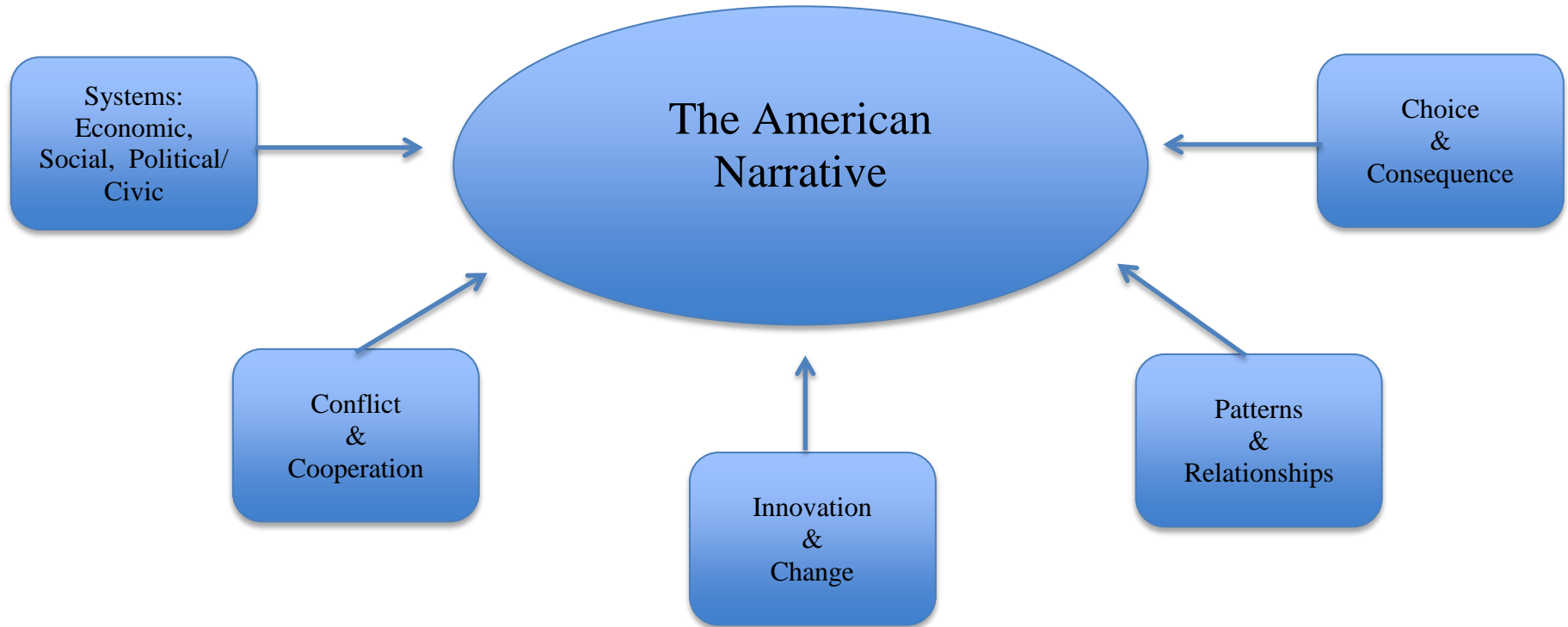


ACPS Curriculum Framework - US & VA History



Sample Unit Organization

1. Colonization & Settlement (to 1763)
2. Era of the American Revolution and US Constitution (1763-1789)
3. A New Nation (1789 – 1845)
4. Civil War & Reconstruction (1845 – 1877)
5. Emergence of Modern America (1865-1920)
6. A “New Era” and a “New Deal” (1920-1940)
7. World War II (1939 – 1945)
8. Cold War (1945-1989)
9. Civil Rights and Contemporary America (1950s to Present)

ACPS Concepts with Grade Level Essential Standards

1. Conflict & Cooperation
Understand that desires for resources and/or control lead to conflict and cooperation between individuals, groups, and societies.
 2. Innovation & Change
Understand that innovation creates change and all change has direct and indirect consequence.
 3. Choice & Consequence
Understand that individuals, groups, and societies make choices based on the direct and indirect consequences they expect to occur.
 4. Patterns & Relationships
Recognize and be able to explain historical patterns to better understand the relationship between discrete events across time and place
 5. Systems: Economic, Social, Geographic, & Political/Civic
Understand that economic systems are shaped by the political and social systems in which they exist and are how groups and individuals make decisions regarding production, distribution, and consumption
- Understand that cultural values and norms shape identity and behavior within groups, institutions, and states Including the degree of freedom that exists within a society*
- Understand that geography and geographic characteristics influence the development of political, economic, and social systems*
- Understand societies employ various methods to establish and maintain order and authority and that political structures influence the degree of freedom individuals and groups have in a society*

ACPS History and Social Science Processes with Grade Level Essential Standards

Historical Method/ Investigation & Inquiry:

1. Historical Thinking & Research
Use and cite high quality academic resources in conducting historical investigations as well as developing and defending a thesis with evidence
2. Multiple Perspectives
Develop historical empathy and perceive past events and issues from the perspective of individuals and diverse groups living at the time
3. Sources & Historic Record
When using both primary and secondary sources, identify the author's purpose, point of view, bias, and evaluate the reliability of the source. Synthesize ideas from multiple sources to draw conclusions, and determine patterns or relationships

Communication Skills:

1. Using Visual Sources: Charts, Graphs, Photos, Maps & Art
Comprehend and interpret one or more visual sources and be able to translate them into an alternate form
2. Analytical Writing
Develop a thesis-driven essay using documents or research and support claims through analysis of substantive topics or texts using valid reasoning and sharing relevant and sufficient evidence
3. Critical Reading
Identify, analyze and interpret primary and secondary sources to make generalizations about events and life in the past or to develop and defend a position
4. Public Speaking and Presenting
Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes. Speak clearly at an understandable pace
Use formal English when appropriate to task and situation

US and VA History: Colonization and Settlement

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 desires for resources and/or control lead to conflict and cooperation between individuals, groups, and societies
- **Choice and Consequence** – Students understand that individuals, groups, and societies make choices based on the direct and indirect consequences they expect to occur
- **Patterns and Relationships** – Students recognize and are able to explain historical patterns (such as cause and effect) to better understand the relationship between discrete events across time and place

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

- **Geographic Systems** – Students understand that geography and geographic characteristics influence the development of political, economic, and social systems
- **Economic Systems** – Students understand that economic systems are shaped by the political and social systems in which they exist and are how groups and individuals make decisions regarding production, distribution, and consumption
- **Social Systems** – Students understand that cultural values and norms shape identity and behavior within groups, institutions, and states Including the degree of freedom that exists within a society
- **Political Systems** – Students understand that societies employ various methods to establish and maintain order and authority and that political structures influence the degree of freedom individuals and groups have in a society

SOL

[VUS.2](#) The student will describe how early European exploration and colonization resulted in cultural interactions among Europeans, Africans, and American Indians.

[VUS.3](#) The student will describe how the values and institutions of European economic and political life took root in the colonies and how slavery reshaped European and African life in the Americas.

| ACPS Social Science Essential Skill Builder Resources | |
|---|--|
| <p>Historical Method/Investigation & Inquiry:</p> <p>1. Historical Thinking & Research <i>Individually or in pairs assign students to research and report on one of the original 13 colonies. Students should</i></p> | <p>Communication Skills:</p> <p>1. Using Visual Sources: Charts, Graphs, Photos, Maps & Art <i>Have students compare and contrast early (17th c.) maps of Boston, MA and Jamestown, VA. Ask students to reflect on the differences from</i></p> |

focus on each colonies' founding, government, geography, population, economy, religion, and societal characteristics.

2. Multiple Perspectives

Watch "Episode 1: After the Mayflower" from the PBS film "We Shall Remain." The episode is available to watch in its entirety at <http://www.pbs.org/wgbh/amex/weshallremain>. Before viewing, give students a debatable position on early Native American and European relations, and after viewing have them write a reaction piece to the film.

3. Sources & Historic Record

Have students compare and contrast colonial charters and land grants for the purpose settlement and colonization. These documents can be found at <http://avalon.law.yale.edu>.

various scopes: town, colony, and region.

2. Analytical Writing

1619 was a pivotal year for the Virginia colony. Have students describe the monumental events of that year and then argue which event was most important to the later development of the Virginia colony.

3. Critical Reading

Have students read portions of, or divide up into sections the entire text of, Jonathan Edwards' "Sinners in the Hands of an Angry God." Ask students to identify Edwards' thesis, highlight his use of imagery, and then discuss how this speech reflected religion in the colonies during the Great Awakening.

4. Public Speaking and Presenting

Which of the original 13 colonies was most important to the development of early North America? Have student pairs present each colony and argue for its importance. Allow student audience members to ask questions and vote on a colony's significance.

Content Vocabulary

New England:

MA, CT, RI, NH
Pilgrims, Puritans
"covenant community"
Mayflower Compact
direct democracy
town meetings

Middle (Mid-Atlantic):

NY, NJ, PA, DE
Philadelphia, New York
Quakers

Chesapeake/Southern:

Religious freedom (tolerance vs. intolerance)
Persecution
Free enterprise
Private ownership
Manufacturing
Cash crops
Plantations
Indigo
Entrepreneurs
Quakers
Huguenots
American Indians
Subsistence Farming
Middle Passage

| | |
|--|-----------------|
| VA, MD, NC, SC, GA Jamestown, 1607 House of Burgesses, 1619 Plantation agriculture Tobacco Indentured Servants Enslaved Africans | Great Awakening |
|--|-----------------|

US & VA History: Birth of a Nation from Revolution to Constitution

Change and Continuity - Patterns of change and continuity are complex and shape the growth and development of societies

- **Conflict and Cooperation** –Students understand that desires for resources and/or control lead to conflict and cooperation between individuals, groups, and societies
- **Choice and Consequence** – Students understand that individuals, groups, and societies make choices based on the direct and indirect consequences they expect to occur

SOL:

- [VUS.4](#) The student will demonstrate knowledge of events and issues of the Revolutionary Period by
- a) analyzing how the political ideas of John Locke and those expressed in *Common Sense* helped shape the Declaration of Independence;
 - b) evaluating how key principles in the Declaration of Independence grew in importance to become unifying ideas of American democracy;
 - c) describing the political differences among the colonists concerning separation from Great Britain;
 - d) analyzing reasons for colonial victory in the Revolutionary War.

- [VUS.5](#) The student will demonstrate knowledge of the issues involved in the creation and ratification of the Constitution of the United States and how the principles of limited government, consent of the governed, and the social contract are embodied in it by
- a) explaining the origins of the Constitution, including the Articles of Confederation;
 - b) identifying the major compromises necessary to produce the Constitution, and the roles of James Madison and George Washington;
 - c) examining the significance of the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom in the framing of the Bill of Rights;
 - d) assessing the arguments of Federalists and Anti-Federalists during the ratification debates and their relevance to political debate today;
 - e) appraising how John Marshall's precedent-setting decisions established the Supreme Court as an independent and equal branch of the national government.

ACPS Social Science Essential Skill Builder Resources

1. Historical Thinking & Research
Have students investigate the events from the end of the French & Indian War that lead up to the American Revolution in 1775 and complete a graphic organizer. Then, in summation, ask

Communication Skills:

1. Using Visual Sources: Charts, Graphs, Photos, Maps & Art
Compare and contrast the political geography of North American in the aftermaths of the Treaty of Paris 1763 vs. 1783.

them to respond to the following: In the time period after the end of the French & Indian War in 1763, what event constituted the turning point towards war with Britain?

2. Multiple Perspectives

Have students investigate accounts of the American Revolution and its aftermath. What was the differential effect on Women, Native Americans, enslaved Africans? Were the principles of the Declaration of Independence achieved?

3. Sources & Historic Record

Have students get familiar with the US Constitution through a search of the documents. Have them locate and identify the major articles, important sections and clauses, and amendments

2. Analytical Writing

Historians have labeled the time period after the American Revolution until the adoption of the US Constitution the "Critical Period." Why a might a historian use this moniker and is it accurate?

3. Critical Reading

Select excerpts from John de Crevecoeur's Letters from an American Farmer. Use Letter XII "Distresses of a Frontier Man," which describes the coming of the Revolutionary War. Is James pro- or anti-British?

4. Public Speaking and Presenting

Have students examine both the Federalist Papers and the Anti-Federalist Papers and report on the arguments of both sides. Divide the class into equal halves, assign sides and notable personalities, and allow them to recreate the debates for a modern audience.

Content Vocabulary

John Locke
 Enlightenment
 natural rights
 social contract
 ordered liberty
 consent of the governed
 Thomas Paine: *Common Sense*
 Declaration of Independence
 Thomas Jefferson
 equality, liberty, pursuit of happiness
 French & Indian War

Proclamation of 1763
 Stamp Act (taxation)
 Boston Tea Party
 First Continental Congress
 Boston Massacre
 "Minutemen"
 Lexington and Concord
 Patriots
 Loyalists
 Neutrals

Patrick Henry, "Give me liberty or give me death!"
 Benjamin Franklin
 Treaty of Alliance with France
 George Washington
 Continental Army
 Battle of Yorktown
 Articles of Confederation
 George Washington
 James Madison, "Father of the Constitution"
 Virginia Plan

US & VA History: A New Nation

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

- **Choice and Consequence** – Students understand that individuals, groups, and societies make choices based on the direct and indirect consequences they expect to occur

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

- **Geographic Systems** – Students understand that geography and geographic characteristics influence the development of political, economic, and social systems
- **Economic Systems** – Students understand that economic systems are shaped by the political and social systems in which they exist and are how groups and individuals make decisions regarding production, distribution, and consumption
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- **Political Systems** – Students understand that societies employ various methods to establish and maintain order and authority and that political structures influence the degree of freedom individuals and groups have in a society

SOL:

- VUS.6 The student will demonstrate knowledge of the major events from the last decade of the eighteenth century through the first half of the nineteenth century by
- a) explaining the principles and issues that prompted Thomas Jefferson to organize the first opposition political party;
 - b) identifying the economic, political, and geographic factors that led to territorial expansion and its impact on the American Indians;
 - c) examining the reasons why James Madison asked Congress to declare war on Great Britain in 1812 and how this divided the nation;
 - d) relating the changing character of American political life in “the age of the common man” (Jacksonian Era) to increasing popular participation in state and national politics;
 - e) describing the cultural, economic, and political issues that divided the nation, including tariffs, slavery, the abolitionist and women’s suffrage movements, and the role of the states in the Union.

| ACPS Discipline Skill Builders | |
|---|---|
| Historical Method/Investigation & Inquiry: 1. Historical Thinking & Research <i>Have students complete a Venn diagram comparing and</i> | Communication Skills: 1. Using Visual Sources: Charts, Graphs, Photos, Maps & Art <i>Ask students to analyze John Gast’s American Progress. What is</i> |

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| <p><i>contrasting the 1st and 2nd Two-Party Systems. Venn diagrams should include party leaders, constituents, founding, platforms, elections, etc.</i></p> <p>2. Multiple Perspectives <i>Have students report on the justification, interpretation and reaction to the Monroe Doctrine by Americans, Europeans, and South Americans.</i></p> <p>3. Sources & Historic Record <i>Using ProQuest and other historical newspaper and magazine databases, have students read and analyze newspaper editorials on the Election of 1800. Are there parallels in the political climate to the present day?</i></p> | <p><i>depicted in the picture? What symbols are used and how to they relate to "Manifest Destiny."</i></p> <p>2. Analytical Writing <i>Was the label "Era of Good Feelings" accurate for the time period 1815-1825?</i></p> <p>3. Critical Reading <i>Have students read Andrew Jackson's 1st inaugural address. What major initiatives does Jackson propose? By the end of his presidency was he successful in these initiatives? Evaluate Jackson's presidency based on this inaugural address.</i></p> <p>4. Public Speaking and Presenting <i>Have students research and prepare a presentation on Jacksonian-era reforms: temperance, mental health, women's suffrage, transcendentalism, utopian communities, etc</i></p> |
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| Content Vocabulary | | |
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| Bank of the United States Jay Treaty Undeclared war with France Democratic-Republicans (Jefferson, Madison) Election of 1800 Federalists (Adams, Hamilton) Louisiana Purchase Lewis and Clark Expedition Sacajawea War of 1812 Oregon Territory Florida | Monroe Doctrine Railroads, Canals Eli Whitney, cotton gin "Cotton Kingdom" Texas, Alamo, annexation Mexican-American War "Manifest Destiny" "Trail of Tears" "Common Man" Andrew Jackson: spoils system Democratic party: Whigs, Know-Nothings Sectionalism | Tariffs Westward Expansion balance of power Missouri Compromise Compromise of 1850 Kansas-Nebraska Act, "popular sovereignty" Republican Party Nature of Union: Tariff of 1832 slave revolts (Turner, Prosser) William Lloyd Garrison— <i>The Liberator</i> fugitive slaves Women's Suffrage Seneca Falls Declaration Elizabeth Cady Stanton Susan B. Anthony |

US & VA History: Civil War and Reconstruction

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

- **Conflict and Cooperation** – Students understand that desires for resources and/or control lead to conflict and cooperation between individuals, groups, and societies
- **Choice and Consequence** – Students understand that individuals, groups, and societies make choices based on the direct and indirect consequences they expect to occur
- **Patterns and Relationships** – Students recognize and are able to explain historical patterns (such as cause and effect) to better understand the relationship between discrete events across time and place

SOL

- VUS.7 The student will demonstrate knowledge of the Civil War and Reconstruction Era and their importance as major turning points in American history by
- a) evaluating the multiple causes of the Civil War, including the role of the institution of slavery as a principal cause of the conflict;
 - b) identifying the major events and the roles of key leaders of the Civil War Era, with emphasis on Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass;
 - c) analyzing the significance of the Emancipation Proclamation and the principles outlined in Lincoln’s Gettysburg Address;
 - d) examining the political and economic impact of the war and Reconstruction, including the adoption of the 13th, 14th, and 15th Amendments to the Constitution of the United States;
 - e) examining the social impact of the war on African Americans, the common soldier, and the home front, with emphasis on Virginia;
 - f) explaining postwar contributions of key leaders of the Civil War.

| ACPS Discipline Skill Builders | |
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| <p>Historical Method/Investigation & Inquiry:</p> <p>1. Historical Thinking & Research <i>Have students read and research about the contested Election of 1876 and its resolution by the Compromise of 1877. Why do some historians consider this to be the most corrupt election in US History?</i></p> <p>2. Multiple Perspectives <i>What was the reaction to the Emancipation Proclamation by enslaved Africans, freed Blacks, Northern and Southern Whites of</i></p> | <p>Communication Skills:</p> <p>1. Using Visual Sources: Charts, Graphs, Photos, Maps & Art <i>Have students look at the Civil War photographs by Matthew Brady. What does the imagery show and how does it reflect the course of the war? What was the importance of the imagery at the time? How has photography and reporting on war changed in the intervening years?</i></p> <p>2. Analytical Writing <i>Did the Civil War and Reconstruction solve the question of the</i></p> |

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| <p><i>various economic classes, and politicians?</i></p> <p>3. Sources & Historic Record <i>Read excerpts from Uncle Tom's Cabin. How was the novel perceived in the South versus the North? What were the criticisms of and praise for the novel?</i></p> | <p><i>"nature of the Union"?</i></p> <p>3. Critical Reading <i>Compare and contrast Lincoln's 1st and 2nd inaugural addresses. How had the context of the war changed?</i></p> <p>4. Public Speaking and Presenting <i>Have students create an annotated timeline of the Civil War and Reconstruction period. Divide the students into small groups and give them part of the timeline. Put the timeline together as a class and have the small groups present their sections as a review.</i></p> |
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| Content Vocabulary | | |
|--|--|---|
| <p><i>Dred Scott</i> <i>Uncle Tom's Cabin</i> Election of 1860 Fort Sumter, secession Battle of Antietam, Emancipation Proclamation Battle of Gettysburg Appomattox</p> | <p>Abraham Lincoln Jefferson Davis Ulysses S. Grant Robert E. Lee Frederick Douglass Gettysburg Address</p> | <p>Radical Republicans, Andrew Johnson "Civil War Amendments" Reconstruction Election of 1876, Compromise of 1877 "Jim Crow" Era Transcontinental Railroad</p> |

US & VA History: Emergence of Modern America (1865 – 1920)

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 creates change and all change has direct and indirect consequences

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

- **Geographic Systems** – Students understand that geography and geographic characteristics influence the development of political, economic, and social systems
- **Economic Systems** – Students understand that economic systems are shaped by the political and social systems in which they exist and are how groups and individuals make decisions regarding production, distribution, and consumption
- **Social Systems** – Students understand that cultural values and norms shape identity and behavior within groups, institutions, and states Including the degree of freedom that exists within a society
- **Political Systems** – Students understand that societies employ various methods to establish and maintain order and authority and that political structures influence the degree of freedom individuals and groups have in a society

SOL:

- VUS.8 The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by
- a) explaining the relationship among territorial expansion, westward movement of the population, new immigration, growth of cities, the role of the railroads, and the admission of new states to the United States;
 - b) describing the transformation of the American economy from a primarily agrarian to a modern industrial economy and identifying major inventions that improved life in the United States;
 - c) analyzing prejudice and discrimination during this time period, with emphasis on “Jim Crow” and the responses of Booker T. Washington and W.E.B. DuBois;
 - d) identifying the causes and impact of the Progressive Movement, including the excesses of the Gilded Age, child labor and antitrust laws, the rise of labor unions, and the success of the women’s suffrage movement.

