



North Carolina Department of Public Instruction

INSTRUCTIONAL SUPPORT TOOLS

FOR ACHIEVING NEW STANDARDS

This document is designed to assist North Carolina educators in effective instruction of the new Common Core State and/or North Carolina Essential Standards (Standard Course of Study) in order to increase student achievement. NCDPI staff are continually updating and improving instructional tools to better serve teachers.

Essential Standards: Turning Points in American History • Unpacked Content

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

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/>

Note on Numbering: **H**–History

History

Essential Standard:

12.H.1Analyze various turning points in American history in terms of their development and implications.

Concept(s):

turning points, change, ideology, conquest, conflict, leadership, imperialism, war, colonialism, identity, cooperation, humanity,

Clarifying Objectives

12.H.1.1 Analyze specific turning points in terms of multiple causation.

Unpacking

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

The student will understand that:

- Multiple causality often affects the development and implications of turning points.
- A broad range of variables may interact to produce significant change.
- Pivotal historical moments are often directed by a myriad of influences.

For example:

Many factors combined to create the atmosphere of fear that contributed to the unfolding of the Salem witch trials.

Public interest in civil rights and the status of freed people waned in the 1870s as many Americans became more concerned about the problems of political corruption and economic depression.

President Franklin D. Roosevelt's New Deal coalition led to the Democratic Party's domination of politics from the 1930s through the 1960s through support of various interest groups.

The student will know:

- Causes and effects of various turning points.
- Causality is a perspective in the study of historiography.
- Historians investigate a variety of causes to analyze historical turning points.
- The difference between long-term and immediate causes of historical turning points.

	For example: The Civil War cannot be taught in isolation from the Mexican War, the U.S. quest for expansion and spreading the Anglo Saxon culture. During the late 19th century, the U.S. became a beacon of hope and opportunity for immigrants arriving from Asia, southern and eastern Europe to seek employment and improved livelihoods. <i>Note: Teaching resources and a list of suggested turning points to study are provided at the end of this document.</i>
12.H.1.2 Analyze specific turning points in terms of the interaction between people, places, and time.	The student will understand that: • Geography may shape history. • Technological developments may trigger historical change. • There is a reason for when turning points occur. • Many factors influence the chronological timing of historical turning points. For example: The civil rights movement surged in the 1950s and 1960s and not in other decades for a variety of reasons. Many factors combined to contribute to the growth of the civil rights movement in the 1950s and 1960s (e.g., returning veterans perceptions of freedom and liberty, the effort to win hearts and minds of people around the world during the Cold War, modern television coverage of protests, etc.). Eli Whitney’s cotton gin reinvigorated slavery and contributed to the rise of King Cotton. The rise of the cotton kingdom also produced competition for land and contributed to federal removal policies. 1968 can be viewed as a watershed year in American history with political and social chaos (e.g., the assassinations of Martin L. King, Robert F. Kennedy, the unpopularity of the Vietnam conflict, civil unrest, the development of factions in the Democratic Party which played out at the National Democratic Convention, and incumbent President Lyndon Johnson’s refusal to seek reelection).

	The student will know: • Specific turning points viewed by contemporary historians may differ from past historians. • Specific turning points will be judged differently by those who write from first-hand accounts. • Geography influenced the colonial settlement, political trends, and sectionalism that contribute to turning points throughout American history. • Technological developments over time have contributed to turning points in American History. For example: The expanding role of the federal government in the lives of Americans after the Great Depression and the implementation of New Deal measures was a necessity for the era with millions unemployed. President Franklin D. Roosevelt’s New Deal coalition successfully united the diverse interests of rural southern farmers and urban industrial workers. New technologies and urbanization trends contributed to the rising status of women at the turn of the twentieth century (ex. telephone, typewriter, employment as social workers, etc). The song “Hound Dog” performed by Elvis Presley on the Ed Sullivan Show can be considered a turning point for Rock and Roll music. The Ed Sullivan show was viewed by millions and Presley’s fan base grew as a result of his appearance. However, the original artist and recording did not get the opportunity as Presley due to the Jim Crow era of the South
12.H.1.3 Analyze specific turning points in terms of motives, beliefs, interests, hopes, fears and their consequences.	The student will understand that: • Turning points in history often precipitate change by those affected. • Cultural differences often lead to misunderstandings, distrust, discrimination and war. • Multiple perspectives can provide a broader understanding of turning points in terms of motives, interests, beliefs and consequences.

