

## **NORTH CAROLINA UNPACKING DOCUMENT FOR AMERICAN HISTORY**

The Unpacking Documents for North Carolina K-12 Social Studies Standards were created in collaboration with teachers, NCDPI leadership, and members of the NCDPI Social Studies team. These documents are intended to supplement the standard course of study and provide a comprehensive understanding for the teaching of the standards and objectives. The explanations and examples in this document are intended to be helpful in the planning of local curriculum and classroom instruction.

### **This document will provide:**

- **Inquiry Strand:** the State Board of Education approved indicators for inquiry
- **Standard:** the State Board of Education approved standard(s) for a strand
- **Objective:** the State Board of Education approved objectives for teaching and learning
- **Mastery of the Objective:** a description of how the student should be able to demonstrate mastery of the objective
- **Students Will Understand:** understandings that students should be able to arrive at as a result of the instruction
- **Students Will Know:** information the student should know
- **Example Topics:** possible content and/or topic ideas that can be used to teach the objective
- **Example Formative Assessments:** possible tasks that can be used to gauge student understanding of the objective

### **The example topics and example formative assessments provided with each objective are:**

- Content examples for instruction that help to build student knowledge and understanding of the objective
- Sample assessment activities to gauge learning that may be used to determine whether students are meeting the learning objective
- Examples to enhance the student's ability to make connections across other disciplines and in the real world
- Recommendations, with the understanding that PSUs retain local control to determine curriculum

### **The example topics and example formative assessments provided with each objective are:**

- Not meant to be an exhaustive list
- Not meant to be content that must be taught all at once
- Not a checklist for basic recall or memorization
- Not a checklist for assessment for each objective
- Not intended to reflect summative assessment items

**The Social Studies Glossary of Instructional Terms has been designed to be a tool to provide educators with words and phrases that represent the big, overarching concepts, and ideas that teachers need to know and understand in order to effectively teach the revised Social Studies**

**Standards: [View the Glossary of Instructional Terms](#)**

## Inquiry Strand

The inquiry process for each grade and course within the North Carolina Social Studies Standard Course of Study asks students to inquire, think critically, evaluate sources, use evidence, communicate, and solve problems. Students are asked to practice the skills embedded in the inquiry process on a regular basis throughout instruction; these skills should also be combined into an inquiry project at least once during the year or semester.

### Inquiry 9-12

The Inquiry Indicators are meant to be used in concert with the content standards in any strand for each grade in the 9-12 grade band. Teachers should be encouraged to use these indicators in every grade level.

Because there is no set number of indicators that should be used in any grade level, the intent is that by the end of all high school courses students will have been exposed to the skills essential to developing critical thinking in social studies. For this to occur, students must be exposed to inquiry indicators in each grade.

Standard	Indicator
<p><b>Apply the inquiry models to analyze and evaluate social studies topics and issues in order to communicate conclusions and take informed actions</b></p>	<p><b>I.1.1 Compelling Questions</b></p> <ul style="list-style-type: none"> <li>Identify issues and problems in social studies</li> <li>Formulate questions based upon disciplinary concepts</li> </ul>
	<p><b>I.1.2 Supporting Questions</b></p> <ul style="list-style-type: none"> <li>Identify related issues and problems related to the compelling question</li> <li>Formulate supporting questions</li> </ul>
	<p><b>I.1.3 Gathering and Evaluating Sources</b></p> <ul style="list-style-type: none"> <li>Locate credible primary and secondary sources</li> <li>Identify a variety of primary and secondary sources in support of compelling and supporting questions</li> <li>Summarize the central ideas and meaning of primary and secondary sources through the use of literacy strategies</li> <li>Determine the origin, context, and bias of primary and secondary sources</li> <li>Differentiate between facts and interpretation of sources</li> <li>Evaluate competing historical narratives and debates among historians</li> </ul>
	<p><b>I.1.4 Developing Claims and Using Evidence</b></p> <ul style="list-style-type: none"> <li>Analyze data from charts, graphs, timelines, and maps</li> <li>Analyze visual, literary, and musical sources</li> <li>Examine change and continuity over time</li> <li>Analyze causes, effects, and correlations</li> <li>Determine the relevance of a source in relation to the compelling and supporting questions</li> </ul>
	<p><b>I.1.5 Communicating Ideas</b></p> <ul style="list-style-type: none"> <li>Construct written, oral, and multimedia arguments</li> </ul>

	<ul style="list-style-type: none"> <li>● Support arguments with evidence and reasoning while considering counterclaims</li> <li>● Use proper formatting in citing sources for arguments</li> <li>● Develop new understandings of complex historical and current issues through rigorous academic discussions</li> <li>● Participate in rigorous academic discussions emphasizing multiple viewpoints in which claims and evidence are acknowledged, critiqued, and built upon in order to create new understandings of complex historical or current issues</li> </ul>
	<p><b>I.1.6 Taking Informed Action</b></p> <ul style="list-style-type: none"> <li>● Generate ideas through which the inquiry facilitates change</li> <li>● Devise a plan to enact change based on the results of the inquiry</li> <li>● Organize and take individual or collaborative action in order to affect change and inform others</li> </ul>

The time period and focus for this course is from 1763 through the year of the latest presidential election.

Unpacking the Behavioral Science Objectives					
Standard AH.H.B.1 Evaluate American identity in terms of perspective, change, and continuity					
Overarching Concepts: Identity, Perspective, Change, Continuity					
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p><b>AH.B.1.1</b> Critique multiple perspectives of American identity in terms of American exceptionalism</p>	<p>Students must be able to demonstrate the ability to evaluate the extent to which American exceptionalism influenced American identity of various groups.</p> <p>Students must be able to make these evaluations by using material that expresses views from multiple perspectives.</p>	<p>A nation's ideals and value system can influence how people view themselves and that nation over time</p> <p>The idea of a nation being exceptional can influence its relationship with other people and nations over time</p> <p>Different groups within a nation may view the idea of the exceptionalism of that nation from different perspectives depending on how they have been treated within that society</p>	<p>Examples of the belief of American Exceptionalism in policy</p> <p>Multiple perspectives of American identity</p>	<p>Salutary neglect</p> <p>Founding/revolution</p> <p>Manifest destiny</p> <p>Monroe Doctrine</p> <p>Imperialism</p> <p>“City on a Hill”</p> <p>First and Second Great Awakenings</p> <p>Turner’s Frontier Thesis</p> <p>American Indians</p> <p>Immigration</p>	<p>Monroe Doctrine &amp; the American Identity Activity, <i>National Endowment for the Humanities, Edsitement Project</i>: Students analyze the Monroe Doctrine and Latin American perspectives on the doctrine in a series of close reading activities. Students then critique American identity through this foreign policy directive: <i>To what extent did the idea of American exceptionalism influence the creation and implementation of</i></p>

				<p>Horatio Alger</p> <p>Rugged individualism</p> <p>Transcendentalism</p> <p>Homesteaders</p> <p>Sooners</p> <p>Separation of church and state</p> <p>Fourteen Points</p> <p>Cold War</p> <p>Space Race</p>	<p><i>the Monroe Doctrine?</i></p> <p><i>To what extent, in turn, did changes in American foreign policy derive from the Monroe Doctrine influence American identity over time?</i></p> <p>Using a Say-Mean-Matter protocol, students critique how American exceptionalism during manifest destiny impacted America's identity. Students use the protocol to examine a primary source either individually or in groups assigned by the teacher. Each individual or group then shares their thoughts to facilitate a classroom discussion of American identity and American exceptionalism.</p>
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p><b>AH.B.1.2</b></p> <p>Critique multiple perspectives of American identity in terms of opportunity,</p>	<p>Students must be able to demonstrate the ability to evaluate the extent to which opportunity, prosperity, and crisis</p>	<p>Different groups may view a nation's identity from different perspectives depending on how they have been treated within that</p>	<p>Historical eras of opportunity in United States' history</p> <p>Historical eras of crisis in United States' history</p>	<p>American Revolution</p> <p>Great Depression</p> <p>Roaring 20's</p>	<p>The teacher poses the central question: <i>To what extent did the Civil War challenge and/or reinforce the American identity?</i> Students work</p>

<p>prosperity, and crisis</p>	<p>have influenced American identity of various groups.</p> <p>Students must be able to make these evaluations by using material that expresses views from multiple perspectives.</p>	<p>nation</p> <p>Moments of opportunity, prosperity, and crisis will influence how individuals and groups view themselves and their nation over time</p>	<p>Historical eras of prosperity in United States' history</p> <p>Multiple perspectives of American identity</p>	<p>Oregon Trail</p> <p>Immigration</p> <p>Refugees</p> <p>Gilded Age</p> <p>Natural disasters</p> <p>Civil War</p> <p>Reconstruction</p> <p>World War II</p> <p>GI Bill</p> <p>Industrialization</p> <p>Urbanization</p> <p>Suburbanization</p> <p>McCarthyism</p> <p>Civil Rights Movements</p> <p>Cold War Crisis</p> <p>Internet</p> <p>9/11</p>	<p>in groups to create a poster on an assigned primary source using different colors: 1) Blue- identify &amp; define unfamiliar words/terms; 2) Red- statements/ positions that challenge the American identity; 3) Green- statements/ positions that reinforce the American identity; 4) Orange- connections to other texts, to key events from the unit of study, or to our society today; 5) Purple- a key phrase/passage.</p> <p>After each group shares their poster, students write a 1-2 paragraph response to the central question.</p> <p>Students select or are given a presidential term that took place during a time of prosperity, opportunity, or crisis. Students describe American identity based on two perspectives. The students assess the presidency based on those two perspectives.</p>
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Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p><b>AH.B.1.3</b> Critique multiple perspectives of American identity in terms of oppression, stereotypes, diversity, inclusion, and exclusion</p>	<p>Students must be able to demonstrate the ability to evaluate the extent to which oppression, stereotypes, diversity, inclusion, and exclusion have influenced American identity of various groups.</p> <p>Students must be able to make these evaluations by using material that expresses views from multiple perspectives.</p>	<p>Inclusive and exclusive experiences can have a direct impact on how individuals and groups view themselves and their nation over time</p> <p>Minority groups within a nation may be subject to oppression, marginalization, and exclusion by majority groups</p> <p>Groups within a nation may be subject to exclusion based on political, social, religious or economic factors</p> <p>Groups within a nation may be subject to inclusion based on political, social, religious or economic factors</p> <p>Cultural stereotypes reflect a diverse nation's struggles with inclusion</p>	<p>Examples of groups that have been excluded from the definition of American identity</p> <p>Examples of groups that have been included in the definition of American identity</p> <p>Multiple perspectives of American identity</p>	<p>Enslaved people</p> <p>American Indians</p> <p>Catholics</p> <p>Nativism</p> <p>Immigration</p> <p>Mormons</p> <p>Suffrage Movement</p> <p>Civil Rights Movements</p> <p>Segregation</p> <p>Sundown towns</p> <p>Hyphenated Americans</p> <p>White Anglo-Saxon Protestants</p> <p>Internment camps</p> <p>Military participation</p> <p>Labor Movement</p> <p>Eugenics Movement</p> <p>Americans with Disabilities Act</p>	<p>By the early 1900s, belief in a separate sphere for men and women which relegated women to the “cult of domesticity” was being questioned. Students examine two documents on the identity of early 20th century American women and then use the documents as well as their knowledge of the time period to answer the following essential question: <i>To what extent were American women included in American society in the early 20th century?</i></p> <p>Students read two perspectives on the passage of the Americans with Disabilities Act and critique the perspectives in terms of the extent to which the concept of inclusion aligns with America's identity.</p>