- VUS.9 The student will demonstrate knowledge of the emerging role of the United States in world affairs by
- a) explaining the changing policies of the United States toward Latin America and Asia and the growing influence of the United States in foreign markets;
 - b) evaluating United States involvement in World War I, including Wilson’s Fourteen Points, the Treaty of Versailles, and the national debate over treaty ratification and the League of Nations.

| ACPS Social Studies Essential Skill Builders | |
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| Historical Method/Investigation & Inquiry: 1. Historical Thinking & Research <i>Have students conduct background research on significant</i> | Communication Skills: 1. Using Visual Sources: Charts, Graphs, Photos, Maps & Art <i>Have students create a map that highlights the creation of</i> |

industrial entrepreneurs of the late 19th century. Have them conclude who was most important to the development of the American economy? Or have students list and gather information on Progressive accomplishments at the local, state, and national level. In the context of post-Gilded Age America, which was the most necessary?

2. Multiple Perspectives

What were the arguments of the two most significant African-American leaders at the turn of the 20th century: Booker T. Washington vs. W.E.B. DuBois? Have students read Washington's [Atlanta Compromise](#) speech and compare and contrast it with DuBois' [Talented Tenth](#) essay. Or have students prepare arguments in favor of using the moniker "Robber Barons" or "Captains of Industry" for the late 19th century entrepreneurs.

3. Sources & Historic Record

Theodore Roosevelt was one of most caricatured presidents in history. Have students collect political cartoons both critical and in praise of Roosevelt over the course of various events in his presidency.

America's Pacific empire. Why did the United States focus on the Pacific Rim? What future implications might this have for the United States?

2. Analytical Writing

Was the United States "neutral" from 1914-1917 during WWI? Why did the United States choose to enter WWI? Did the US achieve the goals it set out to accomplish in WWI?

3. Critical Reading

Have students read an excerpt of Dalton Trumbo's *Johnny Get Your Gun*, Chapter X in particular. What is the purpose of war? When is war beneficial and when is it harmful?

4. Public Speaking and Presenting

Divide students into Imperialist and Anti-Imperialist League supporters. Have them choose a foreign policy event from the late 19th or early 20th century and write an impassioned plea/speech in favor or against a particular event.

| Content Vocabulary | | |
|--|--|--|
| American cowboy Homestead Act of 1862 Technology: railroads & mechanical reaper "Old" Immigrants "New" Immigrants Ellis Island, Statue of Liberty melting pot Chinese Exclusion Act of 1882 Immigrant Restriction Act of 1921 | "Jim Crow" lynchin <i>Plessy v. Ferguson</i> Great Migration Ida B. Wells, Booker T. Washington W.E.B. DuBois NAACP Progressivism T Roosevelt's Square Deal Wilson's New Freedom | Haymarket Square Riot Homestead Strike Pullman Strike Sherman Anti-Trust Act Clayton Anti-Trust Act Women's suffrage, 19 th Amendment Open Door Policy (Hay) Dollar Diplomacy (Taft) global economy Spanish-American War Panama Canal |

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| Urbanization Corporation limited liability Bessemer steel process Edison - Light bulb Bell – Telephone Wright Brothers - Airplane Ford - Assembly-line Carnegie (steel) Morgan (finance) Rockefeller (oil) Vanderbilt (railroads) laissez-faire capitalism | Referendum Initiative Recall Primary elections 17 th Amendment, Secret ballot Muckrakers Labor Unions Knights of Labor American Federation of Labor (Gompers) American Railway Union (Debs) International Ladies' Garment Workers' Union | Annexation - Hawaii, Philippines World War I Submarine warfare (U-boats) Woodrow Wilson: "make the world safe for democracy" 14 Points self-determination freedom of the seas League of Nations mandate system Treaty of Versailles |
|--|---|--|

US & VA History: “A New Era” and a “New Deal” (1920 to 1940)

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

- **Choice and Consequence** – Students understand that individuals, groups, and societies make choices based on the direct and indirect consequences they expect to occur

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

- **Economic Systems** – Students understand that economic systems are shaped by the political and social systems in which they exist and are how groups and individuals make decisions regarding production, distribution, and consumption
- **Social Systems** – Students understand that cultural values and norms shape identity and behavior within groups, institutions, and states Including the degree of freedom that exists within a society
- **Political Systems** – Students understand that societies employ various methods to establish and maintain order and authority and that political structures influence the degree of freedom individuals and groups have in a society

SOL:

- [VUS.10](#) The student will demonstrate knowledge of key domestic events of the 1920s and 1930s by
- a) analyzing how radio, movies, newspapers, and magazines created popular culture and challenged traditional values;
 - b) assessing the causes and consequences of the stock market crash of 1929;
 - c) explaining the causes of the Great Depression and its impact on the American people;
 - d) describing how Franklin D. Roosevelt’s New Deal relief, recovery, and reform measures addressed the Great Depression and expanded the government’s role in the economy.

| ACPS Social Studies Essential Standards Skill Builders | |
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| <p>Historical Method/Investigation & Inquiry:</p> <p>1. Historical Thinking & Research <i>Have students gather causes of the Great Depression from various sources (textbooks, scholarly articles, trade non-fiction books, etc.) and make a categorized list. Students should be able to explain why an identified cause helped ignite the stock market crash and the Great Depression. Why might there be such disagreement amongst historians?</i></p> <p>2. Multiple Perspectives <i>Some considered Prohibition to be the “Noble Experiment” whereas others openly flaunted the law by making “bathtub</i></p> | <p>Communication Skills:</p> <p>1. Using Visual Sources: Charts, Graphs, Photos, Maps & Art <i>Using the images of the Great Depression by Dorothea Lange and those archived in the American Memory Library of Congress website, have students tell the story of the common man during this time period.</i></p> <p>2. Analytical Writing <i>Why were the 1920s referred to as the “Roaring 20s” and was that label universal to the American populace.</i></p> <p>3. Critical Reading</p> |

gin" and visiting speakeasies. What were the arguments on both sides, and with the repeal of Prohibition in 1933 did its opponents win?

3. Sources & Historic Record

The 1920s were a grand time for consumerism in America, and this enthusiasm was displayed in popular advertising. Find newspaper and magazine advertisements from this time period and identify techniques used to entice consumers. How did this advertising contribute to a strain between traditional and modern morals and values?

Have students read excerpts from popular fiction novels of the time, such as *The Great Gatsby* (Fitzgerald), *The Grapes of Wrath* (Steinbeck), or *Dodsworth* (Lewis). How do these fictional depictions compare to the everyday experiences of Americans at this time?

4. Public Speaking and Presenting

Assign students a New Deal "alphabet agency" to research and report on. Students should argue in favor of their agency as being the most important to the New Deal in a "Survivor" contest. Weakest agencies voted off until the most important agency remains.

Content Vocabulary

| | | |
|----------------------------|--|-------------------------|
| Radio | 19 th Amendment | Hawley-Smoot Tariff Act |
| Jazz | Ku Klux Klan | New Deal |
| Roosevelt's Fireside Chats | Prohibition & 18 th Amendment | WPA |
| Movies & escapism | speakeasies | AAA |
| Newspapers and magazines | 1929 Crash | FDIC |
| Fads | Great Depression | Social Security |
| Scopes Trial | Federal Reserve system | |
| Flappers | | |

US & VA History: World War II

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

- **Conflict and Cooperation** – Students understand that desires for resources and/or control lead to conflict and cooperation between individuals, groups, and societies
- **Choice and Consequence** – Students understand that individuals, groups, and societies make choices based on the direct and indirect consequences they expect to occur
- **Patterns and Relationships** – Students recognize and are able to explain historical patterns (such as cause and effect) to better understand the relationship between discrete events across time and place

SOL

[VUS.11](#) The student will demonstrate knowledge of World War II by

- a) analyzing the causes and events that led to American involvement in the war, including military assistance to the United Kingdom and the Japanese attack on Pearl Harbor;
- b) describing and locating the major battles and turning points of the war in North Africa, Europe, and the Pacific, including Midway, Stalingrad, the Normandy landing (D-Day), and Truman’s decision to use the atomic bomb to force the surrender of Japan;
- c) describing the role of all-minority military units, including the Tuskegee Airmen and Nisei regiments;
- d) examining the Geneva Convention and the treatment of prisoners of war during World War II;
- e) analyzing the Holocaust (Hitler’s “final solution”), its impact on Jews and other groups, and the postwar trials of war criminals.

[VUS.12](#) The student will demonstrate knowledge of the effects of World War II on the home front by

- a) explaining how the United States mobilized its economic, human, and military resources;
- b) describing the contributions of women and minorities to the war effort;
- c) explaining the internment of Japanese Americans during the war;
- d) describing the role of media and communications in the war effort.

| Social Studies Essential Standards Skill Builder Resources | |
|--|---|
| <p>Historical Method/Investigation & Inquiry:</p> <p>1. Historical Thinking & Research <i>Have students create a chronology of Japanese American foreign relations from the late 19th century and culminating in</i></p> | <p>Communication Skills:</p> <p>1. Using Visual Sources: Charts, Graphs, Photos, Maps & Art <i>Have students view and analyze World War II propaganda posters. What is propaganda and what is its role in wartime? What images</i></p> |

the attack on Pearl Harbor. What were points of conflict? Cooperation? How had Japan's period modernization paralleled that of the United States?

2. Multiple Perspectives

Have students report on the process of Japanese internment. What were the political and sociocultural arguments for and against the process? How did the popular media, particularly in the West, portray the process? What were Japanese reactions to internment and its effects?

3. Sources & Historic Record

Have students gather and analyze newspaper editorials, magazine articles, political cartoons, etc. on the debate of isolation and intervention in the buildup to World War II. Ask them to compare and contrast the sentiments at the time to those during the late 19th and early 20th centuries.

and messages do the posters convey?

2. Analytical Writing

Analyze the home-front experiences of African-Americans, Japanese-Americans, and Mexican-Americans during World War II.

3. Critical Reading

Have student's read (or listen to and follow along to) FDR's war message. What are his reasons for asking Congress to declare war in 1941? Compare and contrast this war message with Woodrow Wilson's 1917 message.

4. Public Speaking and Presenting

Have students gather background information from multiple sources on arguments for and against using the atomic bomb. Either as a whole class or in small group clusters have students debate the topic as if it were 1945 and they are part of President Truman's cabinet.

Content Vocabulary

Adolph Hitler, Poland 1939
Isolation, Neutrality
Lend-Lease
Japan, Manchuria
Pearl Harbor, December 7, 1941
"Defeat Hitler First"
"island hopping"
North Africa:
El Alamein
Stalingrad
Normandy
D-Day (June 6, 1944)

Pacific Front
Midway
Iwo Jima
Okinawa
Atomic Bomb
Hiroshima
Nagasaki
Tuskegee Airmen
Nisei regiments
Navajo code talkers
Mexican Americans (non-segregated)
Geneva Convention
Bataan Death March
Holocaust:
Genocide

"final solution
Nuremberg Trials
Rationing
War Bonds
Wartime production
Draft (selective service)
Rosie the Riveter
"Double V" campaign
Internment,
Korematsu v. United States,
reparations
Propaganda
stereotype

US & VA History: Cold War

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 creates change and all change has direct and indirect consequences

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

- **Economic Systems** – Students understand that economic systems are shaped by the political and social systems in which they exist and are how groups and individuals make decisions regarding production, distribution, and consumption
- **Social Systems** – Students understand that cultural values and norms shape identity and behavior within groups, institutions, and states Including the degree of freedom that exists within a society
- **Political Systems** – Students understand that societies employ various methods to establish and maintain order and authority and that political structures influence the degree of freedom individuals and groups have in a society

SOL:

- VUS.13 The student will demonstrate knowledge of United States foreign policy since World War II by
- a) describing outcomes of World War II, including political boundary changes, the formation of the United Nations, and the Marshall Plan;
 - b) explaining the origins of the Cold War, and describing the Truman Doctrine and the policy of containment of communism, the American role in wars in Korea and Vietnam, and the role of the North Atlantic Treaty Organization (NATO) in Europe;
 - c) explaining the role of America's military and veterans in defending freedom during the Cold War;
 - d) explaining the collapse of communism and the end of the Cold War, including the role of Ronald Reagan in making foreign policy;
 - e) explaining the impact of presidents of the United States since 1988 on foreign policy.

Social Studies Essential Standards Skill Builder Resources

Historical Method/Investigation & Inquiry:

1. Historical Thinking & Research

Ask students to create a museum dedicated to the most important people, events, and ideas of the Cold War. Students should be able to describe a person, event, or idea, but also justify as to why it should be included in the museum. Allow them also to design the structure of the museum.

Communication Skills:

1. Using Visual Sources: Charts, Graphs, Photos, Maps & Art
Have students collect photos of soldiers and combat from WWII, Korea, Vietnam, and later Cold War conflicts. Images are freely available in the [Life Magazine](#) archive hosted by Google. Ask students to characterize the photos and to look for changes in photography and media coverage of conflicts.

2. Analytical Writing

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| <p>2. Multiple Perspectives <i>What were the arguments of the Hawks and Doves during the Vietnam War? Who supported each side and what were their main arguments? How did each side go about promulgating its message?</i></p> <p>3. Sources & Historic Record <i>Have students create a retrospective of political cartoons on an aspect of the Cold War (i.e. Presidents). The retrospective should be comprehensive of the time period as well as identifying major themes or trends of the time period.</i></p> | <p><i>How effective was America's foreign policy of containment in Europe, Asia, and the Western Hemisphere during the Cold War?</i></p> <p>3. Critical Reading <i>Excerpt selected speeches from Ronald Regan's presidency and note his message and tone when speaking about the Soviet Union. Contrast that to his actions as president. Reagan speeches are freely available from the Miller Center.</i></p> <p>4. Public Speaking and Presenting <i>Divide students into groups by presidential administrations. Each group should have a president and cabinet members who deal with domestic or foreign policy. Have them select an important event from their administration and act out a cabinet meeting where they discuss the event and their reaction or solution to it.</i></p> |
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| Content Vocabulary | | |
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| West Germany East Germany Occupation of Japan Marshall Plan United Nations Truman Doctrine Containment NATO Warsaw Pact China's 1949 Revolution Sino-Soviet split massive retaliation Soviet Union (USSR) totalitarian, Communism Korean War Vietnam War Gulf of Tonkin Resolution, Americanization," | Cuba Fidel Castro Bay of Pigs invasion Cuban Missile Crisis Bomb shelters, Air raid drills Espionage Alger Hiss Julius and Ethel Rosenberg Joseph McCarthy and McCarthyism Virginia: military expenditures, Hampton Roads, Northern Virginia, Pentagon John F Kennedy inaugural address assassination Public Opinion: Hawks vs. Doves Student protests Vietnam Memorial | Mikhail Gorbachev Glasnost Perestroika Ronald Reagan: "...tear down this wall!" George H. W. Bush fall of communism in Eastern Europe reunification of Germany collapse of Yugoslavia breakup of the Soviet state Persian Gulf War Operation Desert Storm Bill Clinton NAFTA end of apartheid NATO in Yugoslavia George W. Bush 9/11 War in Afghanistan War in Iraq |

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| "Vietnamization," "Peace with Honor" | | |
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US & VA History: Civil Rights and Contemporary America

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 desires for resources and/or control lead to conflict and cooperation between individuals, groups, and societies
- **Choice and Consequence** – Students understand that individuals, groups, and societies make choices based on the direct and indirect consequences they expect to occur
- **Patterns and Relationships** – Students recognize and are able to explain historical patterns (such as cause and effect) to better understand the relationship between discrete events across time and place

SOL

- [VUS.14](#) The student will demonstrate knowledge of the Civil Rights movement of the 1950s and 1960s by
- a) identifying the importance of the *Brown v. Board of Education* decision, the roles of Thurgood Marshall and Oliver Hill, and how Virginia responded;
 - b) describing the importance of the National Association for the Advancement of Colored People (NAACP), the 1963 March on Washington, the Civil Rights Act of 1964, and the Voting Rights Act of 1965.
- [VUS.15](#) The student will demonstrate knowledge of economic, social, cultural, and political developments in recent decades and today by
- a) examining the role the United States Supreme Court has played in defining a constitutional right to privacy, affirming equal rights, and upholding the rule of law;
 - b) analyzing the changing patterns of immigration, the reasons new immigrants choose to come to this country, their contributions to contemporary America, and the debates over immigration policy;
 - c) explaining the media influence on contemporary American culture and how scientific and technological advances affect the workplace, health care, and education;
 - d) examining the impact of the “Reagan Revolution” on federalism, the role of government, and state and national elections since 1988;
 - e) assessing the role of government actions that impact the economy;
 - f) assessing the role of the United States in a world confronted by international terrorism.

| Social Studies Essential Standards Skill Builder Resources | |
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| Historical Method/Investigation & Inquiry: 1. Historical Thinking & Research <i>Make a list of the most significant Supreme Court cases in the</i> | Communication Skills: 1. Using Visual Sources: Charts, Graphs, Photos, Maps & Art <i>Allow students to pick a movement from this era: Civil Rights</i> |

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| <p><i>post-WWII era. Have students research the cases and report on the key players, arguments, decision, majority and dissenting opinions, precedents, and overall significance.</i></p> <p>2. Multiple Perspectives <i>What were the competing views on the Brown decisions in 1954 and 1955? What were the majority and dissenting opinions of the Supreme Court? How did the popular media portray the decision and its aftermath?</i></p> <p>3. Sources & Historic Record <i>Have students chart recent immigration with prior periods of immigration: pre-Civil War "Old" immigrants and post-Civil War "New" immigrants. What are similarities and differences? What societal reactions did these immigrants face? What themes trend across all periods? What was unique to individual periods or groups of immigration?</i></p> | <p><i>for African Americans, Latinos, or Native Americans, Women's Rights, Antiwar Protests, Gay Rights, or another of their choosing and chronicle the movements, their leaders, messages, and events through photography.</i></p> <p>2. Analytical Writing <i>Analyze the extent to which the Civil Rights Movement and the women's movement transformed American society?</i></p> <p>3. Critical Reading <i>Have students read the Patriot Act and background leading to its passage. Then ask them to compare and contrast it to similar legislation such as the Espionage and Sedition Acts, or the Alien and Sedition Acts.</i></p> <p>4. Public Speaking and Presenting <i>Using the list of technological improvements, have students create skits that incorporate several of the improvements as well as stating how the workplace, schools, and health care have improved.</i></p> |
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| Content Vocabulary | | |
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| <i>Brown v. Board of Education</i> | Voting Rights Act of 1965 | Mars rover |
| Thurgood Marshall | Justice Sandra Day O'Connor | Voyager missions |
| NAACP | Justice Ruth Bader Ginsburg | Hubble telescope |
| Oliver Hill | Justice Clarence Thomas | Satellites |
| Massive Resistance | Immigration from Asia and Latin America | GPS |
| "white flight" | Space Exploration | personal communication devices |
| 1963 March on Washington | NASA | robotics |
| Martin Luther King, Jr | John Glenn | telecommuting |
| "I Have a Dream" speech | Neil Armstrong | "Reagan Revolution" |
| non-violent mass protest | Sally Ride | Federal Reserve |
| Civil Rights Act of 1964 | Space Shuttle | Patriot Act |

Expanded Conceptual Framework

- ACPS Interdisciplinary and Discipline Concepts
- VDOE Essential Questions, Understandings and Knowledge
- ACPS Essential Standards Skill Builders
- Content Vocabulary

US and VA History: Colonization and Settlement

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

- **Conflict and Cooperation** – Students understand that desires for resources and/or control lead to conflict and cooperation between individuals, groups, and societies
- **Choice and Consequence** – Students understand that individuals, groups, and societies make choices based on the direct and indirect consequences they expect to occur
- **Patterns and Relationships** – Students recognize and are able to explain historical patterns (such as cause and effect) to better understand the relationship between discrete events across time and place

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

- **Geographic Systems** – Students understand that geography and geographic characteristics influence the development of political, economic, and social systems
- **Economic Systems** – Students understand that economic systems are shaped by the political and social systems in which they exist and are how groups and individuals make decisions regarding production, distribution, and consumption
- **Social Systems** – Students understand that cultural values and norms shape identity and behavior within groups, institutions, and states Including the degree of freedom that exists within a society
- **Political Systems** – Students understand that societies employ various methods to establish and maintain order and authority and that political structures influence the degree of freedom individuals and groups have in a society

SOL

VUS.2 The student will describe how early European exploration and colonization resulted in cultural interactions among Europeans, Africans, and American Indians.

