



Virginia and United States History

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***History and Social Science Standards of Learning
Curriculum Framework 2015***

Commonwealth of Virginia
Board of Education
Richmond, Virginia
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INTRODUCTION

The *History and Social Science Standards of Learning Curriculum Framework 2015*, approved by the Board of Education on January 28, 2016, is a companion document to the 2015 *History and Social Science Standards of Learning for Virginia Public Schools*. The Curriculum Framework amplifies the Standards of Learning by defining the content understandings, knowledge, and skills that are measured by the Standards of Learning assessments.

The standards and Curriculum Framework are not intended to encompass the entire curriculum for a given grade level or course, nor to prescribe how the content should be taught. School divisions are encouraged to incorporate the standards and Curriculum Framework into a broader, locally designed curriculum. The Curriculum Framework delineates in greater specificity the minimum content that all teachers should teach and all students should learn. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students. Additional details such as the names of historical figures whose study further enriches the standards and clarifies the concepts under investigation will be found in the Curriculum Framework.

The Curriculum Framework facilitates teacher planning by identifying essential understandings, knowledge, and skills. Together, these key elements provide the focus of instruction for each standard. The purpose of each section is explained below:

Standard of Learning Statement

Each page begins with a Standard of Learning statement as a focus for teaching and learning. Students will apply social science skills to understand the interrelationships between the history, geography, economics, and civics content, as well as become actively engaged in their learning.

Essential Skills (Standard 1)

The essential history and social science skills are outlined in Standard 1 for each grade level or course. Students use these skills to increase understanding of the history and social sciences content, including historical, geographic, political, and economic events or trends. The development of these skills is important in order for students to become better-informed citizens.

The first column for Standard 1 contains “Essential Understandings,” which are described below. The second column contains examples of how the skill may be applied in the classroom.

Note: The skills will not be assessed in isolation; rather, they will be assessed as part of the content in the *History and Social Science Standards of Learning*.

Essential Understandings

This column includes the fundamental background information necessary to acquire and apply the essential knowledge. The understandings should help students develop a sense of context, including why the essential knowledge is relevant to the standard; thus, teachers should use these understandings as a basis for lesson planning.

Essential Knowledge

This column delineates the key content facts, concepts, and ideas that students should grasp in order to demonstrate understanding of the standard. This information is not meant to be exhaustive or a limitation on what is taught in the classroom. Rather, it is meant to be the principal knowledge defining the standard.

The Curriculum Framework serves as a guide for Standards of Learning assessment development; however, assessment items may not and should not be verbatim reflections of the information presented in the Curriculum Framework.

STANDARD VUS.1a

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
a) synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in Virginia and United States history;

Essential Understandings

Synthesis involves combining processed information with other knowledge to logically reach a new interpretation and understanding of content.

Primary and secondary sources enable us to examine evidence closely and to place it in a broader context.

An artifact is an object or tool that tells us about the people from the past.

A primary source is an artifact, document, image, or other source of information that was created during the time under study.

A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.

Historical information may be acquired from a variety of sources:

- Diaries
- Interviews
- Letters
- Raw data
- Court records and transcripts
- Photographs
- Journal articles that report the findings of original research and are written by the researchers themselves
- Autobiographies
- Speeches
- Creative works (novels, plays, poems, music, art)
- Magazine and journal articles
- Nonfiction books

Experiences may include but are not limited to the following:

- Use a variety of information sources to do the following:
 - Examine and analyze information about the social/political organization, religion, and economics of a region. Use the information gathered to gain a new and deeper understanding of the inhabitants, resources, land and water usage, transportation methods, and communications of the region.
 - Examine and analyze geographic information and demographic data. Use the information gathered to gain a new and deeper understanding of conflicts within or among regions.
- Prepare a collection of primary and secondary sources that best relate to a unit of study. Examine the sources to do the following:
 - Make and record observations about the sources and generate questions about each item.
 - Determine commonalities and patterns in the themes of the sources, as well as how the sources connect to the overarching topic of the lesson.
 - Create a graphic organizer that describes how each source depicts a specific point of view about a period of study.

STANDARD VUS.1b

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
b) using geographic information to determine patterns and trends in Virginia and United States history;

Essential Understandings

Analyzing and interpreting involves identifying the important elements of geographic sources in order to make inferences and generalizations and draw conclusions.

Knowledge of geography and application of geographic skills enable us to understand relationships between people, their behavior, places, and the environment for problem solving and historical understanding.

The physical geography of a location had a direct impact on the lives of people in world history and how they adapted to their environment.

Five Themes of Geography

- Location: Defined according to its position on the earth's surface; where is it?
- Place: Locations having distinctive features that give them meaning and character that differ from other locations; what is it like?
- Region: A unit on the earth's surface that has unifying characteristics; how are places similar or different?
- Movement: The way people, products, and information move from one place to another; how do people, goods, and ideas move from one location to another?
- Human-Environment Interaction: The relationship between people and their environment; how do people relate to the physical world?

Experiences may include but are not limited to the following:

- Use a variety of sources, such as the following:
 - GIS (Geographic Information Systems)
 - Field work
 - Satellite images
 - Photographs
 - Maps, globes
 - Charts and graphs
 - Databases
 - Primary sources
 - Diagrams
- Analyze the dynamic relationship between physical and human geography.
- Analyze geographic information related to movement of people, products, resources, ideas, and language to determine patterns and trends.
- Examine maps of a location before and after a major conflict to discuss how the major conflict impacted the social, political, and economic landscape of a location.
- Use maps to explain how the location of resources influences patterns, trends, and migration of a population.

STANDARD VUS.1c

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia and United States history;

Essential Understandings

Interpreting involves the process of explaining or translating information.

Interpreting begins with analyzing data and then requires students to extract significant information embedded within data in order to draw conclusions.

To help determine characteristics of people, places, or events, students should adopt the definition of *characteristic* as being a distinguishing quality.

Experiences may include but are not limited to the following:

- Gather information and create a chart of the characteristics of a revolution or movement to draw conclusions about its origins, principles, and the dissemination of its message.
- Gather information from a variety of sources about people, places, and events in Virginia and United States history, and organize the information into a chart or graph to draw conclusions.
- Interpret a variety of visual sources to draw conclusions about people, places, and events in Virginia and United States history.

STANDARD VUS.1d

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
d) constructing arguments, using evidence from multiple sources;

Essential Understandings

It is critical to examine multiple sources when constructing arguments.

Exposure to multiple points of view allows one to come to an informed decision.

Constructing arguments involves breaking apart information in order to build a better understanding of a specific topic, ultimately adopting and crafting reasoning from a specific point of view.

Experiences may include but are not limited to the following:

- To construct an argument, consider the following:
 - Apply a variety of planning strategies to generate, gather, and organize ideas to address a specific audience and purpose.
 - Produce arguments in writing, developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.
 - Organize ideas in a sustained and logical manner.
 - Clarify and defend the position with precise and relevant evidence, elaborating ideas clearly and accurately.
 - Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.
- Prepare evidence for a Socratic seminar in order to debate and discuss the costs and benefits of a government action or historical event.
- Gather information from a variety of sources to assume a particular perspective from one time period, and write a newspaper editorial persuading readers to adopt the chosen perspective.

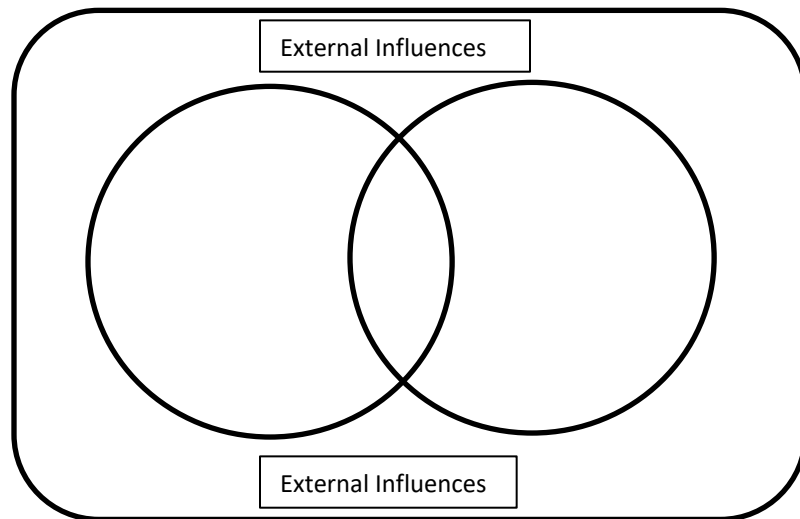
STANDARD VUS.1e

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
e) comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history;

Essential Understandings

The skill of comparing and contrasting perspectives in history involves breaking down information and then categorizing it into similar and dissimilar pieces.

Experiences may include but are not limited to the following:



- Gather a variety of sources about the economic state of the United States at the beginning of World War I. Evaluate the information for accuracy and relevance. Use a Venn diagram to organize the facts in order to determine
 - similarities and differences between leaders during the war
 - the impact of internal, external influences (e.g., economy, social concerns).
- Gather a variety of sources summarizing a specific event (e.g., territory expansion from 1801 to 1860, industrialization, women's movement during the twentieth century). Use a Venn diagram to organize the facts in order to determine:
 - similarities and differences between recorded accounts
 - the impact of external influences (e.g., American Indians, child labor, technology).

STANDARD VUS.1f

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
f) explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history;

Essential Understandings

A cause-and-effect relationship is a relationship in which one event (the cause) makes another event (the effect) happen. There can be multiple causes and effects.

An indirect cause-and-effect relationship usually takes time to establish. Such relationships are often unforeseen, unplanned, or connected to the main causes and effects.

Explaining includes justifying why the evidence credibly supports the claim.

Diversity creates a variety of perspectives, contributions, and challenges.

Events that lead to conflict often have multiple causes and effects.

Experiences may include but are not limited to the following:

- Apply a process for explaining indirect cause-and-effect relationships, such as the following:
- Choose an established effect and brainstorm causes of that effect.
- Categorize and organize the causes into direct or indirect causes.
- Describe direct and indirect items separately.
- Compare and contrast direct and indirect causes.
- Identify the most important difference between the direct and indirect causes.
- Draw conclusions about the impact on people, places, and events.
- Discuss, defend, and refine conclusions.
- Compare charts, graphs, and/or maps to determine the role diversity played in affecting the social, economic, and political structure of the United States.
- Create flow charts, storyboards, and timelines that explore multiple causes and effects.
- Determine how the choices of selected people/groups impacted American history.
- Examine both intended and unintended consequences of an event, including the following questions:
- What was the context for the event to take place?
- What actions were taken?
- What was the result of these actions?

STANDARD VUS.1g

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
g) analyzing multiple connections across time and place;

Essential Understandings

Analyzing includes identifying the important elements of a topic.

Analytical thinking is further strengthened when connections are made between two or more topics.

Activating prior knowledge helps make connections to new concepts and provides more complex information about people, places, experiences, and events in United States history.

Experiences may include but are not limited to the following:

- Select a significant historical event, individual, or group of people. Organize various aspects of the event or the contributions of an individual or group to determine and explain how the event, individual, or group changed over time. Organizing aspects may include the following:
 - Social factors
 - Political factors
 - Economic factors
 - Cultural factors
- Identify how the culture of the United States changed to accommodate evolving ideas and beliefs, including the following:
 - Revolutions
 - Conflicts
 - Reforms
 - Human-environment interactions
 - Laws and policy changes
 - Advancements
 - Conflicts
 - Diversity
 - Movements and migrations

STANDARD VUS.1h

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
h) using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made;

Essential Understandings

Decision-making models serve several purposes. They can help us

- make decisions for the future
- better understand the choices people faced in the past
- analyze the outcomes of the decisions that people already made.

Decision making involves determining relevant and irrelevant information.

Effective decision-making models

- compare the expected costs and benefits of alternative choices
- identify the costs and benefits of specific choices made.

Incentives are actions or rewards that encourage people to act.
When incentives change, behavior changes in predictable ways.

Experiences may include but are not limited to the following:

- Use a cost-benefit analysis chart:

Before the choice was made- Expected Costs	Before the choice was made- Expected Benefits
Some citizens did not want social change that this entailed	Maintaining manufacturing production while men were enlisted in the armed forces
After the choice was made- outcome- unintended consequences	After the choice was made-outcome-intended consequence
The national spotlight on women's employment and there <u>their</u> success in performing traditionally male jobs	The United States was able to maintain and actually increase its level of manufacturing production
The rise of women's participation in labor unions led to increased activism for pay equity, maternity leave, and childcare. This did not apply to domestic workers, many of whom were African Americans.	
Married white women's labor participation rose after World War II as public opinion slowly started to change as a result of their success during the war. African American women were already working outside of the home.	
Women's liberation movement as well as the fight for the Equal Rights Amendment in the 1970s and 1980s	

STANDARD VUS.1i

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
i) identifying the rights and responsibilities of citizenship and ethical use of material and intellectual property;

Essential Understandings

Plagiarism is the unauthorized use or theft of intellectual property.