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p><b>AH.B.1.4</b> Critique multiple perspectives of American identity in terms of individualism and conformity</p>	<p>Students must be able to demonstrate the ability to evaluate the extent to which individualism and conformity have influenced American identity of various groups.</p> <p>Students must be able to make these evaluations by using material that expresses views from multiple perspectives.</p>	<p>Groups within a nation may conform, work towards change and reform, or flee to avoid persecution</p> <p>A nation's identity may be expressed through acts of conformity or individual independence and self-reliance</p> <p>Groups and individuals' idea of a nation's identity may be based on the extent to which they conform or stand out from cultural norms</p> <p>A nation's identity may be viewed through multiple perspectives by how the individuals within it express their individualism or conformity to the ideals and values it holds</p>	<p>How ideas of conformity influenced American identity</p> <p>How ideas of individualism influenced American identity</p> <p>Multiple perspectives of American identity</p>	<p>Yeoman farmer</p> <p>"Rugged Individualism"</p> <p>Cult of Domesticity</p> <p>Entrepreneurship</p> <p>Suburbia</p> <p>Transcendentalism</p> <p>Flappers</p> <p>Roaring 20's</p> <p>Hobo culture</p> <p>Utopian societies</p> <p>Harlem Renaissance</p> <p>Booker T. Washington vs. W.E.B. Du Bois</p> <p>Baby Boomers</p> <p>Development of free public education</p> <p>Beatniks</p> <p>Counterculture</p> <p>Anti-Vietnam protests</p>	<p>Students critique the perspectives of Booker T. Washington and W.E.B Du Bois in terms of how each of their views conformed or conflicted with America's identity.</p> <p>Students read lyrics and listen to several Civil Rights era and Vietnam War protest songs. With the understanding that protest is typically an example of non-conformity, students are asked to critique the lyrics in terms of conformity to the ideals of the American identity.</p>

				Women's Liberation Movement Civil Rights Movements Hippies Assimilation Acculturation Rock N' Roll culture Hip Hop culture	
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<b>AH.B.1.5</b> Explain how various immigrant experiences have influenced American identity	Students must be able to demonstrate how immigrant experiences have impacted American identity.	<p>Immigration to a new country in pursuit of a better life can lead to assimilation and the adoption of a new national identity</p> <p>A nation's identity may be changed by the influence of new cultural ideas that come with immigration</p>	<p>Different waves of immigration that impacted the United States</p> <p>Examples of immigrant experiences in different parts of the United States</p> <p>How and where various immigrants entered the United States</p>	<p>Assimilation</p> <p>Push/pull factors</p> <p>Ethnic Enclaves</p> <p>Old immigrants vs. new immigrants</p> <p>Cultural diffusion</p> <p>Waves of immigration</p> <p>Nativism</p> <p>Settlement houses</p> <p>Refugees</p>	<p>Students choose two immigrants from databases about Angel Island or Ellis Island. Students read about the immigrants' arrivals and later experiences they had as they lived in America. Students describe the impact of the experiences of those immigrants on America's identity.</p> <p>The teacher assigns students to one of four groups representing a specific immigrant group during one or</p>



				Hatian immigration Southeast Asian immigration Quotas Cuban immigration Mexican/Central American immigration American internment camps Angel/Ellis Island Political machines Salvation Army Sweatshops "Melting pot"	more time periods of history. Each group receives a packet of information with descriptions and information about an immigrant group. As a group, the students use chart paper to draw a graphic showing how the immigrant experiences of their group influenced American identity.
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<b>AH.B.1.6</b> Explain how the experiences and achievements of minorities and marginalized peoples have contributed to American identity over time in	Students must be able to demonstrate understanding of how the lived experiences and achievements of minorities and marginalized peoples influenced the development of	When groups of people are treated unfairly by the government of a nation, they may advocate for change against oppression and discrimination  A nation's identity may be influenced by	Examples of marginalized groups in United States' history  Examples of the struggles and challenges of minorities and marginalized groups for equality	Benjamin Banneker Abigail Adams Enslaved people Suffrage Movement Ellen Broidy	After reading primary sources concerning the Seneca Falls Convention, students write a paragraph explaining how the experiences of the women led to the Convention. Students also explain the

<p>terms of the struggle against bias, racism, oppression, and discrimination</p>	<p>American identity, paying specific attention to the influence of bias, racism, oppression, and discrimination.</p> <p>Students must be able to demonstrate an understanding of how minorities and marginalized groups have struggled for equality and how the gains made in that struggle have benefited all Americans.</p>	<p>marginalized groups and individuals who advocate against bias, racism, oppression, and discrimination</p> <p>Advocating against bias, racism, and discrimination often benefits the society</p> <p>The struggles of minorities and marginalized people may lead to movements that encourage an end to oppression and discrimination</p>	<p>Examples of contributions made by marginalized groups</p>	<p>Mark Allan Segal</p> <p>Equal Rights Amendment</p> <p>Civil Rights Movements</p> <p>Jim Crow/Segregation</p> <p>Mental Health Reform</p> <p>Abolitionism</p> <p>Joseph Smith</p> <p>Susan B. Anthony</p> <p>Sojourner Truth</p> <p>Elizabeth Cady Stanton</p> <p>Eleanor Roosevelt</p> <p>Greensboro Four</p> <p>Ella Baker</p> <p>Septima Clark</p> <p>Karen Korematsu</p> <p>Daisy Bates</p> <p>Fannie Lou Hamer</p> <p>A. Philip Randolph</p> <p>Cesear Chavez</p>	<p>Convention's impact on America's identity.</p> <p>Students create a three-slide presentation that portrays experiences of a minority group in the United States during a particular era of United States history. The presentation may include how the experiences of a minority group contributed to the struggle against racism, oppression, or discrimination. The presentation may also include contributions of the minority group that impacted the evolution of America's identity.</p>
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				<p>Dolores Huerta</p> <p>Allan P. Bakke</p> <p>Harvey Milk</p> <p>Harlem Renaissance</p> <p>Jazz</p> <p>Charles R. Drew</p> <p>American Indian Movement</p> <p>Internment of Japanese-Americans</p>	
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p><b>AH.B.1.7</b> Explain how slavery, xenophobia, disenfranchisement, and intolerance have affected individual and group perspectives of themselves as Americans</p>	<p>Students must be able to demonstrate an understanding of the effects of xenophobia, disenfranchisement, and intolerance on group identity throughout the history of the United States. The understanding should cover not only the groups suffering from these things, but also the effects on the</p>	<p>Groups excluded from political power in a nation often struggle to achieve equality</p> <p>Excluding certain groups from political power and participation in society can create tension between a nation's identity and its founding principles</p> <p>When a nation-- founded on the ideals of freedom and equality-- fails to observe and practice</p>	<p>Examples of intolerance</p> <p>Examples of xenophobia</p> <p>Examples of disenfranchisement</p>	<p>Grandfather clause</p> <p>Poll tax</p> <p>Literacy tests</p> <p>Nativism</p> <p>Black codes</p> <p>Extremist organizations</p> <p>Indian removal</p> <p>Labor Movement</p> <p>Marriage laws</p>	<p>Students listen to or read excerpts from the Slave Narrative Project from the Works Progress Administration (WPA). After reviewing two stories, students write a paragraph describing the effect that slavery had on the individual's view of themselves as Americans in both narratives.</p> <p>While studying social movements for equality</p>

	groups perpetuating these things.	those ideals, individuals and groups may find difficulty in identifying themselves and their roles in such a nation		Segregation Civil Rights Movements Social Darwinism Bellingham Riots 1907 Internment camps Religious intolerance Chinese Exclusion Act Voter suppression Gentlemen's Agreement 1907 Farm Workers Movement Tulsa Race Massacre Chinese Massacre of 1871 Immigration policies Discrimination against groups after 9/11	in the 1960s and 1970s, students participate in a Jigsaw activity to discuss how oppression impacted the sense of identity held by various groups (e.g., women, immigrants, Native Americans, African Americans, etc.). Students then write an "I Am" poem from the perspective of one of these groups/ individuals.
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**Standard AH.B.2** Analyze the relationship of tradition and progress in terms of scientific, technological, intellectual and cultural development

**Overarching Concepts:** Relationship, Tradition, Progress, Development

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<b>AH.B.2.1</b> Differentiate	Students must be able to determine	Scientific and technological	Examples of innovations that reinforced values and	Cotton gin	Given a list of primary sources describing

