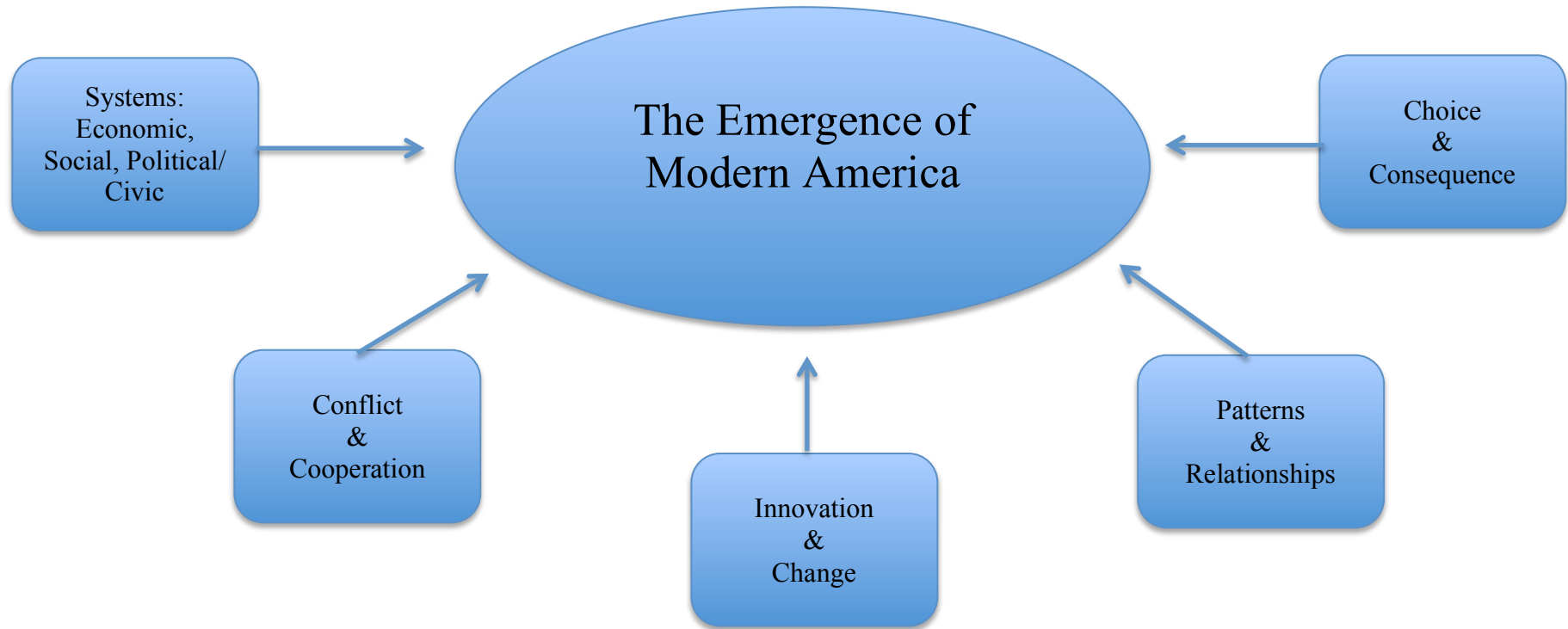


## ACPS Curriculum Framework – US History 1865 to the Present



### Sample Unit Organization

1. Reconstructions & Westward Expansion
2. Industrialization, Urbanization & Immigration
3. Progressivism and Response to Jim Crow
4. Imperialism and World War I
5. 1920s and Great Depression
6. World War II
7. The Cold War
8. America after World War II

**ACPS Concepts with Grade Level Essential Standards**

1. Change and Continuity: Patterns of change and continuity are complex and shape the growth and development of societies.
  - a. Conflict & Cooperation: *Understand that individuals and societies choose cooperation or conflict, peace or war, isolation or interaction.*
  - b. Innovation & Change: *Innovation shapes the growth and development of regions, governments, and societies*
  - c. Choice & Consequence: *Understand that individuals, groups, and societies make choices which have direct and indirect consequences*
  - d. Patterns & Relationships: *Understand that patterns such as change and continuity or cause and effect occur across time and place*
2. Systems: Civilizations are defined and shaped by numerous complex and interdependent systems.
  - a. Economic: *Recognize that people make choices based on the availability of human, natural and capital resources and understand that individuals make economic choices within a larger economic system*
  - b. Political: *Understand that ideological, cultural, and institutional forces shape individual identity*
  - c. Geographic: *Use geographic skills and a variety of sources to develop an understanding of how relationships between humans and their environment have changed over time*
  - d. Political/Civic: *Understand that the interplay among ideas, values, power, and leadership shape political systems and the rights they provide citizens*

### ACPS History and Social Science Processes with Grade Level Essential Standards

#### Historical Method/ Investigation & Inquiry:

1. **Historical Thinking & Research** - *Use research skills to gather information from a variety of sources to answer focused questions and investigate a given of topic*
2. **Multiple Perspectives** - *Understand that events in the past and present are perceived differently by individuals based on their own background*
3. **Sources & Historic Record** - *Using both primary and secondary sources, compare and contrast information or positions from several sources and evaluate them for reliability, accuracy and relevance*

#### Communication Skills:

1. **Using Visual Sources: Charts, Graphs, Photos, Maps & Art** - *Interpret information from visual sources to defend a position*
2. **Analytical Writing** - *Be able to convey understanding and position on a topic by writing extended pieces in a variety of formats such as historical fiction, narrative, journal entry, or formal five paragraph essay*
3. **Critical Reading** - *Examine and interpret primary and secondary source documents to compare and contrast information or position*
4. **Public Speaking and Presenting** - *Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts details to support main ideas or themes. Speak clearly at an understandable pace. Use formal English when appropriate to task and situation.*

### US History 1865 to the Present: Reconstruction & Westward Expansion

#### **Conceptual Lenses**

**Systems:** Civilizations are defined and shaped by numerous complex and interdependent systems.

- **Geographic Systems** – Students use geographic skills and a variety of sources to develop an understanding of how

relationships between humans and their environment have changed over time

- **Political Systems** – Students understand that the interplay among ideas, values, power, and leadership shape political systems and the rights they provide citizens

**SOLs**

USII.2- The student will use maps, globes, photographs, pictures, or tables for:

- Explaining how physical features and climate influenced the westward movement of people.
- Locating the 50 states and the cities most significant to the historical development of the United States.

USII.3- The student will demonstrate knowledge of the effect of Reconstruction on American life by:

- Analyzing the impact of the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendment to the Constitution of the United States of America.
- Describing the impact of Reconstruction policies on the South and the North
- Describing the legacy of Abraham Lincoln, Robert E. Lee, and Frederick Douglass.

USII.4- The student will demonstrate knowledge of how life changed after the Civil War by:

- Identifying the reasons for Westward Expansion, including its impact on American Indian.

<b>Social Studies Essential Standards Skill Builder Resources</b>	
<p>Historical Method/Investigation &amp; Inquiry:</p> <ol style="list-style-type: none"> <li><b>Historical Thinking &amp; Research</b> – <i>Have students research the legacy of Lincoln, Lee and Frederick Douglass</i></li> <li><b>Multiple Perspectives</b> – <i>Have students examine both Native American beliefs and settlers’ beliefs about land ownership and describe how the differing beliefs could lead to conflict.</i></li> <li><b>Sources &amp; Historic Record</b> – <i>Have students look at patents related to inventions and adaptation related to moving west and describe the impact of the environment had on technological developments</i></li> </ol>	<p>Communication Skills:</p> <ol style="list-style-type: none"> <li><b>Using Visual Sources: Charts, Graphs, Photos, Maps &amp; Art</b> – <i>Have students analyze population charts, Railroad maps, and Pictures from the time period to interpret reason why people moved west and what life out west was like</i></li> <li><b>Analytical Writing</b> – <i>Have students write an essay defending or criticizing the United States interactions with the Native Americans</i></li> <li><b>Critical Reading</b> – <i>Have students read articles and accounts of the Battle of Wounded Knee and discuss the factors that could lead to different interpretations of the events.</i></li> <li><b>Public Speaking and Presenting</b> - <i>Have students participate in a philosophical chairs discussion debating the pros and cons of various Reconstruction Policies</i></li> </ol>

<b>Content Vocabulary</b>		
Regions Reconstruction Jim Crow	Amendments Carpetbaggers Treaties	Citizenship Civil Rights Act of 1866

<b>USII.2- The student will use maps, globes, photographs, pictures, or tables for:</b>		
a. Explaining how physical features and climate influenced the westward movement of people.		
<b>VDOE Essential Understandings</b>	<b>VDOE Essential Questions</b>	<b>VDOE Essential Knowledge</b>
<p>During the nineteenth century, people’s perceptions and use of the Great Plains changed.</p> <p>Technological advances allowed people to live in more challenging environments.</p>	<p>How did people’s perceptions and use of the Great Plains change after the Civil War?</p> <p>How did people adapt to life in challenging environments?</p>	<p><b>Physical features and climate of the Great Plains</b></p> <ul style="list-style-type: none"> <li>• Flatlands that rise gradually from east to west</li> <li>• Land eroded by wind and water</li> <li>• Low rainfall</li> <li>• Frequent dust storms</li> </ul> <p>Because of new technologies, people saw the Great Plains not as a “treeless wasteland” but as a vast area to be settled.</p> <p><b>Inventions and adaptations</b></p> <ul style="list-style-type: none"> <li>• Barbed wire</li> <li>• Steel plows</li> <li>• Dry farming</li> <li>• Sod houses</li> <li>• Beef cattle raising</li> <li>• Wheat farming</li> <li>• Windmills</li> <li>• Railroads</li> </ul>