There are consequences of plagiarism, according to the guidelines established by local school divisions and the law.

Experiences may include but are not limited to the following:

- Promote collaboration with others both inside and outside the classroom. Examples of collaboration may include the following:
 - Socratic seminar
 - Two-way journaling
 - Digital media (e.g., videoconferences)
- Explore the ethical and legal issues related to the access and use of information by
 - properly citing authors and sources used in research
 - validating Web sites
 - reviewing written drafts so that the language and/or thoughts of others are given credit.
- Provide other students with constructive feedback on written assignments via the peer-editing process.
- Include the use of proper reference citations and distinguish one's own ideas from information created or discovered by others.

STANDARD VUS.1j

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
j) investigating and researching to develop products orally and in writing.

Essential Understandings

The skill of investigating involves acting like a detective—formulating questions and proactively setting out to try and answer the questions.

The skill of researching works in tandem with investigating in that students need to uncover material in order to adequately answer questions formulated when investigating.

Students take more ownership over investigating and researching when they are able to choose the type of product to produce while asking the question: How can a person mirror the work of historians, geographers, political scientists, and economists?

Student inquiry drives the design process. Specifically, students

- formulate a question to investigate
- create a goal/hypothesis
- conduct research and collaborate with teacher and peers
- revisit and revise the goal/hypothesis, if necessary
- create a product
- write a reflection on the process involved to arrive at product.

Experiences may include but are not limited to the following:

- Write a college admission essay for a history program. Investigate and develop a position about what has had the greatest impact on American culture: conflict, movement, migration, or change. Select specific events, locations, or individuals as examples to support the position. Include a list of student-generated questions about the impact that would be supported by further exploration of the topic.
- Prepare a multimedia or video presentation of a debate. Gather evidence to support the arguments and conclusions. Questions may include the following:
 - Most important political concept: Rule of law or limited power?
 - Andrew Jackson: Did he promote or hinder democracy?
 - Most effective treaty to end a conflict: Treaty of Paris or Treaty of Versailles?
- Investigate the history of communication in the United States. Develop a plan for a gallery exhibit that illustrates how communication in the United States has changed over time and how it has changed American culture over time. Make recommendations for items to include in the exhibit with a justification for each.
- Investigate one of the major movements in American history. Create a social media post or blog, using the following steps:
 - Determine the major focus of the movement.
 - Explain the changes demanded.
 - Create a profile of the key individuals involved.
 - Describe the social, economic, historical, and political influences.

STANDARD VUS.2a

The student will apply social science skills to understand the impact of the Age of Exploration by

a) describing the characteristics of early exploration and evaluating the impact of European settlement in the Americas;

Essential Understandings

Early European exploration, colonization, and the system of enslavement resulted in the redistribution of the world's population as millions of people from Europe and Africa voluntarily and involuntarily came to the New World.

Essential Knowledge

Characteristics of early exploration and settlements in North America

- New England was settled by Puritans seeking freedom from religious persecution in Europe. They formed a “covenant community” based on the principles of the Mayflower Compact and Puritan religious beliefs and were often intolerant of those not sharing their religion. They also sought economic opportunity and practiced a form of direct democracy through town meetings.
- The Middle Atlantic region was settled chiefly by English, Dutch, and German-speaking immigrants seeking religious freedom and economic opportunity.
- Virginia and the other Southern colonies were settled by people seeking economic opportunities. Some of the early Virginia settlers were “cavaliers” (i.e., English nobility who received large land grants in eastern Virginia from the King of England). Poor English immigrants also came seeking better lives as small farmers or artisans and settling 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 North America.
- Jamestown, established in 1607 by the Virginia Company of London as a business venture, was the first permanent English settlement in North America. The Virginia House of Burgesses, established by the 1640s, was the first elected assembly in the New World. It has operated continuously and is known today as the General Assembly of Virginia.
- The Virginia House of Burgesses wrote the Virginia Slave Codes. All of the English colonies established slavery between the period of their founding or no later than the 1750s. Each of the colonial governments used Virginia's Slave Codes as a model for restricting the rights of free blacks and for the treatment of enslaved people.

STANDARD VUS.2b

The student will apply social science skills to understand the impact of the Age of Exploration by
b) analyzing the cultural interactions among American Indians, Europeans, and Africans.

Essential Understandings

Exploration and colonization initiated worldwide commercial expansion and cultural interactions as products and people were exchanged between Africa, the Americas, and Europe.

Essential Knowledge

Interactions among American Indians, Europeans, and Africans

- The explorations and settlements of the English in the American colonies and of the Spanish in the Caribbean, Central America, and South America often led to violent conflicts with the American Indians. The Indians lost their traditional territories and fell victim to diseases carried from Europe. By contrast, French exploration of Canada did not lead to large-scale immigration from France, and relations with native peoples were generally more cooperative.
- The first Africans forcibly brought against their will to Old Point Comfort (Fort Monroe), Virginia, in 1619 to work on tobacco plantations, were taken from the Ndongo which is modern-day Angola. The growth of an agricultural and mercantile economy based on large landholdings in the Southern colonies and in the Caribbean, and trade in the New England colonies, led wealthy English colonists to adopt an enslaved labor force despite their fear of bringing an unfamiliar people into the colony.
- English colonization and enslavement were parts of an interconnected system of domination across the Atlantic world.
- By the time of English settlement in North America, a vast network of chattel slavery had long shipped enslaved people from African ports to plantations and mines in South America and the Caribbean.
- The first African people brought to British North America had been seized from slave-trading ships by pirates, who then brought “twenty and odd” Africans to trade for food in Virginia.
- British North America would remain on the margins of the Atlantic slave trade, importing six percent of all enslaved Africans brought to the New World, and yet enslavement would grow in importance over the decades after 1619.
- Virginia’s English colonists struggled to adapt Atlantic slavery to their law, culture, and religion.
- Over the half century after 1619, white Virginians made those adaptations so that by the 1660s, racial slavery had been firstly established.
- Conversion to Christianity would not free people from bondage and any child born to an enslaved woman was claimed as the property of the people who held title to her.

STANDARD VUS.3a

The student will apply social science skills to understand early European colonization by

a) evaluating the economic characteristics of the colonies;

Essential Understandings

Colonial economies developed under the European system of mercantilism as determined by the climate, soil conditions, and natural resources available in each region.

Essential Knowledge

Economic characteristics of the colonial period

- The New England colonies developed an economy based on shipbuilding, fishing, lumbering, small-scale subsistence farming, and eventually, manufacturing. The colonies prospered, reflecting the Puritans' strong belief in the values of hard work and thrift.
- The middle colonies of New York, New Jersey, Pennsylvania, and Delaware developed economies based on shipbuilding, small-scale farming, and trading. Cities such as New York and Philadelphia began to grow as seaports and/or commercial centers.
- Southern colonies developed economies in the eastern coastal lowlands based on large plantations that grew cash crops such as tobacco, rice, and indigo for export to Europe. Farther inland, however, in the mountains and valleys of the Appalachian foothills, the economy was based on small-scale subsistence farming, hunting, and trading.
- Private ownership of property characterized colonial life everywhere, although these practices were guided by racism. The practice of ownership included the enslavement of human beings as chattel.
- The economic system of mercantilism used by imperial nations created a system of interdependence between the mother country and its colonies.

STANDARD VUS.3b

The student will apply social science skills to understand early European colonization by

b) analyzing how social and political factors impacted the culture of the colonies;

Essential Understandings

Social and political institutions in the colonies developed as a result of regional migration patterns, geography, and climate.

Although the emerging democracy was limited to European, property-owning men and women, colonization led to ideas of representative government and religious tolerance. Over several centuries, these ideas would inspire similar transformations in other parts of the world.

Essential Knowledge

Social characteristics of the colonies

- New England's colonial society was based on religious standing. The Puritans grew increasingly intolerant of dissenters who challenged their belief in the connection between religion and government. Rhode Island was founded by dissenters fleeing persecution by Puritans in Massachusetts. Both colonies established a system of enslavement that included both Africans and Native Americans.
- The middle colonies were home to multiple religious groups who generally believed in religious tolerance, including Quakers in Pennsylvania, Huguenots and Jews in New York, and Presbyterians in New Jersey. These colonies had more flexible social structures or the European immigrants and began to develop a middle class of skilled artisans, entrepreneurs (business owners), and small farmers. For Africans and Native Americans, the environment included enslavement and racial intolerance.
- Virginia and the other Southern colonies had a social structure based on family status and the ownership of land and, increasingly, enslaved people. Large landowners in the eastern lowlands dominated colonial government and society and maintained an allegiance to the Church of England and closer social ties to Britain than did those in the other colonies. In the mountains and valleys further inland, however, society was characterized by small subsistence farmers, hunters, and traders of Scots-Irish, German, and English descent. Maryland was established with the intent of being a haven for Catholics.
- While the cultural foundations in the North American colonies were British, American Indian and African cultures influenced every aspect of colonial society.
- The Great Awakening was a religious movement that swept through Europe and the colonies during the mid-1700s. It led to the rapid growth of evangelical denominations, such as the Methodist and Baptist denominations, and challenged the established religious and governmental orders. It laid one of the social foundations for the American Revolution.

Political life in the colonies

- The first meeting of a representative government in Virginia occurred at Jamestown in 1619.
- New England colonies used town meetings in the operation of government.
- Middle colonies incorporated a number of democratic principles that reflected the basic rights of Englishmen.
- Southern colonies maintained stronger ties with Britain, with planters playing leading roles in representative colonial legislatures.
- The first court case that began the process of enslaving Africans was John Punch in 1640.

STANDARD VUS.3c

The student will apply social science skills to understand early European colonization by

c) explaining the impact of the development of indentured servitude and slavery in the colonies.

Essential Understandings

American colonies relied on enslaved labor force transported from Africa and the Caribbean.

Essential Knowledge

The development of indentured servitude and slavery

- Although all American colonies adopted African slavery as their primary non-free labor system, the growth of a plantation-based agricultural economy in the hot, humid coastal lowlands of the Middle and Southern colonies depended on a cheap labor source on a large scale.
- The growth of a plantation-based agricultural economy in the hot humid coastal lowlands developed into a system that depended heavily on a large enslaved labor force to maximize profits for the wealthiest landowners who represented a small percentage of the population. Slave traders sought out people from parts of Africa, now known as Senegal and Gambia, who were known for their knowledge about rice cultivation to be sold as slaves.
- Some of the labor needs, especially in Virginia in early decades of settlement, 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.
- Although some Africans worked as indentured servants, earned their freedom, and lived as free citizens during the colonial era, over time larger and larger numbers of enslaved Africans were forcibly brought to the American colonies via the Middle Passage.
- British North America developed the only enslaved society in the New World that biologically reproduced itself because of moderate climate and crops that did not repay working enslaved people to the point of death, as they were in sugar colonies and mines elsewhere in the Western Hemisphere. As a result, the enslaved population of British North America would grow into the largest in the New World by the early nineteenth century.

STANDARD VUS.4a

The student will apply social science skills to understand the issues and events leading to and during the Revolutionary Period by

a) describing the results of the French and Indian War;

Essential Understandings

The French and Indian War was a component of a wider struggle between European powers. It resulted in British dominance of North America and increased tensions between Britain and its North American colonies.

Essential Knowledge**The French and Indian War**

- Caused by conflict between Britain and France over territory and resources
- Was the first step on the road to the American Revolution
- Colonials, including military leader George Washington, participated in the British war effort

Results of the French and Indian War

- Terms of the Treaty of Paris, 1763
- British war debt
- Increased tension between Britain and its colonies resulted as Britain shifted from its policy of salutary neglect to a more active role in colonial affairs beginning with the Proclamation of 1763

STANDARD VUS.4b

The student will apply social science skills to understand the issues and events leading to and during the Revolutionary Period by

b) evaluating how political ideas of the Enlightenment helped shape American politics;

Essential Understandings

The foundations of American government lie in seventeenth- and eighteenth-century English Common Law, the parliamentary systems, and the European Enlightenment movement.

The Founding Fathers blended the colonial governmental system with Enlightenment political philosophies to shape the new nation.

Essential Knowledge

Key political ideas of the Enlightenment

- Natural rights
- Consent of the governed
- Social Contract
- Ordered liberty
- Separation of church and state
- Separation of powers

STANDARD VUS.4c

The student will apply social science skills to understand the issues and events leading to and during the Revolutionary Period by
c) explaining how conflicting loyalties created political differences among the colonists concerning separation from Great Britain;

Essential Understandings

The ideas of the Enlightenment and the perceived unfairness of British policies by some Americans provoked debate and resistance by the American colonists.

Essential Knowledge

The road to revolution: Changes in British policy led to the American Revolution

- Taxation policy: Parliament enacted several revenue-raising taxes to pay for the costs incurred from the French and Indian War and for British troops to protect the colonists throughout the 1760s and 1770s, including the Sugar Act, Stamp Act, and the Townshend Acts. These acts were protested by some colonists through boycotts, intimidation, and violence.
- Civil liberties: Some American colonists believed their civil liberties as Englishmen were violated by the British government through its use of writs of assistance and the Quartering Act.
- Military maneuvers: Some American colonists believed the employment of the Quartering Act, martial law, and the closing of Boston Harbor were clear violations of their rights.