<p>among scientific and technological innovations in terms of how they have reinforced and redefined American values and beliefs</p>	<p>specific innovations that led to changes in American society.</p> <p>Students must be able to determine specific innovations that led to a fortifying of traditional beliefs and discouraged changes.</p>	<p>innovations may change the values of a society over time</p> <p>Changes in society caused by technological innovations can cause a shift in the values and beliefs of that society</p> <p>When innovation conflicts with values and beliefs, change may be discouraged</p>	<p>beliefs</p> <p>Examples of innovations that helped to redefine values and beliefs</p> <p>Examples of reactions by various groups or individuals to innovations</p>	<p>Factory towns</p> <p>Transcontinental railroad</p> <p>Urbanization</p> <p>Steam engine</p> <p>Bessemer process</p> <p>Mass production</p> <p>Assembly lines</p> <p>Interchangeable parts</p> <p>Telegraph</p> <p>Penny Press/Yellow Journalism</p> <p>Cinema</p> <p>Flight</p> <p>Atomic bomb</p> <p>Television</p> <p>Radio</p> <p>Space exploration</p> <p>Rock N' Roll</p> <p>PC/internet/social media</p> <p>Renewable energy</p>	<p>technological innovations in Mill Towns and their impact on women workers, students select two sources to read and analyze. Based on analysis of the documents, the students write a paragraph to express what they believe is the evidence that either reinforces or redefines beliefs about women's roles in 19th century America.</p> <p>Students are given a list of innovations/ inventions that occurred in American society since the advent of the internet. Students select the innovations/ inventions they perceive as having reinforced American values and beliefs and describe why they feel the innovations/inventions were impactful.</p>
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				Polio vaccine X-Ray Microwaves Vacuum Electric refrigerator	
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<b>AH.B.2.2</b> Distinguish religious beliefs and human reasoning in terms of their influence on American society and culture	Students must be able to examine various religious beliefs to determine the influence on various cultures in American society.  Students must be able to examine various aspects of human reasoning to determine the influence on various cultures in American society.	Over time, religious beliefs and human reasoning can influence the development of a nation  As a nation develops over time, its belief in both religious faith and human reasoning may lead to conflict	Examples of religious beliefs that shaped American society  Examples of philosophical thought that shaped American society  Reactions of groups or individuals to new ideas that impacted American society	American Revolution and the Enlightenment  American Revolution and religion  <i>The Federalist Papers</i>  Second Great Awakening  Transcendentalism  Utopian communities  Social darwinism  Social gospel  American pragmatism  Scopes Trial  Evangelical Movement	Students analyze primary sources to make determinations about the influences that the Second Great Awakening revivals had on the culture within American society. The students create a graphic organizer to show components of the Second Great Awakening that serve as evidence to those influences on culture.  Students read information about the Scopes Trial Scopes trial from various perspectives. Students select the arguments that influenced American society and

				Moral majority	culture the most in the 1920's. Students defend their positions.
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### Unpacking the Civics and Government Objectives

**Standard AH.C&G.1** Evaluate the relationship between the American people and the government in terms of freedom, equality, and power

**Overarching Concepts:** Relationship, People, Government, Freedom, Equality, Power

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p><b>AH.C&amp;G.1.1</b> Explain how various views on freedom and equality contributed to the development of American political thought and system of government</p>	<p>Students must be able to demonstrate knowledge and understanding of how ideas about freedom and equality impacted ideas and policies about American politics and government.</p>	<p>A society's view of freedom and equality can impact the way the society's political system evolves</p> <p>Societies may have an interest in preventing all groups to freely participate in the society</p>	<p>Origins of the American political system</p> <p>Examples of various ideas about freedom and equality</p> <p>Examples of how various views on freedom and equality contributed to political thought</p>	<p>Articles of Confederation</p> <p>Abigail and John Adams</p> <p>George Washington's farewell address</p> <p>Federalists vs. Anti-Federalists</p> <p>Thomas Jefferson</p> <p>Declaration of Independence</p> <p>Constitution</p> <p>3/5 Compromise</p> <p>Enlightenment ideas</p> <p>Abolitionism</p> <p>Dred Scott decision</p> <p>Lincoln-Douglas debates</p>	<p>Students participate in a Socratic Seminar on the views of the Founding Fathers, African Americans, and women on the issues of freedom and equality in the early republic. Framing questions include: 1) What were the views of freedom and equality held by each of the 3 groups? 2) How did various views on freedom and equality contribute to American political thought?</p> <p>The teacher assigns each student an excerpt from a primary source document offering a perspective on suffrage. Students individually complete a 3-2-1 protocol using their assigned text in which</p>

				Civil War Reconstruction Radical republicans 13th, 14th, 15th amendments Separate but equal Suffrage Civil Rights Movements Nativism Slavery Cold War Patriot Act	they identify 3 key points made by the speaker/author, 2 pieces of evidence that show how views of freedom and equality played out or influenced decisions about suffrage, and 1 personal reaction/opinion on the speaker/author's views. Students then form groups based on their assigned documents to share their 3-2-1 and come to a consensus that the group shares with the class.
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<b>AH.C&amp;G.1.2</b> Critique the extent to which various levels of government used power to expand or restrict the freedom and equality of American people	Students must be able to judge the effectiveness of different levels of government as they set out to either expand or restrict freedom and equality for Americans.	A government, founded on the division of power and authority, may engage in debates that challenge the extent to which various levels of government have the power to expand or restrict freedom and equality	The branches and levels of government in the United States  Examples of expansion of equality by government in United States' history  Examples of restriction of equality by government in United States' history	Declaration of Independence  State Constitutions  U.S. Constitution  Alien & Sedition Acts  Slave codes  Virginia & Kentucky	Students look at a Supreme Court decision (e.g., Plessy v. Ferguson, Brown v. Board, etc.) and evaluate the extent to which the different levels of government used their power to expand or restrict freedom and equality based on the Supreme Court decision.



As a nation evolves, the government may change their ideas about the freedom and equality of citizens

- resolutions
- Fugitive Slave Act
- Slavery
- Bill of Rights
- Civil War
- Marriage laws
- Jim Crow
- Black codes
- Emancipation Proclamation
- 13th, 14th, 15th Amendments
- American internment camps
- Blue laws
- Great Society
- Redlining
- Eugenics
- Gerrymandering
- Indian Removal Act
- Sundown towns

Students read a synopsis of the Patriot Act. Students then respond to the following question: *To what extent did the federal government restrict freedom and equality in order to protect the American people?* Based on what the students learn, they have a class debate about what is more important: freedom or security.

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p><b>AH.C&amp;G.1.3</b> Explain how various individuals and groups strategized, organized, advocated and protested to expand or restrict freedom and equality</p>	<p>Students must be able to demonstrate they understand how the strategies, organization, and advocacy from different groups affected freedom and equality in America.</p>	<p>When groups and individuals within a nation receive unequal treatment, they may organize to advocate for change</p> <p>When law and policies are created to restrict freedom and equality, individuals and groups may organize various types of protest strategies in an attempt to demand reforms that benefit all individuals of a nation</p>	<p>Examples of groups that have strategized, organized, advocated, and protested to expand or restrict freedom and equality</p> <p>Examples of strategies used by groups and individuals to advocate for freedom and equality</p>	<p>Abolitionism</p> <p>Temperance Movement</p> <p>Wilmington Coup</p> <p>Muckrakers</p> <p>Suffrage Movement</p> <p>Civil Rights Movements</p> <p>Underground Railroad</p> <p>Extremist organizations</p> <p>Mental health reform</p> <p>Prison reform</p> <p>Labor Movement</p> <p>Asian American Movement</p>	<p>Students read primary sources concerning the Mental Health and Prison reform during the Progressive era. Students create a flowchart showing the ways that the individuals and groups advocated to expand equality and the impact of those reforms.</p> <p>The teacher gives students various primary sources of protests from the Suffrage movement. After reviewing the different sources, students create a presentation explaining how the individuals and groups organized, strategized, and advocated to expand</p>

				<p>National Organization of Women</p> <p>Equal Rights Amendment</p> <p>LGBTQ Movement</p> <p>Immigration reform</p> <p>National Rifle Association</p> <p>Takeover of BIA (Bureau of Indian Affairs)</p> <p>American Indian Movement occupation of Alcatraz</p> <p>National Association for the Advancement of Colored People (NAACP)</p> <p>Anti Defamation League (ADL)</p> <p>Approaches to affect change</p> <ul style="list-style-type: none"> <li>● Picketing</li> <li>● Boycotts</li> <li>● Lawsuits</li> <li>● Sit-ins</li> <li>● Voting</li> <li>● Marches</li> <li>● Holding elected office</li> <li>● Lobbying</li> <li>● Armed resistance</li> <li>● Hunger strike</li> </ul>	<p>voting rights for all individuals.</p> <p>Students combine what they have learned about the organizing efforts of Ceasar Chavez with information from a teacher-selected primary source detailing his work to complete a cause-and-effect chart detailing how Chavez organized agricultural workers into a labor union that would expand the equality of working conditions and wages for workers.</p>
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Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p><b>AH.C&amp;G.1.4</b> Explain how racism, oppression, and discrimination of indigenous peoples, racial minorities, and other marginalized groups have impacted equality and power in America</p>	<p>Students must be able to demonstrate knowledge and understanding of how racism, oppression, and discrimination have impacted equality and power in America, paying specific attention to indigenous peoples, racial minorities, and other marginalized groups.</p>	<p>Racism, oppression, and discrimination can lead to the unequal distribution of power within a nation and multiple factors that can impact political, social, and economic equality</p> <p>When racism, oppression, and discrimination exist within a nation, marginalized individuals and groups may experience inequality and lack of power</p> <p>Discrimination can contribute to the frustration of individuals and groups and motivate them to demand equality and opportunities within a nation</p>	<p>Examples of groups that faced oppression, discrimination, or marginalization</p> <p>How racism, oppression, and discrimination have impacted equality and power</p> <p>Ways in which various individuals and groups have been impacted by racism, oppression, and discrimination</p>	<ul style="list-style-type: none"> <li>● Advertising</li> <li>● Social media campaigns</li> <li>● Walk-outs</li> <li>● Organizing</li> </ul> <p>Indian Removal Act</p> <p>Reservation system</p> <p>Anti-semitism</p> <p>Enslaved people</p> <p>Irish</p> <p>Quakers</p> <p>Sharecropping/tenant farming</p> <p>Jim Crow</p> <p>Sundown towns</p> <p>Redlining</p> <p>Mormons</p> <p>Voter suppression</p> <p>Voter restrictions</p> <p>De Jure and De Facto segregation</p>	<p>Students assess the impact of racism, oppression, and discrimination on the equality and power of Native Americans by analyzing an assigned primary source from a Native American leader. Suggested Native American leaders include: Chief Sitting Bull, Chief Red Cloud, Chief Joseph, and/or Geronimo. Students answer the questions: 1) How were Native Americans impacted by racism, discrimination, and oppression? 2) What factors supported the selected Native American leader's quest for equality and power? 3) What factors hindered the selected Native American's leader's quest for equality and power?</p>

