



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: Twentieth Century Civil Liberties, Civil Rights* • 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](mailto: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

## History

**Essential Standard:**

**12. H.1 Apply historical inquiry and methods to understand the American struggle for freedom and equality.**

**Concept(s):**

<b>Clarifying Objectives</b>	<p><b>Unpacking</b> What does this standard mean a student will understand, know and be able to do?</p>
<p><b>12.H.1.1 Evaluate historical interpretations and narratives on freedom and equality in terms of perspective, logic, use of evidence, and possible bias.</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• Values, beliefs and cultures shape and change how individuals and groups view ideas of freedom and equality.</li> <li>• Historical interpretations of freedom and equality can be skewed by personal perspectives individual biases, and life experiences.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• The study of history is subject to an individual’s interpretation of past events, issues and problems. There is usually no one right answer</li> <li>• The visual, written, and oral interpretations about events in history are affected by what people believe and how they live.</li> </ul>
<p><b>12.H.1.2 Analyze multiple perspectives of freedom and equality within and between various leaders and groups of the moment.</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• Conflict and chaos can result from individuals and groups failing to compromise on multiple perspectives about freedom and equality.</li> <li>• Multiple perspectives of freedom and equality may advance the goals of a movement.</li> </ul> <p><b>For example:</b> Health Care Reform Act 2010</p> <p><b>The student will know:</b></p>

	<ul style="list-style-type: none"> <li>• Major arguments for and against freedom and equality for all.</li> <li>• How African American civil rights leaders differed on how to best achieve greater freedom and equality. (e.g. Marcus Garvey, Malcolm X and Martin Luther King Jr.)</li> <li>• How women’s rights activists adopted a new feminism to challenge the cult of domesticity of the 1950s (Betty Friedan and <i>The Feminine Mystique</i>, NOW and Gloria Steinem)</li> </ul>
<p><b>12.H.1.3 Analyze primary sources in terms of the creator's perspective, purpose, the overall historical context in which each was produced, and their significance to the struggle for freedom and equality.</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• Primary sources may differ in content but help provide a more complete perspective of the historical context of the past.</li> <li>• The multiple perspectives on freedom and equality found in primary sources may help link groups and individual to the conflict of past events.</li> <li>• Primary sources may provide insight to the author’s role in the struggle for freedom and equality.</li> </ul> <p><b>For example:</b> Martin Luther King Jr.’s letter from a Birmingham jail.</p> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Historical passages are primary sources that provide first hand testimony or direct evidence concerning a topic under investigation.</li> <li>• Comprehending a primary source requires that it be read to reveal the humanity of the individuals and groups who lived in the past.</li> <li>• Historical analysis involves more than a single source. Such an analysis would involve a rich variety of historical documents and artifacts that present alternative voices accounts and interpretations or perspectives of the past.</li> </ul>
<p><b>12.H.1.4 Use historical inquiry and methods to generate questions, theories, debates and narratives from a variety of sources.</b></p>	<p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Historical inquiry, the research or investigation of past events often begin with a historical question.</li> </ul>

	<ul style="list-style-type: none"> <li>• Historical inquiry requires the acquisition and analysis of historical data and documents beyond the classroom textbook.</li> <li>• Historical inquiry addresses how and why past decisions were made, past actions taken or past events occurred.</li> <li>• Historical inquiry will allow them to analyze preexisting interpretations to raise new questions about an historical event to investigate the perspectives of those whose voices do not appear in the textbook account, or to investigate an issue that the textbook largely or in part bypassed.</li> <li>• Historical inquiry may lead to greater understanding of past events,</li> </ul> <p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>• Formulate historical questions 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.</li> <li>• Collect historical data from a variety of sources to help answer historical questions. These sources 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.</li> <li>• Interpret historical data, construct reasoned arguments and draw conclusions using historical evidence collected from a variety of sources.</li> <li>• Create analytical essays that demonstrate historical interpretations, analysis, conclusions, and supporting evidence from a variety of sources.</li> </ul>
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**History**

**Essential Standard:**

**12.H.2 Analyze political attempts to resolve the conflict between the United States' founding democratic ideals of freedom and**