VUS.3 The student will describe how the values and institutions of European economic and political life took root in the colonies and how slavery reshaped European and African life in the Americas.

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| VUS.2 The student will describe how early European exploration and colonization resulted in cultural interactions among Europeans, Africans, and American Indian. | | |
| VDOE Essential Understandings | VDOE Essential Questions | VDOE Essential Knowledge |

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| <p>Early European exploration and colonization resulted in the redistribution of the world's population as millions of people from Europe and Africa voluntarily and involuntarily moved to the New World.</p> <p>Exploration and colonization initiated worldwide commercial expansion as agricultural products were exchanged between the Americas and Europe. In time, colonization led to ideas of representative government and religious tolerance that over several centuries would inspire similar transformations in other parts of the world.</p> | <p>Why did Europeans settle in the English colonies?</p> <p>How did their motivations influence their settlement patterns and colony structures?</p> <p>In what ways did the cultures of Europe, Africa, and the Americas interact?</p> <p>What were the consequences of the interactions of European, African, and American cultures?</p> | <p>Characteristics of early exploration and settlements in the New World</p> <ul style="list-style-type: none"> • New England was settled by Puritans seeking freedom from religious persecution in Europe. They formed a "covenant community" based on the principles of the Mayflower Compact and Puritan religious beliefs and were often intolerant of those not sharing their religion. They also sought economic opportunity and practiced a form of direct democracy through town meetings. • The Middle Atlantic region was settled chiefly by English, Dutch, and German-speaking immigrants seeking religious freedom and economic opportunity. • Virginia and the other Southern colonies were settled by people seeking economic opportunities. Some of the early Virginia settlers were "cavaliers," i.e., English nobility who received large land grants in eastern Virginia from the King of England. Poor English immigrants also came seeking better lives as small farmers or artisans and settled in the Shenandoah Valley or western Virginia, or as indentured servants who agreed to work on tobacco plantations for a period of time to pay for passage to the New World. • Jamestown, established in 1607 by the Virginia Company of London as a business venture, was the first permanent English settlement in North America. The Virginia House of Burgesses, established by the 1640s, was the first elected assembly in the New World. It has operated continuously and is known today as the General Assembly of Virginia. <p>Interactions among Europeans, Africans, and American Indians</p> <ul style="list-style-type: none"> • The explorations and settlements of the English in the American colonies and Spanish in the Caribbean, Central America, and South America, often led to violent conflicts with the American Indians. The Indians lost their traditional territories and fell victim to diseases carried from Europe. By contrast, French exploration of Canada did not lead to large-scale immigration from France, and relations with native peoples were generally more cooperative. • The growth of an agricultural economy based on large landholdings in the Southern colonies and in the Caribbean led to the introduction of slavery in the New World. The first Africans were brought against their will to Jamestown in 1619 to work on tobacco plantations. |
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VUS.3 The student will describe how the values and institutions of European economic and political life took root in the colonies and how slavery reshaped European and African life in the Americas.

| VDOE Essential Understandings | VDOE Essential Questions | VDOE Essential Knowledge |
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| <p>Economic and political institutions in the colonies developed in ways that were either typically European or were distinctively American, as climate, soil conditions, and natural resources shaped regional economic development.</p> <p>The African slave trade and the development of a slave-labor system in many of the colonies resulted from plantation economies and labor shortages.</p> | <p>How did the economic activity and political institutions of the three colonial regions reflect the resources and/or the European origins of their settlers?</p> <p>Why was slavery introduced into the colonies?</p> <p>How did the institution of slavery influence European and African life in the colonies?</p> | <p>Economic characteristics of the Colonial Period</p> <ul style="list-style-type: none"> • The New England colonies developed an economy based on shipbuilding, fishing, lumbering, small-scale subsistence farming, and eventually, manufacturing. The colonies prospered, reflecting the Puritans’ strong belief in the values of hard work and thrift. • The middle colonies of New York, New Jersey, Pennsylvania, and Delaware developed economies based on shipbuilding, small-scale farming, and trading. Cities such as New York and Philadelphia began to grow as seaports and/or commercial centers. • Southern colonies developed economies in the eastern coastal lowlands based on large plantations that grew “cash crops” such as tobacco, rice, and indigo for export to Europe. Farther inland, however, in the mountains and valleys of the Appalachian foothills, the economy was based on small-scale subsistence farming, hunting, and trading. • A strong belief in private ownership of property and free enterprise characterized colonial life everywhere. <p>Social characteristics of the colonies</p> <ul style="list-style-type: none"> • New England’s colonial society was based on religious standing. The Puritans grew increasingly intolerant of dissenters who challenged the Puritans’ belief in the connection between religion and government. Rhode Island was founded by dissenters fleeing persecution by Puritans in Massachusetts. • The middle colonies were home to multiple religious groups who generally believed in religious tolerance, including Quakers in Pennsylvania, Huguenots and Jews in New York, and Presbyterians in New Jersey. These colonies had more flexible social structures and began to develop a middle class of skilled artisans, entrepreneurs (business owners), and small farmers. • Virginia and the other Southern colonies had a social structure based on family status and the ownership of land. Large landowners in the eastern lowlands dominated colonial government and society and maintained an allegiance to the Church of England and closer social ties to Britain than did those in the other colonies. In the mountains and valleys further inland, however, society was characterized by small subsistence farmers, hunters, and traders of Scots-Irish |

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| | | <p>and English descent.</p> <ul style="list-style-type: none"> • The “Great Awakening” was a religious movement that swept both Europe and the colonies during the mid-1700s. It led to the rapid growth of evangelical religions, such as Methodist and Baptist, and challenged the established religious and governmental orders. It laid one of the social foundations for the American Revolution. <p>Political life in the colonies</p> <ul style="list-style-type: none"> • New England colonies used town meetings (an “Athenian” direct democracy model) in the operation of government. • Middle colonies incorporated a number of democratic principles that reflected the basic rights of Englishmen. • Southern colonies maintained stronger ties with Britain, with planters playing leading roles in representative colonial legislatures. <p>The development of indentured servitude and slavery</p> <ul style="list-style-type: none"> • The growth of a plantation-based agricultural economy in the hot, humid coastal lowlands of the Southern colonies required cheap labor on a large scale. Some of the labor needs, especially in Virginia, were met by indentured servants, who were often poor persons from England, Scotland, or Ireland who agreed to work on plantations for a period of time in return for their passage from Europe or relief from debts. • Most plantation labor needs eventually came to be satisfied by the forcible importation of Africans. Although some Africans worked as indentured servants, earned their freedom, and lived as free citizens during the Colonial Era, over time larger and larger numbers of enslaved Africans were forcibly brought to the Southern colonies (the “Middle Passage”). • The development of a slavery-based agricultural economy in the Southern colonies eventually led to conflict between the North and South and the American Civil War. |
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| Content Vocabulary | |
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| <p>New England: MA, CT, RI, NH Pilgrims, Puritans “covenant community” Mayflower Compact direct democracy town meetings</p> | <p>Religious freedom (tolerance vs. intolerance) Persecution Free enterprise Private ownership Manufacturing Cash crops Plantations</p> |

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| <p>Middle (Mid-Atlantic): NY, NJ, PA, DE Philadelphia, New York Quakers</p> <p>Chesapeake/Southern: VA, MD, NC, SC, GA Jamestown, 1607 House of Burgesses, 1619 Plantation agriculture Tobacco Indentured Servants Enslaved Africans</p> | <p>Indigo Entrepreneurs Quakers Huguenots American Indians Subsistence Farming Middle Passage Great Awakening</p> |
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| ACPS Social Science Essential Skill Builder Resources | |
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| <p>Historical Method/Investigation & Inquiry:</p> <p>1. Historical Thinking & Research <i>Individually or in pairs assign students to research and report on one of the original 13 colonies. Students should focus on</i></p> | <p>Communication Skills:</p> <p>1. Using Visual Sources: Charts, Graphs, Photos, Maps & Art <i>Have students compare and contrast early (17th c.) maps of Boston, MA and Jamestown, VA. Ask students to reflect on the</i></p> |

each colonies' founding, government, geography, population, economy, religion, and societal characteristics.

2. Multiple Perspectives

Watch "Episode 1: After the Mayflower" from the PBS film "We Shall Remain." The episode is available to watch in its entirety at <http://www.pbs.org/wgbh/amex/weshallremain>. Before viewing, give students a debatable position on early Native American and European relations, and after viewing have them write a reaction piece to the film.

3. Sources & Historic Record

Have students compare and contrast colonial charters and land grants for the purpose settlement and colonization. These documents can be found at <http://avalon.law.yale.edu>.

differences from various scopes: town, colony, and region.

2. Analytical Writing

1619 was a pivotal year for the Virginia colony. Have students describe the monumental events of that year and then argue which event was most important to the later development of the Virginia colony.

3. Critical Reading

Have students read portions of, or divide up into sections the entire text of, Jonathan Edwards' "Sinners in the Hands of an Angry God." Ask students to identify Edwards' thesis, highlight his use of imagery, and then discuss how this speech reflected religion in the colonies during the Great Awakening.

4. Public Speaking and Presenting

Which of the original 13 colonies was most important to the development of early North America? Have student pairs present each colony and argue for its importance. Allow student audience members to ask questions and vote on a colony's significance.

US & VA History: Birth of a Nation from Revolution to Constitution

Change and Continuity - Patterns of change and continuity are complex and shape the growth and development of societies

- **Conflict and Cooperation** –Students understand that desires for resources and/or control lead to conflict and cooperation between individuals, groups, and societies
- **Choice and Consequence** – Students understand that individuals, groups, and societies make choices based on the direct and indirect consequences they expect to occur

SOL:

- VUS.4 The student will demonstrate knowledge of events and issues of the Revolutionary Period by
- a) analyzing how the political ideas of John Locke and those expressed in *Common Sense* helped shape the Declaration of Independence;
 - b) evaluating how key principles in the Declaration of Independence grew in importance to become unifying ideas of American democracy;
 - c) describing the political differences among the colonists concerning separation from Great Britain;
 - d) analyzing reasons for colonial victory in the Revolutionary War.
- VUS.5 The student will demonstrate knowledge of the issues involved in the creation and ratification of the Constitution of the United States and how the principles of limited government, consent of the governed, and the social contract are embodied in it by
- a) explaining the origins of the Constitution, including the Articles of Confederation;
 - b) identifying the major compromises necessary to produce the Constitution, and the roles of James Madison and George Washington;
 - c) examining the significance of the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom in the framing of the Bill of Rights;
 - d) assessing the arguments of Federalists and Anti-Federalists during the ratification debates and their relevance to political debate today;
 - e) appraising how John Marshall's precedent-setting decisions established the Supreme Court as an independent and equal branch of the national government.

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| VUS.4 The student will demonstrate knowledge of events and issues of the Revolutionary Period by a) analyzing how the political ideas of John Locke and those expressed in <i>Common Sense</i> helped shape the Declaration of Independence; | | |
| VDOE Essential Understandings | VDOE Essential Questions | VDOE Essential Knowledge |

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| <p>New political ideas about the relationship between people and their government helped to justify the Declaration of Independence.</p> <p>The revolutionary generation formulated the political philosophy and laid the institutional foundations for the system of government under which American's live.</p> <p>The American Revolution was inspired by ideas concerning natural rights and political authority, and its successful completion affected people and governments throughout the world for many generations.</p> | <p>How did the ideas of John Locke and Thomas Paine influence Jefferson's writings in the Declaration of Independence?</p> | <p>The ideas of John Locke</p> <p>The period known as the "Enlightenment" in Europe during the seventeenth and eighteenth centuries saw the development of new ideas about the rights of people and their relationship to their rulers. John Locke was an Enlightenment philosopher whose ideas, more than any other's, influenced the American belief in self-government. Locke wrote the following:</p> <ul style="list-style-type: none"> • All people are free, equal, and have "natural rights" of life, liberty, and property that rulers cannot take away. • All original power resides in the people, and they consent to enter into a "social contract" among themselves to form a government to protect their rights. In return, the people promise to obey the laws and rules established by their government, establishing a system of "ordered liberty." • Government's powers are limited to those the people have consented to give to it. Whenever government becomes a threat to the people's natural rights, it breaks the social contract, and the people have the right to alter or overthrow it. • Locke's ideas about the sovereignty and rights of the people were radical and challenged the centuries-old practice throughout the world of dictatorial rule by kings, emperors, and tribal chieftains. <p>Thomas Paine and <i>Common Sense</i></p> <ul style="list-style-type: none"> • Thomas Paine was an English immigrant to America who produced a pamphlet known as <i>Common Sense</i> that challenged the rule of the American colonies by the King of England. <i>Common Sense</i> was read and acclaimed by many American colonists during the mid-1700s and contributed to a growing sentiment for independence from Great Britain. <p>The Declaration of Independence</p> <p>The eventual draft of the Declaration of Independence, authored by Thomas Jefferson of Virginia, reflected the ideas of Locke and Paine. Jefferson wrote:</p> <ul style="list-style-type: none"> • "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness. • "That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed. • "That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or abolish it, and to institute new Government...." • Jefferson then went on to detail many of the grievances against the King of |
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| | | England that Paine had earlier described in <i>Common Sense</i> . |
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| VUS.4 The student will demonstrate knowledge of events and issues of the Revolutionary Period by b) evaluating how key principles in the Declaration of Independence grew in importance to become unifying ideas of American democracy; | | |
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| VDOE Essential Understandings | VDOE Essential Questions | VDOE Essential Knowledge |
| The ideals expressed in the Declaration of Independence contradicted the realities of slavery and the undemocratic nature of political participation in the early decades of the new republic. | How did the Declaration of Independence become a road map for the new republic as it extended the franchise, provided for equality of opportunity, and guaranteed "unalienable rights"? | <p>The key principles of the Declaration of Independence increased political, social, and economic participation in the American experience over a period of time.</p> <ul style="list-style-type: none"> • Political participation (equality) <ul style="list-style-type: none"> – Extending the franchise – Upholding due process of law – Providing free public education • Social participation (liberty) <ul style="list-style-type: none"> – Abolishing slavery – Extending civil rights to women and other groups • Economic participation (pursuit of happiness) <ul style="list-style-type: none"> – Regulating the free enterprise system – Promoting economic opportunity – Protecting property rights |

| VUS.4 The student will demonstrate knowledge of events and issues of the Revolutionary Period by c) describing the political differences among the colonists concerning separation from Great Britain; | | |
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| VDOE Essential Understandings | VDOE Essential Questions | VDOE Essential Knowledge |
| The ideas of the Enlightenment and the perceived unfairness of British policies provoked debate and resistance by the American colonists. | What differences existed among Americans concerning separation from Great Britain? | <p>Anglo-French rivalry leading to conflict with the colonies</p> <ul style="list-style-type: none"> • The rivalry in North America between Britain and France led to the French and Indian War, in which the French were driven out of Canada and their territories west of the Appalachian Mountains. • As a result of the war, Britain took several actions that angered the American colonies and led to the American Revolution. These included <ul style="list-style-type: none"> – the Proclamation of 1763, which prohibited settlement west of the Appalachian Mountains, a region that was costly for the British to protect. |

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| | | <ul style="list-style-type: none"> - new taxes on legal documents (the "Stamp Act"), tea, and sugar, to pay costs incurred during the French and Indian War and for British troops to protect colonists. <p>The beginning of the American Revolution Resistance to British rule in the colonies mounted, leading to war:</p> <ul style="list-style-type: none"> • The Boston Tea Party occurred. • The First Continental Congress was called, to which all of the colonies except Georgia sent representatives—the first time most of the colonies had acted together. • The Boston Massacre took place when British troops fired on anti-British demonstrators. • War began when the "Minutemen" in Massachusetts fought a brief skirmish with British troops at Lexington and Concord. <p>Differences among the colonists The colonists were divided into three main groups during the Revolution:</p> <ul style="list-style-type: none"> • Patriots <ul style="list-style-type: none"> - Believed in complete independence from Britain - Inspired by the ideas of Locke and Paine and the words of Virginian Patrick Henry ("Give me liberty, or give me death!") - Provided the troops for the American Army, led by Virginian George Washington • Loyalists (Tories) <ul style="list-style-type: none"> - Remained loyal to Britain because of cultural and economic ties - Believed that taxation of the colonies was justified to pay for British troops to protect American settlers from Indian attacks • Neutrals • The many colonists who tried to stay as uninvolved in the war as possible |
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| VUS.4 The student will demonstrate knowledge of events and issues of the Revolutionary Period by d) analyzing reasons for colonial victory in the Revolutionary War. | | |
| VDOE Essential Understandings | VDOE Essential Questions | VDOE Essential Knowledge |
| The American rebels won their independence | What factors contributed to the victory of the | <p>Factors leading to colonial victory</p> <ul style="list-style-type: none"> • Diplomatic <ul style="list-style-type: none"> - Benjamin Franklin negotiated a Treaty of Alliance with France. |

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| because the British government grew tired of the struggle soon after the French agreed to help the Americans. | American rebels? | <ul style="list-style-type: none"> - The war did not have popular support in Great Britain. • Military <ul style="list-style-type: none"> - George Washington, general of the American army, avoided any situation that threatened the destruction of his army, and his leadership kept the army together when defeat seemed inevitable. - Americans benefited from the presence of the French army and navy at the Battle of Yorktown, which ended the war with an American victory. |
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| VUS.5 The student will demonstrate knowledge of the issues involved in the creation and ratification of the Constitution of the United States and how the principles of limited government, consent of the governed, and the social contract are embodied in it by a) explaining the origins of the Constitution, including the Articles of Confederation; | | |
| VDOE Essential Understandings | VDOE Essential Questions | VDOE Essential Knowledge |
| During the Constitutional Era, the Americans made two attempts to establish a workable government based on republican principles. | <p>How did America's pre-Revolutionary relationship with Britain influence the structure of the first national government?</p> <p>What weaknesses in the Articles of Confederation led to the effort to draft a new constitution?</p> | <p>American political leaders, fearful of a powerful central government like Britain's, created the Articles of Confederation, adopted at the end of the war.</p> <p>The Articles of Confederation</p> <ul style="list-style-type: none"> • Provided for a weak national government • Gave Congress no power to tax or regulate commerce among the states • Provided for no common currency • Gave each state one vote regardless of size • Provided for no executive or judicial branch |

