



North Carolina Department of Public Instruction

INSTRUCTIONAL SUPPORT TOOLS

FOR ACHIEVING NEW STANDARDS

This document is designed to help North Carolina educators teach the Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

Essential Standards: American Humanities • Unpacked Content

For the new Essential Standards that will be effective in all North Carolina schools in the 2012-13.

What is the purpose of this document?

To increase student achievement by ensuring educators understand specifically what the new standards mean a student must know, understand and be able to do.

What is in the document?

Descriptions of what each standard means a student will know, understand and be able to do. The “unpacking” of the standards done in this document is an effort to answer a simple question “What does this standard mean that a student must know and be able to do?” and to ensure the description is helpful, specific and comprehensive for educators.

How do I send Feedback?

We intend the explanations and examples in this document to be helpful and specific. That said, we believe that as this document is used, teachers and educators will find ways in which the unpacking can be improved and made ever more useful. Please send feedback to us at feedback@dpi.state.nc.us and we will use your input to refine our unpacking of the standards. Thank You!

Just want the standards alone?

You can find the standards alone at <http://www.dpi.state.nc.us/acre/standards/new-standards/#social>.

Note on Numbering: **H**–History, **G**–Geography and Environmental Literacy, **E**–Economic and Financial Literacy, **C&G**–Civics and Government, **C**–Culture

Culture

Essential Standard:

12.C.1 Understand how American culture defines what it means to be an American.

Concept(s):

Society, values and beliefs, culture, national identity, change, patterns, religion, ethnicity, diversity

Clarifying Objectives	Unpacking What does this standard mean a student will understand, know and be able to do?
12.C.1.1 Analyze expressions of identity within American literature, philosophy, and the arts.	The student will understand that: • The national identity may be reflected in cultural art forms. • Literary, philosophical, and artistic movements often express a shift in national, ethnic, and/or cultural identity. For example: The Harlem Renaissance reflected a new assertion of African American ability and pride in reaction to racial discrimination. The student will know: • Portraiture, music, dance, and drama is often characterized by a concerted effort to express aspects of national, ethnic, cultural, and/or personal identity that the subject wants to be portrayed. For example: The portrait of Paul Revere by John Singleton Copley demonstrates his pride in his work through the concerted effort to depict the tools and products of his role as a silversmith. For example: Arlo Guthrie’s “Alice’s Restaurant” expresses the views of the anti-war movement during the Vietnam War. For example:

	The Ghost Movement, created by Wovoka, articulated the identities and hopes of the Plains Indians living under the reservation system. For example: The play “A Raisin in the Sun” by Lorraine Hansberry expresses the struggle with identity an African American family faces in the twentieth century as their society changes. Suggested Resources: • The National Endowment for the Humanities “Picturing America” Project: http://picturingamerica.neh.gov/ • <i>American Visions: The Epic History of Art in America</i> by Robert Hughes (ISBN: 978-0679426271) • America in Class from the National Humanities Center: http://americainclass.org/sources/ • National Humanities Center Teacher Serve: http://nationalhumanitiescenter.org/tserve/index.htm • PBS American Roots Music website: http://www.pbs.org/americanrootsmusic/pbs_arm_into_the_classroom.html • Native American Nations: www.nanations.com • Resource for music from 1950-1989: www.tropicalglen.com • PBS “Free to Dance” Lesson Plans: http://www.pbs.org/wnet/freetodance/lessonplans.html • Classic American plays: http://empirecontact.com/plays/United_States.html
12.C.1.2 Distinguish between Americans’ acceptance or rejection of both religious faith and human reasoning through literary movements.	The student will understand that: • Religious beliefs may change over time. • Literary and philosophical movements often reflect a rejection of past values in favor of new beliefs. For example: Transcendentalism rejected the rationalism of the Age of Enlightenment in favor of

	attitudes focused on nature and emotion. For example: Harriet Beecher Stowe's <i>Uncle Tom's Cabin</i> demonstrates her belief that enslavement of African Americans violates the values of abolitionism she acquired through the Second Great Awakening. • Literature is an arena in which individuals often experiment with religious belief and rational thought in order to arrive at a greater level of understanding. For example: Flannery O'Connor used a writing style she called "Christian realism" that employed depictions of violence to address twentieth century secularism and nihilism. Suggested Resources: • University of Virginia's <i>Uncle Tom's Cabin</i> and American Culture page: http://utc.iath.virginia.edu/sitemap.html • Virginia Commonwealth University's American Transcendentalism Web: http://www.vcu.edu/engweb/transcendentalism/ • World Religions Educator Network - WREN Magazine: http://www.wrenmagazine.org/ • Library of Congress Exhibition - Religion and the Founding of the American Republic: http://www.loc.gov/exhibits/religion/ • National Humanities Center - Divining America: http://nationalhumanitiescenter.org/tserve/divam.htm • Images from the Scopes Trial: http://law2.umkc.edu/faculty/projects/ftrials/scopes/sco_phot.htm • American Experience episode, "Monkey Trial": http://www.pbs.org/wgbh/amex/monkeytrial/
12.C.1.3 Compare ways that various ethnic and cultural communities in America have articulated the self.	The student will understand that: • Ethnic and cultural communities may hold different values and beliefs.

	- Ethnic and cultural communities frequently represent their identities via artistic and literary expressions. For example: Jewish writers like Abraham Cahan (<i>Yekl: A Tale of the New York Ghetto</i>) and Anzia Yezierska (<i>Bread Givers</i>) expressed views unique to the Jewish and/or immigrant experience in Gilded Age, urban America. The student will know: - Ethnic and cultural communities may express their identities through language, style of dress, the arts, religious practices, and cultural traditions (e.g. holidays, family celebrations). For example: The celebration of quinceañera for girls from Latin American heritage on their 15th birthday expresses a part of their cultural identity. Suggested Resources: - University of Houston’s Digital History Project - Ethnic America: http://www.digitalhistory.uh.edu/historyonline/ethnic_am.cfm - Harvard University’s Digital Collection of American Immigration History: http://ocp.hul.harvard.edu/immigration/ - Trinity University’s Race and Ethnicity page: http://www.trinity.edu/mkearl/race.html
12.C.1.4 Compare ways in which the human ideal has been expressed in American culture.	The student will understand that: Artistic, philosophical, and literary expressions often attempt to articulate a society’s values by depicting moral perfection and/or other aspects of the ideal man. For example: Benjamin Franklin’s autobiography reflects his beliefs about what values and lifestyle are ideal in an American.