For example:

September 11 is a turning point in American history because personal freedoms can no longer be taken for granted.

Roanoke Island, Jamestown Settlement, and conflict with American Indians as settlers moved west.

The phenomenon of witchcraft demonstrates the complexity of the fabric of 17th century New England society.

The fall of the Berlin Wall and September 11 terrorist attacks profoundly impact the way Americans view themselves and the world in which we live.

The student will know:

- How turning points shaped the identity of the country.
- Motives and consequences of specific turning points.
- How specific turning points affected those involved from multiple perspectives.
- Turning points are driven by a variety of motives and interests
- The drive to achieve the American Dream has contributed to turning points in American history.

For example:

The Chicago World's Fair displayed the United States as an expanding industrial nation during the late 19th century.

The role of Freedom Summer and ending disenfranchisement for many African Americans in the South. A generation of youth was motivated by their beliefs to lead voting rights drives in the historical quest to secure universal suffrage for all American citizens.

An anti-suffrage movement opposed ratification of the 19th amendment on the grounds female participation in the political sphere would undermine the traditional family unit.

12.H.1.4 Analyze turning points using multiple perspectives of various individuals and groups.	The student will understand that: • Multiple perspectives can deepen understanding of key turning points in history. • Multiple perspectives of turning points are often influenced by historical interpretation of individuals and groups. • People may use different methods even when they act to promote the same social reform. For example: Individuals and groups employed a variety of strategies to achieve women’s suffrage and civil rights (e.g. Dr. King, Stokely Carmichael, and Malcolm X’s view on civil rights or Alice Paul and Carrie Chapman Catt’s perspective on female suffrage). Studying the September 11 hijackers and our opponents in the Iraq conflict will help students understand how Americans are perceived in different parts of the Middle East. President Franklin D. Roosevelt’s New Deal coalition included a diverse group of supporters (southern farmers, northern factory workers, etc.). The student will know: • An individual or group’s background may influence how historical turning points are viewed or interpreted. • Narratives can provide a variety of viewpoints on specific turning points. • Individuals and groups may view causes and effects of turning points differently. • Historians use a variety of sources to convey theories on turning points. • Primary sources of turning points will usually provide accuracy without bias. For example: Federalist and Democratic-Republican newspaper accounts of the Election of 1800 will differ. Whig congressman Abraham Lincoln disagreed with President James K. Polk’s assertion that Mexico “invaded our territory and shed American blood upon the American soil.”
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	William Lloyd Garrison and a 19th century planter would view Nat Turner's rebellion differently.
12.H.1.5 Evaluate the extent to which economic, social, cultural and political factors of specific turning points impact the historical narrative of the United States.	The student will understand that: • Historical turning points can occur within the context of sweeping social change. • Historical turning points may influence the trajectory of history differently. • Contrasting ideologies can lead to conquest even if unintended and change history. • Historical narratives are often shaped by biased perspectives. For example: Documents A-H examines Eli Whitney's cotton gin invention from a social, economic, cultural and political viewpoint using a variety of perspectives. The cotton gin led to the South's dependency on cotton, slavery and ultimately civil war to test the supremacy of the federal government and states' rights. The southwest and west coast landscape might look different today without wars fought with Mexico for U.S.expansion. The student will know: • Certain turning points in American history have profoundly impacted the nation's economic development. • Some turning points have produced significant social and cultural change. • Important turning point events have shaped the development of the two-party political system over time. • Turning points often produce a combination of economic, social, cultural and political transformations. For example: Eli Whitney's cotton gin invention triggered significant social, economic, cultural and political changes.