<b>USII.2- The student will use maps, globes, photographs, pictures, or tables for:</b>		
c. Locating the 50 states and the cities most significant to the historical development of the United States.		
<b>VDOE Essential Understandings</b>	<b>VDOE Essential Questions</b>	<b>VDOE Essential Knowledge</b>
<p>A state is an example of a political region. States may be grouped as part of different regions, depending upon the criteria used.</p> <p>Cities serve as centers of trade</p>	<p>What is one way of grouping the 50 states?</p> <p>What are some examples of cities that historically have had political, economic, and/or cultural significance to the development of</p>	<p><b>States grouped by region</b></p> <ul style="list-style-type: none"> <li>• Northeast: Maine, Vermont, New Hampshire, Connecticut, Massachusetts, Rhode Island, New York, New Jersey, Pennsylvania</li> <li>• Southeast: Maryland, Delaware, West Virginia, Virginia, Kentucky, Tennessee, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi,</li> </ul>

<p>and have political, economic, and/or cultural significance.</p>	<p>the United States?</p>	<p>Louisiana, Arkansas</p> <ul style="list-style-type: none"> <li>• Midwest: Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, Kansas, Nebraska, South Dakota, North Dakota</li> <li>• Southwest: Texas, Oklahoma, New Mexico, Arizona</li> <li>• Rocky Mountains: Colorado, Utah, Nevada, Montana, Wyoming, Idaho</li> <li>• Pacific: Washington, Oregon, California</li> <li>• Noncontiguous: Alaska, Hawaii</li> </ul> <p><b>Cities</b></p> <ul style="list-style-type: none"> <li>• Northeast: New York, Boston, Pittsburgh, Philadelphia</li> <li>• Southeast: Washington, D.C., Atlanta, New Orleans</li> <li>• Midwest: Chicago, St. Louis, Detroit</li> <li>• Southwest: San Antonio, Santa Fe</li> <li>• Western (Rocky Mountains): Denver, Salt Lake City</li> <li>• Pacific: San Francisco, Los Angeles, Seattle</li> <li>• Noncontiguous: Juneau, Honolulu</li> </ul>
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<p><b>USII.3- The student will demonstrate knowledge of the effect of Reconstruction on American life by:</b></p>		
<p>a. Analyzing the impact of the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendment to the Constitution of the United States of America.</p>		
<p><b>VDOE Essential Understandings</b></p>	<p><b>VDOE Essential Questions</b></p>	<p><b>VDOE Essential Knowledge</b></p>
<p>The 13th, 14th, and 15th Amendments to the Constitution of the United States of America address the issues of slavery and guarantee equal protection under the law for all citizens.</p>	<p>What are the basic provisions of the 13th, 14th, and 15th Amendments to the Constitution of the United States?</p>	<p><b>Basic provisions of the Amendments</b></p> <ul style="list-style-type: none"> <li>• The 13th Amendment bans slavery in the United States and all of its territories.</li> <li>• The 14th Amendment grants citizenship to all persons born in the United States and guarantees them equal protection under the law.</li> <li>• The 15th Amendment ensures all citizens the right to vote regardless of race, color, or previous condition of servitude.</li> </ul>

		These three amendments guarantee equal protection under the law for all citizens.
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<b>USII.3- The student will demonstrate knowledge of the effect of Reconstruction on American life by:</b>		
b. Describing the impact of Reconstruction policies on the South and the North		
<b>VDOE Essential Understandings</b>	<b>VDOE Essential Questions</b>	<b>VDOE Essential Knowledge</b>
<p>The Reconstruction policies were harsh and created problems in the South.</p> <p>Reconstruction attempted to give meaning to the freedom that former enslaved African Americans had achieved.</p>	<p>What were the Reconstruction policies for the South?</p>	<p><b>Reconstruction policies and problems</b></p> <ul style="list-style-type: none"> <li>• Southern military leaders could not hold office.</li> <li>• African Americans could hold public office.</li> <li>• African Americans gained equal rights as a result of the Civil Rights Act of 1866, which also authorized the use of federal troops for its enforcement.</li> <li>• Northern soldiers supervised the South.</li> <li>• The Freedmen’s Bureau was established to aid former enslaved African Americans in the South.</li> <li>• Southerners resented Northern “carpetbaggers,” who took advantage of the South during Reconstruction.</li> <li>• Southern states adopted Black Codes to limit the economic and physical freedom of former slaves.</li> </ul> <p><b>End of Reconstruction</b></p> <ul style="list-style-type: none"> <li>• Reconstruction ended in 1877 as a result of a compromise over the outcome of the election of 1876.</li> <li>• Federal troops were removed from the South.</li> <li>• Rights that African Americans had gained were lost through “Jim Crow” laws.</li> </ul>

<b>USII.3 - The student will demonstrate knowledge of the effect of Reconstruction on American life by:</b>		
c. Describing the legacy of Abraham Lincoln, Robert E. Lee, and Frederick Douglass.		
<b>VDOE Essential Understandings</b>	<b>VDOE Essential Questions</b>	<b>VDOE Essential Knowledge</b>
<p>The actions of Abraham Lincoln, Robert E. Lee, and Frederick Douglass created lasting impacts.</p>	<p>What were the lasting impacts of the actions of Abraham Lincoln, Robert E. Lee, and Frederick Douglass?</p>	<p><b>Abraham Lincoln</b></p> <ul style="list-style-type: none"> <li>• Reconstruction plan calling for reconciliation</li> <li>• Preservation of the Union was more important than punishing the South</li> </ul> <p><b>Robert E. Lee</b></p> <ul style="list-style-type: none"> <li>• Urged Southerners to reconcile with Northerners at the end of the war and reunite as Americans when some wanted to continue to fight</li> <li>• Became president of Washington College, which is now known as Washington and Lee University</li> </ul> <p><b>Frederick Douglass</b></p> <ul style="list-style-type: none"> <li>• Fought for adoption of constitutional amendments</li> </ul>

		<p>that guaranteed voting rights</p> <ul style="list-style-type: none"> <li>• Was a powerful voice for human rights and civil liberties for all</li> </ul>
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<b>USII.4- The student will demonstrate knowledge of how life changed after the Civil War by:</b>		
a. Identifying the reasons for Westward Expansion, including its impact on American Indian.		
<b>VDOE Essential Understandings</b>	<b>VDOE Essential Questions</b>	<b>VDOE Essential Knowledge</b>
New opportunities and technological advances led to westward migration following the Civil War.	<p>Why did westward expansion occur after the Civil War?</p> <p>How did the lives of American Indians change with western expansion?</p>	<p><b>Reasons for increase westward expansion</b></p> <ul style="list-style-type: none"> <li>• Opportunities for land ownership</li> <li>• Technological advances, including the Transcontinental Railroad</li> <li>• Possibility of obtaining wealth, created by the discovery of gold and silver</li> <li>• Desire for adventure</li> <li>• Desire for a new beginning for former enslaved African Americans</li> </ul> <p><b>Impact on American Indians</b></p> <ul style="list-style-type: none"> <li>• Opposition by American Indians to westward expansion (Battle of Little Bighorn, Sitting Bull, Geronimo)</li> <li>• Forced relocation from traditional lands to reservations (Chief Joseph, Nez Percé)</li> <li>• Reduced population through warfare and disease</li> </ul>

		(Battle of Wounded Knee) <ul style="list-style-type: none"> <li>• Assimilation attempts and lifestyle changes (e.g., reduction of buffalo population)</li> <li>• Reduced their homelands through treaties that were broken</li> </ul>
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## US History 1865 to the Present: Industrialization, Urbanization & Immigration

### **Conceptual Lenses**

**Change and Continuity:** Patterns of change and continuity are complex and shape the growth and development of societies.

- **Conflict and Cooperation** – Students understand that individuals and societies choose cooperation or conflict, peace or war, isolation.
- **Innovation and Change** – Students understand that innovation shapes the growth and development of regions, governments, and societies.

**Systems:** Civilizations are defined and shaped by numerous complex and interdependent systems.

- **Economic Systems** – Students recognize that people make choices based on the availability of human, natural and capital resources and understand that individuals make economic choices within a larger economic system.

### **SOLs**

USII.2 - The student will use maps, globes, photographs, pictures, or tables for:

- b. explaining the relationships among natural resources, transportation, and industrial development after 1865.

USII.4 - The student will demonstrate knowledge of how life changed after the Civil War by:

- b. explaining the reasons for the increase in immigration, growth of cities, and challenges arising from this expansion.
- c. describing racial segregation, the rise of "Jim Crow", and other constraints faced by African Americans and other groups in the post-Reconstruction South.
- d. explaining the impact of new inventions, the rise of big business, the growth of industry, and life on American farms.



## Social Studies Essential Standards Skill Builder Resources

<p>Historical Method/Investigation &amp; Inquiry:</p> <ol style="list-style-type: none"> <li><b>Historical Thinking &amp; Research</b> – Have students research new inventions during the time period of industrialization and urbanization its impact on the growth and development of the United States.</li> <li><b>Multiple Perspectives</b> – Have students read various first hand accounts of immigrating to the United States and discuss whether the accounts match current beliefs.</li> <li><b>Sources &amp; Historic Record</b> – Have students review and examine the process of Ellis Island and the arrival immigrants to America.</li> </ol>	<p>Communication Skills:</p> <ol style="list-style-type: none"> <li><b>Using Visual Sources: Charts, Graphs, Photos, Maps &amp; Art</b> – Have student examine, explore, and interpret maps related to Industrialization and Urbanization and make connections related to locations of certain industries.</li> <li><b>Analytical Writing</b> – Have students write an editorial on the conditions of African Americans living during the Jim Crow Era in the South</li> <li><b>Critical Reading</b> – Have students read essays and works by both Booker T. Washington and W.E.B. DuBois and compare and contrast their approach towards equality</li> <li><b>Public Speaking and Presenting</b> – Have students participate in a Socratic Seminar evaluating the arguments of Booker T. Washington and W.E.B. DuBois and discussing the best path towards equality for African Americans</li> </ol>
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### Content Vocabulary

Natural Resources Urbanization Oppressive Government Political Machines Rural Raw Materials	Manufacturing Industrialization Tenements and Ghettos Racial Segregation Urban Production	Immigration Specialized Industries Settlement Houses Discrimination Vocational Mechanization
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### USII.2 - The student will use maps, globes, photographs, pictures, or tables for:

a. explaining the relationships among natural resources, transportation, and industrial development after 1865.