	• Notions of the human ideal can be expressed through government or corporate media For example: Television shows from the 1950s like <i>Leave it to Beaver</i> expressed ideas about the ideal American family. The student will know: • The American expression of the human ideal is different from that of other countries. • Individuals hold and pursue varying definitions of perfection or success (religious/moral, intellectual, economic, etc). For example: John Winthrop’s articulation of moral perfection desired in the Puritan Massachusetts Bay community in “A Modell of Christian Charity” is very different from Walt Whitman’s view of human perfection in <i>Leaves of Grass</i>. For example: Theodore Roosevelt’s speech “The Strenuous Life” suggests his belief that masculinity is important. Suggested Resources: • American Rhetoric: http://www.americanrhetoric.com/top100speechesall.html • National Museum of American History - “Fighting for an Ideal America”: http://americanhistory.si.edu/victory/victory6.htm • Library of Congress American Memory - “The Coolidge Era and the Consumer Economy”: http://memory.loc.gov/ammem/coolhtml/coolhome.html • The Museum of Broadcast Communications - “Family on Television”: http://www.museum.tv/eotvsection.php?entrycode=familyontel
12.C.1.5 Evaluate the extent to which American affluence has	The student will understand that: • Socio-economic status is often reflected in human identity.

affected individual identity.	For example: In communicating his personal history, Benjamin Franklin expresses pride in his ability to “pull himself up by his bootstraps” in the text of his autobiography. • Socio-economic divisions often create conflict in society. For example: Movement of the middle class to suburbia after World War II led to urban decay that most affected the poor. • In societies with social mobility as in societies with rigid social hierarchy, affluence can be a measure of social worth. For example: Despite the democratic nature of American government and society, those with greater wealth often have more power and influence in the political, social, and economic spheres of American life. The student will know: • A belief in the accessibility of the American Dream often results in a sense of American “exceptionalism” or the idea that the United States has a unique destiny. For example: The availability of land in the West led individuals to embrace the concept of America’s manifest destiny, encouraging expansionist and imperialistic policies. • The availability of social mobility can encourage the notion of the American Dream. For example: Hector St. John de Crevecoeur wrote in Letter III (“What is an American?”) of <i>Letters from an American Farmer</i>, “We have no princes, for whom we toil, starve, and bleed: we are the most perfect society now existing in the world. Here man is free; as he ought to be.”
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	Suggested Resources: - Library of Congress American Memory - “The Coolidge Era and the Consumer Economy”: http://memory.loc.gov/ammem/coolhtml/coolhome.html <i>The Anxieties of Affluence: Critiques of American Consumer Culture, 1939-1979</i> by Daniel Horowitz (ISBN: 978-1-55849-504-3) <i>American Exceptionalism: A Double-Edged Sword</i> by Seymour Martin Lipset (ISBN: 9780393316148); text available online at http://www.planethan.com/drupal/americanexceptionalism - UIC Levittown website: http://tigger.uic.edu/~pbhales/Levittown.html “America on the Move”: http://americanhistory.si.edu/onthemove/exhibition/exhibition_15_2.html - National Archives Exhibit on “A New Deal for the Arts”: http://www.archives.gov/exhibits/new_deal_for_the_arts/index.html#
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Culture	
Essential Standard: 12.C.2 Understand the role of conformity and individualism in American culture.	
Concept(s): individual rights, cooperation, national identity, change, patterns, continuity, society, culture, values and beliefs	
Clarifying Objectives	Unpacking What does this standard mean a student will understand, know and be able to do?
12.C.2.1 Explain how conformity and individuality have influenced American literature, philosophy and the arts.	The student will understand that: - Literature, philosophy, and the arts often reflect the point of view held by society at the time of their conception toward conformity and individualism. - Literature, philosophy, and the arts often reflect the point of view held by the society in which they are created toward conformity and individualism. For example: Following the American Revolution, artists like John Trumbull reflected a love of individualism that represented a reaction to the tyranny of British rule recently

