

GRADE 11: U.S. & Virginia History**ACKNOWLEDGEMENTS**

The Social Studies Office acknowledges the contributions made to the development of these materials by all social studies staff and especially the following people:

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GRADE 11: U.S. & Virginia History

COURSE DESCRIPTION: The course of study of grade eleven is U.S. and Virginia history including the historical development of American ideas and institutions from the Age of Exploration to the present. The focus is on political and economic history, along with a basic knowledge of American culture through a chronological survey of major issues, movements, people and events in U.S. and Virginia history.

THEME: The organizing theme for grade eleven is **PERSPECTIVES**.

KEY CONCEPTS: Students will learn that **PERSPECTIVES**

- influence the way people and governments respond to geography and the environment.
- effect the democratization process in the U.S. and around the world.
- define the outlook for the development of enterprise.
- influence America's point of view on global issues.
- describe the prospects for scientific and technological developments.
- convey the meaning of the "American Dream".

UNITS and UNIT SECTIONS:

I. European Exploration and Settlement: Beginnings to 1763

- meeting of three diverse cultures in the Western Hemisphere
- Settling of the thirteen colonies

II. The Revolutionary Era: 1763-1780

- thirteen colonies challenging Great Britain and winning independence

III. The Constitutional Period: 1781-1789

- constitutional system of government

IV. The Early Republic: 1790-1825

- development of political parties
- Marshall Court
- expansion
- War of 1812

V. Jacksonian America and Reform: 1825-1850

- westward movement of American society
- maturation of American government
- development of American foreign policy

GRADE 11: U.S. & Virginia History**VI. The Civil War and Reconstruction: 1850-1877**

- factors that contributed to the Civil War
- fighting the Civil War
- restoring the Union
- changes in Southern society after the war

VII. Development of the Industrial United States: 1877-1914

- factors that influenced American growth and expansion
- impact of economic growth and social change on American society

VIII. Imperialism and World War I: 1890-1920

- rise of America as a military and economic world power
- role of the United States in World War I and the peace settlements after the war

IX. Roaring 20's and the Great Depression: 1920-1939

- politics, economics, and societal changes of the Roaring Twenties
- affect of the Great Depression on Americans and the government's response

X. World War II: 1939-1945

- factors that contributed to the U.S. entering World War II
- ultimate contribution of the U.S. to World War II

XI. The Cold War: 1945-1989

- relations with Cuba
- wars in Korea and Vietnam
- foreign and domestic policy during the Cold War
- impact on American society

XII. Civil Rights Era: 1950-present

- movement to end segregation (de facto and de jure)
- government programs and the role of the Courts
- resultant changes in American society

XIII. America Post-Cold War 1989-present

- Domestic and international challenges post-9/11 attacks
- technological advancements

GRADE 11: U.S. & Virginia History**UNIT I: European Exploration and Settlement: Beginnings to 1763**

STANDARDS OF LEARNING: This unit will address the following objectives:

Note: Power Standards below are identified in **bold**.

SOL VUS.1

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;
- b) using geographic information to determine patterns and trends in Virginia and United States history;
- c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia and United States history;
- d) constructing arguments, using evidence from multiple sources;
- e) comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history;
- f) explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history;
- g) analyzing multiple connections across time and place;
- h) using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made;
- i) identifying the rights and responsibilities of citizenship and ethical use of material and intellectual property; and
- j) investigating and researching to develop products orally and in writing.

SOL VUS.2

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**; and
- b) analyzing the cultural interactions among American Indians, Europeans, and Africans.

SOL VUS.3

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

- a) evaluating the economic characteristics of the colonies;
- b) analyzing how social and political factors impacted the culture of the colonies; and**
- c) explaining the impact of the development of indentured servitude and slavery in the colonies.**

ENDURING UNDERSTANDING: Social, economic, and environmental factors influence how we perceive and respond to daily events and national issues.

CONCEPTUAL UNIT QUESTION (Essential Question): To what extent did the situations and goals of diverse peoples shape their differing perspectives of colonial America?

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PREVIEW ACTIVITY: Students will view five slides to give them a quick review of the origins and development of British colonies of North America. They will look for the motivations for colonization, examine the groups who settled in the English colonies, and consider the impact of European settlement on the Native Americans who lived along the Atlantic seaboard.
(History Alive! Colonial Life and the American Revolution, Activity 1.1, pp. 1-13; published by Teachers' Curriculum Institute, Palo Alto, CA, 2000.)
 – US History Binder

TEXTBOOK ALIGNMENT: SEE FILES

PACING GUIDE:

UNIT	TIMEFRAME	DATE OF COMPLETION
I. European Exploration and Settlement: Beginnings to 1763	2 weeks	Mid September
II. The Revolutionary Era: 1763-1780	2 weeks	End of September
III. The Constitutional Period: 1781-1787	2 weeks	Middle of October
IV. The Early Republic 1787-1825	1 week	End of October
V. Jacksonian America: 1825-1850	2 weeks	Early November
VI. The Civil War and Reconstruction 1850-1877	4 weeks	Early December
VII: Development of the Industrial United States 1877-1914	3 weeks	End of December
VIII: Imperialism and World War I 1890-1920	2 weeks	Mid January
IX: Roaring 20's and The Great Depression 1920-1939	3 weeks	End of January
X : World War II 1939-1945	3 weeks	Mid-Late February
XI. The Cold War 1945-1989	3 weeks	Mid March
XII. Civil Rights Era 1950-present	2 weeks	Early April
XIII. America Post-Cold War 1989-present	2 weeks (Non-SOL items can be addressed after SOL tests)	End of April

LITERATURE AND OTHER RESOURCES:**LITERATURE**

Of Plymouth Plantation by William Bradford - Arriving at Plymouth along with Pilgrims. Bradford was elected governor in 1621 and in 1630 he began writing his history of the Pilgrims. His account includes the story of Squanto, the peace treaty with Massasoit, and the first Thanksgiving.

From Africa to America (Chapter 2 of *The Life of Olaudah Equiano, or Gustavus Vassa, the African*) by Olaudah Equiano - Equiano describes his life before his capture and sale into slavery and his journey to the Americas.

DVDS

"America: the Story of Us" episodes from History

APPS

VA Core (iOS)

Pass the Past (iOS)

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SUMMARY OF KEY TERMS/PEOPLE: The following list of terms reflects some of the important vocabulary and individuals students should know to successfully understand course content and pass the SOL exams.

Act of Toleration (1649)	entrepreneurs	John Smith	New England	
"Athenian " direct democracy	evangelical	land grant	persecution	representative government
cash crops	Fundamental Orders of Connecticut	Mayflower Compact	plantation	Southern colonies
cavaliers	Great Awakening	mercantilism	Plymouth	subsistence farming
colonization	indentured servants	Middle Atlantic	Puritans	Triangle Trade
covenant community	Jamestown	Middle Passage	Quakers	Virginia Company
dissenters	John Rolfe			Virginia House of Burgesses

SAMPLE LESSONS:

<https://drive.google.com/a/apsva.us/folderview?id=0BySI24GaKHVdfnU2RTRtVXdtVmVFMkVKQI9vcDBiYTIxSlppS1IXd083aUI1aE9OR2FKTTQ&usp=sharing>

SOL ESSENTIAL UNDERSTANDINGS, QUESTIONS, CONTENT and SKILLS: The following pages, from the State's Curriculum Framework, outline the essential understandings, questions, knowledge and skills related to the SOLs. They provide the base from which the content in this unit is studied.

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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	Experiences may include but are not limited to the following:
<p>Synthesis involves combining processed information with other knowledge to logically reach a new interpretation and understanding of content.</p> <p>Primary and secondary sources enable us to examine evidence closely and to place it in a broader context.</p> <p>An artifact is an object or tool that tells us about the people from the past.</p> <p>A primary source is an artifact, document, image, or other source of information that was created during the time under study.</p> <p>A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.</p> <p>Historical information may be acquired from a variety of sources:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Use a variety of information sources to do the following: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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.

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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	Experiences may include but are not limited to the following:
<p>Analyzing and interpreting involves identifying the important elements of geographic sources in order to make inferences and generalizations and draw conclusions.</p> <p>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.</p> <p>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.</p> <p>Five Themes of Geography</p> <ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • Use a variety of sources, such as the following: <ul style="list-style-type: none"> ○ 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.

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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	Experiences may include but are not limited to the following:
<p>Interpreting involves the process of explaining or translating information.</p> <p>Interpreting begins with analyzing data and then requires students to extract significant information embedded within data in order to draw conclusions.</p> <p>To help determine characteristics of people, places, or events, students should adopt the definition of <i>characteristic</i> as being a distinguishing quality.</p>	<ul style="list-style-type: none"> • 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.

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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	Experiences may include but are not limited to the following:
<p>It is critical to examine multiple sources when constructing arguments.</p> <p>Exposure to multiple points of view allows one to come to an informed decision.</p> <p>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.</p>	<ul style="list-style-type: none"> • To construct an argument, consider the following: <ul style="list-style-type: none"> ○ 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.

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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	Experiences may include but are not limited to the following:
<p>The skill of comparing and contrasting perspectives in history involves breaking down information and then categorizing it into similar and dissimilar pieces.</p>	<div data-bbox="869 418 1661 927" data-label="Diagram"> </div> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ○ similarities and differences between leaders during the war ○ the impact of 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: <ul style="list-style-type: none"> ○ similarities and differences between recorded accounts ○ the impact of external influences (e.g., American Indians, child labor, technology).

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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	Experiences may include but are not limited to the following:
<p>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.</p> <p>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.</p> <p>Explaining includes justifying why the evidence credibly supports the claim.</p> <p>Diversity creates a variety of perspectives, contributions, and challenges.</p> <p>Events that lead to conflict often have multiple causes and effects.</p>	<ul style="list-style-type: none"> • Apply a process for explaining indirect cause-and-effect relationships, such as the following: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ What was the context for the event to take place? ○ What actions were taken? ○ What was the result of these actions?

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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	Experiences may include but are not limited to the following:
<p>Analyzing includes identifying the important elements of a topic.</p> <p>Analytical thinking is further strengthened when connections are made between two or more topics.</p> <p>Activating prior knowledge helps make connections to new concepts and provides more complex information about people, places, experiences, and events in United States history.</p>	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ Revolutions ○ Conflicts ○ Reforms ○ Human-environment interactions ○ Laws and policy changes ○ Advancements ○ Conflicts ○ Diversity ○ Movements and migrations

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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	Experiences may include but are not limited to the following:	
<p>Decision-making models serve several purposes. They can help us</p> <ul style="list-style-type: none"> • make decisions for the future • better understand the choices people faced in the past • analyze the outcomes of the decisions that people already made. <p>Decision making involves determining relevant and irrelevant information.</p> <p>Effective decision-making models</p> <ul style="list-style-type: none"> • compare the expected costs and benefits of alternative choices • identify the costs and benefits of specific choices made. <p>Incentives are actions or rewards that encourage people to act. When incentives change, behavior changes in predictable ways.</p>	<ul style="list-style-type: none"> • Use a cost-benefit analysis chart: 	
	Encouraging women to work factory jobs during World War II	
	BEFORE THE CHOICE WAS MADE	
	Expected Costs	Expected Benefits
	Some citizens did not want the social change that this entailed	Maintaining manufacturing production while men were enlisted in the armed forces
	AFTER THE CHOICE WAS MADE—OUTCOME	
	Unintended Consequences	Intended Consequences
	The national spotlight on women’s employment and their 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	
Married 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		
Women’s liberation movement as well as the fight for the Equal Rights Amendment in the 1970s and 1980s		

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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	Experiences may include but are not limited to the following:
<p>Plagiarism is the unauthorized use or theft of intellectual property.</p> <p>There are consequences of plagiarism, according to the guidelines established by local school divisions and the law.</p>	<ul style="list-style-type: none"> • Promote collaboration with others both inside and outside the classroom. Examples of collaboration may include the following: <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ 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.

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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	Experiences may include but are not limited to the following:
<p>The skill of investigating involves acting like a detective—formulating questions and proactively setting out to try and answer the questions.</p> <p>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.</p> <p>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?</p> <p>Student inquiry drives the design process. Specifically, students</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ Most important political concept: Rule of law or limited power? ○ Andrew Jackson: Hero or villain? ○ Cotton gin: Good or bad for the United States? ○ 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: <ul style="list-style-type: none"> ○ 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.

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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	Essential Knowledge
<p>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.</p>	<p>Characteristics of early exploration and settlements in North America</p> <ul style="list-style-type: none"> • New England was settled by Puritans seeking freedom from religious persecution in Europe. They formed a “covenant community” based on the principles of the Mayflower Compact and Puritan religious beliefs and were often intolerant of those not sharing their religion. They also sought economic opportunity and practiced a form of direct democracy through town meetings. • The Middle Atlantic region was settled chiefly by English, Dutch, and German-speaking immigrants seeking religious freedom and economic opportunity. • Virginia and the other Southern colonies were settled by people seeking economic opportunities. Some of the early Virginia settlers were “cavaliers” (i.e., English nobility who received large land grants in eastern Virginia from the King of England). Poor English immigrants also came seeking better lives as small farmers or artisans and 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.

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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	Essential Knowledge
<p>Exploration and colonization initiated worldwide commercial expansion and cultural interactions as products and people were exchanged between Africa, the Americas, and Europe.</p>	<p>Interactions among American Indians, Europeans, and Africans</p> <ul style="list-style-type: none"> • 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 were brought against their will to Jamestown in 1619 to work on tobacco plantations. 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 to an enslaved labor force. This system eventually led to the introduction of African slavery in British North America.

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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	Essential Knowledge
<p>Colonial economies developed under the European system of mercantilism as determined by the climate, soil conditions, and natural resources available in each region.</p>	<p>Economic characteristics of the colonial period</p> <ul style="list-style-type: none"> • The New England colonies developed an economy based on shipbuilding, fishing, lumbering, small-scale subsistence farming, and eventually, manufacturing. The colonies prospered, reflecting the Puritans' strong belief in the values of hard work and thrift. • The middle colonies of New York, New Jersey, Pennsylvania, and Delaware developed economies based on shipbuilding, small-scale farming, and trading. Cities such as New York and Philadelphia began to grow as seaports and/or commercial centers. • Southern colonies developed economies in the eastern coastal lowlands based on large plantations that grew cash crops such as tobacco, rice, and indigo for export to Europe. Farther inland, however, in the mountains and valleys of the Appalachian foothills, the economy was based on small-scale subsistence farming, hunting, and trading. • A strong belief in private ownership of property and free enterprise characterized colonial life everywhere. • The economic system of mercantilism used by imperial nations created a system of interdependence between the mother country and its colonies.

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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	Essential Knowledge
<p>Social and political institutions in the colonies developed as a result of regional migration patterns, geography, and climate.</p> <p>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.</p>	<p>Social characteristics of the colonies</p> <ul style="list-style-type: none"> • New England’s colonial society was based on religious standing. The Puritans grew increasingly intolerant of dissenters who challenged their belief in the connection between religion and government. Rhode Island was founded by dissenters fleeing persecution by Puritans in Massachusetts. • The middle colonies were home to multiple religious groups who generally believed in religious tolerance, including Quakers in Pennsylvania, Huguenots and Jews in New York, and Presbyterians in New Jersey. These colonies had more flexible social structures and began to develop a middle class of skilled artisans, entrepreneurs (business owners), and small farmers. • Virginia and the other Southern colonies had a social structure based on family status and the ownership of land. Large landowners in the eastern lowlands dominated colonial government and society and maintained an allegiance to the Church of England and closer social ties to Britain than did those in the other colonies. In the mountains and valleys further inland, however, society was characterized by small subsistence farmers, hunters, and traders of Scots-Irish, 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. <p>Political life in the colonies</p> <ul style="list-style-type: none"> • The first meeting of a representative government in Virginia occurred at Jamestown in 1619. • New England colonies used town meetings (an Athenian direct democracy model) in the operation of government. • Middle colonies incorporated a number of democratic principles that reflected the basic rights of Englishmen. • Southern colonies maintained stronger ties with Britain, with planters playing leading roles in representative colonial legislatures.

GRADE 11: U.S. & Virginia History

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	Essential Knowledge
<p>American colonial reliance on a cheap, enslaved labor force eventually conflicted with the founding principles established in the Declaration of Independence.</p>	<p>The development of indentured servitude and slavery</p> <ul style="list-style-type: none"> • 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 required a cheap labor source on a large scale. • Some of the labor needs, especially in Virginia, were met by indentured servants, who were often poor persons from England, Scotland, or Ireland who agreed to work on plantations for a period of time in return for their passage from Europe or relief from debts. • Most plantation labor needs eventually came to be satisfied by the forcible importation of Africans. Although some Africans worked as indentured servants, earned their freedom, and lived as free citizens during the colonial era, over time larger and larger numbers of enslaved Africans were forcibly brought to the American colonies via the Middle Passage. • The development of a slavery-based agricultural economy in the Southern colonies eventually led to conflict between the North and South in the American Civil War.

GRADE 11: U.S. & Virginia History**UNIT II: Revolutionary Era: 1763-1780**

STANDARDS OF LEARNING: This unit will address the following objectives:

Note: Power Standards below are identified in **bold**.

SOL VUS.1

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;

b) using geographic information to determine patterns and trends in Virginia and United States history;

c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia and United States history;

d) constructing arguments, using evidence from multiple sources;

e) comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history;

f) explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history;

g) analyzing multiple connections across time and place;

h) using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made;

i) identifying the rights and responsibilities of citizenship and ethical use of material and intellectual property; and

j) investigating and researching to develop products orally and in writing.

SOL VUS.4

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;

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

c) explaining how conflicting loyalties created political differences among the colonists concerning separation from Great Britain;

d) analyzing the competing factors that led to colonial victory in the Revolutionary War; and

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

ENDURING UNDERSTANDING: How one views the causes and effects of turning point events depends on their wants, needs, and emotions.

CONCEPTUAL UNIT QUESTION (Essential Question): How did differing perspectives, situations, and ideas influence the course and outcome of the American Revolution?

PREVIEW ACTIVITY: Students will view a series of six slides that show the changing relationship between Great Britain and its American colonies in the years before and just after the French and Indian War. As slides are shown students will make observations about each and record notes on each. They will then be asked questions relating to each slide. (*History Alive! Colonial Life and the American Revolution, Activity 3.1, pp.1-13; published by Teachers' Curriculum Institute, Palo Alto, CA, 2000.*) – *US History Binders*

TEXTBOOK ALIGNMENT: SEE FILES

GRADE 11: U.S. & Virginia History

PACING GUIDE:		
UNIT	TIMEFRAME	DATE OF COMPLETION
I. European Exploration and Settlement: Beginnings to 1763	2 weeks	Mid September
II. The Revolutionary Era: 1763-1780	2 weeks	End of September
III. The Constitutional Period: 1781-1787	2 weeks	Middle of October
IV. The Early Republic 1787-1825	1 week	End of October
V. Jacksonian America: 1825-1850	2 weeks	Early November
VI. The Civil War and Reconstruction 1850-1877	4 weeks	Early December
VII: Development of the Industrial United States 1877-1914	3 weeks	End of December
VIII: Imperialism and World War I 1890-1920	2 weeks	Mid January
IX: Roaring 20's and The Great Depression 1920-1939	3 weeks	End of January
X : World War II 1939-1945	3 weeks	Mid-Late February
XI. The Cold War 1945-1989	3 weeks	Mid March
XII. Civil Rights Era 1950-present	2 weeks	Early April
XIII. America Post-Cold War 1989-present	2 weeks (Non-SOL items can be addressed after SOL tests)	End of April

LITERATURE AND OTHER RESOURCES:

LITERATURE

John Adams by David McCullough – a biographical take on the most critical time period in the founding of the country. Lots of good anecdotes about the early political battles and how things actually unfolded.

The American Crisis by Thomas Paine - This series of pamphlets signed by "Common Sense" inspired public support for the American revolution, and the first pamphlet--"these are the times that try men's souls"--was read to Washington's troops shortly before they crossed the Delaware River.

"What is an American?" (#3 of 12 essays in *Letters from an American Farmer*) by Michel-Guillaume Jean De Crevecoeur, writing in the late 1700s, may be the first person to envision America as a melting pot that will change the world.

DVDS

"America: the Story of Us" episodes from History

"John Adams" – various clips from episode 1 (Boston Massacre) and episode 2 (Continental Congress)

APPS

VA Core (iOS)

American Revolution Interactive Timeline (iPad)

Pass the Past (iOS)

GRADE 11: U.S. & Virginia History

SUMMARY OF KEY TERMS/PEOPLE: The following list of terms reflects some of the important vocabulary and individuals students should know to successfully understand course content and pass the SOL exams.				
Benjamin Franklin	Declaration of Independence	Loyalists/Tories	Proclamation of 1763	Thomas Jefferson
Boston Massacre	Enlightenment	minutemen	social contract	Thomas Paine
Boston Tea Party	First Continental Congress	natural rights	sovereignty	Treaty of Alliance
committees of correspondence	George Washington	Patrick Henry	Stamp Act	unalienable rights
Common Sense	John Locke	Patriots	Thomas Hobbes	Yorktown
consent of the governed	franchise	Coercive Acts (Intolerable Acts)	Second Continental Congress	Due process (if taught in this unit).....

SAMPLE LESSONS:

<https://drive.google.com/a/apsva.us/folderview?id=0BySI24GaKHVdfnU2RTRtVXdtVmVFMkVKQI9vcDBiYTIxSlppS1IXd083aUI1aE9OR2FKTTQ&usp=sharing>

SOL ESSENTIAL UNDERSTANDINGS, QUESTIONS, CONTENT and SKILLS: The following pages, from the State's Curriculum Framework, outline the essential understandings, questions, knowledge and skills related to the SOLs. They provide the base from which the content in this unit is studied.

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:
<p>Synthesis involves combining processed information with other knowledge to logically reach a new interpretation and understanding of content.</p> <p>Primary and secondary sources enable us to examine evidence closely and to place it in a broader context.</p> <p>An artifact is an object or tool that tells us about the people from the past.</p> <p>A primary source is an artifact, document, image, or other source of information that was created during the time under study.</p> <p>A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.</p> <p>Historical information may be acquired from a variety of sources:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Use a variety of information sources to do the following: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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.

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:
<p>Analyzing and interpreting involves identifying the important elements of geographic sources in order to make inferences and generalizations and draw conclusions.</p> <p>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.</p> <p>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.</p> <p>Five Themes of Geography</p> <ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • Use a variety of sources, such as the following: <ul style="list-style-type: none"> ○ 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.

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:
<p>Interpreting involves the process of explaining or translating information.</p> <p>Interpreting begins with analyzing data and then requires students to extract significant information embedded within data in order to draw conclusions.</p> <p>To help determine characteristics of people, places, or events, students should adopt the definition of <i>characteristic</i> as being a distinguishing quality.</p>	<ul style="list-style-type: none"> • 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.

GRADE 11: U.S. & Virginia 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	Experiences may include but are not limited to the following:
<p>It is critical to examine multiple sources when constructing arguments.</p> <p>Exposure to multiple points of view allows one to come to an informed decision.</p> <p>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.</p>	<ul style="list-style-type: none"> • To construct an argument, consider the following: <ul style="list-style-type: none"> ○ 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.

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:
<p>The skill of comparing and contrasting perspectives in history involves breaking down information and then categorizing it into similar and dissimilar pieces.</p>	<div data-bbox="869 464 1661 971" data-label="Diagram"> </div> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ○ similarities and differences between leaders during the war ○ the impact of 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: <ul style="list-style-type: none"> ○ similarities and differences between recorded accounts ○ the impact of external influences (e.g., American Indians, child labor, technology).

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:
<p>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.</p> <p>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.</p> <p>Explaining includes justifying why the evidence credibly supports the claim.</p> <p>Diversity creates a variety of perspectives, contributions, and challenges.</p> <p>Events that lead to conflict often have multiple causes and effects.</p>	<ul style="list-style-type: none"> • Apply a process for explaining indirect cause-and-effect relationships, such as the following: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ What was the context for the event to take place? ○ What actions were taken? ○ What was the result of these actions?

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:
<p>Analyzing includes identifying the important elements of a topic.</p> <p>Analytical thinking is further strengthened when connections are made between two or more topics.</p> <p>Activating prior knowledge helps make connections to new concepts and provides more complex information about people, places, experiences, and events in United States history.</p>	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ Revolutions ○ Conflicts ○ Reforms ○ Human-environment interactions ○ Laws and policy changes ○ Advancements ○ Conflicts ○ Diversity ○ Movements and migrations

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:		
<p>Decision-making models serve several purposes. They can help us</p> <ul style="list-style-type: none"> • make decisions for the future • better understand the choices people faced in the past • analyze the outcomes of the decisions that people already made. <p>Decision making involves determining relevant and irrelevant information.</p> <p>Effective decision-making models</p> <ul style="list-style-type: none"> • compare the expected costs and benefits of alternative choices • identify the costs and benefits of specific choices made. <p>Incentives are actions or rewards that encourage people to act. When incentives change, behavior changes in predictable ways.</p>	<ul style="list-style-type: none"> • Use a cost-benefit analysis chart: 		
	Encouraging women to work factory jobs during World War II		
	BEFORE THE CHOICE WAS MADE		
	Expected Costs	Expected Benefits	
	Some citizens did not want the social change that this entailed	Maintaining manufacturing production while men were enlisted in the armed forces	
	AFTER THE CHOICE WAS MADE—OUTCOME		
	Unintended Consequences	Intended Consequences	
	The national spotlight on women's employment and their 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		
Married 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			
Women's liberation movement as well as the fight for the Equal Rights Amendment in the 1970s and 1980s			

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:
<p>Plagiarism is the unauthorized use or theft of intellectual property.</p> <p>There are consequences of plagiarism, according to the guidelines established by local school divisions and the law.</p>	<ul style="list-style-type: none"> • Promote collaboration with others both inside and outside the classroom. Examples of collaboration may include the following: <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ 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.

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:
<p>The skill of investigating involves acting like a detective—formulating questions and proactively setting out to try and answer the questions.</p> <p>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.</p> <p>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?</p> <p>Student inquiry drives the design process. Specifically, students</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ Most important political concept: Rule of law or limited power? ○ Andrew Jackson: Hero or villain? ○ Cotton gin: Good or bad for the United States? ○ 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: <ul style="list-style-type: none"> ○ 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.

