



2008

Curriculum Framework

Virginia and United States History

**Commonwealth of Virginia
Board of Education
Richmond, Virginia
Approved – July 17, 2008**

STANDARD VUS.1a, b, c, d, e, f, g, h

The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to

- a) identify, analyze, and interpret primary and secondary source documents, records, and data, including artifacts, diaries, letters, photographs, journals, newspapers, historical accounts, and art to increase understanding of events and life in the United States;
- b) evaluate the authenticity, authority, and credibility of sources;
- c) formulate historical questions and defend findings based on inquiry and interpretation;
- d) develop perspectives of time and place, including the construction of maps and various timelines of events, periods, and personalities in American history;
- e) communicate findings orally and in analytical essays and/or comprehensive papers;
- f) develop skills in discussion, debate, and persuasive writing with respect to enduring issues and determine how divergent viewpoints have been addressed and reconciled;
- g) apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time;
- h) interpret the significance of excerpts from famous speeches and other documents;
- i) identify the costs and benefits of specific choices made including the consequences, both intended and unintended, of the decision and how people and nations responded to positive and negative incentives.

The skills identified in Standard VUS.1a-h are cited in the Essential Skills column of each chart for *Virginia and United States History* with the exception of “e” (communicate findings orally and in analytical essays and/or comprehensive papers) and “f” (develop skills in discussion, debate, and persuasive writing with respect to enduring issues and determine how divergent viewpoints have been addressed and reconciled). Students should practice these skills throughout the year. However, the skills in item “e” and “f” will not be assessed on the Standards of Learning test.

STANDARD VUS.2

The student will describe how early European exploration and colonization resulted in cultural interactions among Europeans, Africans, and American Indians (First Americans).

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|--|--|--|
| <p>Early European exploration and colonization resulted in the redistribution of the world's population as millions of people from Europe and Africa voluntarily and involuntarily moved to the New World.</p> <p>Exploration and colonization initiated worldwide commercial expansion as agricultural products were exchanged between the Americas and Europe. In time, colonization led to ideas of representative government and religious toleration that over several centuries would inspire similar transformations in other parts of the world.</p> | <p>Why did Europeans settle in the English colonies?</p> <p>How did their motivations influence their settlement patterns and colony structures?</p> <p>In what ways did the cultures of Europe, Africa, and the Americas interact?</p> <p>What were the consequences of the interactions of European, African, and American cultures?</p> | <p>Characteristics of early exploration and settlements in the New World</p> <ul style="list-style-type: none"> New England was settled by Puritans seeking freedom from religious persecution in Europe. They formed a “covenant community” based on the principles of the Mayflower Compact and Puritan religious beliefs and were often intolerant of those not sharing their religion. They also sought economic opportunity and practiced a form of direct democracy through town meetings. The Middle Atlantic region was settled chiefly by English, Dutch, and German-speaking immigrants seeking religious freedom and economic opportunity. | <p>Identify, analyze, and interpret primary and secondary source documents. (VUS.1a)</p> <p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> |

STANDARD VUS.2 (continued)

The student will describe how early European exploration and colonization resulted in cultural interactions among Europeans, Africans, and American Indians (First Americans).

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|---|------------------|
| | | <ul style="list-style-type: none"> • Virginia and the other Southern colonies were settled by people seeking economic opportunities. <u>Some of the early Virginia settlers were</u> “cavaliers,” were English nobility who received large land grants in eastern Virginia from the King of England. Poor English immigrants also came seeking better lives as small farmers or artisans and settled in the Shenandoah Valley or western Virginia, or as indentured servants who agreed to work on tobacco plantations for a period of time to pay for passage to the New World. • Jamestown, established in 1607 by the Virginia Company of London as a business venture, was the first permanent English settlement in North America. The Virginia House of Burgesses, established by the 1640s, was the first elected assembly in the New World. It has operated continuously and is today known as the General Assembly of Virginia. | |

STANDARD VUS.2 (continued)

The student will describe how early European exploration and colonization resulted in cultural interactions among Europeans, Africans, and American Indians (~~First Americans~~).

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|--|------------------|
| | | <p>Interactions among Europeans, Africans and American Indians (First Americans)</p> <ul style="list-style-type: none"> The explorations and settlements of the English in the American colonies and Spanish in the Caribbean, Central America, and South America, often led to violent conflicts with the American Indians (First Americans). The Indians lost their traditional territories and fell victim to diseases carried from Europe. By contrast, French exploration of Canada did not lead to large-scale immigration from France, and relations with native peoples were often more cooperative. The growth of an agricultural economy based on large landholdings in the Southern colonies and in the Caribbean led to the introduction of slavery in the New World. The first Africans were brought against their will to Jamestown in 1619 to work on tobacco plantations. | |

STANDARD VUS.3

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

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|---|--|--|
| <p>Economic <u>and political</u> institutions in the colonies developed in ways that were either typically European or were distinctively American, as climate, soil conditions, and other natural resources shaped regional economic development.</p> <p>The African slave trade and the development of a slave labor system in many of the colonies resulted from plantation economies and labor shortages.</p> | <p>How did the economic activity <u>and political institutions</u> of the three colonial regions reflect their <u>resources, geography and</u> or the European origins of their settlers?</p> <p>Why was slavery introduced into the colonies?</p> <p>How did the institution of slavery influence European and African life in the colonies?</p> | <p>Economic characteristics of the Colonial Period</p> <ul style="list-style-type: none"> The New England colonies developed an economy based on shipbuilding, fishing, lumbering, small-scale subsistence farming, and eventually, manufacturing. The colonies prospered, reflecting the Puritans’ strong belief in the values of hard work and thrift. The middle colonies of New York, New Jersey, Pennsylvania, Maryland, and Delaware developed economies based on shipbuilding, small-scale farming, and trading. Cities such as New York, <u>and Philadelphia,</u> and Baltimore began to grow as seaports and commercial centers. Southern colonies developed economies in the eastern coastal lowlands based on large plantations that grew “cash crops” such as tobacco, rice, and indigo for export to Europe. Farther inland, however, in the mountains and valleys of the | <p>Identify, analyze, and interpret primary and secondary source documents, records, and data. (VUS.1a)</p> <p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> <p>Explain how relationships between humans and their environment have changed over time. (VUS.1g)</p> <p><u>Identify the costs and benefits of specific choices made, including the intended and unintended consequences of the choices and how people and nations responded to positive and negative incentives.</u> (VUS. 1i)</p> |

STANDARD VUS.3 (continued)

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

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|---|------------------|
| | | <p>Appalachian foothills, the economy was based on small-scale subsistence farming, hunting, and trading.</p> <ul style="list-style-type: none"> • A strong belief in private ownership of property and free enterprise characterized colonial life. <p>Social characteristics of the colonies</p> <ul style="list-style-type: none"> • New England's colonial society was based on religious standing. The Puritans grew increasingly intolerant of dissenters who challenged the Puritans' belief in the connection between religion and government. Rhode Island was founded by dissenters fleeing persecution by Puritans in Massachusetts. • The middle colonies were home to multiple religious groups, including Quakers in Pennsylvania, <u>Huguenots and Jews in New York</u>, and <u>Presbyterians in New Jersey</u> Catholics in Maryland, who generally believed in religious tolerance. These colonies had more flexible social structures and began to develop a middle class of skilled artisans, entrepreneurs (business owners), and small farmers. | |

STANDARD VUS.3 (continued)

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

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|---|------------------|
| | | <ul style="list-style-type: none"> • Virginia and the Southern colonies had a social structure based on family status and the ownership of land. Large landowners in the eastern lowlands dominated colonial government and society and maintained an allegiance to the Church of England and closer social ties to England than in the other colonies. In the mountains and valleys further inland, however, society was characterized by small subsistence farmers, hunters and traders of Scotch <u>Scots</u>-Irish and English descent. • The “Great Awakening” was a religious movement that swept both Europe and the colonies during the mid-1700s. It led to the rapid growth of evangelical religions such as the Methodists and Baptists and challenged the established religious and governmental order. It laid one of the social foundations for the American Revolution. | |

STANDARD VUS.3 (continued)

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

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|---|------------------|
| | | <p><u>Political life in the colonies</u></p> <ul style="list-style-type: none"> • <u>New England Colonies - the use of town meetings (an “Athenian” direct democracy model) in the operation of government made this the most democratic of the colonial regions.</u> • <u>Middle Colonies - incorporated a number of democratic principles that reflected the basic rights of Englishmen.</u> • <u>Southern Colonies - maintained stronger ties with Britain, with planters playing leading roles in representative colonial legislatures, which were authorized by the British government.</u> <p>The development of indentured servitude and slavery</p> <ul style="list-style-type: none"> • The growth of a plantation-based agricultural economy in the hot, humid coastal lowlands of the Southern colonies required cheap labor on a large scale. Some of the labor needs, especially in Virginia, were met by indentured servants, who were often poor persons from England, Scotland, or Ireland who agreed to work on plantations for a period of time in return for their passage from Europe or relief from debts. | |

STANDARD VUS.3 (continued)

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

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|--|------------------|
| | | <ul style="list-style-type: none"> • Most plantation labor needs eventually came to be filled by the forcible importation of Africans. While some Africans worked as indentured servants, earned their freedom, and lived as free citizens during the Colonial Era, over time larger and larger numbers of enslaved Africans were forcibly brought to the Southern colonies (the “Middle Passage”). • The development of a slavery-based agricultural economy in the Southern colonies would lead to eventual conflict between the North and South and the American Civil War. | |

STANDARD VUS.4a

The student will demonstrate knowledge of events and issues of the Revolutionary Period by

a) analyzing how the political ideas of John Locke and those expressed in *Common Sense* helped shape the Declaration of Independence;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|--|---|--|
| <p>New political ideas about the relationship between people and their government helped to justify the Declaration of Independence.</p> <p>The revolutionary generation formulated the political philosophy and laid the institutional foundations for the system of government under which we live.</p> <p>The American Revolution was inspired by ideas concerning natural rights and political authority, and its successful completion affected people and governments throughout the world for many generations.</p> | <p>How did the ideas of John Locke and Thomas Paine influence Jefferson’s writings in the Declaration of Independence?</p> | <p>The ideas of John Locke The period known as the “Enlightenment” in Europe during the 17th and 18th centuries saw the development of new ideas about the rights of people and their relationship to their rulers. John Locke was an Enlightenment philosopher whose ideas, more than any other’s, influenced the American belief in self-government. Locke wrote that:</p> <ul style="list-style-type: none"> • All people are free, equal, and have “natural rights” of life, liberty, and property that rulers cannot take away. • All original power resides in the people, and they consent to enter into a “social contract” among themselves to form a government to protect their rights. In return, the people promise to obey the laws and rules established by their government, establishing a system of “ordered liberty.” | <p>Identify, analyze, and interpret primary and secondary source documents, records, and data to increase understanding of events and life in the United States. (VUS.1a)</p> <p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> <p>Interpret the significance of excerpts from famous speeches and other documents. (VUS.1h)</p> |

STANDARD VUS.4a (continued)

The student will demonstrate knowledge of events and issues of the Revolutionary Period by

a) analyzing how the political ideas of John Locke and those expressed in *Common Sense* helped shape the Declaration of Independence;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|--|------------------|
| | | <ul style="list-style-type: none"> • Government's powers are limited to those the people have consented to give to it. Whenever government becomes a threat to the people's natural rights, it breaks the social contract and the people have the right to alter or overthrow it. • Locke's ideas about the sovereignty and rights of the people were radical and challenged the centuries-old practice throughout the world of dictatorial rule by kings, emperors, and tribal chieftains. <p>Thomas Paine and <i>Common Sense</i> Thomas Paine was an English immigrant to America who produced a pamphlet known as <i>Common Sense</i> that challenged the rule of the American colonies by the King of England. <i>Common Sense</i> was read and acclaimed by many American colonists during the mid 1700s and contributed to a growing sentiment for independence from England.</p> | |

STANDARD VUS.4a (continued)

The student will demonstrate knowledge of events and issues of the Revolutionary Period by

a) analyzing how the political ideas of John Locke and those expressed in *Common Sense* helped shape the Declaration of Independence;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|--|------------------|
| | | <p>The Declaration of Independence The eventual draft of the Declaration of Independence, authored by Thomas Jefferson of Virginia, reflected the ideas of Locke and Paine:</p> <ul style="list-style-type: none"> • “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness.” • “That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed....” • “That whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it, and to institute new government....” • Jefferson then went on to detail many of the grievances against the king that Paine had earlier described in <i>Common Sense</i>. | |

STANDARD VUS.4b

The student will demonstrate knowledge of events and issues of the Revolutionary Period by

b) evaluating how key principles in the Declaration of Independence grew in importance to become unifying ideas of American democracy;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|---|--|------------------|
| <p><u>The ideals expressed in the Declaration of Independence contradicted the realities of slavery and the undemocratic nature of political participation in the early decades of the new republic.</u></p> | <p><u>How did the Declaration of Independence become a road map for the new republic as it extended the franchise, provided for equality of opportunity, and guaranteed “unalienable rights”?</u></p> | <p>Affirming <u>The key principles of the Declaration of Independence increased political, social, and economic participation in the American experience over a period of time.</u></p> <p><u>Political participation (equality)</u></p> <ul style="list-style-type: none"> • <u>Extending the franchise</u> • <u>Upholding due process of law</u> • <u>Providing free public education</u> <p><u>Social participation (liberty)</u></p> <ul style="list-style-type: none"> • <u>Abolishing slavery</u> • <u>Extending civil rights to women and other groups</u> <p><u>Economic participation (pursuit of happiness)</u></p> <ul style="list-style-type: none"> • <u>Regulating the free enterprise system</u> • <u>Promoting economic opportunity</u> • <u>Protecting property rights</u> | |

STANDARD VUS.4-b) c)

The student will demonstrate knowledge of events and issues of the Revolutionary Period by
 b) c) describing the political differences among the colonists concerning separation from Britain;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|---|---|---|
| <p>The ideas of the Enlightenment and the perceived unfairness of British policies provoked debate and resistance by the American colonists.</p> | <p>What differences existed among Americans concerning separation from Great Britain?</p> | <p>Anglo-French rivalry leading to conflict with the colonies</p> <ul style="list-style-type: none"> • The rivalry in North America between England and France led to the French and Indian War, in which the French were driven out of Canada and their territories west of the Appalachian Mountains. • As a result of the war, England took several actions that angered the American colonies and led to the American Revolution. These included: <ul style="list-style-type: none"> - The Proclamation of 1763, which prohibited settlement west of the Appalachian Mountains, a region that was costly for the British to protect. - New taxes on legal documents (the “Stamp Act”), tea and sugar, to pay costs incurred during the French and Indian War and for British troops to protect colonists. | <p>Evaluate the authenticity, authority, and credibility of sources. (VUS.1b)</p> <p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> |

STANDARD VUS.4-b) c) (continued)

The student will demonstrate knowledge of events and issues of the Revolutionary Period by
 b) c) describing the political differences among the colonists concerning separation from Britain;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|--|------------------|
| | | <p>The beginning of the American Revolution Resistance to British rule in the colonies mounted, leading to war:</p> <ul style="list-style-type: none"> • The Boston Tea Party was staged. • The First Continental Congress was called, to which all of the colonies except Georgia sent representatives, the first time most of the colonies had acted together. • The Boston Massacre took place when British troops fired on anti-British demonstrators. • War began when the “Minutemen” in Massachusetts fought a brief skirmish with British troops at Lexington and Concord. | |

STANDARD VUS.4-b) c) (continued)

