American History
Pacing Guide and Unpacked Standards

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Groveport Madison Social Studies Pacing Guide

American History	Historic Documents	Industrialization and Progressivism (1877 - 1920)	Standards for Literacy - Reading (Integrate throughout each topic)	Standards for Literacy- Writing (Integrate throughout each topic)
1st 9 wks	• Primary, secondary sources of information and credibility, evidence to support or refute positions, analyze cause, effect, correlation in historical events **(HI.2-4)** • Founding documents of the country: Declaration of Independence, Northwest Ordinance, Articles of Confederation, Constitution, Federalist Papers and Anti-Federalist Papers, Bill of Rights **(HI.5-9)**	• The transformation of the American economy from agrarian to urban-industrial **(HI.10)** • Need for and development of labor organizations **(HI.11)** • Immigration, internal migration, urbanization **(HI.12)** • American Indians conflict with West, reservations system **(HI.? – new standad)** • Institutionalized racial discrimination following Reconstruction **(HI.13)** • Progressive era **(HI.14)**	**CCSS.RH.9-10.1** Cite specific textual evidence to support analysis of sources, **CCSS..RH.9-10.2** Determine central ideas of a source; including a summary **CCSS..RH.9-10.3** Analyze in detail a series of events in a text; determine cause and effect **CCSS..RH.9-10.4** Determine meaning of vocabulary describing aspects of history **CCSS..RH.9-10.5** Analyze how a text's structure emphasizes key points or context **CCSS..RH.9-10.6** Compare author point of view for similar topics, including details and emphasis **CCSS..RH.9-10.7** Integrate quantitative analysis (e.g., charts, research data) with qualitative analysis **CCSS..RH.9-10.8** Assess how evidence in a text support the author's claims.	**CCSS.ELA-WHST.9-10.1.A** Establish link among the claims and evidence. **CCSS.WHST.9-10.1.D** Establish a formal style and objective tone **CCSS.WHST.9-10.1.E** Provide a conclusion that supports arguments **CCSS.WHST.9-10.2** Write informative explanatory texts **CCSS.WHST.9-10.2.A** Include formatting & graphics to aid writing **CCSS.WHST.9-10.2.B** Develop the topic with facts and evidence **CCSS.WHST.9-10.2.C** Develop appropriate transitions to link text **CCSS.WHST.9-10.2.D** Use precise language and vocabulary **CCSS.WHST.9-10.4** Produce writing in which style is appropriate to purpose, and audience. **CCSS.WHST.9-10.5** Develop and strengthen writing with revision **CCSS.WHST.9-10.7** Conduct research projects to answer a question
American History	**Foreign Affairs From Imperialism to World War I (1898 - 1930)**	**Prosperity, Depression, and the New Deal (1919 - 1941)**		
2nd 9 wks	• America's emergence as a world power following the Spanish-American War and WWI **(HI.15)** • American attempts to maintain world peace following WWI including League of Nations, due to controversy over ratification of League of Nations and Treaty of Versailles, American isolationism developed following WWI **(HI.16)**	• Racial intolerance, anti-immigrant attitudes, First Red Scare **(HI.17)** • Technological innovations in communication, transportation, industry, resulted in social/cultural changes and tensions **(HI.18)** • Harlem Renaissance, Great Migration, Women's Suffrage, Prohibition **(HI.19)** • Causes and effects of the Great Depression **(HI.20)**		
American History	**From Isolationism to World War (1930 - 1945)**	**The Cold War (1945 - 1991)**		
3rd 9 wks	• American isolationism leading up to WW2 **(HI.21)** • Mobilization of economic, military resources WW2 affected American society, mistreatment, marginalized groups, protests **(HI.22)**	• Beginning of the nuclear age **(HI.23)** • Containment Policy **(HI.24)** • Second Red Scare and McCarthyism **(HI.25)** • Conflicts in Korea and Vietnam **(HI.26)** • End of Cold War **(HI.27)**		
American History	**Social Transformations in the United States (1945 - 1994)**	**United States and the Post Cold War World (1991 - Present)**		
4th 9 wks	• Civil Rights extension **(HI.28)** • Post WW2 economic boom, technology advances **(HI.29)** • Migration from Rust Belt to Sun Belt **(HI.30)** • Debate over role in government in economy, environmentalism, social welfare, national security **(HI.31)**	• American economy impacts **(HI.32)** • Domestic policy, new political, economic, and national security issues arise following September 11th attacks **(HI.33a)** • Foreign policy, new economic, political, military, social challenges in the post-Cold War and Sept. 11 attacks **(HI.33b – new standard)**		

Ohio's Learning Standards - Clear Learning Targets American History

HI.1

The use of primary and secondary sources of information includes an examination of the credibility of each source.

Essential Understanding
- Examining source credibility

Extended Understanding
- Using credible sources in research writing

Vocabulary
- analyze
- evaluate
- credibility
- bias
- stereotype
- primary source
- secondary source

Ultimate Learning Target Type: Reasoning

Broad Learning Target:
- The student can use and examine the credibility of primary and secondary sources.

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

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

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

8.HI.1 (Prior Grade Standard)

Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.

11.GO.3 (Future Grade Standard)

Issues can be analyzed through the critical use of credible sources.

Content Elaborations, Instructional Strategies and Resources

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

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

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

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

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

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

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

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

Performance Level Descriptors

- **Limited:** Identify sources as primary or secondary

- **Basic:** Identify one difference between a primary and secondary source

- **Proficient:** Use primary, secondary and other credible sources of information to support or refute a thesis or position

- **Accelerated:** Analyze and evaluate the credibility of primary and secondary sources;

- **Advanced:** Support/refute stances on historic and government issues through the use of primary, secondary and other credible sources

Ohio's Learning Standards - Clear Learning Targets American History

HI.2	**Historians develop theses and use evidence to support or refute positions.**	**Essential Understanding** − Supporting or refuting a thesis with evidence **Extended Understanding** − Using evidence for a thesis in an extended research project	**Vocabulary** − thesis − evidence − support − refute

Ultimate Learning Target Type: Skill	**Broad Learning Target:** − The student can develop a thesis and use evidence to support or refute a position. **Underpinning Knowledge Learning Targets:** − The student can define and explain a thesis. − The student can identify sources of evidence for historians. **Underpinning Skills Learning Targets:** − The student can develop a thesis. − The student can use evidence to support a thesis. − The student can use evidence to refute a thesis. − The student can cite sources used to support or refute positions. **Underpinning Reasoning Learning Targets:** − The student can distinguish between a list of events and a historical interpretation.