<p>equality.</p> <p>Concept(s):</p>	
<p><b>Clarifying Objectives</b></p>	<p><b>Unpacking</b>  What does this standard mean a student will understand, know and be able to do?</p>
<p><b>12.H.2.1 Analyze the Declaration of Independence and the United States Constitution to determine the meaning of freedom and equality.</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>Principles and ideals underlying democracy are designed to promote the freedoms and equality of the people in a nation.</li> <li>A nation may agree on values and principles philosophically, but disagree on the practical application of those same values and principles.</li> <li>Constitutional governments are often founded upon ideas such as freedom, equality and the rights of individuals.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>The ideals expressed in the Declaration of Independence contradicted the realities of slavery and gender inequalities in the political spectrum and early decades of the new republic.</li> <li>The key principles of the Declaration of Independence increased political, social, and economic participation in the American experience over a period of time.</li> <li>The fundamental principles of the Declaration of Independence (unalienable rights, equal justice under the law.)</li> <li>The fundamental principles of the United States Constitution (equal protection under the law, due process of law).</li> <li>The freedoms established in the Bill of Rights (equal justice under the law, due process, individual rights, individual responsibility)</li> </ul>
<p><b>12.H.2.2 Analyze 20th Century legislation, executive orders and court interpretations by</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>Perceptions of power and authority can lead to actual tension and</li> </ul>

<p><b>the U.S. government in terms of their origins, development and impact on American freedom and equality.</b></p>	<p>conflict.</p> <ul style="list-style-type: none"> <li>• The distribution of power and authority may change during times of tension and conflict.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• How executive, legislative, and judicial decisions of the federal government impacted the direction and outcome of the African American civil rights movement. (e.g. Plessy v. Ferguson, Brown v. Board of Education, Executive Order 9981, the Civil Rights Act of 1964, the Voting Rights Act of 1965, the Civil Rights Act of 1968.</li> <li>• Civil Rights Act of 1964 prohibited discrimination based on race, color, religion, gender and national origin.</li> <li>• Civil Rights Act of 1964 desegregated public accommodations.</li> <li>• President Lyndon B. Johnson played an important role in the passage of Civil Rights Act of 1964 and Voting Rights Act of 1965.</li> <li>• Voting Rights Act of 1965 outlawed literacy tests.</li> <li>• Voting Rights Act of 1965 resulted in an increase in African American voters.</li> <li>• How and why various United States Supreme Court decisions have tested political views of freedom and equality.</li> </ul>
<p><b>12.H.2.3 Analyze the relationship between local communities, states and the federal government in resolving conflicts over freedom and equality.</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• The power to govern in a democratic system is divided among different groups which at times are at odds with each other over how to best govern.</li> <li>• Controversies often exist regarding government response to contemporary issues.</li> <li>• One level of government can have a significant impact on how policy is established and people are governed.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• How federal legislation and executive decisions in support of civil rights led to state's right debate between the federal and state government (e.g. Dixiecrats, Little Rock 9 incident and James Meredith)</li> </ul>

	<ul style="list-style-type: none"> <li>• How and why the Wilmington Race Riot of 1898 occurred in North Carolina and how the riot affected local, state, and national politics at the turn of the century.</li> </ul>
<p><b>12.H.2.4 Evaluate the extent to which the federal government as opposed to community organization has successfully expanded freedom and equality for its citizens.</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• Government may intervene to ensure the freedom and equality of all citizens.</li> <li>• Conflicts may be resolved by political action.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• The effect of executive orders on discrimination of works in defense industries and in the government. (e.g. Executive Order 8802, Executive Order 9981, Executive Order 11246)</li> <li>• How and why the Fair Employment Practices Committee was created to investigate incidents of discrimination of African Americans.</li> <li>• The role of legislation to expand the freedom and equality of various groups (e.g. the Civil Rights Act of 1964, the Voting Rights Act of 1965, the Civil Rights Act of 1968, Congress overrides President Reagan’s veto of the Civil Rights Restoration Act, the Civil Rights Act of 1991)</li> <li>• The Supreme Court’s role in expanding freedom and equality to disenfranchise groups through the ruling in controversial cases (e.g. Plessy v. Ferguson, Brown v. Board of Education, Loving v. Virginia, Swann v. Charlotte-Mecklenburg Board of Education, Roe v. Wade)</li> <li>• Presidents’ decisions to deploy troops to ensure the expansion of freedom and equality (Eisenhower support in Arkansas, Kennedy support in Mississippi)</li> <li>• How the addition of amendments extended the freedom and equality (Amendment 13, Amendment 14, Amendment 15, Amendment 19, and Amendment 24)</li> </ul>