VDOE Essential Understandings	VDOE Essential Questions	VDOE Essential Knowledge
<p>Advances in transportation linked resources, products, and markets.</p> <p>Manufacturing areas were clustered near centers of population.</p>	<p>How did advances in transportation link resources, products, and markets?</p> <p>What are some examples of manufacturing areas that were located near centers of population?</p>	<p><b>Transportation resources</b></p> <ul style="list-style-type: none"> <li>Moving natural resources (e.g., copper, lead) to eastern factories</li> <li>Moving iron ore deposits to sites of steel mills (e.g., Pittsburgh)</li> <li>Transporting finished products to national markets</li> </ul> <p><b>Examples of manufacturing areas</b></p> <ul style="list-style-type: none"> <li>Textile industry: New England</li> <li>Automobile industry: Detroit</li> </ul>

- Steel industry: Pittsburgh

<b>USII.4 - The student will demonstrate knowledge of how life changed after the Civil War by:</b>		
b. explaining the reasons for the increase in immigration, growth of cities, and challenges arising from this expansion.		
<b>VDOE Essential Understandings</b>	<b>VDOE Essential Questions</b>	<b>VDOE Essential Knowledge</b>
<p>Population changes, growth of cities, and new inventions produced interaction and often conflict between different cultural groups.</p> <p>Population changes, growth of cities, and new inventions produced problems in urban areas.</p>	<p>Why did immigration increase?</p> <p>Why did cities grow and develop?</p> <p>What challenges faced Americans as a result of these social and technological changes?</p>	<p><b>Reasons for the increase in immigration</b></p> <ul style="list-style-type: none"> <li>• Hope for better opportunities</li> <li>• Desire for religious freedom</li> <li>• Escape from oppressive governments</li> <li>• Desire for adventure</li> </ul> <p><b>Reasons why cities grew and developed</b></p> <ul style="list-style-type: none"> <li>• Specialized industries, including steel (Pittsburgh) and meat packing (Chicago)</li> <li>• Immigration to America from other countries</li> <li>• Movement of Americans from rural to urban areas for job opportunities</li> </ul> <p>Rapid industrialization and urbanization led to overcrowded immigrant neighborhoods and tenements.</p> <p><b>Efforts to solve immigration problems</b></p> <ul style="list-style-type: none"> <li>• Settlement houses, such as Hull House founded by Jane Addams</li> <li>• Political machines that gained power by attending to the needs of new immigrants (e.g., jobs, housing)</li> </ul> <p><b>Discrimination against immigrants</b></p>

		<ul style="list-style-type: none"> <li>• Chinese</li> <li>• Irish</li> </ul> <p><b>Challenges faced by cities</b></p> <ul style="list-style-type: none"> <li>• Tenements and ghettos</li> <li>• Political corruption (political machines)</li> </ul>
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<b>USII.4 - The student will demonstrate knowledge of how life changed after the Civil War by:</b>		
c. describing racial segregation, the rise of "Jim Crow", and other constraints faced by African Americans and other groups in the post-Reconstruction South.		
<b>VDOE Essential Understandings</b>	<b>VDOE Essential Questions</b>	<b>VDOE Essential Knowledge</b>
<p>Discrimination against African Americans continued after Reconstruction.</p> <p>"Jim Crow" laws institutionalized a system of legal segregation.</p> <p>African Americans differed in their responses to discrimination and "Jim Crow."</p>	<p>What is racial segregation?</p> <p>How were African Americans discriminated against?</p> <p>How did African Americans respond to discrimination and "Jim Crow"?</p>	<p><b>Racial segregation</b></p> <ul style="list-style-type: none"> <li>• Based upon race</li> <li>• Directed primarily against African Americans, but other groups also were kept segregated</li> <li>• American Indians were not considered citizens until 1924.</li> </ul> <p><b>"Jim Crow" laws</b></p> <ul style="list-style-type: none"> <li>• Passed to discriminate against African Americans</li> <li>• Made discrimination practices legal in many communities and states</li> <li>• Were characterized by unequal opportunities in housing, work, education, and government</li> </ul> <p><b>African American responses</b></p> <ul style="list-style-type: none"> <li>• Booker T. Washington: Believed equality could be achieved through vocational education; accepted social segregation</li> <li>• W.E.B. DuBois: Believed in full political, civil, and social rights for African Americans.</li> </ul>

<p>USII.4 - The student will demonstrate knowledge of how life changed after the Civil War by:  d. explaining the impact of new inventions, the rise of big business, the growth of industry, and life on American farms.</p>		
<b>VDOE Essential Understandings</b>	<b>VDOE Essential Questions</b>	<b>VDOE Essential Knowledge</b>
<p>Between the Civil War and World War I, the United States was transformed from an agricultural to an industrial nation.</p> <p>Inventions had both positive and negative effects on society.</p>	<p>What inventions created great change and industrial growth in the United States?</p> <p>What created the rise in big business?</p> <p>What factors caused the growth of industry?</p> <p>How did industrialization and the rise in big business influence life on American farms?</p>	<p><b>Inventions that contributed to great change and industrial growth</b></p> <ul style="list-style-type: none"> <li>• Electric lighting and mechanical uses of electricity (Thomas Edison)</li> <li>• Telephone service (Alexander Graham Bell)</li> </ul> <p><b>Reasons for the rise and prosperity of big business</b></p> <ul style="list-style-type: none"> <li>• National markets created by transportation advances</li> <li>• Captains of industry (John D. Rockefeller, oil; Andrew Carnegie, steel; Cornelius Vanderbilt, shipping and railroads)</li> <li>• Advertising</li> <li>• Lower-cost production</li> </ul> <p><b>Factors that resulted in growth of industry</b></p> <ul style="list-style-type: none"> <li>• Access to raw materials and energy</li> <li>• Availability of work force due to immigration</li> <li>• Inventions</li> <li>• Financial resources</li> </ul> <p><b>Examples of big business</b></p> <ul style="list-style-type: none"> <li>• Railroads</li> <li>• Oil</li> <li>• Steel</li> </ul> <p><b>Postwar changes in farm and city life</b></p> <ul style="list-style-type: none"> <li>• Mechanization (e.g., the reaper) reduced farm labor</li> </ul>

		needs and increased production. • Industrial development in cities created increased labor needs. Industrialization provided new access to consumer goods (e.g., mail order).
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## US History 1865 to the Present: Progressivism and Response to Jim Crow

### Conceptual Lenses

**Change and Continuity:** Patterns of change and continuity are complex and shape the growth and development of societies.

- **Conflict and Cooperation** – Students understand that individuals and societies choose cooperation or conflict, peace or war, isolation
- **Choice and Consequence** – Students understand that individuals, groups, and societies make choices which have direct and indirect consequences

**Systems:** Civilizations are defined and shaped by numerous complex and interdependent systems.

- **Social Systems-** Students understand that ideological, cultural, and institutional forces shape individual identity

### **SOL**

USII.4 – The student will demonstrate knowledge of how life changed after the Civil War by:

- b. explaining the reasons for the increase in immigration, growth of cities, and challenges arising from this expansion.
- c. describing racial segregation, the rise of “Jim Crow”, and other constraints faced by African Americans and other groups in the post-Reconstruction South.
- e. describing the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, women’s suffrage, and the temperance movement.

<b>Social Studies Essential Standards Skill Builder Resources</b>	
<p>Historical Method/Investigation &amp; Inquiry:</p> <ol style="list-style-type: none"> <li>1. <b>Historical Thinking &amp; Research</b> – <i>Have students research and create a timeline depicting the change in workers rights from the late 1800s to present day.</i></li> <li>2. <b>Multiple Perspectives</b> – <i>Have students compare and contrast the workers viewpoints to the factory owners and Captains of Industry with regard to pay and working conditions.</i></li> <li>3. <b>Sources &amp; Historic Record</b> – <i>Have students view</i></li> </ol>	<p>Communication Skills:</p> <ol style="list-style-type: none"> <li>1. <b>Using Visual Sources: Charts, Graphs, Photos, Maps &amp; Art</b> – <i>Use the work of Lewis Hines and other images to have student interpret and analyze the working and living conditions of the time period.</i></li> <li>2. <b>Analytical Writing</b> – <i>Have students write persuasive essays/articles lobbying the government for programs to help with the poor living conditions of the time period.</i></li> <li>3. <b>Critical Reading</b> – <i>Have students read articles related to</i></li> </ol>

<p><i>documents related to live in the south during Jim Crow including both the white perspective as well as the African American perspective and discuss how the experiences and opinions can be so different</i></p>	<p><i>the living conditions in the tenement and ghettos comparing and contrasting the responses of Jane Addams to Boss Tweed</i></p> <p>4. <b>Public Speaking and Presenting</b> - Have students participate in a Socratic Seminar exploring the responsibilities of citizens to help each other out using the work of Jane Addams as an example.</p>
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<b>Content Vocabulary</b>		
Progressivism Women’s Suffrage Strikes	Temperance Movement 19 <sup>th</sup> Amendment Labor Unions	Prohibition 20 <sup>th</sup> Amendment

USII.4- The student will demonstrate knowledge of how life changed after the Civil War by:  
 b. Explaining the reasons for the increase in immigration, growth of cities, new inventions and challenges arising from this expansion.