		Racism, oppression, and discrimination can frustrate efforts by individuals and groups to gain equality in a nation		American internment camps Marriage laws Relocation Catholics Educational access Criminal justice system	In small groups, students examine primary source material on Chinese and Asian immigrants coming to America in the late 1800s. Using information from the primary source materials, students create a presentation that will be given to the Chinese ambassador to address concerns about Chinese and other Asian immigrants' obstacles. The presentation should state how racism and discrimination impacted the equality and power to which the Chinese in America had access.
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**Standard AH.C&G.2** Analyze the American political system in terms of conflict, compromise, and consequence

**Overarching Concepts:** Political System, Conflict, Compromise, Consequence

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<b>AH.C&amp;G.2.1</b> Distinguish decisions by executive, legislative, and judicial leaders in terms of resolving conflict and establishing	Students must be able to decide which decisions made by different branches of government have resolved conflict and facilitated compromise.	Decisions by leaders within a government often play a critical role in resolving conflict within a nation  Compromises derived from debate within and between branches of	Examples of compromises throughout United States' history  Examples of how conflicts were resolved by executive, legislative, and judicial leaders through compromise	Missouri Compromise  Compromise of 1850  Civil War  Emancipation Proclamation	Students analyze political cartoon documents regarding the 1820 political debate over how to allow entrance states into land acquired with the Louisiana Purchase. Students point out the

compromise		<p>government may help to resolve conflict in a nation</p> <p>Branches of government often involve a complex system of checks and balances that may enable resolutions to conflict</p>		<p>Reconstruction</p> <p>Lincoln-Douglas debates</p> <p>Kansas-Nebraska Act</p> <p>Debates about entering wars</p> <p>Impeachments</p> <p>League of Nations</p> <p>New Deal</p> <p>Watergate</p> <p>Affordable Care Act</p>	<p>various ways the cartoonist(s) use the cartoons to show both the conflict and the terms that resolved the conflict.</p> <p>In small groups, students are provided with position statements about whether or not the United States should join the League of Nations. The students examine the reasons for and against joining the League of Nations. Based on this examination, students select the statements that did the best job of convincing the United States not to join the League. Students must discuss their rationale.</p>
<b>Objective</b>	<b>Mastery of the Objective</b>	<b>Students Will Understand</b>	<b>Students Will Know</b>	<b>Example Topics</b>	<b>Examples of Formative Assessment</b>
<b>AH.C&amp;G.2.2</b> Explain the development and realignment of political parties as reflected in key elections	Students must be able to demonstrate an understanding of both the causes and effects of the realignment of political parties at various times in	<p>Political parties may reshape their platforms based on election results and popular opinion</p> <p>New political parties may evolve through the debates and</p>	<p>Examples of political parties throughout United States' history</p> <p>Examples of elections in which key changes happened to political parties and why those changes took place</p>	<p>Election of 1800</p> <p>Election of 1824</p> <p>Election of 1828</p> <p>Election of 1844</p> <p>Election of 1860</p>	<p>Election of 1824 Activity, <i>National Endowment for the Humanities, Edsitement Project</i>: Students work in groups to examine the causes and effects of political realignment in the election of 1824 by</p>

	American history. Key elections must be used as evidence of these realignments.	competing ideologies of existing party systems	Ways in which the political parties developed or realigned	<p>Election of 1876</p> <p>Election of 1896</p> <p>Election of 1912</p> <p>Election of 1960</p> <p>Election of 1964</p> <p>Election of 1968</p> <p>Election of 1980</p> <p>Election of 1992</p> <p>Election of 2016</p>	<p>analyzing documents centered on the prompt and central questions: <i>All of the major candidates for president in the 1824 election claimed allegiance to the same party, the Democratic-Republican. What distinguished the candidates from each other? What were the important issues in the election of 1824?</i></p> <p>In a paragraph, students explain changes that occurred in the party platform as a result of the election.</p> <p>Students have a graphic organizer listing the positions of both major parties in the election of 1964 and 1968. Students explain how the election of 1964 and ensuing debates helped realign the parties for the 1968 election.</p>
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<b>AH.C&amp;G.2.3</b> Deconstruct changes in balance of power between	Students must be able to determine the ways in which the balance of	Different levels of government within a nation may engage in cooperation and	Examples of power shifts in the different levels of government	Articles of Confederation  Constitutional Convention	Students complete a Thinking Colors Analysis on primary sources from groups and individuals

<p>local, state, and federal government in terms of conflict and compromise</p>	<p>power has shifted between local, state, and federal government.</p> <p>Students must also be able to demonstrate how those changes resulted in or came from conflict and compromise.</p>	<p>compromise to avoid conflict within a nation</p> <p>Changes made in one level of government within a nation may impact other levels of government in their ability to resolve conflict and achieve compromise</p> <p>The distribution of power within a government may change over time and may lead to conflict</p>	<p>Examples of conflicts and compromises between the different levels of government</p>	<p>9th and 10th amendments</p> <p>Manifest Destiny</p> <p>McCullough v. Maryland</p> <p>Embargos</p> <p>Nullification</p> <p>Plessy v. Ferguson</p> <p>Popular sovereignty</p> <p>Civil War</p> <p>Jim Crow laws</p> <p>14th and 15th amendments</p> <p>Espionage and Sedition Acts</p> <p>New Deal</p> <p>World War II on the homefront</p> <p>Little Rock Nine</p> <p>Great Society</p> <p>Voting Rights Act</p> <p>Civil Rights Acts</p> <p>Brown v. Board</p>	<p>that opposed President Roosevelt's New Deal: 1) Blue- identify &amp; define unfamiliar words/terms; 2) Red- statements/positions with which you disagree; 3) Green- statements/positions with which you agree; 4) Orange- connections to other texts, to key events from the unit of study, or to our society today; and 5) Purple- a key phrase/passage. After each group shares their analyses, the teacher asks students to identify key themes and ideas that connect the documents, including concerns over the balance of power. Students conclude the activity by completing an exit ticket with the following prompt: <i>Identify the arguments that were against the New Deal because it would lead to a shift in the balance of power between levels of government.</i> Students should provide their rationale for the arguments they choose.</p>
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				<p>Medicaid expansion</p> <p>Aftermath of 9/11</p> <p>No Child Left Behind</p>	<p>Students read primary source documents about the Little Rock Nine and the intervention of federal troops. Students use a graphic organizer to analyze decisions made by federal, state, and local governments. Students write a paragraph explaining the decisions they believe helped to shift the balance of power between the levels of government.</p>
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**Unpacking the Economics Objectives**

**Standard AH.E.1** Analyze the American economic system in terms of affluence, poverty, and mobility  
**Overarching Concepts:** Economic System, Affluence, Poverty, Economic Mobility

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p><b>AH.E.1.1</b> Deconstruct multiple perspectives of American capitalism in terms of affluence, poverty, and mobility</p>	<p>Students must be able to determine the ways in which the American economy has affected various groups throughout history.</p> <p>Students must be able to demonstrate an understanding of economic mobility</p>	<p>Different groups within a nation may experience different levels of economic mobility depending on access to opportunity</p> <p>The economy of a nation can lead to changes in affluence, poverty, and mobility that may alter the status or quality of life for individuals and</p>	<p>How economic mobility affects affluence and poverty</p> <p>Examples of how capitalism impacts affluence, poverty, and mobility</p> <p>Examples of different perspectives on American capitalism</p>	<p>National banks</p> <p>American Plan</p> <p>Regulation/deregulation</p> <p>Great Depression</p> <p>Unions</p> <p>Farm workers</p>	<p>Students evaluate income/wealth data from the 1920s and 1930s. Students deconstruct the claim that the wealth gap diminished during the Great Depression. Students select the evidence that either supports or refutes the claim and explain their thoughts in a 1-2 paragraph response.</p>

	and how it relates to poverty and affluence.	groups  An economic system may be viewed differently by various individuals based on their level of affluence, poverty, or economic mobility		<p>Horatio Alger</p> <p>Gilded Age</p> <p>Jacob Riis</p> <p>Robber Barons/ Captains of Industry</p> <p>Settlement houses</p> <p>Roaring 20's</p> <p>New Deal</p> <p>Wealth gap</p> <p>Minimum wage</p> <p>Great Society</p> <p>Silicon Valley</p> <p>Haves/Have-Nots</p> <p>Middle class</p> <p>Wall Street</p> <p>Reaganomics</p>	<p>Students evaluate the claim that America was a land of opportunity and economic mobility in the early 20th century. Students rotate in small groups to stations containing various documents from multiple perspectives. While visiting each station, students complete a chart organizing information that supports or refutes the claim. Students select the evidence that either supports or refutes the claim and explain their thoughts in a 1-2 paragraph response.</p>
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<b>AH.E.1.2</b> Explain how the relationships between	Students must be able to demonstrate an understanding of	Conflicts between labor and management in a nation may affect the quality of life for	Examples of how entrepreneurship impacts quality of life	<p>Innovation - risk/reward</p> <p>Profit motive</p>	Students work in groups to research and create posters on four major labor disputes: the Great