GRADE 11: U.S. & Virginia History**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	Essential Knowledge
<p>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.</p>	<p>The French and Indian War</p> <ul style="list-style-type: none"> • 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 <p>Results of the French and Indian War</p> <ul style="list-style-type: none"> • 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

GRADE 11: U.S. & Virginia History

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	Essential Knowledge
<p>The foundations of American government lie in seventeenth- and eighteenth-century English Common Law, the parliamentary systems, and the European Enlightenment movement.</p> <p>The Founding Fathers blended the colonial governmental system with Enlightenment political philosophies to shape the new nation.</p>	<p>Key political ideas of the Enlightenment</p> <ul style="list-style-type: none"> • Natural rights • Consent of the governed • Social Contract • Ordered liberty • Separation of church and state • Separation of powers

GRADE 11: U.S. & Virginia History

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	Essential Knowledge
<p>The ideas of the Enlightenment and the perceived unfairness of British policies by some Americans provoked debate and resistance by the American colonists.</p>	<p>The road to revolution: Changes in British policy led to the American Revolution</p> <ul style="list-style-type: none"> • 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. <p>The beginning of the American Revolution</p> <p>Resistance to British rule in the colonies mounted, leading to war:</p> <ul style="list-style-type: none"> • 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. <p>Differences among the colonists</p> <p>The colonists were divided into three main groups during the Revolution:</p> <ul style="list-style-type: none"> • Patriots <ul style="list-style-type: none"> ○ Believed in complete independence from Britain ○ Inspired by the ideas of Locke and Paine and the words of Virginian Patrick Henry (“Give me liberty, or give me death!”) ○ Provided the troops for the American Army, led by Virginian George Washington • Loyalists (Tories) <ul style="list-style-type: none"> ○ Remained loyal to Britain because of cultural and economic ties ○ Believed that taxation of the colonies was justified to pay for British troops to protect European settlers from American Indian attacks • Neutrals <ul style="list-style-type: none"> ○ The many colonists who tried to stay as uninvolved in the war as possible

GRADE 11: U.S. & Virginia History

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	Essential Knowledge
<p>Competing factors in Europe led to the American victory over the British.</p> <p>Despite Britain's military superiority, the colonists achieved victory in the American Revolution through the efforts of colonial military and political leaders.</p>	<p>Competing advantages of the opposing forces</p> <ul style="list-style-type: none"> • 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. <p>Developments leading to colonial victory in the Revolutionary War</p> <ul style="list-style-type: none"> • 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

GRADE 11: U.S. & Virginia History

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	Essential Knowledge
<p>The American Revolution was inspired by ideas concerning natural rights and political authority, and its successful completion affected people and governments throughout the world for many generations.</p> <p>The revolutionary generation formulated the political philosophy and laid the institutional foundations for the system of government under which Americans live.</p> <p>New political ideas about the relationship between people and their government helped to justify the Declaration of Independence.</p>	<p>The Declaration of Independence</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness.” ○ “That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.” ○ “That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or abolish it, and to institute new Government...” • Paine’s <i>Common Sense</i> 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 <i>Common Sense</i>.

GRADE 11: U.S. & Virginia History**UNIT III: The Constitutional Period: 1781-1789**

STANDARDS OF LEARNING: This unit will address the following objectives

Note: Power Standards below are identified in **bold**.

SOL VUS.1

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;
- b) using geographic information to determine patterns and trends in Virginia and United States history;
- c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia and United States history;
- d) constructing arguments, using evidence from multiple sources;
- e) comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history;
- f) explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history;
- g) analyzing multiple connections across time and place;
- h) using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made;
- i) identifying the rights and responsibilities of citizenship and ethical use of material and intellectual property; and
- j) investigating and researching to develop products orally and in writing.

SOL VUS.5

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 significance of the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom in the framing of the Bill of Rights;
- 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;**
- 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; and
- 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.**

ENDURING UNDERSTANDING: Competing forces may result in compromises as solutions.

CONCEPTUAL UNIT QUESTION (Essential Question): How did America's pre-Revolutionary relationship with England, and competing regional influences, influence the structure of the Articles of Confederation and the Constitution?

PREVIEW ACTIVITY: Engage class in discussion around the following question: "a modern-day student reaches her eighteenth birthday and happily moves out of her parents' house. She has now achieved the independence she has always dreamed of. What does she do next? What needs does she have?" Have students record their answers and then share their answers with the class. Next, have the students answer the following question: "the Continental Army has won the American Revolution. What do Americans do next now that they have achieved their independence? What are the needs of the new nation?" Have students record their answers and then share their ideas with the class. After students have shared answers, describe the importance of government in new nations and inform students that they are going to be learning about how early Americans attempted to form a government for their new nation.

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TEXTBOOK ALIGNMENT: SEE FILES		
PACING GUIDE:		
UNIT	TIMEFRAME	DATE OF COMPLETION
I. European Exploration and Settlement: Beginnings to 1763	2 weeks	Mid September
II. The Revolutionary Era: 1763-1780	2 weeks	End of September
III. The Constitutional Period: 1781-1787	2 weeks	Middle of October
IV. The Early Republic 1787-1825	1 week	End of October
V. Jacksonian America: 1825-1850	2 weeks	Early November
VI. The Civil War and Reconstruction 1850-1877	4 weeks	Early December
VII: Development of the Industrial United States 1877-1914	3 weeks	End of December
VIII: Imperialism and World War I 1890-1920	2 weeks	Mid January
IX: Roaring 20's and The Great Depression 1920-1939	3 weeks	End of January
X : World War II 1939-1945	3 weeks	Mid-Late February
XI. The Cold War 1945-1989	3 weeks	Mid March
XII. Civil Rights Era 1950-present	2 weeks	Early April
XIII. America Post-Cold War 1989-present	2 weeks (Non-SOL items can be addressed after SOL tests)	End of April
LITERATURE AND OTHER RESOURCES:		
LITERATURE		
<i>Burr</i> by Gore Vidal – historical examination of the life of Aaron Burr and his continuing political influence over the United States		
<i>Federalist #10</i> by James Madison - The article describes how the constitution will tie together different factions in the emerging nation.		
DVDS		
"America: the Story of Us" episodes from History		
"Constitution USA" (4 episodes)		
APPS		
VA Core (iOS)		
Constitution for iPad (iPad)		
Declaration for iPad (iPad)		
James Madison's Montpelier (iOS)		
Pass the Past (iOS)		

GRADE 11: U.S. & Virginia History**WEBSITES**

Hamilton and the US Constitution: <http://www.pbs.org/wgbh/amex/duel/sfeature/hamiltonusconstituion.html>

SUMMARY OF KEY TERMS/PEOPLE: The following list of terms reflects some of the important vocabulary and individual students should know to successfully understand course content and pass the SOL exams.

Alexander Hamilton	checks and balances	George Mason	Judicial Branch	Thomas Jefferson
amendments	constitutional convention	"Great Compromise"	Legislative Branch	three-fifths compromise
Anti-Federalist	Executive Branch	George Washington	regulation of commerce	Virginia Declaration. of Rights
Articles of Confederation	Federalist	House of Representatives	republic	"Virginia Plan"
Bill of Rights	Federalist Papers	James Madison	Senate	Virginia Statute for Religious Freedoms.

SAMPLE LESSONS:

<https://drive.google.com/a/apsva.us/folderview?id=0BySI24GaKHVdfnU2RTRtVXdtVmVFMkVKQI9vcDBiYTIxSlppS1lXd083aUI1aE9OR2FKTTQ&usp=sharing>

SOL ESSENTIAL UNDERSTANDINGS, QUESTIONS, CONTENT and SKILLS: The following pages, from the State's Curriculum Framework, outline the essential understandings, questions, knowledge and skills related to the SOLs. They provide the base from which the content in this unit is studied.

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:
<p>Synthesis involves combining processed information with other knowledge to logically reach a new interpretation and understanding of content.</p> <p>Primary and secondary sources enable us to examine evidence closely and to place it in a broader context.</p> <p>An artifact is an object or tool that tells us about the people from the past.</p> <p>A primary source is an artifact, document, image, or other source of information that was created during the time under study.</p> <p>A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.</p> <p>Historical information may be acquired from a variety of sources:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Use a variety of information sources to do the following: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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.

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:
<p>Analyzing and interpreting involves identifying the important elements of geographic sources in order to make inferences and generalizations and draw conclusions.</p> <p>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.</p> <p>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.</p> <p>Five Themes of Geography</p> <ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • Use a variety of sources, such as the following: <ul style="list-style-type: none"> ○ 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.

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:
<p>Interpreting involves the process of explaining or translating information.</p> <p>Interpreting begins with analyzing data and then requires students to extract significant information embedded within data in order to draw conclusions.</p> <p>To help determine characteristics of people, places, or events, students should adopt the definition of <i>characteristic</i> as being a distinguishing quality.</p>	<ul style="list-style-type: none"> • 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.

GRADE 11: U.S. & Virginia 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	Experiences may include but are not limited to the following:
<p>It is critical to examine multiple sources when constructing arguments.</p> <p>Exposure to multiple points of view allows one to come to an informed decision.</p> <p>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.</p>	<ul style="list-style-type: none"> • To construct an argument, consider the following: <ul style="list-style-type: none"> ○ 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.

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:
<p>The skill of comparing and contrasting perspectives in history involves breaking down information and then categorizing it into similar and dissimilar pieces.</p>	<div data-bbox="869 418 1661 927" data-label="Diagram"> </div> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ○ similarities and differences between leaders during the war ○ the impact of 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: <ul style="list-style-type: none"> ○ similarities and differences between recorded accounts ○ the impact of external influences (e.g., American Indians, child labor, technology).

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:
<p>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.</p> <p>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.</p> <p>Explaining includes justifying why the evidence credibly supports the claim.</p> <p>Diversity creates a variety of perspectives, contributions, and challenges.</p> <p>Events that lead to conflict often have multiple causes and effects.</p>	<ul style="list-style-type: none"> • Apply a process for explaining indirect cause-and-effect relationships, such as the following: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ What was the context for the event to take place? ○ What actions were taken? ○ What was the result of these actions?

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:
<p>Analyzing includes identifying the important elements of a topic.</p> <p>Analytical thinking is further strengthened when connections are made between two or more topics.</p> <p>Activating prior knowledge helps make connections to new concepts and provides more complex information about people, places, experiences, and events in United States history.</p>	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ Revolutions ○ Conflicts ○ Reforms ○ Human-environment interactions ○ Laws and policy changes ○ Advancements ○ Conflicts ○ Diversity ○ Movements and migrations

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:	
<p>Decision-making models serve several purposes. They can help us</p> <ul style="list-style-type: none"> • make decisions for the future • better understand the choices people faced in the past • analyze the outcomes of the decisions that people already made. <p>Decision making involves determining relevant and irrelevant information.</p> <p>Effective decision-making models</p> <ul style="list-style-type: none"> • compare the expected costs and benefits of alternative choices • identify the costs and benefits of specific choices made. <p>Incentives are actions or rewards that encourage people to act. When incentives change, behavior changes in predictable ways.</p>	<ul style="list-style-type: none"> • Use a cost-benefit analysis chart: 	
	Encouraging women to work factory jobs during World War II	
	BEFORE THE CHOICE WAS MADE	
	Expected Costs	Expected Benefits
	Some citizens did not want the social change that this entailed	Maintaining manufacturing production while men were enlisted in the armed forces
	AFTER THE CHOICE WAS MADE—OUTCOME	
	Unintended Consequences	Intended Consequences
	The national spotlight on women’s employment and their 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	
Married 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		
Women’s liberation movement as well as the fight for the Equal Rights Amendment in the 1970s and 1980s		

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:
<p>Plagiarism is the unauthorized use or theft of intellectual property.</p> <p>There are consequences of plagiarism, according to the guidelines established by local school divisions and the law.</p>	<ul style="list-style-type: none"> • Promote collaboration with others both inside and outside the classroom. Examples of collaboration may include the following: <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ 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.

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:
<p>The skill of investigating involves acting like a detective—formulating questions and proactively setting out to try and answer the questions.</p> <p>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.</p> <p>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?</p> <p>Student inquiry drives the design process. Specifically, students</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ Most important political concept: Rule of law or limited power? ○ Andrew Jackson: Hero or villain? ○ Cotton gin: Good or bad for the United States? ○ 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: <ul style="list-style-type: none"> ○ 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.

GRADE 11: U.S. & Virginia History

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	Essential Knowledge
<p>American political leaders wrote a series of documents intended to provide an effective system of government based on republican principles.</p>	<p>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</p> <ul style="list-style-type: none"> • provided for a weak national government • gave Congress no power to tax or regulate commerce among the states • provided for no common currency • gave each state one vote regardless of size 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. <p>Virginia Declaration of Rights (George Mason)</p> <ul style="list-style-type: none"> • Stated that governments should not violate the people’s natural rights <p>Virginia Statute for Religious Freedom (Thomas Jefferson)</p> <ul style="list-style-type: none"> • Supported freedom of religious exercise and separation of church and state <p>The United States Constitution’s Bill of Rights</p> <ul style="list-style-type: none"> • James Madison consulted the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom when drafting the amendments that eventually became the United States Bill of Rights.

GRADE 11: U.S. & Virginia History

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	Essential Knowledge
<p>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.</p>	<p>Key issues and their resolutions</p> <ul style="list-style-type: none"> • Made federal law the supreme law of the land when constitutional, but otherwise gave the states considerable leeway to govern themselves • 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 • Avoided a too-powerful central government by establishing 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 <p>Key leaders</p> <ul style="list-style-type: none"> • George Washington, president of the Convention <ul style="list-style-type: none"> ○ Washington presided at the Convention and, although seldom participating in the debates, lent his enormous prestige to the proceedings. • James Madison, “Father of the Constitution” <ul style="list-style-type: none"> ○ Madison, a Virginian and a brilliant political philosopher, often led the debate and kept copious notes of the proceedings—the best record historians have of what transpired at the Constitutional Convention. ○ At the Convention, he authored the Virginia Plan, which proposed a federal government of three separate branches (legislative, executive, judicial) and became the foundation for the structure of the new government. ○ He later authored much of the Bill of Rights.

GRADE 11: U.S. & Virginia History

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	Essential Knowledge
<p>The debates between the Federalists and Anti-Federalists set the stage for the development of political parties in the United States.</p>	<p>Debates over the ratification of the U.S. Constitution</p> <ul style="list-style-type: none"> • George Washington and the Federalists supported ratification because they advocated the importance of a strong central government, especially to promote economic development and public improvements. • Anti-Federalists, including Patrick Henry, George Mason, and Thomas Jefferson, 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. <p>Issues leading to the formation of political parties</p> <ul style="list-style-type: none"> • 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. <p>Formation of political parties</p> <ul style="list-style-type: none"> • The Federalists, led by John Adams and Alexander Hamilton, typically believed in a strong national government and commercial economy. They were supported by bankers and business interests in the Northeast. • 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.

GRADE 11: U.S. & Virginia History

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	Essential Knowledge
<p>Important legal precedents established by the Marshall Court strengthened the role of the United States Supreme Court as an equal branch of the national government.</p>	<p>The doctrine of judicial review set forth in <i>Marbury v. Madison</i>, the doctrine of implied powers set forth in <i>McCulloch v. Maryland</i>, and a broadly national view of economic affairs set forth in <i>Gibbons v. Ogden</i> are the foundation blocks of the Supreme Court’s authority to mediate disagreements between branches of governments, levels of government, and competing business interests, as decided during John Marshall’s tenure as the chief justice of the Supreme Court.</p>

GRADE 11: U.S. & Virginia History**UNIT IV: Early Republic: 1790-1825**

STANDARDS OF LEARNING: This unit will address the following objectives:

Note: Power Standards below are identified in **bold**.

SOL VUS.1

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;

b) using geographic information to determine patterns and trends in Virginia and United States history;

c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia and United States history;

d) constructing arguments, using evidence from multiple sources;

e) comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history;

f) explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history;

g) analyzing multiple connections across time and place;

h) using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made;

i) identifying the rights and responsibilities of citizenship and ethical use of material and intellectual property; and

j) investigating and researching to develop products orally and in writing.

SOL VUS.6

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;

b) describing the political results of territorial expansion; and

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

ENDURING UNDERSTANDING: Democratic governments must balance the rights of individuals with the common good.

CONCEPTUAL UNIT QUESTION (Essential Question): To what extent were the Founders and those that followed them successful in balancing the rights of individuals with the common good?

PREVIEW ACTIVITY: See *History Alive!* 8-4 Manifest Destiny in a Growing Nation, Activity 4.1(US History Binder)

At the beginning of class, have ten to twelve students sitting in one area of the class leave their seats and stand at the side of the room in a confined space. Allow other members of the class into their vacated space. As the displaced students stand, review with the class the material covered in the previous lesson. Do this for five to ten minutes. Then stop and debrief students to gain their insights into the experience asking such questions as: What feelings did you experience when you were told to give up your seats? What was it like standing in an isolated, confined area? How did you feel when your classmates moved into your space? Students can record their reflections in their Interactive Notebooks as a wrap up.

TEXTBOOK ALIGNMENT: SEE FILES

GRADE 11: U.S. & Virginia History

PACING GUIDE:		
UNIT	TIMEFRAME	DATE OF COMPLETION
I. European Exploration and Settlement: Beginnings to 1763	2 weeks	Mid September
II. The Revolutionary Era: 1763-1780	2 weeks	End of September
III. The Constitutional Period: 1781-1787	2 weeks	Middle of October
IV. The Early Republic 1787-1825	1 week	End of October
V. Jacksonian America: 1825-1850	2 weeks	Early November
VI. The Civil War and Reconstruction 1850-1877	4 weeks	Early December
VII: Development of the Industrial United States 1877-1914	3 weeks	End of December
VIII: Imperialism and World War I 1890-1920	2 weeks	Mid January
IX: Roaring 20's and The Great Depression 1920-1939	3 weeks	End of January
X : World War II 1939-1945	3 weeks	Mid-Late February
XI. The Cold War 1945-1989	3 weeks	Mid March
XII. Civil Rights Era 1950-present	2 weeks	Early April
XIII. America Post-Cold War 1989-present	2 weeks (Non-SOL items can be addressed after SOL tests)	End of April

LITERATURE AND OTHER RESOURCES:**LITERATURE**

Farewell Address by George Washington - The last public address by Washington lends advice for the successful future of the nation.
Undaunted Courage by Stephen Ambrose - This book describes the journey of the Corps of Discovery (the Lewis and Clark Exploration).
American Sphinx by Joseph J. Ellis - This book describes the character of Thomas Jefferson with details of his presidency.

DVDS**APPS**

VA Core (iOS)
 James Madison's Montpelier (iOS)
 Pass the Past (iOS)

WEBSITES

War of 1812 explained:

http://www.slate.com/articles/life/history/2012/05/war_of_1812_bicentennial_why_does_no_one_remember_the_war_that_made_andrew_jackson_famous_.html

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SUMMARY OF KEY TERMS/PEOPLE: The following list of terms reflects some of the important vocabulary and individual's students should know to successfully understand course content and pass the SOL exams.				
Alamo	Democratic-Republicans	Henry Clay (war hawk)	John C. Calhoun (war hawk)	"opposition party"
Alexander Hamilton	election of 1800	implied powers	"judicial review"	precedent
annexation	Eli Whitney	impressment	Lewis and Clark	Sacajawea
Bank of the United States	factions	James K. Polk	Louisiana Purchase	Thomas Jefferson
canals	Federalists	James Madison	Manifest destiny	"Trail of Tears"
cession (Mexican Cession)	Florida Purchase Treaty	Jay Treaty	<i>McCulloch v. Maryland</i>	Treaty of Guadalupe-Hidalgo
Chief Justice John Marshall	<i>Gibbons. v. Ogden</i>	Henry Clay (war hawk)	Mexican War	undeclared war on France
Cotton gin	Hartford Convention	John Adams	Monroe Doctrine	War of 1812

SAMPLE LESSONS:

<https://drive.google.com/a/apsva.us/folderview?id=0BySI24GaKHVdfnU2RTRtVXdtVmVFMkVKQI9vcDBiYTIxSlppS1IXd083aUI1aE9OR2FKTTQ&usp=sharing>

SOL ESSENTIAL UNDERSTANDINGS, QUESTIONS, CONTENT and SKILLS: The following pages, from the State's Curriculum Framework, outline the essential understandings, questions, knowledge and skills related to the SOLs. They provide the base from which the content in this unit is studied.

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:
<p>Synthesis involves combining processed information with other knowledge to logically reach a new interpretation and understanding of content.</p> <p>Primary and secondary sources enable us to examine evidence closely and to place it in a broader context.</p> <p>An artifact is an object or tool that tells us about the people from the past.</p> <p>A primary source is an artifact, document, image, or other source of information that was created during the time under study.</p> <p>A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.</p> <p>Historical information may be acquired from a variety of sources:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Use a variety of information sources to do the following: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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.

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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	Experiences may include but are not limited to the following:
<p>Analyzing and interpreting involves identifying the important elements of geographic sources in order to make inferences and generalizations and draw conclusions.</p> <p>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.</p> <p>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.</p> <p>Five Themes of Geography</p> <ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • Use a variety of sources, such as the following: <ul style="list-style-type: none"> ○ 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.

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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	Experiences may include but are not limited to the following:
<p>Interpreting involves the process of explaining or translating information.</p> <p>Interpreting begins with analyzing data and then requires students to extract significant information embedded within data in order to draw conclusions.</p> <p>To help determine characteristics of people, places, or events, students should adopt the definition of <i>characteristic</i> as being a distinguishing quality.</p>	<ul style="list-style-type: none"> • 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.

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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	Experiences may include but are not limited to the following:
<p>It is critical to examine multiple sources when constructing arguments.</p> <p>Exposure to multiple points of view allows one to come to an informed decision.</p> <p>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.</p>	<ul style="list-style-type: none"> • To construct an argument, consider the following: <ul style="list-style-type: none"> ○ 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.

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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	Experiences may include but are not limited to the following:
<p>The skill of comparing and contrasting perspectives in history involves breaking down information and then categorizing it into similar and dissimilar pieces.</p>	<div data-bbox="869 418 1661 927" data-label="Diagram"> </div> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ○ similarities and differences between leaders during the war ○ the impact of 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: <ul style="list-style-type: none"> ○ similarities and differences between recorded accounts ○ the impact of external influences (e.g., American Indians, child labor, technology).

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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	Experiences may include but are not limited to the following:
<p>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.</p> <p>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.</p> <p>Explaining includes justifying why the evidence credibly supports the claim.</p> <p>Diversity creates a variety of perspectives, contributions, and challenges.</p> <p>Events that lead to conflict often have multiple causes and effects.</p>	<ul style="list-style-type: none"> • Apply a process for explaining indirect cause-and-effect relationships, such as the following: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ What was the context for the event to take place? ○ What actions were taken? ○ What was the result of these actions?

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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	Experiences may include but are not limited to the following:
<p>Analyzing includes identifying the important elements of a topic.</p> <p>Analytical thinking is further strengthened when connections are made between two or more topics.</p> <p>Activating prior knowledge helps make connections to new concepts and provides more complex information about people, places, experiences, and events in United States history.</p>	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ Revolutions ○ Conflicts ○ Reforms ○ Human-environment interactions ○ Laws and policy changes ○ Advancements ○ Conflicts ○ Diversity ○ Movements and migrations

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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	Experiences may include but are not limited to the following:	
<p>Decision-making models serve several purposes. They can help us</p> <ul style="list-style-type: none"> • make decisions for the future • better understand the choices people faced in the past • analyze the outcomes of the decisions that people already made. <p>Decision making involves determining relevant and irrelevant information.</p> <p>Effective decision-making models</p> <ul style="list-style-type: none"> • compare the expected costs and benefits of alternative choices • identify the costs and benefits of specific choices made. <p>Incentives are actions or rewards that encourage people to act. When incentives change, behavior changes in predictable ways.</p>	<ul style="list-style-type: none"> • Use a cost-benefit analysis chart: 	
	Encouraging women to work factory jobs during World War II	
	BEFORE THE CHOICE WAS MADE	
	Expected Costs	Expected Benefits
	Some citizens did not want the social change that this entailed	Maintaining manufacturing production while men were enlisted in the armed forces
	AFTER THE CHOICE WAS MADE—OUTCOME	
	Unintended Consequences	Intended Consequences
	The national spotlight on women’s employment and their 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	
Married 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		
Women’s liberation movement as well as the fight for the Equal Rights Amendment in the 1970s and 1980s		

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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	Experiences may include but are not limited to the following:
<p>Plagiarism is the unauthorized use or theft of intellectual property.</p> <p>There are consequences of plagiarism, according to the guidelines established by local school divisions and the law.</p>	<ul style="list-style-type: none"> • Promote collaboration with others both inside and outside the classroom. Examples of collaboration may include the following: <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ 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.

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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	Experiences may include but are not limited to the following:
<p>The skill of investigating involves acting like a detective—formulating questions and proactively setting out to try and answer the questions.</p> <p>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.</p> <p>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?</p> <p>Student inquiry drives the design process. Specifically, students</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ Most important political concept: Rule of law or limited power? ○ Andrew Jackson: Hero or villain? ○ Cotton gin: Good or bad for the United States? ○ 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: <ul style="list-style-type: none"> ○ 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.

GRADE 11: U.S. & Virginia History

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	Essential Knowledge
<p>American political leaders wrote a series of documents intended to provide an effective system of government based on republican principles.</p>	<p>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</p> <ul style="list-style-type: none"> • provided for a weak national government • gave Congress no power to tax or regulate commerce among the states • provided for no common currency • gave each state one vote regardless of size 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. <p>Virginia Declaration of Rights (George Mason)</p> <ul style="list-style-type: none"> • Stated that governments should not violate the people’s natural rights <p>Virginia Statute for Religious Freedom (Thomas Jefferson)</p> <ul style="list-style-type: none"> • Supported freedom of religious exercise and separation of church and state <p>The United States Constitution’s Bill of Rights</p> <ul style="list-style-type: none"> • James Madison consulted the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom when drafting the amendments that eventually became the United States Bill of Rights.

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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	Essential Knowledge
<p>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.</p>	<p>Key issues and their resolutions</p> <ul style="list-style-type: none"> • Made federal law the supreme law of the land when constitutional, but otherwise gave the states considerable leeway to govern themselves • 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 • Avoided a too-powerful central government by establishing 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 <p>Key leaders</p> <ul style="list-style-type: none"> • George Washington, president of the Convention <ul style="list-style-type: none"> ○ Washington presided at the Convention and, although seldom participating in the debates, lent his enormous prestige to the proceedings. • James Madison, “Father of the Constitution” <ul style="list-style-type: none"> ○ Madison, a Virginian and a brilliant political philosopher, often led the debate and kept copious notes of the proceedings—the best record historians have of what transpired at the Constitutional Convention. ○ At the Convention, he authored the Virginia Plan, which proposed a federal government of three separate branches (legislative, executive, judicial) and became the foundation for the structure of the new government. ○ He later authored much of the Bill of Rights.