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| VUS.5 The student will demonstrate knowledge of the issues involved in the creation and ratification of the Constitution of the United States and how the principles of limited government, consent of the governed, and the social contract are embodied in it by b) identifying the major compromises necessary to produce the Constitution, and the roles of James Madison and George Washington; | | |
| VDOE Essential Understandings | VDOE Essential Questions | VDOE Essential Knowledge |
| The Constitution of the United States established a | How did the delegates to the Constitutional | <p>Key issues and their resolutions</p> <ul style="list-style-type: none"> • Made federal law the supreme law of the land when constitutional, but otherwise gave the states considerable leeway to govern themselves |

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| <p>government that shared power between the national government and state governments, protected the rights of states, and provided a system for orderly change through amendments to the Constitution itself.</p> | <p>Convention balance competing interests?</p> <p>What compromises were reached at the Constitutional Convention?</p> | <ul style="list-style-type: none"> • Balanced power between large and small states by creating a Senate, where each state has two senators, and a House of Representatives, where membership is based on population • Placated the Southern states by counting slaves as three-fifths of the population when determining representation in the United States House of Representatives • Avoided a too-powerful central government by establishing three co-equal branches—legislative, executive, and judicial—with numerous checks and balances among them • Limited the powers of the federal government to those identified in the Constitution <p>Key leaders</p> <ul style="list-style-type: none"> • George Washington, president of the Convention <ul style="list-style-type: none"> – Washington presided at the Convention and, although seldom participating in the debates, lent his enormous prestige to the proceedings. • James Madison, “Father of the Constitution” <ul style="list-style-type: none"> – Madison, a Virginian and a brilliant political philosopher, often led the debate and kept copious notes of the proceedings—the best record historians have of what transpired at the Constitutional Convention. – At the Convention, he authored the “Virginia Plan,” which proposed a federal government of three separate branches (legislative, executive, judicial) and became the foundation for the structure of the new government. – He later authored much of the Bill of Rights. |
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| <p>VUS.5 The student will demonstrate knowledge of the issues involved in the creation and ratification of the Constitution of the United States and how the principles of limited government, consent of the governed, and the social contract are embodied in it by</p> <p>c) examining the significance of the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom in the framing of the Bill of Rights;</p> | | |
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| <p>VDOE Essential Understandings</p> | <p>VDOE Essential Questions</p> | <p>VDOE Essential Knowledge</p> |
| <p>The major principles of the Bill of Rights of the Constitution were based on</p> | <p>How was the Bill of Rights influenced by the Virginia Declaration of Rights</p> | <p>Virginia Declaration of Rights (George Mason)</p> <ul style="list-style-type: none"> • Reiterated the notion that basic human rights should not be violated by governments |

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| <p>earlier Virginia statutes.</p> | <p>and the Virginia Statute for Religious Freedom?</p> | <p>Virginia Statute for Religious Freedom (Thomas Jefferson)</p> <ul style="list-style-type: none"> • Outlawed the established church—that is, the practice of government support for one favored church <p>Bill of Rights</p> <ul style="list-style-type: none"> • James Madison consulted the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom when drafting the amendments that eventually became the United States Bill of Rights. |
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| <p>VUS.5 The student will demonstrate knowledge of the issues involved in the creation and ratification of the Constitution of the United States and how the principles of limited government, consent of the governed, and the social contract are embodied in it by d) assessing the arguments of Federalists and Anti-Federalists during the ratification debates and their relevance to political debate today;</p> | | |
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| <p>VDOE Essential Understandings</p> | <p>VDOE Essential Questions</p> | <p>VDOE Essential Knowledge</p> |
| <p>Elements of Federalist and Anti-Federalist thought are reflected in contemporary political debate on issues such as the size and role of government, federalism, and the protection of individual rights.</p> | <p>What were the major arguments for and against the Constitution of 1787 in the leading Federalist and Anti-Federalist writings and in the ratification debates?</p> <p>Who were the leading Federalists and Anti-Federalists in the pivotal ratification debate in Virginia?</p> | <p>Federalists advocated the importance of a strong central government, especially to promote economic development and public improvements. Today, those who see a primary role for the federal government in solving national problems are heirs to this tradition.</p> <p>Anti-Federalists feared an overly powerful central government destructive of the rights of individuals and the prerogatives of the states. Today, the more conservative thinkers echo these concerns and champion liberty, individual initiative, and free markets.</p> <p>The leading Virginia opponents of ratification were Patrick Henry and George Mason; the leading Virginia proponents of ratification were George Washington and James Madison.</p> |

| <p>VUS.5 The student will demonstrate knowledge of the issues involved in the creation and ratification of the Constitution of the United States and how the principles of limited government, consent of the governed, and the social contract are embodied in it by</p> <p>e) appraising how John Marshall's precedent-setting decisions established the Supreme Court as an independent and equal branch of the national government.</p> | | |
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| VDOE Essential Understandings | VDOE Essential Questions | VDOE Essential Knowledge |
| <p>Important legal precedents established by the Marshall Court strengthened the role of the United States Supreme Court as an equal branch of the national government.</p> | <p>How did Chief Justice John Marshall, a Virginian, contribute to the growth of the United States Supreme Court's importance in relation to the other branches of the national government?</p> | <p>The doctrine of judicial review set forth in <i>Marbury v. Madison</i>, the doctrine of implied powers set forth in <i>McCulloch v. Maryland</i>, and a broadly national view of economic affairs set forth in <i>Gibbons v. Ogden</i> are the foundation blocks of the Supreme Court's authority to mediate disagreements between branches of governments, levels of government, and competing business interests.</p> |

| Content Vocabulary | | |
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| <p>John Locke Enlightenment natural rights social contract ordered liberty consent of the governed Thomas Paine: <i>Common Sense</i> Declaration of Independence Thomas Jefferson equality, liberty, pursuit of happiness French & Indian War</p> | <p>Proclamation of 1763 Stamp Act (taxation) Boston Tea Party First Continental Congress Boston Massacre "Minutemen" Lexington and Concord Patriots Loyalists Neutrals</p> | <p>Patrick Henry, "Give me liberty or give me death!" Benjamin Franklin Treaty of Alliance with France George Washington Continental Army Battle of Yorktown Articles of Confederation George Washington James Madison, "Father of the Constitution" Virginia Plan</p> |

US & VA History: A New Nation

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

- **Choice and Consequence** – Students understand that individuals, groups, and societies make choices based on the direct and indirect consequences they expect to occur

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

- **Geographic Systems** – Students understand that geography and geographic characteristics influence the development of political, economic, and social systems
- **Economic Systems** – Students understand that economic systems are shaped by the political and social systems in which they exist and are how groups and individuals make decisions regarding production, distribution, and consumption
- **Social Systems** – Students understand that cultural values and norms shape identity and behavior within groups, institutions, and states Including the degree of freedom that exists within a society
- **Political Systems** – Students understand that societies employ various methods to establish and maintain order and authority and that political structures influence the degree of freedom individuals and groups have in a society

SOL:

- VUS.6 The student will demonstrate knowledge of the major events from the last decade of the eighteenth century through the first half of the nineteenth century by
- a) explaining the principles and issues that prompted Thomas Jefferson to organize the first opposition political party;
 - b) identifying the economic, political, and geographic factors that led to territorial expansion and its impact on the American Indians;
 - c) examining the reasons why James Madison asked Congress to declare war on Great Britain in 1812 and how this divided the nation;
 - d) relating the changing character of American political life in “the age of the common man” (Jacksonian Era) to increasing popular participation in state and national politics;
 - e) describing the cultural, economic, and political issues that divided the nation, including tariffs, slavery, the abolitionist and women’s suffrage movements, and the role of the states in the Union.

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| VUS.6 The student will demonstrate knowledge of the major events from the last decade of the eighteenth century through the first half of the nineteenth century by | | |
| a) explaining the principles and issues that prompted Thomas Jefferson to organize the first opposition political party; | | |
| VDOE Essential | VDOE Essential | VDOE Essential Knowledge |

| Understandings | Questions | |
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| <p>Different views of economic and foreign policy issues led to the development of the first American political parties.</p> | <p>Why did competing political parties develop during the 1790s?</p> | <p>Controversy over the Federalists' support for the Bank of the United States, the Jay Treaty, and the undeclared war on France contributed to the emergence of an organized opposition party, the Democratic-Republicans, led by Thomas Jefferson and James Madison.</p> <p>The presidential election of 1800, won by Thomas Jefferson, was the first American presidential election in which power was peacefully transferred from one political party to another.</p> <p>The Federalists, led by John Adams and Alexander Hamilton, typically believed in a strong national government and commercial economy. They were supported by bankers and business interests in the Northeast.</p> <p>The Democratic-Republicans believed in a weak national government and an agricultural economy. They were supported by farmers, artisans, and frontier settlers in the South.</p> |

| VUS.6 The student will demonstrate knowledge of the major events from the last decade of the eighteenth century through the first half of the nineteenth century by b) identifying the economic, political, and geographic factors that led to territorial expansion and its impact on the American Indians; | | |
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| VDOE Essential Questions | VDOE Essential Questions | VDOE Essential Knowledge |
| <p>Economic and strategic interests, supported by popular beliefs, led to territorial expansion to the Pacific Ocean.</p> <p>The new American</p> | <p>What factors influenced American westward movement?</p> | <p>Expansion resulting from the Louisiana Purchase and War of 1812</p> <ul style="list-style-type: none"> • Thomas Jefferson, as president in 1803, purchased the huge Louisiana Territory from France, which doubled the size of the United States overnight. He authorized the Lewis and Clark expedition to explore the new territories that lay west of the Mississippi River. Sacajawea, an American Indian woman, served as their guide and translator. • The American victory over the British in the War of 1812 produced an American claim to the Oregon Territory and increased migration of American settlers into Florida, which was later acquired by treaty from Spain. |

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| <p>republic prior to the Civil War experienced dramatic territorial expansion, immigration, economic growth, and industrialization. Americans, stirred by their hunger for land and the ideology of "Manifest Destiny," flocked to new frontiers.</p> <p>Conflicts between American settlers and Indian nations in the Southeast and the old Northwest resulted in the relocation of many Indians to reservations.</p> | | <ul style="list-style-type: none"> • The Monroe Doctrine (1823) stated the following: <ul style="list-style-type: none"> – The American continents should not be considered for future colonization by any European powers. – Nations in the Western Hemisphere were inherently different from those of Europe—i.e., they were republics by nature rather than monarchies. – The United States would regard as a threat to her own peace and safety any attempt by European powers to impose their system on any independent state in the Western Hemisphere. – The United States would not interfere in European affairs. <p>The westward movement and economic development</p> <ul style="list-style-type: none"> • American settlers streamed westward from the coastal states into the Midwest, Southwest, and Texas, seeking economic opportunity in the form of land to own and farm. • The growth of railroads and canals helped the growth of an industrial economy and supported the westward movement of settlers. • Eli Whitney's invention of the cotton gin led to the spread of the slavery-based "cotton kingdom" in the Deep South. • American migration into Texas led to an armed revolt against Mexican rule and a famous battle at the Alamo, in which a band of Texans fought to the last man against a vastly superior force. The Texans' eventual victory over Mexican forces subsequently brought Texas into the United States. • The American victory in the Mexican War during the 1840s led to the acquisition of an enormous territory that included the present-day states of California, Nevada, Utah, Arizona, and parts of Colorado and New Mexico. <p>Impact on the American Indians</p> <ul style="list-style-type: none"> • The belief that it was America's "Manifest Destiny" to stretch from the Atlantic to the Pacific provided political support for territorial expansion. • During this period of westward migration, American Indians were repeatedly defeated in violent conflicts with settlers and soldiers and forcibly removed from their ancestral homelands. They were either forced to march far away from their homes (the "Trail of Tears," when several tribes were relocated from Atlantic Coastal states to Oklahoma) or confined to reservations. |
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VUS.6 The student will demonstrate knowledge of the major events from the last decade of the eighteenth century through the first half of the nineteenth century by
c) examining the reasons why James Madison asked Congress to declare war on Great Britain in 1812 and how this divided the nation;

| VDOE Essential Questions | VDOE Essential Questions | VDOE Essential Questions |
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| Regional self-interests led to a divided nation at war against the British. | What were the causes of the War of 1812? | <p>British interference with American shipping and western expansionism fueled the call for a declaration of war.</p> <p>Federalists opposed Madison’s war resolution, talked of secession, and proposed constitutional amendments, which were not acted upon.</p> |

VUS.6 The student will demonstrate knowledge of the major events from the last decade of the eighteenth century through the first half of the nineteenth century by
d) relating the changing character of American political life in “the age of the common man” (Jacksonian Era) to increasing popular participation in state and national politics;

| VDOE Essential Questions | VDOE Essential Questions | VDOE Essential Questions |
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| An extension of the franchise, westward expansion, and the rise of sectional interests prompted increased participation in state and national politics. | In what ways did political democracy change in the years following the War of 1812? | <p>The changing character of American politics in “the age of the common man” was characterized by</p> <ul style="list-style-type: none"> • heightened emphasis on equality in the political process for adult white males • the rise of interest group politics and sectional issues • a changing style of campaigning • increased voter participation. <p>Andrew Jackson personified the “democratic spirit” of the age by challenging the economic elite and rewarding campaign supporters with public office (Spoils System).</p> <p>The Federalist Party disappeared, and new political parties, the Whigs and Know-Nothings, were organized in opposition to the Democratic Party.</p> |

VUS.6 The student will demonstrate knowledge of the major events from the last decade of the eighteenth century through the first half of the nineteenth century by
e) describing the cultural, economic, and political issues that divided the nation, including tariffs, slavery, the abolitionist and women’s suffrage movements, and the role of the states in the Union.

| VDOE Essential Questions | VDOE Essential Questions | VDOE Essential Questions |
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| <p>The nation struggled to resolve sectional issues, producing a series of crises and compromises.</p> <p>These crises took place over the admission of new states to the Union during the decades before the Civil War. The issue was whether the number of “free states” and “slave states” would remain balanced, thus affecting the distribution of power in the Congress.</p> | <p>What issues divided America in the first half of the nineteenth century?</p> | <p>Sectional tensions caused by competing economic interests</p> <ul style="list-style-type: none"> • The industrial North favored high protective tariffs to protect Northern manufactured goods from foreign competition. • The agricultural South opposed high tariffs that made the price of imports more expensive. <p>Sectional tensions caused by westward expansion</p> <ul style="list-style-type: none"> • As new states entered the Union, compromises were reached that maintained the balance of power in Congress between “free” and “slave” states. <ul style="list-style-type: none"> – The Missouri Compromise (1820) drew an east-west line through the Louisiana Purchase, with slavery prohibited above the line and allowed below, except that slavery was allowed in Missouri, north of the line. – In the Compromise of 1850, California entered as a free state, while the new Southwestern territories acquired from Mexico would decide on their own. – The Kansas-Nebraska Act of 1854 repealed the Missouri Compromise line, giving people in Kansas and Nebraska the choice whether to allow slavery in their states or not (“popular sovereignty”). This law produced bloody fighting in Kansas as pro- and anti-slavery forces battled each other. It also led to the birth of the Republican Party that same year to oppose the spread of slavery. <p>Sectional tensions caused by debates over the nature of the Union</p> <ul style="list-style-type: none"> • South Carolinians argued that sovereign states could nullify the Tariff of 1832 and other acts of Congress. A union that allowed state governments to invalidate acts of the national legislature could be dissolved by states seceding from the Union in defense of slavery (Nullification Crisis). • President Jackson threatened to send federal troops to collect the tariff revenues. <p>Sectional tensions caused by the institution of slavery</p> <ul style="list-style-type: none"> • Slave revolts in Virginia, led by Nat Turner and Gabriel Prosser, fed white Southerners’ fears about slave rebellions and led to harsh laws in the South against fugitive slaves. Southerners who favored abolition were intimidated into silence. • Northerners, led by William Lloyd Garrison, publisher of <i>The Liberator</i>, increasingly viewed the institution of slavery as a violation of Christian |

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| | | <p>principles and argued for its abolition. Southerners grew alarmed by the growing force of the Northern response to the abolitionists.</p> <ul style="list-style-type: none"> • Fugitive slave events pitted Southern slave owners against outraged Northerners who opposed returning escaped slaves to bondage. <p>The women’s suffrage movement</p> <ul style="list-style-type: none"> • At the same time the abolitionist movement grew, another reform movement took root—the movement to give equal rights to women. • Seneca Falls Declaration <p>Roles of Elizabeth Cady Stanton and Susan B. Anthony, who became involved in the women’s suffrage movement before the Civil War and continued with the movement after the war</p> |
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| Content Vocabulary | | |
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| Bank of the United States Jay Treaty Undeclared war with France Democratic-Republicans (Jefferson, Madison) Election of 1800 Federalists (Adams, Hamilton) Louisiana Purchase Lewis and Clark Expedition Sacajawea War of 1812 Oregon Territory Florida | Monroe Doctrine Railroads, Canals Eli Whitney, cotton gin “Cotton Kingdom” Texas, Alamo, annexation Mexican-American War “Manifest Destiny” “Trail of Tears” “Common Man” Andrew Jackson: spoils system Democratic party: Whigs, Know-Nothings Sectionalism | Tariffs Westward Expansion balance of power Missouri Compromise Compromise of 1850 Kansas-Nebraska Act, “popular sovereignty” Republican Party Nature of Union: Tariff of 1832 slave revolts (Turner, Prosser) William Lloyd Garrison— <i>The Liberator</i> fugitive slaves Women’s Suffrage Seneca Falls Declaration Elizabeth Cady Stanton Susan B. Anthony |

| ACPS Essential Standards Skill Builder Resources | |
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| Historical Method/Investigation & Inquiry: 1. Historical Thinking & Research <i>Have students complete a Venn diagram comparing and</i> | Communication Skills: 1. Using Visual Sources: Charts, Graphs, Photos, Maps & Art <i>Ask students to analyze John Gast’s American Progress. What is</i> |

contrasting the 1st and 2nd Two-Party Systems. Venn diagrams should include party leaders, constituents, founding, platforms, elections, etc.

2. Multiple Perspectives

Have students report on the justification, interpretation and reaction to the Monroe Doctrine by Americans, Europeans, and South Americans.

3. Sources & Historic Record

Using ProQuest and other historical newspaper and magazine databases, have students read and analyze newspaper editorials on the Election of 1800. Are there parallels in the political climate to the present day?

depicted in the picture? What symbols are used and how to they relate to "Manifest Destiny."

2. Analytical Writing

Was the label "Era of Good Feelings" accurate for the time period 1815-1825?

3. Critical Reading

Have students read Andrew Jackson's 1st inaugural address. What major initiatives does Jackson propose? By the end of his presidency was he successful in these initiatives? Evaluate Jackson's presidency based on this inaugural address.