The student will demonstrate knowledge of events and issues of the Revolutionary Period by
 b) c) describing the political differences among the colonists concerning separation from Britain;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|---|------------------|
| | | <p>Differences among the Colonists The colonists were divided into three main camps during the Revolution:</p> <ul style="list-style-type: none"> • Patriots <ul style="list-style-type: none"> - Believed in complete independence from England - Inspired by the ideas of Locke and Paine and the words of Virginian Patrick Henry (“Give me liberty, or give me death!”) - Provided the troops for the American Army, led by George Washington, also of Virginia • Loyalists (Tories) <ul style="list-style-type: none"> - Remained loyal to Britain, based on cultural and economic ties - Believed that taxation of the colonies was justified to pay for British troops to protect American settlers from Indian attacks • Neutrals <ul style="list-style-type: none"> - The many colonists who tried to stay as uninvolved in the war as possible | |

STANDARD VUS.4-e) d)

The student will demonstrate knowledge of events and issues of the Revolutionary Period by
e) d) analyzing reasons for colonial victory in the Revolutionary War.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|--|--|--|
| <p>The American rebels won their independence because the British government grew tired of the struggle soon after the French agreed to help the Americans.</p> | <p>What factors contributed to the victory of the American rebels?</p> | <p>Factors leading to colonial victory</p> <p><i>Diplomatic</i></p> <ul style="list-style-type: none"> Benjamin Franklin negotiated a Treaty of Alliance with France. <u>The war did not have popular support in Great Britain.</u> <p><i>Military</i></p> <ul style="list-style-type: none"> George Washington, general of the American army, avoided any situation that threatened the destruction of his army, and his leadership kept the army together when defeat seemed inevitable. Americans benefited from the presence of the French army and navy at the Battle of Yorktown, which ended the war with an American victory. | <p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> <p>Apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time. (VUS.1g)</p> |

STANDARD VUS.5a

The student will demonstrate knowledge of the issues involved in the creation and ratification of the Constitution of the United States of America and how the principles of limited government, consent of the governed, and the social contract are embodied in it by

a) explaining the origins of the Constitution, including the Articles of Confederation;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|---|--|--|
| <p>During the Constitutional Era, the Americans made two attempts to establish a workable government based on republican principles.</p> | <p>How did America's pre-Revolutionary relationship with England influence the structure of the first national government?</p> <p>What weaknesses in the Articles of Confederation led to the effort to draft a new constitution?</p> | <p>American political leaders, fearful of a powerful central government like England's, created the Articles of Confederation, adopted at the end of the war.</p> <p>The Articles of Confederation</p> <ul style="list-style-type: none"> • Provided for a weak national government • Gave Congress no power to tax or regulate commerce among the states • Provided for no common currency • Gave each state one vote regardless of size • Provided for no executive or judicial branch | <p>Identify, analyze, and interpret primary and secondary source documents, records, and data to increase understanding of events and life in the United States. (VUS.1a)</p> <p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> <p>Interpret the significance of excerpts from famous speeches and other documents. (VUS.1h)</p> |

STANDARD VUS.5b

The student will demonstrate knowledge of the issues involved in the creation and ratification of the Constitution of the United States of America and how the principles of limited government, consent of the governed, and the social contract are embodied in it by

b) identifying the major compromises necessary to produce the Constitution, and the roles of James Madison and George Washington;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|---|--|---|
| <p>The Constitution of the United States of America established a government that shared power between the national government and state governments, protected the rights of states, and provided a system for orderly change through amendments to the Constitution itself.</p> | <p>How did the delegates to the Constitutional Convention balance competing interests?</p> <p>What were the compromises from the Constitutional Convention?</p> | <p>Key issues and their resolution</p> <ul style="list-style-type: none"> • Made federal law the supreme law of the land <u>when constitutional</u>, but otherwise gave the states considerable leeway to govern themselves • Balanced power between large and small states by creating a Senate (where each state gets two senators) and a House of Representatives (with membership based on population) • Placated the Southern states by counting the slaves as three-fifths of the population when determining representation in the U.S. House of Representatives • Avoided a too-powerful central government by establishing three co-equal branches—legislative, executive, and judicial—with numerous checks and balances among them • Limited the powers of the federal government to those identified in the Constitution | <p>Identify, analyze, and interpret primary and secondary source documents, records, and data to increase understanding of events and life in the United States. (VUS.1a)</p> <p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> |

STANDARD VUS.5b (continued)

The student will demonstrate knowledge of the issues involved in the creation and ratification of the Constitution of the United States of America and how the principles of limited government, consent of the governed, and the social contract are embodied in it by

b) identifying the major compromises necessary to produce the Constitution, and the roles of James Madison and George Washington;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|--|------------------|
| | | <p>Key leaders</p> <ul style="list-style-type: none"> • George Washington, Chairman <u>President</u> of the Convention <ul style="list-style-type: none"> - Washington presided at the Convention and, although seldom participating in the debates, lent his enormous prestige to the proceedings. • James Madison, “Father of the Constitution” <ul style="list-style-type: none"> - Madison, a Virginian and a brilliant political philosopher, often led the debate and kept copious notes of the proceedings—the best record historians have of what transpired at the Constitutional Convention. - At the Convention, Madison authored the “Virginia Plan,” which proposed a federal government of three separate branches (legislative, executive, judicial) and became the foundation for the structure of the new government. - He later authored much of the Bill of Rights. | |

STANDARD VUS.5c

The student will demonstrate knowledge of the issues involved in the creation and ratification of the Constitution of the United States of America and how the principles of limited government, consent of the governed, and the social contract are embodied in it by

e) —describing the conflict over ratification, including the Bill of Rights and the arguments of the Federalists and Anti-Federalists.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|--|---|---|
| <p>Ratification of the Constitution did not end debate on governmental power or how to create “a more perfect union.” Economic, regional, social, ideological, religious, and political tensions spawned continuing debates over the meaning of the Constitution for generations—a debate that continues today.</p> <p>The Constitution and the Bill of Rights gave Americans a blueprint for successful self-government that has become a model for the rest of the world.</p> | <p>What were the arguments for and against the ratification of the Constitution?</p> | <p>Federalist position (pro-ratification)</p> <ul style="list-style-type: none"> The Federalists favored a strong national government that shared some power with the states. They argued that the checks and balances in the Constitution prevented any one of the three branches from acquiring preponderant power. They believed that a strong national government was necessary to facilitate interstate commerce and to manage foreign trade, national defense, and foreign relations. They argued that a republic could survive in a territory as large as the United States because the numerous political factions would check each other, thereby preventing any one faction from gaining too much power. They also argued that a national Bill of Rights would be redundant, because the Constitution itself protected basic rights, and because most states already had bills of rights that clearly defined basic rights that the governments could not abolish. | <p>Analyze, and interpret primary and secondary source documents. (VUS.1a)</p> <p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> <p>Interpret the significance of excerpts from famous speeches and other documents. (VUS.1h)</p> <p><u>Identify the costs and benefits of specific choices made including the consequences, both intended and unintended, of the decision and how people and nations responded to positive and negative incentives.</u> (VUS.1i)</p> |

STANDARD VUS.5c (continued)

The student will demonstrate knowledge of the issues involved in the creation and ratification of the Constitution of the United States of America and how the principles of limited government, consent of the governed, and the social contract are embodied in it by

e)—describing the conflict over ratification, including the Bill of Rights and the arguments of the Federalists and Anti-Federalists.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|--|------------------|
| | | <p>Anti-Federalist position (anti-ratification)</p> <ul style="list-style-type: none"> The Anti-Federalists believed a strong national government would tend to usurp the powers of the state governments, thereby concentrating too much power at the national level and too little at the state and local levels. They believed that notwithstanding the Federalists' arguments, a national Bill of Rights was necessary and, during the ratifying conventions in several states, forced the Federalists to pledge that a Bill of Rights would be the first order of business of the new government established by the Constitution. | |

STANDARD VUS.5-d c)

The student will demonstrate knowledge of the issues involved in the creation and ratification of the Constitution of the United States of America and how the principles of limited government, consent of the governed, and the social contract are embodied in it by
d c) examining the significance of the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom in the framing of the Bill of Rights;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|--|---|--|
| <p>The major principles of the Bill of Rights of the Constitution were based on earlier Virginia statutes.</p> | <p>How was the Bill of Rights influenced by the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom?</p> | <p>Virginia Declaration of Rights (George Mason)</p> <ul style="list-style-type: none"> • Reiterated the notion that basic human rights should not be violated by governments <p>Virginia Statute for Religious Freedom (Thomas Jefferson)</p> <ul style="list-style-type: none"> • Outlawed the established church—that is, the practice of government support for one favored church <p>Bill of Rights</p> <ul style="list-style-type: none"> • James Madison, a Virginian, consulted the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom when drafting the amendments that eventually became the United States Bill of Rights. | <p>Identify, analyze, and interpret primary and secondary source documents, records, and data to increase understanding of events and life in the United States. (VUS.1a)</p> <p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Interpret the significance of excerpts from famous speeches and other documents. (VUS.1h)</p> |

STANDARD VUS.5d

The student will demonstrate knowledge of the issues involved in the creation and ratification of the Constitution of the United States of America and how the principles of limited government, consent of the governed, and the social contract are embodied in it by

d) assessing the arguments of Federalists and Anti-Federalists during the ratification debates and their relevance to political debate today;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|--|---|---|
| <p><u>Elements of Federalist and Anti-Federalist thought are reflected in contemporary political debate on issues such as the size and role of government, federalism, and the protection of individual rights.</u></p> | <p><u>What were the major arguments for and against the Constitution of 1787 in leading Federalist and Anti-Federalist writings and in the ratification debates?</u></p> <p><u>Who were the leading Federalists and Anti-Federalists in the pivotal ratification debate in Virginia?</u></p> | <p><u>Federalists advocated the importance of a strong central government, especially to promote economic development and public improvements. Today those who see a primary role for the federal government in solving national problems are heirs to this tradition.</u></p> <p><u>Anti-Federalists feared an overly powerful central government destructive of the rights of individuals and the prerogatives of the states. Today more conservative thinkers echo these concerns and champion liberty, individual initiative, and free markets.</u></p> <p><u>The leading Virginia opponents of ratification were Patrick Henry and George Mason; the leading Virginia proponents of ratification were George Washington and James Madison.</u></p> | <p><u>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</u></p> <p><u>Develop perspectives of time and place. (VUS.1d)</u></p> |

STANDARD VUS.5e

The student will demonstrate knowledge of the issues involved in the creation and ratification of the Constitution of the United States of America and how the principles of limited government, consent of the governed, and the social contract are embodied in it by

- e) **appraising how John Marshall's precedent-setting decisions established the Supreme Court as an independent and equal branch of the national government.**

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|---|--|---|
| <p><u>Important legal precedents established by the Marshall Court strengthened the role of the U.S. Supreme Court as an equal branch of the national government.</u></p> | <p><u>How did Chief Justice John Marshall, a Virginian, contribute to the growth of the U.S. Supreme Court's importance in relation to the other branches of the national government?</u></p> | <p><u>The doctrine of judicial review set forth in Marbury v. Madison, the doctrine of implied powers set forth in McCulloch v. Maryland, and a broadly national view of economic affairs set forth in Gibbons v. Ogden are the foundation blocks of the Court's authority to mediate disagreements between branches of governments, levels of government, and competing business interests.</u></p> | <p><u>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</u></p> <p><u>Develop perspectives of time and place. (VUS.1d)</u></p> |

STANDARD VUS.6a

The student will demonstrate knowledge of the major events during the first half of the nineteenth century by

a) **explaining the principles and issues that prompted Thomas Jefferson to organize the first opposition political party;**

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|---|---|---|
| <p><u>Different views of economic and foreign policy issues led to the development of the first American political parties.</u></p> | <p><u>Why did competing political parties develop during the 1790s?</u></p> | <p><u>Controversy over the Federalists' support for the Bank of the United States, the Jay Treaty, and the undeclared war on France contributed to the emergence of an organized opposition party, the Democratic-Republicans, led by Thomas Jefferson and James Madison.</u></p> <p><u>The election of 1800, won by Thomas Jefferson, was the first American presidential election in which power was peacefully transferred from one political party to another.</u></p> <p><u>Typically, the Federalists, led by John Adams and Alexander Hamilton, believed in a strong national government and commercial economy and were supported by bankers and business interests in the Northeast.</u></p> <p><u>The Democratic-Republicans, believed in a weak national government and an agricultural economy. They were supported by farmers, artisans, and frontier settlers in the South.</u></p> | <p><u>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</u></p> <p><u>Develop perspectives of time and place. (VUS.1d)</u></p> |

STANDARD VUS.6-a) b)

The student will demonstrate knowledge of the major events during the first half of the nineteenth century by a) b) identifying the economic, political, and geographic factors that led to territorial expansion and its impact on the American Indians (~~First Americans~~);

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|--|---|--|
| <p>Economic and strategic interests, supported by popular beliefs, led to territorial expansion to the Pacific Ocean.</p> <p>The new American republic prior to the Civil War experienced dramatic territorial expansion, immigration, economic growth, and industrialization. Americans, stirred by their hunger for land and the ideology of “Manifest Destiny,” flocked to new frontiers.</p> <p>Conflicts between American settlers and Indian (First American) nations in the Southeast and the old Northwest resulted in the relocation of many Indians (First Americans) to reservations.</p> | <p>What factors influenced American westward movement?</p> | <p>Political developments in the Early National Period</p> <ul style="list-style-type: none"> • After George Washington’s presidency ended in the late 1790s, the first political parties emerged: <ul style="list-style-type: none"> – The Federalists, led by John Adams and Alexander Hamilton, believed in a strong national government and industrial economy and were supported by bankers and business interests in the Northeast. – The Democratic Republicans, led by Thomas Jefferson, believed in a weak national government and an agricultural economy. They were supported by farmers, artisans, and frontier settlers in the South. • The election of 1800, won by Thomas Jefferson, was the first American presidential election in which power was peacefully transferred from one party to another. | <p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> <p>Apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time. (VUS.1g)</p> |

STANDARD VUS.6-a) b) (continued)

The student will demonstrate knowledge of the major events during the first half of the nineteenth century by
 a) b) identifying the economic, political, and geographic factors that led to territorial expansion and its impact on the American Indians (~~First Americans~~);

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|--|------------------|
| | | <ul style="list-style-type: none"> • Key decisions by the Supreme Court under Chief Justice John Marshall of Virginia established the power of the federal courts to declare laws unconstitutional (“judicial review” — Marbury v. Madison) and prohibited the states from taxing agencies of the federal government (“the power to tax is the power to destroy” — McCulloch v. Maryland). <p>Expansion resulting from the Louisiana Purchase and War of 1812</p> <ul style="list-style-type: none"> • Jefferson as President in 1803 purchased the huge Louisiana Territory from France, which doubled the size of the United States overnight. He authorized the Lewis and Clark expedition to explore the new territories that lay west of the Mississippi River. Sacajawea, an <u>American Indian</u> (First American) woman, served as their guide and translator. | |

STANDARD VUS.6-a) b) (continued)

The student will demonstrate knowledge of the major events during the first half of the nineteenth century by
 a) b) identifying the economic, political, and geographic factors that led to territorial expansion and its impact on the American Indians (~~First Americans~~);

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|---|------------------|
| | | <ul style="list-style-type: none"> • The American victory over the British in the War of 1812 produced an American claim to the Oregon Territory, and increased migration of American settlers into Florida, which was later acquired by treaty from Spain. • The Monroe Doctrine (1823) stated: <ul style="list-style-type: none"> - The American continents should not be considered for future colonization by any European powers. - Nations in the Western Hemisphere were inherently different from those of Europe, republics by nature rather than monarchies. - The United States would regard as a threat to its own peace and safety any attempt by European powers to impose their system on any independent state in the Western Hemisphere. - The United States would not interfere in European affairs. | |

STANDARD VUS.6-a) b) (continued)

The student will demonstrate knowledge of the major events during the first half of the nineteenth century by
a) b) identifying the economic, political, and geographic factors that led to territorial expansion and its impact on the American Indians (First Americans);