	Did the 19th amendment permanently alter the cultural, social and political status of American women? The assassination of President William McKinley significantly altered the Republican party's political agenda.
12.H.1.6 Analyze the historical narrative of various turning points using the ideas of "historical contingency" and "historical inevitability".	The student will understand that: • History may unfold accidentally or intentionally. • Historical turning points sometimes occur without warning. • Specific decisions or policies may shape historical turning points. • Significant change often involves a struggle against the status quo. • Turning point events sometimes develop despite the strongest of human efforts. • Some forces are too powerful for an individual or group to encourage, inhibit, or otherwise control. • Historical turning points are sometimes triggered by only a few key decisions, policies, or variables. For example: Imperial policies might have been crafted differently to prevent the colonial decision to secede from the British Empire. The economic interests and geographic separation of the colonists from mother Britain contributed to the inevitability of the American Revolution. The geographic differences between North and South contributed to inevitable development of sectionalism and Civil War. The student will know: • Historical turning points, for good or bad • The outcome of certain turning points could have been different.

	For example: Individuals purposely tampered with ballots cast in the 1876 presidential election in Florida, Louisiana, and South Carolina. The compromise to resolve the disputed election removed federal protection of African American civil rights for generations. Americans were surprised by the September 11 terrorist attacks. The invention of the cotton gin in 1798 unintentionally affected the status of African Americans and Native Americans. The institution of slavery was reinvigorated and Native Americans were removed from ancestral lands as southern farmers cultivated more acres of cotton in the 1830s. Civil rights activists prevailed over hostile opponents to successfully pressure congress to pass and enforce the Civil Rights Act of 1964 , 24th amendment, and Voting Rights Act of 1965. Civil rights leaders overcame incredible challenges to produce positive change.
12.H.1.7 Use the antecedent circumstances of specific turning points to interpret contemporary problems and infer solutions.	The student will understand that: • Past events or conditions can lead to contemporary problems in society. • There are benefits and pitfalls to applying the lessons of history to circumstances today. • History does not necessarily need to repeat itself. • Contemporary challenges may be ameliorated by applying lessons from history. • Historical case studies may provide insight to solve social problems today. For example: The NC Eugenics Sterilization Board was created to prevent persons labeled incompetent to have and rear families. It was a violation of human rights and personal freedoms. The state of North Carolina is attempting to locate individuals affected and compensate for past wrongs. The student will know: • The difference between correlation and causation.

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| | <ul style="list-style-type: none">• The causes of historical turning points are not always properly identified.• Some variables are sometimes wrongly misidentified as being causal factors.• Historians cross reference evidence from a variety of sources to obtain a clearer interpretation of the past.• Evidence discovered in multiple sources is more reliable than evidence found in only a single source.• There are benefits and pitfalls to applying the lessons of history to circumstances today. |
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For example:

Historians cross reference evidence from a variety of sources to obtain a clearer interpretation of the past.

History

Essential Standard:

12.H.2 Analyze historical interpretations and methods used by historians to study turning points in American history.

Concept(s):

Clarifying Objectives

Unpacking

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

12.H.2.1 Analyze historical interpretations and methods used by historians to study turning points in American history.

The student will understand that:

- Historical methods may influence how the past is interpreted.
- Historical interpretation is often influenced by one's perspective.
- Historical interpretation and narratives can be shaped by bias.

For example:

American and Mexican interpretations of the causes and effects of the Mexican War provide multiple perspectives on the same conflict.

Multiple historical models are used to explain the causes of the American Revolution.

The student will know:

- How to use primary sources such as speeches, letters, diaries, photos, etc. in order to provide a firsthand account of turning points.
- Secondary sources can provide historical insight into turning points with varying degrees of accuracy or bias.

For example:

The Little Rock Nine incident was a challenge between the state government of Arkansas and the federal government over desegregation and federal power v. states' rights.. The incident

	unfolded on national television allowing Americans to interpret the turning point from individual perspectives. The Compromise of 1877 and ending of reconstruction has been viewed differently over time as the beginning of the regrettable Jim Crow era or celebrated for marking the rebirth of the southern cause.
12.H.2.2 Analyze historical methods of research and analysis in terms of valid data collection and use of evidence.	The student will understand that: • Researchers select data carefully. • Researchers interpret data systematically. • Research involves multiple methods to determine the validity of sources. The student will know: • Historians evaluate historical data for internal and external consistency. • Some historical interpretations intentionally omit information. For example: A variety of sources must be examined to understand why and how the Salem Witch Trials unfolded. Transcripts of the Salem Witch Trials demonstrate clear bias on the parts of some who testified in court.