**History**

<p><b>Essential Standard:</b>  <b>12.H.3 Understand the influences, development and protests of various 20th Century civil rights groups on behalf of greater freedom and equality.</b></p> <p><b>Concept(s):</b></p>	
<p><b>Clarifying Objectives</b></p>	<p><b>Unpacking</b>  What does this standard mean a student will understand, know and be able to do?</p>
<p><b>12.H.3.1 Explain the influence of late 19th and early 20th century reformers, such as Populists, Progressives and New Dealers, on the strategies, organization, advocacy, and protests of modern civil rights groups.</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• The exclusion of minority group interests may lead to protest and the evolution of a movement demanding the recognition of a group’s civil rights.</li> <li>• Various groups can be influential to a political movement.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• The objectives of the Populist Movement and how and why the movement failed to incorporate African Americans.</li> <li>• The similarities between poor white and African American farmers in the late 19th century.</li> <li>• How and why the poor white and African American farmers failed to work together in the Populist Movement.</li> <li>• How the Progressive Era both succeeded and failed to further the Civil Rights Movement</li> <li>• The effects of the New Deal programs on African Americans (NRA authorized separate and lower pay, FHA refused to guarantee mortgages for African Americans who tried to buy a home in white neighborhoods, CCC maintained segregated camps, Social Security Act excluded jobs traditionally held by African Americans)</li> </ul>
<p><b>12.H.3.2 Explain the intellectual, philosophical and religious influences on the establishment,</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• Intellect, philosophy, and religion shape and change how individuals</li> </ul>

<p><b>beliefs, and actions of civil rights groups.</b></p>	<p>and groups view ideas of freedom and equality.</p> <ul style="list-style-type: none"> <li>• Political action often encounter changes based on learned values and beliefs.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Martin Luther King Jr. was exposed to influences that related Christian theology to the struggles of the oppressed people. (e.g. Gandhi, Benjamin Mays)</li> <li>• Malcolm X was influenced by Elijah Muhammad and other pan-African leaders.</li> <li>• How the Declaration of Sentiments were influence by the philosophy of Declaration of Independence.</li> </ul>
<p><b>12.H.3.3 Explain how various federal and state laws influenced the strategies, organization, advocacy, and protests of various civil rights/social movements.</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• Movements for change and reform often become necessary when the relationship between a nation and its ideals are conflicting.</li> <li>• Action taken by a political system often influence the reaction of individuals and groups.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• How various state passed laws effected enslaved and free African American (Missouri Compromise, Wilmot Proviso)</li> <li>• Various states enacted various laws to curtail slavery and or allowed free African Americans to vote. (e.g. Ohio, New York, and Rhode Island)</li> <li>• Federal government passed laws abolishing the importation of slavery</li> </ul>
<p><b>12.H.3.4 Analyze how various individuals and/or disadvantaged groups strategized, organized, advocated and protested regarding freedom and equality.</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• Minority groups often use the courts and protest to help drive actions that can reshape public opinion and secure passage of civil rights.</li> <li>• Reform movements require the leadership and participation of various individuals and groups.</li> <li>• The strategies used to achieve reform produce varying degrees of success and opposition.</li> </ul>

	<p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• How the African American civil rights movement of the 20th century was led by a variety of individuals and organizations with different strategies (e.g. SNCC, SCLC, CORE, Black Panther Party.)</li> <li>• How women and young people influenced the direction and outcome of specific events within the African American civil rights movement of the 20th century (e.g. Septima Clark, Ella Baker, Daisy Bates, Little Rock 9, children of Birmingham, and the Greensboro Four)</li> <li>• How and to what extent various civil rights protests and movements successfully tested segregation and gained greater equality for different groups of Americans (e.g. the Greensboro Sit-ins, the Montgomery Bus-Boycotts, and Freedom Riders.)</li> <li>• How the African American civil rights movement influenced the development of other civil rights movements during the 20th century (e.g. feminist movement, Chicano Movement, and American Indian Movement.)</li> <li>• NAACP’s role in advancing civil rights for African American</li> <li>• NOW’s role in advancing equal rights for women</li> </ul>
<p><b>12.H.3.5 Evaluate the extent to which the women's rights and African American civil rights movement influenced each other, as well as, the strategies and protests of other civil rights groups.</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• The desire for self-improvement and the wellbeing of the common good often influence reforms in a society.</li> <li>• Rights of individual groups may create a pattern of change for other groups seeking equality.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• How Elizabeth Cady Stanton and Lucretia Mott responded to being denied the right to address the World Anti-Slavery Convention in London</li> <li>• How passage of the fifteenth Amendment encourage Elizabeth Cady Stanton and Susan B. Anthony to organize for women suffrage.</li> <li>• Why women’s right movement has been linked to the struggle of civil</li> </ul>