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|---|------------------|
| | | <p>The westward movement and economic development</p> <ul style="list-style-type: none"> • American settlers poured westward from the coastal states into the Midwest, Southwest, and Texas, seeking economic opportunity in the form of land to own and farm. • The growth of railroads and canals helped the growth of an industrial economy and supported the westward movement of settlers. • Eli Whitney’s invention of the cotton gin led to the spread of the slavery-based “cotton kingdom” in the Deep South. • American migration into Texas led to an armed revolt against Mexican rule and a famous battle at the Alamo, in which a band of Texans fought to the last man against a vastly superior force. The Texans’ eventual victory over Mexican forces subsequently brought Texas into the Union. | |

STANDARD VUS.6-a) b) (continued)

The student will demonstrate knowledge of the major events during the first half of the nineteenth century by
 a) **b) identifying the economic, political, and geographic factors that led to territorial expansion and its impact on the American Indians (~~First Americans~~);**

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|---|------------------|
| | | <ul style="list-style-type: none"> • The American victory in the Mexican War during the 1840s led to the acquisition of an enormous territory that included the present-day states of California, Nevada, Utah, Arizona, and parts of Colorado and New Mexico. <p>Impact on the American Indians (First Americans)</p> <ul style="list-style-type: none"> • The belief that it was America’s “Manifest Destiny” to stretch from Atlantic to Pacific provided political support for territorial expansion. • During this period of westward migration, the American Indians were repeatedly defeated in violent conflicts with settlers and soldiers and forcibly removed from their ancestral homelands. They were either forced to march far away from their homes (the “Trail of Tears,” when several tribes were relocated from Atlantic Coast states to Oklahoma) or confined to reservations. | |

STANDARD VUS.6-a) b) (continued)

The student will demonstrate knowledge of the major events during the first half of the nineteenth century by
 a) b) identifying the economic, political, and geographic factors that led to territorial expansion and its impact on the American Indians (~~First Americans~~);

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|---|------------------|
| | | <ul style="list-style-type: none"> The forcible removal of the American Indians from their lands would continue throughout the remainder of the 19th century as settlers continued to move west following the Civil War. | |

STANDARD VUS.6b

The student will demonstrate knowledge of the major events during the first half of the nineteenth century by
 b) —describing the key features of the Jacksonian Era, with emphasis on federal banking policies.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|--|--|--|
| <p>The Age of Jackson ushered in a new democratic spirit in American politics. The election of Andrew Jackson came at a time when the mass of American people, who had previously been content with rule by the “aristocracy,” participated in the electoral process. The distinction between “aristocrat” and common man was disappearing as new states provided for universal manhood suffrage, while the older states were lowering property requirements for voting.</p> <p>Jackson’s veto of legislation to recharter the bank of the United States made the presidential veto part of the legislative process, as Congress, from then on, was forced to consider a presidential veto when proposing legislation.</p> | <p>How did political participation change in the early nineteenth century?</p> <p>How did Jackson represent the views of his supporters?</p> | <p>Terms to know</p> <ul style="list-style-type: none"> • <u>Aristocracy</u>: A government in which power is given to those believed to be best qualified • <u>Aristocrat</u>: A member of an aristocracy • <u>Presidential veto</u>: Power granted to the President to prevent passage of legislation • <u>“Spoils System”</u>: A practice of using public offices to benefit members of the victorious party • <u>Panic of 1837</u>: The economic depression situation that resulted from reckless <u>land speculation</u> supported by loans from state and local banks resulting in that led to bank failures and dissatisfaction with the use of state banks as depositories for public funds <p>Expansion of democracy</p> <ul style="list-style-type: none"> • The number of eligible voters increased as previous property qualifications were eliminated. Prior to the election of 1828, the majority of the American people had been satisfied to have “aristocrats” select their President. | <p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1e)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> <p>Apply geographic skills and reference sources. (VUS.1g)</p> <p><u>Identify the costs and benefits of specific choices made including the consequences, both intended and unintended, of the decision and how people and nations responded to positive and negative incentives.</u> (VUS.1i)</p> |

STANDARD VUS.6b (continued)

The student will demonstrate knowledge of the major events during the first half of the nineteenth century by
 b) describing the key features of the Jacksonian Era, with emphasis on federal banking policies.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential |
|--------------------------|---------------------|--|-----------|
| | | <p>By 1828, Americans began to see Americans as equals and were more eager to participate in the electoral process. Delegates from states chose candidates for President at nominating conventions. Once elected, President Andrew Jackson employed the spoils system (rewarding supporters with government jobs).</p> <p>Bank of the United States</p> <ul style="list-style-type: none"> • Distrusting the bank as an undemocratic tool of the Eastern elite, Jackson vetoed the rechartering of the bank in 1832. Jackson's bank veto became the central issue in the election of 1832, as Henry Clay, the National Republican candidate, supported the bank. Jackson's re-election brought an end to the bank, as Jackson withdrew government money and deposited it in state banks. His actions together with his issuance of the Specie Circular (Coinage Act) contributed to caused a major economic depression, resulting in the Panic of 1837. The magnitude of this panic was second only to the Great Depression of the 1930's. | |

STANDARD VUS.6c

The student will demonstrate knowledge of the major events during the first half of the nineteenth century by

c) examining the reasons why James Madison asked Congress to declare war on Great Britain in 1812 and how this divided the nation;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|--|--|---|
| <p><u>Regional self-interests led to a divided nation at war against the British.</u></p> | <p><u>What were the causes of the War of 1812?</u></p> | <p><u>British interference with American shipping and western expansionism fueled the call for a declaration of war.</u></p> <p><u>Federalists opposed Madison's war resolution and talked of secession and proposed constitutional amendments that were not acted upon.</u></p> | <p><u>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</u></p> <p><u>Develop perspectives of time and place. (VUS.1d)</u></p> |

STANDARD VUS.6d

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

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|---|--|---|
| <p><u>An extension of the franchise, westward expansion, and the rise of sectional interests prompted increased participation in state and national politics.</u></p> | <p><u>In what ways did political democracy change in the years following the War of 1812?</u></p> | <p><u>The changing character of American politics “in the age of the common man” was characterized by</u></p> <ul style="list-style-type: none"> • <u>Heightened emphasis on equality in the political process for adult white males</u> • <u>The rise of interest group politics and sectional issues</u> • <u>A changing style of campaigning</u> • <u>Increased voter participation</u> <p><u>Andrew Jackson personified the “democratic spirit” of the age by challenging economic elites and rewarding campaign supporters with public office (Spoils System).</u></p> <p><u>The Federalist Party disappeared and new political parties, the Whigs and Know-Nothings, were organized in opposition to the Democratic Party.</u></p> | <p><u>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</u></p> <p><u>Develop perspectives of time and place. (VUS.1d)</u></p> |

STANDARD VUS.6-e) e)

The student will demonstrate knowledge of the major events during the first half of the nineteenth century by e) e) describing the cultural, economic, and political issues that divided the nation, including tariffs, slavery, the abolitionist and women’s suffrage movements, and the role of the states in the Union;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|---|---|--|
| <p>The nation struggled to resolve sectional issues, producing a series of crises and compromises.</p> <p>These crises took place over the admission of new states to the Union during the decades before the Civil War. The issue was always whether the number of “free states” and “slave states” would be <u>remain</u> balanced, thus affecting the <u>distribution of</u> power in the Congress.</p> | <p>What issues divided America in the first half of the nineteenth century?</p> | <ul style="list-style-type: none"> • Economic divisions <ul style="list-style-type: none"> – The Northern states developed an industrial economy based on manufacturing. They favored high protective tariffs to protect Northern manufacturers from foreign competition. – The Southern states developed an agricultural economy consisting of a slavery-based system of plantations in the lowlands along the Atlantic and in the Deep South, and small subsistence farmers in the foothills and valleys of the Appalachian Mountains. The South strongly opposed high tariffs, which made the price of imported manufactured goods much more expensive. <p>The growing division over slavery and states’ rights As the United States expanded westward, the conflict over slavery grew more bitter and threatened to tear the country apart.</p> | <p>Analyze, and interpret primary and secondary source documents, records, and data. (VUS.1a)</p> <p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> <p>Interpret the significance of excerpts from famous speeches and other documents. (VUS.1h)</p> |

STANDARD VUS.6-e) e) continued

The student will demonstrate knowledge of the major events during the first half of the nineteenth century by e) e) describing the cultural, economic, and political issues that divided the nation, including tariffs, slavery, the abolitionist and women's suffrage movements, and the role of the states in the Union;

| Essential Understandings | Essential | Essential Knowledge | Essential Skills |
|--------------------------|-----------|---|------------------|
| | | <p><u>Sectional tensions were caused by competing economic interests</u></p> <ul style="list-style-type: none"> • <u>Industrial North favored high protective tariffs to protect northern manufactured goods from foreign competition.</u> • <u>Agricultural South opposed high tariffs that made the price of imports more expensive.</u> <p><u>Sectional tensions were caused by westward expansion</u></p> <ul style="list-style-type: none"> • <u>As new states entered the Union, compromises were reached that maintained the balance of power in Congress between “free” and “slave” states.</u> • The Missouri Compromise (1820) drew an east-west line through the Louisiana Purchase, with slavery prohibited above the line and allowed below, except that slavery was allowed in Missouri, north of the line. • In the Compromise of 1850, California entered as a free state, while the new Southwestern territories acquired from Mexico would decide on their own. • The Kansas-Nebraska Act of 1854 repealed the Missouri Compromise line by giving people in Kansas and Nebraska the choice whether to allow slavery in their states (“popular sovereignty”). This law produced bloody fighting in Kansas as pro- and anti-slavery forces battled each other. It also led to the birth of the Republican party that same year to oppose the spread of slavery. | |

STANDARD VUS.6-e) e) continued

The student will demonstrate knowledge of the major events during the first half of the nineteenth century by e) describing the cultural, economic, and political issues that divided the nation, including tariffs, slavery, the abolitionist and women's suffrage movements, and the role of the states in the Union;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|---|------------------|
| | | <ul style="list-style-type: none"> • The abolitionist movement grew in the North, led by William Lloyd Garrison, publisher of <u>The Liberator</u>, an antislavery newspaper, and many New England religious leaders, who saw slavery as a violation of Christian principles. • Harriet Beecher Stowe, wife of a New England clergyman, wrote <u>Uncle Tom's Cabin</u>, a best-selling novel that inflamed Northern abolitionist sentiment. Southerners were frightened by the growing strength of Northern abolitionism. • Slave revolts in Virginia, led by Nat Turner and Gabriel Prosser, fed white Southern fears about slave rebellions and led to harsh laws in the South against fugitive slaves. Southerners who favored abolition were intimidated into silence. • The admission of new states continually led to conflicts over whether the new states would allow slavery ("slave states") or prohibit slavery ("free states"). Numerous <p>Sectional tensions were caused by debates over the nature of the Union</p> <ul style="list-style-type: none"> • <u>South Carolinians argued that sovereign states could nullify the Tariff of 1832 and other acts of Congress. A Union that allowed state governments to invalidate acts of the national legislature could be dissolved by states seceding from the Union in defense of slavery (Nullification Crisis).</u> • <u>President Jackson threatened to send federal troops to collect the tariff revenues.</u> | |

STANDARD VUS.6-e) e) continued

The student will demonstrate knowledge of the major events during the first half of the nineteenth century by e) e) describing the cultural, economic, and political issues that divided the nation, including tariffs, slavery, the abolitionist and women's suffrage movements, and the role of the states in the Union;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|---|------------------|
| | | <p>compromises were struck to maintain the balance of power in Congress:</p> <ul style="list-style-type: none"> - The Missouri Compromise (1820) drew an east-west line through the Louisiana Purchase, with slavery prohibited above the line and allowed below, except that slavery was allowed in Missouri, north of the line. - In the Compromise of 1850, California entered as a free state, while the new Southwestern territories acquired from Mexico would decide on their own. - The Kansas Nebraska Act of 1854 repealed the Missouri Compromise line by giving people in Kansas and Nebraska the choice whether to allow slavery in their states ("popular sovereignty"). This law produced bloody fighting in Kansas as pro- and anti-slavery forces battled each other. It also led to the birth of | |

STANDARD VUS.6-e) e) continued

The student will demonstrate knowledge of the major events during the first half of the nineteenth century by e) e) describing the cultural, economic, and political issues that divided the nation, including tariffs, slavery, the abolitionist and women’s suffrage movements, and the role of the states in the Union;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|---|------------------|
| | | <p>the Republican Party that same year to oppose the spread of slavery.</p> <ul style="list-style-type: none"> • Southerners argued that individual states could nullify laws passed by the Congress. They also began to insist that states had entered the Union freely and could leave (“secede”) freely if they chose. • Abraham Lincoln, who had joined the new Republican Party, and Stephen Douglas, a Northern Democrat, conducted numerous debates when running for the U.S. Senate in Illinois in 1858. Lincoln opposed the spread of slavery into new states; Douglas stood for “popular sovereignty.” • The Dred Scott decision by the Supreme Court overturned efforts to limit the spread of slavery and outraged Northerners, as did enforcement of the Fugitive Slave Act, which required slaves who escaped to free states to be forcibly returned to their owners in the South. | |

STANDARD VUS.6-e) e) continued

The student will demonstrate knowledge of the major events during the first half of the nineteenth century by e) e) describing the cultural, economic, and political issues that divided the nation, including tariffs, slavery, the abolitionist and women's suffrage movements, and the role of the states in the Union.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|---|------------------|
| | | <ul style="list-style-type: none"> • Lincoln warned, "A house divided against itself cannot stand." The nation could not continue half free, half slave. The issue must be resolved. <p><u>Sectional tensions were caused by the institution of slavery</u></p> <ul style="list-style-type: none"> • <u>Slave revolts in Virginia, led by Nat Turner and Gabriel Prosser, fed white Southern fears about slave rebellions and led to harsh laws in the South against fugitive slaves. Southerners who favored abolition were intimidated into silence.</u> • <u>Northerners, led by William Lloyd Garrison, publisher of <i>The Liberator</i>, increasingly viewed the institution of slavery as a violation of Christian principles and argued for its abolition. Southerners grew alarmed by the growing force of the Northern response to the abolitionists.</u> • <u>Fugitive slave acts pitted southern slaveowners against outraged northerners who opposed returning escaped slaves to bondage.</u> <p>The women's suffrage movement At the same time the abolitionist movement grew, another reform movement took root, to give equal rights to women.</p> <ul style="list-style-type: none"> • Seneca Falls Declaration • Roles of Elizabeth Cady Stanton and Susan B. Anthony, who became involved in women's suffrage before the Civil War, but continued with the movement after the war | |

STANDARD VUS.7a

The student will demonstrate knowledge of the Civil War and Reconstruction Era and its importance as a major turning point in American history by
a) evaluating the multiple causes of the Civil War and the role of the institution of slavery as a principal cause of the conflict;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|---|---|------------------|
| <p><u>Mounting sectional tensions and a failure of political will led to the Civil War.</u></p> | <p><u>What are the causes of the Civil War?</u></p> | <p><u>Causes of the Civil War</u></p> <ul style="list-style-type: none"> • <u>Sectional debate over tariffs, extension of slavery in the territories, and the nature of the Union (states' rights)</u> • <u>Northern abolitionists v. southern defenders of slavery</u> • <u>U.S. Supreme Court decision in the Dred Scott case</u> • <u>Publication of Uncle Tom's Cabin by Harriet Beecher Stowe</u> • <u>Ineffective presidential leadership in the 1850s</u> • <u>A history of failed compromises over the expansion of slavery in the territories</u> • <u>President Lincoln's call for federal troops in 1861</u> | |

STANDARD VUS.7-a) b) (continued)