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

Content Elaborations, Instructional Strategies and Resources

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

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

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

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

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

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

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

Performance Level Descriptors

- **Limited:** Identify sources as primary or secondary

- **Basic:** Identify one difference between a primary and secondary source

- **Proficient:** Use primary, secondary and other credible sources of information to support or refute a thesis or position

- **Accelerated:** Analyze and evaluate the credibility of primary and secondary sources

- **Advanced:** Support/refute stances on historic and government issues through the use of primary, secondary and other credible sources

Ohio's Learning Standards - Clear Learning Targets American History

		Essential Understanding	**Vocabulary**

HI.3

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

Essential Understanding
− Analyzing cause and effect relationships

Extended Understanding
− Evaluate causation and correlation through counterfactual scenarios

Vocabulary
− cause
− effect
− causation
− correlation
− sequence

Ultimate Learning Target Type: Reasoning

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

Underpinning Skills Learning Targets:
− The student can place historical events in sequential (chronological) order.

Underpinning Reasoning Learning Targets:
− The student can analyze the long-term causes of historical events.
− The student can analyze the short-term causes of historical events.
− The student can analyze the short-term effects of historical events.
− The student can analyze the long-term effects of historical events.
− The student can differentiate between causes and correlations in historical events.

6.HI.1 (Prior Grade Standard)

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

(Future Grade Standard)

N/A

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Content Elaborations, Instructional Strategies and Resources

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

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

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

Performance Level Descriptors

- **Limited**: N/A

- **Basic:** Identify historical eras and when they occurred along a chronological timeline (e.g., Industrial Revolution, WWI, Great Depression, Cold War)

- **Proficient:** Describe short and long term effects of major historical events in American society (e.g., European Immigration and its relation to the Industrial Revolution, WWI, Great Depression, Cold War, etc.)

- **Accelerated:** Analyze the correlation between important events in American society that occurred over a prolonged time (e.g., provisions of the Treaty of Versailles leading to the outbreak of WWII, late 19th century improvements in agricultural technology contributing to the Dust Bowl);

- **Advanced:** Analyze the long-term sequence of events that has led to a modern era political, social, economic, or environmental issue impacting the United States (e.g., political upheaval and terrorist threats in the Middle East)

Ohio's Learning Standards - Clear Learning Targets American History

HI.4

The Declaration of Independence elaborates on the rights and role of the people in building the foundation of the American nation through the principles of unalienable rights and consent of the people.

Essential Understanding
- Relationship between the Declaration of Independence and the founding documents in American history.

Extended Understanding
- Long-term impact of Declaration and the importance of the founding documents in American history.

Vocabulary
- explain
- grievance
- relationship
- Enlightenment
- natural rights
- social contract

Ultimate Learning Target Type: Reasoning	**Broad Learning Target:** - The student can elaborate on the rights and role of the people in building the foundation of the American nation through the principles of unalienable rights and consent of the people. **Underpinning Knowledge Learning Targets:** - The student can list grievances in the Declaration of Independence. - The student can describe importance of the founding documents. - The student can explain the concept of natural rights. - The student can explain the concept of the social contract. **Underpinning Skills Learning Targets:** - The student can read and interpret information from the Declaration of Independence. **Underpinning Reasoning Learning Targets:** - The student can make connections between the Declaration of Independence and natural rights theory. - The student can make connections between the Declaration of Independence and social contract theory.

9.HI.8 (Prior Grade Standard)	**(Future Grade Standard)**
N/A	N/A

Content Elaborations, Instructional Strategies and Resources

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

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

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

— Have students prepare a brief "background" paper for one of the grievances listed in the Declaration of Independence.

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

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

Performance Level Descriptors

— **Limited:** Identify at least one important state or federal historic document (e.g., Declaration of Independence, Northwest Ordinance, Articles of Confederation Federalist/Anti-Federalist Papers, U.S. Constitution and U.S. Bill of Rights)

— **Basic:** Identify one provision from an important state or federal historic document (e.g., Declaration of Independence, Northwest Ordinance, Articles of Confederation Federalist/Anti-Federalist Papers, U.S. Constitution and U.S. Bill of Rights

— **Proficient:** Describe the governing precedents set by important state and federal historic documents (e.g., Declaration of Independence, Northwest Ordinance, Articles of Confederation Federalist/Anti-Federalist Papers, U.S. Constitution and U.S. Bill of Rights)

— **Accelerated:** Analyze the fundamental ideas behind state and federal historic documents that have shaped the political landscape of Ohio and the nation (e.g., Declaration of Independence, Northwest Ordinance, Articles of Confederation Federalist/Anti-Federalist Papers, U.S. Constitution and U.S. Bill of Rights)

— **Advanced:** Identify and differentiate conflicting ideologies involved in the creation of a state or federal historic document (e.g., Declaration of Independence, Northwest Ordinance, Articles of Confederation Federalist/Anti-Federalist Papers, U.S. Constitution and U.S. Bill of Rights)

Ohio's Learning Standards - Clear Learning Targets American History

HI.5 **The Northwest Ordinance elaborates on the rights and role of the people in building the foundations of the American nation through its establishment of natural rights and setting up educational institutions.**	**Essential Understanding** − Elaborate on the rights and role of the people of the American nation. **Extended Understanding** − Long-term impact of the Northwest Ordinance	**Vocabulary** − Northwest Ordinance

Ultimate Learning Target Type: Reasoning	**Broad Learning Target:** − The student can show how the Northwest Ordinance established natural rights and the setting up of educational institutions. **Underpinning Knowledge Learning Targets:** **Underpinning Skills Learning Targets:** **Underpinning Reasoning Learning Targets:** −

8.HI.6 (Prior Grade Standard) The outcome of the American Revolution was national independence and new political, social and economic relationships for the American people.	**11.GO.5 (Future Grade Standard)** As the supreme law of the land, the U.S. Constitution incorporates basic principles that help define the government of the United States as a federal republic including its structure, powers and relationship with the governed.

Content Elaborations, Instructional Strategies and Resources

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

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

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

− Our Documents: Northwest Ordinance - http://www.ourdocuments.gov/doc.php?doc=8&page=transcript

Performance Level Descriptors

− **Limited:** Identify at least one important state or federal historic document (e.g., Declaration of Independence, Northwest Ordinance, Articles of Confederation Federalist/Anti-Federalist Papers, U.S. Constitution and U.S. Bill of Rights)

− **Basic:** Identify one provision from an important state or federal historic document (e.g., Declaration of Independence, Northwest Ordinance, Articles of Confederation Federalist/Anti-Federalist Papers, U.S. Constitution and U.S. Bill of Rights

− **Proficient:** Describe the governing precedents set by important state and federal historic documents (e.g., Declaration of Independence, Northwest Ordinance, Articles of Confederation Federalist/Anti-Federalist Papers, U.S. Constitution and U.S. Bill of Rights)

− **Accelerated:** Analyze the fundamental ideas behind state and federal historic documents that have shaped the political landscape of Ohio and the nation (e.g., Declaration of Independence, Northwest Ordinance, Articles of Confederation Federalist/Anti-Federalist Papers, U.S. Constitution and U.S. Bill of Rights)

− **Advanced:** Identify and differentiate conflicting ideologies involved in the creation of a state or federal historic document (e.g., Declaration of Independence, Northwest Ordinance, Articles of Confederation Federalist/Anti-Federalist Papers, U.S. Constitution and U.S. Bill of Rights)

Ohio's Learning Standards - Clear Learning Targets American History

HI.6

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

Essential Understanding
− How the Constitution established the foundations of the American nation.

