbook Resources

### *History Alive! Pursuing American Ideals (TCI)*

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
  - Student Textbook: Lesson 43, Segregation in the Post-World War II Period; Lesson 44, The Civil Rights Revolution; Lesson 45, Redefining Equality; Lesson 46, The Widening Struggle
- Digital Teacher Resources (access through [CCS Clever](#))
  - Lesson Guide: Lessons 43, 44, 45, 46
  - Interactive Notebook: Lessons 43, 44, 45, 46
  - Visual Discovery: Lesson 44, Civil Rights Movement
  - Processing: Lesson 43, A Black Student's Experience of the Brown Ruling
  - Social Studies Skill Builder: Lesson 44, Civil Rights Primary Source Evidence
  - Processing: Lesson 46, Timeline of Civil Rights Events and Plan of Action for Today
  - Response Group: Lesson 45, Statistical Data on Racial Equality
  - Assessments: Lessons 43, 44, 45, 46
- Digital TCI Program Support (access through [CCS Clever](#))
  - ELA/ELD Connections: Reading Skills
  - ELA/ELD Connections: Writing Skills
  - History and Social Science Skills Toolkit
  - Doing Democracy Toolkit



## Unpacked Standards / Clear Learning Targets

**Learning Target 28. Describe how American life in the postwar period was impacted by the postwar economic boom and by advances in science.**

*Content Statement 28. Describe how American life in the postwar period was impacted by the post-World War II economic boom and by advances in science and technology.*

**Essential Understanding**

- Social and economic changes in postwar United States

**Extended Understanding**

- Analyzing positive and negative effects of postwar changes

**Academic Vocabulary**

**Tier 3**

- postwar prosperity

**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

In the decades following World War II, the United States experienced an era of unprecedented prosperity and economic growth. Several factors that contributed to this prosperity and economic growth included:

- increased demand for goods and services;
- growth of suburbs; and
- the Baby Boom.

Advances in science and technology following the war also impacted American life in several ways including:

- medicine (e.g., polio vaccine, birth control pill);
- nuclear power plants;
- transportation (e.g., passenger jet plane, automobiles); and
- television.

### Instructional Strategies

Create an advertisement (print or video) that markets a new product of the 1950s. The ad should note the benefits and impact of this new product or development. Conduct a gallery walk and complete a graphic organizer to describe the impact of various products.

Write an evidence-based essay on the impact of advances in technology and science in the postwar period.

### Sample Assessments 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.

**Instructional Resources**

[Building Suburbia: Highways and Housing in Postwar America](#) - This lesson highlights the changing relationship between the city center and the suburb in the postwar decades, especially in the 1950s.

[The Baby Boom](#) (Khan Academy) - This article summarizes the Baby Boom of the postwar era.

[How did Postwar Prosperity Change American Society?](#) (DocsTeach) - In this activity, students examine a photograph of postwar suburbanization.

[Suburbanization](#) (TeachingColumbus) - This site includes video segments from WOSU's Columbus Neighborhoods documentaries.

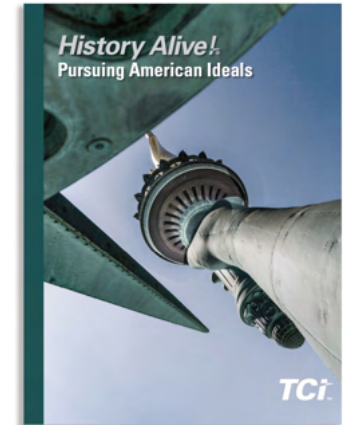
[Levittown](#) (Digital History) - This article discusses the creation of Levittown and the origins of postwar suburbanization.

[Post-War Suburbanization: Homogenization](#) (UMBC Center for History Education) - In this lesson, students will critically evaluate primary and secondary sources of the period, in order to discern the causes for suburban development after the Second World War.