History

Essential Standard:

12.H.3 Apply historical inquiry and methods to understand turning points in American history.

Concept(s):

Clarifying Objectives

12.H.3.1 Analyze primary sources using the social, cultural, political and economic context in which each source was produced.

Unpacking

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

The student will know:

- Primary sources provide firsthand testimony or direct evidence concerning a topic under investigation (letters, diaries, speeches, audio or video media, contemporary newspaper accounts or political cartoons, certain artifacts, etc.).
- Historical sources are often influenced by contemporary circumstances.
- Interpreting primary historical sources requires that they be analyzed to reveal the humanity of the individuals and groups who lived in the past.
- Interpreting primary historical sources requires an appreciation for and the development of historical perspective—judging the past in consideration of the historical context in which the events unfolded and not solely in terms of personal and/or contemporary norms and values.

The student will be able to:

- Identify primary sources.
- Evaluate the degree to which primary sources may have been influenced by the social, cultural, political, and economic context in which they were created.
- Assess the degree to which historical context may explain why some primary sources celebrate past events people today regard as being unfortunate or negative episodes of the past.

For example:

Students may review political cartoons published in U.S. newspapers in September of 1901 to analyze how the assassination of President William McKinley awakened nativist sentiments at the turn of the century.

	Documents from the Scopes trial clearly portray the event as a clash between modernity and rural fundamentalism. It is important to also note, however, that Scopes was recruited by local leaders to test Tennessee's anti-evolution law for a variety of personal and economic reasons (some were opposed to the ban on teaching evolution while others wanted to create an event to put Dayton, TN “on the map”). North Carolina newspapers celebrated that the state was “redeemed” through the election of 1898. This election, however, is regarded today as the beginning of the regrettable Jim Crow era in North Carolina history. The context of historical perspective, consequently, significantly impacts how sources like this may be interpreted.
12.H.3.2 Evaluate primary and secondary sources in terms of the creator's perspective, bias, credibility, and authority.	The student will know: • The difference between a primary and a secondary source. • Historians employ a variety of research methods to analyze the reliability of historical sources. • Historical sources are produced by individuals, groups, or organizations which may intentionally or unintentionally provide conflicting evidence about the same event or turning point in American history. • Historical sources may be one-sided or slanted because the creators of historical sources are often invested in events of the recorded past. • Certain historical sources may provide more reliable accounts of the past because they were created by someone with special training, experiences, or other status that make them either experts or novices in terms of reporting about specific events. The student will be able to: • Differentiate between primary and secondary sources. • Use specific criteria to evaluate historical sources and interpretations of past events in order to differentiate between expressions of opinion and informed hypotheses grounded in historical evidence. • Identify the creator of historical sources to assess the degree to which a source may be one-sided or slanted. • Identify the creator of historical sources to assess the degree to which a source may be considered especially authoritative. For example:

	Students may compare and contrast local northern and southern news media reports covering the Freedom Summer of 1964. Students may evaluate the degree to which American television commercials, shows, and movies from the Cold War era exhibited cultural biases against the Soviet Union.
12.H.3.3 Evaluate primary and secondary sources in terms of their internal consistency and completeness.	The student will know: • The difference between a primary and a secondary source. • Historians analyze historical sources to assess the degree to which a single source or creator of a source provides an unchanging account of the past. • Sources which deviate or contradict themselves are considered to be less reliable than those that provide unchanging accounts of events. • A dearth of sources may hinder historical investigations while access to a wider range of sources may provide historians greater opportunity to study the past, especially when sources may be evaluated for corroboration and agreement. The student will be able to: • Analyze the degree to which internal elements of primary and secondary sources remain consistent or contradict the primary body of historical evidence presented in each source. • Use personal historical knowledge to evaluate the degree to which primary and secondary sources reliably present evidence. • Compare evidence presented in primary and secondary sources to external accounts of similar events. For example: Students may analyze the causes of the Mexican War by comparing and contrasting President James K. Polk’s war message and congressman Abraham Lincoln’s Spot Resolutions. Students may review court transcripts from the Salem witch trials and observe a variety of conflicting witness accounts.