4. Public Speaking and Presenting

Have students research and prepare a presentation on Jacksonian-era reforms: temperance, mental health, women's suffrage, transcendentalism, utopian communities, etc

US & VA History: Civil War and Reconstruction

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

- **Conflict and Cooperation** – Students understand that desires for resources and/or control lead to conflict and cooperation between individuals, groups, and societies
- **Choice and Consequence** – Students understand that individuals, groups, and societies make choices based on the direct and indirect consequences they expect to occur
- **Patterns and Relationships** – Students recognize and are able to explain historical patterns (such as cause and effect) to better understand the relationship between discrete events across time and place

SOL

- VUS.7 The student will demonstrate knowledge of the Civil War and Reconstruction Era and their importance as major turning points in American history by
- a) evaluating the multiple causes of the Civil War, including the role of the institution of slavery as a principal cause of the conflict;
 - b) identifying the major events and the roles of key leaders of the Civil War Era, with emphasis on Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass;
 - c) analyzing the significance of the Emancipation Proclamation and the principles outlined in Lincoln’s Gettysburg Address;
 - d) examining the political and economic impact of the war and Reconstruction, including the adoption of the 13th, 14th, and 15th Amendments to the Constitution of the United States;
 - e) examining the social impact of the war on African Americans, the common soldier, and the home front, with emphasis on Virginia;
 - f) explaining postwar contributions of key leaders of the Civil War.

| VUS.7 The student will demonstrate knowledge of the Civil War and Reconstruction Era and their importance as major turning points in American history by | | |
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| a) evaluating the multiple causes of the Civil War, including the role of the institution of slavery as a principal cause of the conflict; | | |
| VDOE Essential Understandings | VDOE Essential Questions | VDOE Essential Knowledge |
| Mounting sectional tensions and a failure of political will led to the Civil War. | What were the causes of the Civil War? | Causes of the Civil War <ul style="list-style-type: none"> • Sectional disagreements and debates over tariffs, extension of slavery into the territories, and the nature of the Union (states’ rights) • Northern abolitionists versus Southern defenders of slavery • United States Supreme Court decision in the Dred Scott case |

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| | | <ul style="list-style-type: none"> • Publication of <i>Uncle Tom's Cabin</i> by Harriet Beecher Stowe • Ineffective presidential leadership in the 1850s • A series of failed compromises over the expansion of slavery in the territories <p>President Lincoln's call for federal troops in 1861</p> |
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| VUS.7 The student will demonstrate knowledge of the Civil War and Reconstruction Era and their importance as major turning points in American history by b) identifying the major events and the roles of key leaders of the Civil War Era, with emphasis on Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass; | | |
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| VDOE Essential Understandings | VDOE Essential Understandings | VDOE Essential Understandings |
| <p>The secession of Southern states triggered a long and costly war that concluded with Northern victory and resulted in the restoration of the Union and emancipation of the slaves.</p> <p>The Civil War put constitutional government to its most important test as the debate over the power of the federal government versus states' rights reached a climax. The survival of the United States as one nation was at risk, and the nation's ability to bring to reality the ideals of</p> | <p>What were the major military and political events of the Civil War?</p> <p>Who were the key leaders of the Civil War?</p> <p>Why did Southern states secede?</p> <p>Did any state have a right to leave the Union?</p> <p>Was Lincoln right to use military force to keep the Union intact?</p> | <p>Major events</p> <ul style="list-style-type: none"> • Election of Lincoln (1860), followed by the secession of several Southern states that feared Lincoln would try to abolish slavery • Fort Sumter: Opening confrontation of the Civil War • Emancipation Proclamation issued after Battle of Antietam • Gettysburg: Turning point of the Civil War • Appomattox: Site of Lee's surrender to Grant <p>Key leaders and their roles</p> <ul style="list-style-type: none"> • Abraham Lincoln: President of the United States during the Civil War, who insisted that the Union be held together, by force if necessary • Jefferson Davis: U.S. senator who became president of the Confederate States of America • Ulysses S. Grant: Union military commander, who won victories over the South after several other Union commanders had failed • Robert E. Lee: Confederate general of the Army of Northern Virginia (Lee opposed secession, but did not believe the Union should be held together by force), who urged Southerners to accept defeat and unite as Americans again, when some Southerners wanted to fight on after Appomattox • Frederick Douglass: Former enslaved African American who became a prominent abolitionist and who urged Lincoln to recruit former enslaved African Americans to fight in the Union army |

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| liberty, equality, and justice depended on the outcome of the war. | | |
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| VUS.7 The student will demonstrate knowledge of the Civil War and Reconstruction Era and their importance as major turning points in American history by c) analyzing the significance of the Emancipation Proclamation and the principles outlined in Lincoln’s Gettysburg Address; | | |
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| VDOE Essential Understandings | VDOE Essential Understandings | VDOE Essential Understandings |
| <p>Lincoln’s Gettysburg Address said the United States was one nation, not a federation of independent states. For Lincoln, the Civil War was about preserving the Union as a nation “of the people, by the people, and for the people.”</p> <p>Lincoln believed the Civil War was fought to fulfill the promise of the Declaration of Independence and was a “Second American Revolution.” He described a different vision for the United States from the one</p> | <p>How did the ideas expressed in the Emancipation Proclamation and the Gettysburg Address support the North’s war aims?</p> <p>What was Lincoln’s vision of the American nation as professed in the Gettysburg Address?</p> | <p>Emancipation Proclamation</p> <ul style="list-style-type: none"> • Freed those slaves located in the “rebellious” states (Southern states that had seceded) • Made the abolition of slavery a Northern war aim • Discouraged any interference of foreign governments • Allowed for the enlistment of African American soldiers in the Union Army <p>Gettysburg Address</p> <ul style="list-style-type: none"> • Lincoln described the Civil War as a struggle to preserve a nation that was dedicated to the proposition that “all men are created equal” and that was ruled by a government “of the people, by the people, and for the people.” • Lincoln believed America was “one nation,” not a collection of sovereign states. Southerners believed that states had freely joined the Union and could freely leave. |

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| that had prevailed from the beginning of the Republic to the Civil War. | | |
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| VUS.7 The student will demonstrate knowledge of the Civil War and Reconstruction Era and their importance as major turning points in American history by d) examining the political and economic impact of the war and Reconstruction, including the adoption of the 13th, 14th, and 15th Amendments to the Constitution of the United States; | | |
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| VDOE Essential Understandings | VDOE Essential Understandings | VDOE Essential Understandings |
| <p>The war and Reconstruction resulted in Southern resentment toward the North and Southern African Americans, and ultimately political, economic, and social control of the South returned to whites.</p> <p>The economic and political gains of former slaves proved to be temporary.</p> | <p>What were the consequences of the war and Reconstruction?</p> | <p>Political effects</p> <ul style="list-style-type: none"> – Lincoln’s view that the United States was one indivisible nation had prevailed. – Lincoln believed that since secession was illegal, Confederate governments in the Southern states were illegitimate and the states had never really left the Union. He believed that Reconstruction was a matter of quickly restoring legitimate Southern state governments that were loyal to the Union. – Lincoln also believed that to reunify the nation, the federal government should not punish the South, but act “with malice towards none, with charity for all... to bind up the nation’s wounds....” – The assassination of Lincoln just a few days after Lee’s surrender at Appomattox enabled Radical Republicans to influence the process of Reconstruction in a manner much more punitive towards the former Confederate states. The states that seceded were not allowed back into the Union immediately, but were put under military occupation. – Radical Republicans also believed in aggressively guaranteeing voting and other civil rights to African Americans. They clashed repeatedly with Lincoln’s successor as president, Andrew Johnson, over the issue of civil rights for freed slaves, eventually impeaching him, but failing to remove him from office. – The three “Civil War Amendments” to the Constitution were added: – 13th Amendment: Slavery was abolished permanently in the United States. – 14th Amendment: States were prohibited from denying equal rights under the law to any American. – 15th Amendment: Voting rights were guaranteed regardless of “race, color, or previous condition of servitude” (former slaves). – The Reconstruction period ended following the extremely close presidential election of 1876. In return for support from Southern Democrats in the |

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| | | <p>electoral college vote, the Republicans agreed to end the military occupation of the South. Known as the Compromise of 1877, this enabled former Confederates who controlled the Democratic Party to regain power. It opened the door to the “Jim Crow Era” and began a long period in which African Americans in the South were denied the full rights of American citizenship.</p> <p>Economic impact</p> <ul style="list-style-type: none"> – The Southern states were left embittered and devastated by the war. Farms, railroads, and factories had been destroyed throughout the South. Confederate money was worthless. Many towns and cities such as Richmond and Atlanta lay in ruins, and the source of labor was greatly changed due to the loss of life during the war and the end of slavery. The South would remain an agriculture-based economy and the poorest section of the nation for many decades afterward. – The North and Midwest emerged with strong and growing industrial economies, laying the foundation for the sweeping industrialization of the nation (other than the South) in the next half-century and the emergence of the United States as a global economic power by the beginning of the twentieth century. – The completion of the Transcontinental Railroad soon after the war ended intensified the westward movement of settlers into the states between the Mississippi River and the Pacific Ocean. |
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| <p>VUS.7 The student will demonstrate knowledge of the Civil War and Reconstruction Era and their importance as major turning points in American history by e) examining the social impact of the war on African Americans, the common soldier, and the home front, with emphasis on Virginia;</p> | | |
| <p>VDOE Essential Understandings</p> | <p>VDOE Essential Understandings</p> | <p>VDOE Essential Understandings</p> |
| <p>Although slavery ended, African-Americans did not achieve full equality during the next 100 years.</p> | <p>How did the Civil War affect African Americans and the common soldier? What was the war’s impact on the home</p> | <p>African Americans</p> <ul style="list-style-type: none"> • The Emancipation Proclamation allowed for the enlistment of African American soldiers. <p>Common soldiers</p> <ul style="list-style-type: none"> • Warfare often involved hand-to-hand combat. • Wartime diaries and letters home record this harsh reality. |

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| <p>For the common soldier, warfare was brutal and camp life was lonely and boring. Many soldiers returned home wounded or disabled.</p> <p>On the home front, women were required to assume nontraditional roles.</p> <p>Enslaved African Americans seized the opportunity presented by the approach of Union troops to achieve freedom.</p> | <p>front?</p> | <ul style="list-style-type: none"> • After the war, especially in the South, soldiers returned home to find destroyed homes and poverty. Soldiers on both sides lived with permanent disabilities. <p>Women</p> <ul style="list-style-type: none"> • Managed homes and families with scarce resources • Often faced poverty and hunger • Assumed new roles in agriculture, nursing, and war industries |
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| VUS.7 The student will demonstrate knowledge of the Civil War and Reconstruction Era and their importance as major turning points in American history by f) explaining postwar contributions of key leaders of the Civil War. | | |
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| VDOE Essential Understandings | VDOE Essential Understandings | VDOE Essential Understandings |
| <p>After the Civil War, both Robert E. Lee and Ulysses S. Grant urged reconciliation between the North and the South.</p> <p>After the Civil War, Frederick Douglass became the leading</p> | <p>What were the postwar contributions of Ulysses S. Grant, Robert E. Lee, and Frederick Douglass?</p> | <p>Ulysses S. Grant</p> <ul style="list-style-type: none"> • Urged radical Republicans not to be harsh with former Confederates • Was elected president and served during most of Reconstruction • Advocated rights for the freedman • Opposed retribution directed at the defeated South <p>Robert E. Lee</p> <ul style="list-style-type: none"> • Urged Southerners to reconcile and rejoin the United States • Served as president of Washington College (Washington & Lee University today) • Emphasized the importance of education to the nation's future |

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| spokesman for African Americans in the nation. | | <p>Frederick Douglass</p> <ul style="list-style-type: none"> • Supported full equality for African Americans • Advocated for the passage of the 14th and 15th Amendments • Encouraged federal government actions to protect the rights of freedmen in the South • Served as ambassador to Haiti and in the civil service |
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| ACPS Essential Standards Skill Builders | |
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| <p>Historical Method/Investigation & Inquiry:</p> <p>1. Historical Thinking & Research <i>Have students read and research about the contested Election of 1876 and its resolution by the Compromise of 1877. Why do some historians consider this to be the most corrupt election in US History?</i></p> <p>2. Multiple Perspectives <i>What was the reaction to the Emancipation Proclamation by enslaved Africans, freed Blacks, Northern and Southern Whites of various economic classes, and politicians?</i></p> <p>3. Sources & Historic Record <i>Read excerpts from Uncle Tom's Cabin. How was the novel perceived in the South versus the North? What were the criticisms of and praise for the novel?</i></p> | <p>Communication Skills:</p> <p>1. Using Visual Sources: Charts, Graphs, Photos, Maps & Art <i>Have students look at the Civil War photographs by Matthew Brady. What does the imagery show and how does it reflect the course of the war? What was the importance of the imagery at the time? How has photography and reporting on war changed in the intervening years?</i></p> <p>2. Analytical Writing <i>Did the Civil War and Reconstruction solve the question of the "nature of the Union"?</i></p> <p>3. Critical Reading <i>Compare and contrast Lincoln's 1st and 2nd inaugural addresses. How had the context of the war changed?</i></p> <p>4. Public Speaking and Presenting <i>Have students create an annotated timeline of the Civil War and Reconstruction period. Divide the students into small groups and give them part of the timeline. Put the timeline together as a class and have the small groups present their sections as a review.</i></p> |

Content Vocabulary

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| <i>Dred Scott</i> <i>Uncle Tom's Cabin</i> Election of 1860 Fort Sumter, secession Battle of Antietam, Emancipation Proclamation Battle of Gettysburg Appomattox | Abraham Lincoln Jefferson Davis Ulysses S. Grant Robert E. Lee Frederick Douglass Gettysburg Address | Radical Republicans, Andrew Johnson "Civil War Amendments" Reconstruction Election of 1876, Compromise of 1877 "Jim Crow" Era Transcontinental Railroad |
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US & VA History: Emergence of Modern America (1865 – 1920)

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 creates change and all change has direct and indirect consequences

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

- **Geographic Systems** – Students understand that geography and geographic characteristics influence the development of political, economic, and social systems
- **Economic Systems** – Students understand that economic systems are shaped by the political and social systems in which they exist and are how groups and individuals make decisions regarding production, distribution, and consumption
- **Social Systems** – Students understand that cultural values and norms shape identity and behavior within groups, institutions, and states Including the degree of freedom that exists within a society
- **Political Systems** – Students understand that societies employ various methods to establish and maintain order and authority and that political structures influence the degree of freedom individuals and groups have in a society

SOL:

- VUS.8 The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by
- a) explaining the relationship among territorial expansion, westward movement of the population, new immigration, growth of cities, the role of the railroads, and the admission of new states to the United States;
 - b) describing the transformation of the American economy from a primarily agrarian to a modern industrial economy and identifying major inventions that improved life in the United States;
 - c) analyzing prejudice and discrimination during this time period, with emphasis on “Jim Crow” and the responses of Booker T. Washington and W.E.B. DuBois;
 - d) identifying the causes and impact of the Progressive Movement, including the excesses of the Gilded Age, child labor and antitrust laws, the rise of labor unions, and the success of the women’s suffrage movement.
- VUS.9 The student will demonstrate knowledge of the emerging role of the United States in world affairs by
- a) explaining the changing policies of the United States toward Latin America and Asia and the growing influence of the United States in foreign markets;
 - b) evaluating United States involvement in World War I, including Wilson’s Fourteen Points, the Treaty of Versailles, and the national debate over treaty ratification and the League of Nations.

VUS.8 The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by
a) explaining the relationship among territorial expansion, westward movement of the population, new immigration, growth of cities, the role of the railroads, and the admission of new states to the United States;

| VDOE Essential Understandings | VDOE Essential Questions | VDOE Essential Knowledge |
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| <p>In the late nineteenth and early twentieth centuries, economic opportunity, industrialization, technological change, and immigration fueled American growth and expansion.</p> | <p>What factors influenced American growth and expansion in the late nineteenth and early twentieth century?</p> | <p>Westward movement</p> <ul style="list-style-type: none"> • Following the Civil War, the westward movement of settlers intensified in the vast region between the Mississippi River and the Pacific Ocean. • The years immediately before and after the Civil War were the era of the American cowboy, marked by long cattle drives for hundreds of miles over unfenced open land in the West, the only way to get cattle to market. • Many Americans had to rebuild their lives after the Civil War. They responded to the incentive of free public land and moved west to take advantage of the Homestead Act of 1862, which gave free public land in the western territories to settlers who would live on and farm the land. • Southerners, including African Americans in particular, moved west to seek new opportunities after the Civil War. • New technologies (for example, railroads and the mechanical reaper), opened new lands in the West for settlement and made farming profitable by increasing the efficiency of production and linking resources and markets. By the turn of the century, the Great Plains and Rocky Mountains regions of the American West were no longer a mostly unsettled frontier, but were fast becoming regions of farms, ranches, and towns. • The forcible removal of the American Indians from their lands continued throughout the remainder of the nineteenth century as settlers continued to move west following the Civil War. <p>Immigration</p> <ul style="list-style-type: none"> • Prior to 1871, most immigrants to America came from northern and western Europe (Germany, Great Britain, Ireland, Norway, and Sweden). During the half-century from 1871 until 1921, most immigrants came from southern and eastern Europe (Italy, Greece, Poland, Russia, present-day Hungary, and former Yugoslavia), as well as Asia (China and Japan). • Like earlier immigrants, these immigrants came to America seeking freedom and better lives for their families. • Immigrants made valuable contributions to the dramatic industrial growth of America during this period. Chinese workers helped to build the |

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| | | <p>Transcontinental Railroad. Immigrants worked in textile and steel mills in the Northeast and the clothing industry in New York City. Slavs, Italians, and Poles worked in the coal mines of the East. They often worked for very low pay and endured dangerous working conditions to help build the nation's industrial strength.</p> <ul style="list-style-type: none"> • During this period, immigrants from Europe entered America through Ellis Island in New York harbor. Their first view of America was often the Statue of Liberty, as their ships arrived following the voyage across the Atlantic. • Immigrants began the process of assimilation into what was termed the American "melting pot." While often settling in ethnic neighborhoods in the growing cities, they and their children worked hard to learn English, adopt American customs, and become American citizens. The public schools served an essential role in the process of assimilating immigrants into American society. • Despite the valuable contributions immigrants made to building America during this period, immigrants often faced hardship and hostility. There was fear and resentment that immigrants would take jobs for lower pay than American workers would accept, and there was prejudice based on religious and cultural differences. • Mounting resentment led Congress to limit immigration through the Chinese Exclusion Act of 1882 and the Immigration Restriction Act of 1921. These laws effectively cut off most immigration to America for the next several decades; however, the immigrants of this period and their descendants continued to contribute immeasurably to American society. <p>Growth of cities</p> <ul style="list-style-type: none"> • As the nation's industrial growth continued, cities such as Chicago, Detroit, Cleveland, Pittsburgh, and New York grew rapidly as manufacturing and transportation centers. Factories in the large cities provided jobs, but workers' families often lived in harsh conditions, crowded into tenements and slums. • The rapid growth of cities caused housing shortages and the need for new public services, such as sewage and water systems and public transportation. New York City was the first city to begin construction of a subway system around the turn of the twentieth century, and many cities built trolley or streetcar lines. <p>Admission of new states</p> <p>As the population moved westward, many new states in the Great Plains and Rocky Mountains regions were added to the United States. By the early twentieth century, all the states that make up the continental United States today, from the Atlantic to the Pacific, had been admitted.</p> |
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| VUS.8 The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by b) describing the transformation of the American economy from a primarily agrarian to a modern industrial economy and identifying major inventions that improved life in the United States; | | |
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| VDOE Essential Understandings | VDOE Essential Questions | VDOE Essential Knowledge |
| During the period from the Civil War to World War I, the United States underwent an economic transformation that involved the development of an industrial economy, the expansion of big business, the growth of large-scale agriculture, and the rise of national labor unions and industrial conflict. | What fueled the modern industrial economy? | <p>Technological change spurred growth of industry primarily in northern cities.</p> <p>Inventions/Innovations</p> <ul style="list-style-type: none"> • Corporation (limited liability) • Bessemer steel process • Light bulb (Thomas Edison) and electricity as a source of power and light • Telephone (Alexander Graham Bell) • Airplane (Wright brothers) • Assembly-line manufacturing (Henry Ford) <p>Industrial leaders</p> <ul style="list-style-type: none"> • Andrew Carnegie (steel) • J. P. Morgan (finance) • John D. Rockefeller (oil) • Cornelius Vanderbilt (railroads) <p>Reasons for economic transformation</p> <ul style="list-style-type: none"> • Laissez-faire capitalism and special considerations (e.g., land grants to railroad builders) • The increasing labor supply (from immigration and migration from farms) <p>America's possession of a wealth of natural resources and navigable rivers</p> |

| VUS.8 The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by c) analyzing prejudice and discrimination during this time period, with emphasis on "Jim Crow" and the responses of Booker T. Washington and W.E.B. DuBois; | | |
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| VDOE Essential Understandings | VDOE Essential Questions | VDOE Essential Knowledge |
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| <p>Discrimination against and segregation of African Americans intensified and took new forms in the late nineteenth century and early twentieth century.</p> <p>African Americans disagreed about how to respond to these developments.</p> | <p>How did race relations in the South change after Reconstruction, and what was the African American response?</p> | <p>Discrimination against and segregation of African Americans</p> <ul style="list-style-type: none"> • Laws limited freedoms for African Americans. • After reconstruction, many Southern state governments passed “Jim Crow” laws forcing separation of the races in public places. • Intimidation and crimes were directed against African Americans (lynchings). • African Americans looked to the courts to safeguard their rights. • In <i>Plessy v. Ferguson</i>, the Supreme Court ruled that “separate but equal” did not violate the 14th Amendment, upholding the “Jim Crow” laws of the era. • During the early twentieth century, African Americans began the “Great Migration” to Northern cities in search of jobs and to escape poverty and discrimination in the South. <p>Responses of African Americans</p> <ul style="list-style-type: none"> • Ida B. Wells led an anti-lynching crusade and called on the federal government to take action. • Booker T. Washington believed the way to equality was through vocational education and economic success; he accepted social separation. • W.E.B. DuBois believed that education was meaningless without equality. He supported political equality for African Americans by helping to form the National Association for the Advancement of Colored People (NAACP). |
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VUS.8 The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by
d) identifying the causes and impact of the Progressive Movement, including the excesses of the Gilded Age, child labor and antitrust laws, the rise of labor unions, and the success of the women’s suffrage movement.