	<p>rights for African Americans.</p> <ul style="list-style-type: none"> <li>• How the Civil Rights Movement provided a paradigm for other groups interested in challenging oppression. (e.g. feminist movement, Chicano movement, and American Indian Movement)</li> <li>• How many of the Civil Rights Movement’s female activist have continued the struggle against racial oppression and have continued to combat multiple forms of oppression. (e.g. Coretta Scott King’s push for equal treatment of women, gays, and lesbians; Rosa Parks’ push for end to sexism)</li> </ul>
<p><b>12.H.3.6 Analyze civil rights movements in terms of the development, beliefs and contributions of various leaders.</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• Leadership can encourage modification of government institutions in response to the challenges of time.</li> <li>• Diverse values and beliefs may oftentimes help promote cooperation among civil rights movements.</li> <li>• A leader’s response to contemporary issues can result in political conflict or compromise.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• The role civil rights activist played in fighting for equality of all. (e.g. Mary McLeod Bethune, A. Phillip Randolph, Stokely Carmichael-African Americans; Cesar Chavez-Chicano; Eugene Debs-poor, women, dissenters, and prisoners; Lucy Burns-women’s suffrage; Harvey Milk-gay rights; Hirabayashi Gordon-Japanese American)</li> <li>• Civil rights activists were able to advance their message to people of the nation.</li> <li>• How government leaders promoted equality of African Americans, women, and other groups.</li> </ul>
<p><b>12.H.3.7 Analyze civil rights movements in terms of the grassroots contributions and beliefs of under-appreciated community activists.</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• Cooperation between organizations to promote values and beliefs may provide for the continuity of a movement.</li> </ul>

	<ul style="list-style-type: none"> <li>● The emergence of self identity determined by political action may increase the motivation of a movement.</li> <li>● Reform movements require the leadership and participation of various individuals and groups in a society.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>● Amzie Moore and Fannie Lou Hamer worked with SNCC to create grassroot organizations Mississippi Freedom Democratic Party which led to increase in southern black politics.</li> <li>● Lowndes County Freedom Organization in Alabama had a major influence on the California based, Black Panther Party.</li> <li>● How Lucy Stone organized the Women’s Rights Convention in Massachusetts.</li> </ul>
<p><b>12.H.3.8 Evaluate the effectiveness of formal and informal civil rights groups, and their leadership, in achieving greater freedoms and equality.</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>● The strategies used to achieve reform may produce varying degrees of success and opposition.</li> <li>● The desire for self-improvement and the wellbeing of the common good often influence reforms in a society.</li> <li>● Shared experiences among diverse groups many shape national identity while at the same time helping to set the direction for the achievement of freedom and equality.</li> <li>● Perceptions of power and authority can lead to actual tension and conflict.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>● SCLC protest strategy and SNCC organizing activities were responsible for major Alabama protest.</li> <li>● How the Black Panther party influenced the rise of black nationalism.</li> <li>● Why and how CORE organized the Freedom Riders of 1961.</li> </ul>