## Adopted Textbook Resources

### *History Alive! Pursuing American Ideals (TCI)*

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
  - Student Textbook: Lesson 41, Peace Prosperity, and Progress
- Digital Teacher Resources (access through [CCS Clever](#))
  - Lesson Guide: Lesson 41, Peace Prosperity, and Progress
  - Interactive Notebook: Lesson 41, Peace Prosperity, and Progress
  - Preview: Lesson 41, Making Inferences from Collage of Photographs
  - Experiential Exercise: Lesson 41, 1950s Suburban Block Party
  - Processing: Lesson 41, Why are the 1950s Remembered as an Age of Affluence?
  - Assessments: Lesson 41
- Digital TCI Program Support (access through [CCS Clever](#))
  - ELA/ELD Connections: Reading Skills
  - ELA/ELD Connections: Writing Skills
  - History and Social Science Skills Toolkit
  - Doing Democracy Toolkit



## Unpacked Standards / Clear Learning Targets

**Learning Target 29. 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.**

*Content Statement 29. 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 have had social and political effects.*

**Essential Understanding**

- Effects of internal migration and immigration

**Extended Understanding**

- Long-term impact of population changes in the United States

**Academic Vocabulary**

**Tier 3**

- suburb
- internal migration
- Rust Belt
- Sun Belt
- 1965 Immigration Act

**Ultimate Learning Target Type: Reasoning**

**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**

The postwar movement from cities to suburbs had social and political effects that included:

- white flight and discriminatory loan practices towards minorities (i.e., redlining);
- polarization of urban and rural voters; and
- urban riots throughout the 1960s.

Residents of the Rust Belt region of the country were being drawn by the employment opportunities offered by defense plants and high-tech industries located in the South and California. This migration led to the growth of the Sun belt. This development contributed to a political power shift in the country 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 immigration that followed impacted the country's demographic makeup. For example, 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.

These demographic changes impacted voting practices and the balance of power between the major political parties.

**Instructional Strategies**

Analyze data sets (tables, graphs, charts) that show changing demographics in the United States.

Map demographic changes involved with the growth of the Sun belt.

Create a photo essay or video showing evidence of immigration patterns in Columbus--ethnic groceries, restaurants, worship centers, etc.

**Sample Assessments 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?

**Instructional Resources**

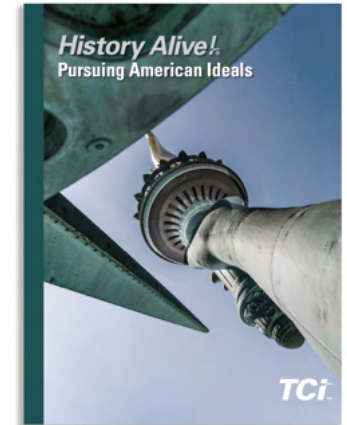
[The Growth of the Suburbs – and the Racial Wealth Gap](#) - This part of the PBS series *Race: The Power of an Illusion* examines the post-war growth of suburbs and the impact the practice of redlining mortgage applications had on segregation of American society and creating a racial wealth gap.

[Is Anything New about Today's Immigration Policy Debate?](#) (C3 Teachers) - The goal of this inquiry is to help students develop their thinking in terms of continuity and change through learning about US immigration policy actions and their effects over time.

## Adopted Textbook Resources

### *History Alive! Pursuing American Ideals (TCI)*

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
  - Student Textbook: Lesson 41, Peace, Prosperity, and Progress; Lesson 42, Two Americas
- Digital Teacher Resources (access through [CCS Clever](#))
  - Lesson Guide: Lessons 41, 42
  - Interactive Notebook: Lessons 41, 42
  - Preview: Lesson 41, Photographs of Poverty and Affluence in America
  - Social Studies Skill Builder: Lesson 42, Choropleth Maps of Regions in 1960
  - Assessments: Lessons 41, 42
- Digital TCI Program Support (access through [CCS Clever](#))
  - ELA/ELD Connections: Reading Skills
  - ELA/ELD Connections: Writing Skills
  - History and Social Science Skills Toolkit
  - Doing Democracy Toolkit



## Unpacked Standards / Clear Learning Targets

**Learning Target 30. 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.**

*Content Statement 30. 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.*

**Essential Understanding**

- Why the increased role of the federal government became the topic of political debates.