The beginning of the American Revolution

Resistance to British rule in the colonies mounted, leading to war:

- The Boston Massacre took place when British troops fired on anti-British demonstrators.
- The Boston Tea Party, led by the Sons of Liberty, occurred.
- The First Continental Congress was called, to which all of the colonies except Georgia sent representatives—the first time most of the colonies had acted together.
- War began when the Minutemen in Massachusetts fought a brief skirmish with British troops at Lexington and Concord.
- The Second Continental Congress was called, to which all colonies eventually sent representatives.
- Members of the Continental Congress selected George Washington as commander in chief of the Continental Army and debated the issue of independence.

STANDARD VUS.4c (continued)

The student will apply social science skills to understand the issues and events leading to and during the Revolutionary Period by
c) explaining how conflicting loyalties created political differences among the colonists concerning separation from Great Britain;

Differences among the colonists

The colonists were divided into three main groups during the Revolution:

- Patriots
 - Believed in complete independence from Britain
 - Inspired by the ideas of Locke and Paine and the words of Virginian Patrick Henry (“Give me liberty, or give me death!”)
 - Provided the troops for the American Army, led by Virginian George Washington
- Loyalists (Tories)
 - Remained loyal to Britain because of cultural and economic ties
 - Believed that taxation of the colonies was justified to pay for British troops to protect European settlers from American Indian attacks
- Neutrals
 - The many colonists who tried to stay as uninvolved in the war as possible
- Enslaved People
 - Many of the people held in slavery sought to use the war to pursue their own freedom
 - Ten thousand African Americans fought with the British against the white colonists who held them in slavery

STANDARD VUS.4d

The student will apply social science skills to understand the issues and events leading to and during the Revolutionary Period by
d) analyzing the competing factors that led to colonial victory in the Revolutionary War;

Essential Understandings

Competing factors in Europe led to the American victory over the British.

Despite Britain's military superiority, the colonists achieved victory in the American Revolution through the efforts of colonial military and political leaders.

Essential Knowledge

Competing advantages of the opposing forces

- Britain had a more powerful military, as its army was well-trained and well-equipped, along with a superior navy; however, the war continued to lose popular support in Britain.
- American colonists had the advantages of fighting a defensive war and having a committed political leadership.

Developments leading to colonial victory in the Revolutionary War

- American victory at the Battle of Saratoga led to the Treaty of Alliance negotiated by Ben Franklin with France
- American victory at the Battle of Yorktown under the command of George Washington with the assistance of the French army and navy

STANDARD VUS.4e

The student will apply social science skills to understand the issues and events leading to and during the Revolutionary Period by

- e) evaluating how key principles in the Declaration of Independence grew in importance to become unifying ideas of American political philosophy.**

Essential Understandings

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.

The revolutionary generation formulated the political philosophy and laid the institutional foundations for the system of government under which Americans live.

New political ideas about the relationship between people and their government helped to justify the Declaration of Independence.

Essential Knowledge

The Declaration of Independence

- The Declaration of Independence was inspired by ideas concerning natural rights and political authority that laid the institutional foundations for the system of government that ultimately unified the American people.
- The eventual draft of the Declaration of Independence, authored by Thomas Jefferson of Virginia, reflected the ideas of John Locke and Thomas Paine.
- Locke's writings on "natural rights," "social contract," "ordered liberty," and "consent of the governed" were incorporated when Jefferson wrote:
 - "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..."
- Paine's *Common Sense* challenged the rule of the American colonies by the King of England. It was read by many American colonists and contributed to the growing sentiment for independence from Great Britain. Jefferson incorporated into the Declaration of Independence many of the grievances against the King of England that Paine had outlined in *Common Sense*.
- The Declaration of Independence blamed the English for the growing system of African slavery that dominated the economies of the Southern colonies.

STANDARD VUS.5a

The student will apply social science skills to understand the development of the American political system by

- a) examining founding documents to explore the development of American constitutional government, with emphasis on the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom in the framing of the Bill of Rights;**

Essential Understandings

American political leaders wrote a series of documents intended to provide an effective system of government based on republican principles.

Essential Knowledge

The Articles of Confederation

American political leaders, fearful of a powerful central government like Britain's, created a weak national system of government. Significant powers given to the states ultimately made the national government ineffective. The Articles of Confederation

- 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 or population
- provided for no executive or judicial branch
- ultimately was replaced with a stronger central government through the formation of the Constitution of the United States.

Virginia Declaration of Rights (George Mason)

- Stated that governments should not violate the people's natural rights

Virginia Statute for Religious Freedom (Thomas Jefferson)

- Supported freedom of religious exercise and separation of church and state

The United States Constitution's Bill of Rights

- James Madison consulted the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom when drafting the amendments that eventually became the United States Bill of Rights.

STANDARD VUS.5b

The student will apply social science skills to understand the development of the American political system by

b) describing the major compromises necessary to produce the Constitution of the United States, with emphasis on the roles of James Madison and George Washington;

Essential Understandings

The Constitution of the United States was created in a spirit of compromise in order to establish an effective form of government, with notable contributions by Virginians George Washington and James Madison.

Essential Knowledge

Key issues and their resolutions

- Made federal law the supreme law of the land when constitutional, but otherwise gave the states considerable leeway to govern themselves
- Balanced power between large and small states by creating a Senate, where each state has two senators, and a House of Representatives, where membership is based on population as stated in the Great Compromise
- Appeased the Southern states by counting slaves as three-fifths of the population when determining representation in the United States House of Representatives while avoiding mention of slavery by name.
- Established three co-equal branches (legislative, executive, judicial) with numerous checks and balances among them providing for separation of powers
- Limited the powers of the federal government to those identified in the Constitution

Key leaders

- George Washington, president of the Convention
 - 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”
 - Madison, a Virginian and a brilliant political philosopher, often led the debate and kept copious notes of the proceedings—the best record historians have of what transpired at the Constitutional Convention.
 - At the Convention, he authored the Virginia Plan, which proposed a federal government of three separate branches (legislative, executive, judicial) and became the foundation for the structure of the new government.
 - He later authored much of the Bill of Rights.

STANDARD VUS.5c

The student will apply social science skills to understand the development of the American political system by

- c) assessing the arguments of Federalists and Anti-Federalists during the ratification debates in defense of the principles and issues that led to the development of political parties**

Essential Understandings

The debates between the Federalists and Anti-Federalists set the stage for the development of political parties in the United States.

Essential Knowledge

Debates over the ratification of the U.S. Constitution

- The Federalists supported ratification because they advocated the importance of a strong central government, especially to promote economic development and public improvements.
- Anti-Federalists were opposed to the ratification of the Constitution because they feared an overly powerful central government destructive of the rights of individuals and states, leading to their demand for the incorporation of the United States Bill of Rights.

Issues leading to the formation of political parties

- Controversy over the Federalists' support for Hamilton's financial plan, especially the Bank of the United States; Washington's Proclamation of Neutrality including the Jay Treaty; and the undeclared war on France during the John Adams administration contributed to the emergence of an organized opposition party, the Democratic-Republicans, led by Thomas Jefferson and James Madison.

Formation of political parties

- The Federalists typically believed in a strong national government and commercial economy. They 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 presidential election of 1800, won by Thomas Jefferson, was the first American presidential election in which power was peacefully transferred from one political party to another.

STANDARD VUS.5d

The student will apply social science skills to understand the development of the American political system by

- d) evaluating the impact of John Marshall's precedent-setting decisions that established the Supreme Court as an independent and equal branch of the national government.**

Essential Understandings

Important legal precedents established by the Marshall Court strengthened the role of the United States Supreme Court as an equal branch of the national government.

Essential Knowledge

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 Supreme Court's authority to mediate disagreements between branches of governments, levels of government, and competing business interests, as decided during John Marshall's tenure as the chief justice of the Supreme Court.

STANDARD VUS.6a

The student will apply social science skills to understand major events in Virginia and United States history during the first half of the nineteenth century by

a) explaining territorial expansion and its impact on the American Indians;

Essential Understandings

Conflicts between American settlers and Indian nations in the Southeast and the old Northwest resulted in the relocation of many American Indians to reservations.

Economic and strategic interests of the populace led to territorial expansion, which resulted in dominance over indigenous cultures.

Essential Knowledge

Early stages of territorial expansion

- White settlers had fought against indigenous peoples from the first months of their arrival across the generations that followed.
- American governments wrote treaties with many indigenous peoples that were frequently broken.
- The rapid expansion of the white population disturbed the economies and cultures of the indigenous peoples in every part of North America. Settlers frequently pushed illegally on to lands controlled by the American Indians.
- Thomas Jefferson, as president in 1803, purchased from France the huge Louisiana Territory, which doubled the size of the United States. As a result, the United States gained control of the Mississippi River and New Orleans to facilitate western trade. Jefferson authorized the Lewis and Clark expedition to explore the new territories that lay west of the Mississippi River. Sacajawea, an American Indian woman, served as their guide and translator.
- American settlers streamed westward from the East Coast through the use of roads, canals, and railroads, which had intended and unintended consequences for American Indians.

Impact on the American Indians

- The belief that it was America's Manifest Destiny to stretch from the Atlantic to the Pacific provided political support for territorial expansion.
- During this period of westward migration, American Indians were repeatedly defeated in violent conflicts with settlers and soldiers, ~~and~~
- American Indians were forcibly removed from their ancestral homelands. They were either forced to march far away from their homes (the Trail of Tears, when Cherokee, Choctaw, Chickasaw, Creek, and Seminole peoples were relocated from the South to present-day Oklahoma) or confined to reservations.
- The forced migrations led to the deaths of up to a third of the Native people forced to move with inadequate supplies and protection.

STANDARD VUS.6b

The student will apply social science skills to understand major events in Virginia and United States history during the first half of the nineteenth century by

b) describing the political results of territorial expansion;

Essential Understandings

The continental United States was established through international diplomacy and warfare.

Essential Knowledge

Following the War of 1812, the United States and Britain agreed, through treaty, to establish the 49th parallel as the boundary between the United States and Canada along the Louisiana Territory. It was later extended to the Pacific following the acquisition of the Oregon Territory from Britain in 1846. Florida was acquired by the United States through a treaty with Spain in 1819.

To protect America's interests in the Western Hemisphere, the Monroe Doctrine was issued. The Monroe Doctrine (1823) stated the following:

- The American continents should not be considered for future colonization by any European powers.
- Nations in the Western Hemisphere were inherently different from those of Europe (i.e., they were republics by nature rather than monarchies).
- The United States would regard as a threat to 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.

American migration into Texas led to an armed revolt against Mexican rule and a battle at the Alamo, in which a band of Texans fought to the last man against a vastly superior Mexican force. The Texans' eventual victory over Mexican forces subsequently brought Texas into the United States.

The American victory in the Mexican War during the 1840s led to the acquisition of an enormous territory that included the present-day states of California, Nevada, Utah, and Arizona, and parts of Colorado and New Mexico.

The acquisition of Texas created a vast new area for the expansion of slavery. White Southerners flooded into Texas and imported hundreds of thousands of enslaved people from the older states of the South.

STANDARD VUS.6c

The student will apply social science skills to understand major events in Virginia and United States history during the first half of the nineteenth century by

c) assessing the political and economic changes that occurred during this period, with emphasis on James Madison and the War of 1812;

Essential Understandings

The second war with Britain had lasting political and economic consequences as American nationalism and economic production greatly increased.

Essential Knowledge

War of 1812

- British interference with American shipping and the American desire for western expansionism fueled the call for a declaration of war.
- Federalists, in opposition to Madison's war resolution and to the war effort, met at the Hartford Convention and discussed secession.
- Following the outcomes of the War of 1812, the Federalists were viewed as unpatriotic and treasonous, which ultimately led to the demise of the political party.
- The war led to the departure of thousands of enslaved African Americans to British forces, resulting in enhanced American efforts to prevent future foreign invasions (e.g., Fort Monroe).

Economic impact of the War of 1812

- A market revolution emerged following the War of 1812, which transformed the American economy through
 - transportation improvements in canals and railroads.
 - agricultural improvements such as the cotton gin and mechanical reaper.
 - industrial innovations, including textile mills.
 - communication improvements, including the telegraph.
 - the rapid expansion of slavery into lands taken from American Indians
- Many of these internal improvements were funded by tariffs through the American System.

STANDARD VUS.6d

The student will apply social science skills to understand major events in Virginia and United States history during the first half of the nineteenth century by

d) analyzing the social and cultural changes during the period, with emphasis on “the age of the common man” (Jacksonian Era);

Essential Understandings

Although the Age of Jackson led to an increase in democracy for white men, his party led the effort to drive the American Indians of the South from their homes and opposed the abolitionists.

Essential Knowledge

Most abolitionists considered the political system too corrupt and in the service of the slave South to be of use, Jackson’s party led the effort to drive the American Indians of the South from their homes and opposed the abolitionists.