	<ul style="list-style-type: none"> <li>● SNCC worked with NAACP to win voting rights for blacks and to end segregation in public places.</li> <li>● How protest in Birmingham Alabama did not influence Eugene “Bull” Connor to end segregation but moved President John Kennedy to pass civil rights legislation.</li> <li>● How Mississippi Freedom Democratic Party which led to increase in southern black politics.</li> </ul>
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<b>History</b>	
<p><b>Essential Standard:</b>  <b>12.H.4 Analyze how individuals and groups used strategy, power and authority to oppose greater freedom and equality during the 20th Century.</b></p> <p><b>Concept(s):</b></p>	
<b>Clarifying Objectives</b>	<p><b>Unpacking</b>            What does this standard mean a student will understand, know and be able to do?</p>
<p><b>12.H.4.1 Analyze the use of intimidation, coercion, and violence by individuals and groups in impeding the development of freedom and equality.</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>● Conflict can promote cooperation between individuals and groups to promote the development of freedom and equality.</li> <li>● Fear of diversity often meet collides with opposition to change.</li> <li>● Cultural diffusion may come at the expense of cultural traditions.</li> <li>● As nations expand and become more diverse, conflict may arise over cultural differences.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>● How extremist groups resisted racial equality in the South through intimidation and violence. (e.g. Ku Klux Klan, White Citizens Councils, United Daughters of</li> </ul>

	<p>the Confederacy)</p> <ul style="list-style-type: none"> <li>• How state governors attempted to hinder and prevent the fight for racial equality and the steps the federal government took to ensure the rights and safety of all. (e.g. Orval Faubus attempted prevent integration of Arkansas public schools, Ross Barnett and George Wallace physically blocked school entrance ways.)</li> <li>• How local, state and federal government officials antagonized and advocated violence against individuals and groups pushing for the equality of African Americans. (e.g. Eugene “Bull” Connor, E. H. Hurst, Sheriff Jim Clark, Laurie Pritchett, and J. Edgar Hoover).</li> </ul>
<p><b>12.H.4.2 Analyze the use of power and authority by community, business, and government leaders to deny freedom and equality.</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• The strategies used to achieve freedom and equality may produce varying degrees of success and opposition.</li> <li>• Cultural development and differences sometimes lead to open rebellion.</li> <li>• Governments are often structured to address the needs and desires of the governed.</li> <li>• Diverse groups of people may have to agree upon shared values and principles in order to form and maintain a viable political system.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• How and to what extent various civil rights events and movements successfully tested segregation and gained greater equality for different groups of Americans. (e.g. The Montgomery Bus Boycotts, Greensboro Sit-ins, and Freedom Riders.</li> <li>• How Jim Crow represented the legitimization of anti-Black racism.(e.g. Plessy v. Ferguson</li> <li>• How African Americans were excluded from public transportation and facilities, juries, jobs, and neighborhoods.</li> <li>• How Jim Crow laws were used to separate races in hospital, cemeteries, prison, military, school, restrooms and public accommodations.</li> <li>• How violence was used to continue Jim Crow practices.</li> </ul>

## History

**Essential Standard:**

**12.H.5 Analyze how shared sacrifice and hardship by Americans influenced perceptions of freedom and equality.**

**Concept(s):**

**Clarifying Objectives**

**Unpacking**

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

**12.H.5.1 Analyze the relationship between United States participation in various world wars and perceptions of freedom and equality.**

**The student will understand that:**

- The perceptions that individuals and groups have of freedom and equality are often altered because of a nation's participation in wars.
- Perceptions of freedom and equality may become more patriotic when a nation becomes engaged in war.
- Prejudice coupled with wartime fears can adversely affect civil liberties of Minorities.
- Civil liberties may be adversely affected during wartime as a result of prejudices and xenophobia.
- Power and authority may change during times of tension, conflict, or war and thus affect legal and judicial decisions on personal freedoms and rights.

**The student will know:**

- How and why United States involvement in world wars and the contribution of minority groups in world wars impacted the perceptions and roles of minority groups in American society.
- How, and why and to what extent United States participation in world wars restricted the civil liberties of various groups of Americans.
- How and to what extent United States involvement in world wars influenced legal, judicial and executive decisions of 20th Century African American, Women, Native American, and other minority groups.