<b>VDOE Essential Understandings</b>	<b>VDOE Essential Questions</b>	<b>VDOE Essential Knowledge</b>
<p>Population changes, growth of cities, and new inventions produced interaction and often conflict between different cultural groups.</p> <p>Population changes, growth of cities, and new inventions produced problems in urban areas.</p>	<p>Why did immigration increase?</p> <p>Why did cities grow and develop?</p> <p>What challenges faced Americans as a result of these social and technological changes?</p>	<p><b>Reasons for the increase in immigration</b></p> <ul style="list-style-type: none"> <li>• Hope for better opportunities</li> <li>• Desire for religious freedom</li> <li>• Escape from oppressive governments</li> <li>• Desire for adventure</li> </ul> <p><b>Reasons why cities grew and developed</b></p> <ul style="list-style-type: none"> <li>• Specialized industries, including steel (Pittsburgh) and meat packing (Chicago)</li> <li>• Immigration to America from other countries</li> <li>• Movement of Americans from rural to urban areas for job opportunities</li> </ul> <p>Rapid industrialization and urbanization led to overcrowded immigrant neighborhoods and tenements.</p> <p><b>Efforts to solve immigration problems</b></p> <ul style="list-style-type: none"> <li>• Settlement houses, such as Hull House founded by Jane Addams</li> <li>• Political machines that gained power by attending to the needs of new immigrants (e.g., jobs, housing)</li> </ul> <p><b>Discrimination against immigrants</b></p> <ul style="list-style-type: none"> <li>• Chinese</li> </ul>

		<ul style="list-style-type: none"> <li>• Irish</li> </ul> <p><b>Challenges faced by cities</b></p> <ul style="list-style-type: none"> <li>• Tenements and ghettos</li> <li>• Political corruption (political machines)</li> </ul>
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USII.4 – The student will demonstrate knowledge of how life changed after the Civil War by:  
 c. describing racial segregation, the rise of “Jim Crow”, and other constraints faced by African Americans and other groups in the post-Reconstruction South.

<b>VDOE Essential Understandings</b>	<b>VDOE Essential Questions</b>	<b>VDOE Essential Knowledge</b>
<p>Discrimination against African Americans continued after Reconstruction.</p> <p>“Jim Crow” laws institutionalized a system of legal segregation.</p> <p>African Americans differed in their responses to discrimination and “Jim Crow.”</p>	<p>What is racial segregation?</p> <p>How were African Americans discriminated against?</p> <p>How did African Americans respond to discrimination and “Jim Crow”?</p>	<p><b>Racial segregation</b></p> <ul style="list-style-type: none"> <li>• Based upon race</li> <li>• Directed primarily against African Americans, but other groups also were kept segregated</li> <li>• American Indians were not considered citizens until 1924.</li> </ul> <p><b>“Jim Crow” laws</b></p> <ul style="list-style-type: none"> <li>• Passed to discriminate against African Americans</li> <li>• Made discrimination practices legal in many communities and states</li> <li>• Were characterized by unequal opportunities in housing, work, education, and government</li> </ul> <p><b>African American responses</b></p> <ul style="list-style-type: none"> <li>• Booker T. Washington: Believed equality could be achieved through vocational education; accepted social segregation</li> <li>• W.E.B. DuBois: Believed in full political, civil, and social rights for African Americans.</li> </ul>

<p>USII.4- The student will demonstrate knowledge of how life changed after the Civil War by:  e. Describing the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, women’s suffrage, and the temperance movement.</p>		
<b>VDOE Essential Understandings</b>	<b>VDOE Essential Questions</b>	<b>VDOE Essential Knowledge</b>
<p>The effects of industrialization led to the rise of organized labor and important workplace reforms.</p>	<p>How did the reforms of the Progressive Movement change the United States?</p> <p>How did workers respond to the negative effects of industrialization?</p>	<p><b>Negative effects of industrialization</b></p> <ul style="list-style-type: none"> <li>• Child labor</li> <li>• Low wages, long hours</li> <li>• Unsafe working conditions</li> </ul> <p><b>Rise of organized labor</b></p> <ul style="list-style-type: none"> <li>• Formation of unions: Growth of American Federation of Labor</li> <li>• Strikes: Aftermath of Homestead Strike</li> </ul> <p><b>Progressive Movement workplace reforms</b></p> <ul style="list-style-type: none"> <li>• Improved safety conditions</li> <li>• Reduced work hours</li> <li>• Placed restrictions on child labor</li> </ul> <p><b>Women’s suffrage</b></p> <ul style="list-style-type: none"> <li>• Increased educational opportunities</li> <li>• Attained voting rights <ul style="list-style-type: none"> <li>– Women gained the right to vote with passage of the 19th Amendment to the Constitution of the United States of America.</li> <li>– Susan B. Anthony and Elizabeth Cady Stanton worked for women’s suffrage.</li> </ul> </li> </ul> <p><b>Temperance movement</b></p> <ul style="list-style-type: none"> <li>• Composed of groups opposed to the making and consuming of alcohol</li> <li>• Supported the 18th Amendment to the Constitution of the United States, prohibiting the manufacture, sale, and transport of alcoholic beverages</li> </ul>



## US History 1865 to the Present: Imperialism and World War I

### Conceptual Lenses

**Change and Continuity:** Patterns of change and continuity are complex and shape the growth and development of societies.

- **Conflict and Cooperation** – Students understand that individuals and societies choose cooperation or conflict, peace or war, isolation
- **Innovation and Change** – Students understand that innovation shapes the growth and development of regions, governments, and societies

**Systems:** Civilizations are defined and shaped by numerous complex and interdependent systems.

- **Geographic Systems** – Students use geographic skills and a variety of sources to develop an understanding of how relationships between humans and their environment have changed over time
- **Economic Systems** – Students recognize that people make choices based on the availability of human, natural and capital resources and understand that individuals make economic choices within a larger economic system

### SOL

USII.5 - The student will demonstrate knowledge of the changing role of the United States from the late nineteenth century through World War I by:

- a. Explaining reasons for and the results of the Spanish American War
- b. Describing Theodore Roosevelt’s impact on the foreign policy of the United States
- c. Explaining the reasons for the United States’ involvement in World War I and its international leadership role at the conclusion of the war.

Social Studies Essential Standards Skill Builder Resources	
<p>Historical Method/Investigation &amp; Inquiry:</p> <ol style="list-style-type: none"> <li>1. <b>Historical Thinking &amp; Research</b> – <i>Have students examine and review the opinions related to the causes of the Sinking of the U.S.S. Maine to explore how history changes over time with regard to access to information.</i></li> <li>2. <b>Multiple Perspectives</b> – <i>Have students compare and contrast various points of view regarding the involvement of the United States in WWI (Various immigrant groups, business owners, political leaders, etc.)</i></li> <li>3. <b>Sources &amp; Historic Record</b> - <i>Have student look at data related to the Spanish American War to look for accuracy of news reports during that time period.</i></li> </ol>	<p>Communication Skills:</p> <ol style="list-style-type: none"> <li>1. <b>Using Visual Sources: Charts, Graphs, Photos, Maps &amp; Art</b> – <i>Have students interpret maps and data related to WWI to develop a better understanding of the causes of the war with regard to alliances and financial ties.</i></li> <li>2. <b>Analytical Writing</b> – <i>Have students consider the question: When is it appropriate for a nation to go to war with other nations?</i></li> <li>3. <b>Critical Reading</b> – <i>Have students read primary source articles and documents related to the Spanish American War to identify uses of both Yellow Journalism and Propaganda</i></li> <li>4. <b>Public Speaking and Presenting</b> – <i>Have student debate whether or not the United States should get involved in World War I.</i></li> </ol>

Content Vocabulary		
Yellow Journalism Roosevelt Corollary Militarism Neutrality League of Nations	Propaganda Big Stick Diplomacy Alliances Isolationism Treaty of Versailles	Monroe Doctrine Nationalism Imperialism 14 Points

**USII.5- The student will demonstrate knowledge of the changing role of the United States from the late nineteenth century through World War I by:**  
a. Explaining reasons for and the results of the Spanish American War

VDOE Essential Understandings	VDOE Essential Questions	VDOE Essential Knowledge
<p>The United States emerged as a world power as a result of victory over Spain in the Spanish American War.</p> <p>Economic interests and public opinion often influence United States involvement in international affairs.</p>	<p>What were the reasons for the Spanish American War?</p> <p>What were the results of the Spanish American War?</p>	<p><b>Reasons for the Spanish American War</b></p> <ul style="list-style-type: none"> <li>• Protection of American business interests in Cuba</li> <li>• American support of Cuban rebels to gain independence from Spain</li> <li>• Rising tensions between Spain and the United States as a result of the sinking of the <i>USS Maine</i> in Havana Harbor</li> <li>• Exaggerated news reports of events (yellow journalism)</li> </ul> <p><b>Results of the Spanish American War</b></p> <ul style="list-style-type: none"> <li>• The United States emerged as a world power.</li> <li>• Cuba gained independence from Spain.</li> <li>• The United States gained possession of the Philippines, Guam, and Puerto Rico.</li> </ul>

**USII.5- The student will demonstrate knowledge of the changing role of the United States from the late nineteenth century through World War I by:**  
b. Describing Theodore Roosevelt’s impact on the foreign policy of the United States