<p>entrepreneurship, management, labor, and consumers have impacted the quality of life in American society</p>	<p>the ways in which the relationship between management and labor impacts the lives of individuals in America.</p> <p>Students must also be able to demonstrate an understanding of how business impacts consumers and how consumers respond to innovative business ideas and practices.</p>	<p>individuals</p> <p>Consumer choices and the demands of labor can influence the decisions of entrepreneurs and management</p> <p>Decisions by entrepreneurs and managers may impact the quality of life of consumers and workers</p>	<p>Examples of labor disputes from United States' history</p> <p>How the relationship between management and labor impacts quality of life</p> <p>How businesses impact consumers</p>	<p>Scientific management</p> <p>Robber Barons/ Captains of Industry</p> <p>Sharecropping/ Tenant farming</p> <p>Assembly lines</p> <p>Free/cheap labor</p> <p>Labor disputes/strikes</p> <p>Copyright laws</p> <p>Unions</p> <p>Great Depression</p> <p>War production</p> <p>Supply and demand</p> <p>Scarcity</p> <p>Wages</p> <p>Labor conditions</p> <p>Benefits/healthcare</p> <p>Pensions and retirement</p> <p>Company towns</p>	<p>Railroad Strike of 1877, the Homestead Strike, the Pullman Strike, and the Haymarket Riot. The posters should include a timeline of events and a cause-and-effect chart. Students then complete a gallery walk and take notes on all of the labor disputes and leave questions for each group. The teacher facilitates a class conversation as groups answer those questions. The teacher concludes the lesson by asking students to consider any trends or patterns they see connecting all of the labor disputes by writing three impact statements: one impact statement concerning the effect on workers, one impact statement addressing the effect on management, and one impact statement addressing the impact on the nation as a whole.</p> <p>Students read about the founding of a big tech company (e.g., Google, Apple, AOL, Microsoft, Facebook, etc.). After</p>
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					reading about its entrepreneurial beginnings, students find and read the mission statement of the company. Students decide if the impact the company currently has on consumers' quality of life aligns with the founding and the current mission statement of the company.
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<b>AH.E.1.3</b> Explain the causes of economic expansion and retraction and the impacts on the American people	<p>Students must be able to demonstrate an understanding of the things that lead to economic expansion and economic retraction.</p> <p>Students must also be able to demonstrate an understanding of the effects of economic expansion and economic retraction on the American people.</p>	<p>Economic decisions by a government as well as international events may lead to economic expansion or retraction of a nation</p> <p>When an economy expands, it may have a positive or negative impact on the lives of the people that live in that nation</p> <p>When an economy retracts, it may have a negative impact on the lives of the people that live in that nation</p>	<p>Examples of periods of economic expansion in United States' history</p> <p>Examples of periods of economic retraction in United States' history</p> <p>How economic expansion and retraction impact individuals</p>	<p>French and Indian War Debt</p> <p>Panics of 1800's</p> <p>Speculation</p> <p>Buying on margin</p> <p>Credit</p> <p>Roaring 20's</p> <p>Great Depression</p> <p>New Deal</p> <p>Great Society</p> <p>1950's consumerism</p>	<p>The Panic of 1837 and the Presidency of Martin van Buren Activity, <i>National Endowment for the Humanities, Edsitement Project</i>: Students analyze political cartoons in small groups to identify the causes of the Panic 1837, its effect on working Americans, and the impact of Van Buren's response. The teacher may wish to provide students with an analysis worksheet (like the Cartoon Analysis Worksheet from National Archives Educator Resources) or an analysis tool (like</p>

				Industrialization Mass production E-commerce Economic policies Interest rates Dot Com bubble Real Estate bubble Great Recession Economic stimulus	SCAMS: Subject, Caption, Action, Message, Symbols).  Students use primary sources about the post-World War II economic boom to create a chart describing the causes and effects of the economic boom on individuals' quality of life.
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<b>AH.E.1.4</b> Compare how some groups in American society have benefited from economic policies while other groups have been systemically denied the same benefits	Students must be able to discuss the similarities and differences between groups that have benefited and those that have not benefited from American economic policies.	<p>The policies and practices of an economy may be established to benefit certain groups of people at the expense of other groups</p> <p>Individuals and groups in a nation that are not recipients of economic benefits often have an interest in changing economic policies of the nation</p> <p>The economic policies</p>	<p>Examples of specific economic policies that benefited some at the expense of others</p> <p>The similarities of how economic policies impact different groups</p> <p>The differences of how economic policies impact different groups</p>	Alexander Hamilton's financial plan Slavery Indian relocation Freedmen's Bureau Reconstruction Black Wall Streets Robber Barons/ Captains of Industry Sherman Antitrust Act	Students work in small groups to analyze primary sources related to the economic condition of freedmen following the Civil War. Each group shares their analysis using a Good-Bad-Ugly protocol in which they identify the good (positive consequences/advances, the bad (negative consequences/setbacks or barriers), and the ugly (violations of major principles or ethics) of

		of a government may have positive or negative consequences that alter the status or quality of life for individuals and groups		<p>Great Depression</p> <p>Fair Labor Standards Act</p> <p>Social security</p> <p>Equal Pay Act of 1963</p> <p>Great Society</p> <p>Medicare</p> <p>Equal Employment Opportunity Act of 1972</p> <p>Globalization</p> <p>Reaganomics</p> <p>Welfare reform</p> <p>Great Recession</p>	<p>economic policies during Reconstruction. Finally, students write a paragraph comparing how the economic policies of Reconstruction impacted different groups.</p> <p>Students review economic policies of the New Deal affecting different categories of jobs. Students then review demographic data of the 1930s to see how those jobs were distributed among the different races and ethnic groups. Students then compare how various groups were impacted by the economic policies.</p>
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<b>AH.E.1.5</b> Distinguish the role women and racial minorities have played in contributing to the economic prosperity of American society in terms of equity,	Students must be able to decide the role women and racial minorities have played in the American economy while also understanding their limitations due to equity, equality, and	Individuals and groups that struggle for economic equality may encourage more economic mobility within a nation  While economic opportunities for marginalized groups	Examples of economic contributions of women and racial minorities in United States' history  How women and racial minorities affected economic equity, equality, and mobility in America	Slavery  Cult of Domesticity  American Indian Reservations  Freedmen's Bureau  Radical Reconstruction	Students review documents relating to African Americans and women on the homefront during World War II. Students select documents they feel show the contributions of these groups to the economic prosperity of

<p>equality, and mobility</p>	<p>mobility within society.</p>	<p>may be limited, the economic contributions of those groups can lead to economic prosperity for a nation</p> <p>Women and racial minorities often play a key role in contributing to economic equity, equality, and mobility within a nation by advocating for change in economic policies</p>		<p>Chinese Railroad Workers</p> <p>Lowell Mill Girls</p> <p>Booker T. Washington</p> <p>Black Enterprise magazine</p> <p>Businesses in The Green Book</p> <p>Fair Pay Act</p> <p>Ceaser Chavez</p> <p>Mexican cowboys</p> <p>Lilly Ledbetter</p> <p>National Organization for Women</p> <p>Gloria Steinem</p> <p>Madam CJ Walker</p> <p>Rosie the Riveter</p> <p>Flappers</p> <p>Title IX</p> <p>Farm workers</p> <p>Young Women's</p>	<p>America. Students can use a Now-and-Later protocol where they highlight the immediate importance as well as the enduring importance of these economic contributions.</p> <p>Students review primary source documents that include economic data about the Transcontinental Railroad. Students evaluate the impact of the railroad workers on the general economy by distinguishing what was earned by using the railroad and how much was paid to the Chinese laborers that worked on the railroad. Students provide evidence from their reading to answer the following prompt: <i>Distinguish the economic impact of Chinese laborers on the railroad in the late 1800's.</i></p>
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				Christian Association (YWCA)	
				The Great Migration	
				Emerging diversity in fortune 500 CEOs	

### Unpacking the Geography Objectives

**Standard AH.G.1** Understand how movement, settlement, and expansion influenced American development

**Overarching Concepts:** Movement, Settlement, Expansion, Development

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<b>AH.G.1.1</b> Explain how environmental, technological, cultural, and economic factors influenced population distribution and patterns of migration and immigration	Students must be able to demonstrate an understanding and knowledge of how population distributions and patterns of human movement are affected by environmental, technological, cultural, and economic factors.	<p>Population distributions may shift due to cultural, economic, or environmental factors</p> <p>Economic policies and technological innovation may lead to changes in patterns of migration and immigration within and to a nation</p>	<p>Examples of migration and immigration patterns</p> <p>Examples of environmental, cultural, and economic factors that influenced migration and immigration</p> <p>How and why populations shift</p>	<p>Indian removal</p> <p>Slavery</p> <p>Immigration policies</p> <p>Ethnic neighborhoods</p> <p>Waves of immigration</p> <p>Epidemics/pandemics</p> <p>Worldwide conflict</p> <p>Famine</p> <p>Railroad</p> <p>Compromise of 1820</p> <p>Manifest Destiny</p> <p>Push/pull factors</p>	<p>Students explore the Northwest Ordinance by examining primary sources. Students then write a journal from the perspective of a late 18th-century immigrant to the Northwest Territory. The journal should explain two reasons why the immigrant chose to move to the region considering the environmental, technological, cultural, and economic concerns.</p> <p>Students work in groups to analyze primary resources related to the founding of Black communities in</p>