	<p><b>For example:</b> The executive order calling for the internment of Japanese Americans during WWII.</p> <p>The passing of the Patriot Act in 2001 as a response to the terrorist attacks of September 11, 2001.</p>
<p><b>12.H.5.2 Analyze 20th Century acts of terror in terms of their effects on American perceptions of freedom and equality.</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• A government’s means of providing national security during periods of heightened terrorist alert may sometimes conflict with the rights and freedoms of individuals in a society.</li> <li>• The rights and privileges of individuals may be threatened in times of war or extreme terrorist alert.</li> <li>• Domestic acts of terrorism can be catalysts that cause national governments to place limits on the freedoms of individuals in a society.</li> </ul> <p><b>For example:</b> The passing of the Patriot Act in 2001 as a response to the terrorist attacks of of September 11, 2001.</p> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• How the threat of terror at home impacted American ideas of freedom and equality.</li> <li>• How the threat from terrorist cells around the globe have led to certain legal, judicial and economic decisions in America.</li> <li>• How rights and freedoms are infringed upon when government passes laws to “protect” all citizens.</li> <li>• The causes and effects of terrorist acts such as Oklahoma Bombing, 1993 World Trade Center Bombing, Bombing of the USS Cole, the attack on September 11, 2001, etc.</li> </ul>
<p><b>12.H.5.3 Analyze 20th Century economic recessions and depressions in terms of their</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• Economic recessions and depressions may have an effect on the way</li> </ul>

<p><b>effects on American perceptions of freedom and equality.</b></p>	<p>people feel about whether or not they receive equal treatment or are allowed the basic freedoms given to members of the society.</p> <ul style="list-style-type: none"> <li>• Individual or group feelings about fair treatment within a society may be influenced by periods of economic boom or bust.</li> <li>• Leadership can affect societal, economic and political change in order to promote economic decisions.</li> <li>• A leader’s economic decisions can affect not only the economy but political agendas and social movements as well.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Major economic depressions and recessions of the 20<sup>th</sup> and 21<sup>st</sup> centuries i.e., Great Depression of the 1930s, Recession of 1953, 1973 Oil Crisis, Recession of 1980, The 21<sup>st</sup> Century Recession, The late 2000s Financial Crisis, etc.</li> <li>• The business cycle and economic cycle</li> <li>• The significance differences in the following economic terminology ( Panic, Crisis, Slump, Depression and Recession)</li> </ul>
<p><b>12.H.5.4 Analyze the "American Dream" in terms of inclusion and its effects on perceptions of freedom and equality.</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• An individual or minority group’s perceptions of being included within the society often affects their beliefs on whether or not they are afforded the same freedoms and equality as the whole of society.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Various interpretations of what is meant by “The American Dream”</li> <li>• How various immigrant and migrant groups within the United States have demonstrated attempts to achieve “The American Dream”</li> <li>• How “The American Dream” has been promoted and articulated by political leaders during various time periods of the 20<sup>th</sup> century</li> <li>• How “The American Dream” has been used to campaign for various political and social reform movements in society</li> </ul>
<p><b>12.H.5.5 Evaluate the effective use of markers and monuments to commemorate people and</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• The effective use of markers and monuments to commemorate people and</li> </ul>

<p><b>events that upheld freedom and equality.</b></p>	<p>events that upheld freedom and equality often validate individuals and groups understanding of freedom and equality.</p> <ul style="list-style-type: none"> <li>• Monuments and markers often serve as memorials commemorating spiritual practices, historical occurrences or people who have contributed to society.</li> <li>• Individual organizations often choose to erect monuments and markers as a way to recognize historic preservation or geographically defined regions.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• The significance of various monuments in America to the ideals of freedom and equality i.e., the Statue of Liberty, Washington Monument, Vietnam Veterans Memorial, Korean Veterans Memorial, Arlington Cemetery, Mount Rushmore, etc.</li> <li>• How and why various American Monuments or memorials have been used to help make symbolic connections to freedom and equality</li> <li>• How and why historical markers are established</li> <li>• How and why geographical markers are established</li> </ul>
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<b>History</b>	
<p><b>Essential Standard:</b>  <b>12.H.6 Analyze technological innovation in terms of its impact on freedom and equality.</b></p> <p><b>Concept(s):</b></p>	
<p><b>Clarifying Objectives</b></p>	<p><b>Unpacking</b>  What does this standard mean a student will understand, know and be able to do?</p>