12.H.3.4 Evaluate primary and secondary sources in terms of their authenticity and manipulation through the omission, suppression, or invention of facts.	The student will understand: • Historians employ a variety research methods to analyze the reliability of historical sources. • Historians follow established protocols to evaluate the reliability of conflicting source materials. • The time lapse between when an event occurred and when an event was recorded or otherwise turned into a historical source may influence the degree to which historians regard the source as being credible or not. • Sources which omit key evidence must be viewed critically and investigated to evaluate the extent to which the omission of evidence may have been calculated or inadvertently left out. The student will be able to: • Use specific criteria to analyze a document’s credibility. • Corroborate materials to assess relative reliability of primary and secondary sources. • Recognize why certain primary and secondary historical sources may be considered to be fraudulent, inaccurate, or biased. For example: Students may analyze the writings and speeches of James Callender, Timothy Dwight, and other primary sources related to the election of 1800 to observe how some sources are obviously biased and motivated by political ambition. Students may examine various official Soviet and American documents from the Cold War era to investigate the degree to which official publications relayed information accurately to the public. Students may use templates asking them employ historical thinking and to critically reflect beyond the literal meaning of the source examined. <i>Note: Templates and guides to help teachers and students analyze documents for credibility are provided in the suggested resources listed at the bottom of this document.</i>
12.H.3.5 Use historical data collected from multiple sources (including but not limited to library and museum collections, historic sites, historical	The student will know: • Historical inquiry is the research or investigation of past events. • Historical inquiry often begins with a historical question. Historical questions typically address “how” and/or “why” past decisions were made, past actions were taken, or past events occurred.

photos, journals, diaries, eyewitness accounts, newspapers, documentary films and monographs) to generate questions about specific turning points.	• Historical issues are frequently value-laden and subsequently create opportunities to consider the moral convictions that possibly contributed to those actions taken by individuals and groups in the past. The student will be able to: • Consider multiple perspectives of various peoples in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears. • Formulate historical questions about turning points in American History by deconstructing a variety of sources, such as historical narratives and passages, including eyewitness accounts, letters, diaries, artifacts, photos, historical sites, art, architecture, and other records from the past. For example: Students may generate questions as they cross reference documents and observe inconsistencies in early settler accounts and various historical narratives related to the lost Roanoke colony. Students may develop questions to evaluate the reliability of historical sources. Students may inquire why British policy makers and American colonists viewed the Proclamation of 1863 and other attempts to reorganize the British empire after the French and Indian War differently. Students may work individually or in groups to generate historical questions for other students to investigate. Students may begin to understand the importance of historical turning points by considering counter-factual scenarios. Students studying the Compromise of 1877 and rise of Jim Crow may create imaginary historical narratives that present a plausible alternative to the historical record's disenfranchisement of African Americans.
12.H.3.6 Use historical data collected from multiple sources to interpret and to draw conclusions about specific turning	The student will know: • Historical analysis of turning points in American history involves more than a single source. Such an analysis would involve a rich variety of historical documents and artifacts that present