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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	Essential Knowledge
<p>The debates between the Federalists and Anti-Federalists set the stage for the development of political parties in the United States.</p>	<p>Debates over the ratification of the U.S. Constitution</p> <ul style="list-style-type: none"> • George Washington and the Federalists supported ratification because they advocated the importance of a strong central government, especially to promote economic development and public improvements. • Anti-Federalists, including Patrick Henry, George Mason, and Thomas Jefferson, 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. <p>Issues leading to the formation of political parties</p> <ul style="list-style-type: none"> • 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. <p>Formation of political parties</p> <ul style="list-style-type: none"> • The Federalists, led by John Adams and Alexander Hamilton, typically believed in a strong national government and commercial economy. They were supported by bankers and business interests in the Northeast. • 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.

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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	Essential Knowledge
<p>Important legal precedents established by the Marshall Court strengthened the role of the United States Supreme Court as an equal branch of the national government.</p>	<p>The doctrine of judicial review set forth in <i>Marbury v. Madison</i>, the doctrine of implied powers set forth in <i>McCulloch v. Maryland</i>, and a broadly national view of economic affairs set forth in <i>Gibbons v. Ogden</i> are the foundation blocks of the Supreme Court’s authority to mediate disagreements between branches of governments, levels of government, and competing business interests, as decided during John Marshall’s tenure as the chief justice of the Supreme Court.</p>

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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	Essential Knowledge
<p>Conflicts between American settlers and Indian nations in the Southeast and the old Northwest resulted in the relocation of many American Indians to reservations.</p> <p>Economic and strategic interests of the populace led to territorial expansion, which resulted in dominance over indigenous cultures.</p>	<p>Early stages of territorial expansion</p> <ul style="list-style-type: none"> • 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. <p>Impact on the American Indians</p> <ul style="list-style-type: none"> • The belief that it was America’s Manifest Destiny to stretch from the Atlantic to the Pacific provided political support for territorial expansion. • During this period of westward migration, American Indians were repeatedly defeated in violent conflicts with settlers and soldiers and forcibly removed from their ancestral homelands. They were either forced to march far away from their homes (the Trail of Tears, when several tribes were relocated from Atlantic Coastal states to present-day Oklahoma) or confined to reservations.

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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	Essential Knowledge
<p>The continental United States was established through international diplomacy and warfare.</p>	<p>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.</p> <p>To protect America’s interests in the Western Hemisphere, the Monroe Doctrine was issued. The Monroe Doctrine (1823) stated the following:</p> <ul style="list-style-type: none"> • The American continents should not be considered for future colonization by any European powers. • Nations in the Western Hemisphere were inherently different from those of Europe (i.e., they were republics by nature rather than monarchies). • The United States would regard as a threat to 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. <p>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.</p> <p>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.</p>

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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	Essential Knowledge
<p>The second war with Britain had lasting political and economic consequences as American nationalism and economic production greatly increased.</p>	<p>War of 1812</p> <ul style="list-style-type: none"> • 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). <p>Economic impact of the War of 1812</p> <ul style="list-style-type: none"> • A market revolution emerged following the War of 1812, which transformed the American economy through <ul style="list-style-type: none"> ○ 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. • Many of these internal improvements were funded by tariffs through the American System.

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UNIT V: Jacksonian America and Reform: 1825-1850

STANDARDS OF LEARNING: This unit will address the following objectives:
 Note: Power Standards below are identified in **bold**.

SOL VUS.1

- 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;
 - b) using geographic information to determine patterns and trends in Virginia and United States history;
 - c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia and United States history;
 - d) constructing arguments, using evidence from multiple sources;
 - e) comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history;
 - f) explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history;
 - g) analyzing multiple connections across time and place;
 - h) using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made;
 - i) identifying the rights and responsibilities of citizenship and ethical use of material and intellectual property; and
 - j) investigating and researching to develop products orally and in writing.

SOL VUS.6

- 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);**
 - 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;**
 - f) explaining how Manifest Destiny and President James K. Polk’s policies impacted the nation; and**
 - g) evaluating and explaining the multiple causes and compromises leading to the Civil War, including the role of the institution of slavery.**

ENDURING UNDERSTANDING: Individuals and governments throughout history have sought material and political gains to expand their sphere of influence.

CONCEPTUAL UNIT QUESTION (Essential Question): What political, economic, and social factors caused the territorial growth of the United States in the first half of the nineteenth century?

PREVIEW ACTIVITY: Students write in response to the following prompt: “What do you think it means to be a ‘common man’?”

TEXTBOOK ALIGNMENT: SEE FILES

PACING GUIDE:

UNIT	TIMEFRAME	DATE OF COMPLETION
I. European Exploration and Settlement: Beginnings to 1763	2 weeks	Mid September
II. The Revolutionary Era: 1763-1780	2 weeks	End of September

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III. The Constitutional Period: 1781-1787	2 weeks	Middle of October
IV. The Early Republic 1787-182	1 week	End of October
V. Jacksonian America: 1825-1850	2 weeks	Early November
VI. The Civil War and Reconstruction 1850-1877	4 weeks	Early December
VII: Development of the Industrial United States 1877-1914	3 weeks	End of December
VIII: Imperialism and World War I 1890-1920	2 weeks	Mid January
IX: Roaring 20's and The Great Depression 1920-1939	3 weeks	End of January
X : World War II 1939-1945	3 weeks	Mid-Late February
XI. The Cold War 1945-1989	3 weeks	Mid March
XII. Civil Rights Era 1950-present	2 weeks	Early April
XIII. America Post-Cold War 1989-presen	2 weeks (Non-SOL items can be addressed after SOL tests)	End of April

LITERATURE AND OTHER RESOURCES:

LITERATURE

Frederick Douglass, *Narrative of the Life of Frederick Douglass, an American Slave*

Thoreau, "Resistance to Civil Government"; *A Week on the Concord and Merrimack Rivers*. Better known under the title "Civil Disobedience," his "Resistance to Civil Government" recounts his experience in refusing to pay his poll tax as a means of protesting the Mexican War.

Sojourner Truth, "Ain't I a Woman?" speech to women's rights convention in Ohio, 1851. Elements of feminist and abolitionist movement combined in short, powerful language.

DVDS

"America: the Story of Us" episodes from History

Unit 5 \ 6: "Civil War" Ken Burns series; "Glory" (rated "R" - edited edition can be found in school libraries)

APPS

VA Core (iOS)

Pass the Past (iOS)

WEBSITES

SUMMARY OF KEY TERMS/PEOPLE: The following list of terms reflects some of the important vocabulary and individuals students should know to successfully understand course content and pass the SOL exams.

Abolition	Democratic Republicans	John C. Calhoun	Nat Turner	spoils system
Andrew Jackson	election of 1800	"judicial review"	nativism	states' rights
aristocracy	Eli Whitney	Know-Nothings	nullification	Stephen Douglas
aristocrat	Elizabeth Cady Stanton	Lewis and Clark	Panic of 1837	Susan B. Anthony
Bank of the United States	Federalists	Louisiana Purchase	Personal liberty laws	Tariff
Bleeding Kansas	Forty-niners	manhood suffrage	popular sovereignty	Thomas Jefferson

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canals	franchise	"Manifest Destiny"	presidential veto	"Trail of Tears"
Compromise of 1850	Gabriel Prosser	Mexican War	Republican party	War of 1812
cotton gin	Henry Clay	Missouri Compromise	sectionalism	Whigs
Democratic Party	John Brown	Monroe Doctrine	Seneca Falls	William Lloyd Garrison

SAMPLE LESSONS:

<https://drive.google.com/a/apsva.us/folderview?id=0BySI24GaKHVdfnU2RTRtVXdtVmVFMkVKQI9vcDBiYTIxSlppS1IXd083aUI1aE9OR2FKTTQ&usp=sharing>

SOL ESSENTIAL UNDERSTANDINGS, QUESTIONS, CONTENT and SKILLS: The following pages, from the State's Curriculum Framework, outline the essential understandings, questions, knowledge and skills related to the SOLs. They provide the base from which the content in this unit is studied.

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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	Experiences may include but are not limited to the following:
<p>Synthesis involves combining processed information with other knowledge to logically reach a new interpretation and understanding of content.</p> <p>Primary and secondary sources enable us to examine evidence closely and to place it in a broader context.</p> <p>An artifact is an object or tool that tells us about the people from the past.</p> <p>A primary source is an artifact, document, image, or other source of information that was created during the time under study.</p> <p>A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.</p> <p>Historical information may be acquired from a variety of sources:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Use a variety of information sources to do the following: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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.

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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	Experiences may include but are not limited to the following:
<p>Analyzing and interpreting involves identifying the important elements of geographic sources in order to make inferences and generalizations and draw conclusions.</p> <p>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.</p> <p>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.</p> <p>Five Themes of Geography</p> <ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • Use a variety of sources, such as the following: <ul style="list-style-type: none"> ○ 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.

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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	Experiences may include but are not limited to the following:
<p>Interpreting involves the process of explaining or translating information.</p> <p>Interpreting begins with analyzing data and then requires students to extract significant information embedded within data in order to draw conclusions.</p> <p>To help determine characteristics of people, places, or events, students should adopt the definition of <i>characteristic</i> as being a distinguishing quality.</p>	<ul style="list-style-type: none"> • 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.

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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;

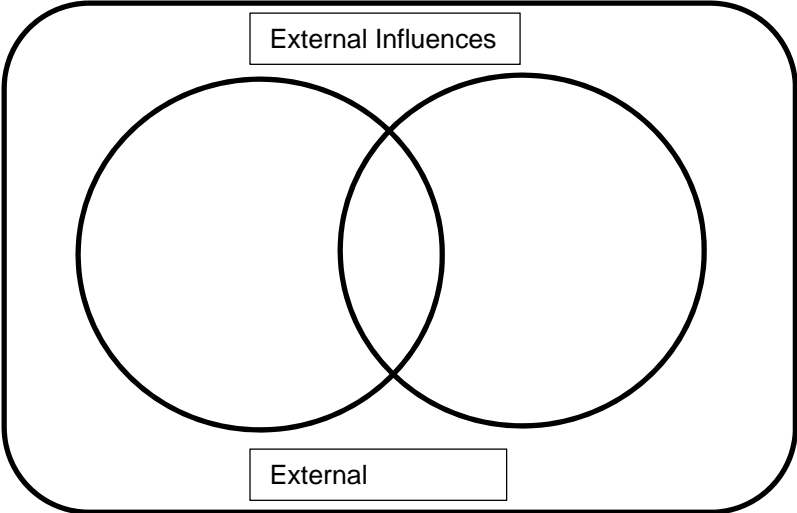
Essential Understandings	Experiences may include but are not limited to the following:
<p>It is critical to examine multiple sources when constructing arguments.</p> <p>Exposure to multiple points of view allows one to come to an informed decision.</p> <p>Constructing arguments involves breaking apart information in order to build a better understanding of a specific topic, ultimately adopting and crafting reasoning from a specific point of view.</p>	<ul style="list-style-type: none"> • To construct an argument, consider the following: <ul style="list-style-type: none"> ○ 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.

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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	Experiences may include but are not limited to the following:
<p>The skill of comparing and contrasting perspectives in history involves breaking down information and then categorizing it into similar and dissimilar pieces.</p>	<div style="text-align: center;">  </div> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ○ similarities and differences between leaders during the war ○ the impact of 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: <ul style="list-style-type: none"> ○ similarities and differences between recorded accounts ○ the impact of external influences (e.g., American Indians, child labor, technology).

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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	Experiences may include but are not limited to the following:
<p>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.</p> <p>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.</p> <p>Explaining includes justifying why the evidence credibly supports the claim.</p> <p>Diversity creates a variety of perspectives, contributions, and challenges.</p> <p>Events that lead to conflict often have multiple causes and effects.</p>	<ul style="list-style-type: none"> • Apply a process for explaining indirect cause-and-effect relationships, such as the following: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ What was the context for the event to take place? ○ What actions were taken? ○ What was the result of these actions?

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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	Experiences may include but are not limited to the following:
<p>Analyzing includes identifying the important elements of a topic.</p> <p>Analytical thinking is further strengthened when connections are made between two or more topics.</p> <p>Activating prior knowledge helps make connections to new concepts and provides more complex information about people, places, experiences, and events in United States history.</p>	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ Revolutions ○ Conflicts ○ Reforms ○ Human-environment interactions ○ Laws and policy changes ○ Advancements ○ Conflicts ○ Diversity ○ Movements and migrations

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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	Experiences may include but are not limited to the following:	
<p>Decision-making models serve several purposes. They can help us</p> <ul style="list-style-type: none"> • make decisions for the future • better understand the choices people faced in the past • analyze the outcomes of the decisions that people already made. <p>Decision making involves determining relevant and irrelevant information.</p> <p>Effective decision-making models</p> <ul style="list-style-type: none"> • compare the expected costs and benefits of alternative choices • identify the costs and benefits of specific choices made. <p>Incentives are actions or rewards that encourage people to act. When incentives change, behavior changes in predictable ways.</p>	<ul style="list-style-type: none"> • Use a cost-benefit analysis chart: 	
	Encouraging women to work factory jobs during World War II	
	BEFORE THE CHOICE WAS MADE	
	Expected Costs	Expected Benefits
	Some citizens did not want the social change that this entailed	Maintaining manufacturing production while men were enlisted in the armed forces
	AFTER THE CHOICE WAS MADE—OUTCOME	
	Unintended Consequences	Intended Consequences
	The national spotlight on women’s employment and their 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	
Married 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		
Women’s liberation movement as well as the fight for the Equal Rights Amendment in the 1970s and 1980s		

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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	Experiences may include but are not limited to the following:
<p>Plagiarism is the unauthorized use or theft of intellectual property.</p> <p>There are consequences of plagiarism, according to the guidelines established by local school divisions and the law.</p>	<ul style="list-style-type: none"> • Promote collaboration with others both inside and outside the classroom. Examples of collaboration may include the following: <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ 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.

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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	Experiences may include but are not limited to the following:
<p>The skill of investigating involves acting like a detective—formulating questions and proactively setting out to try and answer the questions.</p> <p>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.</p> <p>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?</p> <p>Student inquiry drives the design process. Specifically, students</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ Most important political concept: Rule of law or limited power? ○ Andrew Jackson: Hero or villain? ○ Cotton gin: Good or bad for the United States? ○ 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: <ul style="list-style-type: none"> ○ 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.

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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	Essential Knowledge
<p>Although the Age of Jackson led to an increase in democracy, political tensions and nativist tendencies impacted the American political climate.</p>	<p>The “Age of the Common Man”</p> <ul style="list-style-type: none"> • Universal manhood suffrage increased the electorate • Rise of interest groups including nativists • Political campaigning • Spoils System <p>Emergence of new political parties</p> <ul style="list-style-type: none"> • Whigs were organized in opposition to the Democratic Party. • Know-Nothings were organized in opposition to continued immigration by Irish and German immigrants. <p>Cultural changes sparked by the Second Great Awakening</p> <ul style="list-style-type: none"> • Temperance movement • Women’s suffrage movement • Abolitionist movement

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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	Essential Knowledge
<p>As the nation struggled to resolve sectional issues, compromises were developed to defuse a series of political crises.</p>	<p>Sectional tensions caused by competing economic interests</p> <ul style="list-style-type: none"> • The industrial North favored high protective tariffs to protect Northern manufactured goods from foreign competition. • The agricultural South opposed high tariffs that made the price of imports more expensive. <p>Sectional tensions caused by westward expansion</p> <ul style="list-style-type: none"> • As new states entered the Union, compromises were reached that maintained the balance of power in Congress between “free states” and “slave states.” <ul style="list-style-type: none"> ○ The Missouri Compromise (1820) drew an east-west line through the Louisiana Purchase, with slavery prohibited above the line and allowed below, except that slavery was allowed in Missouri, north of the line. ○ In the Compromise of 1850, California entered as a free state, while the new Southwestern territories acquired from Mexico would decide on their own. ○ The Kansas-Nebraska Act of 1854 repealed the Missouri Compromise line, giving people in Kansas and Nebraska the choice whether to allow slavery in their states or not (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. <p>Sectional tensions caused by debates over the nature of the Union</p> <ul style="list-style-type: none"> • 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). • President Jackson threatened to send federal troops to collect the tariff revenues and uphold the power of federal law. <p>Sectional tensions caused by the institution of slavery</p> <ul style="list-style-type: none"> • Slave revolts in Virginia, led by Nat Turner and Gabriel Prosser, fed white Southerners’ fears about slave rebellions and led to harsh laws in the South against fugitive slaves. Southerners who favored abolition were intimidated into silence. • Northerners, led by William Lloyd Garrison, publisher of <i>The Liberator</i>, increasingly viewed the institution of slavery as a violation of Christian principles and argued for its abolition. Southerners grew alarmed by the growing force of the Northern response to the abolitionists. • 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.

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STANDARD VUS.6e (continued)

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	Essential Knowledge
<p>As the expansion of the electorate occurred for white males, women aspired to be included as well.</p>	<p>The women’s suffrage movement</p> <ul style="list-style-type: none"> • At the same time the abolitionist movement grew, another reform movement took root—the movement to give equal rights to women • Seneca Falls Declaration • 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

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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	Essential Knowledge
<p>America’s desire to gain land from the Atlantic to the Pacific ultimately led to a resurgence of regional interests.</p>	<p>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.</p> <p>President James K. Polk, a Democrat, was elected on a Manifest Destiny platform. During Polk’s presidency, the United States acquired</p> <ul style="list-style-type: none"> • the Oregon Territory from Great Britain • the Mexican Cession from Mexico. <p>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.</p>

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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	Essential Knowledge
<p>The events of the 1850s, combined with the lack of strong presidential leadership, led to the secession of Southern states.</p> <p>Sectional tensions, originating with the formation of the nation, ultimately resulted in war between the Northern and Southern states.</p>	<p>Causes of the Civil War</p> <ul style="list-style-type: none"> • Sectional disagreements and debates over tariffs, extension of slavery into the territories, and the nature of the Union (states' rights) • Northern abolitionists vs. Southern defenders of slavery • Publication of <i>Uncle Tom's Cabin</i> by Harriet Beecher Stowe • United States Supreme Court decision in the Dred Scott case • A series of failed compromises over the expansion of slavery in the territories and the Fugitive Slave Act

GRADE 11: U.S. & Virginia History**UNIT VI: The Civil War and Reconstruction: 1850-1877**

STANDARDS OF LEARNING: This unit will address the following objectives:

Note: Power Standards below are identified in **bold**.

SOL VUS.1

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in Virginia and United States history;

- using geographic information to determine patterns and trends in Virginia and United States history;

- interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia and United States history;

- constructing arguments, using evidence from multiple sources;

- comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history;

- explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history;

- analyzing multiple connections across time and place;

- using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made;

- identifying the rights and responsibilities of citizenship and ethical use of material and intellectual property; and

- investigating and researching to develop products orally and in writing.

SOL VUS.6

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

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

SOL VUS.7

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

- 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;

- 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;**

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

- evaluating postwar Reconstruction plans presented by key leaders of the Civil War; and**

- 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.**

ENDURING UNDERSTANDING: Differing national and personal priorities can divide voters, can lead to an undercurrent of resentment, and can result in upheaval.

CONCEPTUAL UNIT QUESTIONS (Essential Questions): How would you describe and compare the state of the nation prior to and following the Civil War? Was a civil war necessary to preserve the nation?

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PREVIEW ACTIVITY: *History Alive!* U.S. Binder 8-5 Diagramming Differences Between the North and the South, Activity 1.1) Divide students into groups of four. Provide each group with information (culture, climate, population, geography, urbanization, economy) pertaining to either the North or the South prior to the Civil War. Groups will construct spoke diagrams of this information. Post diagrams. Ask students to compare and contrast information about the North and the South. Students should recognize the fundamentally different societies that existed in these two regions.

TEXTBOOK ALIGNMENT: SEE FILES

PACING GUIDE:

UNIT	TIMEFRAME	DATE OF COMPLETION
I. European Exploration and Settlement: Beginnings to 1763	2 weeks	Mid September
II. The Revolutionary Era: 1763-1780	2 weeks	End of September
III. The Constitutional Period: 1781-1787	2 weeks	Middle of October
IV. The Early Republic 1787-1825	1 week	End of October
V. Jacksonian America: 1825-1850	2 weeks	Early November
VI. The Civil War and Reconstruction 1850-1877	4 weeks	Early December
VII: Development of the Industrial United States 1877-1914	3 weeks	End of December
VIII: Imperialism and World War I 1890-1920	2 weeks	Mid January
IX: Roaring 20's and The Great Depression 1920-1939	3 weeks	End of January
X : World War II 1939-1945	3 weeks	Mid-Late February
XI. The Cold War 1945-1989	3 weeks	Mid March
XII. Civil Rights Era 1950-present	2 weeks	Early April
XIII. America Post-Cold War 1989-present	2 weeks (Non-SOL items can be addressed after SOL tests)	End of April

LITERATURE AND OTHER RESOURCES:

LITERATURE
Uncle Tom's Cabin by Harriet Beecher Stowe – a historically important novel about slavery and the evils of the institution. The book played a critical role in educating the population, especially in the North, of the ills of slavery and its antithetical nature to Christianity.

Narrative of the Life of Frederick Douglass by Frederick Douglass - This autobiography became a best seller in 1845. "I was born in Tuckahoe, near Hillsborough, and about twelve miles from Easton, in Talbot County, Maryland. I have no accurate knowledge of my age, never having seen any authentic record containing it..."

DVDS
 "America: the Story of Us" episodes from History
 "Civil War" Ken Burns series
 "Glory" (rated "R" - edited edition can be found in school libraries)

APPS
 VA Core (iOS)

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Pass the Past (iOS) The Civil War Today (iPad)				
WEBSITES Confederate history month controversy: http://voices.washingtonpost.com/postpartisan/2010/04/hayley_barbour_is_whistlin_did.html Antietam animated map: http://www.civilwar.org/battlefields/antietam/maps/antietam-animated-map.html The 54 th Massachusetts infantry: http://www.history.com/topics/american-civil-war/the-54th-massachusetts-infantry				
SUMMARY OF KEY TERMS/PEOPLE: The following list of terms reflects some of the important vocabulary and individuals students should know to successfully understand course content and pass the SOL exams.				
40 acres and a mule	Confederate States of America	Fugitive Slave Act	John Calhoun	secession
abolition	conscription	Gettysburg	John Wilkes Booth	sharecropping
Abraham Lincoln	Copperheads	Gettysburg Address	Kansas-Nebraska Act	Sherman's March
Anaconda Plan	draft riots	habeas corpus	Ku Klux Klan	States' Rights
Andersonville	Dred Scott	Harriet Beecher Stowe	Millard Fillmore	Stephen Douglas
Appomattox	Emancipation Proclamation	Harriet Tubman	personal liberty laws	tenant farming
black codes	Fifteenth Amendment	home rule	popular sovereignty	Ten-Percent Plan
Bleeding Kansas	Fort Sumter	income tax	Reconstruction	Thirteenth Amendment
carpetbaggers	Fourteenth Amendment	ironclad ships	Reconstruction Act of 1867	Ulysses S. Grant
Clara Barton	Frederick Douglass	Jefferson Davis	Robert E. Lee	
Compromise of 1850	Freedmen's Bureau	John Brown	scalawags	

SAMPLE LESSONS:

<https://drive.google.com/a/apsva.us/folderview?id=0BySI24GaKHVdfnU2RTRtVXdtVmVFMkVKQI9vcDBiYTIxSlppS1lXd083aUI1aE9OR2FKTTQ&usp=sharing>

SOL ESSENTIAL UNDERSTANDINGS, QUESTIONS, CONTENT and SKILLS: The following pages, from the State's Curriculum Framework, outline the essential understandings, questions, knowledge and skills related to the SOLs. They provide the base from which the content in this unit is studied.

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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	Experiences may include but are not limited to the following:
<p>Synthesis involves combining processed information with other knowledge to logically reach a new interpretation and understanding of content.</p> <p>Primary and secondary sources enable us to examine evidence closely and to place it in a broader context.</p> <p>An artifact is an object or tool that tells us about the people from the past.</p> <p>A primary source is an artifact, document, image, or other source of information that was created during the time under study.</p> <p>A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.</p> <p>Historical information may be acquired from a variety of sources:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Use a variety of information sources to do the following: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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.

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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	Experiences may include but are not limited to the following:
<p>Analyzing and interpreting involves identifying the important elements of geographic sources in order to make inferences and generalizations and draw conclusions.</p> <p>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.</p> <p>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.</p> <p>Five Themes of Geography</p> <ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • Use a variety of sources, such as the following: <ul style="list-style-type: none"> ○ 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.

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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	Experiences may include but are not limited to the following:
<p>Interpreting involves the process of explaining or translating information.</p> <p>Interpreting begins with analyzing data and then requires students to extract significant information embedded within data in order to draw conclusions.</p> <p>To help determine characteristics of people, places, or events, students should adopt the definition of <i>characteristic</i> as being a distinguishing quality.</p>	<ul style="list-style-type: none"> • 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.

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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	Experiences may include but are not limited to the following:
<p>It is critical to examine multiple sources when constructing arguments.</p> <p>Exposure to multiple points of view allows one to come to an informed decision.</p> <p>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.</p>	<ul style="list-style-type: none"> • To construct an argument, consider the following: <ul style="list-style-type: none"> ○ 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.

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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	Experiences may include but are not limited to the following:
<p>The skill of comparing and contrasting perspectives in history involves breaking down information and then categorizing it into similar and dissimilar pieces.</p>	<div data-bbox="869 418 1661 927" data-label="Diagram"> </div> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ○ similarities and differences between leaders during the war ○ the impact of 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: <ul style="list-style-type: none"> ○ similarities and differences between recorded accounts ○ the impact of external influences (e.g., American Indians, child labor, technology).

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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	Experiences may include but are not limited to the following:
<p>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.</p> <p>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.</p> <p>Explaining includes justifying why the evidence credibly supports the claim.</p> <p>Diversity creates a variety of perspectives, contributions, and challenges.</p> <p>Events that lead to conflict often have multiple causes and effects.</p>	<ul style="list-style-type: none"> • Apply a process for explaining indirect cause-and-effect relationships, such as the following: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ What was the context for the event to take place? ○ What actions were taken? ○ What was the result of these actions?