**Extended Understanding**

- Long-term impact and ongoing debates over the power of the federal government

**Academic Vocabulary**

**Tier 3**

- environmental protection
- social welfare
- national security

**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.20 (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

In the post-World War II period, the role of the government in influencing the economy continued to be a source of partisan debate. Public opinion on the issue was often influenced by the state of the economy (e.g., poverty, and unemployment). Examples of major economic policies influenced by shifts in public opinion included:

- the Great Society (Medicare and Medicaid); and
- Reaganomics (Supply-Side Economics and Deregulation).

The debate on the government's role in protecting the environment also increased due to research on the effects of pesticides, pollution, waste disposal, and the extent of climate change. Demands from environmentalists led to the establishment of the Environmental Protection Agency (EPA).

The controversies surrounding the federal government's role in protecting the country from communist infiltration and subversion continued during the Vietnam War Era. Domestic issues that led to debates over national security included:

- anti-war protests;
- Civil Rights Movement; and
- balance between individual rights and national security.

### Instructional Strategies

Create a t-chart comparing liberal and conservative views on the role of government. Locate news articles, op-eds, blog posts, etc. that show liberal and conservative perspectives on the role of government on specific issues related to the economy, environment, social welfare and national security.

Create original political speeches on the role of government in one aspect of American society: economy, environment, social welfare, or national security.

Read, listen to, or view President Lyndon Johnson's "[Great Society Speech](#)" from May 22, 1964. Discuss Johnson's view of the role of government. What policies were enacted during his administration to support his view of the government's role?

Compare President Ronald Reagan's [First Inaugural Address](#) to President Johnson's ideas about the role of government.

**Sample Assessments 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 the 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.

**Instructional Resources**

[How did the New Frontier and Great Society Expand the Role of the Federal Government?](#) (DocsTeach) - In this activity, students examine primary sources related to the New Frontier and Great Society programs.

[What are the Economic Functions of Government?](#) (Council for Economic Education) - In this lesson, students categorize a series of newspaper headlines as examples of each of the six economic functions of government and locate additional examples in current news sources.

[Lyndon Baines Johnson and the Great Society](#) (CommonLit) - This article discusses Johnson's Great Society and the effects of his programs.

[Great Society](#) (Reading Like a Historian) - In this lesson, students consider the impact of Great Society programs by comparing a speech delivered by Johnson in 1964 with two recent commentaries.

[The Conservation Movement](#) (HATs) - This assessment gauges students' ability to contextualize two historical documents and place them in the correct chronological order.

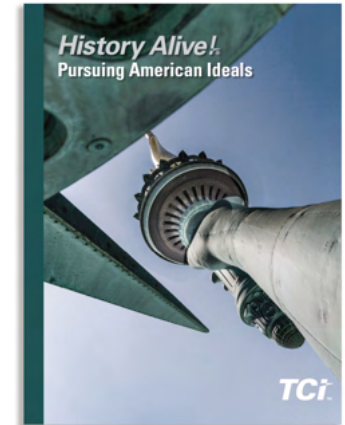
[Birth of the Environmental Protection Agency](#) (DocsTeach) - In this activity, students examine photographs showing the state of the environment and identify the environmental issues depicted in each image.

[The Origins of the EPA](#) (Environmental Protection Agency) - This site summarizes the origins of the EPA and includes links to additional sources.

[Reaganomics Structured Academic Controversy](#) (Reading Like a Historian) - In this lesson, students read five documents to answer the question: Were Reaganomics good for the United States?

**Adopted Textbook Resources*****History Alive! Pursuing American Ideals (TCI)***

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
  - Student Textbook: Lesson 42, Two Americas; Lesson 48, The Great Society; Lesson 52, Getting out of Vietnam; Lesson 55, A Shift to the Right Under Reagan
  
- Digital Teacher Resources (access through [CCS Clever](#))
  - Lesson Guide: Lessons 42, 48, 52, 55
  - Interactive Notebook: Lessons 42, 48, 52, 55
  - Response Group: Lesson 48, Evaluate the Proper Role of Government
  - Processing: Lesson 48, Political Cartoon on the Role of Government in the 1960s
  - Preview: Lesson 52, Oral History of Person Affected by the Vietnam War
  - Processing Lesson 52, Writing about the Oral History Interview of the Vietnam War
  - Preview: Lesson 55, Characteristics of a Liberal and a Conservative
  - Assessments: Lessons 42, 48, 52, 55
  