The “Age of the Common Man”

- Universal white manhood suffrage increased the electorate
- Rise of interest groups including nativists
- Political campaigning
- Spoils System

Emergence of new political parties

- Whigs were
 - organized in opposition to the Democratic Party.
 - arose in opposition to Andrew Jackson and supported temperance and the use of the government for economic development.
 - supported temperance and the use of the government for economic development.
- Know-Nothings were
 - organized in opposition to continued immigration by Irish and German immigrants.
 - the first of a series of political efforts to oppose immigration and immigrants. Most abolitionists considered the political system too corrupt and in the service of the slave South to be of use.

Cultural changes sparked by the Second Great Awakening

- Temperance movement
- Women’s suffrage movement
- Abolitionist movement

STANDARD VUS.6e

The student will apply social science skills to understand major events in Virginia and United States history during the first half of the nineteenth century by

- e) evaluating 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

As the nation struggled to resolve sectional issues over the future of slavery, compromises were developed to defuse a series of political crises.

Essential Knowledge

Sectional tensions caused by competing economic interests

- The North favored high protective tariffs to protect Northern manufactured goods from foreign competition.
- The plantation-based South opposed high tariffs that made the price of imports more expensive.
- Slavery expanded west with great speed, dominating one new state after another from the east coast to Texas and Arkansas.

Sectional tensions caused by westward expansion

- As new states entered the Union, compromises were reached that maintained the balance of power in Congress between “free states” and “slave states.”
- The Missouri Compromise (1820) drew an east-west line through the Louisiana Purchase, with slavery prohibited above the line and allowed below, except that slavery was allowed in Missouri, north of the line.
- In the Compromise of 1850, California entered as a free state, while the new Southwestern territories acquired from Mexico would decide on their own.
- The Kansas-Nebraska Act of 1854 repealed the Missouri Compromise line, giving white males in Kansas and Nebraska the choice whether to allow slavery in their states or not (i.e., popular sovereignty). This law produced bloody fighting in Kansas as pro- and antislavery forces battled each other. It also led to the birth of the Republican Party that same year to oppose the spread of slavery.

Sectional tensions caused by debates over the nature of the Union

- South Carolinians, in the South Carolina Exposition and Protest, 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). South Carolina leaders sought to check the power of the federal government, which they feared might interfere with slavery's expansion.
- President Jackson threatened to send federal troops to collect the tariff revenues and uphold the power of federal law.

STANDARD VUS.6e

The student will apply social science skills to understand major events in Virginia and United States history during the first half of the nineteenth century by

- e) evaluating 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;**

Sectional tensions caused by the institution of slavery

- Slave revolts in Virginia, led by Gabriel (Prosser) in 1800 and Nat Turner in 1831, fed white Southerners' fears about slave rebellions and led to severe restrictions on privileges for free blacks and harsh laws in the South against fugitive slaves. Southerners who favored abolition were intimidated into silence.
- Abolitionists, led by William Lloyd Garrison, publisher of *The Liberator*, 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. Although abolitionists accounted for only two percent of the northern population, they won a great deal of attention and animosity, in the North as well as the South.
- Enslaved African Americans who escaped to free states, many aided by the Underground Railroad, pitted Southern slave owners against outraged Northerners who opposed returning escaped slaves to bondage.

The women's suffrage movement

- At the same time the abolitionist movement grew, another reform movement took root—the movement to give equal rights to women
- Seneca Falls Declaration of 1848
- Roles of Elizabeth Cady Stanton and Susan B. Anthony, who became involved in the women's suffrage movement before the Civil War and continued with the movement after the war

STANDARD VUS.6f

The student will apply social science skills to understand major events in Virginia and United States history during the first half of the nineteenth century by

f) explaining how Manifest Destiny and President James K. Polk's policies impacted the nation;

Essential Understandings

America wanted to take land from American Indians and Mexico to expand from the Atlantic to the Pacific, leading to conflict between the North and the South as both slavery and free settlers moved west.

Essential Knowledge

The popular belief that it was America's Manifest Destiny to stretch across the continent from the Atlantic to the Pacific provided political support for territorial expansion.

President James K. Polk, a Democrat, was elected on a Manifest Destiny platform. During Polk's presidency, the United States acquired

- the Oregon Territory from Great Britain
- the Mexican Cession from Mexico.

This acquisition of land led to renewed controversy concerning the expansion of slavery into new territories. This controversy led to the Compromise of 1850, the Kansas-Nebraska Act, and the rise of the Republican Party.

STANDARD VUS.6g

The student will apply social science skills to understand major events in Virginia and United States history during the first half of the nineteenth century by

g) evaluating and explaining the multiple causes and compromises leading to the Civil War, including the role of the institution of slavery.

Essential Understandings

Cultural, economic, and constitutional differences between the North and the South—all based in slavery, and eventually resulted in the Civil War.

The events of the 1850s, combined with the lack of strong presidential leadership, led to the secession of Southern states.

Sectional tensions over slavery, originating with the formation of the nation, ultimately resulted in war between the Northern and Southern states.

Essential Knowledge

Causes of the Civil War

- Sectional disagreements and debates over tariffs, extension of slavery into the territories, and the relative power of the states and the federal government.
- The issues related to slavery increasingly divided the nation and led to the Civil War. Much of America's economy revolved around the institution of slavery, which accounted for a large share of America's exports.
- Northern abolitionists vs. Southern defenders of slavery
- A series of failed compromises over the expansion of slavery in the territories and the Fugitive Slave Act
- Publication of *Uncle Tom's Cabin* by Harriet Beecher Stowe in response to the Fugitive Slave Act
- United States Supreme Court decision in the Dred Scott case
- The creation of the Republican Party in the mid-1850s, explicitly devoted to stopping the spread of slavery in the territories.

STANDARD VUS.7a

The student will apply social science skills to understand the Civil War and Reconstruction eras and their significance as major turning points in American history by

- a) describing major events and the roles of key leaders of the Civil War Era, with emphasis on Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass;**

Essential Understandings

Major political and military leaders impacted the course of the Civil War and its aftermath.

Essential Knowledge

Major events

- Election of Lincoln as president of the United States (1860), followed by the secession of several Southern states that feared Lincoln would try to abolish slavery
- Fort Sumter: Opening confrontation of the Civil War
- Emancipation Proclamation: Issued after the Battle of Antietam
- Gettysburg: Turning point of the Civil War
- Sherman's March to the Sea
- Appomattox: Site of Lee's surrender to Grant
- Juneteenth: was celebrated on June 19, 1865, when enslaved people in Texas finally became free when the United States Army arrived and enforced the Emancipation Proclamation

Key leaders and their roles

- Jefferson Davis
 - United States senator who became president of the Confederate States of America
- Ulysses S. Grant
 - Union military commander who won victories over the South after several other Union commanders had failed
- Robert E. Lee
 - Confederate general of the Army of Northern Virginia
 - After his death, Lee became the leading symbol for the "Lost Cause" movement, in which white Southerners celebrated the leaders of the Confederacy as fighters for a just cause rather than the creation of a new nation based on slavery
- Frederick Douglass
 - Former enslaved African American
 - Became a prominent abolitionist
- Urged Lincoln to recruit former enslaved African Americans to fight in the Union army

STANDARD VUS.7b

The student will apply social science skills to understand the Civil War and Reconstruction eras and their significance as major turning points in American history by

- b) evaluating and explaining the significance and development of Abraham Lincoln’s leadership and political statements, including the significance of the Emancipation Proclamation and the principles outlined in the Gettysburg Address;**

Essential Understandings

Abraham Lincoln’s vision of the United States as a nation and democratic society was evident in his speeches and political decrees.

Essential Knowledge

Abraham Lincoln’s leadership

- Initial goal: Preserve the Union, even if that meant leaving slavery in place
- Believed secession was an illegal act and that the United States was a “nation,” not a collection of sovereign states; Southerners claimed the states had freely joined the Union and could freely leave
- First Inaugural Address: “In your hands my dissatisfied fellow countrymen, and not in mine, is the momentous issue of civil war...”
- Later goal: End slavery and expand citizenship

Emancipation Proclamation

- Developed after enslaved African Americans given asylum at Fort Monroe were declared “contraband of war”
- Lincoln issued the Emancipation Proclamation as a military necessity
- Freed those enslaved people located in the “rebellious” states (Southern states that had seceded)
- Made the abolition of slavery a Northern war aim
- Discouraged any interference of foreign governments
- Allowed for the enlistment of African American soldiers and sailors in the United States military

Gettysburg Address

- 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.”

STANDARD VUS.7c

The student will apply social science skills to understand the Civil War and Reconstruction eras and their significance as major turning points in American history by

- c) evaluating and explaining the impact of the war on Americans, with emphasis on Virginians, African Americans, the common soldier, and the home front;**

Essential Understandings

The Civil War had a profound impact on the whole of American society.

Essential Knowledge

African Americans

- Nearly two hundred thousand African Americans served in the United States Army and Navy following the implementation of the Emancipation Proclamation. African Americans protested against being paid less than white soldiers and sailors.
- Enslaved African Americans seized the opportunity presented by the approach of Union troops to achieve freedom.
- African American soldiers and sailors were discriminated against and served in segregated units under the command of white officers.
- Robert Smalls, an African American sailor and later a Union naval captain, was highly honored for his feats of bravery and heroism. He was elected to the United States House of Representatives after the war.

Common soldiers

- Warfare was costly, but disease killed more men than did bullets.
- The white South lost nearly a quarter of its military-aged white men to death and many more through illness and disability.
- After the war, especially in the South, soldiers returned home to find destroyed homes and poverty. Soldiers on both sides lived with permanent disabilities.
- After African American soldiers and sailors returned home from the war, they were targeted for violence.

Women

- Managed homes and families with scarce resources
- Often faced poverty and hunger as evidenced by Bread Riots in Richmond, Virginia
- Assumed new roles in agriculture, nursing, and war industries
- Supported the war effort: Clara Barton, a Civil War nurse, created the American Red Cross; Harriet Tubman, an abolitionist, was a political activist and conductor on the Underground Railroad; Elizabeth Van Lew, a Virginia abolitionist, was a spy for the Union Army; and Mary Bowser was an African American Union spy.

STANDARD VUS.7d

The student will apply social science skills to understand the Civil War and Reconstruction Era and their significance as major turning points in American history by

d) evaluating postwar Reconstruction plans presented by key leaders of the Civil War;

Essential Understandings

The differing objectives of key leaders of the Civil War led to the development of competing plans for Reconstruction.

Essential Knowledge

10 Percent Plan

- Lincoln believed that since secession was illegal, Confederate governments in the Southern states were illegitimate and the states had never really left the Union. He believed that Reconstruction was a matter of quickly restoring legitimate Southern state governments once 10 percent of the registered voters of that state in 1860 pledged loyalty to the United States government.
- Lincoln also believed that to reunify the nation, the federal government should not punish the South, but act “with malice towards none, with charity for all...to bind up the nation’s wounds....”
- The assassination of Lincoln just a few days after Lee’s surrender at Appomattox enabled Radical Republicans to influence the process of Reconstruction in a manner much more punitive towards the former Confederate states.

Johnson’s Reconstruction plan

- Andrew Johnson, Lincoln’s successor as president, adopted much of Lincoln’s Reconstruction plan but offered pardons to high-ranking military and political Confederate leaders who personally requested them.
- Johnson’s authority in leading the Reconstruction of the South was challenged by congressional leaders who were angered by the South’s enactment of Black Codes and the election of high-ranking former Southern leaders to Congress.

Radical Republicans

- The secessionist states would not be 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 Andrew Johnson over the issue of civil rights for freed slaves, eventually impeaching him but failing to remove him from office.

STANDARD VUS.7e

The student will apply social science skills to understand the Civil War and Reconstruction eras and their significance as major turning points in American history by

- e) evaluating and explaining the political and economic impact of the war and Reconstruction, including the adoption of the 13th, 14th, and 15th Amendments to the Constitution of the United States.**

Essential Understandings

The United States Constitution was permanently altered as a result of the Civil War era.

A new wave of economic expansion and migration in the North and West resulted from the Civil War era while the South maintained an agricultural economy.

Essential Knowledge

Political effects

- Reconstruction attempted to create legal equality for people formerly held in slavery.
- The amendments to the Constitution during Reconstruction laid the basis for the eventual equality for all Americans.
- The three “Civil War Amendments” to the Constitution were added.
 - 13th Amendment: Slavery was abolished permanently in the United States.
 - 14th Amendment: States were prohibited from denying equal rights under the law to any American and citizenship was redefined.
 - 15th Amendment: Voting rights were guaranteed regardless of “race, color, or previous condition of servitude” (former slaves).
- Following the end of Reconstruction, former Confederates regained political power in the South. This led to the installation of the era of Jim Crow and the restriction of civil liberties for African Americans in the South.
- Rights that African Americans had gained were lost through “Jim Crow” laws that segregated black and white Southerners from one another.