Extended Understanding
− Evaluating the relationship between the people and their government.

Vocabulary
− U.S. Constitution

Ultimate Learning Target Type: Reasoning

Broad Learning Target:
− The student can.

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

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

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

8.HI.7 (Prior Grade Standard)

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

11.GO.5 (Future Grade Standard)

As the supreme law of the land, the U.S. Constitution incorporates basic principles that help define the government of the United States as a federal republic including its structure, powers and relationship with the governed.

Content Elaborations, Instructional Strategies and Resources

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

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

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

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

Performance Level Descriptors

– **Limited:** Identify at least one important state or federal historic document (e.g., Declaration of Independence, Northwest Ordinance, Articles of Confederation Federalist/Anti-Federalist Papers, U.S. Constitution and U.S. Bill of Rights)

– **Basic:** Identify one provision from an important state or federal historic document (e.g., Declaration of Independence, Northwest Ordinance, Articles of Confederation Federalist/Anti-Federalist Papers, U.S. Constitution and U.S. Bill of Rights

– **Proficient:** Describe the governing precedents set by important state and federal historic documents (e.g., Declaration of Independence, Northwest Ordinance, Articles of Confederation Federalist/Anti-Federalist Papers, U.S. Constitution and U.S. Bill of Rights)

– **Accelerated:** Analyze the fundamental ideas behind state and federal historic documents that have shaped the political landscape of Ohio and the nation (e.g., Declaration of Independence, Northwest Ordinance, Articles of Confederation Federalist/Anti-Federalist Papers, U.S. Constitution and U.S. Bill of Rights)

– **Advanced:** Identify and differentiate conflicting ideologies involved in the creation of a state or federal historic document (e.g., Declaration of Independence, Northwest Ordinance, Articles of Confederation Federalist/Anti-Federalist Papers, U.S. Constitution and U.S. Bill of Right

Ohio's Learning Standards - Clear Learning Targets American History

HI.7

The debate presented by the Federalist and Anti-Federalist Papers over protections for individuals and limits on government power resulted in the Bill of Rights. The Bill of Rights provides constitutional protections for individual liberties and limits on governmental power.

Essential Understanding
- Arguments of the Federalists and Anti-Federalist for and against the Constitution
- Why the Federalists won
- Origins of the Bill of Rights

Extended Understanding
- Ongoing debates over federalism
- Relevance of the Bill of Rights today

Vocabulary
- compare
- hypothesize
- argument
- persuasive
- Federalist Papers
- Anti-Federalist Papers
- Cite
- Bill of Rights

Ultimate Learning Target Type: Reasoning

Broad Learning Target:
- The student can compare the arguments of the Federalists and Anti-Federalists on a common topic related to the ratification of the Constitution of the United States and hypothesize why the winning argument was more persuasive.
- The student can cite evidence for historical precedents to the rights incorporated in the Bill of Rights.

Underpinning Knowledge Learning Targets:
- The student can explain the arguments in the Federalist Papers in support of ratification of the Constitution.
- The student can explain the arguments in the Anti-Federalist papers against ratification of the Constitution.
- The student can cite provisions of the Bill of Rights derived from English law.
- The student can cite provisions of the Bill of Rights derived from Enlightenment ideas.
- The student can cite provisions of the Bill of Rights derived from early experiences in self-government.
- The student can cite provisions of the Bill of Rights derived from the national debate over ratification of the Constitution.
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Underpinning Skills Learning Targets:
- The student can read and interpret the Federalist Papers and Anti-Federalist Papers.
- The student can read and interpret the Bill of Rights.

Underpinning Reasoning Learning Targets:

| | – The student can evaluate the persuasiveness of the Federalist Papers. |
| | – The student can evaluate the persuasiveness of the Anti-Federalist Papers. |

8.HI.7 (Prior Grade Standard)	**11.GO.6 (Future Grade Standard)**
Problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.	The Federalist Papers and the Anti-Federalist Papers framed the national debate over the basic principles of government encompassed by the Constitution of the United States and led to the adoption of the Bill of Rights.

Content Elaborations, Instructional Strategies and Resources

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

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

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

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

- National Endowment for the Humanities – EDSITEment! - http://edsitement.neh.gov/curriculum-unit/federalist-and-anti-federalist-debates- diversity-andextended-republic#sect-thelessons - Two lessons are outlined and associated resources are provided for the debate over "Diversity and the Extended Republic." Selections from several Federalist Papers and Anti-Federalist Papers are included in the lessons.

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

Performance Level Descriptors

- **Limited:** Identify at least one important state or federal historic document (e.g., Declaration of Independence, Northwest Ordinance, Articles of Confederation Federalist/Anti-Federalist Papers, U.S. Constitution and U.S. Bill of Rights)

- **Basic:** Identify one provision from an important state or federal historic document (e.g., Declaration of Independence, Northwest Ordinance, Articles of Confederation Federalist/Anti-Federalist Papers, U.S. Constitution and U.S. Bill of Rights)

- **Proficient:** Describe the governing precedents set by important state and federal historic documents (e.g., Declaration of Independence, Northwest Ordinance, Articles of Confederation Federalist/Anti-Federalist Papers, U.S. Constitution and U.S. Bill of Rights)

- **Accelerated:** Analyze the fundamental ideas behind state and federal historic documents that have shaped the political landscape of Ohio and the nation (e.g., Declaration of Independence, Northwest Ordinance, Articles of Confederation Federalist/Anti-Federalist Papers, U.S. Constitution and U.S. Bill of Rights)

- **Advanced:** Identify and differentiate conflicting ideologies involved in the creation of a state or federal historic document (e.g., Declaration of Independence, Northwest Ordinance, Articles of Confederation Federalist/Anti-Federalist Papers, U.S. Constitution and U.S. Bill of Rights)

Ohio's Learning Standards - Clear Learning Targets American History

HI.8

The rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society.

Essential Understanding
- Transformation of the American economy resulting from industrialization

Extended Understanding
- Evaluating whether the positive effects of industrialization outweighed the negative

Vocabulary
- analyze
- transformed
- innovations
- corporations
- mechanized farming
- agrarian
- industrial
- urban

Ultimate Learning Target Type: Reasoning

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

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

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

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

(Future Grade Standard)

N/A

Content Elaborations, Instructional Strategies and Resources

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

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

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

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

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

Performance Level Descriptors

- **Limited:** Identify one new method of production during the late 19th/early 20th century that showed the transition to an industrial based economy (e.g., factory system, assembly line)

- **Basic:** Identify one factor of the rise of industrialization in the late 19th century (e.g., technological advances, rise of corporations, mechanized farming)

- **Proficient:** Describe how the Industrial Revolution transformed the United States from an agrarian to an urban society

- **Accelerated:** N/A

- **Advanced:** N/A

Ohio's Learning Standards - Clear Learning Targets American History

HI.9

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

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

Extended Understanding
- Evaluating whether the positive effects of industrialization outweighed the negative

Vocabulary
- explain
- influence
- social effects
- economic effects
- industrialization
- organized labor

Ultimate Learning Target Type: Knowledge

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

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

(Prior Grade Standard)

(Future Grade Standard)

N/A

Content Elaborations, Instructional Strategies and Resources

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

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

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

Performance Level Descriptors

- **Limited:** N/A

- **Basic:** N/A

- **Proficient:** Describe the working conditions of many late 19th and early 20th century industrial and textile plants. Analyze the need for labor unions including the difficulties that unions often faced.