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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	Experiences may include but are not limited to the following:
<p>Analyzing includes identifying the important elements of a topic.</p> <p>Analytical thinking is further strengthened when connections are made between two or more topics.</p> <p>Activating prior knowledge helps make connections to new concepts and provides more complex information about people, places, experiences, and events in United States history.</p>	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ Revolutions ○ Conflicts ○ Reforms ○ Human-environment interactions ○ Laws and policy changes ○ Advancements ○ Conflicts ○ Diversity ○ Movements and migrations

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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	Experiences may include but are not limited to the following:	
<p>Decision-making models serve several purposes. They can help us</p> <ul style="list-style-type: none"> • make decisions for the future • better understand the choices people faced in the past • analyze the outcomes of the decisions that people already made. <p>Decision making involves determining relevant and irrelevant information.</p> <p>Effective decision-making models</p> <ul style="list-style-type: none"> • compare the expected costs and benefits of alternative choices • identify the costs and benefits of specific choices made. <p>Incentives are actions or rewards that encourage people to act. When incentives change, behavior changes in predictable ways.</p>	<ul style="list-style-type: none"> • Use a cost-benefit analysis chart: 	
	Encouraging women to work factory jobs during World War II	
	BEFORE THE CHOICE WAS MADE	
	Expected Costs	Expected Benefits
	Some citizens did not want the social change that this entailed	Maintaining manufacturing production while men were enlisted in the armed forces
	AFTER THE CHOICE WAS MADE—OUTCOME	
	Unintended Consequences	Intended Consequences
	The national spotlight on women’s employment and their 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	
Married 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		
Women’s liberation movement as well as the fight for the Equal Rights Amendment in the 1970s and 1980s		

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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	Experiences may include but are not limited to the following:
<p>Plagiarism is the unauthorized use or theft of intellectual property.</p> <p>There are consequences of plagiarism, according to the guidelines established by local school divisions and the law.</p>	<ul style="list-style-type: none"> • Promote collaboration with others both inside and outside the classroom. Examples of collaboration may include the following: <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ 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.

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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	Experiences may include but are not limited to the following:
<p>The skill of investigating involves acting like a detective—formulating questions and proactively setting out to try and answer the questions.</p> <p>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.</p> <p>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?</p> <p>Student inquiry drives the design process. Specifically, students</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ Most important political concept: Rule of law or limited power? ○ Andrew Jackson: Hero or villain? ○ Cotton gin: Good or bad for the United States? ○ 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: <ul style="list-style-type: none"> ○ 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.

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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	Essential Knowledge
<p>The events of the 1850s, combined with the lack of strong presidential leadership, led to the secession of Southern states.</p> <p>Sectional tensions, originating with the formation of the nation, ultimately resulted in war between the Northern and Southern states.</p>	<p>Causes of the Civil War</p> <ul style="list-style-type: none"> • Sectional disagreements and debates over tariffs, extension of slavery into the territories, and the nature of the Union (states' rights) • Northern abolitionists vs. Southern defenders of slavery • Publication of <i>Uncle Tom's Cabin</i> by Harriet Beecher Stowe • United States Supreme Court decision in the Dred Scott case • A series of failed compromises over the expansion of slavery in the territories and the Fugitive Slave Act

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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	Essential Knowledge
<p>Major political and military leaders impacted the course of the Civil War and its aftermath.</p>	<p>Major events</p> <ul style="list-style-type: none"> • 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 <p>Key leaders and their roles</p> <ul style="list-style-type: none"> • Jefferson Davis <ul style="list-style-type: none"> ○ United States senator who became president of the Confederate States of America • Ulysses S. Grant <ul style="list-style-type: none"> ○ Union military commander who won victories over the South after several other Union commanders had failed • Robert E. Lee <ul style="list-style-type: none"> ○ Confederate general of the Army of Northern Virginia ○ Opposed secession, but did not believe the Union should be held together by force • Frederick Douglass <ul style="list-style-type: none"> ○ Former enslaved African American ○ Became a prominent abolitionist ○ Urged Lincoln to recruit former enslaved African Americans to fight in the Union army

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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	Essential Knowledge
<p>Abraham Lincoln’s vision of the United States as a nation and democratic society was evident in his speeches and political decrees.</p>	<p>Abraham Lincoln’s leadership</p> <ul style="list-style-type: none"> • Believed secession was an illegal act and that the United States was a “nation,” not a collection of sovereign states; Southerners believed 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...” • Initial goal: Preserve the Union • Later goal: End slavery and expand citizenship <p>Emancipation Proclamation</p> <ul style="list-style-type: none"> • Developed after enslaved African Americans given asylum at Fort Monroe were declared “contraband of war” • Freed those slaves located in the “rebellious” states (Southern states that had seceded) • Made the abolition of slavery a Northern war aim • Discouraged any interference of foreign governments • Allowed for the enlistment of African American soldiers in the Union Army <p>Gettysburg Address</p> <ul style="list-style-type: none"> • Lincoln described the Civil War as a struggle to preserve a nation that was dedicated to the proposition that “all men are created equal” and that was ruled by a government “of the people, by the people, and for the people.”

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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	Essential Knowledge
<p>The Civil War had a profound impact on the whole of American society.</p>	<p>African Americans</p> <ul style="list-style-type: none"> • African Americans served in the Union Army and Navy following the implementation of the Emancipation Proclamation. • African Americans served as a part of contraband armies and aboard Union naval ships. • Enslaved African Americans seized the opportunity presented by the approach of Union troops to achieve freedom. • Many fought with distinction and were eventually paid salaries that were equal to those of white soldiers. <p>Common soldiers</p> <ul style="list-style-type: none"> • Warfare often involved hand-to-hand combat. • After the war, especially in the South, soldiers returned home to find destroyed homes and poverty. Soldiers on both sides lived with permanent disabilities. <p>Women</p> <ul style="list-style-type: none"> • Managed homes and families with scarce resources • Often faced poverty and hunger as evidenced by Bread Riots in Richmond, Virginia • Assumed new roles in agriculture, nursing, and war industries

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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	Essential Knowledge
<p>The differing objectives of key leaders of the Civil War led to the development of competing plans for Reconstruction.</p>	<p>10 Percent Plan</p> <ul style="list-style-type: none"> • 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. <p>Johnson’s Reconstruction plan</p> <ul style="list-style-type: none"> • 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. <p>Radical Republicans</p> <ul style="list-style-type: none"> • 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.

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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	Essential Knowledge
<p>The United States Constitution was permanently altered as a result of the Civil War era.</p> <p>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.</p>	<p>Political effects</p> <ul style="list-style-type: none"> • The three “Civil War Amendments” to the Constitution were added. <ul style="list-style-type: none"> ○ 13th Amendment: Slavery was abolished permanently in the United States. ○ 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. <p>Economic impact</p> <ul style="list-style-type: none"> • The Southern states were left embittered and devastated by the war. Farms, railroads, and factories had been destroyed throughout the South. Confederate money was worthless. Many towns and cities such as Richmond and Atlanta lay in ruins, and the source of labor was greatly changed due to the loss of life during the war and the end of slavery. The South would remain an agriculture-based economy and the poorest section of the nation for many decades afterward. • The North and Midwest emerged with strong and growing industrial economies, laying the foundation for the sweeping industrialization of the nation (other than the South) in the next half-century and the emergence of the United States as a global economic power by the beginning of the twentieth century. • The completion of the Transcontinental Railroad soon after the war ended intensified the westward movement of settlers into the states between the Mississippi River and the Pacific Ocean.

GRADE 11: U.S. & Virginia History**UNIT VII: Development of the Industrial United States: 1876-1914**

STANDARDS OF LEARNING: This unit will address the following objectives:

Note: Power Standards below are identified in **bold**.

SOL VUS.1

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;
- b) using geographic information to determine patterns and trends in Virginia and United States history;
- c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia and United States history;
- d) constructing arguments, using evidence from multiple sources;
- e) comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history;
- f) explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history;
- g) analyzing multiple connections across time and place;
- h) using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made;
- i) identifying the rights and responsibilities of citizenship and ethical use of material and intellectual property; and
- j) investigating and researching to develop products orally and in writing.

SOL VUS.8

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.
- 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.
- c) examining the contributions of new immigrants and evaluating the challenges they faced including anti-immigrant legislation
- d) **analyzing the impact of prejudice and discrimination including “Jim Crow” laws, the responses of Booker T. Washington and W.E.B. DuBois, and Ida B. Wells-Barnett** and the practice of eugenics in Virginia.
- e) evaluating an explaining the social and cultural impact of industrialization, including rapid urbanization.
- f) **evaluating and explaining the economic outcomes and the political, cultural, and social developments of the Progressive Movement and the impact of its legislation.**

ENDURING UNDERSTANDING: Development of new technologies transforms all aspects of society.

CONCEPTUAL UNIT QUESTIONS (Essential Questions): To what extent was the industrial development and expansion of the United States “progressive?” Does progress mean better?

PREVIEW ACTIVITY: Graphing America’s Rise to Industrialism (See *History Alive! United States History to 1900* 8-6, Activity 1.2)

Students interpret graphs and images illustrating the changes the Industrial Revolution brought. Students summarize the changes and predict the impact on the government, economy, and culture of US in early 20th century. History Alive! Binder

TEXTBOOK ALIGNMENT: SEE FILES

GRADE 11: U.S. & Virginia History

PACING GUIDE:		
UNIT	TIMEFRAME	DATE OF COMPLETION
I. European Exploration and Settlement: Beginnings to 1763	2 weeks	Mid September
II. The Revolutionary Era: 1763-1780	2 weeks	End of September
III. The Constitutional Period: 1781-1787	2 weeks	Middle of October
IV. The Early Republic 1787-1825	1 week	End of October
V. Jacksonian America: 1825-1850	2 weeks	Early November
VI. The Civil War and Reconstruction 1850-1877	4 weeks	Early December
VII: Development of the Industrial United States 1877-1914	3 weeks	End of December
VIII: Imperialism and World War I 1890-1920	2 weeks	Mid January
IX: Roaring 20's and The Great Depression 1920-1939	3 weeks	End of January
X : World War II 1939-1945	3 weeks	Mid-Late February
XI. The Cold War 1945-1989	3 weeks	Mid March
XII. Civil Rights Era 1950-present	2 weeks	Early April
XIII. America Post-Cold War 1989-present	2 weeks (Non-SOL items can be addressed after SOL tests)	End of April

LITERATURE AND OTHER RESOURCES:

LITERATURE

Souls of Black Folks by W.E.B. Du Bois - Written in 1903, his courageous and insightful series of essays proclaims those rights that belong to all people.

How the Other Half Lives by Jacob Riis - The publication in 1890 of *How the Other Half Lives* brought Theodore Roosevelt into Riis' ten year battle against the terrible conditions in the New York City tenements. Reforms which followed include improved water supply, child labor laws, and the creation of playgrounds.

DVDS

"Iron Jawed Angels"

APPS

VA Core (iOS)

Pass the Past (iOS)

USA 20th Century History Game (iOS)

GRADE 11: U.S. & Virginia History

SUMMARY OF KEY TERMS/PEOPLE: The following list of terms reflects some of the important vocabulary and individuals students should know to successfully understand course content and pass the SOL exams.				
17 th Amendment	corporation	Interstate Commerce Act	Pendleton Act of 1883	Socialism
19 th Amendment	“Cross of Gold” speech	J.P. Morgan	Plessy v. Ferguson	Spoils system
Alexander Graham Bell	Dawes Act	Jacob Riis	Political machine	“Square Deal”
American Federation of Labor	discrimination	Jane Addams	poll tax	steel plow
American Railway Union	Elizabeth Cady Stanton	“Jim Crow” laws	Populism	suffrage
Andrew Carnegie	Ellis Island	John D. Rockefeller	Progressive movement	Susan B. Anthony
Angel Island	ethnic enclave	John Deere	Pullman cars	Tammany Hall
Assembly line	Eugene Debs	kickback	Pullman Strike	tariff
assimilation	Federal Reserve System	Knights of Labor	Pure Food and Drug Act	Tenement
barbed wire	Fraud	Labor union	Race riot	Thomas Edison
Battle of Wounded Knee	Frederick Jackson Turner	Laissez-faire	Reaper	Thomas Nast
Bessemer steel process	George A. Custer	Literacy test	Recall	Transcontinental railroad
Booker T. Washington	Ghost dance	Longhorn	Referendum	Triangle Shirtwaist Factory Fire
Bribery	Grandfather clause	Lynch	Robber barons	Trust
Capitalism	Great Migration	Meat Inspection Act	Row house	Union Pacific Railroad
Captains of industry	Haymarket Affair	Melting pot	Samuel Gompers	Upton Sinclair’s The Jungle
Central Pacific Railroad	Henry Ford	Monopoly	Scab	Urbanization
Chinese Exclusion Act of 1882	Holding company	Morrill Land Grant Acts	Segregation	W.E.B. DuBois
Civil rights	Homestead Act of 1862	Muckrakers	“Separate but equal”	Wild Bill Hickok
Civil service	Homestead Strike	Munn v. Illinois	Settlement house	William Jennings Bryan
Clayton Anti-Trust Act	Homesteaders	N.A.A.C.P.	Sherman Anti-Trust Act	William Marcy “Boss” Tweed
Collective bargaining	Ida B. Wells	Nativism	Sitting Bull	Wright Brothers
Company town	Immigrant	“New Freedom”	Social Darwinism	
Conservation	Immigration Restriction Act of 1921	Patronage	Social gospel	
Cornelius Vanderbilt	Initiative	Patrons of Husbandry-Grange		

SAMPLE LESSONS:

<https://drive.google.com/a/apsva.us/folderview?id=0BySI24GaKHVdfnU2RTRtVXdVtVmVFMkVKQI9vcDBiYTIxSlppS1IXd083aUI1aE9OR2FKTTQ&usp=sharing>

SOL ESSENTIAL UNDERSTANDINGS, QUESTIONS, CONTENT and SKILLS: The following pages, from the State’s Curriculum Framework, outline the essential understandings, questions, knowledge and skills related to the SOLs. They provide the base from which the content in this unit is studied.

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:
<p>Synthesis involves combining processed information with other knowledge to logically reach a new interpretation and understanding of content.</p> <p>Primary and secondary sources enable us to examine evidence closely and to place it in a broader context.</p> <p>An artifact is an object or tool that tells us about the people from the past.</p> <p>A primary source is an artifact, document, image, or other source of information that was created during the time under study.</p> <p>A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.</p> <p>Historical information may be acquired from a variety of sources:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Use a variety of information sources to do the following: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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.

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:
<p>Analyzing and interpreting involves identifying the important elements of geographic sources in order to make inferences and generalizations and draw conclusions.</p> <p>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.</p> <p>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.</p> <p>Five Themes of Geography</p> <ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • Use a variety of sources, such as the following: <ul style="list-style-type: none"> ○ 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.

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:
<p>Interpreting involves the process of explaining or translating information.</p> <p>Interpreting begins with analyzing data and then requires students to extract significant information embedded within data in order to draw conclusions.</p> <p>To help determine characteristics of people, places, or events, students should adopt the definition of <i>characteristic</i> as being a distinguishing quality.</p>	<ul style="list-style-type: none"> • 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.

GRADE 11: U.S. & Virginia 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	Experiences may include but are not limited to the following:
<p>It is critical to examine multiple sources when constructing arguments.</p> <p>Exposure to multiple points of view allows one to come to an informed decision.</p> <p>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.</p>	<ul style="list-style-type: none"> • To construct an argument, consider the following: <ul style="list-style-type: none"> ○ 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.

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:
<p>The skill of comparing and contrasting perspectives in history involves breaking down information and then categorizing it into similar and dissimilar pieces.</p>	<div data-bbox="869 418 1661 927" data-label="Diagram"> </div> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ○ similarities and differences between leaders during the war ○ the impact of 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: <ul style="list-style-type: none"> ○ similarities and differences between recorded accounts ○ the impact of external influences (e.g., American Indians, child labor, technology).

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:
<p>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.</p> <p>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.</p> <p>Explaining includes justifying why the evidence credibly supports the claim.</p> <p>Diversity creates a variety of perspectives, contributions, and challenges.</p> <p>Events that lead to conflict often have multiple causes and effects.</p>	<ul style="list-style-type: none"> • Apply a process for explaining indirect cause-and-effect relationships, such as the following: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ What was the context for the event to take place? ○ What actions were taken? ○ What was the result of these actions?

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:
<p>Analyzing includes identifying the important elements of a topic.</p> <p>Analytical thinking is further strengthened when connections are made between two or more topics.</p> <p>Activating prior knowledge helps make connections to new concepts and provides more complex information about people, places, experiences, and events in United States history.</p>	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ Revolutions ○ Conflicts ○ Reforms ○ Human-environment interactions ○ Laws and policy changes ○ Advancements ○ Conflicts ○ Diversity ○ Movements and migrations

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:	
<p>Decision-making models serve several purposes. They can help us</p> <ul style="list-style-type: none"> • make decisions for the future • better understand the choices people faced in the past • analyze the outcomes of the decisions that people already made. <p>Decision making involves determining relevant and irrelevant information.</p> <p>Effective decision-making models</p> <ul style="list-style-type: none"> • compare the expected costs and benefits of alternative choices • identify the costs and benefits of specific choices made. <p>Incentives are actions or rewards that encourage people to act. When incentives change, behavior changes in predictable ways.</p>	<ul style="list-style-type: none"> • Use a cost-benefit analysis chart: 	
	Encouraging women to work factory jobs during World War II	
	BEFORE THE CHOICE WAS MADE	
	Expected Costs	Expected Benefits
	Some citizens did not want the social change that this entailed	Maintaining manufacturing production while men were enlisted in the armed forces
	AFTER THE CHOICE WAS MADE—OUTCOME	
	Unintended Consequences	Intended Consequences
	The national spotlight on women’s employment and their 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	
Married 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		
Women’s liberation movement as well as the fight for the Equal Rights Amendment in the 1970s and 1980s		

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:
<p>Plagiarism is the unauthorized use or theft of intellectual property.</p> <p>There are consequences of plagiarism, according to the guidelines established by local school divisions and the law.</p>	<ul style="list-style-type: none"> • Promote collaboration with others both inside and outside the classroom. Examples of collaboration may include the following: <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ 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.

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:
<p>The skill of investigating involves acting like a detective—formulating questions and proactively setting out to try and answer the questions.</p> <p>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.</p> <p>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?</p> <p>Student inquiry drives the design process. Specifically, students</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ Most important political concept: Rule of law or limited power? ○ Andrew Jackson: Hero or villain? ○ Cotton gin: Good or bad for the United States? ○ 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: <ul style="list-style-type: none"> ○ 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.

GRADE 11: U.S. & Virginia History

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	Essential Knowledge
<p>New technologies, innovations, and government policies led to a new wave of internal and international migration and growth.</p> <p>This growth, while positive for some, resulted in more displacement for American Indians.</p>	<p>Westward movement</p> <ul style="list-style-type: none"> • Following the Civil War, the westward movement of settlers intensified in the vast region between the Mississippi River and the Pacific Ocean. • The years immediately before and after the Civil War were the era of the American cowboy, marked by long cattle drives for hundreds of miles over unfenced open land in the West, which was the only way to get cattle to market. • Many Americans had to rebuild their lives after the Civil War. They responded to the incentive of free public land and moved west to take advantage of the Homestead Act of 1862, which gave free public land in the western territories to settlers who would live on and farm the land. • Southerners, including African Americans in particular, moved west to seek new opportunities after the Civil War. • New technologies 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.

GRADE 11: U.S. & Virginia History

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	Essential Knowledge
<p>Economic growth at the turn of the century laid the foundation for modern America.</p>	<p>Technological change spurred growth of industry primarily in northern cities.</p> <p>Inventions/innovations</p> <ul style="list-style-type: none"> • Corporation (limited liability) • Bessemer steel process • Light bulb (Thomas Edison) and electricity as a source of power and light • Telephone (Alexander Graham Bell) • Airplane (Wright brothers) • Assembly-line manufacturing (Henry Ford) <p>Industrial leaders</p> <ul style="list-style-type: none"> • Andrew Carnegie (steel) • J. P. Morgan (finance) • John D. Rockefeller (oil) • Cornelius Vanderbilt (railroads) <p>Reasons for economic transformation</p> <ul style="list-style-type: none"> • Laissez-faire capitalism and special considerations (e.g., land grants to railroad builders) • The increasing labor supply (from immigration and migration from farms) • America’s possession of a wealth of natural resources and navigable rivers <p>Emergence of leisure activities</p> <ul style="list-style-type: none"> • Sporting events such as baseball • Vaudeville shows • Amusement parks and fairs

GRADE 11: U.S. & Virginia History

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	Essential Knowledge
<p>A new wave of immigration at the turn of the twentieth century transformed American society.</p>	<p>Immigration</p> <ul style="list-style-type: none"> • Prior to 1871, most immigrants to America came from Northern and Western Europe (Germany, Great Britain, Ireland, Norway, and Sweden). During the half-century from 1871 until 1921, most immigrants came from Southern and Eastern Europe (Italy, Greece, Poland, Russia, present-day Hungary, and former Yugoslavia), as well as Asia (China and Japan). • Like earlier immigrants, these immigrants came to America seeking freedom and better lives for their families. • Immigrants made valuable contributions to the dramatic industrial growth of America during this period. Chinese workers helped to build the 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.

GRADE 11: U.S. & Virginia History

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	Essential Knowledge
<p>During the early twentieth century, Supreme Court rulings limited the civil liberties of Americans.</p> <p>Newly formed organizations began to address segregation and discrimination issues.</p>	<p>Discrimination against and segregation of African Americans</p> <ul style="list-style-type: none"> • Laws limited freedoms for African Americans. • After reconstruction, many Southern state governments passed “Jim Crow” laws forcing separation of the races in public places. • Intimidation and crimes were directed against African Americans (lynchings). • African Americans looked to the courts to safeguard their rights. • In <i>Plessy v. Ferguson</i>, the Supreme Court ruled that “separate but equal” did not violate the 14th Amendment, upholding the “Jim Crow” laws of the era. • During the early twentieth century, African Americans began the Great Migration to Northern cities in search of jobs and to escape poverty and discrimination in the South. • Many African Americans eventually found that the North was not much unlike the South when it came to racial attitudes and its use of subtle ways to enforce the separation of the races. <p>Responses of African Americans</p> <ul style="list-style-type: none"> • 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). <p>Practice of eugenics in Virginia</p> <ul style="list-style-type: none"> • 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, that demonstrated the misuse of the principles of heredity. • In <i>Buck v. Bell</i> (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.

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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	Essential Knowledge
<p>During the early twentieth century, America shifted from a primarily rural to an urban society.</p>	<p>Growth of cities</p> <ul style="list-style-type: none"> • As the nation’s industrial growth continued, cities such as Chicago, Detroit, Cleveland, Pittsburgh, and New York grew rapidly as manufacturing and transportation centers. Factories in the large cities provided jobs, but workers’ families often lived in harsh conditions, crowded into tenements and slums. • The rapid growth of cities caused housing shortages and the need for new public services, such as sewage and water systems and public transportation. 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. <p>Industrialization: Reputation of capitalists as captains of industry or robber barons</p> <ul style="list-style-type: none"> • Excesses of the Gilded Age • Income disparity • Lavish lifestyles • Ruthless business practices of capitalists in forming monopolies and trusts <p>Industrialization: Impact on working conditions for labor</p> <ul style="list-style-type: none"> • 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 <p>Industrialization: Formation of labor unions</p> <ul style="list-style-type: none"> • 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

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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;

Essential Understandings	Essential Knowledge
	<p>Strikes</p> <ul style="list-style-type: none"> • Haymarket Square Riot led to the demise of the Knights of Labor • Homestead Strike by Carnegie steel workers • Pullman Strike by railroad workers <p>Gains</p> <ul style="list-style-type: none"> • Limited work hours • Regulated working conditions

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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	Essential Knowledge
<p>The Progressive Movement sought to reform the economic, political, and social systems of the United States through government regulation and oversight.</p>	<p>Causes of the Progressive Movement</p> <ul style="list-style-type: none"> • 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 <p>Goals of the Progressive Movement</p> <ul style="list-style-type: none"> • Increase economic opportunity • Increase democracy • Increase social justice <p>Muckraking Progressive leaders</p> <ul style="list-style-type: none"> • Muckrakers: Progressives whose investigative literature exposed abuses in economics, politics, and society • Ida Tarbell: <i>The History of the Standard Oil Company</i> • Lincoln Steffens: <i>The Shame of the Cities</i> • Upton Sinclair: <i>The Jungle</i> <p>Progressive accomplishments: National legislation</p> <ul style="list-style-type: none"> • Economic: <ul style="list-style-type: none"> ○ 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. • Political: <ul style="list-style-type: none"> ○ 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.

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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.

Essential Understandings	Essential Knowledge
	<ul style="list-style-type: none"> • Social: <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> • Initiative • Referendum • Recall • Secret ballot

GRADE 11: U.S. & Virginia History**UNIT VIII: Imperialism and World War: I 1890-1920**

STANDARDS OF LEARNING: This unit will address the following objectives:

Note: Power Standards below are identified in **bold**.

SOL VUS.1

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;
- b) using geographic information to determine patterns and trends in Virginia and United States history;
- c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia and United States history;
- d) constructing arguments, using evidence from multiple sources;
- e) comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history;
- f) explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history;
- g) analyzing multiple connections across time and place;
- h) using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made;
- i) identifying the rights and responsibilities of citizenship and ethical use of material and intellectual property; and
- j) investigating and researching to develop products orally and in writing.

SOL VUS.9

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
- b) evaluating the United States involvement in World War I, including Wilson's Fourteen Points**
- c) evaluating and explaining the terms of the Treaty of Versailles, with emphasis on the national debate in response to the League of Nations.**

ENDURING UNDERSTANDING: The exercise of authority requires accountability and justification.

CONCEPTUAL UNIT QUESTIONS (Essential Questions): Do powerful and successful nations bear responsibilities to the rest of the world? Under what conditions can imperialism be justified?

PREVIEW ACTIVITY: *History Alive!!* U.S. Binder 12-1 The United States Coming of Age 1890-1920, Section 3: The Growth of US Imperialism (3.1)

Situation to students: *One day at school you notice a huge ring of students jostling and pushing. As you get closer, you hear some of the students yelling "Fight!" Like the rest, you want to see what is happening. Finally finding a vantage point, you see two students threatening one another. One is a good friend; the other is a former friend and current enemy who owes you money. What will you do?*

Students choose from the following options and write a response:

1. Turn away and leave because the fight does not concern you and getting involved will only mean trouble.
2. Convince a couple of friends to help you separate the two students before they hurt each other.
3. Get into the fight on your friend's side and punch out the former friend who owes you money since he deserves it.

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Punch out both students to show the rest of the school who is toughest kid on campus. Lead a discussion based on their choices. Tell them that this unit will examine the choices the US has made in its foreign policy relations with other countries.

TEXTBOOK ALIGNMENT: SEE FILES**PACING GUIDE:**

UNIT	TIMEFRAME	DATE OF COMPLETION
I. European Exploration and Settlement: Beginnings to 1763	2 weeks	Mid September
II. The Revolutionary Era: 1763-1780	2 weeks	End of September
III. The Constitutional Period: 1781-1787	2 weeks	Middle of October
IV. The Early Republic 1787-1825	1 week	End of October
V. Jacksonian America: 1825-1850	2 weeks	Early November
VI. The Civil War and Reconstruction 1850-1877	4 weeks	Early December
VII: Development of the Industrial United States 1877-1914	3 weeks	End of December
VIII: Imperialism and World War I 1890-1920	2 weeks	Mid January
IX: Roaring 20's and The Great Depression 1920-1939	3 weeks	End of January
X : World War II 1939-1945	3 weeks	Mid-Late February
XI. The Cold War 1945-1989	3 weeks	Mid March
XII. Civil Rights Era 1950-present	2 weeks	Early April
XIII. America Post-Cold War 1989-present	2 weeks (Non-SOL items can be addressed after SOL tests)	End of April

LITERATURE AND OTHER RESOURCES:

LITERATURE

All Quiet on the Western Front by Eric Maria Remarque - The story of trench warfare during WWI.