- Digital TCI Program Support (access through [CCS Clever](#))
  - ELA/ELD Connections: Reading Skills
  - ELA/ELD Connections: Writing Skills
  - History and Social Science Skills Toolkit
  - Doing Democracy Toolkit



## Unit 8. U.S. and the Post-Cold War World (1991-Present)

### Unpacked Standards / Clear Learning Targets

**Learning Target 31. 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.**

*Content Statement 31. Improved global communications, international trade, transnational business organizations, overseas competition, and the shift from manufacturing to service industries have impacted the American economy.*

**Essential Understanding**

- Economic impact of global communications, international trade, transnational businesses, overseas competition and shift to service industries

**Academic Vocabulary**

**Tier 3**

- global communications
- international trade
- transnational business organizations
- manufacturing
- service industries

**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.25 (Prior Grade Standard)**

Emerging economic powers and improvements in technology have created a more interdependent global economy.

**(Future Grade Standard)**

N/A

**Content Elaborations**

The American economy has been impacted by many influences since the early 1990s. Global technology has increased communication through the use of the:

- personal computer;
- Internet and social media; and
- mobile phone.

International trade, transnational business organizations, and overseas competition have challenged American producers and local communities, the effects of which have led to:

- a decrease in manufacturing jobs and closing of plants;
- a shift from a manufacturing industry toward a service industry;
- growth in lower-paying jobs;
- growth of information technology jobs; and
- an increase in the U.S. trade deficit.

**Instructional Strategies**

Look around the school and identify the country where items were made. Discuss how overseas competition and the shift from manufacturing to service industries have impacted the American economy.

Conduct a class debate on whether American companies should increase the amount of manufacturing done in the United States and decrease outsourcing.

Create a multimedia presentation showing the impact of global technology communication since the 1990s.

**Sample Assessments 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?

Explain four effects of international trade, transnational business organizations, and overseas competition on American producers and local communities.

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.

**Instructional Resources**

[NAFTA](#) (Reading Like a Historian) - In this lesson, students read different perspectives on free trade and globalization to answer the question: What were arguments in the U.S. against ratifying NAFTA?

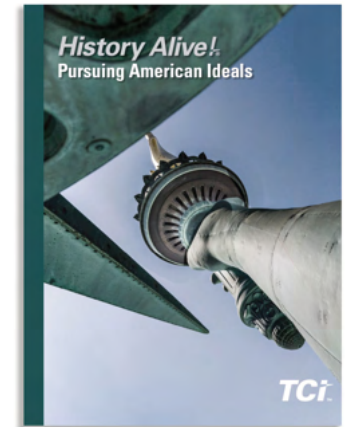
[Building a Borderless World](#) (CommonLit) - This article discusses the growing trend of globalization and the positive and negative effects of globalization.

[Globalization](#) (Khan Academy) - The article summarizes the impact of globalization and the debate about its advantages and disadvantages.

[Two Hundred Years of Global Communications](#) (World 101) - This site provides a timeline of technological advances in communications from 1814-Present.

**Adopted Textbook Resources*****History Alive! Pursuing American Ideals (TCI)***

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
  - Student Textbook: Lesson 58, U.S. Foreign Policy in a Global Age
  
- Digital Teacher Resources (access through [CCS Clever](#))
  - Lesson Guide: Lesson 58
  - Interactive Notebook: Lesson 58
  - Assessments: Lesson 58
  
- Digital TCI Program Support (access through [CCS Clever](#))
  - ELA/ELD Connections: Reading Skills
  - ELA/ELD Connections: Writing Skills
  - History and Social Science Skills Toolkit
  - Doing Democracy Toolkit



## Unpacked Standards / Clear Learning Targets

**Learning Target 32. Explain the social, political, economic, and national security challenges the United States’ domestic policy faced in the post-Cold War period and following the attacks on Sept. 11, 2001.**