VDOE Essential Understandings	VDOE Essential Questions	VDOE Essential Knowledge
<p>Roosevelt expanded the Monroe Doctrine as a way to prevent European involvement in the affairs of Latin American countries.</p>	<p>What were Theodore Roosevelt’s foreign policies?</p> <p>What was Theodore Roosevelt’s impact on the foreign policy of the United States?</p>	<p>The Roosevelt Corollary to the Monroe Doctrine</p> <ul style="list-style-type: none"> <li>• Asserted the United States’ right to interfere in the economic matters of other nations in the Americas</li> <li>• Claimed the United States’ right to exercise international police power</li> <li>• Advocated Big Stick Diplomacy (building the Panama Canal).</li> </ul>

**USII.5 - The student will demonstrate knowledge of the changing role of the United States from the late nineteenth century through World War I by:**  
c. Explaining the reasons for the United States’ involvement in World War I and its international leadership role at the

conclusion of the war.		
<b>VDOE Essential Understandings</b>	<b>VDOE Essential Questions</b>	<b>VDOE Essential Knowledge</b>
<p>The United States' involvement in World War I ended a long tradition of avoiding involvement in European conflicts and set the stage for the United States to emerge as a global superpower later in the twentieth century.</p> <p>There were disagreements about the extent to which the United States should participate in world affairs.</p>	<p>What were the reasons for the United States' becoming involved in World War I?</p> <p>Who were the Allies?</p> <p>Who were the Central Powers?</p> <p>In what ways did the United States provide international leadership at the conclusion of the war?</p>	<p><b>Reasons for United States involvement in World War I</b></p> <ul style="list-style-type: none"> <li>• Inability to remain neutral</li> <li>• German submarine warfare: Sinking of the <i>Lusitania</i></li> <li>• United States economic and political ties to Great Britain</li> <li>• The Zimmermann Telegram</li> </ul> <p><b>Major Allied Powers</b></p> <ul style="list-style-type: none"> <li>• British Empire</li> <li>• France</li> <li>• Russia</li> <li>• Serbia</li> <li>• Belgium</li> <li>• United States</li> </ul> <p><b>Central Powers</b></p> <ul style="list-style-type: none"> <li>• German Empire</li> <li>• Austro-Hungarian Empire</li> <li>• Bulgaria</li> <li>• Ottoman Empire</li> </ul> <p><b>United States leadership as the war ended</b></p> <ul style="list-style-type: none"> <li>• At the end of World War I, President Woodrow Wilson prepared a peace plan known as the Fourteen Points that called for the formation of the League of Nations, a peacekeeping organization.</li> <li>• The United States decided not to join the League of Nations because the United States Senate failed to ratify the Treaty of Versailles.</li> </ul>

## US History 1865 to the Present: 1920s and Great Depression

### **Conceptual Lenses:**

**Change and Continuity:** Patterns of change and continuity are complex and shape the growth and development of societies.

- **Patterns & Relationships** – Students understand that patterns such as change and continuity or cause and effect

occur across time and place

**Systems:** Civilizations are defined and shaped by numerous complex and interdependent systems.

- **Economic Systems** – Students recognize that people make choices based on the availability of human, natural and capital resources and understand that individuals make economic choices within a larger economic system

**SOL**

USII.6- The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by:

- a. Explaining how developments in factory and labor productivity and transportation (including the use of the automobile), communication, and electrification changed American life.
- b. Describing the social and economic changes that took place, including prohibition and the Great Migration north and west.
- c. Examining art, literature, and music from 1920s and 1930s, emphasizing Langston Hughes, Duke Ellington, and Georgia O’Keeffe and including the Harlem Renaissance.
- d. Identifying the causes of the Great Depression, its impact on Americans, and the major features of Franklin D. Roosevelt’s New Deal.

<b>Social Studies Essential Standards Skill Builder Resources</b>	
Historical Method/Investigation & Inquiry:  1. <b>Historical Thinking &amp; Research</b> - <i>Have students research and explore the conditions of farmers during the 1920s to explore the question of: "Were the conditions in the 1920s accurately represented by mainstream culture?"</i>	Communication Skills:  1. <b>Using Visual Sources: Charts, Graphs, Photos, Maps &amp; Art</b> – <i>Have students examine and interpret major works of art during the Harlem Renaissance and Jazz Age and explore how they are a representation of the 1920s</i>

<p>2. <b>Multiple Perspectives</b> – Have students compare and contrast the works of W.E.B. DuBois, Langston Hughes, Jacob Lawrence, and Booker T. Washington, and draw conclusions about the African American experience during the 1920s and 1930s</p> <p>3. <b>Sources &amp; Historic Record</b> – Have students read primary source accounts of African Americans during the Great Migration North to determine if their goals were met by locating to a different place.</p>	<p>2. <b>Analytical Writing</b> – Have students review primary source documents, images, and make suggestions on how the government could resolve/help people during the Great Depression</p> <p>3. <b>Critical Reading</b> – Have students review documents and data related to the New Deal and evaluate its effectiveness in accomplishing the goals of the FDRs Administration</p> <p>4. <b>Public Speaking and Presenting</b> – Have students select a piece of artwork or artist during the 1920s and present on how their work accurately depicts the time period.</p>
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Content Vocabulary		
Mobility Electrification Migrant workers Over-speculation New Deal Social Security Farm Assistance Programs	Suburbs Cultural Climate Harlem Renaissance Federal Reserve Federal Work Programs Labor Rights	Mechanization Jazz Age Great Migration Tariffs Environmental Improvement Programs

USII.6- The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by: <ol style="list-style-type: none"> <li>a. Explaining how developments in factory and labor productivity and transportation (including the use of the automobile), communication, and electrification changed American life.</li> </ol>		
VDOE Essential Understandings	VDOE Essential Questions	VDOE Essential Knowledge
Technology extended progress into all areas of American life, including neglected rural areas.	How was social and economic life in the early twentieth century different from that in the late nineteenth century?	<b>Results of improved transportation brought about by affordable automobiles</b> <ul style="list-style-type: none"> <li>• Greater mobility</li> <li>• Creation of jobs</li> <li>• Growth of transportation-related industries (road</li> </ul>

	<p>What factors increased factory and labor productivity?</p>	<ul style="list-style-type: none"> <li>• construction, oil, steel, automobile)</li> <li>• Movement to suburban areas</li> </ul> <p><b>Invention of the airplane</b></p> <ul style="list-style-type: none"> <li>• The Wright brothers</li> </ul> <p><b>Use of the assembly line</b></p> <ul style="list-style-type: none"> <li>• Henry Ford, automobile</li> <li>• Rise of mechanization</li> </ul> <p><b>Communication changes</b></p> <ul style="list-style-type: none"> <li>• Increased availability of telephones</li> <li>• Development of the radio and broadcast industry</li> <li>• Development of the movies</li> </ul> <p><b>Ways electrification changed American life</b></p> <ul style="list-style-type: none"> <li>• Labor-saving products (e.g., washing machines, electric stoves, water pumps)</li> <li>• Electric lighting</li> <li>• Entertainment (e.g., radio)</li> <li>• Improved communications</li> </ul>
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<p>USII.6- The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by:</p> <p>b. Describing the social economic changes that took place, including prohibition and the Great Migration north and west.</p>		
<p><b>VDOE Essential Understandings</b></p>	<p><b>VDOE Essential Questions</b></p>	<p><b>VDOE Essential Knowledge</b></p>
<p>Reforms in the early twentieth century could not legislate how all people behaved.</p> <p>Economic conditions and violence led to the migration of people.</p>	<p>What was prohibition, and how effective was it?</p> <p>Why did African Americans migrate to northern cities?</p> <p>What were the economic changes during the early</p>	<p>Prohibition was imposed by a constitutional amendment that made it illegal to manufacture, transport, and sell alcoholic beverages.</p> <p><b>Results of prohibition</b></p> <ul style="list-style-type: none"> <li>• Speakeasies were created as places for people to drink alcoholic beverages.</li> <li>• Bootleggers made and smuggled alcohol illegally</li> </ul>

	<p>twentieth century?</p>	<p>and promoted organized crime.</p> <ul style="list-style-type: none"> <li>• Repealed by the 21st Amendment.</li> </ul> <p><b>Great Migration north and west</b></p> <ul style="list-style-type: none"> <li>• Jobs for African Americans in the South were scarce and low paying.</li> <li>• African Americans faced discrimination and violence in the South.</li> <li>• African Americans moved to cities in the North and Midwest in search of better employment opportunities.</li> <li>• African Americans also faced discrimination and violence in the North and Midwest.</li> </ul>
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<p>USII.6- The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by:</p> <p>c. Examining art, literature, and music from 1920s and 1930s, emphasizing Langston Hughes, Duke Ellington, and Georgia O’Keeffe and including the Harlem Renaissance.</p>		
<p><b>VDOE Essential Understandings</b></p>	<p><b>VDOE Essential Questions</b></p>	<p><b>VDOE Essential Knowledge</b></p>
<p>The 1920s and 1930s were important decades for American art, literature, and music.</p> <p>The leaders of the Harlem Renaissance drew upon the heritage of African American culture to establish themselves as powerful forces for cultural change.</p>	<p>Who were the leaders in art, literature, and music during the 1920s and 1930s?</p> <p>What were the contributions of these leaders?</p> <p>How did the Harlem Renaissance influence American life?</p>	<p><b>Cultural climate of the 1920s and 1930s</b></p> <ul style="list-style-type: none"> <li>• Art: Georgia O’Keeffe, an artist known for urban scenes and, later, paintings of the Southwest</li> <li>• Literature: F. Scott Fitzgerald, a novelist who wrote about the Jazz Age of the 1920s; John Steinbeck, a novelist who portrayed the strength of poor migrant workers during the 1930s</li> <li>• Music: Aaron Copland and George Gershwin, composers who wrote uniquely American music</li> </ul>