The student will demonstrate knowledge of the Civil War and Reconstruction Era and its importance as a major turning point in American history by a) b) identifying the major events and the roles of key leaders of the Civil War Era, with emphasis on Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|--|---|---|
| <p>The secession of southern states triggered a long and costly war that concluded with Northern victory, a restoration of the Union, and emancipation of the slaves.</p> <p>The Civil War put constitutional government to its most important test as the debate over the power of the federal government versus states' rights reached a climax. The survival of the United States as one nation was at risk, and the nation's ability to bring to reality the ideals of liberty, equality, and justice depended on the outcome of the war.</p> | <p>What were the major military and political events of the Civil War?</p> <p>Who were the key leaders of the Civil War?</p> <p>Why did Southern states secede?</p> <p>Did any state have a right to leave the Union?</p> <p>Was Lincoln right to use military force to keep the Union intact?</p> | <p>Major events</p> <ul style="list-style-type: none"> • Election of Lincoln (1860), followed by the secession of several Southern states who feared that Lincoln would try to abolish slavery • Ft. Sumter: Opening confrontation of the Civil War • Emancipation Proclamation issued after Battle of Antietam • Gettysburg: Turning point of the Civil War • Appomattox: Site of Lee's surrender to Grant <p>Key leaders and their roles</p> <ul style="list-style-type: none"> • Abraham Lincoln: President of the United States during the Civil War, who insisted that the Union be held together, by force if necessary • <u>Jefferson Davis: U.S. Senator who became President of the Confederate States of America</u> • Ulysses S. Grant: Union military commander, who won victories over the South after several Union commanders had failed | <p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> |

STANDARD VUS.7b (continued)

The student will demonstrate knowledge of the Civil War and Reconstruction Era and its importance as a major turning point in American history by
 b) identifying the major events and the roles of key leaders of the Civil War Era, with emphasis on Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|--|------------------|
| | | <ul style="list-style-type: none"> • Robert E. Lee: Confederate general of the Army of Northern Virginia (Lee opposed secession, but did not believe the Union should be held together by force), who urged Southerners to accept defeat and unite as Americans again, when some Southerners wanted to fight on after Appomattox • Frederick Douglass: Former slave <u>enslaved African American</u> who became a prominent black abolitionist and who urged Lincoln to recruit former slaves <u>enslaved African Americans</u> to fight in the Union army | |

STANDARD VUS.7-b) c)

The student will demonstrate knowledge of the Civil War and Reconstruction Era and its importance as a major turning point in American history by b) c) analyzing the significance of the Emancipation Proclamation and the principles outlined in Lincoln’s Gettysburg Address;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|--|---|--|
| <p>Lincoln’s Gettysburg Address said the United States was one nation, not a federation of independent states. That was what the Civil War was about for Lincoln: to preserve the Union as a nation of the people, by the people, and for the people.</p> <p>Lincoln believed the Civil War was fought to fulfill the promise of the Declaration of Independence and was a “Second American Revolution.” He described a different vision for the United States from the one that had prevailed from the beginning of the Republic to the Civil War.</p> | <p>How did the ideas expressed in the Emancipation Proclamation and the Gettysburg Address support the North’s war aims?</p> <p>What was Lincoln’s vision of the American nation as professed in the Gettysburg Address?</p> | <p>Emancipation Proclamation</p> <ul style="list-style-type: none"> • Freed those slaves located in “rebellious” states (seceded Southern states) • Made the destruction of slavery a Northern war aim • Discouraged any interference of foreign governments • <u>Allowed for the enlistment of African American soldiers in the Union Army</u> <p>Gettysburg Address</p> <ul style="list-style-type: none"> • Lincoln described the Civil War as a struggle to preserve a nation that was dedicated to the proposition that “all men are created equal” and that was ruled by a government “of the people, by the people, and for the people.” • Lincoln believed America was “one nation,” not a collection of sovereign states. Southerners believed that states had freely joined the union and could freely leave. | <p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> <p>Interpret the significance of excerpts from famous speeches and other documents. (VUS.1h)</p> |

STANDARD VUS.7-e) d)

The student will demonstrate knowledge of the Civil War and Reconstruction Era and its importance as a major turning point in American history by e) d) examining the political, and economic, ~~and social~~ impact of the war and Reconstruction, including the adoption of the 13th, 14th, and 15th Amendments to the Constitution of the United States of America;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|---|---|--|
| <p>The war and Reconstruction resulted in Southern resentment toward the North and Southern African Americans and ultimately led to the political, economic, and social control of the South by whites.</p> <p>The economic and political gains of former slaves were temporary.</p> | <p>What were the consequences <u>was the impact</u> of the war and Reconstruction?</p> | <p>Political effects</p> <ul style="list-style-type: none"> Lincoln’s view that the United States was one nation indivisible had prevailed. Lincoln believed that since secession was illegal, Confederate governments in the Southern states were illegitimate and the states had never really left the Union. He believed that Reconstruction was a matter of quickly restoring legitimate state governments that were loyal to the Union in the Southern states. Lincoln also believed that once the war was over, to reunify the nation the federal government should not punish the South but act “with malice towards none, with charity for all... to bind up the nation’s wounds....” | <p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> <p>Interpret the significance of excerpts from famous speeches and other documents. (VUS.1h)</p> |

STANDARD VUS.7-e) d) (continued)

The student will demonstrate knowledge of the Civil War and Reconstruction Era and its importance as a major turning point in American history by e) **d) examining the political, and economic, ~~and social~~ impact of the war and Reconstruction, including the adoption of the 13th, 14th, and 15th Amendments to the Constitution of the United States of America;**

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|--|------------------|
| | | <ul style="list-style-type: none"> • The assassination of Lincoln just a few days after Lee’s surrender at Appomattox enabled Radical Republicans to influence the process of Reconstruction in a manner much more punitive towards the former Confederate states. The states that seceded were not allowed back into the Union immediately, but were put under military occupation. • Radical Republicans also believed in aggressively guaranteeing voting and other civil rights to African Americans. They clashed repeatedly with Lincoln’s successor as President, Andrew Johnson, over the issue of civil rights for freed slaves, eventually impeaching him, but failing to remove him from office. • The three “Civil War Amendments” to the Constitution were added: <ul style="list-style-type: none"> – 13th Amendment: Slavery was abolished permanently in the United States. | |

STANDARD VUS.7-e) d) (continued)

The student will demonstrate knowledge of the Civil War and Reconstruction Era and its importance as a major turning point in American history by e) d) examining the political, ~~and~~ economic, ~~and social~~ impact of the war and Reconstruction, including the adoption of the 13th, 14th, and 15th Amendments to the Constitution of the United States of America;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|---|------------------|
| | | <ul style="list-style-type: none"> - 14th Amendment: States were prohibited from denying equal rights under the law to any American. - 15th Amendment: Voting rights were guaranteed regardless of “race, color, or previous condition of servitude” (former slaves). • The Reconstruction period ended following the extremely close presidential election of 1876. In return for support in the electoral college vote from Southern Democrats, the Republicans agreed to end the military occupation of the South. Known as the Compromise of 1877, this enabled former Confederates who controlled the Democratic Party to regain power. It opened the door to the “Jim Crow Era” and began a long period in which African Americans in the South were denied the full rights of American citizenship. | |

STANDARD VUS.7-e) d) (continued)

The student will demonstrate knowledge of the Civil War and Reconstruction Era and its importance as a major turning point in American history by e) d) examining the political, and economic, ~~and social~~ impact of the war and Reconstruction, including the adoption of the 13th, 14th, and 15th Amendments to the Constitution of the United States of America;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|---|---|
| | | <p>Economic and social impact</p> <ul style="list-style-type: none"> The Southern states were left embittered and devastated by the war. Farms, railroads, and factories had been destroyed throughout the South. <u>Confederate money was worthless. Many towns and cities such as and the cities of Richmond and Atlanta lay in ruins, and the source of labor was greatly changed due to the loss of life during the war and the end of slavery.</u> The South would remain a backward, agriculture-based economy and the poorest section of the nation for many decades afterward. The North and Midwest emerged with strong and growing industrial economies, laying the foundation for the sweeping industrialization of the nation (other than the South) in the next half-century and the emergence of the United States as a global economic power by the beginning of the 20th century. The completion of the Transcontinental Railroad soon after the war ended intensified the westward movement of settlers into the states between the Mississippi River and the Pacific Ocean. | <p><u>Identify the costs and benefits of specific choices made, including the intended and unintended consequences of the choices and how people and nations responded to positive and negative incentives. (VUS. 1i)</u></p> |

STANDARD VUS.7e

The student will demonstrate knowledge of the Civil War and Reconstruction Era and its importance as a major turning point in American history by e) examining the social impact of the war on African Americans, the common soldier, and the home front with emphasis on Virginia;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|---|--|---|
| <p><u>Although slavery ended, African-Americans did not begin to achieve full equality during the next 100 years.</u></p> <p><u>For the common soldier, warfare was brutal and camp life was lonely and boring. Many soldiers returned home wounded or crippled.</u></p> <p><u>On the home front, women were required to assume nontraditional roles.</u></p> <p><u>Enslaved African Americans seized the opportunity presented by the approach of Union troops to achieve freedom.</u></p> | <p><u>How did the Civil War affect African Americans and the common soldier?</u></p> <p><u>What was the war's impact on the home front?</u></p> | <p><u>African Americans</u></p> <ul style="list-style-type: none"> • <u>The Emancipation Proclamation allowed for the enlistment of African American soldiers.</u> <p><u>Common Soldiers</u></p> <ul style="list-style-type: none"> • <u>Warfare often involved hand-to-hand combat.</u> • <u>War time diaries and letters home record this harsh reality.</u> • <u>After the war, especially in the South, soldiers returned home to find homes destroyed and poverty. Soldiers on both sides lived with permanent disabilities.</u> <p><u>Women</u></p> <ul style="list-style-type: none"> • <u>Managed homes and families with scarce resources</u> • <u>Often faced poverty and hunger</u> • <u>Assumed new roles in agriculture, nursing, and in war industries</u> | <p><u>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</u></p> <p><u>Develop perspectives of time and place. (VUS.1d)</u></p> |

STANDARD VUS.7f

The student will demonstrate knowledge of the Civil War and Reconstruction Era and its importance as a major turning point in American history by
f) explaining post-war contributions of key leaders of the Civil War.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|--|--|---|
| <p><u>After the Civil War, both Robert E. Lee and Ulysses S. Grant urged reconciliation between the North and the South.</u></p> <p><u>After the Civil War, Frederick Douglass became the leading spokesman for African Americans in the nation.</u></p> | <p><u>What were the post-war contributions of Ulysses S. Grant, Robert E. Lee, and Frederick Douglass?</u></p> | <p><u>Ulysses S. Grant</u></p> <ul style="list-style-type: none"> • <u>Urged Radical Republicans not to be harsh with former Confederates</u> • <u>Elected President and served during most of Reconstruction</u> • <u>Advocated rights for the freedman</u> • <u>Opposed retribution directed to the defeated South</u> <p><u>Robert E. Lee</u></p> <ul style="list-style-type: none"> • <u>Urged Southerners to reconcile and rejoin the United States</u> • <u>Served as President of Washington College (Washington & Lee University today)</u> • <u>Emphasized the importance of education to the nation’s future</u> <p><u>Frederick Douglass</u></p> <ul style="list-style-type: none"> • <u>Supported full equality for African Americans</u> • <u>Advocated for the passage of the 14th and 15th Amendments</u> • <u>Encouraged federal government actions to protect the rights of the freedmen in the South</u> • <u>Served as ambassador to Haiti and in the civil service</u> | <p><u>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</u></p> <p><u>Develop perspectives of time and place. (VUS.1d)</u></p> |

STANDARD VUS.8a

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

| Essential | Essential Questions | Essential Knowledge | Essential Skills |
|---|--|--|--|
| <p>In the late nineteenth and early twentieth centuries, economic opportunity, industrialization, technological change, and immigration fueled American growth and expansion.</p> | <p>What factors influenced American growth and expansion in the late nineteenth and early twentieth century?</p> | <p>Westward movement</p> <ul style="list-style-type: none"> • Following the Civil War, the westward movement of settlers intensified into the vast region between the Mississippi River and the Pacific Ocean. • The years immediately before and after the Civil War were the era of the American cowboy, marked by long cattle drives for hundreds of miles over unfenced open land in the West, the only way to get cattle to market. • Many Americans had to rebuild their lives after the Civil War. <u>They</u> responded to the incentive of free public land offered by the and moved west to take advantage of the Homestead Act of 1862, which gave free public land in the western territories to settlers who would live on and farm the land. • Southerners and African Americans, in particular, moved west to seek new opportunities after the Civil War. | <p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> <p>Apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time. (VUS.1g)</p> |

STANDARD VUS.8a (continued)

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

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|---|------------------|
| | | <ul style="list-style-type: none"> • New technologies (for example, railroads and the mechanical reaper), opened new lands in the West for settlement and made farming profitable by increasing the efficiency of production and linking resources and markets more prosperous. By the turn of the century, the Great Plains and Rocky Mountain region of the American West was no longer a mostly unsettled frontier, but was fast becoming a region of farms, ranches, and towns. • <u>The forcible removal of the American Indians from their lands would continue throughout the remainder of the 19th century as settlers continued to move west following the Civil War.</u> <p>Immigrants flock to America</p> <ul style="list-style-type: none"> • Prior to 1871, most immigrants to America came from northern and western Europe (Germany, Great Britain, Ireland, Norway, and Sweden). During the half-century from 1871 until 1921, most immigrants came from southern and eastern Europe (Italy, Greece, Poland, Russia, and present-day Hungary and Yugoslavia), as well as Asia (China and Japan). • Like earlier immigrants, these immigrants came to America seeking freedom and better lives for their families. | |

STANDARD VUS.8a (continued)

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

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|---|------------------|
| | | <ul style="list-style-type: none"> • Immigrants made valuable contributions to the dramatic industrial growth of America during this period. Chinese workers helped to build the Transcontinental Railroad. Immigrants worked in textile and steel mills in the Northeast, the clothing industry in New York City, and Slavs, Italians, and Poles worked in the coal mines of the East. They often worked for very low pay and in dangerous working conditions to help build the nation’s industrial strength. • During this period, immigrants from Europe entered America through Ellis Island in New York harbor. Their first view of America was often the Statue of Liberty, standing nearby, as their ships arrived following the voyage across the Atlantic. | |

STANDARD VUS.8a (continued)

The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by

- a) explaining the relationship among territorial expansion, westward movement of the population, new immigration, growth of cities, and the admission of new states to the Union;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|---|------------------|
| | | <ul style="list-style-type: none"> • Immigrants began the process of assimilation into what was termed the American “melting pot.” While often settling in ethnic neighborhoods in the growing cities, they and their children worked hard to learn English, adopt American customs, and become American citizens. The public schools served an essential role in the process of assimilating immigrants into American society. • Despite the valuable contributions immigrants made to building America during this period, immigrants often faced hardship and hostility. There was fear and resentment that immigrants would take jobs for lower pay than American workers, and there was prejudice based on religious and cultural differences. | |

STANDARD VUS.8a (continued)

The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by

a) explaining the relationship among territorial expansion, westward movement of the population, new immigration, growth of cities, and the admission of new states to the Union;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|---|------------------|
| | | <ul style="list-style-type: none"> • Mounting resentment led Congress to limit immigration, through the Chinese Exclusion Act of 1882 and Immigration Restriction Act of 1921. These laws effectively cut off most immigration to America for the next several decades; however, the immigrants of this period and their descendants continued to contribute immeasurably to American society. <p>Growth of Cities</p> <ul style="list-style-type: none"> • As the nation's industrial growth continued, cities such as Chicago, Detroit, Cleveland, Pittsburgh, and New York grew rapidly as manufacturing and transportation centers. Factories in the large cities provided jobs, but workers' families often lived in harsh conditions crowded into tenements and slums. | |

STANDARD VUS.8a (continued)

The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by

- a) explaining the relationship among territorial expansion, westward movement of the population, new immigration, growth of cities, and the admission of new states to the Union;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|---|------------------|
| | | <ul style="list-style-type: none"> • The rapid growth of cities caused housing shortages and the need for new public services, such as sewage and water systems and public transportation. New York City began construction of the world's <u>nation's</u> first subway system around the turn of the 20th century, and many cities built trolley or streetcar lines. <p>Admission of new states</p> <ul style="list-style-type: none"> • As the population moved westward, many new states in the Great Plains and Rocky Mountains were added to the Union. By the early 20th century, all the states that make up the continental United States, from Atlantic to Pacific, had been admitted. | |