points.	alternative voices, accounts, and interpretations or perspectives on the past. • The study of history is subject to an individual’s interpretation of past events, issues, and problems. There is usually no one right answer, one essential fact, or one authoritative interpretation that can be used to explain the past. The student will be able to: • Recognize that historical turning points are key moments from the past which typically occur for multiple reasons and ultimately produce a significant amount of change. • Collect historical data about turning points in American History from a variety of sources, to help answer historical questions. These sources can include library and museum collections, historic sites, historical photos, journals, diaries, eyewitness accounts, newspapers, and the like; documentary films, oral testimony from living witnesses, censuses, tax records, city directories, statistical compilations, and economic indicators. • Use different sources of information (both primary and secondary) from multiple perspectives (e.g., race/ethnic groups, gender, socioeconomic status, political affiliation, time periods) to understand significant turning points in American history. • Interpret historical data, construct reasoned arguments and draw conclusions about turning points in American History using historical evidence collected from a variety of sources. For example: Students may review photographs, letters, diaries, interview records, census data and immigration records to compare and contrast the hopes, aspirations, and living conditions of Chicago’s industrial workers, wealthy industrialists, native born citizens, new immigrants, and other Students may watch vintage video clips and analyze letters, newspaper articles, interview transcripts examining the disappearance of James Chaney, Michael Schwerner, and Andrew Goodman as they investigate goals, tactics, and emotional challenges facing southerners, northerners, political leaders, African Americans, and various civil rights groups during the Freedom Summer of 1964. Students may study a variety of artifacts and sources to contrast President Grover Cleveland’s handling of the 1894 Pullman strike to President Theodore Roosevelt’s intervention in the 1904
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	anthracite coal strike as they research the historical significance of President William McKinley's assassination.
12.H.3.7 Use historical data collected from multiple sources to produce historical narratives.	The student will know: • Historical narratives are research based stories or accounts that describe or interpret historical events. • Historians may differ on the facts they incorporate in the development of their narratives and disagree on how those facts are to be interpreted. Thus, written history is a “dialogue” among historians, not only about what happened but about the historical interpretation of why and how events unfolded. The student will be able to: • Create historical narratives of significant turning points in American history. • Peer review narratives and provide quality feedback analyzing the degree to which reviewed narratives present sound historical analyses of important turning points in American history. • Interpret data and support interpretations of significant turning points in American history with historical evidence. • Create analytical essays that examine turning points in American history and demonstrate historical interpretations, analysis, conclusions, and supporting evidence from a variety of sources. • Effectively respond to document-based essay prompts that examine significant turning points in American history. For example: Students in the same class may create historical narratives that present a variety of perspectives on the origins of the Salem witch trials. Students may review similar historical data but reach different conclusions as they develop historical narratives to explain why the Chicago World's Fair is considered an important turning point in American history. Students may read narratives produced by other students and identify areas of essays that provide a particularly strong or questionable analysis of historical events. This may occur in a

partner, small group, or whole class seminar settings.

Suggested Resources

Historical Inquiry:

www.teachingushistory.org

<http://nchs.ucla.edu/Standards/historical-thinking-standards-1/overview>

<http://library.ucsc.edu/help/howto/distinguish-between-primary-and-secondary-sources>

<http://www.loc.gov/teachers/usingprimarysources/guides.html>

<http://historymatters.gmu.edu/browse/makesense/>

<http://www.loc.gov/teachers/tps/quarterly/>

<http://teachinghistory.org/best-practices/using-primary-sources> <http://www.historicalinquiry.com/scim/index.cfm>

http://novella.mhhe.com/sites/0079876543/student_view0/research_center-999/research_papers30/conducting_web-based_research.html

Jamestown/Roanoke

<http://www.virtualjamestown.org/index.html>

<http://www.c-spanvideo.org/program/165000-1>

http://news.nationalgeographic.com/news/2004/03/0302_040302_lostcolony.html

http://www.pbs.org/opb/timeteam/sites/ft_raleigh/history.php

<http://www.learnnc.org/lp/editions/nchist-twoworlds/1835>

<http://www.nps.gov/fora/historyculture/index.htm>

<http://www.history.org/Almanack/almanack.cfm>

http://www.usatoday.com/news/nation/2007-09-22-lostcolony_N.htm

<http://www.learnnc.org/lp/pages/1986>

<http://www.learnnc.org/lp/pages/1647>

<http://webs.rps205.com/departments/TAH/FPLessons.html>

<http://ushistorysite.com/jamestown.php>

Salem Witch Trials:

<http://etext.virginia.edu/salem/witchcraft/home.html>

<http://www.c-span.org/Events/Witch-Hunt-Mysteries-of-the-Salem-Witch-Trials/19498/>