		<p><b>Harlem Renaissance</b> African American artists, writers, and musicians based in Harlem revealed the freshness and variety of African American culture.</p> <ul style="list-style-type: none"> <li>• Art: Jacob Lawrence, a painter who chronicled the experiences of the Great Migration through art</li> <li>• Literature: Langston Hughes, a poet who combined the experiences of African and American cultural roots</li> <li>• Music: Duke Ellington and Louis Armstrong, jazz musicians; Bessie Smith, a blues singer</li> <li>• The popularity of these artists spread beyond Harlem to the rest of society.</li> </ul>
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<p>USII.6- The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by:</p> <p>d. Identifying the causes of the Great Depression, its impact on Americans, and the major features of Franklin D. Roosevelt’s New Deal.</p>		
<b>VDOE Essential Understandings</b>	<b>VDOE Essential Questions</b>	<b>VDOE Essential Knowledge</b>
<p>The optimism of the 1920s concealed problems in the American economic system and attitudes about the role of government in controlling the economy.</p> <p>The Great Depression had a widespread and severe impact on American life.</p> <p>Franklin Roosevelt’s New Deal</p>	<p>What were the causes of the Great Depression?</p> <p>How were the lives of Americans affected by the Great Depression?</p> <p>What were the major features of the New Deal?</p>	<p><b>Causes of the Great Depression</b></p> <ul style="list-style-type: none"> <li>• People over-specified on stocks, using borrowed money that they could not repay when stock prices crashed.</li> <li>• The Federal Reserve failed to prevent the collapse of the banking system.</li> <li>• High tariffs discouraged international trade.</li> </ul> <p><b>Impact on Americans</b></p> <ul style="list-style-type: none"> <li>• A large number of banks and other businesses failed.</li> <li>• One-fourth of workers were without jobs.</li> <li>• Large numbers of people were hungry and homeless.</li> </ul>



<p>used government programs to help the nation recover from the Depression.</p>		<ul style="list-style-type: none"><li>• Farmers' incomes fell to low levels.</li></ul> <p><b>Major features of the New Deal</b></p> <ul style="list-style-type: none"><li>• Social Security</li><li>• Federal work programs</li><li>• Environmental improvement programs</li><li>• Farm assistance programs</li><li>• Increased rights for labor</li></ul>
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## US History 1865 to the Present: World War II

### **Conceptual Lenses:**

**Change and Continuity:** Patterns of change and continuity are complex and shape the growth and development of societies.

- **Conflict and Cooperation** – Students understand that individuals and societies choose cooperation or conflict, peace or war, isolation
- **Innovation and Change** – Students understand that innovation shapes the growth and development of regions, governments, and societies
- **Choice and Consequence** – Students understand that individuals, groups, and societies make choices which have direct and indirect consequences

**Systems:** Civilizations are defined and shaped by numerous complex and interdependent systems.

- **Political Systems** – Students understand that the interplay among ideas, values, power, and leadership shape political systems and the rights they provide citizens

### **SOL**

USII.7- The student will demonstrate knowledge of the major causes and effects of American involvement in World War II by:

- a. Identifying the causes and events that led to American involvement in the war, including the attack on Pearl Harbor
- b. Locating and describing the major events and turning points of the war in Europe and the Pacific
- c. Describing the impact of World War II on the home front.

### **Social Studies Essential Standards Skill Builder Resources**

Historical Method/Investigation & Inquiry:

1. **Historical Thinking & Research** -
2. **Multiple Perspectives** -
3. **Sources & Historic Record** -

Communication Skills:

1. **Using Visual Sources: Charts, Graphs, Photos, Maps & Art** – *Have students analyze and interpret images and war propaganda to analyze how the United States was impacted on the home front.*
2. **Analytical Writing** – *Have students explain what they considered was the most significant battle of World War II*
3. **Critical Reading** – *Have students read*
4. **Public Speaking and Presenting** -

### **Content Vocabulary**

Political Conditions Fascism Axis Powers Aryan Supremacy Conserving and Rationing	Economic Conditions Dictators Holocaust Concentration Camp Internment Camps	Inflation Allies Anti-Semitism Rosie the Riveter
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<b>USII.7- The student will demonstrate knowledge of the major causes and effects of American involvement in World War II by:</b>		
a. Identifying the causes and events that led to American involvement in the war, including the attack on Pearl Harbor		
<b>VDOE Essential Understandings</b>	<b>VDOE Essential Questions</b>	<b>VDOE Essential Knowledge</b>
<p>Political and economic conditions in Europe following World War I led to the rise of fascism and to World War II.</p> <p>The rise of fascism threatened peace in Europe and Asia.</p> <p>As conflict grew in Europe and Asia, American foreign policy evolved from neutrality to direct involvement.</p>	<p>How did post-World War I Europe set the stage for World War II?</p> <p>How did the rise of fascism affect world events following World War I?</p> <p>How did American policy toward events in Europe and Asia change over time?</p>	<p><b>Causes of World War II</b></p> <ul style="list-style-type: none"> <li>• Political instability and economic devastation in Europe resulting from World War I: <ul style="list-style-type: none"> <li>– Worldwide depression</li> <li>– High war debt owed by Germany</li> <li>– High inflation</li> <li>– Massive unemployment</li> </ul> </li> <li>• Rise of Fascism: <ul style="list-style-type: none"> <li>– Fascism is political philosophy in which total power is given to a dictator and individual freedoms are denied and nationalism and, often, racism are emphasized.</li> <li>– Fascist dictators included Adolf Hitler (Germany), Benito Mussolini (Italy), and Hideki Tojo (Japan).</li> <li>– These dictators led the countries that became known as the Axis Powers.</li> </ul> </li> </ul> <p><b>The Allies</b></p> <ul style="list-style-type: none"> <li>• Democratic nations (the United States, Great Britain, Canada) were known as the Allies. The Soviet Union joined the Allies after being invaded by Germany.</li> <li>• Allied leaders included Franklin D. Roosevelt and, later, Harry S. Truman (United States), Winston Churchill (Great Britain), and Joseph Stalin (Soviet Union).</li> </ul> <p><b>Gradual change in American policy from neutrality to direct involvement</b></p> <ul style="list-style-type: none"> <li>• Isolationism (Great Depression, legacy of World War I)</li> <li>• Economic aid to Allies</li> <li>• Direct involvement in the war</li> </ul>

		<p><b>War in the Pacific</b></p> <ul style="list-style-type: none"> <li>• Rising tension developed between the United States and Japan because of Japanese aggression in East Asia.</li> <li>• On December 7, 1941, Japan attacked the United States at Pearl Harbor without warning.</li> <li>• The United States declared war on Japan.</li> <li>• Germany declared war on the United States.</li> </ul>
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**USII.7- The student will demonstrate knowledge of the major causes and effects of American involvement in World War II by:**  
**b. Locating and describing the major events and turning points of the war in Europe and the Pacific**

<b>VDOE Essential Understandings</b>	<b>VDOE Essential Questions</b>	<b>VDOE Essential Knowledge</b>
<p>Despite initial Axis success in both Europe and the Pacific, the Allies persevered and ultimately defeated Germany and Japan.</p> <p>The Holocaust is an example of prejudice and discrimination taken to the extreme.</p>	<p>What were the major events and turning points of World War II?</p> <p>What was the Holocaust?</p>	<p><b>Major events and turning points of World War II</b></p> <ul style="list-style-type: none"> <li>– Germany invaded Poland, setting off war in Europe. The Soviet Union also invaded Poland and the Baltic nations.</li> <li>– Germany invaded France and captured Paris.</li> <li>– Germany bombed London, and the Battle of Britain began.</li> <li>– The United States gave Britain war supplies and old naval warships in return for military bases in Bermuda and the Caribbean (Lend Lease).</li> <li>– Japan bombed Pearl Harbor.</li> <li>– After Japan bombed Pearl Harbor, Germany declared war on the United States.</li> <li>– The United States declared war on Japan and Germany.</li> <li>– The United States was victorious over Japan in the Battle of Midway. This victory was the turning point of the war in the Pacific.</li> <li>– Germany invaded the Soviet Union. The Soviet Union defeated Germany at Stalingrad, marking the turning point of the war in Eastern Europe.</li> <li>– American and other Allied troops landed in Normandy, France, on D-Day to begin the liberation of Western Europe.</li> <li>– The United States dropped two atomic bombs on Japan (Hiroshima and Nagasaki) in 1945, forcing Japan to surrender and ending World War II.</li> </ul> <p><b>The Holocaust</b></p>

		<ul style="list-style-type: none"> <li>• Anti-Semitism</li> <li>• Aryan supremacy</li> <li>• Systematic attempt to rid Europe of all Jews</li> <li>• Tactics: <ul style="list-style-type: none"> <li>– Boycott of Jewish stores</li> <li>– Threats</li> <li>– Segregation</li> <li>– Imprisonment and killing of Jews and others in concentration camps and death camps</li> </ul> </li> </ul> <p>Liberation by Allied forces of Jews and others who survived in concentration camps</p>
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**USII.7- The student will demonstrate knowledge of the major causes and effects of American involvement in World War II by:**  
**c. Describing the impact of World War II on the home front.**

<b>VDOE Essential Understandings</b>	<b>VDOE Essential Questions</b>	<b>VDOE Essential Knowledge</b>
<p>World War II affected every aspect of American life.</p> <p>Americans were asked to make sacrifices in support of the war effort and the ideals for which Americans fought.</p>	<p>How did Americans at home support the war effort?</p> <p>What effect did the war have on race relations in America?</p>	<p>American involvement in World War II brought an end to the Great Depression. Factories and workers were needed to produce goods to win the war.</p> <p>Thousands of American women took jobs in defense plants during the war (e.g., Rosie the Riveter).</p> <p>Americans at home supported the war by conserving and rationing resources.</p> <p>The need for workers temporarily broke down some racial barriers (e.g., hiring in defense plants), although discrimination against African Americans continued.</p> <p>While many Japanese Americans served in the armed forces, others were treated with distrust and prejudice, and many were forced into internment camps.</p>

## US History 1865 to the Present: The Cold War

### Conceptual Lens

**Change and Continuity:** Patterns of change and continuity are complex and shape the growth and development of societies.