				<p>Mormons</p> <p>Refugees</p> <p>Urbanization</p> <p>Gold Rush</p> <p>Homesteaders</p> <p>Sundown towns</p> <p>The Great Migration</p> <p>Climate change</p> <p>Dust Bowl</p> <p>Globalization</p> <p>Natural disasters</p> <p>Latinx migration</p> <p>Industrialization</p> <p>Great Depression</p> <p>Baby Boom</p> <p>“White Flight”</p> <p>Rust Belt</p> <p>Sun Belt</p> <p>Iron Belt</p>	<p>Nicodemus, Kansas, and Mound Bayou, Mississippi. As they rotate through each set of documents, students complete a graphic organizer detailing the environmental, technological, and cultural motivations of the Exodusters and their critics. Each group builds consensus to identify the top three causes and effects of the migration of Exodusters to share with the class. Students then write an “I Am” poem from the perspective of an individual who chose to leave.</p>
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Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p><b>AH.G.1.2</b> Explain how geographic conditions and expansion have presented both opportunities and challenges in the development of America</p>	<p>Students must be able to demonstrate an understanding and knowledge of the positive and negative impacts of geographic conditions and expansion on the development of America.</p>	<p>As a nation expands its territorial boundaries, people will be presented with various opportunities and challenges over time</p> <p>As a nation expands its territorial boundaries, it may be presented with new challenges and opportunities over time</p> <p>Geographic conditions may present challenges and opportunities that impact a nation's political and economic development</p> <p>Geographic expansion of a state or nation may lead to unintended consequences for the balance of political power and economic diversity</p>	<p>Examples of geographic expansion in United States' history</p> <p>Geographic conditions in different regions of the United States</p> <p>Examples of opportunities and challenges presented by geographic conditions</p>	<p>Triangular Trade</p> <p>Louisiana Purchase</p> <p>Northwest Ordinance</p> <p>American System</p> <p>Trail of Tears</p> <p>Manifest Destiny</p> <p>Mexican Cession</p> <p>Gold Rush</p> <p>Desert Conditions</p> <p>Transcontinental Railroad</p> <p>Oregon Trail</p> <p>Imperialism</p> <p>Buffalo</p> <p>Grand Canyon</p> <p>San Andreas Fault</p> <p>Dust Bowl</p> <p>Annexation of Alaska</p> <p>Cuba, Puerto Rico, Guam,</p>	<p>Students use a Jigsaw activity to understand the opportunities and challenges associated with geographic expansion. Students work in groups to review documents about either miners, ranchers, or farmers moving west throughout the 19th century. Students respond as a group to the following question: <i>How did those opportunities and challenges shape the development of the United States and impact their group (farmers, miners, or ranchers)?</i> Students then form groups of three with one farmer, one miner, and one rancher to share the experiences of their assigned character.</p> <p>Students read primary source documents about the geographic conditions of the Dust Bowl. After reading, students create a</p>

				<p>Philippines</p> <p>Annexation of Hawaii</p> <p>Route 66</p> <p>Interstate Highway System</p> <p>Tornado Alley</p> <p>Reservoir system</p> <p>Industrialization</p>	<p>cause-and-effect chart to show how the geographic conditions of the dust bowl presented challenges for the development of America.</p> <p>Students are given a list that identifies geographic conditions and expansions. The students complete a chart with the following columns: 1) Geographic Conditions and Expansions; 2) Opportunities the geographic condition or expansion posed to the development of America; and 3) Challenges the geography condition or expansion posed to the development of America.</p>
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<b>AH.G.1.3</b> Explain the reasons for and effects of forced and voluntary migration on societies,	Students must be able to demonstrate an understanding and knowledge of the causes of forced and voluntary	Forced and voluntary migration may help to shape the development of a nation by contributing new ideas, culture, and a workforce	<p>Examples of forced migrations in United States' history</p> <p>Examples of voluntary migrations in United States' history</p>	<p>Slavery</p> <p>Gold rushes</p> <p>Trail of Tears</p> <p>Oregon Trail</p>	Students analyze primary sources about American Indian relocation and forced assimilation. Students write a 1-2 paragraph response to the

<p>individuals and groups over time</p>	<p>migration.</p> <p>Students must be able to demonstrate an understanding and knowledge of the effects of forced and voluntary migration on individuals and society.</p>	<p>Territorial expansion of a nation may generate the need for increased labor which can lead to both voluntary and forced migration</p> <p>A nation may put political or economic interests ahead of the freedom of groups or individuals that can lead to forced migrations or reconcentrations of populations</p> <p>War, conflict, persecution, natural disasters, or economic factors in a place may force individuals or groups to seek relocation to other places</p>	<p>How forced and voluntary migration impact individuals and groups over time</p>	<p>Mormon Trail</p> <p>Transcontinental Railroad</p> <p>Homesteaders</p> <p>Sooners</p> <p>Waves of immigration</p> <p>Angel Island/Ellis Island</p> <p>Refugees</p> <p>Latinx migration</p> <p>Natural disasters</p> <p>The Great Migration</p> <p>Rust Belt</p> <p>Sun Belt</p> <p>American internment camps</p> <p>Dust Bowl</p> <p>Immigration policy</p> <p>Urbanization</p> <p>Red Scare</p> <p>Agricultural opportunities</p>	<p>following question: <i>How did forced migration and assimilation affect the American Indians and the society as a whole?</i></p> <p>In small groups, students explore immigration from an assigned Latin American country since the 1980s. The groups explain the push-pull factors that influenced immigration. Students also describe the impact of that migration on the individuals that ended up in the United States and the impact the migration had on the nation they left behind. The groups share with the rest of the class. The whole class works together to corroborate the impact of this voluntary migration on individuals and societies.</p>
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Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p><b>AH.G.1.4</b> Explain how slavery, forced migration, immigration, reconcentration and other discriminatory practices have changed population distributions and regional culture</p>	<p>Students must be able to demonstrate an understanding and knowledge of the impacts of slavery, forced migration, immigration, reconcentration, and other discriminatory practices on population distributions as well as the impact on regional cultures.</p>	<p>The forced migration of groups and reconcentration of people can cause regions of a nation to experience shifts in population which can have both positive and negative effects</p> <p>The increased use of immigrant workers and forced labor in a nation may contribute to increased populations that can lead to both cultural diffusion and regional conflict</p> <p>Discriminatory practices may play a direct role in the development and evolution of regional culture</p>	<p>Examples of reconcentration in United States' history</p> <p>Examples of forced migrations in United States' history</p> <p>Examples of discriminatory practices in United States' history</p> <p>How and why population shifts occur</p> <p>Examples of how regional culture is shaped</p>	<p>Religious freedom and opportunities</p> <p>Latinx migration</p> <p>Indian reservation system</p> <p>Trail of Tears</p> <p>Triangular Trade</p> <p>Ethnic enclaves</p> <p>Sharecropping</p> <p>Urban planning</p> <p>Chinese gold miners</p> <p>American internment camps</p> <p>Redlining</p> <p>Sundown towns</p>	<p>Using census data from 1800-1860, students explore the racial makeup of cities in states on both sides of the Mason-Dixon line. Students explain the impact of the discriminatory policies on the way the Black populations shifted in the cities.</p> <p>After reading about discriminatory practices and policies that Latinx faced during the 1990-2020 period of migration, students explain how population distributions and regional culture were changed and impacted by those practices and policies in 1-2 paragraphs.</p>

### Unpacking the History Objectives

**Standard AH.H.1** Understand the reasons for American involvement in conflicts and the domestic and foreign impacts

**Overarching Concepts:** Conflict, Domestic, Foreign, Impact

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p><b>AH.H.1.1</b> Explain the causes and effects of various domestic conflicts in terms of race, gender, and political, economic, and social factors</p>	<p>Students must be able to demonstrate their understanding of how and why race, gender, politics, economics, and/or social factors have been the cause of domestic conflicts as well as the effects that result from the role these things play.</p> <p>Students must be able to demonstrate their understanding of how and why race, gender, politics, economics, and/or social factors have been affected by domestic conflicts as well as the causes that led to those effects.</p>	<p>Political, economic, and social conditions in a nation can create conflict and war that may have lasting impacts on racial and gender equality</p> <p>A nation's internal conflicts can lead to political, social, or economic problems and issues that may positively or negatively impact various groups and individuals</p>	<p>Political, economic, and social factors that have led to domestic conflicts</p> <p>How factors like race and gender have affected domestic conflicts</p> <p>The effects of domestic conflicts on politics, economics, and society</p>	<p>Shays' Rebellion</p> <p>Articles of Confederation</p> <p>Constitutional Convention of 1787</p> <p>Whiskey Rebellion</p> <p>Excise Tax</p> <p>Battle of Fallen Timbers/Treaty of Greenville</p> <p>Nat Turner's Rebellion</p> <p>Seminole War</p> <p>Bleeding Kansas</p> <p>U.S. Civil War</p> <p>Sectionalism</p> <p>Slavery</p> <p>Reconstruction</p> <p>Indian Wars</p> <p>Gilded Age Labor Conflicts</p>	<p>Students review primary sources relating to Bleeding Kansas. Students complete a cause-and-effect chart detailing the economic, political, and social causes and effects of the conflicts.</p> <p>Students are assigned a specific source related to Japanese-American internment during World War II. Students create an infographic reflecting information that answers the following questions: 1) What motivated United States internment of Japanese-Americans during World War II? 2) How did internment impact the United States as a nation and Japanese-Americans as individuals?</p> <p>Students are assigned to 4-5 groups. Each group is assigned a</p>

				<p>Chinese Massacre of 1871</p> <p>Red Scare</p> <p>Bonus March</p> <p>Tulsa Race Massacre</p> <p>American internment camps</p> <p>McCarthyism</p> <p>Freedom Riders</p> <p>Segregation</p> <p>United Farm Workers</p> <p>Delano Grape Strike</p> <p>Watergate</p> <p>American Indian Movement takeover of Alcatraz</p> <p>Wounded Knee</p> <p>Vietnam War/Kent State</p>	<p>domestic conflict. On chart paper, groups create a bubble map showing the causes and effects of their conflict, making sure to include causes and effects involving race and gender as well as political, economic, and social factors.</p>
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p><b>AH.H.1.2</b> Explain the causes and effects of various international conflicts/wars in terms of political,</p>	<p>Students must be able to demonstrate their understanding of how and why politics, economics,</p>	<p>International conflicts can lead to political, social, and/or economic changes within participating nations</p>	<p>Examples of political, economic, and social factors that led to international conflicts</p> <p>The effects of</p>	<p>Revolutionary War</p> <p>Monroe Doctrine</p> <p>Roosevelt Corollary</p>	<p>Students are given a graphic organizer for an international conflict or an international war with one cause and one effect already identified.</p>