The Path Between the Seas by David McCullough - A compelling story of the men and women who struggled to build the Panama Canal.

DVDS

"All Quiet on the Western Front"

APPS

VA Core (iOS)

Pass the Past (iOS)

USA 20th Century History Game (iOS)

WEBSITES

WWI secret weapons: <http://www.wired.com/2011/04/revealed-skin-messages-invisible-ink-and-other-secret-wwi-spycraft/>

Google Earth trip through panama canal video: <https://www.youtube.com/watch?v=3sPxBPJ8fWY>

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Clarendon WWI Memorial: <https://www.arlnow.com/2012/05/23/clarendon-war-memorial-shows-more-than-just-war-history/>

SUMMARY OF KEY TERMS/PEOPLE: The following list of terms reflects some of the important vocabulary and individuals students should know to successfully understand course content and pass the SOL exams.

alliance	global economy	militarism	reparations	U-boats
annexation	imperialism	Missionary Diplomacy	Roosevelt Corollary	war bonds
Archduke Franz Ferdinand	international trade	nationalism	self-determination	war guilt clause
"Big Stick" policy	isolationism	neutrality	The Great Migration	Western Front
Central Powers	John Hay	Open Door Policy	Treaty of Versailles	William Randolph Hearst
Deplume letter	League of Nations	Panama Canal	trench warfare	Woodrow Wilson
Dollar Diplomacy	Lusitania	Platt Amendment	Triple Entente	yellow journalism
Fourteen Points	mandate system	Queen Liliuokalani	U.S.S. Maine	Zimmerman Telegram

SAMPLE LESSONS:

<https://drive.google.com/a/apsva.us/folderview?id=0BySI24GaKHVdfnU2RTRtVXdtVmVFMkVKQI9vcDBiYTIxSlppS1IXd083aUI1aE9OR2FKTTQ&usp=sharing>

SOL ESSENTIAL UNDERSTANDINGS, QUESTIONS, CONTENT and SKILLS: The following pages, from the State's Curriculum Framework, outline the essential understandings, questions, knowledge and skills related to the SOLs. They provide the base from which the content in this unit is studied.

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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	Experiences may include but are not limited to the following:
<p>Synthesis involves combining processed information with other knowledge to logically reach a new interpretation and understanding of content.</p> <p>Primary and secondary sources enable us to examine evidence closely and to place it in a broader context.</p> <p>An artifact is an object or tool that tells us about the people from the past.</p> <p>A primary source is an artifact, document, image, or other source of information that was created during the time under study.</p> <p>A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.</p> <p>Historical information may be acquired from a variety of sources:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Use a variety of information sources to do the following: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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.

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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	Experiences may include but are not limited to the following:
<p>Analyzing and interpreting involves identifying the important elements of geographic sources in order to make inferences and generalizations and draw conclusions.</p> <p>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.</p> <p>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.</p> <p>Five Themes of Geography</p> <ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • Use a variety of sources, such as the following: <ul style="list-style-type: none"> ○ 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.

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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	Experiences may include but are not limited to the following:
<p>Interpreting involves the process of explaining or translating information.</p> <p>Interpreting begins with analyzing data and then requires students to extract significant information embedded within data in order to draw conclusions.</p> <p>To help determine characteristics of people, places, or events, students should adopt the definition of <i>characteristic</i> as being a distinguishing quality.</p>	<ul style="list-style-type: none"> • 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.

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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	Experiences may include but are not limited to the following:
<p>It is critical to examine multiple sources when constructing arguments.</p> <p>Exposure to multiple points of view allows one to come to an informed decision.</p> <p>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.</p>	<ul style="list-style-type: none"> • To construct an argument, consider the following: <ul style="list-style-type: none"> ○ 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.

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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	Experiences may include but are not limited to the following:
<p>The skill of comparing and contrasting perspectives in history involves breaking down information and then categorizing it into similar and dissimilar pieces.</p>	<div data-bbox="869 418 1661 927" data-label="Diagram"> </div> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ○ similarities and differences between leaders during the war ○ the impact of 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: <ul style="list-style-type: none"> ○ similarities and differences between recorded accounts ○ the impact of external influences (e.g., American Indians, child labor, technology).

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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	Experiences may include but are not limited to the following:
<p>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.</p> <p>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.</p> <p>Explaining includes justifying why the evidence credibly supports the claim.</p> <p>Diversity creates a variety of perspectives, contributions, and challenges.</p> <p>Events that lead to conflict often have multiple causes and effects.</p>	<ul style="list-style-type: none"> • Apply a process for explaining indirect cause-and-effect relationships, such as the following: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ What was the context for the event to take place? ○ What actions were taken? ○ What was the result of these actions?

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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	Experiences may include but are not limited to the following:
<p>Analyzing includes identifying the important elements of a topic.</p> <p>Analytical thinking is further strengthened when connections are made between two or more topics.</p> <p>Activating prior knowledge helps make connections to new concepts and provides more complex information about people, places, experiences, and events in United States history.</p>	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ Revolutions ○ Conflicts ○ Reforms ○ Human-environment interactions ○ Laws and policy changes ○ Advancements ○ Conflicts ○ Diversity ○ Movements and migrations

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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	Experiences may include but are not limited to the following:	
<p>Decision-making models serve several purposes. They can help us</p> <ul style="list-style-type: none"> • make decisions for the future • better understand the choices people faced in the past • analyze the outcomes of the decisions that people already made. <p>Decision making involves determining relevant and irrelevant information.</p> <p>Effective decision-making models</p> <ul style="list-style-type: none"> • compare the expected costs and benefits of alternative choices • identify the costs and benefits of specific choices made. <p>Incentives are actions or rewards that encourage people to act. When incentives change, behavior changes in predictable ways.</p>	<ul style="list-style-type: none"> • Use a cost-benefit analysis chart: 	
	Encouraging women to work factory jobs during World War II	
	BEFORE THE CHOICE WAS MADE	
	Expected Costs	Expected Benefits
	Some citizens did not want the social change that this entailed	Maintaining manufacturing production while men were enlisted in the armed forces
	AFTER THE CHOICE WAS MADE—OUTCOME	
	Unintended Consequences	Intended Consequences
	The national spotlight on women’s employment and their 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	
Married 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		
Women’s liberation movement as well as the fight for the Equal Rights Amendment in the 1970s and 1980s		

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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	Experiences may include but are not limited to the following:
<p>Plagiarism is the unauthorized use or theft of intellectual property.</p> <p>There are consequences of plagiarism, according to the guidelines established by local school divisions and the law.</p>	<ul style="list-style-type: none"> • Promote collaboration with others both inside and outside the classroom. Examples of collaboration may include the following: <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ 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.

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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	Experiences may include but are not limited to the following:
<p>The skill of investigating involves acting like a detective—formulating questions and proactively setting out to try and answer the questions.</p> <p>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.</p> <p>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?</p> <p>Student inquiry drives the design process. Specifically, students</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ Most important political concept: Rule of law or limited power? ○ Andrew Jackson: Hero or villain? ○ Cotton gin: Good or bad for the United States? ○ 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: <ul style="list-style-type: none"> ○ 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.

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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	Essential Knowledge
<p>As a result of the Spanish-American War, the United States was recognized as a world power.</p>	<p>Latin America</p> <ul style="list-style-type: none"> • Spanish-American War <ul style="list-style-type: none"> ○ Puerto Rico was annexed by the United States. ○ The United States asserted its right to intervene in Cuban affairs. • Panama Canal and the role of Theodore Roosevelt <ul style="list-style-type: none"> ○ The United States encouraged Panama’s independence from Colombia. ○ The parties negotiated a treaty to build the canal. • Roosevelt Corollary <ul style="list-style-type: none"> ○ Expanded the United States “police” presence in the Western Hemisphere that was established in the Monroe Doctrine <p>Asia and the Pacific</p> <ul style="list-style-type: none"> • 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

GRADE 11: U.S. & Virginia History

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	Essential Knowledge
<p>The United States fought in World War I in defense of democratic and humanitarian principles.</p>	<p>United States involvement in World War I</p> <ul style="list-style-type: none"> • The war began in Europe in 1914 when Germany and Austria-Hungary went to war with Britain, France, and Russia. • For three years, America 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. • Americans wanted to “make the world safe for democracy.” (Woodrow Wilson) • America's military resources of soldiers and war materials tipped the balance of the war and led to Germany's defeat. <p>Fourteen Points</p> <ul style="list-style-type: none"> • Wilson's plan to eliminate the causes of war • Key points <ul style="list-style-type: none"> ○ Self-determination ○ Freedom of the seas ○ League of Nations

GRADE 11: U.S. & Virginia History

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	Essential Knowledge
<p>The Treaty of Versailles failed to secure a just and lasting peace.</p>	<p>Treaty of Versailles</p> <ul style="list-style-type: none"> • The French and English insisted on punishment of Germany. • A League of Nations was created. • National boundaries were redrawn, creating many new nations. • The Mandate System was established in the Middle East. <p>League of Nations debate in United States</p> <ul style="list-style-type: none"> • 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.

GRADE 11: U.S. & Virginia History**UNIT IX: Roaring 20's and the Great Depression: 1920-1939**

STANDARDS OF LEARNING: This unit will address the following objectives:

Note: Power Standards below are identified in **bold**.

SOL VUS.1

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;
- b) using geographic information to determine patterns and trends in Virginia and United States history;
- c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia and United States history;
- d) constructing arguments, using evidence from multiple sources;
- e) comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history;
- f) explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history;
- g) analyzing multiple connections across time and place;
- h) using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made;
- i) identifying the rights and responsibilities of citizenship and ethical use of material and intellectual property; and
- j) investigating and researching to develop products orally and in writing.

SOL VUS.10

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

- a) analyzing how popular culture evolved and challenged traditional values;**
- b) assessing and explaining the economic causes and consequences of the stock market crash of 1929;
- c) explaining the causes of the Great Depression and its impact on the American people; and**
- 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.**

ENDURING UNDERSTANDING: Excess leads to complacency, recklessness, disillusion, failure, and eventual reevaluation of conditions.

CONCEPTUAL UNIT QUESTION (Essential Question): Was the "Great Depression" a necessary effect of the "Roaring Twenties"?

PREVIEW ACTIVITY: 1920s slang

Task: Have students write a paragraph describing their weekend. Allow them to use their own slang. After they have completed their paragraph hand them out a sheet of 20s slang terms (SOURCE: Parting, Ronald L. [Social Studies Teachers' Book of Lists](#). *Prentice Hall, 1992. Have students translate their weekend story into 1920s slang. Have student volunteers read their weekend stories to the class. *Also available by google search.

Follow up questions:

Ask the students what they think of the slang? Why does the slang say about 1920s society? Why do you think the 20s were "roaring"?

TEXTBOOK ALIGNMENT: SEE FILES

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PACING GUIDE:		
UNIT	TIMEFRAME	DATE OF COMPLETION
I. European Exploration and Settlement: Beginnings to 1763	2 weeks	Mid September
II. The Revolutionary Era: 1763-1780	2 weeks	End of September
III. The Constitutional Period: 1781-1787	2 weeks	Middle of October
IV. The Early Republic 1787-1825	1 week	End of October
V. Jacksonian America: 1825-1850	2 weeks	Early November
VI. The Civil War and Reconstruction 1850-1877	4 weeks	Early December
VII: Development of the Industrial United States 1877-1914	3 weeks	End of December
VIII: Imperialism and World War I 1890-1920	2 weeks	Mid January
IX: Roaring 20's and The Great Depression 1920-1939	3 weeks	End of January
X : World War II 1939-194	3 weeks	Mid-Late February
XI. The Cold War 1945-1989	3 weeks	Mid March
XII. Civil Rights Era 1950-present	2 weeks	Early April
XIII. America Post-Cold War 1989-present	2 weeks (Non-SOL items can be addressed after SOL tests)	End of April

LITERATURE AND OTHER RESOURCES:

LITERATURE

The Great Gatsby by F. Scott Fitzgerald - Fitzgerald's story of wealthy, young society during the Roaring Twenties.

The Grapes of Wrath by John Steinbeck - The story of an Oklahoma family who was forced off their land during the Dust Bowl and moved to the promised land of California.

DVDS

APPS

VA Core (iOS)

Pass the Past (iOS)

USA 20th Century History Game (iOS)

WEBSITES

SUMMARY OF KEY TERMS/PEOPLE: The following list of terms reflects some of the important vocabulary and individuals students should know to successfully understand course content and pass the SOL exams.

100 days	court packing	Franklin D. Roosevelt	Lost Generation	Sacco and Vanzetti
Alphabet Soup Agencies	credit	Harlem Renaissance	nativism	Scopes Trial

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anarchists	deficit spending	Henry Ford	price supports	soup kitchens
assembly line	direct relief	Herbert Hoover	Prohibition	speakeasies
Bonus Army	Dust Bowl	hobos	protective tariff	speculation
bootleggers	Federal Reserve system	Hooverville	quota system	stock market crash
bread lines	flappers	installment	Red Scare	stocks
buying on margin	foreclosure	Jazz Age	rugged individualism	

SAMPLE LESSONS:

<https://drive.google.com/a/apsva.us/folderview?id=0BySI24GaKHVdfnU2RTRtVXdtVmVFMkVKQI9vcDBiYTIxSlppS1IXd083aUI1aE9OR2FKTTQ&usp=sharing>

SOL ESSENTIAL UNDERSTANDINGS, QUESTIONS, CONTENT and SKILLS: The following pages, from the State's Curriculum Framework, outline the essential understandings, questions, knowledge and skills related to the SOLs. They provide the base from which the content in this unit is studied.

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:
<p>Synthesis involves combining processed information with other knowledge to logically reach a new interpretation and understanding of content.</p> <p>Primary and secondary sources enable us to examine evidence closely and to place it in a broader context.</p> <p>An artifact is an object or tool that tells us about the people from the past.</p> <p>A primary source is an artifact, document, image, or other source of information that was created during the time under study.</p> <p>A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.</p> <p>Historical information may be acquired from a variety of sources:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Use a variety of information sources to do the following: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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.

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:
<p>Analyzing and interpreting involves identifying the important elements of geographic sources in order to make inferences and generalizations and draw conclusions.</p> <p>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.</p> <p>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.</p> <p>Five Themes of Geography</p> <ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • Use a variety of sources, such as the following: <ul style="list-style-type: none"> ○ 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.

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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	Experiences may include but are not limited to the following:
<p>Interpreting involves the process of explaining or translating information.</p> <p>Interpreting begins with analyzing data and then requires students to extract significant information embedded within data in order to draw conclusions.</p> <p>To help determine characteristics of people, places, or events, students should adopt the definition of <i>characteristic</i> as being a distinguishing quality.</p>	<ul style="list-style-type: none"> • 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.

GRADE 11: U.S. & Virginia 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;

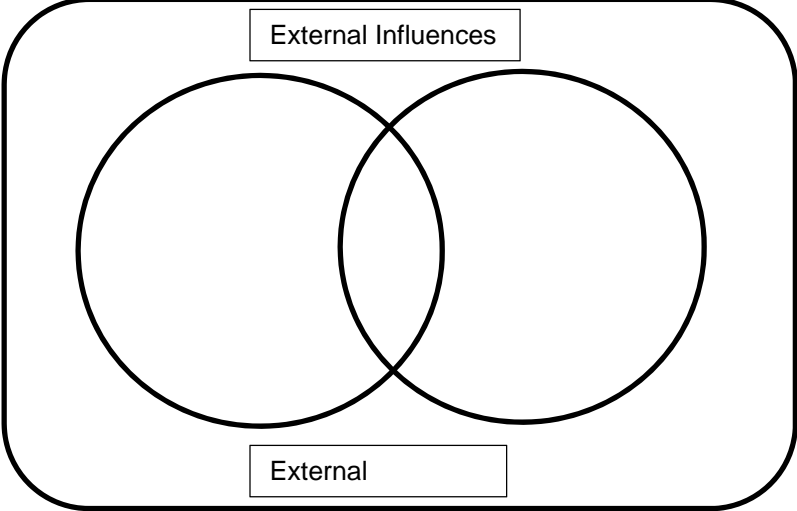
Essential Understandings	Experiences may include but are not limited to the following:
<p>It is critical to examine multiple sources when constructing arguments.</p> <p>Exposure to multiple points of view allows one to come to an informed decision.</p> <p>Constructing arguments involves breaking apart information in order to build a better understanding of a specific topic, ultimately adopting and crafting reasoning from a specific point of view.</p>	<ul style="list-style-type: none"> • To construct an argument, consider the following: <ul style="list-style-type: none"> ○ 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.

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:
<p>The skill of comparing and contrasting perspectives in history involves breaking down information and then categorizing it into similar and dissimilar pieces.</p>	<div style="text-align: center;">  </div> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ○ similarities and differences between leaders during the war ○ the impact of 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: <ul style="list-style-type: none"> ○ similarities and differences between recorded accounts ○ the impact of external influences (e.g., American Indians, child labor, technology).

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:
<p>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.</p> <p>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.</p> <p>Explaining includes justifying why the evidence credibly supports the claim.</p> <p>Diversity creates a variety of perspectives, contributions, and challenges.</p> <p>Events that lead to conflict often have multiple causes and effects.</p>	<ul style="list-style-type: none"> • Apply a process for explaining indirect cause-and-effect relationships, such as the following: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ What was the context for the event to take place? ○ What actions were taken? ○ What was the result of these actions?

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:
<p>Analyzing includes identifying the important elements of a topic.</p> <p>Analytical thinking is further strengthened when connections are made between two or more topics.</p> <p>Activating prior knowledge helps make connections to new concepts and provides more complex information about people, places, experiences, and events in United States history.</p>	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ Revolutions ○ Conflicts ○ Reforms ○ Human-environment interactions ○ Laws and policy changes ○ Advancements ○ Conflicts ○ Diversity ○ Movements and migrations

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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	Experiences may include but are not limited to the following:																							
<p>Decision-making models serve several purposes. They can help us</p> <ul style="list-style-type: none"> • make decisions for the future • better understand the choices people faced in the past • analyze the outcomes of the decisions that people already made. <p>Decision making involves determining relevant and irrelevant information.</p> <p>Effective decision-making models</p> <ul style="list-style-type: none"> • compare the expected costs and benefits of alternative choices • identify the costs and benefits of specific choices made. <p>Incentives are actions or rewards that encourage people to act. When incentives change, behavior changes in predictable ways.</p>	<ul style="list-style-type: none"> • Use a cost-benefit analysis chart: <table border="1" data-bbox="632 467 1871 1166"> <tr> <td colspan="2" data-bbox="632 467 1871 508">Encouraging women to work factory jobs during World War II</td> </tr> <tr> <td colspan="2" data-bbox="632 508 1871 548">BEFORE THE CHOICE WAS MADE</td> </tr> <tr> <td data-bbox="632 548 1251 581">Expected Costs</td> <td data-bbox="1251 548 1871 581">Expected Benefits</td> </tr> <tr> <td data-bbox="632 581 1251 678">Some citizens did not want the social change that this entailed</td> <td data-bbox="1251 581 1871 678">Maintaining manufacturing production while men were enlisted in the armed forces</td> </tr> <tr> <td colspan="2" data-bbox="632 678 1871 719"> </td> </tr> <tr> <td colspan="2" data-bbox="632 719 1871 751">AFTER THE CHOICE WAS MADE—OUTCOME</td> </tr> <tr> <td data-bbox="632 751 1251 784">Unintended Consequences</td> <td data-bbox="1251 751 1871 784">Intended Consequences</td> </tr> <tr> <td data-bbox="632 784 1251 873">The national spotlight on women’s employment and their success in performing traditionally male jobs</td> <td data-bbox="1251 784 1871 873">The United States was able to maintain and actually increase its level of manufacturing production</td> </tr> <tr> <td data-bbox="632 873 1251 971">The rise of women’s participation in labor unions led to increased activism for pay equity, maternity leave, and childcare</td> <td data-bbox="1251 873 1871 971"> </td> </tr> <tr> <td data-bbox="632 971 1251 1068">Married 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</td> <td data-bbox="1251 971 1871 1068"> </td> </tr> <tr> <td data-bbox="632 1068 1251 1166">Women’s liberation movement as well as the fight for the Equal Rights Amendment in the 1970s and 1980s</td> <td data-bbox="1251 1068 1871 1166"> </td> </tr> </table>		Encouraging women to work factory jobs during World War II		BEFORE THE CHOICE WAS MADE		Expected Costs	Expected Benefits	Some citizens did not want the social change that this entailed	Maintaining manufacturing production while men were enlisted in the armed forces			AFTER THE CHOICE WAS MADE—OUTCOME		Unintended Consequences	Intended Consequences	The national spotlight on women’s employment and their 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		Married 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		Women’s liberation movement as well as the fight for the Equal Rights Amendment in the 1970s and 1980s	
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GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:
<p>Plagiarism is the unauthorized use or theft of intellectual property.</p> <p>There are consequences of plagiarism, according to the guidelines established by local school divisions and the law.</p>	<ul style="list-style-type: none"> • Promote collaboration with others both inside and outside the classroom. Examples of collaboration may include the following: <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ 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.

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:
<p>The skill of investigating involves acting like a detective—formulating questions and proactively setting out to try and answer the questions.</p> <p>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.</p> <p>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?</p> <p>Student inquiry drives the design process. Specifically, students</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ Most important political concept: Rule of law or limited power? ○ Andrew Jackson: Hero or villain? ○ Cotton gin: Good or bad for the United States? ○ 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: <ul style="list-style-type: none"> ○ 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.

GRADE 11: U.S. & Virginia History

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	Essential Knowledge
<p>Popular culture began to evolve into an age of modernism that challenged traditional values.</p>	<p>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.</p> <p>Mass media and communications</p> <ul style="list-style-type: none"> • 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 <p>Challenges to traditional values</p> <ul style="list-style-type: none"> • Traditional religion: Darwin's theory, the Scopes Trial • Traditional role of women: Flappers, 19th Amendment • Open immigration: Rise of new Ku Klux Klan (KKK), a Red Scare • Prohibition: Smuggling alcohol, speakeasies

GRADE 11: U.S. & Virginia History

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	Essential Knowledge
<p>The stock market experienced unprecedented growth in the 1920s, but serious flaws in the economy and the market itself led to economic collapse.</p>	<p>Causes of the stock market crash of 1929</p> <ul style="list-style-type: none"> • Business was booming, but investments were made through buying stocks on credit. • There was over speculation 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. <p>Consequences of the stock market crash of 1929</p> <ul style="list-style-type: none"> • 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.

GRADE 11: U.S. & Virginia History

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	Essential Knowledge
<p>The Great Depression was caused by severe weaknesses in the nation’s agricultural, financial, and industrial sectors, resulting in widespread hardships.</p>	<p>Causes of the Great Depression</p> <ul style="list-style-type: none"> • 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 <p>Impact of the Great Depression</p> <ul style="list-style-type: none"> • Unemployment and homelessness • Collapse of the financial system (bank closings) • Decline in demand for goods • Political unrest (growing militancy of labor unions) • Farm foreclosures and migration

GRADE 11: U.S. & Virginia History

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	Essential Knowledge
<p>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.</p>	<p>New Deal (Franklin Roosevelt)</p> <ul style="list-style-type: none"> • This program changed the role of the government to a more active participant in solving problems. • Roosevelt rallied a frightened nation in which one in four workers was unemployed (“We have nothing to fear, but fear itself”). • Relief measures provided direct payment to people for immediate help (Works Progress Administration [WPA]). • Recovery programs were designed to bring the nation out of the depression over time (Agricultural Adjustment Administration [AAA]). • Reform measures corrected unsound banking and investment practices (Federal Deposit Insurance Corporation [FDIC]). • The Social Security Act offered safeguards for workers. <p>The legacy of the New Deal influenced the public’s belief in the responsibility of government to deliver public services, to intervene in the economy, and to act in ways that promote the general welfare.</p>

GRADE 11: U.S. & Virginia History**UNIT X: World War II: 1939-1945**

STANDARDS OF LEARNING: This unit will address the following objectives:

Note: Power Standards below are identified in **bold**.

SOL VUS.1

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;

b) using geographic information to determine patterns and trends in Virginia and United States history;

c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia and United States history;

d) constructing arguments, using evidence from multiple sources;

e) comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history;

f) explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history;

g) analyzing multiple connections across time and place;

h) using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made;

i) identifying the rights and responsibilities of citizenship and ethical use of material and intellectual property; and

j) investigating and researching to develop products orally and in writing.

SOL VUS.11

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

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

b) describing and locating the major battles and key leaders of the European theater;

c) describing and locating the major battles and key leaders of the Pacific theater;

d) evaluating and explaining how the United States mobilized its economy 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;

e) analyzing the Holocaust (Hitler's "final solution"), its impact on Jews and other groups, and the post-war trials of war criminals; and

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

ENDURING UNDERSTANDING: To successfully combat a strong enemy in a world war, a nation must use military, economic, and political resources at home and abroad.

CONCEPTUAL UNIT QUESTION (Essential Question): How effective and appropriate were the United States' actions at home and abroad during World War II?

PREVIEW ACTIVITY: Students will create and present pictowords and/or skits that demonstrate the meaning of eight World War II terms, such as *isolationism*, *fascism*, and *appeasement*. (*History Alive!*--The United States in World War II, Bringing World War II Terms to Life, Section 1-Activity 1.1) U.S. Binder

TEXTBOOK ALIGNMENT: SEE FILES

GRADE 11: U.S. & Virginia History

PACING GUIDE:		
UNIT	TIMEFRAME	DATE OF COMPLETION
I. European Exploration and Settlement: Beginnings to 1763	2 weeks	Mid September
II. The Revolutionary Era: 1763-1780	2 weeks	End of September
III. The Constitutional Period: 1781-1787	2 weeks	Middle of October
IV. The Early Republic 1787-1825	1 week	End of October
V. Jacksonian America: 1825-1850	2 weeks	Early November
VI. The Civil War and Reconstruction 1850-1877	4 weeks	Early December
VII: Development of the Industrial United States 1877-1914	3 weeks	End of December
VIII: Imperialism and World War I 1890-1920	2 weeks	Mid January
IX: Roaring 20's and The Great Depression 1920-1939	3 weeks	End of January
X : World War II 1939-1945	3 weeks	Mid-Late February
XI. The Cold War 1945-1989	3 weeks	Mid March
XII. Civil Rights Era 1950-present	2 weeks	Early April
XIII. America Post-Cold War 1989-present	2 weeks (Non-SOL items can be addressed after SOL tests)	End of April

LITERATURE AND OTHER RESOURCES:**LITERATURE**

Code Talker by Josepha Bruchac – novel exploring the lives and contributions of the young Navajo who broke the Japanese code during WWII.