	overthrown. In contrast, in the Cold War era, advertising and media (like <i>Leave it to Beaver</i>) suggested conformity was the best way individuals could support their nation in resisting the threat of communism. - Challenges to social norms may lead to an alteration of the norm. For example: Challenges to segregation in the 1950s and 1960s (such as lunch counter sit-ins) led to greater acceptance of African American equality later in the twentieth century. - Norms are often challenged by minority or underrepresented groups when those norms impede equality or understanding. For example: When Adlai Stevenson asserted that the women of Smith College best served their nation by supporting their husbands via the home in his 1955 Commencement Address (the norm), feminist writers like Betty Friedan (<i>The Feminine Mystique</i>), Alice Dunbar-Nelson (“I Sit and Sew”), and Sylvia Plath (<i>The Bell Jar</i>) challenged those assumptions. The student will know: - The criteria (e.g. format, style, tone, content) for identifying and delineating between literary, artistic, and philosophical works that uphold norms and those that challenge accepted beliefs. For example: Dr. Samuel Jennings’ <i>The Married Lady’s Companion</i> upheld traditional notions of women in the early American republic while Judith Sargent Murray challenged those ideas in “On the Equality of the Sexes.” For example: Levittowns of the 1950s established a homogeneous society in suburban American which Malvina Reynolds challenged with her song, “Little Boxes.” For example:
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	Mainstream America embraced nuclear armament in the face of a Soviet threat during the Cold War whereas Students for a Democratic Society (SDS) rejected nuclear weapons in their “Port Huron Statement.” Suggested Resources: • The Museum of Broadcast Communications Encyclopedia of Television: http://www.museum.tv/publicationssection.php?page=520 • National Gallery of Art - “John Trumbull”: http://www.nga.gov/cgi-bin/tbio?person=30800 • Adlai Stevenson’s 1955 Commencement Address at Smith College: http://www3.niu.edu/~td0raf1/history261/nov0502.htm • Chapter One of <i>The Feminine Mystique</i> by Betty Friedan: http://www.h-net.org/~hst203/documents/friedan1.html • “I Sit and Sew” by Alice Dunbar-Nelson: http://www.poetryfoundation.org/poem/237230 • <i>The Married Lady’s Companion</i> by Dr. Samuel Jennings: http://nationalhumanitiescenter.org/pds/livingrev/equality/text4/jennings.pdf • <i>On the Equality of the Sexes</i> by Judith Sargent Murray: http://digital.library.upenn.edu/women/murray/equality/equality.html • “Little Boxes” by Malvina Reynolds: http://people.wku.edu/charles.smith/MALVINA/mr094.htm • The “Port Huron Statement”: http://www2.iath.virginia.edu/sixties/HTML_docs/Resources/Primary/Manifestos/SDS_Port_Huron.html • NAACP 100 Years of History: http://www.naacp.org/pages/naacp-history
12.C.2.2 Evaluate the extent to which American support or criticism of conformity has influenced American literature, philosophy and the arts.	The student will understand that: • Literature, philosophy, and the arts often reflect the point of view held by society at the time of their conception toward conformity and individualism. • Literature, philosophy, and the arts often reflect the point of view held by the society in which they are created toward conformity and individualism.

	For example: Following the American Revolution, artists like John Trumbull reflected a love of individualism that represented a reaction to the tyranny of British rule recently overthrown. In contrast, in the Cold War era, advertising and media (like <i>Leave it to Beaver</i>) suggested conformity was the best way individuals could support their nation in resisting the threat of communism. - Challenges to social norms may lead to an alteration of the norm. For example: Challenges to segregation in the 1950s and 1960s (such as lunch counter sit-ins) led to greater acceptance of African American equality later in the twentieth century. - Norms are often challenged by minority or underrepresented groups when those norms impede equality or understanding. For example: When Adlai Stevenson asserted that the women of Smith College best served their nation by supporting their husbands via the home in his 1955 Commencement Address (the norm), feminist writers like Betty Friedan (<i>The Feminine Mystique</i>), Alice Dunbar-Nelson (“I Sit and Sew”), and Sylvia Plath (<i>The Bell Jar</i>) challenged those assumptions. The student will know: - The criteria (e.g. format, style, tone, content) for identifying and delineating between literary, artistic, and philosophical works that uphold norms and those that challenge accepted beliefs. For example: Dr. Samuel Jennings’ <i>The Married Lady’s Companion</i> upheld traditional notions of women in the early American republic while Judith Sargent Murray challenged those ideas in “On the Equality of the Sexes.” For example:
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	Levittowns of the 1950s established a homogeneous society in suburban American which Malvina Reynolds challenged with her song, “Little Boxes.” For example: Mainstream America embraced nuclear armament in the face of a Soviet threat during the Cold War whereas Students for a Democratic Society (SDS) rejected nuclear weapons in their “Port Huron Statement.” Suggested Resources: • The Museum of Broadcast Communications Encyclopedia of Television: http://www.museum.tv/publicationssection.php?page=520 • National Gallery of Art - “John Trumbull”: http://www.nga.gov/cgi-bin/tbio?person=30800 • Adlai Stevenson’s 1955 Commencement Address at Smith College: http://www3.niu.edu/~td0raf1/history261/nov0502.htm • Chapter One of <i>The Feminine Mystique</i> by Betty Friedan: http://www.h-net.org/~hst203/documents/friedan1.html • “I Sit and Sew” by Alice Dunbar-Nelson: http://www.poetryfoundation.org/poem/237230 • <i>The Married Lady’s Companion</i> by Dr. Samuel Jennings: http://nationalhumanitiescenter.org/pds/livingrev/equality/text4/jennings.pdf • <i>On the Equality of the Sexes</i> by Judith Sargent Murray: http://digital.library.upenn.edu/women/murray/equality/equality.html • “Little Boxes” by Malvina Reynolds: http://people.wku.edu/charles.smith/MALVINA/mr094.htm • The “Port Huron Statement”: http://www2.iath.virginia.edu/sixties/HTML_docs/Resources/Primary/Manifestos/SDS_Port_Huron.html • NAACP 100 Years of History: http://www.naacp.org/pages/naacp-history
12.C.2.3 Evaluate the extent to which individualism and the belief in the human capacity to solve	The student will understand that: • The value of individuality is frequently a defining feature of a society in which social mobility is possible.

problems has influenced American literature, philosophy, and the arts.	For example: The heroes of Horatio Alger’s popular rags to riches stories were portrayed as virtuous, hard-working, and independent individuals who parlayed those traits into social and economic success. • A belief in individual and national exceptionalism can increase confidence that problems can be solved. For example: A belief in millennialism and America’s role in that notion led to the founding of utopian communities across the United States during the early 1800s. For example: Examples of American innovation (e.g. Thomas Edison’s inventions, skyscrapers, and space travel) suggest beliefs of American exceptionalism fostered more successful attempts to solve problems using technology. The student will know: • The criteria (e.g. content, form, style, etc) for evaluation of the influence of individualism on American literature, philosophy, and the arts. Suggested Resources: • The Horatio Alger Society’s Archive of Alger’s Works: http://www.thehoratioalgersociety.org/01_fullbooks/index.html • Herbert Hoover’s “American Individualism” speech: http://www.hooverassociation.org/hoover/americanindv/american_individualism_chapter.php • “The Value Patterns of Democracy” by Seymour Martin Lipset: http://www.planethan.com/drupal/sites/default/files/valuepatternsofdemocracy.pdf
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Culture

Essential Standard:

12.C.3 Understand how poverty, affluence, and the “American Dream” have influenced American culture.