Economic impact

- The Southern states were left embittered and devastated by the war. Farms, railroads, and factories had been destroyed throughout the South. Confederate money was worthless. Many towns and cities such as Richmond and Atlanta lay in ruins, and the source of labor was greatly changed due to the loss of life during the war and the end of slavery. The South would remain an agriculture-based economy and the poorest section of the nation for many decades afterward.
- The North and Midwest emerged with strong and growing industrial economies, laying the foundation for the sweeping industrialization of the nation in the next half-century and the emergence of the United States as a global economic power by the beginning of the twentieth century. The Southern economy recovered in the 1880s and grew rapidly producing lumber, coal, and cotton.
- 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.

STANDARD VUS.8a

The student will apply social science skills to understand how the nation grew and changed from the end of Reconstruction through the early twentieth century by

- a) explaining the westward movement of the population in the United States, with emphasis on the role of the railroads, communication systems, admission of new states to the Union, and the impact on American Indians;**

Essential Understandings

New technologies, innovations, and government policies led to a new wave of internal and international migration and growth.

This growth, while positive for some, destroyed ways of life that American Indians had practiced for centuries and dispossessed them from their homes.

Essential Knowledge

Westward movement

- Following the Civil War, the westward movement of settlers intensified in the vast region between the Mississippi River and the Pacific Ocean.
- The years immediately before and after the Civil War were the era of the American cowboy, marked by long cattle drives for hundreds of miles over unfenced open land in the West, which was the only way to get cattle to market before the spread of railroads soon thereafter.
- Many Americans had to rebuild their lives after the Civil War. They responded to the incentive of free public land and moved west to take advantage of the Homestead Act of 1862, which gave free public land in the western territories to settlers who would live on and farm the land.
- Southerners, including African Americans moved west to seek new opportunities after the Civil War.
- New technologies such as the railroads, telegraph, telephone, and mechanical reaper opened new lands in the West for settlement and made farming profitable by increasing the efficiency of production and linking resources and markets. By the turn of the century, the Great Plains and Rocky Mountains regions of the American West were no longer a mostly unsettled frontier, but were fast becoming regions of farms, ranches, and towns.
- The forcible removal of the American Indians from their lands continued throughout the remainder of the nineteenth century as settlers continued to move west following the Civil War.

STANDARD VUS.8b

The student will apply social science skills to understand how the nation grew and changed from the end of Reconstruction through the early twentieth century by

- b) analyzing the factors that transformed the American economy from agrarian to industrial and explaining how major inventions transformed life in the United States, including the emergence of leisure activities;**

Essential Understandings

Economic growth at the turn of the century laid the foundation for modern America.

Essential Knowledge

Technological change spurred growth of industry primarily in northern cities.

Inventions/innovations

- Corporation (limited liability)
- Bessemer steel process
- Light bulb (Thomas Edison) and electricity as a source of power and light
- Filament for light bulb (Lewis Latimer)
- Telephone (Alexander Graham Bell)
- Airplane (Wright brothers)
- Assembly-line manufacturing (Henry Ford)
- Gas Mask & Traffic Light (Garrett Morgan)

Economic Industrial leaders

- Andrew Carnegie (steel)
- J. P. Morgan (finance)
- John D. Rockefeller (oil)
- Cornelius Vanderbilt (railroads)
- “Madame CJ Walker” - Sarah Breedlove (hair products & cosmetics)

Reasons for economic transformation

- 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

Emergence of leisure activities

- Sporting events such as baseball
- Vaudeville and minstrel shows
- Amusement parks and fairs

STANDARD VUS.8c

The student will apply social science skills to understand how the nation grew and changed from the end of Reconstruction through the early twentieth century by

c) examining the contributions of new immigrants and evaluating the challenges they faced, including anti-immigration legislation;

Essential Understandings

A new wave of immigration at the turn of the twentieth century transformed American society.

Essential Knowledge

Immigration

- Prior to 1871, most immigrants to America came from Northern and Western Europe (Germany, Great Britain, Ireland, Norway, and Sweden). During the half-century from 1871 until 1921, most immigrants came from Southern and Eastern Europe (Italy, Greece, Poland, Russia, present-day Hungary, and former Yugoslavia), as well as Asia (China and Japan).
- Like earlier immigrants, these immigrants came to America seeking freedom and better lives for their families.
- Immigrants made valuable contributions to the dramatic industrial growth of America during this period. Chinese workers helped to build the Transcontinental Railroad. Immigrants worked in textile and steel mills in the Northeast and the clothing industry in New York City. Slavs, Italians, and Poles worked in the coal mines of the East. They often worked for very low pay and endured dangerous working conditions to help build the nation's industrial strength.
- During this period, immigrants from Europe entered America through Ellis Island in New York harbor. Their first view of America was often the Statue of Liberty, as their ships arrived following the voyage across the Atlantic.
- Immigrants began the process of assimilation into what was termed the American "melting pot." While often settling in ethnic neighborhoods in the growing cities, they and their children worked hard to learn English, adopt American customs, and become American citizens. The public schools served an essential role in the process of assimilating immigrants into American society.
- Immigrants were often exploited by urban political machines that provided useful services in exchange for immigrant votes, which increased animosity toward them.
- Despite the valuable contributions immigrants made to building America during this period, immigrants often faced hardship and hostility. There was fear and resentment that immigrants would take jobs for lower pay than American workers would accept, and there was prejudice based on religious and cultural differences.
- Mounting resentment led Congress to limit immigration through the Chinese Exclusion Act of 1882 and Emergency Quota 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.

STANDARD VUS.8d

The student will apply social science skills to understand how the nation grew and changed from the end of Reconstruction through the early twentieth century by

- d) analyzing the impact of prejudice and discrimination, including “Jim Crow” laws, the responses of Booker T. Washington and W.E.B. DuBois, and the practice of eugenics in Virginia;

Essential Understandings

During the early twentieth century, Supreme Court rulings limited the civil liberties of Americans. Newly formed organizations began to address segregation and discrimination issues.

Essential Knowledge

Discrimination against and segregation of African Americans

- After Reconstruction, many Southern state governments passed “Jim Crow” laws forcing separation of the races in public places.
- African Americans looked to the courts to safeguard their rights.
- In *Plessy v. Ferguson*, the Supreme Court ruled that “separate but equal” did not violate the 14th Amendment, upholding the “Jim Crow” laws of the era.
- During the early twentieth century, African Americans began the Great Migration to Northern cities in search of jobs and to escape poverty and discrimination in the South. African Americans also experienced discrimination and violence in the North and Midwest, but had greater opportunities than were available to them in the South.
- Mob violence, such as in Danville in 1883.

Responses of African Americans

- Ida B. Wells-Barnett led an anti-lynching crusade and called on the federal government to take action.
- Booker T. Washington believed the way to equality was through vocational education and economic success; he accepted social separation.
- W.E.B. DuBois believed that education was meaningless without equality. He supported political equality for African Americans by helping to form the National Association for the Advancement of Colored People (NAACP).

STANDARD VUS.8d (continued)

The student will apply social science skills to understand how the nation grew and changed from the end of Reconstruction through the early twentieth century by

- d) analyzing the impact of prejudice and discrimination, including “Jim Crow” laws, the responses of Booker T. Washington and W.E.B. DuBois, and the practice of eugenics in Virginia;**

Practice of eugenics in Virginia

- Eugenics is the belief in the possibility of improving the qualities of the human population by discouraging reproduction by individuals presumed to have “undesirable” traits and encouraging reproduction by those who had desired inheritable traits.
- Eugenics was a movement throughout the twentieth century, worldwide as well as in Virginia, which demonstrated the misuse of the principles of heredity.
- In *Buck v. Bell* (1927), the United States Supreme Court upheld a Virginia statute for the sterilization of people considered genetically unfit. Upholding Virginia's sterilization statute provided for similar laws in 30 states, under which an estimated 65,000 Americans were sterilized without their own consent or that of a family member.

STANDARD VUS.8e

The student will apply social science skills to understand how the nation grew and changed from the end of Reconstruction through the early twentieth century by

e) evaluating and explaining the social and cultural impact of industrialization, including rapid urbanization;

Essential Understandings

During the early twentieth century, America shifted from a primarily rural to an urban society.

Essential Knowledge

Growth of cities

- 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. Cities such as Atlanta, Birmingham, Dallas, and Houston also grew rapidly in the South, though without many immigrants.
- The rapid growth of cities caused housing shortages and the need for new public services, such as sewage and water systems and public transportation. Cities in the Northeast, such as Boston and New York, constructed subway systems around the turn of the twentieth century, and many cities built trolley or streetcar lines.

Industrialization: Reputation of capitalists as captains of industry or robber barons

- Excesses of the Gilded Age
- Income disparity
- Lavish lifestyles
- Ruthless business practices of capitalists in forming monopolies and trusts

Industrialization: Impact on working conditions for labor

- Long hours and low wages, especially for women and children
- No job security and no benefits such as workingmen's compensation
- Dangerous working conditions, including the Triangle Shirtwaist Company fire, and work-related illnesses such as lung disease
- Company towns

Industrialization: Formation of labor unions

- Goals: Higher wages, fewer work hours, safer conditions
- Labor organizations
- Knights of Labor led by Terence Powderly
- American Federation of Labor led by Samuel Gompers
- American Railway Union led by Eugene V. Debs
- International Ladies' Garment Workers' Union
- Brotherhood of the Sleeping Car Porters & Maids led by A. Philip Randolph & Chancellor Owens

STANDARD VUS.8e (continued)

The student will apply social science skills to understand how the nation grew and changed from the end of Reconstruction through the early twentieth century by

e) evaluating and explaining the social and cultural impact of industrialization, including rapid urbanization;

Great Migration

The Great Migration began post Reconstruction and continued through the 1920s. Created opportunities for African Americans in housing, education, and politics.

By the turn of the 20th century, the vast majority of black Americans lived in the Southern states.

- The widespread migration of African Americans moving from rural communities in the South to large cities in the North and West.
 - “Push” factors:
 - poor economic conditions in the South—intensified by the limitations of sharecropping, farm failures, and crop damage
 - ongoing racial oppression in the form of Jim Crow laws.
 - “Pull” factors
 - encouraging reports of good wages and living conditions that appeared in African American newspapers.
 - advertisements for housing and employment and firsthand stories of newfound success in the North and western areas such as the *Chicago Defender*.
- Other areas such as Detroit, Michigan; Cleveland, Ohio; and New York City saw large numbers of migrants coming for new opportunities.

Strikes

- Haymarket Square Riot led to the demise of the Knights of Labor
- Homestead Strike by Carnegie steel workers
- Pullman Strike by railroad workers

Gains

- Limited work hours
- Regulated working conditions

STANDARD VUS.8f

The student will apply social science skills to understand how the nation grew and changed from the end of Reconstruction through the early twentieth century by

- f) evaluating and explaining the economic outcomes and the political, cultural and social developments of the Progressive Movement and the impact of its legislation.**

Essential Understandings

The Progressive Movement sought to reform the economic, political, and social systems of the United States through government regulation and oversight.

Essential Knowledge

Causes of the Progressive Movement

- Economic exploitation: Formation of trusts and monopolies, and exploitation of natural resources
- Political corruption: Formation of political machines maintaining power through bribes and voter intimidation
- Social injustice: Child labor; living conditions; consumer protection; racial, gender, and ethnic equality

Goals of the Progressive Movement

- Increase economic opportunity
- Increase democracy
- Increase social justice

Muckraking Progressive leaders

- Muckrakers: Progressives whose investigative literature exposed abuses in economics, politics, and society
- Ida Tarbell: *The History of the Standard Oil Company*
- Lincoln Steffens: *The Shame of the Cities*
- Upton Sinclair: *The Jungle*

Progressive accomplishments: National legislation

- Economic:
 - The earlier Sherman Anti-Trust Act prevented any business structure that “restrains trade” (monopolies).
 - The Clayton Anti-Trust Act expanded upon the Sherman Anti-Trust Act by exempting unions from prosecution under the Sherman Act, and it outlawed price-fixing.
 - The Federal Reserve System was established.

STANDARD VUS.8f (continued)

The student will apply social science skills to understand how the nation grew and changed from the end of Reconstruction through the early twentieth century by

f) evaluating and explaining the economic outcomes and the political, cultural and social developments of the Progressive Movement and the impact of its legislation.

- Political:
 - Primary elections were established.
 - The 17th Amendment was passed, establishing the direct election of United States senators.
 - The 19th Amendment was enacted, providing women with the right to vote. Efforts to gain the right to vote were realized through the strong leadership of the women's movement by Carrie Chapman Catt and Alice Paul as well as the nation's recognition of women's wartime contributions during World War I.
- Social:
 - Consumer protection: Enacted the Meat Inspection Act and the Pure Food and Drug Act
 - Alcohol consumption: Passage of the 18th Amendment, better known as "Prohibition"; later the amendment was repealed by the 21st Amendment

Progressive accomplishments: State level

- Initiative
- Referendum
- Recall
- Secret ballot

Changes in voting laws in the South disenfranchised African American male voters

- Every southern state revised their constitutions and voting laws in this period
- Each change was put forward as a reform and aligned with those of the rest of the country, especially secret ballots, literacy tests, and poll taxes
- The Wilmington Insurrection of 1898 in North Carolina saw white political leaders illegally and violently remove black officeholders
- The changes, however, greatly reduced the ability of African Americans in the South to vote, along with poorer white people
- Strengthened segregation laws were also touted as progressive changes to bring stability to the southern social order

Additional Standard for consideration for the Virginia and United States History Curriculum Framework

STANDARD VUS.8g

The student will apply social science skills to understand how the nation grew and changed from the end of Reconstruction through the early twentieth century by

g) analyzing the impact of lynching and racial terror on the lives of African Americans and explain the efforts used to combat the widespread lynching of the 1890s and beyond.