| VDOE Essential Understandings | VDOE Essential Questions | VDOE Essential Knowledge |
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| <p>The period from Reconstruction through the early twentieth century was a time of contradictions for many Americans. Agricultural expansion was</p> | <p>How did the excesses of the Gilded Age contribute to the development of the Progressive Movement?</p> <p>What were the goals of Progressives, and</p> | <p>The Progressive Movement used government to institute reforms for problems created by industrialization. Examples of reform include Theodore Roosevelt’s “Square Deal” and Woodrow Wilson’s “New Freedom.”</p> <p>Causes of the Progressive Movement</p> <ul style="list-style-type: none"> • Excesses of the Gilded Age <ul style="list-style-type: none"> – Income disparity, lavish lifestyles – Practices of robber barons • Working conditions for labor |

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| <p>accomplished through wars against the Plains Indians, leading to new federal Indian policies. Industrial development brought great fortunes to a few and raised the standard of living for millions of Americans, but also brought about the rise of national labor unions and clashes between industry and labor. Social problems in rural and urban settings gave rise to third-party movements and the beginning of the Progressive Movement.</p> | <p>what were their accomplishments?</p> | <ul style="list-style-type: none"> - Dangerous working conditions - Child labor - Long hours, low wages, no job security, no benefits - Company towns - Employment of women <p>Goals of Progressive Movement</p> <ul style="list-style-type: none"> • Government controlled by the people • Guaranteed economic opportunities through government regulation • Elimination of social injustices <p>Progressive accomplishments</p> <ul style="list-style-type: none"> • In local governments <ul style="list-style-type: none"> - New forms of government (commissioner-style and city-manager-style) to meet needs of increasing urbanization • In state governments <ul style="list-style-type: none"> - Referendum - Initiative - Recall • In elections <ul style="list-style-type: none"> - Primary elections - Direct election of U.S. senators (17th Amendment) - Secret ballot • In child labor <ul style="list-style-type: none"> - Muckraking literature describing abuses of child labor - Child labor laws • Impact of labor unions <ul style="list-style-type: none"> - Organizations <ul style="list-style-type: none"> ◦ Knights of Labor ◦ American Federation of Labor (Samuel Gompers) ◦ American Railway Union (Eugene V. Debs) ◦ International Ladies' Garment Workers' Union - Strikes <ul style="list-style-type: none"> ◦ Haymarket Square Riot ◦ Homestead Strike ◦ Pullman Strike - Gains <ul style="list-style-type: none"> ◦ Limited work hours |
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| | | <ul style="list-style-type: none"> ◦ Regulated working conditions • Antitrust laws <ul style="list-style-type: none"> – Sherman Anti-Trust Act: Prevents any business structure that “restrains trade” (monopolies) – Clayton Anti-Trust Act: Expands Sherman Anti-Trust Act; outlaws price-fixing; exempts unions from Sherman Act • Women’s suffrage <ul style="list-style-type: none"> – Was a forerunner of modern protest movement – Benefited from strong leadership (e.g., Susan B. Anthony) – Encouraged women to enter the labor force during World War I <p>Resulted in the 19th Amendment to the Constitution</p> |
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| VUS.9 The student will demonstrate knowledge of the emerging role of the United States in world affairs by a) explaining the changing policies of the United States toward Latin America and Asia and the growing influence of the United States in foreign markets; | | |
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| VDOE Essential Understandings | VDOE Essential Questions | VDOE Essential Knowledge |
| <p>Many twentieth-century American foreign policy issues have their origins in America’s emergence as a world power at the end of the nineteenth century. America’s intervention in World War I ensured her role as a world power for the remainder of the century. The growing role of the United States in international trade displayed the</p> | <p>Why did the United States abandon her traditional isolationist foreign policy?</p> <p>How did the United States expand her influence in the world?</p> | <p>Creation of international markets</p> <ul style="list-style-type: none"> • Open Door Policy: Secretary of State John Hay proposed a policy that would give all nations equal trading rights in China. • Dollar diplomacy: President Taft urged American banks and businesses to invest in Latin America. He promised that the United States would step in if unrest threatened their investments. • Growth in international trade occurred from the late 1800s to World War I—the first era of a true “global economy.” <p>Latin America</p> <ul style="list-style-type: none"> • Spanish American War <ul style="list-style-type: none"> – Puerto Rico was annexed by the United States. – The United States asserted her right to intervene in Cuban affairs. • Panama Canal and the role of Theodore Roosevelt <ul style="list-style-type: none"> – The United States encouraged Panama’s independence from Colombia. – The parties negotiated a treaty to build the canal. <p>Asia and the Pacific</p> <ul style="list-style-type: none"> • Hawaii: U.S. efforts to depose Hawaii’s monarchy; U.S. annexation of Hawaii • Philippines: Annexed after the Spanish American War |

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| American urge to build, innovate, and explore new markets. | | <ul style="list-style-type: none"> • Open Door Policy: Urged all foreigners in China to obey Chinese law, observe fair competition |
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| VUS.9 The student will demonstrate knowledge of the emerging role of the United States in world affairs by b) evaluating United States involvement in World War I, including Wilson’s Fourteen Points, the Treaty of Versailles, and the national debate over treaty ratification and the League of Nations. | | |
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| VDOE Essential Understandings | VDOE Essential Questions | VDOE Essential Knowledge |
| <p>While American entry into World War I ensured Allied victory, the failure to conclude a lasting peace left a bitter legacy.</p> | <p>Why did the United States become involved in World War I?</p> <p>How did visions of the postwar world differ?</p> | <p>United States involvement in World War I</p> <ul style="list-style-type: none"> • The war began in Europe in 1914 when Germany and Austria-Hungary went to war with Britain, France, and Russia. • For three years, America remained neutral, and there was strong sentiment not to get involved in a European war. • The decision to enter the war was the result of continuing German submarine warfare (violating freedom of the seas) and American ties to Great Britain. • Americans wanted to “make the world safe for democracy.” (Woodrow Wilson) • America’s military resources of soldiers and war materials tipped the balance of the war and led to Germany’s defeat. <p>Fourteen Points</p> <ul style="list-style-type: none"> • Wilson’s plan to eliminate the causes of war • Key points <ul style="list-style-type: none"> – Self-determination – Freedom of the seas – League of Nations – Mandate system <p>Treaty of Versailles</p> <ul style="list-style-type: none"> • The French and English insisted on punishment of Germany. • A League of Nations was created. • National boundaries were redrawn, creating many new nations. <p>League of Nations debate in United States</p> |

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| | | <ul style="list-style-type: none"> • Objections to United States foreign policy decisions being made by an international organization, not by U.S. leaders <p>The Senate's failure to approve the Treaty of Versailles</p> |
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| Content Vocabulary | | |
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| American cowboy Homestead Act of 1862 Technology: railroads & mechanical reaper "Old" Immigrants "New" Immigrants Ellis Island, Statue of Liberty melting pot Chinese Exclusion Act of 1882 Immigrant Restriction Act of 1921 Urbanization Corporation limited liability Bessemer steel process Edison - Light bulb Bell – Telephone Wright Brothers - Airplane Ford - Assembly-line Carnegie (steel) Morgan (finance) Rockefeller (oil) Vanderbilt (railroads) laissez-faire capitalism | "Jim Crow" lynching <i>Plessy v. Ferguson</i> Great Migration Ida B. Wells, Booker T. Washington W.E.B. DuBois NAACP Progressivism T Roosevelt's Square Deal Wilson's New Freedom Referendum Initiative Recall Primary elections 17 th Amendment, Secret ballot Muckrakers Labor Unions Knights of Labor American Federation of Labor (Gompers) American Railway Union (Debs) International Ladies' Garment Workers' Union | Haymarket Square Riot Homestead Strike Pullman Strike Sherman Anti-Trust Act Clayton Anti-Trust Act Women's suffrage, 19 th Amendment Open Door Policy (Hay) Dollar Diplomacy (Taft) global economy Spanish-American War Panama Canal Annexation - Hawaii, Philippines World War I Submarine warfare (U-boats) Woodrow Wilson: "make the world safe for democracy" 14 Points self-determination freedom of the seas League of Nations mandate system Treaty of Versailles |

US & VA History: “A New Era” and a “New Deal” (1920 to 1940)

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

- **Choice and Consequence** – Students understand that individuals, groups, and societies make choices based on the direct and indirect consequences they expect to occur

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

- **Economic Systems** – Students understand that economic systems are shaped by the political and social systems in which they exist and are how groups and individuals make decisions regarding production, distribution, and consumption
- **Social Systems** – Students understand that cultural values and norms shape identity and behavior within groups, institutions, and states Including the degree of freedom that exists within a society
- **Political Systems** – Students understand that societies employ various methods to establish and maintain order and authority and that political structures influence the degree of freedom individuals and groups have in a society

SOL:

- VUS.10 The student will demonstrate knowledge of key domestic events of the 1920s and 1930s by
- a) analyzing how radio, movies, newspapers, and magazines created popular culture and challenged traditional values;
 - b) assessing the causes and consequences of the stock market crash of 1929;
 - c) explaining the causes of the Great Depression and its impact on the American people;
 - d) describing how Franklin D. Roosevelt’s New Deal relief, recovery, and reform measures addressed the Great Depression and expanded the government’s role in the economy.

| VUS.10 The student will demonstrate knowledge of key domestic events of the 1920s and 1930s by a) analyzing how radio, movies, newspapers, and magazines created popular culture and challenged traditional values; | | |
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| VDOE Essential Understandings | VDOE Essential Questions | VDOE Essential Knowledge |
| Popular culture reflected the prosperity of the era. | How did radio, movies, newspapers, and magazines promote challenges to traditional values? | <p>Mass media and communications</p> <ul style="list-style-type: none"> • Radio: Broadcast jazz and Fireside Chats • Movies: Provided escape from Depression-era realities • Newspapers and magazines: Shaped cultural norms and sparked fads <p>Challenges to traditional values</p> |

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| | | <ul style="list-style-type: none"> • Traditional religion: Darwin’s Theory, the Scopes Trial • Traditional role of women: Flappers, 19th Amendment • Open immigration: Rise of new Ku Klux Klan (KKK) • Prohibition: Smuggling alcohol and speakeasies |
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| VUS.10 The student will demonstrate knowledge of key domestic events of the 1920s and 1930s by b) assessing the causes and consequences of the stock market crash of 1929; | | |
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| VDOE Essential Understandings | VDOE Essential Questions | VDOE Essential Knowledge |
| The United States emerged from World War I as a global power. The stock market boom and optimism of the 1920s were generated by investments made with borrowed money. When businesses failed, the stocks lost their value, prices fell, production slowed, banks collapsed, and unemployment became widespread. | <p>What caused the stock market crash of 1929?</p> <p>What were the consequences of the stock market crash of 1929?</p> | <p>Causes of the stock market crash of 1929</p> <ul style="list-style-type: none"> • Business was booming, but investments were made with borrowed money (overspeculation). • There was excessive expansion of credit. • Business failures led to bankruptcies. • Bank deposits were invested in the market. • When the market collapsed, the banks ran out of money. <p>Consequences of the stock market crash of 1929</p> <ul style="list-style-type: none"> • Clients panicked, attempting to withdraw their money from the banks, but there was nothing to give them. • There were no new investments. |

| VUS.10 The student will demonstrate knowledge of key domestic events of the 1920s and 1930s by c) explaining the causes of the Great Depression and its impact on the American people; | | |
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| VDOE Essential Understandings | VDOE Essential Questions | VDOE Essential Knowledge |
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| <p>The Great Depression caused widespread hardship.</p> | <p>What were the causes of the Great Depression?</p> <p>How did the depression affect the lives of Americans?</p> | <p>Causes of the Great Depression</p> <ul style="list-style-type: none"> • The stock market crash of 1929 and collapse of stock prices • Federal Reserve's failure to prevent widespread collapse of the nation's banking system in the late 1920s and early 1930s, leading to severe contraction in the nation's supply of money in circulation • High protective tariffs that produced retaliatory tariffs in other countries, strangling world trade (Tariff Act of 1930, popularly called the Hawley-Smoot Act) <p>Impact of the Great Depression</p> <ul style="list-style-type: none"> • Unemployment and homelessness • Collapse of the financial system (bank closings) • Decline in demand for goods • Political unrest (growing militancy of labor unions) • Farm foreclosures and migration |
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| <p>VUS.10 The student will demonstrate knowledge of key domestic events of the 1920s and 1930s by d) describing how Franklin D. Roosevelt's New Deal relief, recovery, and reform measures addressed the Great Depression and expanded the government's role in the economy.</p> | | |
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| <p>VDOE Essential Understandings</p> | <p>VDOE Essential Questions</p> | <p>VDOE Essential Knowledge</p> |
| <p>The New Deal permanently altered the role of American government in the economy. It also fostered changes in people's attitudes toward government's responsibilities. Organized labor acquired new rights, as the New Deal set in place legislation that reshaped modern American capitalism.</p> | <p>How did the New Deal attempt to address the causes and effects of the Great Depression?</p> <p>What impact did the New Deal have on the role of the federal government?</p> | <p>New Deal (Franklin Roosevelt)</p> <ul style="list-style-type: none"> • This program changed the role of the government to a more active participant in solving problems. • Roosevelt rallied a frightened nation in which one in four workers was unemployed. ("We have nothing to fear, but fear itself.") • Relief measures provided direct payment to people for immediate help (Works Progress Administration—WPA). • Recovery programs were designed to bring the nation out of the depression over time (Agricultural Adjustment Administration—AAA). • Reform measures corrected unsound banking and investment practices (Federal Deposit Insurance Corporation—FDIC). • Social Security Act offered safeguards for workers. <p>The legacy of the New Deal influenced the public's belief in the responsibility of government to deliver public services, to intervene in the economy, and to act in ways that promote the general welfare.</p> |

Content Vocabulary

Radio
Jazz
Roosevelt's Fireside Chats
Movies & escapism
Newspapers and magazines
Fads
Scopes Trial
Flappers

19th Amendment
Ku Klux Klan
Prohibition & 18th Amendment
speakeasies
1929 Crash
Great Depression
Federal Reserve system

Hawley-Smoot Tariff Act
New Deal
WPA
AAA
FDIC
Social Security

US & VA History: World War II

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

- **Conflict and Cooperation** –Students understand that desires for resources and/or control lead to conflict and cooperation between individuals, groups, and societies
- **Choice and Consequence** – Students understand that individuals, groups, and societies make choices based on the direct and indirect consequences they expect to occur
- **Patterns and Relationships** – Students recognize and are able to explain historical patterns (such as cause and effect) to better understand the relationship between discrete events across time and place

SOL

- VUS.11 The student will demonstrate knowledge of World War II by
- a) analyzing the causes and events that led to American involvement in the war, including military assistance to the United Kingdom and the Japanese attack on Pearl Harbor;
 - b) describing and locating the major battles and turning points of the war in North Africa, Europe, and the Pacific, including Midway, Stalingrad, the Normandy landing (D-Day), and Truman’s decision to use the atomic bomb to force the surrender of Japan;
 - c) describing the role of all-minority military units, including the Tuskegee Airmen and Nisei regiments;
 - d) examining the Geneva Convention and the treatment of prisoners of war during World War II;
 - e) analyzing the Holocaust (Hitler’s “final solution”), its impact on Jews and other groups, and the postwar trials of war criminals.
- VUS.12 The student will demonstrate knowledge of the effects of World War II on the home front by
- a) explaining how the United States mobilized its economic, human, and military resources;
 - b) describing the contributions of women and minorities to the war effort;
 - c) explaining the internment of Japanese Americans during the war;
 - d) describing the role of media and communications in the war effort.

VUS.11 The student will demonstrate knowledge of World War II by
a) analyzing the causes and events that led to American involvement in the war, including military assistance to the United Kingdom and the Japanese attack on Pearl Harbor;

| VDOE Essential Understandings | VDOE Essential Questions | VDOE Essential Knowledge |
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| <p>The United States gradually abandoned neutrality as events in Europe and Asia pulled the nations toward war.</p> | <p>How did the United States respond to increasing totalitarian aggression in Europe and Asia?</p> <p>What caused America's gradual abandonment of her policy of neutrality?</p> | <p>The war in Europe</p> <ul style="list-style-type: none"> World War II began with Hitler's invasion of Poland in 1939, followed shortly thereafter by the Soviet Union's invasion of Poland and the Baltic countries from the east. During the first two years of the war, the United States stayed officially neutral while Germany overran France and most of Europe and pounded Britain from the air (the Battle of Britain). In mid-1941, Hitler turned on his former partner and invaded the Soviet Union. Despite strong isolationist sentiment at home, the United States increasingly helped Britain. It gave Britain war supplies and old naval warships in return for military bases in Bermuda and the Caribbean. Soon after, the Lend-Lease Act gave the president authority to sell or lend equipment to countries to defend themselves against the Axis powers. Franklin Roosevelt compared it to "lending a garden hose to a next-door neighbor whose house is on fire." <p>The war in Asia</p> <ul style="list-style-type: none"> During the 1930s, a militaristic Japan invaded and brutalized Manchuria and China as it sought military and economic domination over Asia. The United States refused to recognize Japanese conquests in Asia and imposed an embargo on exports of oil and steel to Japan. Tensions rose, but both countries negotiated to avoid war. While negotiating with the United States and without any warning, Japan carried out an air attack on the American naval base at Pearl Harbor, Hawaii, on December 7, 1941. The attack destroyed much of the American Pacific fleet and killed several thousand Americans. Roosevelt called it "a date that will live in infamy" as he asked Congress to declare war on Japan. After Pearl Harbor, Hitler honored a pact with Japan and declared war on the United States. The debates over isolationism in the United States were over. World War II was now a true world war, and the United States was fully involved. |

VUS.11 The student will demonstrate knowledge of World War II by
b) describing and locating the major battles and turning points of the war in North Africa, Europe, and the Pacific, including Midway, Stalingrad, the Normandy landing (D-Day), and Truman's decision to use the atomic bomb to force the surrender of Japan;

| VDOE Essential Understandings | VDOE Essential Questions | VDOE Essential Knowledge |
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| <p>Wartime strategies reflect the political and military goals of alliances, the resources on hand, and the geographical extent of the conflict.</p> | <p>What was the overall strategy of America and her allies in World War II?</p> <p>How did America's strategy during World War II reflect available resources and the geographical scope of the conflict?</p> <p>Why were some battles of World War II considered turning points of the war?</p> | <p>Allied strategy</p> <ul style="list-style-type: none"> • America and her allies (Britain, and the Soviet Union after being invaded by Germany) followed a "Defeat Hitler First" strategy. Most American military resources were targeted for Europe. • In the Pacific, American military strategy called for an "island hopping" campaign, seizing islands closer and closer to Japan and using them as bases for air attacks on Japan, and for cutting off Japanese supplies through submarine warfare against Japanese shipping. <p>Axis strategy</p> <ul style="list-style-type: none"> • Germany hoped to defeat the Soviet Union quickly, gain control of Soviet oil fields, and force Britain out of the war through a bombing campaign and submarine warfare before America's industrial and military strength could turn the tide. • Following Pearl Harbor, Japan invaded the Philippines and Indonesia and planned to invade both Australia and Hawaii. Her leaders hoped that America would then accept Japanese predominance in Southeast Asia and the Pacific, rather than conduct a bloody and costly war to reverse Japanese gains. <p>Major battles and military turning points</p> <ul style="list-style-type: none"> • North Africa <ul style="list-style-type: none"> – El Alamein: German forces threatening to seize Egypt and the Suez Canal were defeated by the British. This defeat prevented Hitler from gaining access to Middle Eastern oil supplies and attacking the Soviet Union from the south. • Europe <ul style="list-style-type: none"> – Stalingrad: Hundreds of thousands of German soldiers were killed or captured in a months-long siege of the Russian city of Stalingrad. This defeat prevented Germany from seizing the Soviet oil fields and turned the tide against Germany in the east. – Normandy landings (D-Day): American and Allied troops under Eisenhower landed in German-occupied France on June 6, 1944. Despite intense German opposition and heavy American casualties, the landings succeeded, and the liberation of western Europe from Hitler began. |