STANDARD VUS.8b

The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by
 b) describing the transformation of the American economy from a primarily agrarian to a modern industrial economy and identifying major inventions that improved life in the United States;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|---|--|---|
| <p>During the period from the Civil War to World War I, the United States underwent an economic transformation that involved a developing industrial economy, the expansion of big business, the growth of large-scale agriculture, and the rise of national labor unions and industrial conflict.</p> | <p>What fueled the modern industrial economy?</p> | <p>Technological change spurred growth of industry primarily in northern cities.</p> <p>Inventions/Innovations</p> <ul style="list-style-type: none"> • Corporation (limited liability) • Bessemer steel process • Light bulb (Thomas Edison) and electricity as a source of power and light • Telephone (Alexander Graham Bell) • Airplane (Wright Brothers) • Assembly line manufacturing (Henry Ford) <p>Industrial leaders</p> <ul style="list-style-type: none"> • Andrew Carnegie (steel) • J.P. Morgan (finance) • John D. Rockefeller (oil) • Cornelius Vanderbilt (railroads) <p>Reasons for economic transformation</p> <ul style="list-style-type: none"> • Government policies of Laissez-faire capitalism and special-considerations (e.g., land grants to railroad builders) • The increasing labor supply (from immigration and migration from farms) • America's possession of a wealth of natural resources and navigable rivers | <p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> |

STANDARD VUS.8c

The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by
 c) analyzing prejudice and discrimination during this time period, with emphasis on “Jim Crow” and the responses of Booker T. Washington and W.E.B. Du Bois;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|---|--|--|
| <p>Discrimination and segregation against African Americans intensified and took new forms in the late nineteenth century and early twentieth century.</p> <p>African Americans disagreed about how to respond to the developments.</p> | <p>How did race relations in the South change after Reconstruction, and what was the African American response?</p> | <p>Discrimination and segregation against African Americans</p> <ul style="list-style-type: none"> • Laws limited African American freedoms. • After reconstruction, many Southern state governments passed “Jim Crow” laws forcing separation of the races in public places. • Intimidation and crimes were directed against African Americans (lynchings). • African Americans looked to the courts to safeguard their rights. • In <i>Plessy v. Ferguson</i>, the Supreme Court ruled that “separate but equal” did not violate the 14th Amendment, upholding the “Jim Crow” laws of the era. • During the early 20th century, African Americans began the “Great Migration” to Northern cities in search of jobs and to escape poverty and discrimination in the South. | <p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> <p>Interpret the significance of excerpts from famous speeches and other documents. (VUS.1h)</p> |

STANDARD VUS.8c (continued)

The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by

c) analyzing prejudice and discrimination during this time period, with emphasis on “Jim Crow” and the responses of Booker T. Washington and W.E.B. Du Bois;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|---|------------------|
| | | <p>African American responses</p> <ul style="list-style-type: none"> • Ida B. Wells led an anti-lynching crusade and called on the federal government to take action. • Booker T. Washington believed the way to equality was through vocational education and economic success; he accepted social separation. • W.E.B. Du Bois believed that education was meaningless without equality. He supported political equality for African Americans by helping to form the National Association for the Advancement of Colored People (NAACP). | |

STANDARD VUS.8d

The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by
d) identifying the causes and impact of the Progressive Movement, including the excesses of the Gilded Age, child labor and antitrust laws, the rise of labor unions, and the success of the women’s suffrage movement;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|--|---|--|
| <p>Reconstruction through the early twentieth century was a time of contradictions for many Americans. Agricultural expansion was accomplished through wars against the Plains Indians (First Americans), leading to new federal Indian policies. Industrial development <u>brought great fortunes to a few and</u> raised the standard of living for millions of Americans, but also brought about the rise of national labor unions and clashes between industry and labor. Social problems in rural and urban settings gave rise to third-party movements and the beginning of the Progressive Movement.</p> | <p><u>How did the excesses of the Gilded Age contribute to the development of the Progressive Movement?</u></p> <p>What were the goals of Progressives, and what were their accomplishments?</p> | <p>The Progressive Movement used government to reform problems created by industrialization (Theodore Roosevelt’s “Square Deal” and Woodrow Wilson’s “New Freedom”).</p> <p><u>Causes of the Progressive Movement</u></p> <ul style="list-style-type: none"> • <u>Excesses of the Gilded Age</u> <ul style="list-style-type: none"> – <u>Income disparity (lavish lifestyle)</u> – <u>Age of the robber barons</u> • Working conditions for labor <ul style="list-style-type: none"> – Dangerous working conditions – Child labor – Long hours, low wages, no job security, no benefits – Company towns – Employment of women <p><u>Goals of Progressive Movement</u></p> <ul style="list-style-type: none"> • Government controlled by people • Guaranteed economic opportunities through government regulation • Elimination of social injustices <p><u>Progressive accomplishments</u></p> <p><i>In local governments</i></p> <ul style="list-style-type: none"> • New forms to meet needs of increasing urbanization (commission and council manager) <p><i>In state governments</i></p> <ul style="list-style-type: none"> • Referendum • Initiative • Recall | <p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> <p>Interpret the significance of excerpts from famous speeches and other documents. (VUS.1h)</p> |

STANDARD VUS.8d (continued)

The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by
d) identifying the causes and impact of the Progressive Movement, including the excesses of the Gilded Age, child labor and antitrust laws, the rise of labor unions, and the success of the women’s suffrage movement;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|--|------------------|
| | | <p><i>In elections</i></p> <ul style="list-style-type: none"> • Primary elections • Direct election of U.S. Senators (17th Amendment) • Secret ballot <p><i>In child labor</i></p> <ul style="list-style-type: none"> • Muckraking literature describing abuses of child labor • Child labor laws <p><i>Impact of labor unions</i></p> <ul style="list-style-type: none"> • Organizations <ul style="list-style-type: none"> - Knights of Labor - American Federation of Labor (Samuel Gompers) - American Railway Union (Eugene V. Debs) - Industrial <u>International Ladies’</u> Garment Workers Union • Strikes <ul style="list-style-type: none"> - Haymarket Square - Homestead Strike - Pullman Strike • Gains <ul style="list-style-type: none"> - Limited work hours - Regulated work conditions | |

STANDARD VUS.8d (continued)

The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by
 d) identifying the causes and impact of the Progressive Movement, including the excesses of the Gilded Age, child labor and antitrust laws, the rise of labor unions, and the success of the women’s suffrage movement.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|---|------------------|
| | | <p><i>Antitrust laws</i></p> <ul style="list-style-type: none"> • Sherman Anti-Trust Act—Prevents any business structure that “restrains trade” (monopolies) • Clayton Anti-Trust Act—Expands Sherman Anti-Trust Act; outlaws price-fixing; exempts unions from Sherman Act <p><i>Women’s suffrage</i></p> <ul style="list-style-type: none"> • Was a forerunner of modern protest movement • Benefited from strong leadership (e.g., Susan B. Anthony) • Encouraged women to enter the labor force during World War I • Resulted in 19th Amendment to the Constitution | |

STANDARD VUS.9a

The student will demonstrate knowledge of the emerging role of the United States in world affairs and key domestic events after 1890 by
a) explaining the changing policies of the United States toward Latin America and Asia and the growing influence of the United States in foreign markets;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|---|--|--|
| <p>Many 20th century American foreign policy issues have their origins in America’s emergence as a world power at the end of the 19th century. America’s intervention in World War I ensured her role as a world power for the remainder of the century. The growing role of the United States in international trade displayed the American urge to build, innovate, and explore new markets.</p> | <p>Why did the United States abandon its traditional isolationist foreign policy?</p> <p>How did the United States expand its influence in the world?</p> | <p>Creation of international markets</p> <ul style="list-style-type: none"> • Open Door Policy—Secretary of State John Hay proposed a policy that would give all nations equal trading rights in China. • Dollar diplomacy—President Taft urged American banks and businesses to invest in Latin America. He promised that the United States would step in if unrest threatened their investments. • Growth in international trade occurred from the late 1800s to World War I—the first era of a true “global economy.” <p>Latin America</p> <ul style="list-style-type: none"> • Spanish American War <ul style="list-style-type: none"> – Puerto Rico was annexed by the United States. – The United States asserted the right to intervene in Cuban affairs. • Panama Canal and the role of Theodore Roosevelt <ul style="list-style-type: none"> – United States encouraged Panama’s independence from Colombia. – Parties negotiated a treaty to build the canal. | <p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> <p>Apply reference sources to understand how relationships between humans and their environment have changed over time. (VUS.1g)</p> |

STANDARD VUS.9a (continued)

The student will demonstrate knowledge of the emerging role of the United States in world affairs ~~and key domestic events after 1890~~ by
 a) explaining the changing policies of the United States toward Latin America and Asia and the growing influence of the United States in foreign markets.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|---|------------------|
| | | <p>Asia and the Pacific</p> <ul style="list-style-type: none"> • Hawaii - U.S. efforts to depose Hawaii's monarchy; U.S. annexation of Hawaii • Philippines - Annexed after Spanish American War • Open Door Policy - Urged all foreigners in China to obey Chinese law, observe fair competition | |

STANDARD VUS.9b

The student will demonstrate knowledge of the emerging role of the United States in world affairs ~~and key domestic events after 1890~~ by
 b) evaluating United States involvement in World War I, including Wilson’s Fourteen Points, the Treaty of Versailles, and the national debate over treaty ratification and the League of Nations;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|---|--|---|
| <p>While American entry into World War I ensured Allied victory, the failure to conclude a lasting peace left a bitter legacy.</p> | <p>Why did the U.S. become involved in World War I?</p> <p>How did visions of the postwar world differ?</p> | <p>U.S. involvement in World War I</p> <ul style="list-style-type: none"> • The war began in Europe in 1914 when Germany and Austria-Hungary went to war with Britain, France, and Russia. • For three years, America remained neutral, and there was strong sentiment not to get involved in a European war. • The decision to enter the war was the result of continuing German submarine warfare (freedom of the seas) and American ties to Great Britain. • Americans wanted to “make the world safe for democracy.” (Wilson) • America’s military resources of soldiers and war materials tipped the balance of the war and led to Germany’s defeat. <p>Fourteen Points</p> <ul style="list-style-type: none"> • Wilson’s plan to eliminate the causes of war • Key ideas <ul style="list-style-type: none"> – Self-determination – Freedom of the sea – League of Nations – Mandate system | <p>Identify, analyze, and interpret primary and secondary source documents. (VUS.1a)</p> <p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> <p>Interpret the significance of excerpts from famous speeches and other documents. (VUS.1h)</p> |

STANDARD VUS.9b (continued)

The student will demonstrate knowledge of the emerging role of the United States in world affairs ~~and key domestic events after 1890~~ by
 b) evaluating United States involvement in World War I, including Wilson's Fourteen Points, the Treaty of Versailles, and the national debate over treaty ratification and the League of Nations.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|--|------------------|
| | | <p>Treaty of Versailles</p> <ul style="list-style-type: none"> • The French and English insisted on punishment of Germany. • A League of Nations was created. • National boundaries were redrawn, creating many new nations. <p>League debate in United States</p> <ul style="list-style-type: none"> • Objections to U.S. foreign policy decisions made by an international organization, not by U.S. leaders • Senate's failure to approve Treaty of Versailles | |

STANDARD VUS.9c

The student will demonstrate knowledge of the emerging role of the United States in world affairs and key domestic events after 1890 by explaining the causes of the Great Depression, its impact on the American people, and the ways the New Deal addressed it.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|--|--|--|
| <p>The New Deal altered permanently the role of American government in the economy. It also fostered changes in people's attitudes toward government's responsibilities. Organized labor acquired new rights, as the New Deal set in place legislation that reshaped modern American capitalism.</p> | <p>What were the causes of the Great Depression?</p> <p>How did the depression affect the lives of Americans?</p> <p>How did the New Deal attempt to address the causes and effects of the Great Depression?</p> | <p>Causes of the Great Depression</p> <ul style="list-style-type: none"> • Overspeculation on stocks using borrowed money that could not be repaid when the stock market crashed in 1929 and stock prices collapsed • Federal Reserve's failure to prevent widespread collapse of the nation's banking system in the late 1920s and early 1930s, leading to severe contraction in the nation's supply of money in circulation • High protective tariffs that produced retaliatory tariffs in other countries, strangling world trade (Tariff Act of 1930, popularly called the Hawley Smoot Act) <p>Impact</p> <ul style="list-style-type: none"> • Unemployment and homelessness • Collapse of financial system (bank closings) • Political unrest (growing militancy of labor unions) • Farm foreclosures and migration | <p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1e)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> <p>Interpret the significance of excerpts from famous speeches and other documents. (VUS.1h)</p> |

STANDARD VUS.9c (continued)

~~The student will demonstrate knowledge of the emerging role of the United States in world affairs and key domestic events after 1890 by c) explaining the causes of the Great Depression, its impact on the American people, and the ways the New Deal addressed it.~~

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|--|------------------|
| | | <p>New Deal (Franklin Roosevelt)</p> <ul style="list-style-type: none"> • This program changed the role of the government to a more active participant in solving problems. • Roosevelt rallied a frightened nation in which one in four workers was unemployed. (“We have nothing to fear, but fear itself.”) • Relief measures provided direct payment to people for immediate help (Works Progress Administration—WPA). • Recovery programs were designed to bring nation out of depression over time (Agricultural Adjustment Administration—AAA). • Reform measures corrected unsound banking and investment practices (Federal Deposit Insurance Corporation—FDIC). • Social Security Act offered safeguards for workers. | |

STANDARD VUS.10a**The student will demonstrate knowledge of key domestic events of the 1920s and 1930s by****a) analyzing how radio, movies, newspapers, and magazines created popular culture and challenged traditional values;**

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|---|--|---|
| <p><u>Popular culture reflected the prosperity of the era.</u></p> | <p><u>How did radio, movies, newspapers and magazines promote challenges to traditional values?</u></p> | <p><u>Mass Media and Communications</u></p> <ul style="list-style-type: none"> • <u>Radio - broadcast jazz and Fireside Chats</u> • <u>Movies - provided escape from Depression-era realities</u> • <u>Newspapers and magazines - shaped cultural norms and sparked fads</u> <p><u>Challenges to Traditional Values</u></p> <ul style="list-style-type: none"> • <u>Traditional religion - Darwin's Theory and Scopes Trial</u> • <u>Traditional Role of Women - Flappers, 19th Amendment</u> • <u>Open Immigration - Rise of new KKK</u> • <u>Prohibition - Smuggling alcohol and speakeasies</u> | <p><u>Identify, analyze, and interpret primary and secondary source documents. (VUS.1a)</u></p> <p><u>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</u></p> <p><u>Develop perspectives of time and place. (VUS.1d)</u></p> <p><u>Interpret the significance of excerpts from famous speeches and other documents. (VUS.1h)</u></p> |

STANDARD VUS.10b

The student will demonstrate knowledge of key domestic events of the 1920s and 1930s by

b) assessing the causes and consequences of the stock market crash of 1929;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|---|--|---|
| <p><u>The United States emerged from World War I as a global power. The stock market boom and optimism of the 1920s were generated by investments made with borrowed money. When businesses failed, the stocks lost their value, prices fell, production slowed, banks collapsed, and unemployment became widespread.</u></p> | <p><u>What caused the stock market crash of 1929?</u></p> <p><u>What were consequences of the stock market crash of 1929?</u></p> | <p><u>Causes of the stock market crash of 1929</u></p> <ul style="list-style-type: none"> • <u>Business was booming, but investments were made with borrowed money (overspeculation)</u> • <u>Excessive expansion of credit</u> • <u>Business failures led to bankruptcies</u> • <u>Bank deposits were also invested in the market</u> • <u>When the market collapsed, the banks had no money</u> <p><u>Consequences</u></p> <ul style="list-style-type: none"> • <u>Clients panicked, attempting to withdraw their money from the banks, but there was nothing to give them</u> • <u>No new investments</u> | <p><u>Identify, analyze, and interpret primary and secondary source documents. (VUS.1a)</u></p> <p><u>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</u></p> <p><u>Develop perspectives of time and place. (VUS.1d)</u></p> <p><u>Interpret the significance of excerpts from famous speeches and other documents. (VUS.1h)</u></p> |