<p>economic, and social factors</p>	<p>and/or social factors have been the cause of international conflicts as well as the effects that result from the role these things play.</p> <p>Students must be able to demonstrate their understanding of how and why politics, economics, and/or social factors have been affected by international conflicts as well as the causes that led to those effects.</p>	<p>A nation's desire for power, territory, and resources may contribute to international conflict and chaos</p> <p>Commitment to the preservation of human rights can be a contributing factor in nations intervening in global conflict and international wars</p> <p>A shift in the balance of power and the redistribution of land can be a direct result of international conflict and war</p>	<p>international conflicts on politics, economics, and social conditions</p>	<p>War of 1812</p> <p>Wars with American Indians</p> <p>Mexican-American War</p> <p>Spanish-American War</p> <p>Panama Canal</p> <p>Filipino-American War</p> <p>World War I</p> <p>World War II</p> <p>Regime Change/CIA</p> <p>Cold War</p> <p>Cuban Missile Crisis</p> <p>Bay of Pigs</p> <p>Vietnam War</p> <p>Korean War</p> <p>American Interventions in Caribbean and Latin America</p> <p>War on Drugs</p> <p>War on Terror</p> <p>Persian Gulf War</p> <p>Iraqi War</p>	<p>Students add at least 2-4 causes and 2-4 effects to the ones already identified. Students should make sure the causes and effects represent political, economic, and social factors. Once the students add their causes and effects to the organizer, they discuss their graphic organizer in a pair-share activity with a partner.</p> <p>After discussing World War I, students complete a three-column graphic organizer. The columns should be labeled: "Social," "Political," and "Economic." The rows of the graphic organizers should be causes and effects of World War I. The students identify causes and effects of the War and list them in the appropriate columns and rows.</p>
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Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p><b>AH.H.1.3</b> Differentiate the experience of war on groups and individuals in terms of contribution, sacrifice, and opposition</p>	<p>Students must be able to demonstrate their knowledge and understanding of how the various contributions, sacrifices, and opposition to wars have affected different groups in American society.</p>	<p>Support and opposition to a war may be motivated by the lived experiences of individuals and groups as well as national motives for the war</p> <p>During war the contributions of individuals and groups may be different based on their role, position, and status within a nation</p> <p>Support and opposition to war can both unite and divide the people of a nation and lead to differing levels of contributions and sacrifice</p> <p>The contributions and sacrifices that groups and individuals make during times of war may lead to the demand for civic inclusion and equal and civil rights</p>	<p>Examples of the different experiences various groups lived through during times of war</p> <p>Examples of the types of opposition various groups encountered during times of war</p> <p>Examples of the ways various groups contributed to the war</p> <p>Examples of the types of sacrifices Americans made during times of war</p>	<p>Conscientious objectors</p> <p>Henry David Thoreau</p> <p>Homeguard during Civil War</p> <p>Blockade runners</p> <p>54th Massachusetts Infantry</p> <p>War bonds</p> <p>Buffalo Soldiers</p> <p>The Lost Generation</p> <p>Post Traumatic Stress Disorder</p> <p>Mental health among veterans</p> <p>Veterans Affairs Administration</p> <p>War rations</p> <p>Manhattan Project</p> <p>Victory gardens</p> <p>Meatless Tuesdays/Wheatless Wednesdays</p> <p>Office of Price Administration</p>	<p>Students look at primary sources concerning Loyalists and Patriots in the Revolutionary War. Students differentiate the experiences of the two groups based on what they contributed and sacrificed for the war, using information from the primary sources as evidence. Students write a one-paragraph conclusion of the different contributions and sacrifices among the two groups.</p> <p>Students analyze an article written about the World War II homefront sacrifice to eat “meatless meals” on Tuesdays. The students analyze the article for the type of sacrifices made by the following groups and how they felt about the “meatless Tuesdays” war effort sacrifice: hotel/restaurant owners, delicatessen,</p>

				(OPA) POW/MIA/KIA organizations Vietnam War protests Daniel Ellsberg	meat factory workers, Catholics, and kosher butchers.
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**Standard AH.H.2** Evaluate the relationship between America and other nations in terms of national interests and global interdependence  
**Overarching Concepts:** Relationship, nation, national interests, global interdependence

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<b>AH.H.2.1</b> Explain how economic, social, and political interests have influenced the direction of American foreign policy	Students must be able to demonstrate their knowledge and understanding of how economic, social, and political interests have impacted American foreign policy.	<p>A nation's desire to increase its spheres of influence can have a direct influence on foreign policy decisions</p> <p>The goals and actions of a nation interacting with other nations may be driven by economic, social, or political interests</p>	<p>Examples of economic, social, and political factors that affected foreign policy in United States' history</p> <p>Examples of United States' foreign policies</p>	<p>Embargoes</p> <p>Tariffs</p> <p>XYZ Affair</p> <p>Louisiana Purchase</p> <p>Neutrality Acts</p> <p>Reasons for entering wars</p> <p>Manifest Destiny</p> <p>Great White Fleet</p> <p>Monroe Doctrine</p> <p>Roosevelt Corollary</p> <p>Good Neighbor Policy</p> <p>Dollar Diplomacy</p> <p>Marshall Plan</p>	<p>Students read various primary sources containing opposing ideas to American involvement in the French Revolution (e.g., Jefferson and Hamilton). After discussing Washington's declaration of neutrality, students answer the following question in a short paragraph: <i>What social, political, and economic factors seem to motivate President Washington's decision?</i></p> <p>Students read various primary source documents about the decision to engage in World War I. Students complete a 3-2-1</p>

				<p>“Fifty-Four Forty or Fight”</p> <p>Seward’s Folly</p> <p>Annexation of Hawaii</p> <p>Imperialism</p> <p>United Fruit Company</p> <p>Moral diplomacy</p> <p>League of Nations</p> <p>United Nations</p> <p>Teller and Platt amendments</p> <p>1898 Treaty of Paris (Acquisition of Puerto Rico)</p> <p>Brinkmanship</p> <p>Truman Doctrine</p> <p>Containment</p> <p>Domino theory</p> <p>Mutually Assured Destruction</p> <p>Detente</p> <p>Bush Doctrine</p>	<p>activity: 3 political interests that influenced the United States’ involvement in World War I, 2 economic interests that influenced the United States’ involvement in World War I, and 1 social interest that influenced the United States’ involvement in World War I.</p>
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Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p><b>AH.H.2.2</b> Critique the extent to which American interaction with other nations has achieved national and global economic, social, and political goals</p>	<p>Students must be able to demonstrate they understand what the goals of specific American foreign policies are as well as measure how well America did in achieving those goals.</p>	<p>Leaders often determine the extent to which a nation will interact internationally to achieve the goals of both its foreign and domestic policies</p> <p>The degree to which a nation commits to international cooperative efforts can play an important role in helping to achieve both national and international goals</p> <p>The achievement of a nation's goals can be the direct result of the level of engagement it has with other nations</p>	<p>Examples of American foreign policy goals</p> <p>Examples of American foreign policy interaction</p> <p>Tools of diplomacy (including force) that have been used to help the United States achieve economic, social, and political goals</p>	<p>Louisiana Purchase</p> <p>Embargoes</p> <p>Monroe Doctrine</p> <p>Manifest Destiny</p> <p>Spanish American War</p> <p>World War I neutrality</p> <p>Wilson's 14 Points</p> <p>League of Nations</p> <p>North Atlantic Treaty Organization</p> <p>United Nations Security Council</p> <p>Cuban Missile Crisis</p> <p>Berlin Wall</p> <p>Lend-Lease Act</p> <p>Berlin Airlift</p> <p>Vietnam</p> <p>Suez Canal Crisis</p> <p>Bay of Pigs</p>	<p>After introducing the provisions of Jay's Treaty, the teacher asks students to predict American reactions to the treaty. Students then are assigned to work in small groups to analyze a source demonstrating American reactions to the treaty. Students contribute to a class "+/-" chart to assess the extent to which the treaty achieved American economic, social, and political goals.</p> <p>Students use a teacher-created rating scale and set of criteria to evaluate the success of American foreign policy during the Cold War. The responses should focus on the social, political, and economic goals of the United States. Students conclude the activity by writing a paragraph giving President Eisenhower a final</p>

				<p>North Korea</p> <p>United Nations Declaration of Human Rights</p> <p>Persian Gulf War/ Operation Desert Storm</p> <p>North American Free Trade Agreement</p> <p>War on Terror</p> <p>Panama Canal</p> <p>Trans-Pacific Partnership</p> <p>Iran Nuclear Agreement</p> <p>Paris Climate Agreement</p>	rating of effectiveness with support/ justification based on the rating scale.
<b>Objective</b>	<b>Mastery of the Objective</b>	<b>Students Will Understand</b>	<b>Students Will Know</b>	<b>Example Topics</b>	<b>Examples of Formative Assessment</b>
<p><b>AH.H.2.3</b> Distinguish the extent to which American foreign policy has advanced the interests of historically privileged groups over the interests of historically marginalized groups</p>	<p>Students must be able to decide which American foreign policies significantly benefited or did not benefit various groups in American society.</p>	<p>While a nation's foreign policy decisions are designed to help advance its domestic goals, those decisions may create varying levels of social, political, or economic obstacles for different groups within a nation</p> <p>Foreign policy decisions designed to promote human rights and</p>	<p>Examples of foreign policy efforts that had additional benefits for certain groups</p> <p>Examples of how American foreign policies benefited or did not benefit various groups</p>	<p>Louisiana Purchase</p> <p>Embargo Act of 1807</p> <p>Monroe Doctrine</p> <p>Manifest Destiny</p> <p>Chinese Exclusion Act</p> <p>Gentlemen's Agreement 1907</p> <p>World War I neutrality vs.</p>	<p>After studying the Roosevelt Corollary, students analyze the impact of imperialism. Students distinguish groups that benefited from this policy. Students write a 1-2 paragraph response to the question: <i>Which groups benefited the most? To what extent did the Roosevelt</i></p>

		discourage aggression may play a role in advancing the interests of some groups within a nation over others		<p>intervention</p> <p>Wilson's 14 Points</p> <p>Alien &amp; Sedition Act</p> <p>Good Neighbor Policy</p> <p>Containment</p> <p>Domino theory</p> <p>Suez Canal Crisis</p> <p>"Wet-Foot, Dry-Foot" Policy</p> <p>Cuban economic embargo</p> <p>Gulf of Tonkin resolution</p> <p>Immigration Act of 1965</p> <p>Immigration reform</p>	<p><i>Corollary advance the interest of certain groups?</i></p> <p>Students then complete a writing assignment assessing the influence of opposition on President Clinton's speech about the remarks on the signing of NAFTA and how he addresses the arguments made by those who opposed the law. Students identify the two most influential parts of President Clinton's speech.</p>
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**Standard AH.H.3** Analyze various turning points in American history in terms of perspective, causation, and change  
**Overarching Concepts:** Turning Point, History, Perspective, Causation, Change