Concept(s): culture, needs/wants, scarcity, resources, standard of living, values and beliefs, national identity, conflict, change, power

Clarifying Objectives

Unpacking

What does this standard mean a student will understand, know and be able to do?

12.C.3.1 Compare multiple perspectives of the “American Dream” using examples of American literature, philosophy, and the arts.

The student will understand that:

- An individual’s ability to access or achieve success often depends on their background.

For example:

African Americans were denied equal educational opportunities prior to *Brown v. Board of Education* and other subsequent achievements of the Civil Rights Movement, causing inequities that prevented them from achieving the socio-economic goals associated with the American Dream.

- Literature, philosophy, and the arts often provide a lens to perspectives regarding success.

For example:

The notion of the American Dream depicted in Grant Wood’s painting *American Gothic* contrasts sharply with that conveyed in Edward Hicks’ *Peaceable Kingdom*.

The student will know:

- Definitions of the “American Dream” and how they change over time.
- Definitions of the “American Dream” vary based on cultural background.
- The elements of individual background that influence access to success include socio-economic status, ethnic, cultural, and/or gender identity, and/or educational opportunity.
- The elements of individual background that influence definitions of success include socio-economic status, ethnic, cultural, and/or gender identity, and/or educational

	opportunity. For example: The definition of the “American Dream” articulated in <i>A Raisin in the Sun</i> by Lorraine Hansberry differs from that expressed by “The Donna Reed Show.” Suggested Resources: • Library of Congress Teachers Resources for the American Dream: http://www.loc.gov/teachers/classroommaterials/lessons/american-dream/ • Classic TV episodes: http://classic-tv.com/ • “Rethinking the American Dream” by David Camp: http://www.vanityfair.com/culture/features/2009/04/american-dream200904
12.C.3.2 Distinguish the “American Dream” as an idealistic or pragmatic philosophy.	The student will understand: • Individuals may view ability to achieve success differently. • An individuals’ ability to access or achieve success often depends on their background. For example: African Americans were denied equal educational opportunities prior to <i>Brown v. Board of Education</i> and other subsequent achievements of the Civil Rights Movement, causing inequities that prevented them from achieving the socio-economic goals associated with the American Dream. For example: Andrew Carnegie’s view of social inequality in “The Gospel of Wealth” differs from that expressed in Toni Cade Bambara’s short story “The Lesson.” For example: The rags to riches stories depicted in Horatio Alger’s works were lauded as a model of the American Dream during the late nineteenth century yet while the popularity of his works perpetuated belief in that dream, the activities of so-called “robber barons”

	of the Gilded Age prevented most from achieving it. The disillusionment of immigrants depicted in Upton Sinclair’s <i>The Jungle</i> depicts this difference. Students will know: • An individual’s view on the pragmatism or idealism of the “American Dream” depends on their background. • The elements of individual background that influence access to the “American Dream” include socio-economic status, ethnic, cultural, and/or gender identity, and/or educational opportunity. Suggested Resources: • “Wealth” from <i>The North American Review</i> by Andrew Carnegie: http://www.swarthmore.edu/SocSci/rbannis1/AIH19th/Carnegie.html • <i>The Jungle</i> by Upton Sinclair: http://xroads.virginia.edu/~hyper/SINCLAIR/ch05.html • “The Lesson” by Toni Cade Bambara: http://cai.ucdavis.edu/gender/thelesson.html • Library of Congress Teachers Resources for the American Dream: http://www.loc.gov/teachers/classroommaterials/lessons/american-dream/ • “Rethinking the American Dream” by David Camp: http://www.vanityfair.com/culture/features/2009/04/american-dream200904
12.C.3.3 Evaluate “universal prosperity” as a Utopian ideal founded in the “American Dream.”	The student will understand that: • Immigrants often have the expectation of a better life in a new land. For example: Chinese immigrant Lee Chew believed that by immigrating to America he would gain wealth. • Prosperity can be an integral part of utopian ideals. For example: Fourierists of the early nineteenth century formed communes or phalanxes in pursuit

	of a utopia based on egalitarian economic principles. - The notion of “universal prosperity” can be associated with the possibility of social mobility and the availability of resources. For example: Migrants flooded California due to “Gold Fever” upon discovery of gold in Sutter’s Mill (1849 California Gold Rush) with the expectation of getting rich quickly. The student will know: - The definition of utopia and examples of utopian efforts in American society. - The influence of the capitalist system on the ability to achieve universal prosperity and/or the “American Dream.” For example: Social Darwinists believed the poor should not be assisted because of their inability to thrive in the capitalist system. Suggested Resources: - Lee Chew’s “Biography of a Chinaman”: http://historymatters.gmu.edu/d/41/ - Ellis Island Resources for Teachers: http://www.nps.gov/elis/forteachers/materials-for-9th-grade-through-12th-grade.htm - Museum of the City of San Francisco - California Gold Rush: http://www.sfmuseum.org/hist1/index0.1.html#gold - Social Darwinism: http://www.pbs.org/wgbh/evolution/darwin/nameof/ - Yale University, “America and the Utopian Dream”: http://beinecke.library.yale.edu/utopia/utopcom.html
12.C.3.4 Evaluate the extent to which poverty, affluence and the American dream have affected literature, philosophy, and the arts.	The student will understand that: Socio-economic status and aspiration can influence literary, philosophical, and artistic movements.