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| | | <ul style="list-style-type: none"> • Pacific <ul style="list-style-type: none"> – Midway: In the Battle of Midway (termed the “Miracle at Midway”), American naval forces defeated a much larger Japanese force as it prepared to seize Midway Island. Coming only a few months after Pearl Harbor, a Japanese victory at Midway would have enabled Japan to invade Hawaii. The American victory ended the Japanese threat to Hawaii and began a series of American victories in the “island hopping” campaign, carrying the war closer and closer to Japan. – Iwo Jima and Okinawa: The American invasions of the islands of Iwo Jima and Okinawa brought American forces closer than ever to Japan, but both invasions cost thousands of American lives and even more Japanese lives, as Japanese soldiers fought fiercely over every square inch of the islands and Japanese soldiers and civilians committed suicide rather than surrender. <p>Use of the atomic bomb: Facing the prospect of horrendous American and Japanese casualties if American forces were to invade Japan itself, President Harry Truman ordered the use of atomic bombs on the Japanese cities of Hiroshima and Nagasaki to force the Japanese to surrender. Tens of thousands of people were killed in both cities. Shortly after the bombs were used, the Japanese leaders surrendered, avoiding the need for American forces to invade Japan.</p> |
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| VUS.11 The student will demonstrate knowledge of World War II by c) describing the role of all-minority military units, including the Tuskegee Airmen and Nisei regiments; | | |
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| VDOE Essential Understandings | VDOE Essential Questions | VDOE Essential Understandings |
| <p>World War II solidified the nation's role as a global power, ushered in social changes, and established reform agendas that would preoccupy public discourse in the United States for the remainder of the twentieth century.</p> <p>Women entered into</p> | <p>How did minority participation in World War II reflect social conditions in the United States?</p> <p>How did minorities contribute to Allied victory?</p> | <p>Minority participation</p> <ul style="list-style-type: none"> • African Americans generally served in segregated military units and were assigned to noncombat roles but demanded the right to serve in combat rather than support roles. <p>All-minority military units</p> <ul style="list-style-type: none"> • Tuskegee Airmen (African American) served in Europe with distinction. • Nisei regiments (Asian American) earned a high number of decorations. <p>Additional contributions of minorities</p> <ul style="list-style-type: none"> • Communication codes of the Navajo were used (oral, not written language; impossible for the Japanese to break). • Mexican Americans also fought, but in nonsegregated units. • Minority units suffered high casualties and won numerous unit citations and |

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| previously male job roles as African Americans and others struggled to obtain desegregation of the armed forces and end discriminatory hiring practices. | | individual medals for bravery in action. |
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| VUS.11 The student will demonstrate knowledge of World War II by d) examining the Geneva Convention and the treatment of prisoners of war during World War II ; | | |
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| VDOE Essential Understandings | VDOE Essential Questions | VDOE Essential Knowledge |
| <p>The conduct of war often reflects the social and moral codes of a nation.</p> <p>The treatment of prisoners of war often reflects the savage nature of conflict and the cultural norms of a nation.</p> | <p>What was the purpose of the Geneva Convention?</p> <p>How did the treatment of prisoners of war differ during the war?</p> | <p>The Geneva Convention attempted to ensure the humane treatment of prisoners of war by establishing rules to be followed by all nations.</p> <p>The treatment of prisoners of war in the Pacific Theater often reflected the savagery of the fighting there.</p> <ul style="list-style-type: none"> • In the Bataan Death March, American POWs suffered brutal treatment by the Japanese after surrender of the Philippines. • Japanese soldiers often committed suicide rather than surrender. • The treatment of prisoners of war in Europe more closely followed the ideas of the Geneva Convention. |

| VUS.11 The student will demonstrate knowledge of World War II by e) analyzing the Holocaust (Hitler's "final solution"), its impact on Jews and other groups, and the postwar trials of war criminals. | | |
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| VDOE Essential Understandings | VDOE Essential Questions | VDOE Essential Knowledge |
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| <p>Specific groups that are the object of hatred and prejudice often face increased discrimination during wartime.</p> | <p>What was the Holocaust and who were its victims?</p> <p>What was the short-term and long-term significance of the Holocaust?</p> | <p>Terms to know</p> <ul style="list-style-type: none"> • genocide: The systematic and purposeful destruction of a racial, political, religious, or cultural group • final solution: Germany’s decision to exterminate all Jews <p>Affected groups</p> <ul style="list-style-type: none"> • Jews • Poles • Slavs • Gypsies • “Undesirables” (homosexuals, the mentally ill, political dissidents) <p>Significance</p> <ul style="list-style-type: none"> • In the Nuremberg trials, Nazi leaders and others were convicted of war crimes. • The Nuremberg trials emphasized individual responsibility for actions during a war, regardless of orders received. • The trials led to increased demand for a Jewish homeland. |
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| <p>VUS.12 The student will demonstrate knowledge of the effects of World War II on the home front by a) explaining how the United States mobilized its economic, human, and military resources;</p> | | |
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| <p>VDOE Essential Understandings</p> | <p>VDOE Essential Questions</p> | <p>VDOE Essential Knowledge</p> |
| <p>The United States’ success in the war required the total commitment of the nation’s resources. On the home front, public education and the mass media promoted nationalism.</p> | <p>How did the United States organize and distribute its resources to achieve victory during World War II?</p> | <p>Economic resources</p> <ul style="list-style-type: none"> • United States government and industry forged a close working relationship to allocate resources effectively. • Rationing was used to maintain supply of essential products to the war effort. • War bonds and income tax were used for financing the war. • Businesses retooled from peacetime to wartime production (e.g., car manufacturing to tank manufacturing). <p>Human resources</p> <ul style="list-style-type: none"> • More women and minorities entered the labor force. • Citizens volunteered in support of the war effort. <p>Military resources</p> |

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| | | The draft (selective service) was used to provide personnel for the military. |
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| VUS.12 The student will demonstrate knowledge of the effects of World War II on the home front by b) describing the contributions of women and minorities to the war effort; | | |
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| VDOE Essential Understandings | VDOE Essential Questions | VDOE Essential Knowledge |
| Contributions to the war effort came from all segments of society. Women entered into previously male job roles as African Americans and others struggled to obtain desegregation of the armed forces and end discriminatory hiring practices. | How did women and minorities contribute to America's efforts during World War II? | <p>Women on the home front during World War II</p> <ul style="list-style-type: none"> Increasingly participated in the workforce to replace men serving in the military (e.g., Rosie the Riveter) Typically participated in noncombat military roles <p>African Americans on the home front during World War II</p> <ul style="list-style-type: none"> Migrated to cities in search of jobs in war plants Campaigned for victory in war and equality at home |

| VUS.12 The student will demonstrate knowledge of the effects of World War II on the home front by c) explaining the internment of Japanese Americans during the war; | | |
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| VDOE Essential Understandings | VDOE Essential Questions | VDOE Essential Knowledge |
| Prejudice coupled with wartime fears can adversely affect civil liberties of minorities. | How were Americans of Japanese descent treated after United States entry into World War II, and why? | <p>Reasons for internment of Japanese Americans</p> <ul style="list-style-type: none"> Strong anti-Japanese prejudice on the West Coast False belief that Japanese Americans were aiding the enemy <p>Internment of Japanese Americans</p> <ul style="list-style-type: none"> Japanese Americans were relocated to internment camps. Internment affected Japanese American populations along the West Coast. |

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| | | The Supreme Court upheld the government's right to act against Japanese Americans living on the West Coast of the United States. A public apology was eventually issued by the United States government, and financial payment was made to survivors. |
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| VUS.12 The student will demonstrate knowledge of the effects of World War II on the home front by d) describing the role of media and communications in the war effort. | | |
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| VDOE Essential Understandings | VDOE Essential Questions | VDOE Essential Knowledge |
| During World War II, the media and entertainment industries saw their role as supporting the war effort by promoting nationalism (patriotism). | How did media and communications assist the Allied efforts during World War II? | <p>Media and communications assistance</p> <ul style="list-style-type: none"> The United States government maintained strict censorship of reporting of the war. Public morale and ad campaigns kept Americans focused on the war effort. The entertainment industry produced movies, plays, and shows that boosted morale and patriotic support for the war effort as well as portrayed the enemy in stereotypical ways. |

| Social Studies Essential Standards Skill Builder Resources | |
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| <p>Historical Method/Investigation & Inquiry:</p> <p>1. Historical Thinking & Research <i>Have students create a chronology of Japanese American foreign relations from the late 19th century and culminating in the attack on Pearl Harbor. What were points of conflict? Cooperation? How had Japan's period modernization paralleled that of the United States?</i></p> <p>2. Multiple Perspectives</p> | <p>Communication Skills:</p> <p>1. Using Visual Sources: Charts, Graphs, Photos, Maps & Art <i>Have students view and analyze World War II propaganda posters. What is propaganda and what is its role in wartime? What images and messages do the posters convey?</i></p> <p>2. Analytical Writing <i>Analyze the home-front experiences of African-Americans, Japanese-Americans, and Mexican-Americans during World War II.</i></p> |

Have students report on the process of Japanese internment. What were the political and sociocultural arguments for and against the process? How did the popular media, particularly in the West, portray the process? What were Japanese reactions to internment and its effects?

3. Sources & Historic Record

Have students gather and analyze newspaper editorials, magazine articles, political cartoons, etc. on the debate of isolation and intervention in the buildup to World War II. Ask them to compare and contrast the sentiments at the time to those during the late 19th and early 20th centuries.

3. Critical Reading

Have student's read (or listen to and follow along to) FDR's war message. What are his reasons for asking Congress to declare war in 1941? Compare and contrast this war message with Woodrow Wilson's 1917 message.

4. Public Speaking and Presenting

Have students gather background information from multiple sources on arguments for and against using the atomic bomb. Either as a whole class or in small group clusters have students debate the topic as if it were 1945 and they are part of President Truman's cabinet.

Content Vocabulary

Adolph Hitler, Poland 1939
 Isolation, Neutrality
 Lend-Lease
 Japan, Manchuria
 Pearl Harbor, December 7, 1941
 "Defeat Hitler First"
 "island hopping"
 North Africa:
 El Alamein
 Stalingrad
 Normandy
 D-Day (June 6, 1944)

Pacific Front
 Midway
 Iwo Jima
 Okinawa
 Atomic Bomb
 Hiroshima
 Nagasaki
 Tuskegee Airmen
 Nisei regiments
 Navajo code talkers
 Mexican Americans (non-segregated)
 Geneva Convention
 Bataan Death March
 Holocaust:
 Genocide

"final solution
 Nuremberg Trials
 Rationing
 War Bonds
 Wartime production
 Draft (selective service)
 Rosie the Riveter
 "Double V" campaign
 Internment,
Korematsu v. United States,
 reparations
 Propaganda
 stereotype

US & VA History: Cold War

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 creates change and all change has direct and indirect consequences

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

- **Economic Systems** – Students understand that economic systems are shaped by the political and social systems in which they exist and are how groups and individuals make decisions regarding production, distribution, and consumption
- **Social Systems** – Students understand that cultural values and norms shape identity and behavior within groups, institutions, and states Including the degree of freedom that exists within a society
- **Political Systems** – Students understand that societies employ various methods to establish and maintain order and authority and that political structures influence the degree of freedom individuals and groups have in a society

SOL:

- VUS.13 The student will demonstrate knowledge of United States foreign policy since World War II by
- a) describing outcomes of World War II, including political boundary changes, the formation of the United Nations, and the Marshall Plan;
 - b) explaining the origins of the Cold War, and describing the Truman Doctrine and the policy of containment of communism, the American role in wars in Korea and Vietnam, and the role of the North Atlantic Treaty Organization (NATO) in Europe;
 - c) explaining the role of America’s military and veterans in defending freedom during the Cold War;
 - d) explaining the collapse of communism and the end of the Cold War, including the role of Ronald Reagan in making foreign policy;
 - e) explaining the impact of presidents of the United States since 1988 on foreign policy.

| VUS.13 The student will demonstrate knowledge of United States foreign policy since World War II by a) describing outcomes of World War II, including political boundary changes, the formation of the United Nations, and the Marshall Plan; | | |
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| VDOE Essential Understandings | VDOE Essential Questions | VDOE Essential Knowledge |
| Wars have political, economic, and social consequences. | What were the political, economic, and social consequences of World War II? | Postwar outcomes <ul style="list-style-type: none"> • The end of World War II found Soviet forces occupying most of Eastern and Central Europe and the eastern portion of Germany. • Germany was partitioned into East and West Germany. West Germany became democratic and resumed self-government after a few years of |

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| | | <p>American, British, and French occupation. East Germany remained under the domination of the Soviet Union and did not adopt democratic institutions.</p> <ul style="list-style-type: none"> • Following her 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. • Europe lay in ruins, and the United States launched the Marshall Plan, which provided massive financial aid to rebuild European economies and prevent the spread of communism. <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> |
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| VUS.13 The student will demonstrate knowledge of United States foreign policy since World War II by b) explaining the origins of the Cold War, and describing the Truman Doctrine and the policy of containment of communism, the American role in wars in Korea and Vietnam, and the role of the North Atlantic Treaty Organization (NATO) in Europe; | | |
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| VDOE Essential Understandings | VDOE Essential Questions | VDOE Essential Knowledge |
| <p>The Cold War set the framework for global politics for 45 years after the end of World War II. It also influenced American domestic politics, the conduct of foreign affairs, and the role of the government in the economy after 1945.</p> <p>The Cold War was essentially a competition between two very different ways of organizing government, society,</p> | <p>How did the United States respond to the threat of communist expansion?</p> <p>What are the origins of the Cold War?</p> <p>What were the early significant events of the Cold War?</p> <p>What was the impact of the Cold War on Americans at home?</p> <p>What was the impact of the Vietnam War on Americans at</p> | <p>Origins of the Cold War</p> <ul style="list-style-type: none"> • The Cold War lasted from the end of World War II until the collapse of the Soviet Union. • The United States and the Soviet Union represented starkly different fundamental values. The United States represented democratic political institutions and a generally free market economic system. The Soviet Union was a totalitarian government with a communist (socialist) economic system. • The Truman Doctrine of “containment of communism” was a guiding principle of American foreign policy throughout the Cold War, not to roll it back, but to keep it from spreading and to resist communist aggression into other countries. • The North Atlantic Treaty Organization (NATO) was formed as a defensive alliance among the United States and western European countries to prevent a Soviet invasion of Western Europe. Soviet allies in Eastern Europe formed the Warsaw Pact, and for nearly 50 years, both sides maintained large military forces facing each other in Europe. • The communist takeover in China shortly after World War II increased American fears of communist domination of most of the world. Rather than |

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| <p>and the economy: the American-led western nations' belief in democracy, individual freedom, and a market economy, and the Soviet belief in a totalitarian state and socialism.</p> <p>The United States government's anti-communist strategy of containment in Asia led to America's involvement in the Korean and Vietnamese wars. The Vietnam War demonstrated the power of American public opinion in reversing foreign policy. It tested the democratic system to its limits, left scars on American society that have not yet been erased, and made many Americans deeply skeptical of future military or even peacekeeping interventions.</p> | <p>home?</p> | <p>becoming strong allies, however, the communist nations of China and the Soviet Union eventually became rivals for territory and diplomatic influence, a split that American foreign policy under President Nixon in the 1970s exploited.</p> <ul style="list-style-type: none"> • After the Soviet Union matched the United States in nuclear weaponry in the 1950s, the threat of a nuclear war that would destroy both countries was ever-present throughout the Cold War. America, under President Eisenhower, adopted a policy of "massive retaliation" to deter any nuclear strike by the Soviets. <p>The Korean War</p> <p>American involvement in the Korean War in the early 1950s reflected the American policy of containment of communism</p> <ul style="list-style-type: none"> • After communist North Korea invaded South Korea, American military forces led a United Nations counterattack that drove deep into North Korea itself. Communist Chinese forces came into the war on the side of North Korea, and although the war threatened to widen, it eventually ended in a stalemate with South Korea free of communist occupation. <p>The Vietnam War</p> <ul style="list-style-type: none"> • American involvement in Vietnam also reflected the Cold War policy of containment of communism. • Beginning in the 1950s and continuing into the early 1960s, the communist government of North Vietnam attempted to install through force a communist government in South Vietnam. The United States helped South Vietnam resist. • The American military buildup in Vietnam began under President John Kennedy. After Kennedy's assassination in 1963, the buildup was intensified under President Lyndon Johnson. • The scale of combat in Vietnam grew larger during the 1960s. American military forces repeatedly defeated the North Vietnamese forces in the field, but by fighting a limited war, could not force an end to the war on favorable terms. • America became bitterly divided over the issue. While there was support for the American military and conduct of the war among many Americans, others opposed the war, and active opposition to the war mounted, especially on college campuses. • After Johnson declined to seek re-election, President Nixon was elected on a pledge to bring the war to an honorable end. He instituted a policy of |
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| | | <p>“Vietnamization,” withdrawing American troops and replacing them with South Vietnamese forces while maintaining military aid to the South Vietnamese.</p> <ul style="list-style-type: none"> • Ultimately “Vietnamization” failed when South Vietnamese troops proved unable to resist invasion by the Soviet-supplied North Vietnamese Army. President Nixon was forced out of office by the Watergate scandal. In 1975, North and South Vietnam were merged under communist control. <p>Confrontation between the United States and Cuba</p> <ul style="list-style-type: none"> • Cuba was also a site of Cold War confrontations. • Fidel Castro led a communist revolution that took over Cuba in the late 1950s. Many Cubans fled to Florida and later attempted to invade Cuba and overthrow Castro. This “Bay of Pigs” invasion failed. • In 1962, the Soviet Union stationed missiles in Cuba, instigating the Cuban Missile Crisis. President Kennedy ordered the Soviets to remove their missiles, and for several days the world was on the brink of nuclear war. Eventually, the Soviet leadership “blinked” and removed their missiles. <p>Impact of the Cold War at home</p> <ul style="list-style-type: none"> • The fear of communism and the threat of nuclear war affected American life throughout the Cold War. • During the 1950s and 1960s, American schools regularly held drills to train children what to do in case of a nuclear attack, and American citizens were urged by the government to build bomb shelters in their own basements. • The convictions of Alger Hiss and Julius and Ethel Rosenberg for spying for the Soviet Union and the construction of nuclear weapons by the Soviets, using technical secrets obtained through spying, increased domestic fears of communism. • Senator Joseph McCarthy played on American fears of communism by recklessly accusing many American governmental officials and other citizens of being communists, based on flimsy or no evidence. This led to the coining of the term <i>McCarthyism</i>—the making of false accusations based on rumor or guilt by association. • The Cold War made foreign policy a major issue in every presidential election during the period. • The heavy military expenditures throughout the Cold War benefited Virginia’s economy proportionately more than any other state, especially in Hampton Roads, home to several large naval and air bases, and in Northern Virginia, home to the Pentagon and numerous private companies that |
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| | | contract with the military. |
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| VUS.13 The student will demonstrate knowledge of United States foreign policy since World War II by c) explaining the role of America’s military and veterans in defending freedom during the Cold War; | | |
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| VDOE Essential Understandings | VDOE Essential Questions | VDOE Essential Knowledge |
| <p>A strong military was the key to America’s victory over the Soviet Union in the Cold War.</p> <p>Millions of Americans served in the military during the Cold War. Their service was often at great personal and family sacrifice, yet they did their duty.</p> | <p>How did America’s military forces defend freedom during the Cold War?</p> | <p>American military forces during the Cold War</p> <ul style="list-style-type: none"> • President Kennedy pledged in his inaugural address that the United States would “pay any price, bear any burden, meet any hardship, support any friend, oppose any foe, in order to assure the survival and the success of liberty.” In the same address, he also said, “Ask not what your country can do for you; ask what you can do for your country.” • During the Cold War era, millions of Americans served in the military, defending freedom in wars and conflicts that were not always popular. Many were killed or wounded. As a result of their service, the United States and American ideals of democracy and freedom ultimately prevailed in the Cold War struggle with Soviet communism. • President Kennedy, a World War II veteran, was assassinated in 1963 in Dallas, Texas, in an event that shook the nation’s confidence and began a period of internal strife and divisiveness, especially spurred by divisions over United States involvement in Vietnam. • Unlike veterans of World War II, who returned to a grateful and supportive nation, Vietnam veterans returned often to face indifference or outright hostility from some who opposed the war. • It was not until several years after the end of the Vietnam war that the wounds of the war began to heal in America, and Vietnam veterans were recognized and honored for their service and sacrifices. |