STANDARD ~~VUS.9e~~ VUS10.c

The student will demonstrate knowledge of the emerging role of the United States in world affairs and key domestic events after 1890 by
 c) explaining the causes of the Great Depression, and its impact on the American people, ~~and the ways the New Deal addressed it.~~

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|---|---|--|
| <p>The New Deal altered permanently the role of American government in the economy. It also fostered changes in people's attitudes toward government's responsibilities. Organized labor acquired new rights, as the New Deal set in place legislation that reshaped modern American capitalism.</p> <p><u>The Great Depression caused widespread hardships.</u></p> | <p>What were the causes of the Great Depression?</p> <p>How did the depression affect the lives of Americans?</p> <p>How did the New Deal attempt to address the causes and effects of the Great Depression?</p> | <p>Causes of the Great Depression</p> <ul style="list-style-type: none"> • Overspeculation on stocks using borrowed money that could not be repaid when the Stock market crashed in 1929 and stock prices collapsed • Federal Reserve's failure to prevent widespread collapse of the nation's banking system in the late 1920s and early 1930s, leading to severe contraction in the nation's supply of money in circulation • High protective tariffs that produced retaliatory tariffs in other countries, strangling world trade (Tariff Act of 1930, popularly called the Hawley-Smoot Act) <p>Impact</p> <ul style="list-style-type: none"> • Unemployment and homelessness • Collapse of financial system (bank closings) • <u>Demand for goods declined</u> • Political unrest (growing militancy of labor unions) • Farm foreclosures and migration | <p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> <p>Interpret the significance of excerpts from famous speeches and other documents. (VUS.1h)</p> <p><u>Identify the costs and benefits of specific choices made, including the intended and unintended consequences of the choices and how people and nations responded to positive and negative incentives.</u> (VUS. 1i)</p> |

STANDARD VUS.10d

The student will demonstrate knowledge of key domestic events of the 1920s and 1930s by

d) describing how Franklin D. Roosevelt's New Deal relief, recovery, and reform measures addressed the Great Depression and expanded the government's role in the economy.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|--|--|--|
| <p><u>The New Deal altered permanently the role of American government in the economy. It also fostered changes in people's attitudes toward government's responsibilities. Organized labor acquired new rights, as the New Deal set in place legislation that reshaped modern American capitalism.</u></p> | <p><u>How did the New Deal attempt to address the causes and effects of the Great Depression?</u></p> <p><u>What impact did the New Deal have on the role of the federal government?</u></p> | <p><u>New Deal (Franklin Roosevelt)</u></p> <ul style="list-style-type: none"> • <u>This program changed the role of the government to a more active participant in solving problems.</u> • <u>Roosevelt rallied a frightened nation in which one in four workers was unemployed. ("We have nothing to fear, but fear itself.")</u> • <u>Relief measures provided direct payment to people for immediate help (Works Progress Administration - WPA).</u> • <u>Recovery programs were designed to bring nation out of depression over time (Agricultural Adjustment Administration - AAA).</u> • <u>Reform measures corrected unsound banking and investment practices (Federal Deposit Insurance Corporation— - FDIC).</u> • <u>Social Security Act offered safeguards for workers.</u> <p><u>The legacy of the New Deal influenced the public's belief in the responsibility of government to deliver public services, to intervene in the economy, and to act in ways that promote the general welfare.</u></p> | <p><u>Identify, analyze, and interpret primary and secondary source documents. (VUS.1a)</u></p> <p><u>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</u></p> <p><u>Develop perspectives of time and place. (VUS.1d)</u></p> <p><u>Interpret the significance of excerpts from famous speeches and other documents. (VUS.1h)</u></p> <p><u>Identify the costs and benefits of specific choices made, including the intended and unintended consequences of the choices and how people and nations responded to positive and negative incentives. (VUS.1i)</u></p> |

STANDARD ~~VUS.10a~~ VUS.11a

The student will demonstrate knowledge of World War II by

- a) ~~identifying~~ analyzing the causes and events that led to American involvement in the war, including military assistance to Britain and the Japanese attack on Pearl Harbor;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|--|---|--|
| <p>The United States gradually abandoned neutrality as events in Europe and Asia pulled the nations toward war.</p> | <p>How did the United States respond to increasing totalitarian aggression in Europe and Asia?</p> <p>What caused America’s gradual abandonment of its policy of neutrality?</p> | <p>The war in Europe</p> <ul style="list-style-type: none"> World War II began with Hitler’s invasion of Poland in 1939, followed shortly after by the Soviet Union’s invasion of Poland from the east and the Baltic countries. During the first two years of the war, the United States stayed officially neutral as Germany overran France, most of Europe, and pounded Britain from the air (the Battle of Britain). In mid-1941, Hitler turned on his former partner and invaded the Soviet Union. Despite strong isolationist sentiment at home, the United States increasingly helped Britain. It gave Britain war supplies and old naval warships in return for military bases in Bermuda and the Caribbean. Soon after, the Lend-Lease Act gave the President authority to sell or lend equipment to countries to defend themselves against the Axis powers. Franklin Roosevelt compared it to “lending a garden hose to a next-door neighbor whose house is on fire.” | <p><u>Identify, analyze, and interpret primary and secondary source documents.</u> (VUS.1a)</p> <p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> <p>Apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time. (VUS.1g)</p> |

STANDARD ~~VUS.10a~~ VUS.11a (continued)

The student will demonstrate knowledge of World War II by

- a) ~~identifying~~ analyzing the causes and events that led to American involvement in the war, including military assistance to Britain and the Japanese attack on Pearl Harbor;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|---|------------------|
| | | <p>The war in Asia</p> <ul style="list-style-type: none"> • During the 1930s a militaristic Japan invaded and brutalized Manchuria and China as it sought military and economic domination over Asia. The United States refused to recognize Japanese conquests in Asia and imposed an embargo on exports of oil and steel to Japan. Tensions rose but both countries negotiated to avoid war. • While negotiating with the U.S. and without any warning, Japan carried out an air attack on the American naval base at Pearl Harbor, Hawaii, on December 7, 1941. The attack destroyed much of the American Pacific fleet and killed several thousand Americans. Roosevelt called it “a date that will live in infamy” as he asked Congress to declare war on Japan. • After Pearl Harbor, Hitler honored a pact with Japan and declared war on the United States. The debates over isolationism in the United States were over. World War II was now a true world war and the United States was fully involved. | |

STANDARD ~~VUS.10b~~ VUS.11b

The student will demonstrate knowledge of World War II by

b) describing and locating the major battles and turning points of the war in North Africa, Europe, and the Pacific, including Midway, Stalingrad, the Normandy landing (D-Day), and Truman’s decision to use the atomic bomb to force the surrender of Japan;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|--|---|--|
| <p>Wartime strategies reflect the political and military goals of alliances, resources on hand, and the geographical extent of the conflict.</p> | <p>What was the overall strategy of America and its allies in World War II?</p> <p>How did America’s strategy during World War II reflect available resources and the geographical scope of the conflict?</p> <p>Why were some battles of World War II considered turning points of the war?</p> | <p>Allied strategy</p> <ul style="list-style-type: none"> America and its allies (Britain and the Soviet Union, after being invaded by Germany), followed a “Defeat Hitler First” strategy. Most American military resources were targeted for Europe. In the Pacific, American military strategy called for an “island hopping” campaign, seizing islands closer and closer to Japan and using them as bases for air attacks on Japan, and cutting off Japanese supplies through submarine warfare against Japanese shipping. <p>Axis strategy</p> <ul style="list-style-type: none"> Germany hoped to defeat the Soviet Union quickly, gain control of Soviet oil fields, and force Britain out of the war through a bombing campaign and submarine warfare before America’s industrial and military strength could turn the tide. | <p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> <p>Apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time. (VUS.1g)</p> |

STANDARD ~~VUS.10b~~ VUS.11b (continued)

The student will demonstrate knowledge of World War II by

- b) describing and locating the major battles and turning points of the war in North Africa, Europe, and the Pacific, including Midway, Stalingrad, the Normandy landing (D-Day), and Truman's decision to use the atomic bomb to force the surrender of Japan;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|--|------------------|
| | | <ul style="list-style-type: none"> • Following Pearl Harbor, Japan invaded the Philippines and Indonesia and planned to invade both Australia and Hawaii. Its leaders hoped that America would then accept Japanese predominance in Southeast Asia and the Pacific, rather than conduct a bloody and costly war to reverse Japanese gains. <p>Major battles and military turning points</p> <p><i>North Africa</i></p> <ul style="list-style-type: none"> • El Alamein—German forces threatening to seize Egypt and the Suez Canal were defeated by the British. This defeat prevented Hitler from gaining access to Middle Eastern oil supplies and potentially attacking the Soviet Union from the south. | |

STANDARD ~~VUS.10b~~ VUS.11b (continued)

The student will demonstrate knowledge of World War II by

- b) describing and locating the major battles and turning points of the war in North Africa, Europe, and the Pacific, including Midway, Stalingrad, the Normandy landing (D-Day), and Truman's decision to use the atomic bomb to force the surrender of Japan;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|---|------------------|
| | | <p><i>Europe</i></p> <ul style="list-style-type: none"> • Stalingrad - Hundreds of thousands of German soldiers were killed or captured in a months-long siege of the Russian city of Stalingrad. This defeat prevented Germany from seizing the Soviet oil fields and turned the tide against Germany in the east. • Normandy landings (D-Day) - American and Allied troops under Eisenhower landed in German-occupied France on June 6, 1944. Despite intense German opposition and heavy American casualties, the landings succeeded and the liberation of western Europe from Hitler had begun. | |

STANDARD ~~VUS.10b~~ VUS.11b (continued)

The student will demonstrate knowledge of World War II by

- b) **describing and locating the major battles and turning points of the war in North Africa, Europe, and the Pacific, including Midway, Stalingrad, the Normandy landing (D-Day), and Truman’s decision to use the atomic bomb to force the surrender of Japan;**

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|---|------------------|
| | | <p><i>Pacific</i></p> <ul style="list-style-type: none"> • Midway - In the “Miracle of Midway,” American naval forces defeated a much larger Japanese force as it prepared to seize Midway Island. Coming only a few months after Pearl Harbor, a Japanese victory at Midway would have enabled Japan to invade Hawaii. The American victory ended the Japanese threat to Hawaii and began a series of American victories in the “island hopping” campaign that carried the war closer and closer to Japan. • Iwo Jima and Okinawa - The American invasions of the islands of Iwo Jima and Okinawa brought American forces closer than ever to Japan, but both invasions cost thousands of American lives and even more Japanese lives, as Japanese soldiers fought fiercely over every square inch of the islands and Japanese soldiers and civilians committed suicide rather than surrender. | |

STANDARD ~~VUS.10b~~ VUS.11b (continued)

The student will demonstrate knowledge of World War II by

- b) **describing and locating the major battles and turning points of the war in North Africa, Europe, and the Pacific, including Midway, Stalingrad, the Normandy landing (D-Day), and Truman’s decision to use the atomic bomb to force the surrender of Japan;**

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|--|------------------|
| | | <ul style="list-style-type: none"> Use of the atomic bomb - Facing the prospect of horrendous casualties among both Americans and Japanese if American forces had to invade Japan itself, President Harry Truman ordered the use of atomic bombs on the Japanese cities of Hiroshima and Nagasaki to force the Japanese to surrender. Tens of thousands of people were killed in both cities. Shortly after the bombs were used, the Japanese leaders surrendered, avoiding the need for American forces to invade Japan. | |

STANDARD ~~VUS.10e~~ VUS.11c

The student will demonstrate knowledge of World War II by

c) describing the role of all-minority military units, including the Tuskegee Airmen and Nisei regiments;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|---|--|--|
| <p>World War II solidified the nation’s role as a global power and ushered in social changes and established reform agendas that would preoccupy public discourse in the United States for the remainder of the 20th century. Women entered into previously male job roles as African Americans and others struggled to obtain desegregation of the armed forces and end discriminatory hiring practices.</p> | <p>How did minority participation in World War II reflect social conditions in the United States?</p> <p>How did minorities contribute to Allied victory?</p> | <p>Minority participation</p> <ul style="list-style-type: none"> • African Americans generally served in segregated military units and were assigned to non-combat roles but demanded the right to serve in combat rather than support roles. <p>All-Minority military units</p> <ul style="list-style-type: none"> • Tuskegee Airmen (African American) served in Europe with distinction. • Nisei regiments (Asian American) earned a high number of decorations. <p>Additional contributions of minorities</p> <ul style="list-style-type: none"> • Communication codes of the Navajo were used (oral, not written language; impossible for the Japanese to break). • Mexican Americans also fought, but in units not segregated. • Minority units suffered high casualties and won numerous unit citations and individual medals for bravery in action. | <p>Identify, analyze, and interpret primary and secondary source documents. (VUS.1a)</p> <p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> |

STANDARD ~~VUS.10d~~ VUS.11d

The student will demonstrate knowledge of World War II by

d) ~~describing~~ examining the Geneva Convention and the treatment of prisoners of war during World War II;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|---|--|---|
| <p>The conduct of war often reflects social and moral codes of a nation.</p> <p>The treatment of prisoners of war often reflected the savage nature of conflict and the cultural norms of the nation.</p> | <p>What was the purpose of the Geneva Convention?</p> <p>How did the treatment of prisoners differ?</p> | <p>The Geneva Convention attempted to ensure the humane treatment of prisoners of war by establishing rules to be followed by all nations.</p> <p>The treatment of prisoners in the Pacific Theater often reflected the savagery of the fighting there.</p> <ul style="list-style-type: none"> • In the Bataan Death March, American POWs suffered brutal treatment by Japanese after surrender of the Philippines. • Japanese soldiers often committed suicide rather than surrender. • The treatment of prisoners in Europe more closely followed the ideas of the Geneva Convention. | <p><u>Identify, analyze, and interpret primary and secondary source documents. (VUS.1a)</u></p> <p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> |

STANDARD ~~VUS.10e~~ VUS.11e

The student will demonstrate knowledge of World War II by

e) analyzing the Holocaust (Hitler’s “final solution”), its impact on Jews and other groups, and postwar trials of war criminals.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|---|---|--|
| <p>Specific groups, often the object of hatred and prejudice, face increased risk of discrimination during wartime.</p> | <p>What was the Holocaust and who were its victims?</p> <p>What was the short-term and long-term significance of the Holocaust?</p> | <p>Terms to know</p> <ul style="list-style-type: none"> Genocide: The systematic and purposeful destruction of a racial, political, religious, or cultural group Final solution: Germany’s decision to exterminate all Jews <p>Affected groups</p> <ul style="list-style-type: none"> Jews Poles Slavs Gypsies “Undesirables” (homosexuals, mentally ill, political dissidents) <p>Significance</p> <ul style="list-style-type: none"> In the Nuremberg trials, Nazi leaders and others were convicted of war crimes. The Nuremberg trials emphasized individual responsibility for actions during a war, regardless of orders received. The trials led to increased demand for a Jewish homeland. | <p><u>Identify, analyze, and interpret primary and secondary source documents.</u> (VUS.1a)</p> <p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> <p>Interpret the significance of excerpts from famous speeches and other documents. (VUS.1h)</p> |