Essential Understandings

Lynching was the illegal killing of people by gangs of violent vigilantes. It intensified following post-Reconstruction to restrain African Americans from advancing in society and from becoming active and participating citizens.

Lynching

- Occurred in all parts of the country and sometimes against accused white people, but increasingly targeted African Americans in the South
- Was meant to intimidate African Americans from asserting themselves in any way, including politically
- Were sometimes planned, public events that people came to watch.
- Grew most prevalent at the same time as segregation and disfranchisement laws, in the 1890s and early 1900s, when thousands of African Americans were killed.
- Thousands of southern African Americans had been murdered in the 1890s, with significant numbers in Georgia and Mississippi.

Efforts to combat Lynching

- Ida B. Wells-Barnett was instrumental in creating several national organizations, including the Niagara Movement, out of which, the National Association for the Advancement of Colored People (NAACP) evolved.
- The passage of anti-lynching legislation eventually became one of the NAACP's central goals.
- Between 1901 and 1929, more than 1,200 African Americans were lynched in the South.
- The NAACP published a report, *Thirty Years of Lynching in the United States, 1889–1919*, that created momentum for congressional action. The anti-lynching effort helped the NAACP to wage a mass public relations campaign and gain congressional support.
- Since 1918, Congress has considered nearly 200 anti-lynching bills in the first half of the 20th century without passing any of them.
- In 2018, Justice for Victims of Lynching Act of 2018, unanimously passed in the United States Senate. This legislation made lynching a federal crime. The bill later died because it was not passed by the House before the 115th Congress ended on January 3, 2019
- Through investigation for the bill, it stated that at least 4,742 people, mostly African Americans, were lynched in the United States between 1882 and 1968.

STANDARD VUS.9a

The student will apply social science skills to understand the emerging role of the United States in world affairs during the end of the nineteenth and early twentieth centuries by

- a) explaining changes in foreign policy of the United States toward Latin America and Asia and the growing influence of the United States, with emphasis on the impact of the Spanish-American War;**

Essential Understandings

As a result of the Spanish-American War, the United States was recognized as a world power.

Essential Knowledge

Latin America

- Spanish-American War
 - Puerto Rico was annexed by the United States.
 - The United States asserted its right to intervene in Cuban affairs.
- Panama Canal and the role of Theodore Roosevelt
 - The United States encouraged Panama's independence from Colombia.
 - The parties negotiated a treaty to build the canal.
- Roosevelt Corollary
 - Expanded the United States "police" presence in the Western Hemisphere that was established in the Monroe Doctrine

Asia and the Pacific

- Hawaii: United States efforts to depose Hawaii's monarchy; United States annexation of Hawaii
- Philippines: Annexed after the Spanish-American War
- Guam: Annexed after the Spanish-American War
- Open Door Policy: Urged all foreigners in China to obey Chinese law, observe fair competition

Racial conflict in the Spanish-American War and the Philippines

- African American soldiers and sailors eagerly enlisted to fight but were kept in segregated units
- The long fight against the Filipinos after the American arrival was often interpreted in the United States as a struggle between white and "colored" peoples

STANDARD VUS.9b

The student will apply social science skills to understand the emerging role of the United States in world affairs during the end of the nineteenth and early twentieth centuries by

b) evaluating the United States' involvement in World War I, including Wilson's Fourteen Points;

Essential Understandings

The United States fought in World War I in defense of democratic and humanitarian principles.—

Essential Knowledge

United States involvement in World War I

- The war began in Europe in 1914 when Germany and Austria-Hungary went to war with Britain, France, and Russia.
- For three years, America maintained neutrality due to popular support for isolationism.
- The decision to enter the war was the result of continuing German submarine warfare (violating freedom of the seas) and American ties to Great Britain.
- More than 350,000 African Americans fought for the Allied forces, often restricted to support roles but sometimes on the front lines
- Immigration from Europe stopped and factories in the North needed laborers;
- Americans wanted to “make the world safe for democracy.” (Woodrow Wilson)
- America's military resources of soldiers and war materials tipped the balance of the war and led to Germany's defeat.

Fourteen Points

- Wilson's plan to eliminate the causes of war
- Key points
 - Self-determination
 - Freedom of the seas
 - League of Nations

STANDARD VUS.9c

The student will apply social science skills to understand the emerging role of the United States in world affairs during the end of the nineteenth and early twentieth centuries by

c) evaluating and explaining the terms of the Treaty of Versailles, with emphasis on the national debate in response to the League of Nations.

Essential Understandings

The Treaty of Versailles failed to secure a just and lasting peace.

Essential Knowledge**Treaty of Versailles**

- The French and English insisted on punishment of Germany.
- A League of Nations was created.
- National boundaries were redrawn, creating many new nations.
- The Mandate System was established in the Middle East.

League of Nations debate in United States

- Many senators objected to United States foreign policy decisions being made by international organizations rather than United States leaders.
- The United States Senate's failure to approve the Treaty of Versailles led to the United States not joining the League of Nations.

STANDARD VUS.10a

The student will apply social science skills to understand key events during the 1920s and 1930s by

a) analyzing how popular culture evolved and challenged traditional values;

Essential Understandings

Popular culture began to evolve into an age of modernism that challenged traditional values.

Essential Knowledge

Modernism marked the beginning of a period that rejected conventional ways of viewing and interacting with the world. The movement was reflected in art, architecture, literature, music, entertainment, and fashion.

Mass media and communications

- Radio: Broadcast jazz, entertainment programming, sporting events, and Fireside Chats
- Movies: Provided escape from Depression-era realities
- Newspapers and magazines: Shaped cultural norms, established a consumer culture, and sparked fads

Challenges to traditional values

- Traditional religion: Darwin's theory, the Scopes Trial
- Traditional role of women: Flappers, 19th Amendment
- Open immigration: Rise of new Ku Klux Klan (KKK), a Red Scare
- Prohibition: Smuggling alcohol, speakeasies

Harlem Renaissance

- Following the Great Migration of World War I and the 1920s, African Americans created vibrant cultural communities in the North.
- One of the most prominent areas of black life was Harlem in New York City, filled with vibrant music and entertainment.
- A number of important poets and writers emerged in that community, including Langston Hughes, Countee Cullen, Zora Neale Hurston, Anne Spencer.
- The jazz produced in the 1920s and 1930s in Harlem and other centers of black population became popular worldwide.

STANDARD VUS.10b

The student will apply social science skills to understand key events during the 1920s and 1930s by
b) assessing and explaining the economic causes and consequences of the stock market crash of 1929;

Essential Understandings

The stock market experienced unprecedented growth in the 1920s, but serious flaws in the economy and the market itself led to economic collapse.

Essential Knowledge

Causes of the stock market crash of 1929

- Business was booming, but investments were made through buying stocks on credit.
- There was overspeculation of monetary returns on investments.
- There was a large number of small investors.
- Panic selling of stocks led to the collapse of the stock market.
- There was excessive expansion of credit.
- Business failures led to bankruptcies.
- Bank deposits were invested in the market.
- When the market collapsed, the banks ran out of money.

Consequences of the stock market crash of 1929

- The crash signaled the beginning of the Great Depression although serious flaws in the economy had existed for years.
- People lost investments, which led to financial ruin, and many committed suicide.
- Bank runs: Clients panicked and, attempting to withdraw their money from the banks, discovered their funds were lost.
- There were no new investments.

STANDARD VUS.10c

The student will apply social science skills to understand key events during the 1920s and 1930s by

c) explaining the causes of the Great Depression and its impact on the American people;

Essential Understandings

The Great Depression was caused by severe weaknesses in the nation's agricultural, financial, and industrial sectors, resulting in widespread hardships.

Essential Knowledge

Causes of the Great Depression

- Overproduction of industrial and agricultural products
- Purchasing items on credit, placing Americans in an unstable financial position
- Unequal distribution of wealth, making it difficult for many Americans to make purchases
- An agricultural depression that had plagued farmers throughout the 1920s
- 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 produced retaliatory tariffs in other countries, restricting world trade

Impact of the Great Depression

- Unemployment and homelessness
- Collapse of the financial system (bank closings)
- Decline in demand for goods
- Political unrest (growing militancy of labor unions)
- Farm foreclosures and migration

STANDARD VUS.10d

The student will apply social science skills to understand key events during the 1920s and 1930s by

d) evaluating and explaining how Franklin D. Roosevelt's New Deal measures addressed the Great Depression and expanded the government's role in the economy.

Essential Understandings

The New Deal had many long-term effects on United States government and society. As a result of the New Deal, the role of the federal government changed, transforming American politics, the economy, and society.

Essential Knowledge

New Deal (Franklin Roosevelt)

- This program changed the role of the government to a more active participant in solving problems.
- Franklin D. Roosevelt was the first president to have entirely African American advisors who served in a “kitchen cabinet.”
- Roosevelt rallied a frightened nation in which one in four workers was unemployed (“We have nothing to fear, but fear itself”).
- Relief measures provided direct payment to people for immediate help (Works Progress Administration [WPA]).
- Recovery programs were designed to bring the nation out of the depression over time (Agricultural Adjustment Administration [AAA]).
- Reform measures corrected unsound banking and investment practices (Federal Deposit Insurance Corporation [FDIC]).
- The Social Security Act offered safeguards for workers, except for domestic workers.
- African Americans were discriminated against in these government programs.

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.

STANDARD VUS.11a

The student will apply social science skills to understand World War II by

- a) analyzing the causes and events that led to American involvement in the war, including the Japanese attack on Pearl Harbor and the American response;**

Essential Understandings

The United States policy of neutrality in World War II was no longer a viable option following the events of Pearl Harbor.

Essential Knowledge

The war in Europe

- World War II began with Hitler’s invasion of Poland in 1939, followed shortly thereafter by the Soviet Union’s invasion of Poland and the Baltic countries from the east.
- During the first two years of the war, the United States stayed officially neutral while Germany overran France and most of Europe and pounded Britain from the air (the Battle of Britain). In mid-1941, Hitler turned on his former partner and invaded the Soviet Union.
- Despite strong isolationist sentiment at home, the United States increasingly helped Britain. It gave Britain war supplies and old naval warships in return for military bases in Bermuda and the Caribbean. Soon after, the Lend-Lease Act gave the president authority to sell or lend equipment to countries to defend themselves against the Axis powers. Franklin Roosevelt compared it to “lending a garden hose to a next-door neighbor whose house is on fire.”

The war in Asia

- During the 1930s, a militaristic Japan invaded and brutalized Manchuria and China as it sought military and economic domination over Asia. The United States refused to recognize Japanese conquests in Asia and imposed an embargo on exports of oil and steel to Japan. Tensions rose, but both countries negotiated to avoid war.
- While negotiating with the United States and without any warning, Japan carried out an air attack on the American naval base at Pearl Harbor, Hawaii, on December 7, 1941. The attack destroyed much of the American Pacific fleet and killed several thousand Americans. Roosevelt called it “a date that will live in infamy” as he asked Congress to declare war on Japan.
- After Pearl Harbor, Hitler honored a pact with Japan and declared war on the United States. The debates over isolationism in the United States were over. World War II was now a true world war, and the United States was fully involved.

STANDARD VUS.11b

The student will apply social science skills to understand World War II by
b) describing and locating the major battles and key leaders of the European theater;

Essential Understandings

Military miscalculations by the leadership of the Axis powers led to a strategic Allied victory in World War II.

Essential Knowledge

Key Political Leaders of the European Theater

- United States of America
 - Franklin Delano Roosevelt
 - Harry Truman
- Great Britain
 - Winston Churchill
- Soviet Union
 - Joseph Stalin
- Germany
 - Adolf Hitler

Military Leaders

- Dwight D. Eisenhower
- George C. Patton

Allied Strategy in the European Theater

- America and its allies (Britain and the Soviet Union after being invaded by Germany) followed a “Defeat Hitler First” strategy.
- Most American resources were targeted for Europe.

Axis Strategy in the European Theater

- 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.

Major Battles of the European Theater

- Stalingrad
- Normandy landings: D-Day
- Battle of the Bulge

STANDARD VUS.11c

The student will apply social science skills to understand World War II by
c) describing and locating the major battles and key leaders of the Pacific theater;

Essential Understandings

The war strategy of the United States in the Pacific led to America's victory against Japan.