- **Accelerated:** N/A

- **Advanced:** N/A

Ohio's Learning Standards - Clear Learning Targets American History

HI.10	**Immigration, internal migration and urbanization transformed American life.**	**Essential Understanding** – Impact of immigration, migration, and urbanization **Extended Understanding** – Evaluating whether the positive effects of industrialization outweighed the negative	**Vocabulary** – analyze – evaluate – immigration – internal migration – urbanization

Ultimate Learning Target Type: Reasoning	**Broad Learning Target:** – The student can analyze and evaluate how immigration, internal migration and urbanization transformed American life. **Underpinning Knowledge Learning Targets:** – The student can describe changes in American life resulting from immigration. – The student can explain reasons for the Great Migration. – The student can explain the impact of the displacement of American Indians from their lands in the West. **Underpinning Reasoning Learning Targets:** – The student can analyze how immigration changed American life. – The student can analyze how the Great Migration changed American life. – The student can analyze how urbanization changed American life. – The student can analyze the relationship between urban growth and the development of suburbs. – The student can analyze the relationship between the demand for resources and land in the West and U.S. government policy toward American Indians.

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

Content Elaborations, Instructional Strategies and Resources

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

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

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

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

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

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

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

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

Performance Level Descriptors

– **Limited:** Identify different groups of people who have immigrated to the United States from 1877–present (e.g., Irish, Russian, African, Latin American, Eastern European)

– **Basic:** Identify one pattern of immigration to the United States from 1877 to the present (e.g., European immigration during the Industrial Revolution, African and Latin American immigration throughout the Cold War) Limited –

– **Proficient:** Summarize social struggles of the numerous groups who immigrated to the United States from 1877 to the present (e.g., European Immigrants' fight against nativism and the KKK, Japanese-Americans' captivity in WWII relocation camps, Mexican-Americans' subjection to unsanitary working conditions on California fruit plantations)

– **Accelerated:** N/A

– **Advanced:** N/A

Ohio's Learning Standards - Clear Learning Targets American History

HI.11	Continued settlement by Americans in the West intensified conflict with American Indians and reinforced the policy of the reservation system.	**Essential Understanding** **Extended Understanding**	**Vocabulary**

Ultimate Learning Target Type: Reasoning

<mark>Content not yet released, will monitor for the release of materials. Will add targets upon the release of materials</mark>

Broad Learning Targets:

Underpinning Knowledge Learning Targets:

Underpinning Reasoning Learning Targets:

(Prior Grade Standard)	(Future Grade Standard)

Ohio's Learning Standards - Clear Learning Targets American History

HI.12	**Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized.**	**Essential Understanding** − Institutionalization of racism following Reconstruction **Extended Understanding** − Long-term impact of Jim Crow laws and institutionalized racism	**Vocabulary** − analyze − institutionalized − redemption − Jim Crow laws

Ultimate Learning Target Type: Reasoning	**Broad Learning Targets:** − The student can analyze the post-Reconstruction political and social developments that led to institutionalized racism in the United States. − The student can describe institutionalized racist practices in post-Reconstruction America. **Underpinning Knowledge Learning Targets:** − The student can describe the provisions of Jim Crow laws. − The student can summarize the Supreme Court ruling in *Plessy v. Ferguson*. − The student can describe the violence used by the Ku Klux Klan. **Underpinning Reasoning Learning Targets:** − The student can explain the relationship between the end of Reconstruction and the redemption of the South.

8.HI.12 (Prior Grade Standard) The Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority and lingering social and political differences.	**11.GO.17 (Future Grade Standard)** Historically, the United States has struggled with majority rule and the extension of minority rights. As a result of this struggle, the government has increasingly extended civil rights to marginalized groups and broadened opportunities for participation.

Content Elaborations, Instructional Strategies and Resources

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

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

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

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

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

Performance Level Descriptors

- **Limited:** N/A

- **Basic:** Identify one historic example of institutionalized racism in the United States (e.g., poll taxes, literacy tests, Jim Crow Laws)

- **Proficient:** Analyze the impact of institutionalized racism on a group of people including the use of an example

- **Accelerated:** N/A

- **Advanced:** N/A

Ohio's Learning Standards - Clear Learning Targets American History

HI.13

The Progressive era was an effort to address the ills of American society stemming from industrial capitalism,

urbanization and political corruption.

Essential Understanding
− How progressive reforms addressed problems of industrialization

Extended Understanding
− Long-term impact of progressive reforms

Vocabulary
− analyze
− evaluate
− progressive
− industrial capitalism
− urbanization
− political corruption

Ultimate Learning Target Type: Reasoning

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

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

(Prior Grade Standard)

N/A

(Future Grade Standard)

N/A

Content Elaborations, Instructional Strategies and Resources

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

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

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

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

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

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

Performance Level Descriptors

-   **Limited:** N/A

-   **Basic:** N/A

-   **Proficient:** Describe the goals of progressive policies including the use of examples

-   **Accelerated:** Analyze the policies, laws, people and events that sought to reform negative social, political, environmental and economic effects of industrial capitalism (e.g., labor organizations, anti-trust legislation, consumer protection legislation, progressivism and muckrakers)

-   **Advanced:** N/A

Ohio's Learning Standards - Clear Learning Targets American History

HI.14	As a result of overseas expansion, the Spanish-American War and World War I, the United States emerged as a world power.	**Essential Understanding** − How the United States emerged as a world power **Extended Understanding** − Evaluation of U.S. actions in overseas expansion and WW I	**Vocabulary** − analyze − circumstances − annexation − imperialism

Ultimate Learning Target Type: Reasoning	**Broad Learning Target:** − The student can analyze the circumstances which enabled the United States to emerge as a world power in the early 1900s. **Underpinning Knowledge Learning Targets:** − The student can discuss the factors that led to U.S. expansion overseas. − The student can identify imperialist actions taken by the United States. − The student can explain the outcome of the Spanish-American War. **Underpinning Reasoning Learning Targets:** − The student can analyze the relationship between the closing of the western frontier and overseas expansion. − The student can analyze the relationship between industrialization and overseas expansion. − The student can analyze the significance of the annexation of Hawaii and the Spanish-American War. − The student can analyze the role of World War I in the emergence of the U.S. as a world power.