STANDARD ~~VUS.11a~~ VUS.12a

The student will demonstrate knowledge of the effects of World War II on the home front by

a) explaining how the United States mobilized its economic, human, and military resources;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|--|--|---|
| <p>Success in the war required the total commitment of the nation’s resources. On the home front, public education and the mass media promoted nationalism.</p> | <p>How did the United States organize and distribute its resources to achieve victory during World War II?</p> | <p>Economic resources U.S. government and industry forged a close working relationship to allocate resources effectively.</p> <ul style="list-style-type: none"> • Rationing was used to maintain supply of essential products to the war effort. • War bonds and income tax were used for financing the war. • Business retooled from peacetime to wartime production (e.g., car manufacturing to tank manufacturing). <p>Human resources</p> <ul style="list-style-type: none"> • More women and minorities entered the labor force as men entered the armed forces. • Citizens volunteered in support of the war effort. <p>Military resources</p> <ul style="list-style-type: none"> • The draft/selective service was used to provide personnel for the military. | <p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> <p><u>Identify the costs and benefits of specific choices made, including the intended and unintended consequences of the choices and how people and nations responded to positive and negative incentives. (VUS. 1i)</u></p> |

STANDARD ~~VUS.11b~~ VUS.12b

The student will demonstrate knowledge of the effects of World War II on the home front by

b) describing the contributions of women and minorities to the war effort;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|--|---|--|
| <p>Contributions to a war effort come from all segments of a society. Women entered into previously male job roles as African Americans and others struggled to obtain desegregation of the armed forces and end discriminatory hiring practices.</p> | <p>How did women and minorities contribute to America’s efforts during World War II?</p> | <p>Women during World War II</p> <ul style="list-style-type: none"> • Women increasingly participated in the workforce to replace men serving in the military (e.g., Rosie the Riveter). • They typically participated in non-combat military roles. <p>African Americans during World War II</p> <ul style="list-style-type: none"> • African Americans migrated to cities in search of jobs in war plants. • They campaigned for victory in war and equality at home. | <p>Identify, analyze, and interpret primary and secondary source documents. (VUS.1a)</p> <p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> |

STANDARD ~~VUS.11e~~ VUS.12c

The student will demonstrate knowledge of the effects of World War II on the home front by

c) explaining the internment of Japanese Americans during the war;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|--|--|---|
| <p>Prejudice, coupled with wartime fears, can affect civil liberties of minorities.</p> | <p>How were Americans of Japanese descent treated after U.S. entry into World War II, and why?</p> | <p>Reasons for internment</p> <ul style="list-style-type: none"> • Strong anti-Japanese prejudice on the West Coast • False belief that Japanese Americans were aiding the enemy <p>Internment of Japanese Americans</p> <ul style="list-style-type: none"> • Japanese Americans were re-located to internment camps. • Internment affected Japanese American populations along the West Coast. The Supreme Court upheld the government's right to act against Japanese Americans living on the West Coast of the United States. A public apology was eventually issued by the U.S. government. Financial payment was made to survivors. | <p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> |

STANDARD ~~VUS.11d~~ VUS.12d

The student will demonstrate knowledge of the effects of World War II on the home front by

d) describing the role of media and communications in the war effort.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|--|--|---|
| <p>During World War II, the media and entertainment industries saw their role as supporting the war effort by promoting nationalism.</p> | <p>How did media and communications assist the Allied efforts during World War II?</p> | <p>Media/Communications assistance</p> <ul style="list-style-type: none"> • The U.S. government maintained strict censorship of reporting of the war. • Public morale and ad campaigns kept Americans focused on the war effort. • The entertainment industry produced movies, plays, and shows that boosted morale and patriotic support for the war effort as well as portrayed the enemy in stereotypical ways. | <p>Evaluate the authenticity, authority, and credibility of sources. (VUS.1b)</p> <p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> |

STANDARD ~~VUS.12a~~ VUS.13a

The student will demonstrate knowledge of United States foreign policy since World War II by
a) describing outcomes of World War II, including political boundary changes, the formation of the United Nations, and the Marshall Plan;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|--|---|--|
| <p>Wars have political, economic, and social consequences.</p> | <p>What were the political, economic, and social consequences of World War II?</p> | <p>Postwar outcomes</p> <ul style="list-style-type: none"> • The end of World War II found Soviet forces occupying most of Eastern and Central Europe and the eastern portion of Germany. • Germany was partitioned into East and West Germany. West Germany became democratic and resumed self-government after a few years of American, British and French occupation. East Germany remained under the domination of the Soviet Union and did not adopt democratic institutions. • Following its defeat, Japan was occupied by American forces. It soon adopted a democratic form of government, resumed self-government, and became a strong ally of the United States. • Europe lay in ruins, and the United States launched the Marshall Plan which provided massive financial aid to rebuild European economies and prevent the spread of communism. | <p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> <p>Apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time. (VUS.1g)</p> |

STANDARD ~~VUS.12a~~ VUS.13a (continued)

The student will demonstrate knowledge of United States foreign policy since World War II by

a) describing outcomes of World War II, including political boundary changes, the formation of the United Nations, and the Marshall Plan;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|--|------------------|
| | | <ul style="list-style-type: none"> The United Nations was formed near the end of World War II to create a body for the nations of the world to try to prevent future global wars. | |

STANDARD ~~VUS.12b~~ VUS.13b

The student will demonstrate knowledge of United States foreign policy since World War II by

- b) explaining the origins of the Cold War, and describing the Truman Doctrine and the policy of containment of communism, the American role of wars in Korea and Vietnam, and the role of the North Atlantic Treaty Organization (NATO) in Europe;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|---|---|--|
| <p>The Cold War set the framework for global politics for 45 years after the end of World War II. It also influenced American domestic politics, the conduct of foreign affairs, and the role of the government in the economy after 1945.</p> <p>The Cold War was essentially a competition between two very different ways of organizing government, society, and the economy: the American-led western nations' belief in democracy, individual freedom and a market economy, and the Soviet belief in a totalitarian state and socialism.</p> <p>The U. S. government's anti-Communist strategy of containment in Asia led to America's involvement in the Korean and Vietnamese Wars. The Vietnam War demonstrated the power of American public opinion in reversing foreign policy. It tested the democratic system to its limits, left scars on American society that have not yet been erased, and made many Americans deeply skeptical of future military or even peacekeeping interventions.</p> | <p>How did the U.S. respond to the threat of communist expansion?</p> <p>What are the origins of the Cold War?</p> <p>What events characterize the early events of the Cold War?</p> <p>What was the impact of the Cold War on Americans at home?</p> <p>What was the impact of the Vietnam War on Americans at home?</p> | <p>Origins of the Cold War</p> <ul style="list-style-type: none"> The Cold War lasted from the end of World War II until the collapse of the Soviet Union in 1989. The United States and the Soviet Union represented starkly different fundamental values. The United States represented democratic political institutions and a generally free market economic system. The Soviet Union was a totalitarian government with a communist (socialist) economic system. The Truman Doctrine of "containment of communism" was a guiding principle of American foreign policy throughout the Cold War, not to roll it back but to keep it from spreading and to resist communist aggression into other countries. | <p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> <p>Apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time. (VUS.1g)</p> |

STANDARD ~~VUS.12b~~ VUS.13b (continued)

The student will demonstrate knowledge of United States foreign policy since World War II by

- b) explaining the origins of the Cold War, and describing the Truman Doctrine and the policy of containment of communism, the American role of wars in Korea and Vietnam, and the role of the North Atlantic Treaty Organization (NATO) in Europe;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|---|------------------|
| | | <ul style="list-style-type: none"> • The North Atlantic Treaty Organization (NATO) was formed as a defensive alliance among the United States and western European countries to prevent a Soviet invasion of Western Europe. Soviet allies in eastern Europe formed the Warsaw Pact and for nearly 50 years both sides maintained large military forces facing each other in Europe. • The communist takeover in China shortly after World War II increased American fears of communist domination of most of the world. Rather than strong allies, however, the communist nations of China and the Soviet Union eventually became rivals for territory and diplomatic influence, a split which American foreign policy under President Nixon in the 1970s exploited. | |

STANDARD ~~VUS.12b~~ VUS.13b (continued)

The student will demonstrate knowledge of United States foreign policy since World War II by

- b) explaining the origins of the Cold War, and describing the Truman Doctrine and the policy of containment of communism, the American role of wars in Korea and Vietnam, and the role of the North Atlantic Treaty Organization (NATO) in Europe;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|---|------------------|
| | | <ul style="list-style-type: none"> • After the Soviet Union matched the United States in nuclear weaponry in the 1950s, the threat of a nuclear war that would destroy both countries was ever-present throughout the Cold War. America, under President Eisenhower, adopted a policy of “massive retaliation” to deter any nuclear strike by the Soviets. <p>The Korean War</p> <ul style="list-style-type: none"> • American involvement in the Korean War in the early 1950s reflected the American policy of containment of communism. • After communist North Korea invaded South Korea, American military forces led a <u>United Nations</u> counterattack that drove deep into North Korea itself. Communist Chinese forces came into the war on the side of North Korea and the war threatened to widen, but eventually ended in a stalemate with South Korea free of communist occupation. | |

STANDARD ~~VUS.12b~~ VUS.13b (continued)

The student will demonstrate knowledge of United States foreign policy since World War II by

- b) explaining the origins of the Cold War, and describing the Truman Doctrine and the policy of containment of communism, the American role of wars in Korea and Vietnam, and the role of the North Atlantic Treaty Organization (NATO) in Europe;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|---|------------------|
| | | <p>The Vietnam War</p> <ul style="list-style-type: none"> • American involvement in Vietnam also reflected the Cold War policy of containment of communism. • Beginning in the 1950s and continuing into the early 1960s, the communist government of North Vietnam attempted to install through force a communist government in South Vietnam. The United States helped South Vietnam resist. • The American military buildup in Vietnam began under President John Kennedy. After Kennedy's assassination in 1963, the buildup was intensified under President Lyndon Johnson. • The scale of combat in Vietnam grew larger over the course of the 1960s. American military forces repeatedly defeated the North Vietnamese forces in the field, but could not force an end to the war on favorable terms by fighting a limited war. | |

STANDARD ~~VUS.12b~~ VUS.13b (continued)

The student will demonstrate knowledge of United States foreign policy since World War II by

- b) explaining the origins of the Cold War, and describing the Truman Doctrine and the policy of containment of communism, the American role of wars in Korea and Vietnam, and the role of the North Atlantic Treaty Organization (NATO) in Europe;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|---|------------------|
| | | <ul style="list-style-type: none"> • The country became bitterly divided. While there was support for the American military and conduct of the war among many Americans, others opposed the war and active opposition to the war mounted, especially on college campuses. • After Johnson declined to seek re-election, President Nixon was elected on a pledge to bring the war to an honorable end. He instituted a policy of “Vietnamization,” withdrawing American troops and replacing them with South Vietnamese forces while maintaining military aid to the South Vietnamese. • Ultimately “Vietnamization” failed when South Vietnamese troops proved unable to resist invasion by the Soviet-supplied North Vietnamese Army, and President Nixon was forced from office by the Watergate scandal. In 1975, both North and South Vietnam were merged under communist control. | |

STANDARD ~~VUS.12b~~ VUS.13b (continued)

The student will demonstrate knowledge of United States foreign policy since World War II by

- b) explaining the origins of the Cold War, and describing the Truman Doctrine and the policy of containment of communism, the American role of wars in Korea and Vietnam, and the role of the North Atlantic Treaty Organization (NATO) in Europe;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|--|------------------|
| | | <p>Cuba</p> <ul style="list-style-type: none"> • Cuba was also a site of Cold War confrontations. • Fidel Castro led a communist revolution that took over Cuba in the late 1950s. Many Cubans fled to Florida and later attempted to invade Cuba and overthrow Castro. This “Bay of Pigs” invasion failed. • In 1962, the Soviet Union stationed missiles in Cuba, instigating the Cuban Missile Crisis. President Kennedy ordered the Soviets to remove their missiles and for several days the world was on the brink of nuclear war. Eventually, the Soviet leadership “blinked” and removed their missiles. | |

STANDARD ~~VUS.12b~~ VUS.13b (continued)

The student will demonstrate knowledge of United States foreign policy since World War II by

- b) explaining the origins of the Cold War, and describing the Truman Doctrine and the policy of containment of communism, the American role of wars in Korea and Vietnam, and the role of the North Atlantic Treaty Organization (NATO) in Europe;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|--|------------------|
| | | <p>Impact of the Cold War at home</p> <ul style="list-style-type: none"> • The fear of communism and the threat of nuclear war affected American life throughout the Cold War. • During the 1950s and 1960s, American schools regularly held drills to train children what to do in case of a nuclear attack, and American citizens were urged by the government to build bomb shelters in their own basements. • The convictions of Alger Hiss, and Julius and Ethel Rosenberg for spying for the Soviet Union, and the construction of nuclear weapons by the Soviets using technical secrets obtained through spying, increased domestic fears of communism. • Senator Joseph McCarthy played on American fears of communism by recklessly accusing many American governmental officials and citizens of being communists based on flimsy or no evidence. This led to the coining of the term <i>McCarthyism</i>, or the making of false accusations based on rumor or guilt by association. | |

STANDARD ~~VUS.12b~~ VUS.13b (continued)

The student will demonstrate knowledge of United States foreign policy since World War II by

- b) explaining the origins of the Cold War, and describing the Truman Doctrine and the policy of containment of communism, the American role of wars in Korea and Vietnam, and the role of the North Atlantic Treaty Organization (NATO) in Europe;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|---|------------------|
| | | <ul style="list-style-type: none"> • The Cold War made foreign policy a major issue in every presidential election during the period. • The heavy military expenditures throughout the Cold War benefited Virginia's economy proportionately more than any other state, especially in Hampton Roads, home to several large naval and air bases, and Northern Virginia, home to the Pentagon and numerous private companies that contract with the military. | |

STANDARD ~~VUS.12e~~ VUS.13c

The student will demonstrate knowledge of United States foreign policy since World War II by

c) explaining the role of America's military and veterans in defending freedom during the Cold War;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|--|--|---|
| <p>A strong military was the key to America's victory over the Soviet Union in the Cold War.</p> <p>Millions of Americans served in the military during the Cold War. Their service was often at great personal and family sacrifice, yet they did their duty.</p> | <p>How did America's military forces defend freedom during the Cold War?</p> | <p>American military forces during the Cold War</p> <ul style="list-style-type: none"> • In President John Kennedy's inaugural address, he pledged that the United States would "pay any price, bear any burden, meet any hardship, support any friend, oppose any foe, in order to assure the survival and the success of liberty." In the same address, he also said, "Ask not what your country can do for you; ask what you can do for your country." • During the Cold War era, millions of Americans served in the military, defending freedom in wars and conflicts that were not always popular. Many were killed or wounded. As a result of their service, the United States and American ideals of democracy and freedom ultimately prevailed in the Cold War struggle with Soviet communism. | <p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> |

STANDARD ~~VUS.12e~~ VUS.13c (continued)

The student will demonstrate knowledge of United States foreign policy since World War II by

c) explaining the role of America's military and veterans in defending freedom during the Cold War;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|---|------------------|
| | | <ul style="list-style-type: none"> • President Kennedy, a World War II veteran, was assassinated in 1963 in Dallas, Texas, in an event that shook the nation's confidence and began a period of internal strife and divisiveness, especially spurred by divisions over U.S. involvement in Vietnam. • Unlike veterans of World War II, who returned to a grateful and supportive nation, Vietnam veterans returned often to face indifference or outright hostility from some who opposed the war. • It was not until several years after the end of the war that the wounds of the war began to heal in America, and Vietnam veterans were recognized and honored for their service and sacrifices. | |