	For example: Martin Luther King’s speech 1967 “Where Do We Go From Here?” suggests socio-economic inequality is the next hurdle to be faced by the African American Civil Rights Movement. • Literary, philosophical, and artistic movements often challenge the importance of socio-economic status. For example: Walt Whitman eschews status in “Song of Myself” saying, Of every hue and caste am I, of every rank and religion, A farmer, mechanic, artist, gentleman, sailor, quaker, Prisoner, fancy-man, rowdy, lawyer, physician, priest. (Stanza 16) The student will know: • Frequency, economic circumstance, social response to economic change have influenced literature, philosophy, and the arts. For example: John Steinbeck’s <i>The Grapes of Wrath</i> reflects the economic hardships agricultural families experienced during the Great Depression. Suggested Resources: • Martin Luther King’s speech “Where Do We Go From Here?”: www-personal.umich.edu/~gmarkus/MLK_WhereDoWeGo.pdf
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Culture
Essential Standard: 12.C.4 Understand how American culture has sought to balance individual rights with the common good. Concept(s): individual rights, leadership, revolution, cooperation, conflict, patterns, change, political system, political action, values and beliefs, society

Clarifying Objectives	Unpacking What does this standard mean a student will understand, know and be able to do?
12.C.4.1 Deconstruct the concepts of freedom, equality, and justice in American literature, philosophy and the arts.	The student will understand that: - Literature, philosophy, and the arts can provide varying perspectives on freedom, justice, and equality. For example: Ralph Ellison’s <i>Invisible Man</i> suggests that freedom, justice, and equality are not universal and access to these rights can be limited by prejudice. In contrast, Hector St. John de Crevecoeur envisioned an America in which social mobility is available to everyone in his <i>Letters from an American Farmer</i>. The student will know: - How and to what extent freedom, equality, and justice are represented in American literature, philosophy, and the arts. Suggested Resources: <i>Letters from an American Farmer</i> (Letter III) by Hector St. John de Crevecoeur: http://xroads.virginia.edu/~hyper/CREV/letter03.html - Women’s Movement History: http://www.legacy98.org/move-hist.html - Chicano Movement History: http://www.albany.edu/jmmh/vol3/chicano/chicano.html - Library of Congress Civil Rights Movement History: http://lcweb2.loc.gov/ammem/aaohhtml/exhibit/aopart9.html - American Indian Movement: http://www.aimovement.org/index.html
12.C.4.2 Explain how discrepancies in freedom, equality and justice influenced American literature, philosophy and the arts.	The student will understand that: Literature, philosophy, and the arts can provide varying perspectives on freedom, justice, and equality. For example: Ralph Ellison’s <i>Invisible Man</i> suggests that freedom, justice, and equality are not universal and access to these rights can be limited by prejudice. In contrast, Hector St. John de Crevecoeur envisioned an America in which social mobility is available to

	everyone in his <i>Letters from an American Farmer</i>. For example: A belief in the need to affirm dignity in African American identity led Langston Hughes to write “Harlem.” The student will know: • How and to what extent freedom, equality, and justice are represented in American literature, philosophy, and the arts. Suggested Resources: • <i>Letters from an American Farmer</i> (Letter III) by Hector St. John de Crevecoeur: http://xroads.virginia.edu/~hyper/CREV/letter03.html • Women’s Movement History: http://www.legacy98.org/move-hist.html • Chicano Movement History: http://www.albany.edu/jmmh/vol3/chicano/chicano.html • Library of Congress Civil Rights Movement History: http://lcweb2.loc.gov/ammem/aaohhtml/exhibit/aopart9.html • American Indian Movement: http://www.aimovement.org/index.html • “Harlem” by Langston Hughes: http://www.poetryfoundation.org/poem/175884
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Culture	
Essential Standard: 12.C.5 Understand how conflict and consensus influences American culture.	
Concept(s): Conflict, Culture, Cooperation	
Clarifying Objectives	Unpacking What does this standard mean a student will understand, know and be able to do?
12.C.5.1 Analyze the relationship between conflict and consensus in American literature, philosophy,	The student will understand that: • Social conflict and consensus may be reflected in cultural art forms. • Conflict may result in consensus.

and the arts.	• Uncertainty about a society’s values and beliefs may be expressed in cultural art forms. For example: Andy Warhol’s use of commercial images in his art was a critique of consumerism. For example: World War II propaganda posters appealed to patriotic principles held in common. The student will know: • Consensus is not always achievable. • There are multiple types of conflict which include man v. man, man v. humanity, man v. nature like military, diplomatic, and economic conflicts. Suggested Resources: • World War II propaganda posters: http://www.teacheroz.com/WWIIpropaganda.htm • Smithsonian Institute, “The Price of War”: http://americanhistory.si.edu/militaryhistory/ • Embodied Presidents: http://www.dlt.ncssm.edu/presidents/index.htm
12.C.5.2 Explain the impact of American slavery on American culture.	The student will understand that: • Conquest of one group over another may impact culture. • Denial of individual rights can be a result of cultural values and beliefs. • Conflict over the denial of human rights can impact literature, philosophy, and the arts. For example: Uncle Tom shows featuring black face performers were a legacy of the racism inherent to slavery. The student will know: • Importation of slaves resulted in the blending of cultures (creolization).

	For example: The Gullah language resulted from the interaction between various West African slaves on South Carolina rice plantations. • The legacy of slavery is important to African American identity. • Religion has been used to defend and condemn slavery. For example: Harriet Beecher Stowe’s religious fostered her abolitionism while the biblical story of Ham was used by many southern plantation owners to defend their ownership of slaves. • Disagreements over the institution of slavery have caused conflict. Suggested Resources: • <i>Uncle Tom’s Cabin</i> by Harriet Beecher Stowe: http://etext.lib.virginia.edu/toc/modeng/public/StoCabi.html • History of Slavery in America: http://www.slaveryinamerica.org/ • National Humanities Center, “The Making of African American Identity, Vol. I”: http://nationalhumanitiescenter.org/pds/maai/index.htm • National Humanities Center, “The Making of African American Identity, Vol. II”: http://nationalhumanitiescenter.org/pds/maai2/index.htm • Gullah Language: http://yale.edu/glc/gullah/index.htm
12.C.5.3 Analyze the relationship between warfare and American culture.	The student will understand that: • A country’s participation in warfare often impacts its belief system. • Warfare may alter culture. • Perspectives of war may be expressed via literature, philosophy, and the arts.