Essential Knowledge

Key Leaders of the Pacific Theater

- United States of America
 - Douglas MacArthur
- Japan
 - Emperor Hirohito
 - Hideki Tojo

United States' Strategy

- In the Pacific, American military strategy called for an "island hopping" campaign, seizing islands increasingly closer to Japan and using them as bases for air attacks on Japan, and for cutting off Japanese supplies through submarine warfare against Japanese shipping.

Japan's Strategy

- Following Pearl Harbor, Japan invaded the Philippines and Indonesia and planned to invade both Australia and Hawaii.
- Japan's leaders hoped that America would accept Japanese predominance in Southeast Asia and the Pacific, rather than conduct a bloody and costly war to reverse Japanese gains.

Major Battles in the Pacific Theater

- Battles of Midway, Iwo Jima, and Okinawa
- Use of the atomic bomb on Hiroshima and Nagasaki

STANDARD VUS.11d

The student will apply social science skills to understand World War II by

- d) evaluating and explaining how the United States mobilized its economic and military resources, including the role of all-minority military units (the Tuskegee Airmen and Nisei regiments) and the contributions of media, minorities, and women to the war effort;**

Essential Understandings

World War II was a total war in which all of America's economic and human resources had to be mobilized to their greatest capacity.

Essential Knowledge

Minority participation

- African Americans served in all branches and fought overseas during World War II
- African Americans generally served in segregated military units and were assigned to noncombat roles but demanded the right to serve in combat rather than in support roles.

All-minority military units

- Tuskegee Airmen (African Americans) served in Europe with distinction.
- Nisei regiments (Japanese Americans) earned a high number of decorations.

Additional contributions of minorities

- Communication codes of the Navajo were used (oral, not written language; impossible for the Japanese to break).
- Hispanic Americans also fought, but in nonsegregated units.
- Minority units suffered high casualties and won numerous unit citations and individual medals for bravery in action.

Economic resources

- United States government and industry forged a close working relationship to allocate resources effectively.
- Rationing was used to maintain supply of essential products to the war effort.
- War bonds and income tax were used to finance the war.
- Businesses retooled from peacetime to wartime production (e.g., car manufacturing to tank manufacturing).

Human resources

- More women and minorities entered the labor force.
- Citizens volunteered in support of the war effort.

Military resources

- The draft (selective service) was used to provide personnel for the military.

Women on the home front during World War II

- Women increasingly participated in the workforce to replace men serving in the military (e.g., Rosie the Riveter).
- Women typically participated in noncombat military roles.

STANDARD VUS.11d (continued)

The student will apply social science skills to understand World War II by

- d) evaluating and explaining how the United States mobilized its economic and military resources, including the role of all-minority military units (the Tuskegee Airmen and Nisei regiments) and the contributions of media, minorities, and women to the war effort;

Essential Understandings**Essential Knowledge****African Americans on the home front during World War II**

- African Americans migrated to cities in search of jobs in war plants.
- African Americans campaigned for victory in war and equality at home.

Media and communications assistance

- The United States government maintained strict censorship of reporting of the war.
- Public morale and ad campaigns kept Americans focused on the war effort.
- The entertainment industry produced movies, plays, and shows that boosted morale and patriotic support for the war effort as well as portrayed the enemy in stereotypical ways.

STANDARD VUS.11e

The student will apply social science skills to understand World War II by

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

Essential Understandings

The Nazis targeted specific groups for genocide to create a “master race.”

Essential Knowledge**The Holocaust**

- Germany’s decision to exterminate the Jewish population through genocide was referred to as the “Final Solution.”
- Additional groups, including Poles, Slavs, Gypsies, homosexuals, the mentally ill, and the physically handicapped, were also targeted.
- Following the end of World War II, the Nuremberg trials were conducted to hold Nazi leaders and other individuals accountable for their own participation in war crimes regardless of orders received.
- The outcome of the trials led to increased demand for a Jewish homeland.

STANDARD VUS.11f

The student will apply social science skills to understand World War II by

f) evaluating and explaining the treatment of prisoners of war and civilians by the Allied and Axis powers.

Essential Understandings

The savagery of war and indecencies against humanity were prevalent during World War II.

Essential Knowledge

Prisoners of war

- The Geneva Convention established international rules concerning the humane treatment of prisoners of war.
- The treatment of prisoners of war in Europe more closely followed the agreements of the Geneva Convention.
- The treatment of prisoners of war in the Pacific often reflected the savagery of fighting as displayed in the Bataan Death March.

Treatment of Japanese American civilians

- Japanese Americans were relocated to internment camps as a result of strong anti-Japanese prejudice and the fear that Japanese Americans were aiding the enemy.
- The Supreme Court upheld the government's right to act against Japanese Americans living on the West Coast of the United States.
- The Civil Liberties Act of 1988 was signed into law to provide a presidential apology and symbolic payment to the internees, evacuees, and persons of Japanese ancestry who lost liberty or property because of discriminatory action by the federal government during World War II.

STANDARD VUS.12a

The student will apply social science skills to understand the United States' foreign policy during the Cold War era by

a) locating and explaining the political boundary changes, and the formation of the United Nations and the Marshall Plan;

Essential Understandings

World War II led to the reshaping of political boundaries and international relationships.

Essential Knowledge

Postwar outcomes

- 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, as was its capital city, Berlin. West Germany and West Berlin became democratic and resumed self-government after a few years of American, British, and French occupation. East Germany and East Berlin 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.
- 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, with the United States being one of five key members of the United Nations' Security Council.

STANDARD VUS.12b

The student will apply social science skills to understand the United States' foreign policy during the Cold War era by

- b) explaining the origins and early development of the Cold War and how it changed American foreign policy, with emphasis on the Truman Doctrine and the policy of containment of communism;**

Essential Understandings

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.

Essential Knowledge

Origins of the Cold War

- The Cold War lasted from the end of World War II until the collapse of the Soviet Union in 1991.
- 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 uproot communism where it already existed, but to keep it from spreading and to resist communist aggression into other countries.
- The communist takeover in China shortly after World War II increased American fears of communist domination of most of the world. Rather than becoming strong allies, however, the communist nations of China and the Soviet Union eventually became rivals for territory and diplomatic influence, a split that American foreign policy under President Nixon in the 1970s exploited.
- 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.

STANDARD VUS.12c

The student will apply social science skills to understand the United States' foreign policy during the Cold War era by

c) analyzing the efforts of the United States to protect Western Europe, including the role of the North Atlantic Treaty Organization (NATO);

Essential Understandings

Millions of Americans served in the military during the Cold War, and their contributions were often at significant personal, professional, and political sacrifice in service to the United States.

Essential Knowledge

American military forces during the Cold War

- In response to the events associated with the Berlin Airlift, 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.
- In 1948, President Harry S. Truman ordered the desegregation of the armed forces of the United States, which took place during the Korean War.
- 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.
- President Kennedy pledged in his inaugural address that the United States would “pay any price, bear any burden, meet any hardship, support any friend, oppose any foe, in order to assure the survival and the success of liberty.” In the same address, he also said, “Ask not what your country can do for you—ask what you can do for your country.”
- President Kennedy was assassinated in 1963 in Dallas, Texas, in an event that shook the nation’s confidence and began a period of internal strife and divisiveness, especially spurred by divisions over United States involvement in Vietnam.
- Unlike veterans of World War II, who returned to a grateful and supportive nation, Vietnam veterans returned often to face indifference or outright hostility from some who opposed the war.
- It was not until several years after the end of the Vietnam War that the wounds of the war began to heal in America, and Vietnam veterans were recognized and honored for their service and sacrifices.

STANDARD VUS.12d

The student will apply social science skills to understand the United States' foreign policy during the Cold War era by
d) analyzing the changing role of the United States in Asia, including Korea, Vietnam, and China;

Essential Understandings

The United States involvement in Asia during the Cold War led to a foreign policy of interventionism rather than isolationism.

Essential Knowledge

The Korean War

- American involvement in the Korean War in the early 1950s reflected the American policy of containment of communism.
- The United States military maintains a presence in South Korea.

The Vietnam War

- American involvement in Vietnam also reflected the Cold War policy of containment of communism.
- Beginning in the 1950s and continuing into the early 1960s, the communist government of North Vietnam attempted to install through force a communist government in South Vietnam. The United States helped South Vietnam resist.
- The American military buildup in Vietnam began under President John Kennedy. After Kennedy's assassination in 1963, the buildup was intensified under President Lyndon Johnson.
- The scale of combat in Vietnam grew larger during the 1960s. American military forces repeatedly defeated the North Vietnamese forces in the field, but fought a limited war.
- America became bitterly divided over the issue. While there was support for the American military and conduct of the war among many Americans, others opposed the war, and active opposition to the war mounted, especially on college campuses.
- African Americans were drafted and sent to the front lines in disproportionate numbers.
- After Johnson declined to seek reelection, President Richard 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. In 1975, North and South Vietnam were merged under communist control.

China

- While negotiating an end to the Vietnam War, President Nixon, along with his Secretary of State Henry Kissinger, instituted the Cold War policy of détente which led to Nixon's visit to China and the United States' formal recognition of the communist-controlled People's Republic of China.
- Due to this relaxation of tensions between the United States and China, the Soviets sought to improve relations with the United States, which led to the Strategic Arms Limitations Treaty (SALT). President Nixon was forced out of office by the Watergate scandal.

STANDARD VUS.12e

The student will apply social science skills to understand the United States' foreign policy during the Cold War era by
e) evaluating and explaining how policy changes impacted the United States' relationships in Latin America;

Essential Understandings

The expansion of communism into Latin America challenged American interests in the region.—

Essential Knowledge**Confrontation between the United States and Cuba**

- 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, instituted a naval blockade of Cuba as Soviet ships approached, and for several days the world was on the brink of nuclear war. Eventually, the Soviet leadership ordered the removal of the missiles from Cuba.

STANDARD VUS.12f

The student will apply social science skills to understand the United States' foreign policy during the Cold War era by
f) analyzing the domestic impact of the Cold War;

Essential Understandings

The expansion of communism into Latin America challenged American interests in the region.

The fight against communism abroad impacted the daily life of Americans.

Essential Knowledge

Impact of the Cold War at home

- 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 in 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 Julius and Ethel Rosenberg for spying for the Soviet Union and the construction of nuclear weapons by the Soviets, using technical secrets obtained through spying, increased domestic fears of communism.
- Senator Joseph McCarthy played on American fears of communism by recklessly accusing many American governmental officials and other citizens of being communists, based on flimsy or no evidence. This led to the coining of the term *McCarthyism*—the making of false accusations based on rumor or guilt by association.
- The Cold War made foreign policy a major issue in every presidential election during the period.
- The heavy military expenditures throughout the Cold War benefited Virginia's economy proportionately more than any other state, especially in Hampton Roads, home to several large naval and air bases, and in Northern Virginia, home to the Pentagon and numerous private companies that contract with the military.

STANDARD VUS.12g

The student will apply social science skills to understand the United States' foreign policy during the Cold War era by
g) evaluating and explaining the factors that caused the collapse of communism in Europe and how it changed American foreign policy, including the role of Ronald Reagan.

Essential Understandings

Both internal problems and external pressures caused the collapse of communism in the Soviet Union.

Essential Knowledge**Internal problems of the Soviet Union**

- Rising nationalism in Soviet republics
- Increasing Soviet military expenses
- Economic inefficiency of communism

Role of President Ronald Reagan

- Reagan instituted a policy of massive military buildup.
- He supported the development of the Strategic Defense Initiative (SDI), also commonly known as “Star Wars.”
- Reagan challenged the moral legitimacy of the Soviet Union with strong rhetoric, including his speech at the Berlin Wall.
- Ultimately, President Reagan and Soviet Premier Mikhail Gorbachev agreed to terms of arms reduction in the Strategic Arms Reduction Treaty (START).

STANDARD VUS.13a

The student will apply social science skills to understand the social, political, and cultural movements and changes in the United States during the second half of the twentieth century by

a) explaining the factors that led to United States expansion;

Essential Understandings

The economic boom experienced by the United States after World War II promoted significant social, cultural, and political shifts.

Essential Knowledge**Expansion of economic prosperity**

- Implementation of the G.I. Bill
- Development of the Interstate Highway System
- Rise of the middle class

Expansion of initiatives for non-middle-class Americans

- Lyndon Johnson attempted to create a “Great Society” by waging a “War on Poverty.”
- Initiatives included Medicare, Medicaid, and the Economic Opportunity Act.

STANDARD VUS.13b

The student will apply social science skills to understand the social, political, and cultural movements and changes in the United States during the second half of the twentieth century by

- b) evaluating and explaining the impact of the *Brown v. Board of Education* decision, the roles of Thurgood Marshall and Oliver W. Hill, Sr., and how Virginia responded to the decision;

Essential Understandings

By interpreting its powers broadly, the United States Supreme Court can reshape American society.

The *Brown v. Board of Education* decision had intended and unintended consequences for Virginia and the entire nation.