Four Freedoms Speech by Franklin D. Roosevelt - This speech addresses the four freedoms valued by Roosevelt (speech, religion, freedom from fear, and freedom from want). Speech intended to rally support for American involvement in WWII.

A People's History of the United States (Chapter 16 entitled "A People's War?") by Howard Zinn - Zinn offers an alternative perspective of American actions and reactions during WWII. This can be used as a "counter-point" to how most history books portray America's involvement in WWII.

Brave Men by Ernie Pyle. *Brave Men* is a collection of journalist Pyle's newspaper columns from 1943 and 1944, in which he details the fighting in Europe primarily from the perspective of the common U.S. G.I.

DVDS

"Why We Fight" (original)

APPS

VA Core (iOS)

Pass the Past (iOS)

USA 20th Century History Game (iOS)

GRADE 11: U.S. & Virginia History**WEBSITES**

Great World War II Pictures: <http://www.theatlantic.com/photo/categories/world-war-ii/>

Important war photos: http://www.slate.com/articles/life/life_photos/2011/11/on-veterans-day-a-look-back-at-photos-that-brought-war-home.html

Discovery Pearl Harbor FDR address: <https://www.youtube.com/watch?v=3VqQAf74fsE>

SUMMARY OF KEY TERMS/PEOPLE: The following list of terms reflects some of the important vocabulary and individuals students should know to successfully understand course content and pass the SOL exams.

Adolf Hitler	D-Day invasion	Holocaust	Midway	Rosie the Riveter
Allied Powers v. Axis Powers	El Alamein	internment camps	Navajo code talkers	selective service
appeasement policy	Fascism	island hopping	Nisei	Stalingrad
Atlantic Charter	Franklin Roosevelt	Israel	Non-Aggression Pact	totalitarianism
atomic bomb	General Douglas MacArthur	Iwo Jima	Nuremberg Trials	Tuskegee Airmen
Bataan Death March	General Dwight Eisenhower	Joseph Stalin	Okinawa	United Nations
Battle of Britain	Geneva Convention	kamikaze	Pearl Harbor	war bonds
Battle of the Bulge	genocide	Kristallnacht	Potsdam Conference	War effort
Benito Mussolini	Hideki Tojo	Lend-Lease Act	propaganda	Winston Churchill
Blitzkrieg	Hiroshima/Nagasaki	Manhattan Project	rationing	Yalta Conference
concentration camps	Hitler's final solution	Marshall Plan	Robert Oppenheimer	Zionist movement

SAMPLE LESSONS:

<https://drive.google.com/a/apsva.us/folderview?id=0BySI24GaKHVdfnU2RTRtVXdtVmVFMkVKQI9vcDBiYTIxSlppS1lXd083aUI1aE9OR2FKTTQ&usp=sharing>

SOL ESSENTIAL UNDERSTANDINGS, QUESTIONS, CONTENT and SKILLS: The following pages, from the State's Curriculum Framework, outline the essential understandings, questions, knowledge and skills related to the SOLs. They provide the base from which the content in this unit is studied.

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:
<p>Synthesis involves combining processed information with other knowledge to logically reach a new interpretation and understanding of content.</p> <p>Primary and secondary sources enable us to examine evidence closely and to place it in a broader context.</p> <p>An artifact is an object or tool that tells us about the people from the past.</p> <p>A primary source is an artifact, document, image, or other source of information that was created during the time under study.</p> <p>A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.</p> <p>Historical information may be acquired from a variety of sources:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Use a variety of information sources to do the following: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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.

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:
<p>Analyzing and interpreting involves identifying the important elements of geographic sources in order to make inferences and generalizations and draw conclusions.</p> <p>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.</p> <p>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.</p> <p>Five Themes of Geography</p> <ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • Use a variety of sources, such as the following: <ul style="list-style-type: none"> ○ 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.

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:
<p>Interpreting involves the process of explaining or translating information.</p> <p>Interpreting begins with analyzing data and then requires students to extract significant information embedded within data in order to draw conclusions.</p> <p>To help determine characteristics of people, places, or events, students should adopt the definition of <i>characteristic</i> as being a distinguishing quality.</p>	<ul style="list-style-type: none"> • 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.

GRADE 11: U.S. & Virginia 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;

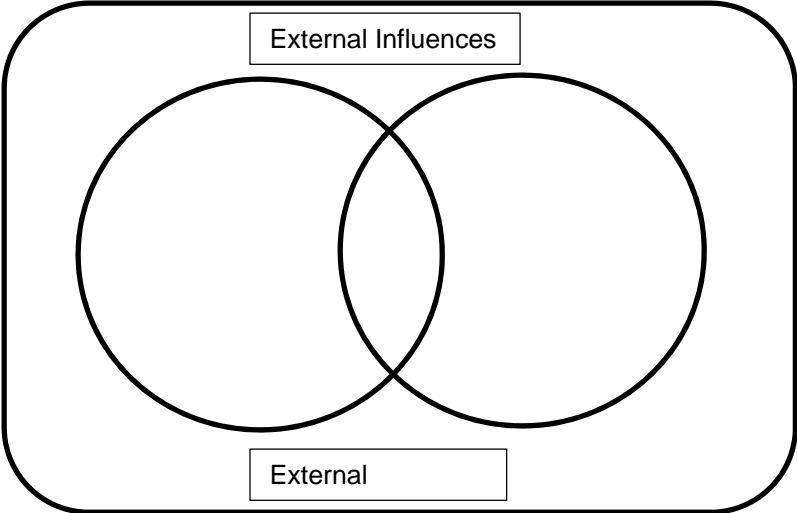
Essential Understandings	Experiences may include but are not limited to the following:
<p>It is critical to examine multiple sources when constructing arguments.</p> <p>Exposure to multiple points of view allows one to come to an informed decision.</p> <p>Constructing arguments involves breaking apart information in order to build a better understanding of a specific topic, ultimately adopting and crafting reasoning from a specific point of view.</p>	<ul style="list-style-type: none"> • To construct an argument, consider the following: <ul style="list-style-type: none"> ○ 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.

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:
<p>The skill of comparing and contrasting perspectives in history involves breaking down information and then categorizing it into similar and dissimilar pieces.</p>	<div style="text-align: center;">  </div> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ○ similarities and differences between leaders during the war ○ the impact of 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: <ul style="list-style-type: none"> ○ similarities and differences between recorded accounts ○ the impact of external influences (e.g., American Indians, child labor, technology).

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:
<p>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.</p> <p>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.</p> <p>Explaining includes justifying why the evidence credibly supports the claim.</p> <p>Diversity creates a variety of perspectives, contributions, and challenges.</p> <p>Events that lead to conflict often have multiple causes and effects.</p>	<ul style="list-style-type: none"> • Apply a process for explaining indirect cause-and-effect relationships, such as the following: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ What was the context for the event to take place? ○ What actions were taken? ○ What was the result of these actions?

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:
<p>Analyzing includes identifying the important elements of a topic.</p> <p>Analytical thinking is further strengthened when connections are made between two or more topics.</p> <p>Activating prior knowledge helps make connections to new concepts and provides more complex information about people, places, experiences, and events in United States history.</p>	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ Revolutions ○ Conflicts ○ Reforms ○ Human-environment interactions ○ Laws and policy changes ○ Advancements ○ Conflicts ○ Diversity ○ Movements and migrations

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:	
<p>Decision-making models serve several purposes. They can help us</p> <ul style="list-style-type: none"> • make decisions for the future • better understand the choices people faced in the past • analyze the outcomes of the decisions that people already made. <p>Decision making involves determining relevant and irrelevant information.</p> <p>Effective decision-making models</p> <ul style="list-style-type: none"> • compare the expected costs and benefits of alternative choices • identify the costs and benefits of specific choices made. <p>Incentives are actions or rewards that encourage people to act. When incentives change, behavior changes in predictable ways.</p>	<ul style="list-style-type: none"> • Use a cost-benefit analysis chart: 	
	Encouraging women to work factory jobs during World War II	
	BEFORE THE CHOICE WAS MADE	
	Expected Costs	Expected Benefits
	Some citizens did not want the social change that this entailed	Maintaining manufacturing production while men were enlisted in the armed forces
	AFTER THE CHOICE WAS MADE—OUTCOME	
	Unintended Consequences	Intended Consequences
	The national spotlight on women’s employment and their 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	
Married 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		
Women’s liberation movement as well as the fight for the Equal Rights Amendment in the 1970s and 1980s		

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:
<p>Plagiarism is the unauthorized use or theft of intellectual property.</p> <p>There are consequences of plagiarism, according to the guidelines established by local school divisions and the law.</p>	<ul style="list-style-type: none"> • Promote collaboration with others both inside and outside the classroom. Examples of collaboration may include the following: <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ 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.

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:
<p>The skill of investigating involves acting like a detective—formulating questions and proactively setting out to try and answer the questions.</p> <p>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.</p> <p>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?</p> <p>Student inquiry drives the design process. Specifically, students</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ Most important political concept: Rule of law or limited power? ○ Andrew Jackson: Hero or villain? ○ Cotton gin: Good or bad for the United States? ○ 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: <ul style="list-style-type: none"> ○ 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.

GRADE 11: U.S. & Virginia History

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	Essential Knowledge
<p>The United States policy of neutrality in World War II was no longer a viable option following the events of Pearl Harbor.</p>	<p>The war in Europe</p> <ul style="list-style-type: none"> • World War II began with Hitler's invasion of Poland in 1939, followed shortly thereafter by the Soviet Union's invasion of Poland and the Baltic countries from the east. • During the first two years of the war, the United States stayed officially neutral while Germany overran France and most of Europe and pounded Britain from the air (the Battle of Britain). In mid-1941, Hitler turned on his former partner and invaded the Soviet Union. • Despite strong isolationist sentiment at home, the United States increasingly helped Britain. It gave Britain war supplies and old naval warships in return for military bases in Bermuda and the Caribbean. Soon after, the Lend-Lease Act gave the president authority to sell or lend equipment to countries to defend themselves against the Axis powers. Franklin Roosevelt compared it to "lending a garden hose to a next-door neighbor whose house is on fire." <p>The war in Asia</p> <ul style="list-style-type: none"> • During the 1930s, a militaristic Japan invaded and brutalized Manchuria and China as it sought military and economic domination over Asia. The United States refused to recognize Japanese conquests in Asia and imposed an embargo on exports of oil and steel to Japan. Tensions rose, but both countries negotiated to avoid war. • While negotiating with the United States and without any warning, Japan carried out an air attack on the American naval base at Pearl Harbor, Hawaii, on December 7, 1941. The attack destroyed much of the American Pacific fleet and killed several thousand Americans. Roosevelt called it "a date that will live in infamy" as he asked Congress to declare war on Japan. • After Pearl Harbor, Hitler honored a pact with Japan and declared war on the United States. The debates over isolationism in the United States were over. World War II was now a true world war, and the United States was fully involved.

GRADE 11: U.S. & Virginia History

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	Essential Knowledge
<p>Military miscalculations by the leadership of the Axis powers led to a strategic Allied victory in World War II.</p>	<p>Key Political Leaders of the European Theater</p> <ul style="list-style-type: none"> • United States of America <ul style="list-style-type: none"> ○ Franklin Delano Roosevelt ○ Harry Truman • Great Britain <ul style="list-style-type: none"> ○ Winston Churchill • Soviet Union <ul style="list-style-type: none"> ○ Joseph Stalin • Germany <ul style="list-style-type: none"> ○ Adolf Hitler <p>Military Leaders</p> <ul style="list-style-type: none"> • Dwight D. Eisenhower • George C. Patton <p>Allied Strategy in the European Theater</p> <ul style="list-style-type: none"> • America and its allies (Britain and the Soviet Union after being invaded by Germany) followed a “Defeat Hitler First” strategy. • Most American resources were targeted for Europe. <p>Axis Strategy in the European Theater</p> <ul style="list-style-type: none"> • Germany hoped to defeat the Soviet Union quickly, gain control of Soviet oil fields, and force Britain out of the war through a bombing campaign and submarine warfare before America’s industrial and military strength could turn the tide. <p>Major Battles of the European Theater</p> <ul style="list-style-type: none"> • Stalingrad • Normandy landings: D-Day • Battle of the Bulge

GRADE 11: U.S. & Virginia History

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	Essential Knowledge
<p>The war strategy of the United States in the Pacific led to America's victory against Japan.</p>	<p>Key Leaders of the Pacific Theater</p> <ul style="list-style-type: none"> • United States of America <ul style="list-style-type: none"> ○ Douglas MacArthur • Japan <ul style="list-style-type: none"> ○ Emperor Hirohito ○ Hideki Tojo <p>United States' Strategy</p> <ul style="list-style-type: none"> • 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. <p>Japan's Strategy</p> <ul style="list-style-type: none"> • 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. <p>Major Battles in the Pacific Theater</p> <ul style="list-style-type: none"> • Battles of Midway, Iwo Jima, and Okinawa • Use of the atomic bomb on Hiroshima and Nagasaki

GRADE 11: U.S. & Virginia History

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	Essential Knowledge
<p>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.</p>	<p>Minority participation</p> <ul style="list-style-type: none"> • African Americans generally served in segregated military units and were assigned to noncombat roles but demanded the right to serve in combat rather than in support roles. <p>All-minority military units</p> <ul style="list-style-type: none"> • Tuskegee Airmen (African Americans) served in Europe with distinction. • Nisei regiments (Japanese Americans) earned a high number of decorations. <p>Additional contributions of minorities</p> <ul style="list-style-type: none"> • Communication codes of the Navajo were used (oral, not written language; impossible for the Japanese to break). • 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. <p>Economic resources</p> <ul style="list-style-type: none"> • United States government and industry forged a close working relationship to allocate resources effectively. • Rationing was used to maintain supply of essential products to the war effort. • War bonds and income tax were used to finance the war. • Businesses retooled from peacetime to wartime production (e.g., car manufacturing to tank manufacturing). <p>Human resources</p> <ul style="list-style-type: none"> • More women and minorities entered the labor force. • Citizens volunteered in support of the war effort. <p>Military resources</p> <ul style="list-style-type: none"> • The draft (selective service) was used to provide personnel for the military. <p>Women on the home front during World War II</p> <ul style="list-style-type: none"> • Women increasingly participated in the workforce to replace men serving in the military (e.g., Rosie the Riveter). • Women typically participated in noncombat military roles.

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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
	<p>African Americans on the home front during World War II</p> <ul style="list-style-type: none"> • African Americans migrated to cities in search of jobs in war plants. • African Americans campaigned for victory in war and equality at home. <p>Media and communications assistance</p> <ul style="list-style-type: none"> • The United States government maintained strict censorship of reporting of the war. • Public morale and ad campaigns kept Americans focused on the war effort. • The entertainment industry produced movies, plays, and shows that boosted morale and patriotic support for the war effort as well as portrayed the enemy in stereotypical ways.

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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	Essential Knowledge
<p>The Nazis targeted specific groups for genocide to create a “master race.”</p>	<p>The Holocaust</p> <ul style="list-style-type: none"> • 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.

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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	Essential Knowledge
<p>The savagery of war and indecencies against humanity were prevalent during World War II.</p>	<p>Prisoners of war</p> <ul style="list-style-type: none"> • 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. <p>Treatment of Japanese American civilians</p> <ul style="list-style-type: none"> • 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.

GRADE 11: U.S. & Virginia History**UNIT XI: The Cold War: 1945-1989**

STANDARDS OF LEARNING: This unit will address the following objectives:

Note: Power Standards below are identified in **bold**.

SOL VUS.1

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in Virginia and United States history;

- using geographic information to determine patterns and trends in Virginia and United States history;

- interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia and United States history;

- constructing arguments, using evidence from multiple sources;

- comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history;

- explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history;

- analyzing multiple connections across time and place;

- using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made;

- identifying the rights and responsibilities of citizenship and ethical use of material and intellectual property; and

- investigating and researching to develop products orally and in writing.

SOL VUS.12

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

- locating and **explaining** the political boundary changes, and **the formation of the United Nations and the Marshall Plan**;

- explaining the origins and the 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**;

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

- analyzing the changing role of the United States in Asia, including Korea, Vietnam, and China**;

- evaluating and explaining how policy changes impacted the United States' relationships in Latin America;

- analyzing the domestic impact of the Cold War; and

- 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.

ENDURING UNDERSTANDING: Changes that occur as a result of global action are different from those that occur as a result of a single nation's actions.

CONCEPTUAL UNIT QUESTION (Essential Question): Should the United States be praised or criticized for its actions during the Cold War, either on the domestic front or internationally?

PREVIEW ACTIVITY: Students form groups based on students' secret identities and then relate their experience to the anti-communist hysteria during the McCarthy era of the 1950s. (*History Alive!*—The Cold War, *McCarthy and Cold War at Home*, Section 1, Activity 1.3)

TEXTBOOK ALIGNMENT: SEE FILES

GRADE 11: U.S. & Virginia History

PACING GUIDE:		
UNIT	TIMEFRAME	DATE OF COMPLETION
I. European Exploration and Settlement: Beginnings to 1763	2 weeks	Mid September
II. The Revolutionary Era: 1763-1780	2 weeks	End of September
III. The Constitutional Period: 1781-1787	2 weeks	Middle of October
IV. The Early Republic 1787-1825	1 week	End of October
V. Jacksonian America: 1825-1850	2 weeks	Early November
VI. The Civil War and Reconstruction 1850-1877	4 weeks	Early December
VII: Development of the Industrial United States 1877-1914	3 weeks	End of December
VIII: Imperialism and World War I 1890-1920	2 weeks	Mid January
IX: Roaring 20's and The Great Depression 1920-1939	3 weeks	End of January
X : World War II 1939-1945	3 weeks	Mid-Late February
XI. The Cold War 1945-1989	3 weeks	Mid March
XII. Civil Rights Era 1950-present	2 weeks	Early April
XIII. America Post-Cold War 1989-present	2 weeks (Non-SOL items can be addressed after SOL tests)	End of April

LITERATURE AND OTHER RESOURCES:

LITERATURE

The Things They Carried by Tim O'Brien – powerful novel about the personal toll and strife of Vietnam veterans and the war that many fought with reluctance and confusion.

An American Childhood by Annie Dillard - The story of a young girl coming of age in the shadow of the Cold War in the 1950s.

Sound of Thunder by Ray Bradbury - In this science fiction short story, Bradbury conjectures on how the future is shaped by the science of today.

All the President's Men by Carl Bernstein and Bob Woodward - A description, from start to finish, of the Watergate burglary that led to Richard Nixon's resignation as President of the United States.

DVDS

“Cold War” (24 part series)

Unit 12: “Selma”

APPS

VA Core (iOS)

Pass the Past (iOS)

GRADE 11: U.S. & Virginia History

USA 20 th Century History Game (iOS)				
WEBSITES				
SUMMARY OF KEY TERMS/PEOPLE: The following list of terms reflects some of the important vocabulary and individuals students should know to successfully understand course content and pass the SOL exams.				
17 th Parallel	Cuban Missile Crisis	Ho Chi Minh	massive retaliation	Ronald Reagan
38 th Parallel	détente	Ho Chi Minh Trail	Mikhail Gorbachev	Sally Ride
Alger Hiss	domino theory	Iran-Contra scandal	My Lai Massacre	SALT
ARVN	Douglas MacArthur	Iron Curtain	NATO	SDI (Star Wars program)
Bay of Pigs invasion	Dwight Eisenhower	John F. Kennedy	Nikita Khrushchev	Sputnik
Berlin Blockade/Airlift	escalation	Joseph McCarthy/HUAC	Operation Rolling Thunder	Tet Offensive
Berlin Wall	Fall of Saigon	Julius and Ethel Rosenberg	Paris Peace Accords	Truman Doctrine
brinkmanship	Fidel Castro	Kent State	Perestroika	United Nations
Chiang Kai-shek	Glasnost	Lyndon B. Johnson	Potsdam Conference	Vietcong
Communism	Gulf of Tonkin Resolution	Mao Zedong	Red Scare/McCarthyism	Vietnamization
containment policy	Hawks v. Doves	Marshall Plan	Richard Nixon	war of attrition
				Yalta Conference

SAMPLE LESSONS:

<https://drive.google.com/a/apsva.us/folderview?id=0BySI24GaKHVdfnU2RTRtVXdtVmVFMkVKQI9vcDBiYTIxSlppS1IXd083aUI1aE9OR2FKTTQ&usp=sharing>

SOL ESSENTIAL UNDERSTANDINGS, QUESTIONS, CONTENT and SKILLS: The following pages, from the State’s Curriculum Framework, outline the essential understandings, questions, knowledge and skills related to the SOLs. They provide the base from which the content in this unit is studied.

GRADE 11: U.S. & Virginia History

STANDARD VUS.1a

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

b) synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in Virginia and United States history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Synthesis involves combining processed information with other knowledge to logically reach a new interpretation and understanding of content.</p> <p>Primary and secondary sources enable us to examine evidence closely and to place it in a broader context.</p> <p>An artifact is an object or tool that tells us about the people from the past.</p> <p>A primary source is an artifact, document, image, or other source of information that was created during the time under study.</p> <p>A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.</p> <p>Historical information may be acquired from a variety of sources:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Use a variety of information sources to do the following: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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.

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:
<p>Analyzing and interpreting involves identifying the important elements of geographic sources in order to make inferences and generalizations and draw conclusions.</p> <p>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.</p> <p>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.</p> <p>Five Themes of Geography</p> <ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • Use a variety of sources, such as the following: <ul style="list-style-type: none"> ○ 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.

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:
<p>Interpreting involves the process of explaining or translating information.</p> <p>Interpreting begins with analyzing data and then requires students to extract significant information embedded within data in order to draw conclusions.</p> <p>To help determine characteristics of people, places, or events, students should adopt the definition of <i>characteristic</i> as being a distinguishing quality.</p>	<ul style="list-style-type: none"> • 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.

GRADE 11: U.S. & Virginia 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	Experiences may include but are not limited to the following:
<p>It is critical to examine multiple sources when constructing arguments.</p> <p>Exposure to multiple points of view allows one to come to an informed decision.</p> <p>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.</p>	<ul style="list-style-type: none"> • To construct an argument, consider the following: <ul style="list-style-type: none"> ○ 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.

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:
<p>The skill of comparing and contrasting perspectives in history involves breaking down information and then categorizing it into similar and dissimilar pieces.</p>	<div data-bbox="869 386 1661 899" data-label="Diagram"> </div> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ○ similarities and differences between leaders during the war ○ the impact of 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: <ul style="list-style-type: none"> ○ similarities and differences between recorded accounts ○ the impact of external influences (e.g., American Indians, child labor, technology).

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:
<p>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.</p> <p>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.</p> <p>Explaining includes justifying why the evidence credibly supports the claim.</p> <p>Diversity creates a variety of perspectives, contributions, and challenges.</p> <p>Events that lead to conflict often have multiple causes and effects.</p>	<ul style="list-style-type: none"> • Apply a process for explaining indirect cause-and-effect relationships, such as the following: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ What was the context for the event to take place? ○ What actions were taken? ○ What was the result of these actions?

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:
<p>Analyzing includes identifying the important elements of a topic.</p> <p>Analytical thinking is further strengthened when connections are made between two or more topics.</p> <p>Activating prior knowledge helps make connections to new concepts and provides more complex information about people, places, experiences, and events in United States history.</p>	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ Revolutions ○ Conflicts ○ Reforms ○ Human-environment interactions ○ Laws and policy changes ○ Advancements ○ Conflicts ○ Diversity ○ Movements and migrations

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:																					
<p>Decision-making models serve several purposes. They can help us</p> <ul style="list-style-type: none"> • make decisions for the future • better understand the choices people faced in the past • analyze the outcomes of the decisions that people already made. <p>Decision making involves determining relevant and irrelevant information.</p> <p>Effective decision-making models</p> <ul style="list-style-type: none"> • compare the expected costs and benefits of alternative choices • identify the costs and benefits of specific choices made. <p>Incentives are actions or rewards that encourage people to act. When incentives change, behavior changes in predictable ways.</p>	<ul style="list-style-type: none"> • Use a cost-benefit analysis chart: <table border="1" data-bbox="636 472 1873 1179"> <tr> <td colspan="2" data-bbox="636 472 1873 514">Encouraging women to work factory jobs during World War II</td> </tr> <tr> <td colspan="2" data-bbox="636 514 1873 557">BEFORE THE CHOICE WAS MADE</td> </tr> <tr> <td data-bbox="636 557 1255 584">Expected Costs</td> <td data-bbox="1255 557 1873 584">Expected Benefits</td> </tr> <tr> <td data-bbox="636 584 1255 683">Some citizens did not want the social change that this entailed</td> <td data-bbox="1255 584 1873 683">Maintaining manufacturing production while men were enlisted in the armed forces</td> </tr> <tr> <td colspan="2" data-bbox="636 683 1873 725">AFTER THE CHOICE WAS MADE—OUTCOME</td> </tr> <tr> <td data-bbox="636 725 1255 753">Unintended Consequences</td> <td data-bbox="1255 725 1873 753">Intended Consequences</td> </tr> <tr> <td data-bbox="636 753 1255 883">The national spotlight on women’s employment and their success in performing traditionally male jobs</td> <td data-bbox="1255 753 1873 883">The United States was able to maintain and actually increase its level of manufacturing production</td> </tr> <tr> <td data-bbox="636 883 1255 982">The rise of women’s participation in labor unions led to increased activism for pay equity, maternity leave, and childcare</td> <td data-bbox="1255 883 1873 982"></td> </tr> <tr> <td data-bbox="636 982 1255 1081">Married 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</td> <td data-bbox="1255 982 1873 1081"></td> </tr> <tr> <td data-bbox="636 1081 1255 1179">Women’s liberation movement as well as the fight for the Equal Rights Amendment in the 1970s and 1980s</td> <td data-bbox="1255 1081 1873 1179"></td> </tr> </table>		Encouraging women to work factory jobs during World War II		BEFORE THE CHOICE WAS MADE		Expected Costs	Expected Benefits	Some citizens did not want the social change that this entailed	Maintaining manufacturing production while men were enlisted in the armed forces	AFTER THE CHOICE WAS MADE—OUTCOME		Unintended Consequences	Intended Consequences	The national spotlight on women’s employment and their 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		Married 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		Women’s liberation movement as well as the fight for the Equal Rights Amendment in the 1970s and 1980s	
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GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:
<p>Plagiarism is the unauthorized use or theft of intellectual property.</p> <p>There are consequences of plagiarism, according to the guidelines established by local school divisions and the law.</p>	<ul style="list-style-type: none"> • Promote collaboration with others both inside and outside the classroom. Examples of collaboration may include the following: <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ 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.