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

Content Elaborations, Instructional Strategies and Resources

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

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

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

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

- Teaching With Documents: The 1897 Petition Against the Annexation of Hawaii - http://www.archives.gov/education/lessons/hawaii-petition/ This National Archives website contains documents and teaching activities on the U.S. annexation of Hawaii.

Performance Level Descriptors

- **Limited:** Identify a social, political, or economic event during WWI or WWII in the United States (e.g., WWI-Red Scare, WWI-Selective Service Act, WWII-Japanese Internment Camps, WWII-Rosie the Riveter Campaign)

- **Basic:** N/A

- **Proficient:** Describe the impact on American society of a social, political, or economic event during WWI or WWII

- **Accelerated:** N/A

- **Advanced:** N/A

Ohio's Learning Standards - Clear Learning Targets American History

HI.15

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

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

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

Vocabulary
- Isolationism
- Treaty of Versailles
- League of Nations
- Four-Power Treaty
- Five-Power Treaty
- Nine-Power Treaty
- Kellogg-Briand Pact

Ultimate Learning Target Type: Reasoning

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

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

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

(Prior Grade Standard)

N/A

11.GO.21 (Future Grade Standard)

A variety of entities within the three branches of government, at all levels, address public policy issues that arise in domestic and international affairs.

Content Elaborations, Instructional Strategies and Resources

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

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

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

- Postwar Disillusionment and the Quest for Peace - http://edsitement.neh.gov/lesson-plan/postwar-disillusionment-and-quest-peace-1921-1929 - This EDSITEment! website provides an overview, lessons and resources on the U.S. movement away from international affairs following World War I.

Performance Level Descriptors

- **Limited:** N/A

- **Basic:** N/A

- **Proficient:** Describe how events following the end of WWI influenced the events that would ultimately lead to the beginning of WWII (e.g., Treaty of Versailles, United States' decision not to join the League of Nations, American isolationism, postwar economic struggles in Europe, etc.)

- **Accelerated:** N/A

- **Advanced:** N/A

Ohio's Learning Standards - Clear Learning Targets American History

HI.16	Racial intolerance, anti-immigrant and the Red Scare contributed to social unrest after World War I.	**Essential Understanding** – Causes of Post-World War I social unrest **Extended Understanding** – Evaluating the balance of liberty and security in times of threat or perceived threat	**Vocabulary** – racial intolerance – anti-immigrant – social unrest – Jim Crow – nativism – Red Scare

Ultimate Learning Target Type: Knowledge	**Broad Learning Target:** – The student can describe how racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I. **Underpinning Knowledge Learning Targets:** – The student can explain the causes and effects of the Great Migration. – The student can cite examples of racial intolerance in the United States. – The student can define and give examples of nativism. – The student can identify events that contributed to fears of revolution among Americans. – The student can describe actions taken against perceived threats during the Red Scare.

(Prior Grade Standard) N/A	**11.GO.16 (Future Grade Standard)** In the United States, people have rights which protect them from undue governmental interference. Rights carry responsibilities which help define how people use their rights and which require respect for the rights of others.

Content Elaborations, Instructional Strategies and Resources

− The Great Migration of African Americans to northern cities heightened racial tensions there and led to a series of urban race riots in 1919. Lynchings and the enforcement of Jim Crow legislation continued in the South during the post-war era. Racial intolerance also was seen in the revival of the Ku Klux Klan across the United States.

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

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

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

− Library of Congress - http://www.loc.gov - Search for political cartoons reflecting racial intolerance, anti-immigrant attitudes and the Red Scare.

Performance Level Descriptors

− **Limited:** Identify segregation as a system that limited the civil rights of African Americans during the first half of the 20th century

− **Basic:** Identify one pattern of immigration to the United States from 1877 to the present (e.g., European immigration during the Industrial Revolution, African and Latin American immigration throughout the Cold War)

− **Proficient:** Summarize social struggles of the numerous groups who immigrated to the United States from 1877 to the present (e.g., European Immigrants' fight against nativism and the KKK, Japanese-Americans' captivity in WWII relocation camps, Mexican-Americans' subjection to unsanitary working conditions on California fruit plantations)

− **Accelerated:** N/A

− **Advanced:** N/A

Ohio's Learning Standards - Clear Learning Targets American History

| **HI.17** | **An improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes and tensions.** | **Essential Understanding**
− Causes of social and cultural changes and tensions in the 1920s.

Extended Understanding
− Long-term impact of the social and cultural changes of the 1920s | **Vocabulary**
− standard of living
− technological innovations
− social change
− cultural change |

| **Ultimate Learning Target Type: Knowledge** | **Broad Learning Target:**
− The student can describe how an improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes and tensions.

Underpinning Knowledge Learning Targets:
− The student can identify technological advances in communication that improved the standard of living.
− The student can identify technological advances in transportation that improved the standard of living.
− The student can explain economic changes resulting from technological advances.
− The student can explain social and cultural changes resulting from technological advances. |

8.GO.19 (Prior Grade Standard)	**(Future Grade Standard)**
Informed citizens understand how media and communication technology influence public opinion.	N/A

Content Elaborations, Instructional Strategies and Resources

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

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

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

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

- Henry Ford and the Model T: A Case Study in Productivity - http://www.econedlink.org/teacher-lesson/668/ - This website from the Council for Economic Education provides lessons and resources on the impact of Ford's Model T on the U.S.

Performance Level Descriptors

- **Limited:** N/A

- **Basic:** N/A

- **Proficient:** Analyze the changes to American society and culture created by inventions and industry in the early 19th century

- **Accelerated:** N/A

- **Advanced:** N/A

Ohio's Learning Standards - Clear Learning Targets American History

HI.18 Movements such as the Harlem Renaissance, African American migration, women's suffrage and Prohibition all contributed to social change.	**Essential Understanding** − Social changes in the 1920s. **Extended Understanding** − Long-term impact of the social and cultural changes of the 1920s	**Vocabulary** − social changes − African-American migration − Harlem Renaissance − suffrage − Prohibition

Ultimate Learning Target Type: Knowledge	**Broad Learning Target:** − The student can describe social changes that came from the Harlem Renaissance, African-American migration, women's suffrage and Prohibition. **Underpinning Knowledge Learning Targets:** − The student can describe the characteristics of the Harlem Renaissance. − The student can describe the social changes resulting from the Harlem Renaissance. − The student can describe the social changes resulting from the Great Migration. − The student can cite the terms of the 19th Amendment. − The student can describe the social changes resulting from the 19th Amendment. − The student can describe the social changes resulting from Prohibition. **Underpinning Reasoning Learning Targets:** − The student can categorize social changes according to the movement that produced them.