*Content Statement 32. Focusing on domestic policy, the United States faces ongoing social, political, national security, and economic challenges in the post-Cold War era and following the attacks on September 11, 2001.*

**Essential Understanding**

- Challenges faced by the United States in post-Cold War and post-September 11 periods

**Academic Vocabulary**

**Tier 3**

- national security
- balance-of-power politics
- terrorism
- civil liberties

**Ultimate Learning Target  
Type: Knowledge**

**Broad Learning Target:**

- The student can explain the social, political, economic, and national security challenges the United States’ domestic policy faced in the post-Cold War period and following the attacks on Sept. 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.23 (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

The post-Cold War period and the attacks on Sept. 11, 2001, presented new domestic challenges for the United States. Issues impacting national security include:

- the dynamic of balancing national security with civil liberties (USA PATRIOT Act);
- the creation of the Transportation Security Administration;
- an increase in Islamophobia and xenophobia; and
- increasing fears of domestic terrorism.

The continuing debate between the role of the state and federal government in political and social issues includes disagreements over:

- LGBTQ+ rights;
- legalization of marijuana for medical conditions;
- gun rights and gun control;
- racial and gender equality; and
- health care.

Issues impacting the American economy include:

- operating within a globalized economy;
- a post-Cold War decrease in defense spending;
- the mortgage crisis; and
- government bailouts.

### Instructional Strategies

Create a chart to summarize domestic policy challenges. Columns should include: national security challenges, political/social issue debates, and economic issues.

Use news articles to identify national security measures that are in place today. Compare current security measures to those in place pre- 9/11.

Write an editorial on national security policy and whether the U.S. has maintained an appropriate balance of power between national security and civil liberties.

Use the [Points of View Reference Center](#) to read and discuss different perspectives on current issues such as LGBTQ+ rights, legalization of marijuana, gun control, racial and gender equity, and health care.

**Sample Assessments 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.

Describe four major issues currently impacting the American economy.

The continuing debate between the role of the state and federal government in political and social issues includes disagreements over many issues, including: LGBTQ+ rights, legalization of marijuana for medical conditions, gun rights and gun control, racial and gender equality, health care. Choose one of these issues, and summarize different positions on public policy questions related to this issue.

**Instructional Resources**

[Points of View Reference Center](#) (INFOhio) - This site provides multiple perspectives on current issues presented in overview essays and journal articles.

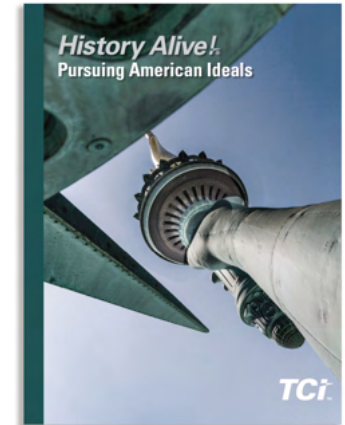
[Security, Liberty, and the USA PATRIOT Act](#) (Bill of Rights Institute) - In this lesson, students will evaluate contradictory viewpoints concerning liberty and security, and evaluate the constitutionality of the PATRIOT Act.

[Teaching with the News](#) (Choices) - This website from the Choices Program at Brown University provides lessons related to current events.

## Adopted Textbook Resources

### *History Alive! Pursuing American Ideals (TCI)*

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
  - Student Textbook: Lesson 57, U.S. Domestic Politics at the Turn of the 21st Century; Lesson 59, Moving Forward: Debating America's Founding Ideals
- Digital Teacher Resources (access through [CCS Clever](#))
  - Lesson Guide: Lessons 57, 59
  - Interactive Notebook: Lessons 57, 59
  - Preview: Lesson 57, Domestic Policy Goals of Presidents
  - Problem Solving Groupwork: Lesson 57, Janus Figure on Presidential Domestic Policy Goals
  - Processing: Lesson 57, Response on Economy and Social Concerns of Presidential Administrations
  - Assessments: Lessons 57, 59
- Digital TCI Program Support (access through [CCS Clever](#))
  - ELA/ELD Connections: Reading Skills
  - ELA/ELD Connections: Writing Skills
  - History and Social Science Skills Toolkit
  - Doing Democracy Toolkit