- **Conflict and Cooperation** – Students understand that individuals and societies choose cooperation or conflict, peace or war, isolation
- **Choice and Consequence** – Students understand that individuals, groups, and societies make choices which have direct and indirect consequences

**Systems:** Civilizations are defined and shaped by numerous complex and interdependent systems.

- **Political Systems** – Students understand that the interplay among ideas, values, power, and leadership shape political systems and the rights they provide citizens

### SOL

USII.8- The student will demonstrate knowledge of economic, social, and political transformation of the United States and the world between the end of the World War II and the present by:

- a. Describing the rebuilding of Europe and Japan after World War II, the emergence of the United States as a superpower, and the establishment of the United Nations.
- c. Identifying the role of America’s military and veterans in defending freedom during the Cold War, including the wars in Korea and Vietnam, the Cuban missile crisis, the collapse of communism in Europe, and the rise of new challenges.

Social Studies Essential Standards Skill Builder Resources	
<p>Historical Method/Investigation &amp; Inquiry:</p> <ol style="list-style-type: none"> <li>1. Historical Thinking &amp; Research</li> <li>2. Multiple Perspectives</li> <li>3. Sources &amp; Historic Record</li> </ol>	<p>Communication Skills:</p> <ol style="list-style-type: none"> <li>1. Using Visual Sources: Charts, Graphs, Photos, Maps &amp; Art</li> <li>2. Analytical Writing</li> <li>3. Critical Reading</li> <li>4. Public Speaking and Presenting</li> </ol>

Content Vocabulary		
Marshall Plan Communism Ideology Warsaw Pact Iron Curtain	Occupation United Nations Capitalism NATO Berlin Wall	Democracy Dictatorial Cold War Containment Domino Theory

**USII.8- The student will demonstrate knowledge of economic, social, and political transformation of the United States and the world between the end of the World War II and the present by:**

- a. Describing the rebuilding of Europe and Japan after World War II, the emergence of the United States as a superpower, and the establishment of the United Nations.

<b>VDOE Essential Understandings</b>	<b>VDOE Essential Questions</b>	<b>VDOE Essential Knowledge</b>
<p>Learning from the mistakes of the past, the United States accepted its role as a world superpower, helping to rebuild Europe and Japan and taking the leading role in establishing the United Nations.</p>	<p>How did the United States help rebuild postwar Europe and Japan?</p>	<p>Much of Europe was in ruins following World War II. Soviet forces occupied most of Eastern and Central Europe and the eastern portion of Germany. The United States felt it was in its best interest to help rebuild Europe and prevent political and economic instability.</p> <p><b>Rebuilding efforts</b></p> <ul style="list-style-type: none"> <li>• The United States instituted George C. Marshall’s plan to rebuild Europe (the Marshall Plan), which provided massive financial aid to rebuild European economies and prevent the spread of communism.</li> <li>• Germany was partitioned into East and West Germany. West Germany became democratic and resumed self-government after a few years of American, British, and French occupation. East Germany remained under the domination of the Soviet Union and did not adopt democratic institutions.</li> <li>• Following its defeat, Japan was occupied by American forces. It soon adopted a democratic form of government, resumed self-government, and became a strong ally of the United States.</li> </ul> <p><b>Establishment of the United Nations</b></p> <p>The United Nations was formed near the end of World War II to create a body for the nations of the world to try to prevent future global wars.</p>

**USII.8- The student will demonstrate knowledge of economic, social, and political transformation of the United States and the world between the end of the World War II and the present by:**

- c. Identifying the role of America’s military and veterans in defending freedom during the Cold War, including the wars in Korea and Vietnam, the Cuban missile crisis, the collapse of communism in Europe, and the rise of new challenges.

<b>VDOE Essential Understandings</b>	<b>VDOE Essential Questions</b>	<b>VDOE Essential Knowledge</b>
<p>The United States and the Soviet</p>	<p>How and why did the Cold War</p>	<p><b>Terms to know</b></p>

<p>Union emerged from World War II as world powers, triggering a rivalry over ideology and national security.</p> <p>Since World War II, the United States has been directly involved in various conflicts that reflected the divisions created by Cold War tensions and hostilities.</p> <p>The tension between the free world and the communist world caused divisiveness at home and abroad.</p> <p>The Cold War was the central organizing principle in foreign affairs for 40 years.</p>	<p>begin?</p> <p>What have been the major conflicts and confrontations involving America in the post-World War II era?</p> <p>How did Cold War tensions cause divisiveness at home?</p> <p>How did communism collapse in Europe?</p> <p>How were the challenges after the Cold War different from earlier challenges?</p>	<ul style="list-style-type: none"> <li>• Cold War: The state of tension without actual fighting between the United States and the Soviet Union, which divided the world into two camps</li> </ul> <p><b>Origins of the Cold War</b></p> <ul style="list-style-type: none"> <li>• Differences in goals and ideologies between the United States and the Soviet Union (the two superpowers). The United States was democratic and capitalist; the Soviet Union was dictatorial and communist.</li> <li>• The Soviet Union’s domination over Eastern European countries</li> <li>• American policy of containment (to stop the spread of communism)</li> <li>• North Atlantic Treaty Organization (NATO) versus Warsaw Pact</li> </ul> <p><b>Major conflicts in the post-World War II era</b></p> <ul style="list-style-type: none"> <li>• South Korea and the United States resisted Chinese and North Korean aggression. The conflict ended in a stalemate.</li> <li>• The Cuban Missile Crisis occurred when the Soviet Union placed missiles in Cuba. The Soviets removed the missiles in response to a U.S. blockade of Cuba.</li> <li>• The United States intervened to stop the spread of communism into South Vietnam (Domino Theory). Americans were divided over whether the United States should be involved militarily in Vietnam. The conflict ended in a cease-fire agreement in which U.S. troops withdrew.</li> </ul> <p><b>Collapse of communism in Europe</b></p> <ul style="list-style-type: none"> <li>• Breakup of the Soviet Union into independent countries</li> <li>• Destruction of the Berlin Wall</li> </ul> <p><b>New challenges</b></p> <ul style="list-style-type: none"> <li>• Role of United States military intervention</li> <li>• Environmental challenges</li> <li>• Global issues, including trade, jobs, diseases, energy</li> </ul>
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## US History 1865 to the Present: America after World War II

### Conceptual Lenses

**Change and Continuity:** Patterns of change and continuity are complex and shape the growth and development of societies.

- **Innovation and Change** – Students understand that innovation shapes the growth and development of regions, governments, and societies
- **Choice and Consequence** – Students understand that individuals, groups, and societies make choices which have direct and indirect consequences
- **Patterns & Relationships** – Students understand that patterns such as change and continuity or cause and effect occur across time and place

**Systems:** Civilizations are defined and shaped by numerous complex and interdependent systems.

- **Economic Systems** – Students recognize that people make choices based on the availability of human, natural and capital resources and understand that individuals make economic choices within a larger economic system
- **Social Systems**- Students understand that ideological, cultural, and institutional forces shape individual identity
- **Political Systems** – Students understand that the interplay among ideas, values, power, and leadership shape political systems and the rights they provide citizens

### SOL

USII.8- The student will demonstrate knowledge of economic, social and political transformation of the United States and the world between the end of the World War II and the present by:

- b. Describing the conversion from wartime to peacetime economy.
- d. Describing the changing patterns of society, including expanded educational and economic opportunities for military veterans, women, and minorities.
- e. Describing how international trade and globalization have impacted American Life?

USII.9- The student will demonstrate knowledge of national and international issues during the second half of the twentieth and early twenty-first centuries by:

- a. Examining the Civil Rights Movements and the changing role of women.
- b. Describing the development of new technologies in communication, entertainment, and business and their impact on American life.
- c. Identifying how individual citizens from the time period influenced America scientifically, culturally, academically, and economically.
- d. Examining American foreign policy, immigration, the global environment, and other emerging issues.