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

Content Elaborations, Instructional Strategies and Resources

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

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

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

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

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

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

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

Performance Level Descriptors

- **Limited:** N/A

- **Basic:** N/A

- **Proficient:** Analyze the social change created by the Harlem Renaissance, African-American Migration, women's suffrage, and Prohibition

- **Accelerated:** N/A

- **Advanced:** N/A

Ohio's Learning Standards - Clear Learning Targets American History

HI.19

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

Essential Understanding
– Causes and effects of the Great Depression

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

Vocabulary
– monetary policies
– speculation
– consumer debt
– Great Depression

Ultimate Learning Target Type: Knowledge

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

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

(Prior Grade Standard)

N/A

11.GO.24 (Future Grade Standard)

The Federal Reserve System uses monetary tools to regulate the nation's money supply and moderate the effects of expansion and contraction in the economy.

Content Elaborations, Instructional Strategies and Resources

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

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

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

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

- Lesson Plan: Where Did All the Money Go? The Great Depression Mystery - http://www.econedlink.org/teacher-lesson/558/ - This lesson plan from the Council on Economic Education provides activities and resources on the causes of the Great Depression.

- Lesson Plan: Economics of the New Deal - http://www.econedlink.org/teacher-lesson/459/ - This lesson plan from the Council for Economic Education provides activities and resources on the economics of the Great Depression.

- Lesson Plan: The Great Depression and the Federal Government - http://dnet01.ode.state.oh.us/ims.itemdetails/lessondetail.aspx?id=0907f84c80531d14

Performance Level Descriptors

- **Limited:** N/A

- **Basic:** N/A

- **Proficient:** Analyze the expansion of the federal government as a result of the Great Depression

- **Accelerated:** N/A

- **Advanced:** N/A

Ohio's Learning Standards - Clear Learning Targets American History

HI.20	During the 1930s, the U.S. government attempted to distance the country from earlier interventionist policies in the Western Hemisphere as well as retain an isolationist approach to events in Europe and Asia until the beginning of WWII.	**Essential Understanding** − How the United States attempted to remain isolationist while being pulled into war in Europe **Extended Understanding** − Evaluation of U.S. isolationist policies in the 1930s	**Vocabulary** − isolationist − Neutrality Acts − "cash-and-carry" − destroyers-for-bases − Lend-Lease Act

Ultimate Learning Target Type: Reasoning	**Broad Learning Target:** − The student can analyze the reasons for American isolationist sentiment in the interwar period until the beginning of World War II. **Underpinning Knowledge Learning Targets:** − The student can explain how isolationist policies moved away from earlier U.S. foreign policy in Latin America. − The student can discuss the terms and purpose of the Neutrality Acts. − The student can describe the terms of the "cash-and-carry" policy. − The student can describe the terms of the destroyer-for-bases agreement. − The student can describe the terms of the Lend-Lease Act. − The student can discuss the U.S. role in the Atlantic Charter.

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

Content Elaborations, Instructional Strategies and Resources

- Following World War I, the United States was reluctant to become entangled in overseas conflicts that would lead to another war. Although it had used the Monroe Doctrine and the Roosevelt Corollary to justify intervention into Latin American affairs, the U.S. retreated from these policies during the1930s with the Good Neighbor Policy.

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

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

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

Performance Level Descriptors

- **Limited:** N/A

- **Basic:** N/A

- **Proficient:** Analyze the change from an interventionist ideology in dealing with the Western Hemisphere and retention of an isolationist ideology in response to events in Europe and Asia

- **Accelerated:** N/A

- **Advanced:** N/A

Ohio's Learning Standards - Clear Learning Targets American History

HI.21

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

Essential Understanding
− How mobilization changed American society in World War II

Extended Understanding
− Long-term impact of World War II mobilization

Vocabulary
− mobilization
− economic resources
− military resources

Ultimate Learning Target Type: Knowledge

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

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

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

Content Elaborations, Instructional Strategies and Resources

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

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

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

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

- Teaching With Documents: Documents and Photographs Related to Japanese Relocation During World War II http://www.archives.gov/education/lessons/japanese-relocation/ - This National Archives website contains primary source documents and teaching activities relating to the forced relocation of Japanese Americans during World War II.

- Lesson Plan: Japanese American Internment - http://www.loc.gov/teachers/classroommaterials/lessons/fear/

Performance Level Descriptors

- **Limited:** Identify a social, political, or economic event during WWI or WWII in the United States (e.g., WWI-Red Scare, WWI-Selective Service Act, WWII-Japanese Internment Camps, WWII-Rosie the Riveter Campaign)

- **Basic:** Identify one effect of WWI or WWII on American society (e.g., racial discrimination, industrialization, suburbanization, migration patterns, economic opportunities for minority groups

- **Proficient:** Analyze the impact of industrialization and suburbanization on American society

- **Accelerated:** N/A

- **Advanced:** N/A

Ohio's Learning Standards - Clear Learning Targets American History

HI.22

Use of atomic weapons have changed the nature of war, altered the balance of power and began the nuclear age.

Essential Understanding
− The impact of atomic weapons

Extended Understanding
− Evaluating nuclear arms race policies

Vocabulary
− summarize
− deterrent
− balance of power
− nuclear age

Ultimate Learning Target Type: Knowledge

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

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

(Prior Grade Standard)

N/A

(Future Grade Standard)

N/A

Content Elaborations, Instructional Strategies and Resources

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

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

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

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

Performance Level Descriptors

－ **Limited:** Identify a factor that led to the beginning of the Cold War (e.g., disagreement over postwar European recovery plans, nuclear arms race, world power status)

－ **Basic:** Identify factors that led to the beginning and end of the Cold War (e.g., Marshall Plan, Truman Doctrine, NATO, Warsaw Pact, nuclear arms race, Vietnam War, Eastern European independence movements

－ **Proficient:** Analyze how mutually assured destruction was used to justify the arms race between the United States and the Soviet Union

－ **Accelerated:** Analyze and explain the motivations behind the construction of the atomic bomb and its long-term effect on establishing the United States as a world super-power

－ **Advanced:** N/A

Ohio's Learning Standards - Clear Learning Targets American History

HI.23	**The United States followed a policy of containment during the Cold War in response to the spread of communism.**	**Essential Understanding** − How containment policy shaped U.S. actions in the Cold War **Extended Understanding** − Evaluating U.S. foreign policy actions during the Cold War	**Vocabulary** − containment − communism − Marshall Plan − NATO

Ultimate Learning Target Type: Reasoning	**Broad Learning Target:** − The student can analyze the policy of containment the United States followed during the Cold War in response to the spread of communism. **Underpinning Knowledge Learning Targets:** − The student can explain the purpose of containment policy. − The student can describe the spread of communism in the late 1940s. − The student can discuss the purpose of the Marshall Plan. − The student can discuss the purpose of NATO. − The student can identify conflicts the U.S. military engaged in following containment policy. **Underpinning Skills Learning Targets:** − The student can use a map to locate and describe actions based on Cold War containment policy. **Underpinning Reasoning Learning Targets:** − The student can analyze the relationship between U.S. involvement in Korea and containment policy. − The student can analyze the relationship between U.S. involvement in Vietnam and containment policy.