## Unpacked Standards / Clear Learning Targets

**Learning Target 33. Explain the social, political, economic, and national security challenges the United States' foreign policy faced in the post-Cold War period and following the attacks on Sept. 11, 2001.**

*Content Statement 33. Focusing on foreign policy, the United States faces ongoing economic, political, military, and social challenges in the post-Cold War era and following the attacks of September 11, 2001*

**Essential Understanding**

- Foreign policy challenges faced by the United States in post-Cold War and post-September 11 periods

**Academic Vocabulary**

- Tier 3**
- Foreign policy
  - globalized

**Ultimate Learning Target  
Type: Knowledge**

**Broad Learning Target:**

- The student can explain the social, political, economic, and national security challenges the United States' foreign policy faced in the post-Cold War period and following the attacks on Sept. 11, 2001.

**Underpinning Knowledge Learning Targets:**

- The student can explain the effects of economic challenges of a globalized world.
- The student can explain the effects of social and political challenges of a globalized world.
- The student can explain how the post-Cold War period and the attacks on September 11, 2001 impacted the military.

**9.HI.23 (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**

The post-Cold War period and the attacks on Sept. 11, 2001, presented new foreign policy challenges for the United States.

Economic challenges of a globalized world have led to the following:

- international demand for the U.S. dollar;
- balance of trade;
- international economic partnerships (World Economic Forum and World Trade Organization); and
- outsourcing of U.S. jobs.

Social and political challenges of a globalized world include:

- pandemic diseases;
- an increase in the immigration of refugees from war-torn regions of the world;
- international humanitarian aid; and
- the debate over the treatment of enemy combatants.

The post-Cold War period and the attacks on September 11, 2001 impacted the military in the following ways:

- increased defense spending as a result of the war on terrorism;
- role of the United States and United Nations in addressing political and social unrest in the Middle East; and
- the control of weapons of mass destruction in areas of the world perceived as a threat to world stability.

**Instructional Strategies**

Create a three-column chart showing the effects of a globalized world. Columns should include: economic challenges, social/political challenges, and military challenges.

Have students interview adults about the terrorist attacks of September 11, 2001, and how those events presented new political, foreign policy 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 Assessments and Performance Tasks**

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

Which changes below have resulted from economic challenges of a globalized world in the 21st century? Select all the correct answers?

Explain four social and political changes of a globalized world today.

How did the attacks on September 11, 2001 impact U.S. foreign policy?

**Instructional Resources**

[Iraq Resolution](#) (Reading Like a Historian) - In this lesson, students explore the Congressional Record from October 10, 2002 to locate and read three senators' speeches in order to answer the historical question: What did U.S. senators disagree about when debating the Iraq Resolution?

[How Should We Talk with North Korea?](#) (C3 Teachers) - In this lesson, students will learn how we have talked—and are talking—with North Korea, weighing the benefits and drawbacks of each approach.

[World Economic Forum](#) - This is the website of the World Economic Forum. It includes platforms and reports on global economics, environment, energy, healthcare and media.

[Refugees](#) (United Nations) - This site presents a summary and data on the current global refugee issue.

[Points of View Reference Center](#) (INFOhio) - This site provides multiple perspectives on current issues presented in overview essays and journal articles.

**Adopted Textbook Resources*****History Alive! Pursuing American Ideals (TCI)***

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
  - Student Textbook: Lesson 58, U.S. Foreign Policy in a Global Age
  
- Digital Teacher Resources (access through [CCS Clever](#))
  - Lesson Guide: Lesson 58
  - Interactive Notebook: Lesson 58
  - Preview, Lesson 58, Debate Four Potential Directions for U.S. Foreign Policy
  - Response Group: Lesson 58, Assess and Debate U.S. Foreign Policy Choices
  - Processing: Lesson 58
  - Assessments: Lesson 58
  
- Digital TCI Program Support (access through [CCS Clever](#))
  - ELA/ELD Connections: Reading Skills
  - ELA/ELD Connections: Writing Skills
  - History and Social Science Skills Toolkit
  - Doing Democracy Toolkit