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:
<p>The skill of investigating involves acting like a detective—formulating questions and proactively setting out to try and answer the questions.</p> <p>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.</p> <p>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?</p> <p>Student inquiry drives the design process. Specifically, students</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ Most important political concept: Rule of law or limited power? ○ Andrew Jackson: Hero or villain? ○ Cotton gin: Good or bad for the United States? ○ 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: <ul style="list-style-type: none"> ○ 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.

GRADE 11: U.S. & Virginia History

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	Essential Knowledge
<p>World War II led to the reshaping of political boundaries and international relationships.</p>	<p>Postwar outcomes</p> <ul style="list-style-type: none"> • The end of World War II found Soviet forces occupying most of Eastern and Central Europe and the eastern portion of Germany. • Germany was partitioned into East and West Germany, 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.

GRADE 11: U.S. & Virginia History

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	Essential Knowledge
<p>The Cold War set the framework for global politics for 45 years after the end of World War II. It also influenced American domestic politics, the conduct of foreign affairs, and the role of the government in the economy after 1945.</p>	<p>Origins of the Cold War</p> <ul style="list-style-type: none"> • The Cold War lasted from the end of World War II until the collapse of the Soviet Union in 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.

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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	Essential Knowledge
<p>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.</p>	<p>American military forces during the Cold War</p> <ul style="list-style-type: none"> • 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. • During the Cold War era, millions of Americans served in the military, defending freedom in wars and conflicts that were not always popular. Many were killed or wounded. As a result of their service, the United States and American ideals of democracy and freedom ultimately prevailed in the Cold War struggle with Soviet communism. • President Kennedy 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.

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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	Essential Knowledge
<p>The United States involvement in Asia during the Cold War led to a foreign policy of interventionism rather than isolationism.</p>	<p>The Korean War</p> <ul style="list-style-type: none"> • American involvement in the Korean War in the early 1950s reflected the American policy of containment of communism. • The United States military maintains a presence in South Korea. <p>The Vietnam War</p> <ul style="list-style-type: none"> • American involvement in Vietnam also reflected the Cold War policy of containment of communism. • Beginning in the 1950s and continuing into the early 1960s, the communist government of North Vietnam attempted to install through force a communist government in South Vietnam. The United States helped South Vietnam resist. • The American military buildup in Vietnam began under President John Kennedy. After Kennedy’s assassination in 1963, the buildup was intensified under President Lyndon Johnson. • The scale of combat in Vietnam grew larger during the 1960s. American military forces repeatedly defeated the North Vietnamese forces in the field, but 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. • 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. <p>China</p> <ul style="list-style-type: none"> • 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.

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STANDARD VUS.12e

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

Essential Understandings	Essential Knowledge
<p>The expansion of communism into Latin America challenged American interests in the region.</p>	<p>Confrontation between the United States and Cuba</p> <ul style="list-style-type: none"> • Cuba was also a site of Cold War confrontations. • Fidel Castro led a communist revolution that took over Cuba in the late 1950s. Many Cubans fled to Florida and later attempted to invade Cuba and overthrow Castro. This Bay of Pigs invasion failed. • In 1962, the Soviet Union stationed missiles in Cuba, instigating the Cuban Missile Crisis. President Kennedy ordered the Soviets to remove their missiles, 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.

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STANDARD VUS.12f

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

Essential Understandings	Essential Knowledge
<p>The expansion of communism into Latin America challenged American interests in the region.</p> <p>The fight against communism abroad impacted the daily life of Americans.</p>	<p>Impact of the Cold War at home</p> <ul style="list-style-type: none"> • The fear of communism and the threat of nuclear war affected American life throughout the Cold War. • During the 1950s and 1960s, American schools regularly held drills to train children 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 <i>McCarthyism</i>—the making of false accusations based on rumor or guilt by association. • The Cold War made foreign policy a major issue in every presidential election during the period. • The heavy military expenditures throughout the Cold War benefited Virginia’s economy proportionately more than any other state, especially in Hampton Roads, home to several large naval and air bases, and in Northern Virginia, home to the Pentagon and numerous private companies that contract with the military.

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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	Essential Knowledge
<p>Both internal problems and external pressures caused the collapse of communism in the Soviet Union.</p>	<p>Internal problems of the Soviet Union</p> <ul style="list-style-type: none"> • Rising nationalism in Soviet republics • Increasing Soviet military expenses • Economic inefficiency of communism <p>Role of President Ronald Reagan</p> <ul style="list-style-type: none"> • 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).

GRADE 11: U.S. & Virginia History**UNIT XI: The Cold War: 1945-1989**

STANDARDS OF LEARNING: This unit will address the following objectives:

Note: Power Standards below are identified in **bold**.

SOL VUS.1

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;
- b) using geographic information to determine patterns and trends in Virginia and United States history;
- c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia and United States history;
- d) constructing arguments, using evidence from multiple sources;
- e) comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history;
- f) explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history;
- g) analyzing multiple connections across time and place;
- h) using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made;
- i) identifying the rights and responsibilities of citizenship and ethical use of material and intellectual property; and
- j) investigating and researching to develop products orally and in writing.

SOL VUS.12

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

- h) locating and explaining the political boundary changes, and the formation of the United Nations and the Marshall Plan;**
- i) explaining the origins and the 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;**
- j) analyzing the effort of the United States to protect Western Europe, including the role of the North Atlantic Treaty Organization (NATO);
- k) analyzing the changing role of the United States in Asia, including Korea, Vietnam, and China;**
- l) evaluating and explaining how policy changes impacted the United States' relationships in Latin America;
- m) analyzing the domestic impact of the Cold War; and
- n) 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.

ENDURING UNDERSTANDING: Changes that occur as a result of global action are different from those that occur as a result of a single nation's actions.

CONCEPTUAL UNIT QUESTION (Essential Question): Should the United States be praised or criticized for its actions during the Cold War, either on the domestic front or internationally?

PREVIEW ACTIVITY: Students form groups based on students' secret identities and then relate their experience to the anti-communist hysteria during the McCarthy era of the 1950s. (*History Alive!—The Cold War, McCarthy and Cold War at Home*, Section 1, Activity 1.3)

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TEXTBOOK ALIGNMENT: SEE FILES		
PACING GUIDE:		
UNIT	TIMEFRAME	DATE OF COMPLETION
I. European Exploration and Settlement: Beginnings to 1763	2 weeks	Mid September
II. The Revolutionary Era: 1763-1780	2 weeks	End of September
III. The Constitutional Period: 1781-1787	2 weeks	Middle of October
IV. The Early Republic 1787-1825	1 week	End of October
V. Jacksonian America: 1825-1850	2 weeks	Early November
VI. The Civil War and Reconstruction 1850-1877	4 weeks	Early December
VII: Development of the Industrial United States 1877-1914	3 weeks	End of December
VIII: Imperialism and World War I 1890-1920	2 weeks	Mid January
IX: Roaring 20's and The Great Depression 1920-1939	3 weeks	End of January
X : World War II 1939-194	3 weeks	Mid-Late February
XI. The Cold War 1945-1989	3 weeks	Mid March
XII. Civil Rights Era 1950-present	2 weeks	Early April
XIII. America Post-Cold War 1989-present	2 weeks (Non-SOL items can be addressed after SOL tests)	End of April
LITERATURE AND OTHER RESOURCES:		
LITERATURE		
<i>The Things They Carried</i> by Tim O'Brien – powerful novel about the personal toll and strife of Vietnam veterans and the war that many fought with reluctance and confusion.		
<i>An American Childhood</i> by Annie Dillard - The story of a young girl coming of age in the shadow of the Cold War in the 1950s.		
<i>Sound of Thunder</i> by Ray Bradbury - In this science fiction short story, Bradbury conjectures on how the future is shaped by the science of today.		
<i>All the President's Men</i> by Carl Bernstein and Bob Woodward - A description, from start to finish, of the Watergate burglary that led to Richard Nixon's resignation as President of the United States.		
DVDS		
"Cold War" (24 part series)		
Unit 12: "Selma"		
APPS		
VA Core (iOS)		
Pass the Past (iOS)		

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USA 20 th Century History Game (iOS)				
WEBSITES				
SUMMARY OF KEY TERMS/PEOPLE: The following list of terms reflects some of the important vocabulary and individuals students should know to successfully understand course content and pass the SOL exams.				
17 th Parallel	Cuban Missile Crisis	Ho Chi Minh	massive retaliation	Ronald Reagan
38 th Parallel	détente	Ho Chi Minh Trail	Mikhail Gorbachev	Sally Ride
Alger Hiss	domino theory	Iran-Contra scandal	My Lai Massacre	SALT
ARVN	Douglas MacArthur	Iron Curtain	NATO	SDI (Star Wars program)
Bay of Pigs invasion	Dwight Eisenhower	John F. Kennedy	Nikita Khrushchev	Sputnik
Berlin Blockade/Airlift	escalation	Joseph McCarthy/HUAC	Operation Rolling Thunder	Tet Offensive
Berlin Wall	Fall of Saigon	Julius and Ethel Rosenberg	Paris Peace Accords	Truman Doctrine
brinkmanship	Fidel Castro	Kent State	Perestroika	United Nations
Chiang Kai-shek	Glasnost	Lyndon B. Johnson	Potsdam Conference	Vietcong
Communism	Gulf of Tonkin Resolution	Mao Zedong	Red Scare/McCarthyism	Vietnamization
containment policy	Hawks v. Doves	Marshall Plan	Richard Nixon	war of attrition
				Yalta Conference

SAMPLE LESSONS:

<https://drive.google.com/a/apsva.us/folderview?id=0BySI24GaKHVdfnU2RTRtVXdTvmVFMkVKQI9vcDBiYTIxSlppS1IXd083aUI1aE9OR2FKTTQ&usp=sharing>

SOL ESSENTIAL UNDERSTANDINGS, QUESTIONS, CONTENT and SKILLS: The following pages, from the State's Curriculum Framework, outline the essential understandings, questions, knowledge and skills related to the SOLs. They provide the base from which the content in this unit is studied.

GRADE 11: U.S. & Virginia History

STANDARD VUS.1a

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

c) synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in Virginia and United States history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Synthesis involves combining processed information with other knowledge to logically reach a new interpretation and understanding of content.</p> <p>Primary and secondary sources enable us to examine evidence closely and to place it in a broader context.</p> <p>An artifact is an object or tool that tells us about the people from the past.</p> <p>A primary source is an artifact, document, image, or other source of information that was created during the time under study.</p> <p>A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.</p> <p>Historical information may be acquired from a variety of sources:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Use a variety of information sources to do the following: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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.

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:
<p>Analyzing and interpreting involves identifying the important elements of geographic sources in order to make inferences and generalizations and draw conclusions.</p> <p>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.</p> <p>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.</p> <p>Five Themes of Geography</p> <ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • Use a variety of sources, such as the following: <ul style="list-style-type: none"> ○ 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.

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:
<p>Interpreting involves the process of explaining or translating information.</p> <p>Interpreting begins with analyzing data and then requires students to extract significant information embedded within data in order to draw conclusions.</p> <p>To help determine characteristics of people, places, or events, students should adopt the definition of <i>characteristic</i> as being a distinguishing quality.</p>	<ul style="list-style-type: none"> • 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.

GRADE 11: U.S. & Virginia 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	Experiences may include but are not limited to the following:
<p>It is critical to examine multiple sources when constructing arguments.</p> <p>Exposure to multiple points of view allows one to come to an informed decision.</p> <p>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.</p>	<ul style="list-style-type: none"> • To construct an argument, consider the following: <ul style="list-style-type: none"> ○ 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.

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:
<p>The skill of comparing and contrasting perspectives in history involves breaking down information and then categorizing it into similar and dissimilar pieces.</p>	<div data-bbox="869 386 1661 899" data-label="Diagram"> </div> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ○ similarities and differences between leaders during the war ○ the impact of 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: <ul style="list-style-type: none"> ○ similarities and differences between recorded accounts ○ the impact of external influences (e.g., American Indians, child labor, technology).

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:
<p>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.</p> <p>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.</p> <p>Explaining includes justifying why the evidence credibly supports the claim.</p> <p>Diversity creates a variety of perspectives, contributions, and challenges.</p> <p>Events that lead to conflict often have multiple causes and effects.</p>	<ul style="list-style-type: none"> • Apply a process for explaining indirect cause-and-effect relationships, such as the following: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ What was the context for the event to take place? ○ What actions were taken? ○ What was the result of these actions?

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:
<p>Analyzing includes identifying the important elements of a topic.</p> <p>Analytical thinking is further strengthened when connections are made between two or more topics.</p> <p>Activating prior knowledge helps make connections to new concepts and provides more complex information about people, places, experiences, and events in United States history.</p>	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ Revolutions ○ Conflicts ○ Reforms ○ Human-environment interactions ○ Laws and policy changes ○ Advancements ○ Conflicts ○ Diversity ○ Movements and migrations

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:																					
<p>Decision-making models serve several purposes. They can help us</p> <ul style="list-style-type: none"> • make decisions for the future • better understand the choices people faced in the past • analyze the outcomes of the decisions that people already made. <p>Decision making involves determining relevant and irrelevant information.</p> <p>Effective decision-making models</p> <ul style="list-style-type: none"> • compare the expected costs and benefits of alternative choices • identify the costs and benefits of specific choices made. <p>Incentives are actions or rewards that encourage people to act. When incentives change, behavior changes in predictable ways.</p>	<ul style="list-style-type: none"> • Use a cost-benefit analysis chart: <table border="1" data-bbox="632 472 1869 1179"> <tr> <td colspan="2" data-bbox="632 472 1869 513">Encouraging women to work factory jobs during World War II</td> </tr> <tr> <td colspan="2" data-bbox="632 513 1869 553">BEFORE THE CHOICE WAS MADE</td> </tr> <tr> <td data-bbox="632 553 1251 586">Expected Costs</td> <td data-bbox="1251 553 1869 586">Expected Benefits</td> </tr> <tr> <td data-bbox="632 586 1251 683">Some citizens did not want the social change that this entailed</td> <td data-bbox="1251 586 1869 683">Maintaining manufacturing production while men were enlisted in the armed forces</td> </tr> <tr> <td colspan="2" data-bbox="632 683 1869 724">AFTER THE CHOICE WAS MADE—OUTCOME</td> </tr> <tr> <td data-bbox="632 724 1251 756">Unintended Consequences</td> <td data-bbox="1251 724 1869 756">Intended Consequences</td> </tr> <tr> <td data-bbox="632 756 1251 878">The national spotlight on women’s employment and their success in performing traditionally male jobs</td> <td data-bbox="1251 756 1869 878">The United States was able to maintain and actually increase its level of manufacturing production</td> </tr> <tr> <td data-bbox="632 878 1251 976">The rise of women’s participation in labor unions led to increased activism for pay equity, maternity leave, and childcare</td> <td data-bbox="1251 878 1869 976"></td> </tr> <tr> <td data-bbox="632 976 1251 1073">Married 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</td> <td data-bbox="1251 976 1869 1073"></td> </tr> <tr> <td data-bbox="632 1073 1251 1179">Women’s liberation movement as well as the fight for the Equal Rights Amendment in the 1970s and 1980s</td> <td data-bbox="1251 1073 1869 1179"></td> </tr> </table>		Encouraging women to work factory jobs during World War II		BEFORE THE CHOICE WAS MADE		Expected Costs	Expected Benefits	Some citizens did not want the social change that this entailed	Maintaining manufacturing production while men were enlisted in the armed forces	AFTER THE CHOICE WAS MADE—OUTCOME		Unintended Consequences	Intended Consequences	The national spotlight on women’s employment and their 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		Married 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		Women’s liberation movement as well as the fight for the Equal Rights Amendment in the 1970s and 1980s	
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GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:
<p>Plagiarism is the unauthorized use or theft of intellectual property.</p> <p>There are consequences of plagiarism, according to the guidelines established by local school divisions and the law.</p>	<ul style="list-style-type: none"> • Promote collaboration with others both inside and outside the classroom. Examples of collaboration may include the following: <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ 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.

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:
<p>The skill of investigating involves acting like a detective—formulating questions and proactively setting out to try and answer the questions.</p> <p>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.</p> <p>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?</p> <p>Student inquiry drives the design process. Specifically, students</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ Most important political concept: Rule of law or limited power? ○ Andrew Jackson: Hero or villain? ○ Cotton gin: Good or bad for the United States? ○ 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: <ul style="list-style-type: none"> ○ 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.

GRADE 11: U.S. & Virginia History

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	Essential Knowledge
<p>World War II led to the reshaping of political boundaries and international relationships.</p>	<p>Postwar outcomes</p> <ul style="list-style-type: none"> • The end of World War II found Soviet forces occupying most of Eastern and Central Europe and the eastern portion of Germany. • Germany was partitioned into East and West Germany, 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.

GRADE 11: U.S. & Virginia History

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	Essential Knowledge
<p>The Cold War set the framework for global politics for 45 years after the end of World War II. It also influenced American domestic politics, the conduct of foreign affairs, and the role of the government in the economy after 1945.</p>	<p>Origins of the Cold War</p> <ul style="list-style-type: none"> • The Cold War lasted from the end of World War II until the collapse of the Soviet Union in 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.

GRADE 11: U.S. & Virginia History

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	Essential Knowledge
<p>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.</p>	<p>American military forces during the Cold War</p> <ul style="list-style-type: none"> • 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. • During the Cold War era, millions of Americans served in the military, defending freedom in wars and conflicts that were not always popular. Many were killed or wounded. As a result of their service, the United States and American ideals of democracy and freedom ultimately prevailed in the Cold War struggle with Soviet communism. • President Kennedy 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.

GRADE 11: U.S. & Virginia History

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	Essential Knowledge
<p>The United States involvement in Asia during the Cold War led to a foreign policy of interventionism rather than isolationism.</p>	<p>The Korean War</p> <ul style="list-style-type: none"> • American involvement in the Korean War in the early 1950s reflected the American policy of containment of communism. • The United States military maintains a presence in South Korea. <p>The Vietnam War</p> <ul style="list-style-type: none"> • American involvement in Vietnam also reflected the Cold War policy of containment of communism. • Beginning in the 1950s and continuing into the early 1960s, the communist government of North Vietnam attempted to install through force a communist government in South Vietnam. The United States helped South Vietnam resist. • The American military buildup in Vietnam began under President John Kennedy. After Kennedy’s assassination in 1963, the buildup was intensified under President Lyndon Johnson. • The scale of combat in Vietnam grew larger during the 1960s. American military forces repeatedly defeated the North Vietnamese forces in the field, but 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. • 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. <p>China</p> <ul style="list-style-type: none"> • 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.

GRADE 11: U.S. & Virginia History

STANDARD VUS.12e

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

Essential Understandings	Essential Knowledge
<p>The expansion of communism into Latin America challenged American interests in the region.</p>	<p>Confrontation between the United States and Cuba</p> <ul style="list-style-type: none"> • Cuba was also a site of Cold War confrontations. • Fidel Castro led a communist revolution that took over Cuba in the late 1950s. Many Cubans fled to Florida and later attempted to invade Cuba and overthrow Castro. This Bay of Pigs invasion failed. • In 1962, the Soviet Union stationed missiles in Cuba, instigating the Cuban Missile Crisis. President Kennedy ordered the Soviets to remove their missiles, 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.

GRADE 11: U.S. & Virginia History

STANDARD VUS.12f

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

Essential Understandings	Essential Knowledge
<p>The expansion of communism into Latin America challenged American interests in the region.</p> <p>The fight against communism abroad impacted the daily life of Americans.</p>	<p>Impact of the Cold War at home</p> <ul style="list-style-type: none"> • The fear of communism and the threat of nuclear war affected American life throughout the Cold War. • During the 1950s and 1960s, American schools regularly held drills to train children 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 <i>McCarthyism</i>—the making of false accusations based on rumor or guilt by association. • The Cold War made foreign policy a major issue in every presidential election during the period. • The heavy military expenditures throughout the Cold War benefited Virginia’s economy proportionately more than any other state, especially in Hampton Roads, home to several large naval and air bases, and in Northern Virginia, home to the Pentagon and numerous private companies that contract with the military.

GRADE 11: U.S. & Virginia History

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	Essential Knowledge
<p>Both internal problems and external pressures caused the collapse of communism in the Soviet Union.</p>	<p>Internal problems of the Soviet Union</p> <ul style="list-style-type: none"> • Rising nationalism in Soviet republics • Increasing Soviet military expenses • Economic inefficiency of communism <p>Role of President Ronald Reagan</p> <ul style="list-style-type: none"> • 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).

GRADE 11: U.S. & Virginia History**UNIT XII: Civil Rights Era: 1950-present**

STANDARDS OF LEARNING: This unit will address the following objectives:

Note: Power Standards below are identified in **bold**.

SOL VUS.1

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;

b) using geographic information to determine patterns and trends in Virginia and United States history;

c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia and United States history;

d) constructing arguments, using evidence from multiple sources;

e) comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history;

f) explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history;

g) analyzing multiple connections across time and place;

h) using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made;

i) identifying the rights and responsibilities of citizenship and ethical use of material and intellectual property; and

j) investigating and researching to develop products orally and in writing.

SOL VUS.13

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; and

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.

ENDURING UNDERSTANDING: Organized protests by groups in addition to the work of individuals are often needed to end injustices.

CONCEPTUAL UNIT QUESTIONS (Essential Questions): Did the Civil Rights era achieve the “dreams” and goals set forth by Martin Luther King, Jr. and other leaders of the movement? How successful was the Civil Rights movement in fulfilling democratic ideals of equality?

PREVIEW ACTIVITY: Explore in writing a time when students felt they were in the minority. Have students discuss and list five things that define their cultural background – five things necessary for them to feel “at home,” relaxed, and comfortable. Remind them to choose essential items, items whose loss would signal severe change in their lives. Categories to consider include religious traditions, food preferences, language, type of home or land, entertainment, occupation or school. Next have them identify a time in their life when they felt like a minority because of race, gender, age, ability, religion, political opinion, etc. Write a short description in which they explain what was lost at that time, what was it the majority had that they were missing. Or if students consider themselves minority members, have them write about a time that they regained an essential piece of their culture. Share in small groups.

TEXTBOOK ALIGNMENT: SEE FILES

GRADE 11: U.S. & Virginia History

PACING GUIDE:		
UNIT	TIMEFRAME	DATE OF COMPLETION
I. European Exploration and Settlement: Beginnings to 1763	2 weeks	Mid September
II. The Revolutionary Era: 1763-1780	2 weeks	End of September
III. The Constitutional Period: 1781-1787	2 weeks	Middle of October
IV. The Early Republic 1787-1825	1 week	End of October
V. Jacksonian America: 1825-1850	2 weeks	Early November
VI. The Civil War and Reconstruction 1850-1877	4 weeks	Early December
VII: Development of the Industrial United States 1877-1914	3 weeks	End of December
VIII: Imperialism and World War I 1890-1920	2 weeks	Mid January
IX: Roaring 20's and The Great Depression 1920-1939	3 weeks	End of January
X : World War II 1939-1945	3 weeks	Mid-Late February
XI. The Cold War 1945-1989	3 weeks	Mid March
XII. Civil Rights Era 1950-present	2 weeks	Early April
XIII. America Post-Cold War 1989-present	2 weeks (Non-SOL items can be addressed after SOL tests)	End of April

LITERATURE AND OTHER RESOURCES:

LITERATURE

"Letter from Birmingham Jail" by Martin Luther King, Jr. - Written in 1963 while King was serving a jail sentence for participating in demonstrations, the letter persuasively argued that segregation contradicted America's democratic faith and religious heritage. The letter galvanized U.S. public opinion around the issue of black civil rights.

"Message to the Grass Roots" by Malcom X - This speech, delivered in November 1963 while he was still a member of the Black Muslims, criticizes protesters who, like Martin Luther King, Jr., believed in a "bloodless revolution".

DVDS

"Selma"

APPS

VA Core (iOS)

Pass the Past (iOS)

USA 20th Century History Game (iOS)

WEBSITES

MLK assassination: http://www.slate.com/articles/life/life_photos/2012/01/the-day-mlk-died-lifes-forgotten-photos-unearthed.html

GRADE 11: U.S. & Virginia History

SUMMARY OF KEY TERMS/PEOPLE: The following list of terms reflects some of the important vocabulary and individuals students should know to successfully understand course content and pass the SOL exams.				
1963 March on Washington	Commissioner Bull Connor	James Farmer	massive resistance	Rosa Parks
A. Philip Randolph	Congress of Racial Equality	James Meredith	Medgar Evers	sit-in
affirmative action	de facto segregation	John F. Kennedy	Mohandas Gandhi	Southern Christian Leadership Conference
Black Panther Party	de jure segregation	Kerner Commission	Montgomery Bus boycott	Student Nonviolent Coordinating Committee
Black Power	Fannie Lou Hamer	literacy test	NAACP	Thurgood Marshall
Board of Regents of California v. Bakke	freedom rider	Little Rock Nine	Nation of Islam	Voting Rights Act of 1965
Brown v. Board of Education of Topeka, KS	Freedom Summer	Malcolm X	nonviolent resistance	WATTS
civil disobedience	Governor George Wallace	march from Selma 1965	Oliver Hill	white flight
civil rights	Henry Thoreau	Martin Luther King, Jr.	race riots	"with all deliberate speed"
Civil Rights Act of 1964				

SAMPLE LESSONS:

<https://drive.google.com/a/apsva.us/folderview?id=0BySI24GaKHVdfnU2RTRtVXdtVmVFMkVKQI9vcDBiYTIxSlppS1lXd083aUI1aE9OR2FKTTQ&usp=sharing>

SOL ESSENTIAL UNDERSTANDINGS, QUESTIONS, CONTENT and SKILLS: The following pages, from the State's Curriculum Framework, outline the essential understandings, questions, knowledge and skills related to the SOLs. They provide the base from which the content in this unit is studied.

GRADE 11: U.S. & Virginia History

STANDARD VUS.1a

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

d) synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in Virginia and United States history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Synthesis involves combining processed information with other knowledge to logically reach a new interpretation and understanding of content.</p> <p>Primary and secondary sources enable us to examine evidence closely and to place it in a broader context.</p> <p>An artifact is an object or tool that tells us about the people from the past.</p> <p>A primary source is an artifact, document, image, or other source of information that was created during the time under study.</p> <p>A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.</p> <p>Historical information may be acquired from a variety of sources:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Use a variety of information sources to do the following: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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.

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:
<p>Analyzing and interpreting involves identifying the important elements of geographic sources in order to make inferences and generalizations and draw conclusions.</p> <p>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.</p> <p>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.</p> <p>Five Themes of Geography</p> <ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • Use a variety of sources, such as the following: <ul style="list-style-type: none"> ○ 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.