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<b>AH.H.3.1</b> Deconstruct various turning points in terms of multiple causation	Students must be able to demonstrate they can determine causes of various turning points and how some of those causes had a bigger effect on that turning point than	<p>Significant historical turning points can have multiple causes</p> <p>Though there can be multiple causes of significant historical turning points, some can play larger roles in the</p>	<p>Turning points are significant events or ideas where the world or a portion of the world is significantly changed as a result of the event or idea</p> <p>Certain people, events,</p>	<p>Bill of Rights</p> <p>Stamp Act</p> <p>Louisiana Purchase</p> <p>Second Great Awakening</p> <p>Marbury v. Madison</p>	<p>Students read about the Bill of Rights and what led to its creation. Students then complete a writing assignment assessing the multiple causes for the creation of the Bill of Rights.</p>

	others.	turning point than others	<p>or ideas can play a role in triggering some turning points</p> <p>How to determine which of several causes played the most significant role in causing a turning point</p> <p>Various points of view underlying historical turning points</p>	<p>Cotton gin</p> <p>Nat Turner's Rebellion</p> <p>Monroe Doctrine</p> <p>Trail of Tears</p> <p>Seneca Falls</p> <p>Mexican-American War</p> <p>Civil War</p> <p>Emancipation Proclamation</p> <p>Transcontinental Railroad</p> <p>Gold Rush</p> <p>Chinese Exclusion Act</p> <p>Wounded Knee</p> <p>Plessy v. Ferguson</p> <p>Great Depression</p> <p>19th amendment</p> <p>World War I</p> <p>Scopes Trial</p> <p>Harlem Renaissance</p> <p>New Deal</p>	<p>Students analyze 2-3 teacher-selected political cartoons about a specific turning point in American history. In analyzing the cartoons, students identify varying perspectives presented by the cartoonists.</p>
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				Pearl Harbor D-Day Korematsu v. United States Atomic Bomb Marshall Plan Brown v. Board of Education Civil Rights Movements Civil Rights Act of 1964 Vietnam War Watergate 9/11 Tea Party Movement Great Recession	
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<b>AH.H.3.2</b> Use historical empathy and contextualization to deconstruct multiple perspectives of individuals and groups within various turning	Students must be able to demonstrate that they not only understand historical empathy and contextualization, but they can apply both to determine a	Historical empathy can help understand the motives, emotions, decisions, and actions of people from the past  Contextualization can help provide a frame of reference for understanding the	How to use contextualization to understand a historical event  Various turning points in American history from the perspectives of various people and groups	Bill of Rights Stamp Act Louisiana Purchase Second Great Awakening Cotton gin	After studying the Proclamation of 1763, students use historical empathy and contextualization to write two brief journal entries illustrating different perspectives on the Proclamation of 1763. Students choose



<p>points</p>	<p>point of view of individuals and groups involved in a historical turning point.</p>	<p>interaction of people, places, and events of the past</p> <p>Turning points can be understood from different perspectives using historical empathy and contextualization</p>	<p>How the various people and groups that were involved in or affected by a turning point had varying motives for their participation</p> <p>How turning points have had varying effects on different groups and people</p>	<p>Marbury v. Madison</p> <p>Monroe Doctrine</p> <p>Nat Turner's Rebellion</p> <p>Trail of Tears</p> <p>Seneca Falls</p> <p>Mexican-American War</p> <p>Civil War</p> <p>Emancipation Proclamation</p> <p>Transcontinental Railroad</p> <p>Gold Rush</p> <p>Chinese Exclusion Act</p> <p>Wounded Knee</p> <p>Plessy v. Ferguson</p> <p>19th amendment</p> <p>World War I</p> <p>Scopes Trial</p> <p>Korematsu v. U.S</p> <p>Atomic Bomb</p> <p>Marshall Plan</p>	<p>2 of the following positions: poor farmer in western Virginia; rum manufacturer in Providence, RI; fur trapper in Kentucky region; British member of Parliament; and member of the Ottawa tribe living west of Appalachia.</p> <p>After studying the impact of the Great Depression on Americans through an exploration of the lives of hobos, those living in Hoovervilles, and the Okies migrating west during the Dust Bowl, students use historical empathy and contextualization to write a poem or create a piece of art with an accompanying explanation for two of the three groups.</p>
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				Brown v. Board of Education Civil Rights Movements Civil Rights Act of 1964 Vietnam War Watergate New Deal 9/11 Tea Party Movement	
Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<b>AH.H.3.3</b> Critique the extent to which economic, social, cultural, geographic, and political factors of various turning points changed the American historical narrative	Students must be able to evaluate how much or how little economics, society, culture, geography, or politics have played a role in shifting the historical narrative of American history.	<p>Economic, social, cultural, geographic, and political factors can change the direction of a nation's history</p> <p>The narrative of a story may be influenced by an individual or collective perspective of a turning point</p>	<p>Examples of historical narratives</p> <p>Examples of turning points</p> <p>Economic, social, cultural, geographic, and political factors that lead to turning points</p> <p>Various ways economic, social, cultural, geographic, and political factors help determine narratives in American history</p>	<p>Taxation with representation</p> <p>Monroe Doctrine</p> <p>States rights</p> <p>Cotton gin</p> <p>The end of the plantation economy</p> <p>Slavery</p> <p>Jim Crow</p> <p>Easy credit</p> <p>Buying on margin</p>	<p>Students analyze primary sources related to the 3/5 compromise. Students write a 1-2 paragraph response answering the question: <i>To what extent was the 3/5 Compromise a significant event in American history in terms of changing the American historical narrative?</i></p> <p>Students analyze primary sources related to the dropping of the atomic bombs in Japan. Students write 1-2</p>

				<p>Speculation</p> <p>Assembly lines</p> <p>Mass production</p> <p>Zimmerman Note</p> <p>Stock Market Crash</p> <p>Scopes Trial</p> <p>Great Depression</p> <p>New Deal</p> <p>Atomic Bomb</p> <p>Death of Emmett Till</p> <p>Cold War</p> <p>Civil Rights Movements</p> <p>Integration of schools</p> <p>Federal Aid Highway Act of 1956</p> <p>Watergate</p> <p>Rock N' Roll</p> <p>Hip Hop</p> <p>Computer revolution</p> <p>9/11</p>	<p>paragraphs describing the extent to which political, social, cultural, geographic, or economic factors influenced America's decision to drop the bombs. Students must use information from the sources as evidence of their assessment.</p>
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Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
<p><b>AH.H.3.4</b> Compare how competing historical narratives of various turning points portray individuals and groups including marginalized people</p>	<p>Students must be able to compare written, visual, or oral historical narratives from contrasting sources and the picture they paint of the same turning point. The historical narratives need to include voices of marginalized groups involved or affected by the turning point as well.</p>	<p>Historical narratives may tell conflicting stories about what happened in a turning point</p> <p>Comparing competing claims may help corroborate a historical narrative</p> <p>Historical narratives surrounding turning points in a nation's history may or may not accurately portray the roles of marginalized groups in those events</p>	<p>A historical narrative is a way to relate history in a form that resembles a story</p> <p>Historical narratives reflect the biases of those who write them</p> <p>Historical narratives reflect perspectives of those who write them</p> <p>Various perspectives of a turning point</p>	<p>Tea Party</p> <p>Teachers should select competing narratives concerning a single turning point in history for the following:</p> <ul style="list-style-type: none"> <li>● American Revolution</li> <li>● Constitution</li> <li>● Trail of Tears</li> <li>● Civil War</li> <li>● Emancipation Proclamation</li> <li>● Reconstruction</li> <li>● League of Nations</li> <li>● Scopes Trial</li> <li>● New Deal</li> <li>● Atomic Bomb</li> <li>● Cold War</li> <li>● Civil Rights Movements</li> <li>● Suffrage Movement</li> <li>● Integration of Public Facilities</li> <li>● Vietnam War</li> <li>● Pentagon Papers</li> <li>● Fall of Berlin Wall</li> <li>● Impeachments</li> <li>● Space Race</li> <li>● Citizens United v. Federal Election Commission</li> </ul>	<p>Students complete a Jigsaw activity with various perspectives on the Vietnam War. Students then create a Venn Diagram comparing perspectives on whether the United States should have participated in the Vietnam War. Perspectives should include how groups with similar viewpoints were portrayed based on their opposition to or support of the Vietnam War.</p> <p>Students complete a Jigsaw activity with various perspectives on the Emancipation Proclamation. Students then write a paragraph comparing perspectives that include how the following groups were portrayed in the narratives about Emancipation Proclamation: Lincoln,</p>

					Enslaved African Americans, free African Americans, and Confederate leaders.
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