<http://www.c-span.org/Events/Sewalls-Apology/20412/>
<http://law2.umkc.edu/faculty/projects/ftrials/salem/salem.htm>
<http://www.nationalgeographic.com/salem/>
<http://www.smithsonianmag.com/history-archaeology/brief-salem.html>
<http://public.wsu.edu/~campbelld/amlit/witch.htm>
<http://video.pbs.org/video/1610726967>
<http://video.pbs.org/video/1610731418>
http://ushistorysite.com/salem_witch_trials.php
<http://www.17thc.us/>

Proclamation of 1763:

<http://www.ushistory.org/declaration/related/proc63.htm>
<http://history.state.gov/milestones/1750-1775/ProclamationLine1763>
<http://teva.contentdm.oclc.org/landmarkdocs/files/20.php>
<http://www.virginiaplaces.org/settleland/proclamation.html>
<http://www.pbs.org/ktca/liberty/>

Election of 1800:

<http://www.pbs.org/wgbh/amex/duel/>
<http://www.c-spanvideo.org/program/161239-1>
http://whha.org/whha_classroom/classroom_documents-1801.html
<http://online.wsj.com/article/SB10001424052748704911704575326891123551892.html>
<http://www.lehrmaninstitute.org/history/1800.html>
<http://teachingamericanhistory.org/zvesper/chapter1.html>
<http://www.kindapush.com/documents/SmithsonianElection1800.pdf>
http://www.whitehousehistory.org/whha_classroom/classroom_documents-1801.html
<http://www.history.org/history/teaching/enewsletter/volume7/oct08/teachstrategy.cfm>
<http://ushistorysite.com/jefferson.php>
http://www.pbs.org/wgbh/amex/adams/peopleevents/p_callender.html
http://www.pbs.org/wgbh/amex/adams/peopleevents/p_jefferson.html

Invention of the Cotton Gin:

<http://www.c-spanvideo.org/appearance/597555815>

<http://www.civilwarhome.com/kingcotton.htm>
http://www.slaveryinamerica.org/history/hs_es_cotton.htm
<http://www.ushistory.org/us/27a.asp>
<http://www.pbs.org/wgbh/aia/part3/3h1522.html>
http://www.teachingushistory.org/lessons/pdfs_and_docs/documents/TheImpactoftheCottonGin.html
http://www.gpb.org/georgiastories/story/king_cotton_and_the_cotton_gin
http://www.slaveryinamerica.org/history/hs_es_cotton.htm
<http://opinionator.blogs.nytimes.com/2011/03/26/when-cotton-was-king/>
<http://video.pbs.org/video/1101800846>
<http://memory.loc.gov/ammem/aahtml/exhibit/aointro.html>

The Liberator/Nat Turner's Rebellion:

<http://www.pbs.org/wgbh/aia/part3/3p1518.html>
<http://www.pbs.org/wgbh/aia/part4/4p1561.html>
<http://www.theliberatorfiles.com/>
<http://www.c-spanvideo.org/program/Censorshipa&showFullAbstract=1>
<http://historymatters.gmu.edu/d/6811>
<http://www.primaryresearch.org/bh/liberator/vasearch.php>
<http://www.c-spanvideo.org/appearance/563820426>
<http://docsouth.unc.edu/highlights/turner.html>
[American Uprising: The Untold Story of America's Largest Slave Revolt](http://AmericanUprising.org)
<http://webs.rps205.com/departments/TAH/FPLessons.html>
<http://lcweb2.loc.gov/ammem/aahtml/>
<http://lcweb2.loc.gov/ammem/snhtml/snhome.html>
<http://housedivided.dickinson.edu/fieldtrips/>
<http://www.lva.virginia.gov/exhibits/DeathLiberty/alldocs.htm#turner>
<http://ctah.binghamton.edu/student/nash/nashprint.html>
<http://memory.loc.gov/ammem/aahtml/exhibit/aointro.html>

The Mexican War:

http://www.pbs.org/kera/usmexicanwar/index_flash.html
<http://library.uta.edu/usmexicowar/>
<http://www.loc.gov/rr/program/bib/mexicanwar/>

<http://www.c-spanvideo.org/program/290560-1>
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