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:
<p>Interpreting involves the process of explaining or translating information.</p> <p>Interpreting begins with analyzing data and then requires students to extract significant information embedded within data in order to draw conclusions.</p> <p>To help determine characteristics of people, places, or events, students should adopt the definition of <i>characteristic</i> as being a distinguishing quality.</p>	<ul style="list-style-type: none"> • 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.

GRADE 11: U.S. & Virginia 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	Experiences may include but are not limited to the following:
<p>It is critical to examine multiple sources when constructing arguments.</p> <p>Exposure to multiple points of view allows one to come to an informed decision.</p> <p>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.</p>	<ul style="list-style-type: none"> • To construct an argument, consider the following: <ul style="list-style-type: none"> ○ 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.

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:
<p>The skill of comparing and contrasting perspectives in history involves breaking down information and then categorizing it into similar and dissimilar pieces.</p>	<div data-bbox="869 440 1661 948" style="text-align: center;"> </div> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ○ similarities and differences between leaders during the war ○ the impact of 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: <ul style="list-style-type: none"> ○ similarities and differences between recorded accounts ○ the impact of external influences (e.g., American Indians, child labor, technology).

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:
<p>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.</p> <p>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.</p> <p>Explaining includes justifying why the evidence credibly supports the claim.</p> <p>Diversity creates a variety of perspectives, contributions, and challenges.</p> <p>Events that lead to conflict often have multiple causes and effects.</p>	<ul style="list-style-type: none"> • Apply a process for explaining indirect cause-and-effect relationships, such as the following: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ What was the context for the event to take place? ○ What actions were taken? ○ What was the result of these actions?

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:
<p>Analyzing includes identifying the important elements of a topic.</p> <p>Analytical thinking is further strengthened when connections are made between two or more topics.</p> <p>Activating prior knowledge helps make connections to new concepts and provides more complex information about people, places, experiences, and events in United States history.</p>	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ Revolutions ○ Conflicts ○ Reforms ○ Human-environment interactions ○ Laws and policy changes ○ Advancements ○ Conflicts ○ Diversity ○ Movements and migrations

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:																							
<p>Decision-making models serve several purposes. They can help us</p> <ul style="list-style-type: none"> • make decisions for the future • better understand the choices people faced in the past • analyze the outcomes of the decisions that people already made. <p>Decision making involves determining relevant and irrelevant information.</p> <p>Effective decision-making models</p> <ul style="list-style-type: none"> • compare the expected costs and benefits of alternative choices • identify the costs and benefits of specific choices made. <p>Incentives are actions or rewards that encourage people to act. When incentives change, behavior changes in predictable ways.</p>	<ul style="list-style-type: none"> • Use a cost-benefit analysis chart: <table border="1" data-bbox="636 521 1871 1219"> <tr> <td colspan="2" data-bbox="636 521 1871 565">Encouraging women to work factory jobs during World War II</td> </tr> <tr> <td colspan="2" data-bbox="636 565 1871 597">BEFORE THE CHOICE WAS MADE</td> </tr> <tr> <td data-bbox="636 597 1255 630">Expected Costs</td> <td data-bbox="1255 597 1871 630">Expected Benefits</td> </tr> <tr> <td data-bbox="636 630 1255 732">Some citizens did not want the social change that this entailed</td> <td data-bbox="1255 630 1871 732">Maintaining manufacturing production while men were enlisted in the armed forces</td> </tr> <tr> <td colspan="2" data-bbox="636 732 1871 764"></td> </tr> <tr> <td colspan="2" data-bbox="636 764 1871 797">AFTER THE CHOICE WAS MADE—OUTCOME</td> </tr> <tr> <td data-bbox="636 797 1255 829">Unintended Consequences</td> <td data-bbox="1255 797 1871 829">Intended Consequences</td> </tr> <tr> <td data-bbox="636 829 1255 922">The national spotlight on women’s employment and their success in performing traditionally male jobs</td> <td data-bbox="1255 829 1871 922">The United States was able to maintain and actually increase its level of manufacturing production</td> </tr> <tr> <td data-bbox="636 922 1255 1019">The rise of women’s participation in labor unions led to increased activism for pay equity, maternity leave, and childcare</td> <td data-bbox="1255 922 1871 1019"></td> </tr> <tr> <td data-bbox="636 1019 1255 1117">Married 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</td> <td data-bbox="1255 1019 1871 1117"></td> </tr> <tr> <td data-bbox="636 1117 1255 1219">Women’s liberation movement as well as the fight for the Equal Rights Amendment in the 1970s and 1980s</td> <td data-bbox="1255 1117 1871 1219"></td> </tr> </table>		Encouraging women to work factory jobs during World War II		BEFORE THE CHOICE WAS MADE		Expected Costs	Expected Benefits	Some citizens did not want the social change that this entailed	Maintaining manufacturing production while men were enlisted in the armed forces			AFTER THE CHOICE WAS MADE—OUTCOME		Unintended Consequences	Intended Consequences	The national spotlight on women’s employment and their 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		Married 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		Women’s liberation movement as well as the fight for the Equal Rights Amendment in the 1970s and 1980s	
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GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:
<p>Plagiarism is the unauthorized use or theft of intellectual property.</p> <p>There are consequences of plagiarism, according to the guidelines established by local school divisions and the law.</p>	<ul style="list-style-type: none"> • Promote collaboration with others both inside and outside the classroom. Examples of collaboration may include the following: <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ 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.

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:
<p>The skill of investigating involves acting like a detective—formulating questions and proactively setting out to try and answer the questions.</p> <p>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.</p> <p>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?</p> <p>Student inquiry drives the design process. Specifically, students</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ Most important political concept: Rule of law or limited power? ○ Andrew Jackson: Hero or villain? ○ Cotton gin: Good or bad for the United States? ○ 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: <ul style="list-style-type: none"> ○ 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.

GRADE 11: U.S. & Virginia History

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	Essential Knowledge
<p>By interpreting its powers broadly, the United States Supreme Court can reshape American society.</p> <p>The <i>Brown v. Board of Education</i> decision had intended and unintended consequences for Virginia and the entire nation.</p>	<p><i>Brown v. Board of Education</i></p> <ul style="list-style-type: none"> • Supreme Court decision that segregated schools are unequal and must desegregate • Included Virginia case <i>Davis v. County School Board of Prince Edward</i> <p>Key people</p> <ul style="list-style-type: none"> • 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 <p>Virginia’s response</p> <ul style="list-style-type: none"> • Massive Resistance: Closing some schools • Establishment of private academies • White flight from urban school systems to suburbs

GRADE 11: U.S. & Virginia History

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	Essential Knowledge
<p>Working through the court system and mass protest, Americans reshaped public opinion and secured the passage of civil rights.</p>	<p>National Association for the Advancement of Colored People (NAACP)</p> <ul style="list-style-type: none"> • The NAACP challenged segregation in the courts. • The association had a long history of working to overturn the <i>Plessy v. Ferguson</i> decision. <p>1963 March on Washington</p> <ul style="list-style-type: none"> • Participants were inspired by the “I Have a Dream” speech given by Dr. Martin Luther King, Jr. • The march helped influence public opinion to support civil rights legislation. • The march demonstrated the power of nonviolent, mass protest. <p>Civil Rights Act of 1964</p> <ul style="list-style-type: none"> • The act prohibited discrimination based on race, color, religion, gender, or national origin. • The act desegregated public accommodations (e.g., hotels, restaurants, movie theaters). • President Lyndon B. Johnson played an important role in the passage of the act. <p>Voting Rights Act of 1965</p> <ul style="list-style-type: none"> • The act outlawed literacy tests. • Federal registrars were sent to the South to register voters. • The act resulted in an increase in African American voters. • President Johnson played an important role in the passage of the act. <p>Americans with Disabilities Act</p> <ul style="list-style-type: none"> • 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.

GRADE 11: U.S. & Virginia History**UNIT XIII: America Post-Cold War: 1989-present**

STANDARDS OF LEARNING: This unit will address the following objectives:

Note: Power Standards below are identified in **bold**.

SOL VUS.1

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

- synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in Virginia and United States history;

- using geographic information to determine patterns and trends in Virginia and United States history;

- interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia and United States history;

- constructing arguments, using evidence from multiple sources;

- comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history;

- explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history;

- analyzing multiple connections across time and place;

- using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made;

- identifying the rights and responsibilities of citizenship and ethical use of material and intellectual property; and

- investigating and researching to develop products orally and in writing.

SOL VUS.13

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

- explaining the factors that led to United States expansion;**

- analyzing changes in immigration policy and the impact of increased immigration;**

- evaluating and explaining the foreign and domestic policies pursued by the American government after the Cold War;**

- explaining how scientific and technological advances altered American lives; and**

- evaluating and explaining the changes that occurred in American culture.**

SOL VUS.14

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

- 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;

- 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);**

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

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

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ENDURING UNDERSTANDING: Increased integrated world economies present unique challenges in domestic and foreign policies.

CONCEPTUAL UNIT QUESTIONS (Essential Questions): How well did U.S. foreign policy decisions meet the needs of the post-Cold War era? What issues have arisen since the 9/11 attacks regarding the balance of security while preserving American ideals.

PREVIEW ACTIVITY: Listen to the eyewitness accounts from the September 11, 2001, terrorist attacks on the World Trade Center (*Yorktown Remembers* is a 45 minute recollection of 9/11 featuring student and staff interviews several months following the event; there are many other accounts available). Then respond to one of these prompts in your notebook

- Describe how you reacted when you first learned of the attacks.
- Tell a story that you have heard about the events of 9/11. You may have heard the story from a family member, a friend, the news, or a documentary.
- Do you, or does anyone you know, think the country has changed because of the events of 9/11? If so, explain.

TEXTBOOK ALIGNMENT: SEE FILES

PACING GUIDE:

UNIT	TIMEFRAME	DATE OF COMPLETION
I. European Exploration and Settlement: Beginnings to 1763	2 weeks	Mid September
II. The Revolutionary Era: 1763-1780	2 weeks	End of September
III. The Constitutional Period: 1781-1787	2 weeks	Middle of October
IV. The Early Republic 1787-1825	1 week	End of October
V. Jacksonian America: 1825-1850	2 weeks	Early November
VI. The Civil War and Reconstruction 1850-1877	4 weeks	Early December
VII: Development of the Industrial United States 1877-1914	3 weeks	End of December
VIII: Imperialism and World War I 1890-1920	2 weeks	Mid January
IX: Roaring 20's and The Great Depression 1920-1939	3 weeks	End of January
X : World War II 1939-1945	3 weeks	Mid-Late February
XI. The Cold War 1945-1989	3 weeks	Mid March
XII. Civil Rights Era 1950-present	2 weeks	Early April
XIII. America Post-Cold War 1989-present	2 weeks (Non-SOL items can be addressed after SOL tests)	End of April

LITERATURE AND OTHER RESOURCES:

LITERATURE

No Logo by Naomi Klein - A description of the effects of globalization on international and local economies.

The Lexus and the Olive Tree by Thomas L. Friedman. Globalization is not just a phenomenon and not just a passing trend. It is the international system that replaced the Cold War system. Globalization is the integration of capital, technology, and information across national borders, in a way that is creating a single global market and, to some degree, a global village.

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DVDS

APPS
VA Core (iOS)

Pass the Past (iOS)

USA 20th Century History Game (iOS)

WEBSITES

Space Race Videos: <http://www.history.com/topics/space-race/videos/space-race-cold-war-front>

JFK Nixon TV Debates: <http://www.wired.com/2011/09/0926nixon-kennedy-tv-debate/?+wired%252Findex+%2528Wired%253A+Index+3+%2528Top+Stories+2%2529%2529>

Freakonomics – were colonial americans more literate than americans today? Thomas Pain and Common Sense: <http://freakonomics.com/2011/09/01/were-colonial-americans-more-literate-than-americans-today/>

America’s original 17 astronauts: <http://www.wired.com/2012/04/april-9-1959-america-meets-its-7-original-astronauts/?+wired%252Findex+%2528Wired%253A+Index+3+%2528Top+Stories+2%2529%2529>

9/11 Timeline: <http://timeline.national911memorial.org/#/Explore/2>

25 incredible 9/11 pictures: http://news.nationalgeographic.com/news/2011/09/pictures/110908-about-911-september-9-11-twin-world-trade-center-towers-indelible/#/september-9-11-attacks-anniversary-ground-zero-world-trade-center-pentagon-flight-93-missing-people_40009_600x450.jpg

SUMMARY OF KEY TERMS/PEOPLE: The following list of terms reflects some of the important vocabulary and individuals students should know to successfully understand course content and pass the SOL exams.

al Qaeda	Department of Homeland Security (DHS)	Military Commissions Act of 2006	Persian Gulf War	USA Patriot Act
Americans with Disabilities Act (ADA)	Economic indicators	New Democrat	<i>Rasul v. Bush</i>	war on terrorism
apartheid	Enemy Combatants	New Orleans flood	Ruth Bader Ginsburg	World Trade Organization (WTO)
<i>Bush v. Gore</i>	European Union (EU)	No Child Left Behind Act (NCLB)	Sandra Day O’Connor	
Clarence Thomas	Full employment	North American Free Trade Agreement (NAFTA)	savings and loan crisis	

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Compassionate conservatism	Gross domestic product	Operation Desert Storm	Taliban	
Contract with America	<i>Hamdan v. Rumsfeld</i>	Patriot Act	Temporary Assistance to Needy Families (TANF)	

SAMPLE LESSONS:

<https://drive.google.com/a/apsva.us/folderview?id=0BySI24GaKHVdfnU2RTRtVXdtVmVFMkVKQI9vcDBiYTIxSlppS1IXd083aUI1aE9OR2FKTTQ&usp=sharing>

SOL ESSENTIAL UNDERSTANDINGS, QUESTIONS, CONTENT and SKILLS: The following pages, from the State's Curriculum Framework, outline the essential understandings, questions, knowledge and skills related to the SOLs. They provide the base from which the content in this unit is studied.

GRADE 11: U.S. & Virginia History

STANDARD VUS.1a

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

e) synthesizing evidence from artifacts and primary and secondary sources to obtain information about events in Virginia and United States history;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Synthesis involves combining processed information with other knowledge to logically reach a new interpretation and understanding of content.</p> <p>Primary and secondary sources enable us to examine evidence closely and to place it in a broader context.</p> <p>An artifact is an object or tool that tells us about the people from the past.</p> <p>A primary source is an artifact, document, image, or other source of information that was created during the time under study.</p> <p>A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.</p> <p>Historical information may be acquired from a variety of sources:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Use a variety of information sources to do the following: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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.

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:
<p>Analyzing and interpreting involves identifying the important elements of geographic sources in order to make inferences and generalizations and draw conclusions.</p> <p>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.</p> <p>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.</p> <p>Five Themes of Geography</p> <ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • Use a variety of sources, such as the following: <ul style="list-style-type: none"> ○ 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.

GRADE 11: U.S. & Virginia History

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	Experiences may include but are not limited to the following:
<p>Interpreting involves the process of explaining or translating information.</p> <p>Interpreting begins with analyzing data and then requires students to extract significant information embedded within data in order to draw conclusions.</p> <p>To help determine characteristics of people, places, or events, students should adopt the definition of <i>characteristic</i> as being a distinguishing quality.</p>	<ul style="list-style-type: none"> • 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.

GRADE 11: U.S. & Virginia 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	Experiences may include but are not limited to the following:
<p>It is critical to examine multiple sources when constructing arguments.</p> <p>Exposure to multiple points of view allows one to come to an informed decision.</p> <p>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.</p>	<ul style="list-style-type: none"> • To construct an argument, consider the following: <ul style="list-style-type: none"> ○ 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.

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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	Experiences may include but are not limited to the following:
<p>The skill of comparing and contrasting perspectives in history involves breaking down information and then categorizing it into similar and dissimilar pieces.</p>	<div data-bbox="869 386 1661 899" data-label="Diagram"> </div> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ○ similarities and differences between leaders during the war ○ the impact of 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: <ul style="list-style-type: none"> ○ similarities and differences between recorded accounts ○ the impact of external influences (e.g., American Indians, child labor, technology).

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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	Experiences may include but are not limited to the following:
<p>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.</p> <p>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.</p> <p>Explaining includes justifying why the evidence credibly supports the claim.</p> <p>Diversity creates a variety of perspectives, contributions, and challenges.</p> <p>Events that lead to conflict often have multiple causes and effects.</p>	<ul style="list-style-type: none"> • Apply a process for explaining indirect cause-and-effect relationships, such as the following: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ What was the context for the event to take place? ○ What actions were taken? ○ What was the result of these actions?

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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	Experiences may include but are not limited to the following:
<p>Analyzing includes identifying the important elements of a topic.</p> <p>Analytical thinking is further strengthened when connections are made between two or more topics.</p> <p>Activating prior knowledge helps make connections to new concepts and provides more complex information about people, places, experiences, and events in United States history.</p>	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ Revolutions ○ Conflicts ○ Reforms ○ Human-environment interactions ○ Laws and policy changes ○ Advancements ○ Conflicts ○ Diversity ○ Movements and migrations

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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	Experiences may include but are not limited to the following:		
<p>Decision-making models serve several purposes. They can help us</p> <ul style="list-style-type: none"> • make decisions for the future • better understand the choices people faced in the past • analyze the outcomes of the decisions that people already made. <p>Decision making involves determining relevant and irrelevant information.</p> <p>Effective decision-making models</p> <ul style="list-style-type: none"> • compare the expected costs and benefits of alternative choices • identify the costs and benefits of specific choices made. <p>Incentives are actions or rewards that encourage people to act. When incentives change, behavior changes in predictable ways.</p>	<ul style="list-style-type: none"> • Use a cost-benefit analysis chart: 		
	Encouraging women to work factory jobs during World War II		
	BEFORE THE CHOICE WAS MADE		
	Expected Costs	Expected Benefits	
	Some citizens did not want the social change that this entailed	Maintaining manufacturing production while men were enlisted in the armed forces	
	AFTER THE CHOICE WAS MADE—OUTCOME		
	Unintended Consequences	Intended Consequences	
	The national spotlight on women’s employment and their 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		
Married 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			
Women’s liberation movement as well as the fight for the Equal Rights Amendment in the 1970s and 1980s			

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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	Experiences may include but are not limited to the following:
<p>Plagiarism is the unauthorized use or theft of intellectual property.</p> <p>There are consequences of plagiarism, according to the guidelines established by local school divisions and the law.</p>	<ul style="list-style-type: none"> • Promote collaboration with others both inside and outside the classroom. Examples of collaboration may include the following: <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ 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.

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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	Experiences may include but are not limited to the following:
<p>The skill of investigating involves acting like a detective—formulating questions and proactively setting out to try and answer the questions.</p> <p>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.</p> <p>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?</p> <p>Student inquiry drives the design process. Specifically, students</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ Most important political concept: Rule of law or limited power? ○ Andrew Jackson: Hero or villain? ○ Cotton gin: Good or bad for the United States? ○ 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: <ul style="list-style-type: none"> ○ 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.

GRADE 11: U.S. & Virginia History

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	Essential Knowledge
<p>The economic boom experienced by the United States after World War II promoted significant social, cultural, and political shifts.</p>	<p>Expansion of economic prosperity</p> <ul style="list-style-type: none"> • Implementation of the G.I. Bill • Development of the Interstate Highway System • Rise of the middle class <p>Expansion of initiatives for non-middle-class Americans</p> <ul style="list-style-type: none"> • Lyndon Johnson attempted to create a “Great Society” by waging a “War on Poverty.” • Initiatives included Medicare, Medicaid, and the Economic Opportunity Act.

GRADE 11: U.S. & Virginia History

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	Essential Knowledge
<p>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.</p>	<p>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.</p> <p>Reasons for immigration</p> <ul style="list-style-type: none"> • Political freedom • Economic opportunity <p>Issues related to immigration policy</p> <ul style="list-style-type: none"> • Strain on government services • Filling low-paying jobs in the United States • Border issues • Pathway to citizenship • Bilingual education • Increasing cultural diversity <p>Contributions of immigrants</p> <ul style="list-style-type: none"> • Diversity in music, the visual arts, and literature • Roles in the labor force • Achievements in science, engineering, and other fields • Many minorities elected to high public offices at the state and national levels of government

GRADE 11: U.S. & Virginia History

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	Essential Knowledge
<p>The conservative political philosophy of President Reagan prompted a reevaluation of the size and role of government in the economy and society of contemporary America.</p> <p>Although the Cold War ended in the early 1990s, the United States continues a foreign policy of interventionism.</p>	<p>President Reagan and conservative Republicans advocated for</p> <ul style="list-style-type: none"> • tax cuts • transfer of responsibilities to state governments • appointment of judges/justices who exercised judicial restraint • reduction in the number and scope of government programs and regulations • strengthening of the American military. <p>President George H. W. Bush, 1989–1993</p> <ul style="list-style-type: none"> • 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 <p>President William J. Clinton, 1993–2001</p> <ul style="list-style-type: none"> • 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 <p>President George W. Bush, 2001–2009</p> <ul style="list-style-type: none"> • Terrorists attacks on United States soil on September 11, 2001 • Wars in Afghanistan and Iraq • No Child Left Behind Act (NCLB) <p>President Barack H. Obama, 2009–2016</p> <ul style="list-style-type: none"> • Osama Bin Laden and the campaign against Al Qaeda • Withdrawal of United States' forces from Iraq • Patient Protection and Affordable Care Act of 2010

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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	Essential Knowledge
<p>Scientific and technological advances in the United States increased opportunities for communications and global interactions.</p>	<p>In the early 1960s, President Kennedy pledged increased support for the American space program. The race to the moon continued through the 1960s. 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.”</p> <p>Sally Ride was the first female American astronaut.</p> <p>Over the past three decades, improved technology and media have brought about better access to communication and information for businesses and individuals in both urban and rural areas. As a result, many more Americans have access to global information and viewpoints.</p> <p>Examples of technological advances</p> <ul style="list-style-type: none"> • Space exploration <ul style="list-style-type: none"> ○ Space shuttle ○ Mars rover ○ Voyager missions ○ Hubble telescope • Communications <ul style="list-style-type: none"> ○ Televisions ○ Personal computers ○ Cellular telephones ○ Electronic mail (e-mail) ○ Social media • Robotics • Medical Care <ul style="list-style-type: none"> ○ Polio vaccine by Dr. Jonas Salk ○ Cancer screenings

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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	Essential Knowledge
<p>During the second half of the twentieth century, American society experienced a variety of cultural changes.</p>	<p>Expansion of popular culture</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ 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

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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	Essential Knowledge
<p>Changes in domestic policies and in political and social conditions have impacted the role and membership of the United States Supreme Court.</p>	<p>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.</p> <p>The United States Supreme Court protects the individual rights enumerated in the Constitution of the United States.</p> <p>Right to privacy</p> <ul style="list-style-type: none"> • The United States Supreme Court identifies a constitutional basis for a right to privacy that is protected from government interference. <ul style="list-style-type: none"> ○ <i>Roe v. Wade</i> established the precedent of right to privacy. ○ <i>Riley v. California</i> (2014) protects the privacy of digital information on cell phones. <p>Equal rights</p> <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> ○ <i>Loving v. Virginia</i> (1967) protected equal rights for individuals, struck down state laws that prohibited interracial marriage, and held that marriage was a fundamental right. ○ <i>Arizona v. Inter Tribal Council of Arizona</i> (2013) invalidated a state law requiring proof of citizenship during the voter registration application process. <p>Rule of law</p> <ul style="list-style-type: none"> • Rule of law is a principle under which all persons, institutions, and entities are accountable to the laws. <ul style="list-style-type: none"> ○ <i>Gideon v. Wainwright</i> (1963) requires states to provide counsel for needy defendants charged with serious offenses. ○ <i>Snyder v. Phelps</i> (2011) upholds that protests of public concern are entitled to greater protection under the free speech clause of the First Amendment.

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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	Essential Knowledge
<p>The United States has confronted the increase in international terrorism by formulating domestic and international policies aimed at stopping terrorism.</p>	<p>The United States has experienced multiple terrorist attacks at home and abroad.</p> <ul style="list-style-type: none"> • Attack on the USS <i>Cole</i> • September 11, 2001: Attacks on the World Trade Center towers, the Pentagon, and Flight 93 • Boston Marathon bombing <p>The United States' responses to terrorism</p> <ul style="list-style-type: none"> • Heightened security at home (Patriot Act) • Diplomatic and military initiatives • Formation of the Transportation Security Administration (TSA)

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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	Essential Knowledge
<p>The federal government has the ability to influence the United States economy.</p>	<p>Government promotes a healthy economy characterized by full employment and low inflation through the actions of</p> <ul style="list-style-type: none"> • 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. <p>The “Reagan Revolution” extended beyond his tenure in office with</p> <ul style="list-style-type: none"> • the election of his vice president, George H. W. Bush • the 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. <p>President George W. Bush, 2001–2009</p> <ul style="list-style-type: none"> • 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 <p>President Barack H. Obama, 2009–2016</p> <ul style="list-style-type: none"> • Signed into law economic stimulus legislation in response to the Great Recession <ul style="list-style-type: none"> ○ American Recovery and Reinvestment Act of 2009 ○ Tax Relief, Unemployment Insurance Reauthorization, and Job Creation Act of 2010 • Called for Congress to pass legislation to reform health care in the United States

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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	Essential Knowledge
<p>Contemporary America has experienced a wide variety of technological advancements that have significantly impacted American life.</p>	<p>Industries benefiting from new technologies</p> <ul style="list-style-type: none"> • Computer industry • Satellite systems: Global positioning systems (GPS) • Telecommunications: Smartphones • Internet-based businesses <p>Impact of new technologies on American life</p> <ul style="list-style-type: none"> • 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

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Grade 11- United States and Virginia History
Textbook: American Anthem (Holt McDougal)

Units	Student Textbook Pages
I. European Exploration and Settlement: Beginnings to 1763	Pages 4-69
II. The Revolutionary Era: 1763-1780	Pages 72-140
III. The Constitutional Period: 1781-1789	Pages 144-198
IV. The Early Republic: 1790-1825	Pages 200-230
V. Jacksonian America and Reform: 1825-1850	Page 236-314
VI. The Civil War and Reconstruction: 1850-1877	Pages 320-398
VII. Development of the Industrial United States: 1877-1914	Pages 436-548
VIII. Imperialism and World War I: 1890-1920	Pages 552-614
IX. Roaring 20's and the Great Depression: 1920-1939	Pages 620-730
X. World War II: 1939-1945	Pages 736-813
XI. The Cold War: 1945-1989	Pages 814-904 and Pages 948-982
XII. Civil Rights Era: 1950-present	Pages 908-943 and Pages 984-1042
XIII. America Post-Cold War 1989-present	Pages 1044-2220