	For example: Writers of the Lost Generation of the 1920s responded to the terrors of World War I in their works. • War can create divisions in society. For example: Americans disagreements over the Vietnam War resulted in the development of conflicting parties such as the Doves and the Hawks. The student will know: • How and to what extent Anti-War Movements have changed from World War I- the War on Terror. • How and to what extent wars have altered the lives and social perceptions of minority groups. • How American participation in war has impacted technology. • How and to what extent American participation in war has altered the American economy Suggested Resources: • Vietnam War Era Social Movements: http://www.english.illinois.edu/maps/vietnam/antiwar.html • WWI and WWII Propaganda Posters: http://www.propagandaposters.us/ • WWI “America First” Movement: http://bobrowen.com/nymas/americafirst.html • Smithsonian Institute, “The Price of Freedom”: http://americanhistory.si.edu/militaryhistory/ • Photographs of the Civil War by Mathew Brady: http://www.archives.gov/education/lessons/brady-photos/
12.C.5.4 Analyze American societal perceptions of women.	The student will understand that: • Groups distinguish themselves from each other through values, beliefs, and practices.

	• Roles in society can be influenced by culture. • Economic circumstances affect gender roles. For example: The American Industrial Revolution caused the shift from the role republican motherhood to the cult of domesticity. The student will know: • How and to what extent the roles and identities of women have changed over time. • How women have affected social change and perceptions of women. For example: The National Woman’s Party used radical tactics to call for a constitutional amendment for women’s suffrage. • How portrayals of women in literature, the arts, and media have reflected change and been catalysts for change. For example: The television show <i>Murphy Brown</i> featured a successful unwed mother. Suggested Resources: • National Women’s History Project: http://nwhp.org/resourcecenter/index.php • Women of the West Museum: http://theautry.org/explore/exhibits/suffrage/index.html • Online resource for excerpts from <i>Godey’s Lady’s Book</i>: http://www.history.rochester.edu/godeys/ • National Women’s Institute: http://www.nwsa.org/ • Women’s History: http://www.history.com/topics/womens-history-month • Women in Public Life: http://investigatinghistory.ashp.cuny.edu/m8.html
12.C.5.5 Explain how social movements on behalf of civil rights	The student will understand that: • Social movements may use literature, philosophy, and the arts to publicize their

and reform have influenced American culture.	views. • Reform movements can call for the expansion or contraction of the rights of citizens. • Revolution may occur within society. For example: The Social Gospel movement called for a return to prior values. For example: The Feminist movement called for greater equality for women. The student will know: • How and why reform movements have evolved in United States history. • How and to what extent the involvement in reform movement has evolved changed for minorities. • How and to what extent reform movements have succeeded. Suggested Resources: • The Malcolm X Project at Columbia University: http://www.columbia.edu/cu/ccbh/mxp/archival.html • Fannie Lou Hamer’s Testimony at the 1964 Democratic National Convention: http://www.hulu.com/watch/60261/a-celebration-of-womens-history-fannie-lou-hamers-testimony-at-the-1964-democratic-convention • America Rhetoric: http://www.americanrhetoric.com/ • History of Civil Rights Movement: http://www.watson.org/~lisa/blackhistory/civilrights-55-65/index.html • Progressive Movement: http://www.nebraskastudies.org/0700/frameset.html
12.C.5.6 Evaluate the extent to which conflict and consensus have shaped American literature, philosophy, and the arts.	The student will understand that: • Social conflict and consensus may be reflected in cultural art forms. • Conflict may result in consensus. • Uncertainty about a society’s values and beliefs may be expressed in cultural art forms. For example: Andy Warhol’s use of commercial images in his art was a critique of consumerism.

	For example: World War II propaganda posters appealed to patriotic principles held in common. The student will know: • Consensus is not always achievable. • There are multiple types of conflict which include man v. man, man v. humanity, man v. nature like military, diplomatic, and economic conflicts. Suggested Resources: • World War II propaganda posters: http://www.teacheroz.com/WWIIpropaganda.htm • Smithsonian Institute, “The Price of War”: http://americanhistory.si.edu/militaryhistory/ • Vietnam War Era Social Movements: http://www.english.illinois.edu/maps/vietnam/antiwar.html • WWI and WWII Propaganda Posters: http://www.propagandaposters.us/ • WWI “America First” Movement: http://bobrowen.com/nymas/americafirst.html • Smithsonian Institute, “The Price of Freedom”: http://americanhistory.si.edu/militaryhistory/ • Photographs of the Civil War by Mathew Brady: http://www.archives.gov/education/lessons/brady-photos/
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Culture	
Essential Standard: 12.C.6 Understand how human interaction with land and nature has impacted American culture. Concept(s): Settlement Patterns, Geographic Patterns, Migration	
Clarifying Objectives	Unpacking What does this standard mean a student will understand, know and be able to do?
12.C.6.1 Explain how human	The student will understand that:

interaction with land and nature impacted the development of literature, philosophy, and the arts.	• Humans’ interaction with the environment may impact culture. • Some expressions of culture may celebrate nature while others may vilify it. For example: Transcendentalists celebrated nature while Jack London’s works highlighted the conflict between man and nature. The student will know: • How natural disasters in America (e.g. Galveston hurricane of 1900, San Francisco Earthquake of 1906. Johnstown Flood of 1889, Hurricane Katrina) have influenced literature, philosophy, and the arts. • How the availability of natural resources and the frontier affected expressions of cultural identity. For example: Frederick Jackson Turner’s thesis suggests the ability to migrate to the frontier and use available resources helped to form the American identity. Suggested Resources: • Resources for 1900 Galveston hurricane: http://www.1900storm.com/ • NOAA History (includes history of American storms/natural disasters): http://www.history.noaa.gov/index.html • Teaching the Levees: http://www.teachingthelevees.org/?page_id=10 • Natural Disasters in US History: http://www.bt.cdc.gov/disasters/ • Jack London’s Works: http://london.sonoma.edu/ • Frederick Jackson Turner: http://www.library.csi.cuny.edu/dept/history/lavender/frontier.html
12.C.6.2 Distinguish nature as a useful resource for humanity or an uncontrollable element.	The student will understand that: • Choices made when interacting with the environment may determine a civilization’s ability to survive and succeed. • Humans’ ability to control environment can determine how they live in it.

	For example: The Donner Party was overwhelmed by their environment and forced to resort to cannibalism. The student will know: • How and why Natural Disasters in America have created political, economic, and social change (e.g. Galveston hurricane of 1900, San Francisco Earthquake of 1906. Johnstown Flood of 1889, Hurricane Katrina) • How discoveries of natural resources have impacted human migration (e.g. Gold Rush, Silver Rush, Oil) • How legislation has impacted human with natural resources. (e.g. Theodore Roosevelt and Square deal, development of national park system, “Green” Laws) For example: Environmental laws of the EPA have prevented companies from excessive use of natural resources. Suggested Resources: • National Humanities Center “Nature Transformed” Teacher Toolbox: http://nationalhumanitiescenter.org/tserve/nattrans/nattrans.htm • Nature and the American Identity: http://xroads.virginia.edu/~cap/nature/cap2.html
12.C.6.3 Explain how movement on the American frontier influenced artistic expression and philosophical thought within the United States.	The student will understand that: • Human migration may alter the development of culture. • The effects of human migration may be reflected in cultural art forms. For example: “American Progress” by John Gast demonstrates the value of manifest destiny. The student will know: • The expansion and exploration of the American frontier has been reflected in literature,

	philosophy, and the arts. • How interactions with Native Americans influenced perceptions of the American West. (e.g. <i>Bury my Heart at Wounded Knee</i>, <i>Century of Dishonor</i>, Chief Joseph Speech) • How depictions and perceptions of the American frontier have changed over time. For example: James Fenimore Cooper depicts the frontier as an area to be tamed whereas John Steinbeck depicts the Dust Bowl as an uncontrollable natural event in <i>The Grapes of Wrath</i>. Suggested Resources: • Native American Nations: http://www.nanations.com/ • American Frontier: http://www.cam.k12.il.us/hs/teachers/bresnana/amfront.htm • Frontier Lesson Plans: http://www.discoveryeducation.com/teachers/free-lesson-plans/american-frontiers.cfm • Frontier Museum: http://www.frontiermuseum.org/
12.C.6.4 Analyze the relationship between regionalism and cultural development.	The student will understand that: • Human settlement patterns may impact society’s values and beliefs. • Identity may be connected to an individual’s location and environment. For example: Women in the American West were offered suffrage first because they played an integral role in the survival of the family. The student will know: • How environmental and economic factors have led to the creation of different societies. • The role migration of populations played in the development of regional cultures (e.g. Great Migrations, New Orleans Jazz, Harlem Renaissance) • How and to what extent regional culture is represented in literature (e.g. Mark Twain, Nathaniel Hawthorne, John Steinbeck)

	Suggested Resources: • Harlem Renaissance: http://www.biography.com/tv/classroom/harlem-renaissance • Harlem Renaissance Poets: http://www.poets.org/viewmedia.php/prmMID/5657 • Harlem Renaissance Resources: http://www.loc.gov/rr/program/bib/harlem/harlem.html • American South “Regionalism”: http://docsouth.unc.edu/southlit/regionalism.html • Depression Era Regionalism: http://xroads.virginia.edu/~ma98/haven/wood/depreg.html
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Culture	
Essential Standard: 12.C.7 Understand the relationship between industrialization, urbanization and American culture.	
Concept(s): Culture, Civilization, Values and Beliefs, Migration, Settlement	
Clarifying Objectives	Unpacking What does this standard mean a student will understand, know and be able to do?
12.C.7.1 Explain how industrialization and urbanization impacted the development of American literature, philosophy, the arts.	The student will understand that: • Changes in economic development may be reflected in literature, philosophy, and the arts. • Economic development may alter an individual’s beliefs and lifestyle. For example: The development of the textile industry led to the employment of women in factories (e.g. Lowell System) The student will know: • How industrialization led to the creation of new philosophies (e.g. Social Darwinism, Gospel of Wealth, Share our Wealth, “Acres of Diamonds” by Russell Conwell) • To what extent the positive and negative effects of industrialization are reflected in literature of the time period (e.g. Horatio Alger’s <i>Ragged Dick</i>, “Acres of Diamonds” by Russell Conwell)

	For example: Upton Sinclair’s novel <i>The Jungle</i> reflects the challenges made to industrialization by labor unions. • The extent literary responses industrialization and urbanization caused social and political change. For example: <i>How the Other Half Lives</i> by Jacob Riis led to urban housing reform. Suggested Resources: • <i>How the Other Half Lives</i>: http://www.bartleby.com/208/ • <i>Ragged Dick</i>: http://etext.virginia.edu/toc/modeng/public/AlgRagg.html • “Acres of Diamonds”: http://www.americanrhetoric.com/speeches/rconwellacresofdiamonds.htm • Social Darwinism: http://www.fordham.edu/halsall/mod/spencer-darwin.asp • Industrial Age Lesson Plans: http://hti.osu.edu/history-lesson-plans/european-history/industrial-revolution
12.C.7.2 Analyze the relationship between urban immigration, migration and American culture.	The student will understand that: • Migration may alter culture. • Migration may allow for more interaction among diverse peoples. • Urban immigration and migration may result in the blending of cultures, thus creating a new national identity. The student will know: • The movement of peoples is result of different “push/pull” factors. (e.g. Great Migration, move from Sunbelt, Rustbelt, Gold Rush, Underground Railroad, move from cities to suburbs). • The movement of people is both the cause and can cause tension and conflict. (e.g. Red Scare, Nativism, Know-Nothing Party, Segregation, Sacco and Vanzetti, McCarthyism, Rosenbergs)