### Social Studies Essential Standards Skill Builder Resources

Historical Method/Investigation & Inquiry:

1. Historical Thinking & Research

Communication Skills:

1. Using Visual Sources: Charts, Graphs, Photos, Maps & Art

2. Multiple Perspectives 3. Sources & Historic Record	2. Analytical Writing 3. Critical Reading 4. Public Speaking and Presenting
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Content Vocabulary		
Wartime Economy Labor Unions Globalization <i>Brown vs. Board of Education</i> Freedom Riders Voting Rights Act of 1965 Globalization	Peacetime Economy Baby Boom Outsourcing Passive Resistance Sit-Ins NOW Regional Variation	Credit G.I Bill of Rights <i>Plessy v. Ferguson</i> Bus Boycott Civil Rights Act of 1964 Equal Rights Amendment Global Pandemics

**USII.8- The student will demonstrate knowledge of economic, social and political transformation of the United States and the world between the end of the World War II and the present by:**  
**b. Describing the conversion from wartime to peacetime economy.**

VDOE Essential Understandings	VDOE Essential Questions	VDOE Essential Knowledge
Following World War II, Americans prospered due to an expanding economy stimulated by America’s involvement in the war.	What contributed to the prosperity of Americans following World War II?	<b>Reasons for rapid growth of the American economy following World War II</b> <ul style="list-style-type: none"> <li>• With rationing of consumer goods over, businesses converted from production of war materials to consumer goods.</li> <li>• Americans purchased goods on credit.</li> <li>• The work force shifted back to men, and most women returned full time to family responsibilities.</li> <li>• Labor unions merged and became more powerful; workers gained new benefits and higher salaries.</li> <li>• As economic prosperity continued and technology boomed, the next generation of women entered the labor force in large numbers.</li> </ul>

**USII.8- The student will demonstrate knowledge of economic, social and political transformation of the United States and the world between the end of the World War II and the present by:**  
**d. Describing the changing patterns of society, including expanded educational and economic opportunities for**

<b>military veterans, women, and minorities.</b>		
<b>VDOE Essential Understandings</b>	<b>VDOE Essential Questions</b>	<b>VDOE Essential Knowledge</b>
<p>Changing patterns in American society since the end of World War II changed the way most Americans lived and worked.</p>	<p>What factors led to changing patterns of society in the post-World War II era?</p> <p>What policies and programs expanded educational and employment opportunities for the military, women, and minorities?</p>	<p><b>Factors leading to changing patterns in United States society</b></p> <ul style="list-style-type: none"> <li>• Strong economy (healthy job market, increased productivity, increased demand for American products)</li> <li>• Greater investment in education</li> <li>• The “Baby Boom,” which led to changing demographics</li> <li>• Interstate highway system</li> <li>• Evolving role of women (expected to play a supporting role in the family while increasingly working outside the home)</li> <li>• Role of Eleanor Roosevelt in expanding human rights</li> <li>• African Americans’ aspirations for equal opportunities</li> </ul> <p><b>Policies and programs expanding educational and employment opportunities</b></p> <ul style="list-style-type: none"> <li>• G.I. Bill of Rights gave educational, housing, and employment benefits to veterans.</li> <li>• Truman desegregated the armed forces.</li> <li>• Civil Rights legislation led to increased educational, economic, and political opportunities for women and minorities.</li> </ul>

<b>USII.8- The student will demonstrate knowledge of economic, social and political transformation of the United States and the world between the end of the World War II and the present by:</b>		
<b>e. Describing how international trade and globalization have impacted American Life.</b>		
<b>VDOE Essential Understandings</b>	<b>VDOE Essential Questions</b>	<b>VDOE Essential Knowledge</b>
<p>Between the end of World War II and the present, the world has been marked by an increase in globalization and interdependence.</p>	<p>How has globalization impacted American life?</p>	<p>Globalization is the linking of nations through trade, information, technologies, and communication.</p> <p>Globalization involves increased integration of different societies.</p> <p><b>Impact of globalization on American life</b></p> <ul style="list-style-type: none"> <li>• Improvement of all communications (e.g., travel, telecommunications, Internet)</li> <li>• Availability of a wide variety of foreign-made goods</li> </ul>

		and services • Outsourcing of jobs
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**USII.9- The student will demonstrate knowledge of national and international issues during the second half of the twentieth and early twenty-first centuries by:**  
**a. Examining the Civil Rights Movements and the changing role of women.**

<b>VDOE Essential Understandings</b>	<b>VDOE Essential Questions</b>	<b>VDOE Essential Knowledge</b>
<p>The Civil Rights Movement resulted in legislation that ensured constitutional rights to all citizens of the United States regardless of race.</p> <p>Women activists were inspired by the achievements of the Civil Rights Movement and took action to gain equality for women, particularly in the workplace.</p>	<p>What were some effects of segregation on American society?</p> <p>How did the African American struggle for equality become a mass movement?</p> <p>How did the law support the struggle for equality for African Americans?</p> <p>How were women disadvantaged in the workplace?</p> <p>What actions were taken to improve conditions for women?</p>	<p><b>Some effects of segregation</b></p> <ul style="list-style-type: none"> <li>• Separate educational facilities and resources for white and African American students</li> <li>• Separate public facilities (e.g., restrooms, drinking fountains, restaurants)</li> <li>• Social isolation of races</li> </ul> <p><b>Civil Rights Movement</b></p> <ul style="list-style-type: none"> <li>• Opposition to <i>Plessy v. Ferguson</i>: "Separate but equal"</li> <li>• <i>Brown v. Board of Education</i>: Desegregation of schools</li> <li>• Martin Luther King, Jr.: Passive resistance against segregated facilities; "I have a dream..." speech</li> <li>• Rosa Parks: Montgomery bus boycott</li> <li>• Organized protests, Freedom Riders, sit-ins, marches</li> <li>• Expansion of the National Association for the Advancement of Colored People (NAACP)</li> <li>• Civil Rights Act of 1964</li> <li>• Voting Rights Act of 1965</li> </ul> <p><b>Changing role of women</b></p> <ul style="list-style-type: none"> <li>• Workplace disadvantages: <ul style="list-style-type: none"> <li>– Discrimination against women in hiring practices</li> <li>– Lower wages for women than for men doing the same job</li> </ul> </li> <li>• Improved conditions: <ul style="list-style-type: none"> <li>– National Organization for Women (NOW)</li> <li>– Federal legislation to force colleges to give women equal athletic opportunities</li> </ul> </li> <li>• The Equal Rights Amendment, despite its failure, and a focus on equal opportunity employment created a wider range of options and advancement for women in business and public service.</li> </ul>

**USII.9- The student will demonstrate knowledge of national and international issues during the second half of the twentieth and early twenty-first centuries by:**  
**b. Describing the development of new technologies in communication, entertainment, and business and their impact on American life.**

VDOE Essential Understandings	VDOE Essential Questions	VDOE Essential Knowledge
<p>After the war, Americans turned their energies to the development of peacetime technologies.</p> <p>New technologies in communication, entertainment, and business have dramatically affected American life.</p>	<p>Which industries benefited the most from the new technologies?</p> <p>What impact did new technologies have on American life?</p> <p>How have new technologies in communication, entertainment, and business affected American life?</p>	<p><b>Industries benefiting from new technologies</b></p> <ul style="list-style-type: none"> <li>• Airline industry (jet engine)</li> <li>• Automobile industry and interstate highway system</li> <li>• Entertainment and news media industries</li> <li>• Exploration of space</li> <li>• Computer industry</li> <li>• Satellite systems, telecommunications (pagers, cell phones, television)</li> <li>• Internet</li> </ul> <p><b>Impact of new technologies on American life</b></p> <ul style="list-style-type: none"> <li>• Increased domestic and international travel for business and pleasure</li> <li>• Greater access to news and other information</li> <li>• Cheaper and more convenient means of communication</li> <li>• Greater access to heating and air-conditioning improved the quality of life and encouraged population growth in certain areas of the country.</li> <li>• Decreased regional variation resulting from nationwide access to the same entertainment and information provided by national television and radio programming, Internet services, and computer games</li> </ul>

**USII.9- The student will demonstrate knowledge of national and international issues during the second half of the twentieth and early twenty-first centuries by:**  
**c. Identifying how individual citizens from the time period influenced America scientifically, culturally, academically, and economically.**

VDOE Essential Understandings	VDOE Essential Questions	VDOE Essential Knowledge
<p>Representative citizens have influenced America scientifically,</p>	<p>How have representative citizens influenced America scientifically,</p>	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>• Charles Drew: Medicine (plasma)</li> </ul>

culturally, academically, and economically.	culturally, academically, and economically?	<ul style="list-style-type: none"> <li>• J. Robert Oppenheimer: Physics (Manhattan Project team)</li> </ul> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>• Frank Lloyd Wright: Architecture</li> <li>• Martha Graham: Dance</li> </ul> <p><b>Academics</b></p> <ul style="list-style-type: none"> <li>• Henry Louis Gates: History</li> <li>• Maya Angelou: Literature</li> </ul> <p><b>Economics</b></p> <ul style="list-style-type: none"> <li>• Bill Gates: Computer technology (Microsoft)</li> <li>• Ray Kroc: Franchising (McDonald's)</li> </ul>
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**USII.9- The student will demonstrate knowledge of national and international issues during the second half of the twentieth and early twenty-first centuries by:**  
**d. Examining American foreign policy, immigration, the global environment, and other emerging issues.**

<b>VDOE Essential Understandings</b>	<b>VDOE Essential Questions</b>	<b>VDOE Essential Knowledge</b>
American foreign policy, immigration policies, energy policies, and environmental policies affect people both in the United States and in other countries.	How have American foreign policy, immigration policies, energy policies, and environmental policies affected people both in the United States and in other countries?	<p><b>Foreign policy</b></p> <ul style="list-style-type: none"> <li>• Increase in terrorist activities</li> <li>• Conflicts in the Middle East</li> <li>• Changing relationships with nations</li> </ul> <p><b>Immigration</b></p> <ul style="list-style-type: none"> <li>• Changing immigration patterns (e.g., Hispanic Americans, Asian Americans)</li> <li>• More people want to immigrate to the United States than are allowed by law.</li> </ul> <p><b>Global environment</b></p> <ul style="list-style-type: none"> <li>• Policies to protect the environment</li> <li>• Global climate change</li> <li>• Conservation of water and other natural resources</li> </ul> <p><b>Other issues</b></p> <ul style="list-style-type: none"> <li>• Energy issues (dependence on foreign oil)</li> <li>• World health issues (global pandemics)</li> </ul>