**VUS.13 The student will demonstrate knowledge of United States foreign policy since World War II by
d) explaining the collapse of communism and the end of the Cold War, including the role of Ronald Reagan in making foreign policy;**

| VDOE Essential Understandings | VDOE Essential Questions | VDOE Essential Knowledge |
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| Both internal problems and external pressures caused the collapse of communism and the Soviet Union. | <p>How did internal problems affect the collapse of communism and the Soviet Union?</p> <p>What was President Ronald Reagan's role in the collapse of the Soviet Union?</p> | <p>Internal problems of the Soviet Union</p> <ul style="list-style-type: none"> Increasing Soviet military expenses to compete with the United States Rising nationalism in Soviet republics Fast-paced reforms—market economy Economic inefficiency Gorbachev's <i>glasnost</i> and <i>perestroika</i> (openness and economic restructuring) <p>Role of President Ronald Reagan</p> <ul style="list-style-type: none"> Challenged moral legitimacy of the Soviet Union, for example, in a speech at the Berlin Wall (“Mr. Gorbachev, tear down this wall!”) Increased United States military and economic pressure on the Soviet Union |

| VUS.13 The student will demonstrate knowledge of United States foreign policy since World War II by e) explaining the impact of presidents of the United States since 1988 on foreign policy. | | |
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| VDOE Essential Understandings | VDOE Essential Questions | VDOE Essential Knowledge |
| <p>With the end of the Cold War, the United States changed her goals and policies.</p> <p>Involvement in conflicts in other areas of the world has been an integral part of United States foreign policy since 1988.</p> | <p>How did the United States redirect her goals and policies in the post-Cold War era?</p> <p>How have presidents shaped American policy since 1988?</p> | <p>Selected post Cold War era goals and policies</p> <ul style="list-style-type: none"> Foreign aid Humanitarian aid Support for human rights <p>President George H. W. Bush, 1989–1993</p> <ul style="list-style-type: none"> Fall of communism in Eastern Europe Reunification of Germany Collapse of Yugoslavia Breakup of the Soviet state Persian Gulf War of 1990–1991 First war in which American women served in a combat role Operation Desert Storm |

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| | | <p>President William J. Clinton, 1993–2001</p> <ul style="list-style-type: none"> • North American Free Trade Agreement (NAFTA) • Full diplomatic relations with Vietnam • Lifting of economic sanctions against South Africa when her government ended the policy of apartheid • NATO action in former Yugoslavia <p>President George W. Bush, 2001–2009</p> <ul style="list-style-type: none"> • Terrorists attacks on United States soil on 9/11/2001 • War in Afghanistan • War in Iraq |
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| Social Studies Essential Standards Skill Builder Resources | |
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| <p>Historical Method/Investigation & Inquiry:</p> <p>1. Historical Thinking & Research <i>Ask students to create a museum dedicated to the most important people, events, and ideas of the Cold War. Students should be able to describe a person, event, or idea, but also justify as to why it should be included in the museum. Allow them also to design the structure of the museum.</i></p> <p>2. Multiple Perspectives <i>What were the arguments of the Hawks and Doves during the Vietnam War? Who supported each side and what were their main arguments? How did each side go about promulgating its message?</i></p> <p>3. Sources & Historic Record <i>Have students create a retrospective of political cartoons on an aspect of the Cold War (i.e. Presidents). The retrospective should be comprehensive of the time period as well as identifying major themes or trends of the time period.</i></p> | <p>Communication Skills:</p> <p>1. Using Visual Sources: Charts, Graphs, Photos, Maps & Art <i>Have students collect photos of soldiers and combat from WWII, Korea, Vietnam, and later Cold War conflicts. Images are freely available in the Life Magazine archive hosted by Google. Ask students to characterize the photos and to look for changes in photography and media coverage of conflicts.</i></p> <p>2. Analytical Writing <i>How effective was America's foreign policy of containment in Europe, Asia, and the Western Hemisphere during the Cold War?</i></p> <p>3. Critical Reading <i>Excerpt selected speeches from Ronald Regan's presidency and note his message and tone when speaking about the Soviet Union. Contrast that to his actions as president. Reagan speeches are freely available from the Miller Center.</i></p> <p>4. Public Speaking and Presenting <i>Divide students into groups by presidential administrations. Each group should have a president and cabinet members who deal with</i></p> |

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| | <i>domestic or foreign policy. Have them select an important event from their administration and act out a cabinet meeting where they discuss the event and their reaction or solution to it.</i> |
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| Content Vocabulary | | |
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| West Germany East Germany Occupation of Japan Marshall Plan United Nations Truman Doctrine Containment NATO Warsaw Pact China's 1949 Revolution Sino-Soviet split massive retaliation Soviet Union (USSR) totalitarian, Communism Korean War Vietnam War Gulf of Tonkin Resolution, Americanization," "Vietnamization," "Peace with Honor" | Cuba Fidel Castro Bay of Pigs invasion Cuban Missile Crisis Bomb shelters, Air raid drills Espionage Alger Hiss Julius and Ethel Rosenberg Joseph McCarthy and McCarthyism Virginia: military expenditures, Hampton Roads, Northern Virginia, Pentagon John F Kennedy inaugural address assassination Public Opinion: Hawks vs. Doves Student protests Vietnam Memorial | Mikhail Gorbachev Glasnost Perestroika Ronald Reagan: "...tear down this wall!" George H. W. Bush fall of communism in Eastern Europe reunification of Germany collapse of Yugoslavia breakup of the Soviet state Persian Gulf War Operation Desert Storm Bill Clinton NAFTA end of apartheid NATO in Yugoslavia George W. Bush 9/11 War in Afghanistan War in Iraq |

US & VA History: Civil Rights and Contemporary America

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 desires for resources and/or control lead to conflict and cooperation between individuals, groups, and societies
- **Choice and Consequence** – Students understand that individuals, groups, and societies make choices based on the direct and indirect consequences they expect to occur
- **Patterns and Relationships** – Students recognize and are able to explain historical patterns (such as cause and effect) to better understand the relationship between discrete events across time and place

SOL

- VUS.14 The student will demonstrate knowledge of the Civil Rights movement of the 1950s and 1960s by
- a) identifying the importance of the *Brown v. Board of Education* decision, the roles of Thurgood Marshall and Oliver Hill, and how Virginia responded;
 - b) describing the importance of the National Association for the Advancement of Colored People (NAACP), the 1963 March on Washington, the Civil Rights Act of 1964, and the Voting Rights Act of 1965.
- VUS.15 The student will demonstrate knowledge of economic, social, cultural, and political developments in recent decades and today by
- a) examining the role the United States Supreme Court has played in defining a constitutional right to privacy, affirming equal rights, and upholding the rule of law;
 - b) analyzing the changing patterns of immigration, the reasons new immigrants choose to come to this country, their contributions to contemporary America, and the debates over immigration policy;
 - c) explaining the media influence on contemporary American culture and how scientific and technological advances affect the workplace, health care, and education;
 - d) examining the impact of the “Reagan Revolution” on federalism, the role of government, and state and national elections since 1988;
 - e) assessing the role of government actions that impact the economy;
 - f) assessing the role of the United States in a world confronted by international terrorism.

VUS.14 The student will demonstrate knowledge of the Civil Rights movement of the 1950s and 1960s by
a) identifying the importance of the *Brown v. Board of Education* decision, the roles of Thurgood Marshall and Oliver Hill, and how Virginia responded;

| VDOE Essential Understandings | VDOE Essential Questions | VDOE Essential Knowledge |
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| By interpreting its powers broadly, the United States Supreme Court can reshape American society. | <p>What was the significance of <i>Brown v. Board of Education</i>?</p> <p>What roles did Thurgood Marshall and Oliver Hill play in the demise of segregated schools?</p> <p>How did Virginia respond to the <i>Brown v. Board of Education</i> decision?</p> | <p><i>Brown v. Board of Education</i></p> <ul style="list-style-type: none"> • Supreme Court decision that segregated schools are unequal and must desegregate • Included Virginia case <p>Key people</p> <ul style="list-style-type: none"> • Thurgood Marshall: NAACP Legal Defense Team • Oliver Hill: NAACP Legal Defense Team in Virginia <p>Virginia's response</p> <ul style="list-style-type: none"> • Massive Resistance: Closing some schools • Establishment of private academies • White flight from urban school systems |

| VUS.14 The student will demonstrate knowledge of the Civil Rights movement of the 1950s and 1960s by b) describing the importance of the National Association for the Advancement of Colored People (NAACP), the 1963 March on Washington, the Civil Rights Act of 1964, and the Voting Rights Act of 1965. | | |
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| VDOE Essential Understandings | VDOE Essential Questions | VDOE Essential Knowledge |
| African Americans, working through the court system and mass protest, reshaped public opinion and secured the passage of civil rights. | <p>How did the 1963 March on Washington influence public opinion about civil rights?</p> <p>How did the legislative process</p> | <p>National Association for the Advancement of Colored People (NAACP)</p> <ul style="list-style-type: none"> • Challenged segregation in the courts. <p>1963 March on Washington</p> <ul style="list-style-type: none"> • Participants were inspired by the "I Have a Dream" speech given by Dr. Martin Luther King, Jr. • The march helped influence public opinion to support civil rights legislation. • The march demonstrated the power of nonviolent, mass protest. |

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| | <p>advance the cause of civil rights for African Americans?</p> <p>How did the NAACP advance civil rights for African Americans?</p> | <p>Civil Rights Act of 1964</p> <ul style="list-style-type: none"> • The act prohibited discrimination based on race, color, religion, gender, or national origin. • The act desegregated public accommodations. • President Lyndon B. Johnson played an important role in the passage of the act. <p>Voting Rights Act of 1965</p> <ul style="list-style-type: none"> • The act outlawed literacy tests. • Federal registrars were sent to the South to register voters. • The act resulted in an increase in African American voters. • President Johnson played an important role in the passage of the act. |
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| <p>VUS.15 The student will demonstrate knowledge of economic, social, cultural, and political developments in recent decades and today by</p> <p>a) examining the role the United States Supreme Court has played in defining a constitutional right to privacy, affirming equal rights, and upholding the rule of law;</p> | | |
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| VDOE Essential Understandings | VDOE Essential Questions | VDOE Essential Knowledge |
| <p>The membership of the United States Supreme Court has changed to become more diverse over time.</p> <p>The decisions of the United States Supreme Court have expanded individual rights in the years since <i>Brown v. Board of Education of</i></p> | <p>How has the membership of the United States Supreme Court changed to become more diverse over time?</p> <p>How have the decisions of the United States Supreme Court promoted equality and extended civil</p> | <p>The membership of the United States Supreme Court has included women and minorities, such as Sandra Day O'Connor, Ruth Bader Ginsburg, and Clarence Thomas.</p> <p>The civil rights movement of the 1940s, 1950s, and 1960s provided a model that other groups have used to extend civil rights and promote equal justice.</p> <p>The United States Supreme Court protects the individual rights enumerated in the Constitution of the United States.</p> <p>The United States Supreme Court identifies a constitutional basis for a right to privacy that is protected from government interference.</p> <p>The United States Supreme Court invalidates legislative acts and executive</p> |

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| Topeka, Kansas (1954). | liberties? | actions that the justices agree exceed the authority granted to government officials by the Constitution of the United States. |
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| <p>VUS.15 The student will demonstrate knowledge of economic, social, cultural, and political developments in recent decades and today by</p> <p>b) analyzing the changing patterns of immigration, the reasons new immigrants choose to come to this country, their contributions to contemporary America, and the debates over immigration policy;</p> | | |
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| VDOE Essential Understandings | VDOE Essential Questions | VDOE Essential Knowledge |
| <p>Rising immigration to the United States has increased American diversity and redefined American identity.</p> | <p>What factors have drawn immigrants to the United States?</p> <p>What immigrant groups account for the bulk of immigration?</p> <p>What issues are currently being debated related to immigration to the United States?</p> <p>What are some contributions made by immigrants?</p> | <p>Immigration to the United States has increased from many diverse countries, especially Asian and Latin American countries.</p> <p>Reasons for immigration</p> <ul style="list-style-type: none"> • Political freedom • Economic opportunity <p>Issues related to immigration policy</p> <ul style="list-style-type: none"> • Strain on government services • Filling low-paying jobs in the United States • Border issues • Pathway to citizenship • Bilingual education • Increasing cultural diversity <p>Contributions of immigrants</p> <ul style="list-style-type: none"> • Diversity in music, the visual arts, and literature • Roles in the labor force • Achievements in science, engineering, and other fields |

VUS.15 The student will demonstrate knowledge of economic, social, cultural, and political developments in recent decades and today by
c) explaining the media influence on contemporary American culture and how scientific and technological advances affect the workplace, health care, and education;

| VDOE Essential Understandings | VDOE Essential Questions | VDOE Essential Knowledge |
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| <p>Dramatic advances in technology have affected life in America in many significant areas.</p> <p>The American space program was a triumph of American technological prowess.</p> <p>Technology can make communication and information more accessible.</p> | <p>How has the accessibility to improved technology and communications affected American culture?</p> | <p>In the early 1960s, President Kennedy pledged increased support for the American space program. The race to the moon continued through the 1960s. U.S. astronaut John Glenn was the first American to orbit the Earth. In 1969, American astronaut Neil Armstrong was the first person to step onto the moon’s surface. He proclaimed, “That’s one small step for a man; one giant leap for mankind.”</p> <p>Sally Ride was the first female American astronaut.</p> <p>Over the past three decades, improved technology and media have brought about better access to communication and information for businesses and individuals in both urban and rural areas. As a result, many more Americans have access to global information and viewpoints.</p> <p>Examples of technological advances</p> <ul style="list-style-type: none"> • Space exploration <ul style="list-style-type: none"> – Space shuttle – Mars rover – Voyager missions – Hubble telescope • Communications <ul style="list-style-type: none"> – Satellites – Global positioning system (GPS) – Personal communications devices • Robotics <p>Changes in work, school, and health care in recent decades</p> <ul style="list-style-type: none"> • Telecommuting • Online course work • Growth of service industries |

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| | | <ul style="list-style-type: none"> • Breakthroughs in medical research, including improved medical diagnostic and imaging technologies • Outsourcing and offshoring |
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| <p>VUS.15 The student will demonstrate knowledge of economic, social, cultural, and political developments in recent decades and today by d) examining the impact of the “Reagan Revolution” on federalism, the role of government, and state and national elections since 1988;</p> | | |
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| VDOE Essential Understandings | VDOE Essential Questions | VDOE Essential Knowledge |
| <p>Ronald Reagan's policies had an impact on the relationship between the federal government and state governments.</p> <p>The conservative political philosophy of President Reagan prompted a reevaluation of the size and role of government in the economy and society of contemporary America.</p> | <p>What was the impact of the “Reagan Revolution” on federalism, the role of government, and state and national elections since 1988?</p> | <p>President Reagan and conservative Republicans advocated for</p> <ul style="list-style-type: none"> • tax cuts • transfer of responsibilities to state governments • appointment of judges/justices who exercised “judicial restraint” • reduction in the number and scope of government programs and regulations • strengthening of the American military. <p>The “Reagan Revolution” extended beyond his tenure in office with</p> <ul style="list-style-type: none"> • the election of his vice president, George H. W. Bush • the election of a centrist Democrat, William J. Clinton • the Republican sweep of congressional elections and statehouses in the 1990s • the election of George W. Bush as president. |

VUS.15 The student will demonstrate knowledge of economic, social, cultural, and political developments in recent decades and today by
e) assessing the role of government actions that impact the economy;

| VDOE Essential Understandings | VDOE Essential Questions | VDOE Essential Knowledge |
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| The federal government has the ability to influence the United States economy. It bases its decisions on economic indicators such as Gross Domestic Product (GDP), exchange rates, rate of inflation, and unemployment rate. | What are the roles that government plays in the United States economy? | Government promotes a healthy economy characterized by full employment and low inflation through the actions of <ul style="list-style-type: none"> • the Federal Reserve: Monetary policy decisions control the supply of money and credit to expand or contract economic growth. • the president and Congress: Fiscal policy decisions determine levels of government taxation and spending; government regulates the economy. |

VUS.15 The student will demonstrate knowledge of economic, social, cultural, and political developments in recent decades and today by
f) assessing the role of the United States in a world confronted by international terrorism.

| VDOE Essential Understandings | VDOE Essential Questions | VDOE Essential Knowledge |
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| The United States has confronted the increase in international terrorism by formulating domestic and international | What role has the United States played in a world confronted by international terrorism? | United States responses to terrorism <ul style="list-style-type: none"> • Heightened security at home (Patriot Act) • Diplomatic and military initiatives |

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| policies aimed at stopping terrorism. | | |
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| Social Studies Essential Standards Skill Builder Resources | |
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| <p>Historical Method/Investigation & Inquiry:</p> <p>1. Historical Thinking & Research <i>Make a list of the most significant Supreme Court cases in the post-WWII era. Have students research the cases and report on the key players, arguments, decision, majority and dissenting opinions, precedents, and overall significance.</i></p> <p>2. Multiple Perspectives <i>What were the competing views on the Brown decisions in 1954 and 1955? What were the majority and dissenting opinions of the Supreme Court? How did the popular media portray the decision and its aftermath?</i></p> <p>3. Sources & Historic Record <i>Have students chart recent immigration with prior periods of immigration: pre-Civil War "Old" immigrants and post-Civil War "New" immigrants. What are similarities and differences? What societal reactions did these immigrants face? What themes trend across all periods? What was unique to individual periods or groups of immigration?</i></p> | <p>Communication Skills:</p> <p>1. Using Visual Sources: Charts, Graphs, Photos, Maps & Art <i>Allow students to pick a movement from this era: Civil Rights for African Americans, Latinos, or Native Americans, Women's Rights, Antiwar Protests, Gay Rights, or another of their choosing and chronicle the movements, their leaders, messages, and events through photography.</i></p> <p>2. Analytical Writing <i>Analyze the extent to which the Civil Rights Movement and the women's movement transformed American society?</i></p> <p>3. Critical Reading <i>Have students read the Patriot Act and background leading to its passage. Then ask them to compare and contrast it to similar legislation such as the Espionage and Sedition Acts, or the Alien and Sedition Acts.</i></p> <p>4. Public Speaking and Presenting <i>Using the list of technological improvements, have students create skits that incorporate several of the improvements as well as stating how the workplace, schools, and health care have improved.</i></p> |

Content Vocabulary

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| <i>Brown v. Board of Education</i> Thurgood Marshall NAACP Oliver Hill Massive Resistance "white flight" 1963 March on Washington Martin Luther King, Jr "I Have a Dream" speech non-violent mass protest Civil Rights Act of 1964 | Voting Rights Act of 1965 Justice Sandra Day O'Connor Justice Ruth Bader Ginsburg Justice Clarence Thomas Immigration from Asia and Latin America Space Exploration NASA John Glenn Neil Armstrong Sally Ride Space Shuttle | Mars rover Voyager missions Hubble telescope Satellites GPS personal communication devices robotics telecommuting "Reagan Revolution" Federal Reserve Patriot Act |
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