Essential Knowledge

Brown v. Board of Education

- Supreme Court decision that segregated schools are unequal and must desegregate
- Included Virginia case *Davis v. County School Board of Prince Edward*

Key people

- Barbara Johns: Student leader in Prince Edward County
- Thurgood Marshall: NAACP legal defense team
- Oliver W. Hill, Sr.: NAACP legal defense team in Virginia
- Earl Warren: Supreme Court chief justice

Virginia's response

- Massive Resistance: Closing some schools
- Establishment of private academies
- White flight from urban school systems to suburbs

STANDARD VUS.13c

The student will apply social science skills to understand the social, political, and cultural movements and changes in the United States during the second half of the twentieth century by

- c) explaining how the National Association for the Advancement of Colored People (NAACP), the 1963 March on Washington, the Civil Rights Act of 1964, the Voting Rights Act of 1965, and the Americans with Disabilities Act (ADA) had an impact on all Americans;**

Essential Understandings

Working through the court system and mass protest, Americans reshaped public opinion and secured the passage of civil rights.

Essential Knowledge

National Association for the Advancement of Colored People (NAACP)

- The NAACP challenged segregation in the courts.
- The association had a long history of working to overturn the *Plessy v. Ferguson* decision.
- The Lynching of Emmett Till (1955) - Emmett Till's lynching in Mississippi and the acquittal of his killers gained international media attention and inspired demands for civil rights.
- The Southern Christian Leadership Conference (SCLC)
 - A civil rights organization led by Martin Luther King, Jr.
 - The SCLC supported the use of nonviolent direct action such as boycotts, sit-ins, marches, and other demonstrations.
 - African American women represented the majority of the membership despite being denied positions of leadership. African American women were often the major drivers of the civil rights initiatives of the SCLC.
- The Student Non-Violent Coordinating Committee (SNCC)
 - Inspired by the Greensboro sit-in by four black college students in North Carolina
 - Initially formed as a student chapter of SCLC, but became an independent civil rights organization for young people

1963 March on Washington

- Participants were inspired by the "I Have a Dream" speech given by Dr. Martin Luther King, Jr.
- The march helped influence public opinion to support civil rights legislation.
- The march demonstrated the power of nonviolent, mass protest.

Civil Rights Act of 1964

- The Birmingham Campaign led by Martin Luther King, Jr. and SCLC convinced President Kennedy to publicly call for new civil rights legislation. Media coverage of Bull Connor's violent tactics against student demonstrators led to greater national support of the Civil Rights Movement.
- The act prohibited discrimination based on race, color, religion, gender, or national origin.
- The act desegregated public accommodations (e.g., hotels, restaurants, movie theaters).
- President Lyndon B. Johnson played an important role in the passage of the act.

STANDARD VUS.13c (continued)

The student will apply social science skills to understand the social, political, and cultural movements and changes in the United States during the second half of the twentieth century by

c) explaining how the National Association for the Advancement of Colored People (NAACP), the 1963 March on Washington, the Civil Rights Act of 1964, the Voting Rights Act of 1965, and the Americans with Disabilities Act (ADA) had an impact on all Americans;

Voting Rights Act of 1965

- The March from Selma to Montgomery was a demonstration against voter discrimination and police brutality. John Lewis led the first day of the march when peaceful demonstrators were attacked by Alabama State Police in what became known as "Bloody Sunday."
- The act outlawed literacy tests.
- Federal registrars were sent to the South to register voters.
- The act resulted in an increase in African American voters.
- President Johnson played an important role in the passage of the act.

Americans with Disabilities Act

- Although the Civil Rights Act of 1964 addressed a broad scope of discrimination, the discrimination against people with disabilities would not be addressed until 1973 with the passage of Section 504 of the Rehabilitation Act of 1973.
- Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of disability in federal programs and by recipients of federal financial assistance.
- The Individuals with Disabilities Education Act (IDEA), requires that all children with disabilities receive a free, appropriate public education in the least restrictive environment.

STANDARD VUS.13d

The student will apply social science skills to understand the social, political, and cultural movements and changes in the United States during the second half of the twentieth century by

d) analyzing changes in immigration policy and the impact of increased immigration;

Essential Understandings

Rising immigration to the United States has increased American diversity. It has promoted changes in public policy and has altered the economic and cultural landscape of the United States.

Essential Knowledge

The Immigration Act of 1965, which reversed the Immigration Restriction Acts of the 1920s, opened the United States to increased immigration from many diverse countries, especially from Asian and Latin American countries.

Reasons for immigration

- Political freedom
- Economic opportunity

Issues related to immigration policy

- Strain on government services
- Filling low-paying jobs in the United States
- Border issues
- Pathway to citizenship
- Bilingual education
- Increasing cultural diversity

Contributions of immigrants

- Diversity in music, the visual arts, and literature
- Roles in the labor force
- Achievements in science, engineering, and other fields
- Many minorities elected to high public offices at the state and national levels of government

STANDARD VUS.13e

The student will apply social science skills to understand the social, political, and cultural movements and changes in the United States during the second half of the twentieth century by

e) evaluating and explaining the foreign and domestic policies pursued by the American government after the Cold War;

Essential Understandings

The conservative political philosophy of President Reagan prompted a reevaluation of the size and role of government in the economy and society of contemporary America.

Although the Cold War ended in the early 1990s, the United States continues a foreign policy of interventionism.

Essential Knowledge

President Reagan and conservative Republicans advocated for

- tax cuts
- transfer of responsibilities to state governments
- appointment of judges/justices who exercised judicial restraint
- reduction in the number and scope of government programs and regulations
- strengthening of the American military.

President George H. W. Bush, 1989-1993

- Fall of communism in Eastern Europe and the breakup of the Soviet state
- Reunification of Germany
- Persian Gulf War of 1990-1991 (Operation Desert Storm), the first war in which American women served in a combat role
- Americans with Disabilities Act of 1990 and Clean Air Act Amendments of 1990

President William J. Clinton, 1993-2001

- North American Free Trade Agreement (NAFTA)
- Restored full diplomatic relations with Vietnam
- Lifting of economic sanctions against South Africa when the policy of apartheid ended
- Dramatically reshaped welfare programs and helped reduce federal welfare spending

President George W. Bush, 2001-2009

- Terrorists attacks on United States soil on September 11, 2001
- Wars in Afghanistan and Iraq
- No Child Left Behind Act (NCLB)

President Barack H. Obama, 2009-2016

- Osama Bin Laden and the campaign against Al Qaeda
- Withdrawal of United States' forces from Iraq
- Oversaw the Called for Congress to pass legislation to reform health care in the United States Patient Protection and Affordable Care Act of 2010 that provided medical care for millions of Americans.

STANDARD VUS.13f

The student will apply social science skills to understand the social, political, and cultural movements and changes in the United States during the second half of the twentieth century by

f) explaining how scientific and technological advances altered American lives;

Essential Understandings

Scientific and technological advances in the United States increased opportunities for communications and global interactions.

Essential Knowledge

In the early 1960s, President Kennedy pledged increased support for the American space program. The race to the moon continued through the 1960s. United States astronaut John Glenn was the first American to orbit 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."

Sally Ride was the first female American astronaut.

Over the past three decades, improved technology and media have brought about better access to communication and information for businesses and individuals in both urban and rural areas. As a result, many more Americans have access to global information and viewpoints.

Examples of technological advances

- Space exploration
 - Space shuttle
 - Mars rover
 - Voyager missions
 - Hubble telescope
- Communications
 - Televisions
 - Personal computers
 - Cellular telephones
 - Electronic mail (e-mail)
 - Social media
- Robotics
- Medical Care
 - Polio vaccine by Dr. Jonas Salk
 - Cancer screenings

STANDARD VUS.13g

The student will apply social science skills to understand the social, political, and cultural movements and changes in the United States during the second half of the twentieth century by

g) evaluating and explaining the changes that occurred in American culture.

Essential Understandings

During the second half of the twentieth century, American society experienced a variety of cultural changes.

Essential Knowledge

Expansion of popular culture

- The invention of the television became the main mode of media for news, entertainment, and cultural trends of the post-World War II era
- Introduction of new genres of music, including Rock and Roll, Disco, and Hip-Hop
- The expansion of popular culture led to conflict between opposing cultural views
- More occupations opened up to women during the twentieth century, changing their role, concerns, and influence:
 - An increasingly large percentage of America's labor force
 - Women in nontraditional jobs
 - Role of courts in providing opportunities
 - Need for affordable day care
 - Equitable pay
 - "Glass ceiling" (perception that career advancement for women is not equal to men)
- Influence and effect of the Internet and social media allowing people to share information worldwide

STANDARD VUS.14a

The student will apply social science skills to understand political and social conditions in the United States during the early twenty-first century by

- a) assessing the development of and changes in domestic policies, with emphasis on the impact of the role the United States Supreme Court played in defining a constitutional right to privacy, affirming equal rights, and upholding the rule of law;**

Essential Understandings

Changes in domestic policies and in political and social conditions have impacted the role and membership of the United States Supreme Court.

Essential Knowledge

The membership of the United States Supreme Court during the end of the twentieth century and early twenty-first century has included women and minorities, such as Sandra Day O'Connor, Ruth Bader Ginsburg, Clarence Thomas, Sonia Sotomayor, and Elena Kagan.

The United States Supreme Court protects the individual rights enumerated in the Constitution of the United States.

Right to privacy

- The United States Supreme Court identifies a constitutional basis for a right to privacy that is protected from government interference.
 - *Griswold v. Connecticut* and *Roe v. Wade* helped establish the right to privacy.
 - *Riley v. California* (2014) protects the privacy of digital information on cell phones.

Equal rights

- The Civil Rights Movement of the 1940s, 1950s, and 1960s provided a model that other minority groups have used to extend civil rights and promote equal justice.
- *Loving v. Virginia* (1967) protected equal rights for individuals, struck down state laws that prohibited interracial marriage, and held that marriage was a fundamental right.
- *Arizona v. Inter Tribal Council of Arizona* (2013) invalidated a state law requiring proof of citizenship during the voter registration application process.

Rule of law

- Rule of law is a principle under which all persons, institutions, and entities are accountable to the laws.
 - *Gideon v. Wainwright* (1963) requires states to provide counsel for needy defendants charged with serious offenses.
 - *Snyder v. Phelps* (2011) upholds that protests of public concern are entitled to greater protection under the free speech clause of the First Amendment.

STANDARD VUS.14b

The student will apply social science skills to understand political and social conditions in the United States during the early twenty-first century by

- b) evaluating and explaining the changes in foreign policies and the role of the United States in a world confronted by international terrorism, with emphasis on the American response to 9/11 (September 11, 2001);**

Essential Understandings

The United States has confronted the increase in international terrorism by formulating domestic and international policies aimed at stopping terrorism.

Essential Knowledge

The United States has experienced multiple terrorist attacks at home and abroad.

- Attack on the USS *Cole*
- September 11, 2001: Attacks on the World Trade Center towers, the Pentagon, and Flight 93
- Boston Marathon bombing

The United States' responses to terrorism

- Heightened security at home (Patriot Act)
- Diplomatic and military initiatives
- Formation of the Transportation Security Administration (TSA)

STANDARD VUS.14c

The student will apply social science skills to understand political and social conditions in the United States during the early twenty-first century by

c) evaluating the evolving and changing role of government, including its role in the American economy;

Essential Understandings

The federal government has the ability to influence the United States economy.

Essential Knowledge

Government promotes a healthy economy characterized by full employment and low inflation through the actions of

- the Federal Reserve: Monetary policy decisions influence money supply and promote sustainable economic growth
- the president and Congress: Fiscal policy decisions determine levels of government taxation and spending in an effort to impact economic growth.

The “Reagan Revolution” extended beyond his tenure in office with

- the election of his vice president, George H. W. Bush
- the Republican sweep of congressional elections and statehouses in the 1990s
- the election of George W. Bush as president
- the formation of the Tea Party movement and its influence in the Republican Party.

President George W. Bush, 2001-2009

- Launched the War on Terror
- Promoted policies on the economy, health care, education, and social security reform
- Signed into law broad tax cuts, the Patriot Act, and the No Child Left Behind Act
- Obtained congressional passage of economic programs intended to preserve American financial system

President Barack H. Obama, 2009-2016

- Signed into law economic stimulus legislation in response to the Great Recession
- American Recovery and Reinvestment Act of 2009
- Tax Relief, Unemployment Insurance Reauthorization, and Job Creation Act of 2010

STANDARD VUS.14d

The student will apply social science skills to understand political and social conditions in the United States during the early twenty-first century by

d) explaining scientific and technological changes and evaluating their impact on American culture.

Essential Understandings

Contemporary America has experienced a wide variety of technological advancements that have significantly impacted American life.

Essential Knowledge

Industries benefiting from new technologies

- Computer industry
- Satellite systems: Global positioning systems (GPS)
- Telecommunications: Smartphones
- Internet-based businesses

Impact of new technologies on American life

- Increased domestic and international travel for business and pleasure
- Greater access to news and other information
- Cheaper and more convenient means of communication
- Convenience of online shopping opportunities
- Hacking and personal identity theft
- Social media
- Telecommuting
- Online course work
- Growth of service industries
- Advancements in medical research, including improved medical diagnostic and imaging technologies as well as stem cell research
- Outsourcing and offshoring