<p><b>12.H.6.1 Analyze how industrial development impacted both the freedom and equality of workers and consumers.</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• Industrial development often impacts the freedom and equality of workers and consumers.</li> <li>• Industrial growth may lead to the need for social reform and improvement of working conditions.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Factors that explain industrial growth in various regions of the United States</li> <li>• Various examples of reform movements that have called for equality for the worker as well as better working conditions</li> <li>• How and why discrepancies in the wages and income between the genders, various racial and ethnic groups, as well as between age groups have become major issues of equity.</li> </ul>
<p><b>12.H.6.2 Analyze how the use of communication and transportation technologies impacted the advancement of freedom and equality.</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• The use of communication and transportation technologies often impact the advances made within a society.</li> <li>• Innovations in transportation allows people and ideas to travel from place to place with greater ease.</li> <li>• The spread of ideas on equality and freedom can be communicated more rapidly through innovations in technology.</li> </ul> <p><b>For example:</b> The use of the internet to communicate ideas of freedom and democracy in Egypt in 2011.</p> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Various types of 20<sup>th</sup> century technologies that have facilitated a faster communication of movements for freedom and/or equality.</li> <li>• How and why transportation has helped advance movements for equality and freedom.</li> </ul>
<p><b>12.H.6.3 Evaluate how the implementation of theories and programs in the name of science affected the</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• The implementation of theories and programs in the name of</li> </ul>

<p><b>development of freedom and equality.</b></p>	<p>science often affects the development of freedom and equality within a society.</p> <ul style="list-style-type: none"> <li>• Scientific ideas and theories may conflict with the rights and freedoms of members of a society.</li> <li>• Certain freedoms may be negatively affected by innovative programs and scientific advancements within a society.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• How and why programs in science and math targeted the recruitment of females into academic programs as well as workforce institutions.</li> <li>• The impact that affirmative action has had on ensuring institutional inclusion of minorities.</li> </ul>
<p><b>12.H.6.4 Evaluate how American popular culture both reflected and impacted the struggles and protests for freedom and equality.</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• American popular culture reflected on and impacted the struggles and protests for freedom and equality.</li> <li>• Cultural exchange can contribute to mutual agreement between people in a society to fight against injustice and inequality. Individuals and groups often unite around struggles for freedom.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• The definition of popular culture and the characteristics that are attributed to it.</li> <li>• The significance of various groups participating in certain 20<sup>th</sup> century protest movements.</li> <li>• How and why television impacted movements of the 60s and 70s (i.e., Civil Rights, War Protests, Equal Rights, Etc.)</li> <li>• The outcomes of major protest movements of the 20<sup>th</sup> century.</li> </ul>

## Culture

### 12.C.1

Evaluate the challenges of forming an identity in a diverse society founded on freedom and equality

#### Concept(s):

**12.C.1.1 Evaluate the effects of segregation and discrimination on the identity and relationships of people.**

**The student will understand that:**

- Social, political and economic relationships can be negatively affected by segregation policies and discriminatory practices.
- Self identity may be negatively affected by segregation and discrimination.

**For example:**

The findings of Kenneth Clark’s “Doll Experiment” (from *Brown v. Board of Education*, Topeka, Kansas) showing the negative self image of African American students resulting from segregation and discrimination.

**The student will know:**

- The differences between segregation policies, discriminatory practices, and stereotyping.
- Various examples of how segregation and discriminatory laws and practices affected Americans in the 20th century (e.g. *Korematsu*, *Montgomery Bus Boycott*, *Little Rock 9*, *Greensboro Lunch Sit-in*, *Wounded Knee 1973*)

**12.C.1.2 Evaluate the impact of stereotypes on the identity and relationships of people.**

**The student will understand that:**

- Relationships may be negatively affected by stereotyping.
- Gender, racial, and ethnicity stereotypes may cause conflict among individuals and groups within a nation.

**The student will know:**

- The role stereotyping has played in local and state conflicts.
- The impact of segregationist laws and policies on the U.S. south and

	<p>nation as a whole.</p> <ul style="list-style-type: none"> <li>• The impact of policies that have excluded women from educational, employment and political opportunities.</li> <li>• How various groups in America have used stereotypes to subjugate and disenfranchise others.</li> <li>• Long-term and short-term effects of stereotyping on laws in the U.S.</li> <li>• Long-term effects of stereotyping on public policy and state and national relationships.</li> </ul>
<p><b>12.C.1.3 Analyze how movement and settlement in the United States impacted the cultural identity of individuals and groups.</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• The migration of groups throughout a nation can impact the cultural identity of groups and people in various region</li> <li>• Diverse individuals and groups that settle into a region shape the cultural identity of that region.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• How culture and cultural diversity influence the settlement and development of various regions in the United States.</li> <li>• How various waves of migration and immigration have impacted the development of various regions in the United States.</li> <li>• Why certain groups identify with certain regions of the United States and not others.</li> </ul>
<p><b>12.C.1.4 Use examples of literature and the arts to examine the paradox of identifying one's self through cultural differences and a shared belief in ideals such as freedom and equality.</b></p>	<p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• The meaning of paradox.</li> <li>• How literature and art, drama, music and dance reflect cultural differences and shared beliefs.</li> <li>• How social and cultural experiences influence the motives, values, beliefs, and intentions surrounding decisions on freedom and equality.</li> </ul> <p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>• Formulate historical questions 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</li> </ul>