	For example: The Great Migration of African Americans from the South to northern cities was the direct result of Jim Crow laws and the intimidation of white supremacist groups. For example: The immigration of eastern Europeans to urban areas in the Northeast resulted in the creation of nativist groups. Suggested Resources: • GothamEd, Teaching New York City History K-12: http://www.gothamed.org/ • Supreme Court and Nativism: http://www2.davidson.edu/academics/acad_depts/rusk/prima/Vol3Issue1/Nativism.htm • Urban Immigration Lessons: http://us.history.wisc.edu/hist102/lectures/lecture08.html
12.C.7.3 Evaluate the extent to which industrialization and urbanization have defined American culture.	The student will understand that: • Changes in economic development may be reflected in literature, philosophy, and the arts. • Economic development may alter an individual's beliefs and lifestyle. For example: The development of the textile industry led to the employment of women in factories (e.g. Lowell System) The student will know: • How and to what extent industrialization altered legislation (e.g. 19th Amendment, Pure Food and Drug Act, Interstate Commerce Act) • How and to what extent competition among industrialists led to new technology (e.g. Bessemer Process, Skyscrapers, Electricity, Street Cars, Drake process) • Industrialization altered American social structure. For example:

	The rise of a national economy in the late nineteenth century allowed Robber Barons to claim a large share of national wealth. • How and to what extent industrialization led to the creation of major cities. • How and to what extent the changes in population affected political power. For example: Boss Tweed and Tammany Hall (political machine) derived their power from control of the votes of Irish immigrants. Suggested Resources: • Tammany Hall: http://www.albany.edu/~dkw42/tweed.html • Digital History and Boss Tweed: http://www.digitalhistory.uh.edu/database/article_display.cfm?HHID=211 • Robber Barons Lesson Plans: http://edsitement.neh.gov/lesson-plan/industrial-age-america-robber-barons-and-captains-industry
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Culture	
Essential Standard: 12.C.8 Understand the relationship between innovation and American culture.	
Concept(s): Culture, Values and Beliefs	
Clarifying Objectives	Unpacking What does this standard mean a student will understand, know and be able to do?
12.C.8.1 Explain how innovations in technology, transportation and communication influenced American literature, philosophy, and the arts.	The student will understand that: • Innovations in technology may facilitate change in literature, philosophy, and the arts. For example: 1984 by George Orwell reflects a fear of unrestricted technological influence. The student will know:

	• Improved transportation and communication methods can increase access to culture. • Technology can create new means of cultural expression. For example: The development of photography created a new artistic medium. Suggested Resources: • Resources for 1893 Columbian Exposition (Chicago World’s Fair): http://xroads.virginia.edu/~MA96/WCE/title.html • Resources for the 1913 Armory Show: http://xroads.virginia.edu/~MUSEUM/Armory/armoryshow.html
12.C.8.2 Analyze various genres of American music, in terms of origins, development, cultural effects and distribution through radio and television.	The student will understand that: • Music can reflect cultural change. • Development of music may be affected by the movement and interactions of people. • New musical genres often represent the values of younger generations. • Technological change can cultivate nationally popular music versus regional music. The student will know: • The origins, development, and cultural effects of a variety of American music genres which may include ragtime, jazz, bluegrass, rock and roll, and hip hop. • How the innovation of radio, television, and the Internet have influenced American consumption of music. For example: The availability of free music downloading has changed the music industry. • How technological innovations have altered the creation of music. Suggested Resources: • General History of Music: http://www.digitalhistory.uh.edu/audio/music.cfm • American History through Music: http://www.voicesacrosstime.org/

12.C.8.3 Analyze the development of popular culture in terms of psychology, advertising, and consumerism.	The student will understand that: • The creation of a popular culture may be dependent on the existence of widely circulated media. • Advertising may appeal to aspects of human psychology. For example: Advertisers set standards of beauty by establishing what is desirable. • Advertising may increase consumerism. For example: The post World War II baby boom resulted in the creation of the marketing of products to youths (e.g. Hula Hoop). The student will know: • The influence of advertising has changed over time. • The media used by advertisers has changed over time. • Advertising reflects and creates elements of culture. Suggested Resources: • Magazine Archive: http://www.oldmagazinearticles.com/ • Duke University “Emergence of Advertising in America, 1850-1920” Digital Collection: http://library.duke.edu/digitalcollections/ea/
12. C. 8.4 Evaluate mediums of popular culture, such as music, television, photographs, and movies, in terms of historical context and accuracy.	The student will understand that: • Expressions of popular culture may reflect their historical context. • Popular culture may not accurately represent the society from which it comes. For example: <i>Leave it to Beaver</i> did not necessarily reflect the reality of the American family in the 1950s. The student will know:

	• Popular culture reflects changing cultural attitudes. For example: Increased representation of diverse ethnic groups on primetime television has coincided with the growth of a more inclusive society. Suggested Resources: • Classic TV: http://classic-tv.com/ • Classic American films: http://www.hope.edu/academic/english/pannapacker/fysindex.htm • Oral History of American Music, Yale University: http://www.library.yale.edu/about/departments/oham/ • American Popular Song, A Brief History: http://historymatters.gmu.edu/mse/songs/amsong.html • History and Popular Culture: http://www.authentichistory.com/
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