STANDARD ~~VUS.12d~~ VUS.13d

The student will demonstrate knowledge of United States foreign policy since World War II by

d) explaining the collapse of communism and the end of the Cold War, including the role of Ronald Reagan in making foreign policy;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|---|--|--|
| <p>Both internal and external pressures caused the collapse of the Soviet Union.</p> | <p>How did internal problems affect the collapse of the Soviet Union?</p> <p>What was President Ronald Reagan’s role in the collapse of the Soviet Union?</p> | <p>Internal problems of the Soviet Union</p> <ul style="list-style-type: none"> • Increasing Soviet military expenses to compete with the United States • Rising nationalism in Soviet republics • Fast-paced reforms (market economy) • Economic inefficiency • Gorbachev “glasnost” and “perestroika” (openness and economic restructuring) <p>Role of President Reagan</p> <ul style="list-style-type: none"> • Challenged moral legitimacy of the Soviet Union; for example, speech at Berlin Wall (“Mr. Gorbachev, tear down this wall”) • Increased U.S. military and economic pressure on the Soviet Union | <p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> <p>Interpret the significance of excerpts from famous speeches and other documents. (VUS.1h)</p> |

STANDARD ~~VUS.12d~~VUS.13e

The student will demonstrate knowledge of United States foreign policy since World War II by
e) explaining the impact of presidents of the United States since 1988 on foreign policy;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|--|---|---|
| <p><u>With the end of the Cold War, the United States changed its goals and policies.</u></p> <p><u>Involvement in conflicts in other areas of the world has been an integral part of United States foreign policy in the modern era.</u></p> | <p><u>How did the United States redirect its goals and policies in the post-Cold War era?</u></p> <p><u>How have presidents shaped American policy since 1988?</u></p> | <p><u>Selected post-Cold War era goals and policies</u></p> <ul style="list-style-type: none"> • <u>Foreign aid</u> • <u>Humanitarian aid</u> • <u>Support human rights</u> <p><u>George H. W. Bush, 1989-1993</u></p> <ul style="list-style-type: none"> • <u>Fall of Communism in Eastern Europe</u> <ul style="list-style-type: none"> - <u>Reunification of Germany</u> - <u>Collapse of Yugoslavia</u> - <u>Breakup of the Soviet state</u> • <u>Persian Gulf War 1990-1991</u> <ul style="list-style-type: none"> - <u>First war where American women served in a combat role</u> - <u>Operation Desert Storm</u> | <p><u>Identify, analyze, and interpret primary and secondary source documents. (VUS.1a)</u></p> <p><u>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</u></p> <p><u>Develop perspectives of time and place. (VUS.1d)</u></p> <p><u>Interpret the significance of excerpts from famous speeches and other documents. (VUS.1h)</u></p> |

STANDARD ~~VUS.12d~~VUS.13e (continued)

The student will demonstrate knowledge of United States foreign policy since World War II by
 e) explaining the impact of presidents of the United States since 1988 on foreign policy.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|--|------------------|
| | | <p><u>William J. Clinton, 1993-2001</u></p> <ul style="list-style-type: none"> • <u>North American Free Trade Agreement (NAFTA)</u> • <u>Full Diplomatic relations with Vietnam</u> • <u>Lifted economic sanctions against South Africa when its government ended the policy of apartheid</u> • <u>NATO action in former Yugoslavia</u> <p><u>George W. Bush, 2001-2009</u></p> <ul style="list-style-type: none"> • <u>Terrorists attacks on United States soil (9/11/2001)</u> • <u>War in Afghanistan</u> • <u>War in Iraq</u> | |

STANDARD ~~VUS.13a~~ VUS.14a

The student will demonstrate knowledge of the Civil Rights movement of the 1950s and 1960s by

a) identifying the importance of the *Brown v. Board of Education* decision, the roles of Thurgood Marshall and Oliver Hill, and how Virginia responded;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|---|--|---|
| <p>By interpreting its powers broadly, the Supreme Court can reshape American society.</p> | <p>What was the significance of <i>Brown v. Board of Education</i>, and what roles did Thurgood Marshall and Oliver Hill play in the demise of segregated schools?</p> <p>How did Virginia respond to the Brown decision?</p> | <p><i>Brown v. Board of Education</i></p> <ul style="list-style-type: none"> • Supreme Court decision that segregated schools are unequal and must desegregate • Included Virginia case <p>Key people</p> <ul style="list-style-type: none"> • Thurgood Marshall - NAACP Legal Defense Team • Oliver Hill - NAACP Legal Defense Team in Virginia <p>Virginia response</p> <ul style="list-style-type: none"> • Massive Resistance - Closing some schools • Establishment of private academies • White flight from urban school systems | <p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> |

STANDARD ~~VUS.13b~~ VUS.14b

The student will demonstrate knowledge of the Civil Rights movement of the 1950s and 1960s by

- b) describing the importance of the National Association for the Advancement of Colored People (NAACP), the 1963 March on Washington, the Civil Rights Act of 1964, and the Voting Rights Act of 1965;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|---|--|--|
| <p>African Americans, working through the court system and mass protest, reshaped public opinion and secured the passage of civil rights legislation.</p> | <p>How did the 1963 March on Washington influence public opinion about civil rights?</p> <p>How did the legislative process advance the cause of civil rights for African Americans?</p> <p>How did the NAACP advance civil rights for African Americans?</p> | <p>1963 March on Washington</p> <ul style="list-style-type: none"> • Participants were inspired by the “I have a dream” speech given by Martin Luther King, Jr. • The march helped influence public opinion to support civil rights legislation. • The march demonstrated the power of non-violent, mass protest. <p>Civil Rights Act of 1964</p> <ul style="list-style-type: none"> • The act prohibited discrimination based on race, religion, national origin, and gender. • It also desegregated public accommodations. • President Lyndon B. Johnson played an important role in the passage of the act. <p>Voting Rights Act of 1965</p> <ul style="list-style-type: none"> • The act outlawed literacy tests. • Federal registrars were sent to the South to register voters. • The act resulted in an increase in African American voters. • President Lyndon B. Johnson played an important role in the passage of the act. | <p><u>Identify, analyze, and interpret primary and secondary source documents.</u> (VUS.1a)</p> <p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> <p>Interpret the significance of excerpts from famous speeches and other documents. (VUS.1h)</p> |

STANDARD ~~VUS.13b~~ VUS.14b (continued)

The student will demonstrate knowledge of the Civil Rights movement of the 1950s and 1960s by

- b) describing the importance of the National Association for the Advancement of Colored People (NAACP), the 1963 March on Washington, the Civil Rights Act of 1964, and the Voting Rights Act of 1965.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|---|--|
| | | <p>National Association for the Advancement of Colored People (NAACP)</p> <ul style="list-style-type: none"> The organization challenged segregation in the courts. | <p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> <p>Interpret the significance of excerpts from famous speeches and other documents. (VUS.1h)</p> |

STANDARD VUS.14a

The student will demonstrate knowledge of economic, social, cultural, and political developments in the contemporary United States by
a) —analyzing the effects of increased participation of women in the labor force.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|---|---|---|
| <p>Gender worker diversity has altered the workplace.</p> | <p>In what ways have women altered the traditional world of work?</p> <p>What issues concern working women?</p> | <p>Increased participation of women in the labor force</p> <ul style="list-style-type: none"> • An increasingly large percentage of America’s labor force • Many working mothers • Women in nontraditional jobs <ul style="list-style-type: none"> – Sandra Day O’Connor was the first woman to serve on the United States Supreme Court. – Sally Ride was the first female astronaut in the United States. • Role of courts in providing opportunities <p>Issues of working women</p> <ul style="list-style-type: none"> • Need for affordable day care • Equitable pay • “Pink collar” ghetto (low prestige, low paying jobs) • “Glass ceiling” (perception that career advancement for women is not equal to men) | <p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1e)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> |

STANDARD VUS.15a

The student will demonstrate knowledge of economic, social, cultural, and political developments in ~~the contemporary United States~~ recent decades and today by

- a) examining the role the United States Supreme Court has played in defining a constitutional right to privacy, affirming equal rights, and upholding the rule of law;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|--|---|------------------|
| <p><u>The membership of the U.S. Supreme Court has changed over time.</u></p> <p><u>The decisions of the U.S. Supreme Court have expanded individual rights in the years since <i>Brown v. Board of Education of Topeka, Kansas</i> (1954).</u></p> | <p><u>How has the membership of the U.S. Supreme Court changed over time?</u></p> <p><u>How have the decisions of the U.S. Supreme Court promoted equality and extended civil liberties?</u></p> | <p><u>The membership of the U.S. Supreme Court has included women and minorities such as Sandra Day O'Connor, Ruth Bader Ginsburg, and Clarence Thomas.</u></p> <p><u>The civil rights movement of the 1940s, 1950s, and 1960s provided a model that other groups have used to extend civil rights and equal justice.</u></p> <p><u>The U.S. Supreme Court protects the individual rights enumerated in the Constitution of the United States.</u></p> <p><u>The U.S. Supreme Court identified a constitutional basis for a right to privacy that is protected from government interference.</u></p> <p><u>The U.S. Supreme Court invalidates legislative acts and executive actions that the justices agree exceed the authority granted to government officials by the Constitution of the United States.</u></p> | |

STANDARD ~~VUS.14b~~ VUS.15b

The student will demonstrate knowledge of economic, social, cultural, and political developments in the contemporary United States by
 b) ~~analyzing how the changing patterns of immigration affect the diversity of the United States population, the reasons new immigrants choose to come to this country, and their contributions to contemporary America, and the debates over immigration policy;~~

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|--|---|--|
| <p>New immigrant groups have <u>Rising immigration has</u> increased American diversity and redefined American identity.</p> | <p>What factors have drawn immigrants to the United States?</p> <p>What immigrant groups account for the bulk of immigration?</p> <p>How have Asian and Hispanic immigrants influenced American society and culture?</p> <p><u>What issues are currently being debated related to immigration to the United States?</u></p> <p><u>What are some contributions made by immigrants?</u></p> | <p>New and increasing immigration to the United States has been taking place from many diverse countries, especially Asian and Latin American countries.</p> <p>Reasons for immigration</p> <ul style="list-style-type: none"> • Political freedom • Economic opportunity <p>Effects of immigration</p> <ul style="list-style-type: none"> • <u>Bilingual education/English as a Second Language (ESL) courses</u> • <u>Effects on public policy (Cuban Americans and policy toward Cuba)</u> • <u>Politics/voting</u> <p>Issues related to immigration policy</p> <ul style="list-style-type: none"> • <u>Strain on government services</u> • <u>Filling low-paying jobs in the United States</u> • <u>Border issues</u> • <u>Pathway to citizenship</u> • <u>Bilingual education</u> • <u>Increasing cultural diversity</u> <p>Contributions of immigrants</p> <ul style="list-style-type: none"> • <u>Popularity of ethnic food, Diversity in music, and the arts, and literature</u> • Role in labor force • <u>Expanded source of scientists and engineers</u> | <p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> <p>Apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time. (VUS.1g)</p> |

STANDARD ~~VUS.14e~~ VUS.15c

The student will demonstrate knowledge of economic, social, cultural, and political developments in the contemporary United States by

c) explaining the media influence on contemporary American culture and how scientific and technological advances affect the workplace, health care, and education;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|---|--|---|
| <p>Dramatic advances in technology have affected life in America in many significant areas.</p> <p>The American space program was a triumph of American technological prowess.</p> <p>Technology can make communication and information more accessible.</p> | <p>How has the accessibility to improved technology and communications affected American culture?</p> | <p>In the early 1960s, President John Kennedy pledged increased support for the American space program. The race to the moon continued through the 1960s. U.S. astronaut John Glenn was the first American to orbit the Earth. In 1969, American astronaut Neil Armstrong was the first person to step onto the moon's surface. He proclaimed, "That's one small step for a man, one giant leap for mankind."</p> <p><u>Sally Ride was the first female astronaut in the United States.</u></p> <p>Over the past three decades improved technology and media have brought about better access to communication and information for rural areas, businesses, and individual consumers. As a result, many more Americans have access to global information and viewpoints.</p> <p>Examples of technological advances</p> <ul style="list-style-type: none"> • Cable TV/24-hour news (CNN) • Personal computers • Cellular phones • World Wide Web | <p>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</p> <p>Develop perspectives of time and place. (VUS.1d)</p> |

STANDARD ~~VUS.14e~~ VUS.15c (continued)

The student will demonstrate knowledge of economic, social, cultural, and political developments in the contemporary United States by

c) **explaining the media influence on contemporary American culture and how scientific and technological advances affect the workplace, health care, and education;**

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|---|------------------|
| | | <p>Changes in work/school/health care</p> <ul style="list-style-type: none"> • Telecommuting • Distance learning • Growth in white collar careers of <u>service industries</u> • Breakthroughs in medical research, including the development of the vaccine for polio by Dr. Jonas Salk • <u>Outsourcing and offshoring</u> | |

STANDARD VUS.15d

The student will demonstrate knowledge of economic, social, cultural, and political developments in the contemporary United States by
d) examining the impact of the “Reagan Revolution” on federalism, the role of government, and state and national elections since 1988;

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|--|---|--|
| <p><u>Ronald Reagan’s policies had an impact on the relationship between the federal and state governments.</u></p> <p><u>The conservative political philosophy of President Reagan prompted a re-evaluation of the size and role of government in the economy and society of contemporary America.</u></p> | <p><u>What was the impact of the “Reagan Revolution” on federalism, the role of government, and state and national elections since 1988?</u></p> | <p><u>President Reagan and conservative Republicans advocated for</u></p> <ul style="list-style-type: none"> • <u>tax cuts</u> • <u>transfer of responsibilities to state governments</u> • <u>appointment of judges/justices who exercised “judicial restraint”</u> • <u>reduction in the number and scope of government programs and regulations</u> • <u>strengthened American military</u> <p><u>The “Reagan Revolution” extended beyond his tenure in office with</u></p> <ul style="list-style-type: none"> • <u>the election of his vice president, George H. W. Bush</u> • <u>the election of a centrist Democrat, William Clinton</u> • <u>the Republican sweep of congressional elections and statehouses in the 1990s</u> • <u>the election of George W. Bush</u> | <p><u>Identify, analyze, and interpret primary and secondary source documents. (VUS.1a)</u></p> <p><u>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</u></p> <p><u>Interpret the significance of excerpts from famous speeches and other documents. (VUS.1h)</u></p> |

STANDARD VUS.15e

**The student will demonstrate knowledge of economic, social, cultural, and political developments in the contemporary United States by
e) assessing the role of government actions that impact the economy;**

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|--|---|---|
| <p><u>The Federal government has the ability to influence the United States economy. It bases its decisions on economic indicators such as Gross Domestic Product, exchange rates, inflation, and unemployment rates.</u></p> | <p><u>What are the roles that government plays in the United States economy?</u></p> | <p><u>Government promotes a healthy economy characterized by full employment and low inflation through the actions of</u></p> <ul style="list-style-type: none"> • <u>Federal Reserve - monetary policy decisions control the supply of money and credit to expand or contract economic growth</u> • <u>President and Congress - fiscal policy decisions determine levels of government taxation and spending; government regulates the economy</u> | <p><u>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</u></p> <p><u>Develop perspectives of time and place. (VUS.1d)</u></p> <p><u>Identify the costs and benefits of specific choices made, including the intended and unintended consequences of the choices and how people and nations responded to positive and negative incentives. (VUS. 1i)</u></p> |

STANDARD VUS.15f

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

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|--|--|--|
| <p><u>The United States formulates domestic and international policy in an effort to confront terrorism.</u></p> | <p><u>What role has the United States played in a world confronted by international terrorism?</u></p> | <p><u>United States responses to terrorism</u></p> <ul style="list-style-type: none"> • <u>Heightened security at home (Patriot Act)</u> • <u>Diplomatic and military initiatives</u> | <p><u>Evaluate the authenticity, authority, and credibility of sources. (VUS.1b)</u></p> <p><u>Formulate historical questions and defend findings based on inquiry and interpretation. (VUS.1c)</u></p> <p><u>Develop perspectives of time and place. (VUS.1d)</u></p> |