	<p>from the past.</p> <ul style="list-style-type: none"> <li>• Collect historical data from a variety of sources to help answer historical questions. These sources 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.</li> <li>• Interpret historical data, construct reasoned arguments and draw conclusions using historical evidence collected from a variety of sources.</li> </ul> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>• Use literature analyze passages or narratives to clarify or elaborate on information presented to represent the ideals of freedom and equality.</li> <li>• Interpret visual images in art and dance to draw conclusions about what an artist has expressed about national identity as well as the identity of the individual in American society.</li> </ul> <ul style="list-style-type: none"> <li>• Create analytical essays that demonstrate historical interpretations, analysis, conclusions, and supporting evidence from a variety of sources.</li> </ul>
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<b>Culture</b>
<p><b>12.C.2</b>  <b>Analyze the ideological interdependence of the United States with the world in terms of freedom and equality.</b></p> <p><b>Concept(s):</b></p>

<p><b>12.C.2.1 Analyze ideological differences between the United States and other nations in terms of their impact on multiple perspectives and understandings of freedom and equality.</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• A government’s position on freedom and equality often shapes the perspectives of the individuals within a nation.</li> <li>• A nation’s perspective on individual rights and freedoms can impact decisions to interact with other nations.</li> </ul> <p><b>For example:</b> The United States’ decision to isolate itself from Cuba and place political and economic sanctions against it.</p> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Various U.S. isolationist policies of the 20<sup>th</sup> century.</li> <li>• Differences between political rights and personal rights and how each has affected freedom and equality in the United States and various other nations.</li> <li>• How and why ideologies on freedom and equality in other nations have impacted political, economic and military decisions of the U.S.</li> </ul>
<p><b>12.C. 2.2 Analyze the relationship between American and international movements for freedom and equality, in terms of their origins, factors and influences.</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• Policies and laws on human and civil rights can be used to drive the development of economic and political relationships between nations. Nations often work together to protect freedom and equality around the world.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• The impact of the American concept of democracy and individual rights on the world.</li> <li>• How the United States has influenced other nations and how other nations have influenced American intervention and support of movements in nations struggling for human rights, political freedom, and/or democracy.</li> <li>• Some important bilateral and multilateral agreements in which the United States has participated e.g., NAFTA, Helsinki Accord, Antarctic Treaty, Most Favored Nation Agreements</li> </ul>

<p><b>12.C.2.3 Analyze how other countries, societies, and international leaders and groups have interpreted and used the values expressed in the Declaration of Independence and United States Constitution.</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• The interpretation of a nation’s founding documents may influence the development of constitutions and political systems in other countries.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• How the founding documents of the United States have been models for other nations to develop government structures and principles.</li> <li>• How the Declaration of Independence influenced other countries.</li> <li>• Examples of how the U.S. Constitution has influenced political systems in the contemporary world.</li> </ul>
<p><b>12.C.2.4 Use knowledge gained from a study of 20th Century civil liberties and civil rights to explain contemporary global issues of freedom and equality.</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• Constitutional governments are often founded upon ideas such as freedom, equality and the rights of individuals.</li> <li>• Tensions among constitutional and political values and principles can influence a nation’s foreign policies.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• How and why domestic politics and policies on civil liberties and civil rights impose constraints or obligations on the ways in which the U.S. acts in the world.</li> <li>• Civil liberties are rights and freedoms that provide an individual specific rights such as freedom from slavery and forced labor, freedom from torture, the right to liberty and security, etc.</li> <li>• Various positions the U.S. has taken in the last 30 years toward nations that have denied its citizens’ human rights and civil liberties</li> <li>• How issues of civil liberties or civil rights have encouraged or discouraged the U.S. into international conflicts or wars.</li> </ul>