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

Content Elaborations, Instructional Strategies and Resources

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

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

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

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

− The United States Enters the Korean Conflict - http://www.archives.gov/education/lessons/korean-conflict/#documents - This National Archives lesson plan contains primary source documents and teaching activities originally published in the NCSS publication Social Education.

Performance Level Descriptors

− **Limited:** Identify a factor that led to the beginning of the Cold War (e.g., disagreement over postwar European recovery plans, nuclear arms race, world power status)

− **Basic:** Identify factors that led to the beginning and end of the Cold War (e.g., Marshall Plan, Truman Doctrine, NATO, Warsaw Pact, nuclear arms race, Vietnam War, Eastern European independence movements)

− **Proficient:** Explain how U.S.-Soviet tensions led to major geopolitical crisis in Europe, Asia, and Latin America during the second half of the 20th century.

− **Accelerated:** Analyze how the American policy of containment was carried out in a specific foreign nation or region during the second half of the 20th century (e.g., Western Europe, Korea, Vietnam and Cuba)

− **Advanced:** N/A

Ohio's Learning Standards - Clear Learning Targets American History

HI.24	The Second Red Scare and McCarthyism reflected Cold War fears in American society.	**Essential Understanding** − How Cold War fears are reflected in the Second Red Scare and McCarthyism **Extended Understanding** − Evaluating the actions of the government during the Second Red Scare	**Vocabulary** − Second Red Scare − McCarthyism

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

(Prior Grade Standard) N/A	**11.GO.16 (Future Grade Standard)** In the United States, people have rights which protect them from undue governmental interference. Rights carry responsibilities which help define how people use their rights and which require respect for the rights of others.

Content Elaborations, Instructional Strategies and Resources

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

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

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

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

- Lesson Plan: The Rise and Fall of Joseph McCarthy - http://edsitement.neh.gov/lesson-plan/rise-and-fall-joseph-mccarthy - This EDSITEment! website has lesson activities, resources, guided questions, assessments and extension strategies.

Performance Level Descriptors

- **Limited:** N/A

- **Basic:** N/A

- **Proficient:** Describe how McCarthyism reflected American fears of Communism during the Second Red Scare

- **Accelerated:** N/A

- **Advanced –** Analyze and explain how the American government's investigations and enforcement of the policy of containment reflected Cold War fears in American society (e.g., Second Red Scare, McCarthyism)

Ohio's Learning Standards - Clear Learning Targets American History

HI.25	**The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics between the end of World War II and 1991.**	**Essential Understanding** − Relationship between international and domestic politics in the Cold War **Extended Understanding** − Evaluating U.S. actions in Korea and Vietnam	**Vocabulary** − analyze − international politics − domestic politics

Ultimate Learning Target Type: Reasoning

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

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

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

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

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

Content Elaborations, Instructional Strategies and Resources

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

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

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

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

Performance Level Descriptors

- **Limited:** N/A

- **Basic:** Identify factors that led to the beginning and end of the Cold War (e.g., Marshall Plan, Truman Doctrine, NATO, Warsaw Pact, nuclear arms race, Vietnam War, Eastern European independence movements

- **Proficient:** Analyze the cause and effect of American policies during the Cold War

- **Accelerated:** N/A

- **Advanced:** N/A

Ohio's Learning Standards - Clear Learning Targets American History

HI.26	The collapse of communist governments in Eastern Europe and the U.S.S.R. brought an end to the Cold War era.	**Essential Understanding** − How the Cold War ended **Extended Understanding** − Relationship between the end of the Cold War and contemporary conflicts	**Vocabulary** − communist governments

Ultimate Learning Target Type: Reasoning	**Broad Learning Target:** − The student can explain how the collapse of communist governments in Eastern Europe and the USSR brought an end to the Cold War era. **Underpinning Knowledge Learning Targets:** − The student can describe the reasons for the collapse of communist governments in Eastern Europe and the U.S. − The student can describe the effects of democratic protests in Eastern Europe. − The student can discuss reforms in former communist nations in Eastern Europe and the United States. − The student can describe the U.S. reaction to reforms in former communist republics of the Soviet Union. **Underpinning Skills Targets:** − The student can create a multi-tier timeline describing relationship between internal events in the USSR and U.S. reactions. **Underpinning Reasoning Learning Targets:** − The student can analyze the relationship between the collapse of the communism in Eastern Europe and the lessening of Cold War tensions.

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

Content Elaborations, Instructional Strategies and Resources

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

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

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

Performance Level Descriptors

- **Limited:** N/A

- **Basic:** Identify factors that led to the beginning and end of the Cold War (e.g., Marshall Plan, Truman Doctrine, NATO, Warsaw Pact, nuclear arms race, Vietnam War, Eastern European independence movements)

- **Proficient:** Analyze how the collapse of communist governments brought the end of the Cold War

- **Accelerated:** N/A

- **Advanced:** N/A

Ohio's Learning Standards - Clear Learning Targets American History

HI.27

Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights that occurred in the United States in the postwar period.

Essential Understanding
− Key developments in the civil rights movement

Extended Understanding
− Ongoing fight for racial and gender equality and civil rights

Vocabulary
− summarize
− equality
− civil rights

Ultimate Learning Target Type: Knowledge

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

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

8.GO.18 (Prior Grade Standard)

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

11.GO.17 (Future Grade Standard)

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

Content Elaborations, Instructional Strategies and Resources

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

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

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

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

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

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

- The March on Washington and Its Impact - http://www.pbs.org/newshour/extra/teachers/lessonplans/history/dream2_8-20.html - This PBS website contains a lesson on how the 1963 March on Washington changed America.

Performance Level Descriptors

- **Limited:** Identify segregation as a system that limited the civil rights of African Americans during the first half of the 20th century

- **Basic:** Identify one historic example of institutionalized racism in the United States (e.g., poll taxes, literacy tests, Jim Crow Laws

- **Proficient:** Describe legislation/court rulings that sought to reverse long-standing discriminatory policies and laws in the United States (e.g., Brown v. Board of Education of Topeka Kansas, Civil Rights Acts, 1965 Immigration Act, 19th Amendment and 26th Amendment

- **Accelerated:** Analyze how a Civil Rights organization fought to extend equal rights to minority groups in the United States (e.g., NOW's contribution to the passage of the Equal Pay Act and Title IX, NAACP's efforts leading to the passage of the Civil Rights Act and the ruling in Brown v. Board of Education of Topeka, Kansas)

- **Advanced:** N/A

Ohio's Learning Standards - Clear Learning Targets American History

HI.28	The postwar economic boom and advances in science and technology, produced changes in American life.	**Essential Understanding** — Social and economic changes in postwar United States **Extended Understanding** — Analyzing positive and negative effects of postwar changes	**Vocabulary** — postwar prosperity

Ultimate Learning Target Type: Knowledge	**Broad Learning Target:** — The student can describe how American life in the postwar period was impacted by the postwar economic boom and by advances in science. **Underpinning Knowledge Learning Targets:** — The student can explain the causes of postwar prosperity in the United States. — The student can explain the effects of postwar prosperity in the United States. — The student can describe advances in medicine that impacted American life. — The student can describe advances in communication that impacted American life. — The student can describe advances in nuclear energy that impacted American life. — The student can describe advances in transportation that impacted American life.

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

Content Elaborations, Instructional Strategies and Resources

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

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

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

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

Performance Level Descriptors

- **Limited:** N/A

- **Basic:** N/A

- **Proficient:** Analyze the role of the post WW2 economic boom on changing American life

- **Accelerated:** N/A

- **Advanced:** N/A

HI.29

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

Essential Understanding
− Effects of internal migration and immigration

Extended Understanding
− Long-term impact of population changes in the United States

Vocabulary
− suburb
− internal migration
− Rust Belt
− Sun Belt
− 1965 Immigration Act

Ultimate Learning Target Type: Reasoning

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

Underpinning Knowledge Learning Targets:
− The student can describe the patterns of movement of people in the 1950s and 1960s.
− The student can identify reasons for the growth of the Sunbelt.
− The student can describe the terms of the 1965 Immigration Act.

Underpinning Reasoning Learning Targets:
− The student can analyze the social and political effects of the movement of people from cities to suburbs.
− The student can analyze the social and political effects of the growth of the Sunbelt.
− The student can analyze the social and political effects of the 1965 Immigration Act.

(Prior Grade Standard)

N/A

(Future Grade Standard)

N/A

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Content Elaborations, Instructional Strategies and Resources

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

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

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

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

Performance Level Descriptors

- **Limited:** Identify different groups of people who have immigrated to the United States from 1877–present (e.g., Irish, Russian, African, Latin American, Eastern European)

- **Basic:** Identify one pattern of immigration to the United States from 1877 to the present (e.g., European immigration during the Industrial Revolution, African and Latin American immigration throughout the Cold War)

- **Proficient:** Analyze the causes and effects of population movements throughout the United States following WW2

- **Accelerated:** N/A

- **Advanced:** Analyze the current and future impact on American culture generated by new demographic groups immigrating to the United States as a result of the 1965 Immigration Act (e.g., Hispanic cultural impact on American society)

Ohio's Learning Standards - Clear Learning Targets American History

HI.30

Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare and national security.

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

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

Vocabulary
- environmental protection
- social welfare
- national security

Ultimate Learning Target Type: Reasoning

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

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

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

(Prior Grade Standard)	11.GO.23 (Future Grade Standard)
N/A	The federal government uses spending and tax policy to maintain economic stability and foster economic growth. Regulatory actions carry economic costs and benefits.

Content Elaborations, Instructional Strategies and Resources

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

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

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

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

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

Performance Level Descriptors

- **Limited:** N/A

- **Basic:** N/A

- **Proficient:** Analyze the political debates focusing on the role of the government on the environment, economy, social welfare, and national defense

- **Accelerated:** N/A

- **Advanced:** Examine and analyze the opposing views on the government's role in the economy, environmental protection, social welfare and national security between 1945 and 1994 (e.g., environmentalism vs. energy independence)

Ohio's Learning Standards - Clear Learning Targets American History

HI.31

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

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

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

Ultimate Learning Target Type: Reasoning

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

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

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

(Prior Grade Standard)

N/A

(Future Grade Standard)

N/A

Content Elaborations, Instructional Strategies and Resources

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

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

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

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

Performance Level Descriptors

- **Limited:** N/A

- **Basic:** N/A

- **Proficient:** Describe the impact on the American society created by the shift from a manufacture-based to service-based economy

- **Accelerated:** N/A

- **Advanced:** Analyze how the American economy has been impacted by improved global communications, international trade, transnational business organizations, overseas competition and the shift from manufacturing to service industries;

Ohio's Learning Standards - Clear Learning Targets American History

		Essential Understanding	**Vocabulary**
HI.32	**Focusing on domestic policy, the United States faces ongoing social, political, national security and economic challenges in the post-Cold War era and following the attacks on September 11, 2001.**	– Challenges faced by the United States in post-Cold War and post-September 11 periods	– national security – balance-of-power politics – terrorism – civil liberties

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

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

Content Elaborations, Instructional Strategies and Resources

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

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

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

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

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

Performance Level Descriptors

- **Limited:** N/A

- **Basic:** N/A

- **Proficient:** Describe how American foreign policy was altered by the attacks on September 11, 2001

- **Accelerated:** N/A

- **Advanced:** Analyze the political, national security and economic challenges the United States has faced in the post-Cold War period (e.g., changing role of the United States in global politics, controlling of nuclear weapons, political tension and terrorism in the Middle East).

Ohio's Learning Standards - Clear Learning Targets American History

HI.33

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

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

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

Ultimate Learning Target Type: Knowledge

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

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

Content Elaborations, Instructional Strategies and Resources

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

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

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

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

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

(Prior Grade Standard)	(Future Grade Standard)

Common Core Standards for Literacy in History – Reading Standards 9-10

Key Ideas and Details:
CCSS.ELA-LITERACY.RH.9-10.1
Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.2
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.3
Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure:
CCSS.ELA-LITERACY.RH.9-10.4
Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.9-10.5
Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCSS.ELA-LITERACY.RH.9-10.6
Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas:
CCSS.ELA-LITERACY.RH.9-10.7
Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-LITERACY.RH.9-10.8
Assess the extent to which the reasoning and evidence in a text support the author's claims.

CCSS.ELA-LITERACY.RH.9-10.9
Compare and contrast treatments of the same topic in several primary and secondary sources.

Range of Reading and Level of Text Complexity:
CCSS.ELA-LITERACY.RH.9-10.10
By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Common Core Standards for Literacy in History – Writing Standards 9-10

Text Types and Purposes:
CCSS.ELA-LITERACY.WHST.9-10.1
Write arguments focused on *discipline-specific content*.

CCSS.ELA-LITERACY.WHST.9-10.1.A
Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.WHST.9-10.1.B
Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

CCSS.ELA-LITERACY.WHST.9-10.1.C
Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-LITERACY.WHST.9-10.1.D
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.9-10.1.E
Provide a concluding statement or section that follows from or supports the argument presented.

CCSS.ELA-LITERACY.WHST.9-10.2
Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

CCSS.ELA-LITERACY.WHST.9-10.2.A
Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.WHST.9-10.2.B
Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.WHST.9-10.2.C
Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

CCSS.ELA-LITERACY.WHST.9-10.2.D
Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-LITERACY.WHST.9-10.2.E
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.9-10.2.F
Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CCSS.ELA-LITERACY.WHST.9-10.3
(See note; not applicable as a separate requirement)

Production and Distribution of Writing:
CCSS.ELA-LITERACY.WHST.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.9-10.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-LITERACY.WHST.9-10.6
Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge:
CCSS.ELA-LITERACY.WHST.9-10.7
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.WHST.9-10.8
Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-LITERACY.WHST.9-10.9
Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing:
CCSS.ELA-LITERACY.WHST.9-10.10
Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.