

## Advanced Placement U.S. History 2

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### Lesson 1 – The Development of Political Parties

#### *National Center for History in the Schools*

- 5-12.HT.1.A Distinguish between past, present, and future time.
- 5-12.HT.1.E Interpret data presented in time lines and create time lines.
- 5-12.HT.2.C Identify the central question(s) the historical narrative addresses.
- 5-12.HT.2.F Appreciate historical perspectives.
- 5-12.HT.3.B Consider multiple perspectives.
- 5-12.HT.3.F Compare competing historical narratives.
- 5-12.HT.5.A Identify issues and problems in the past.
- 5-12.HT.5.E Formulate a position or course of action on an issue.
- 5-12.HT.5.F Evaluate the implementation of a decision.
- 5-12.USHU.Era2.2 Understand how political, religious, and social institutions emerged in the English colonies.
- 5-12.USHU.Era2.3 Understand how the values and institutions of European economic life took root in the colonies, and how slavery reshaped European and African life in the Americas.
- 5-12.USHU.Era3.2 Understand the impact of the American Revolution on politics, economy, and society.
- 5-12.USHU.Era3.3 Understand the institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights.
- 5-12.USHU.Era10.2 Understand economic, social, and cultural developments in contemporary United States.

#### *National Council for Social Studies*

- 9-12.I.a Analyze and explain the ways groups, societies, and cultures address human needs and concerns.
- 9-12.I.b Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.

- 9-12.I.d Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change.
- 9-12.I.e Demonstrate the value of cultural diversity, as well as cohesion, within and across groups.
- 9-12.I.f Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.
- 9-12.I.g Construct reasoned judgments about specific cultural responses to persistent human issues.
- 9-12.II.a Demonstrate that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use.
- 9-12.II.b Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- 9-12.II.c Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.
- 9-12.II.d Systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.
- 9-12.II.e Investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.
- 9-12.III.h Examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes.
- 9-12.III.i Describe and assess ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings.
- 9-12.IV.a Articulate personal connections to time, place, and social/cultural systems.
- 9-12.IV.b Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life.
- 9-12.IV.d Apply concepts, methods, and theories about the study of human growth and development, such as physical endowment, learning motivation, behavior, perception, and personality.
- 9-12.IV.e Examine the interactions of ethnic, national, or cultural influences in specific situations or events.

- 9-12.IV.g Compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups.
- 9-12.V.c Describe the various forms institutions take, and explain how they develop and change over time.
- 9-12.V.d Identify and analyze examples of tensions between expressions of individuality and efforts used to promote conformity by groups and institutions.
- 9-12.V.e Describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements.
- 9-12.V.f Evaluate the role of institutions in furthering both continuity and change.
- 9-12.V.g Analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings.
- 9-12.V.h Explain and apply ideas and modes of inquiry drawn from behavioral science and social theory in the examination of persistent issues and social problems.
- 9-12.VI.a Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.
- 9-12.VI.b Explain the purpose of government and analyze how its powers are acquired, used, and justified.
- 9-12.VI.c Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- 9-12.VI.d Compare and analyze the ways nations and organizations respond to conflicts between forces of unity and forces of diversity.
- 9-12.VI.e Compare different political systems (their ideologies, structure, institutions, processes, and political cultures) with that of the United States, and identify representative political leaders from selected historical and contemporary settings.
- 9-12.VI.f Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.
- 9-12.VI.h Explain and apply ideas, theories, and modes of inquiry drawn from political science to the examination of persistent issues and social problems.
- 9-12.VII.a Explain how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed.
- 9-12.VII.b Analyze the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system.
- 9-12.VII.c Consider the costs and benefits to society of allocating goods and services through private and public sectors.

9-12.VII.g	Compare basic economic systems according to how rules and procedures deal with demand, supply, prices, the role of government, banks, labor and labor unions, savings and investments, and capital.
9-12.IX.e	Analyze the relationships and tensions between national sovereignty and global interests, in matters such as territory, economic development, nuclear and other weapons, use of natural resources, and human rights concerns.
9-12.IX.h	Illustrate how individual behaviors and decisions connect with global systems.
9-12.X.a	Explain the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.
9-12.X.b	Identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities.
9-12.X.c	Locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues -- identifying, describing, and evaluating multiple points of view.
9-12.X.d	Practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.
9-12.X.e	Analyze and evaluate the influence of various forms of citizen action on public policy.
9-12.X.f	Analyze a variety of public policies and issues from the perspective of formal and informal political actors.
9-12.X.g	Evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making.

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## Lesson 2 – The Role of the Judiciary in the Creation of the National State

### *National Center for History in the Schools*

5-12.HT.1.A	Distinguish between past, present, and future time.
5-12.HT.1.E	Interpret data presented in time lines and create time lines.
5-12.HT.1.F	Reconstruct patterns of historical succession and duration; explain historical continuity and change.
5-12.HT.2.A	Identify the author or source of the historical document or narrative and assess its credibility.
5-12.HT.2.F	Appreciate historical perspectives.
5-12.HT.3.A	Compare and contrast differing sets of ideas.
5-12.HT.3.B	Consider multiple perspectives.
5-12.HT.5.F	Evaluate the implementation of a decision.
5-12.USHU.Era2.2	Understand how political, religious, and social institutions emerged in the English colonies.

- 5-12.USHU.Era3.2 Understand the impact of the American Revolution on politics, economy, and society.
- 5-12.USHU.Era4.1 Understand United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans.

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- 9-12.I.a Analyze and explain the ways groups, societies, and cultures address human needs and concerns.
- 9-12.I.b Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
- 9-12.I.c Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.
- 9-12.I.d Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change.
- 9-12.I.e Demonstrate the value of cultural diversity, as well as cohesion, within and across groups.
- 9-12.I.f Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.
- 9-12.I.g Construct reasoned judgments about specific cultural responses to persistent human issues.
- 9-12.I.h Explain and apply ideas, theories, and modes of inquiry drawn from anthropology and sociology in the examination of persistent issues and social problems.
- 9-12.II.d Systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.
- 9-12.II.e Investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.
- 9-12.II.f Apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues.
- 9-12.III.b Create, interpret, use, and synthesize information from various representations of the earth, such as maps, globes, and photographs.
- 9-12.IV.b Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life.
- 9-12.IV.e Examine the interactions of ethnic, national, or cultural influences in specific situations or events.

- 9-12.V.b Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.
- 9-12.V.c Describe the various forms institutions take, and explain how they develop and change over time.
- 9-12.V.d Identify and analyze examples of tensions between expressions of individuality and efforts used to promote conformity by groups and institutions.
- 9-12.V.e Describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements.
- 9-12.V.f Evaluate the role of institutions in furthering both continuity and change.
- 9-12.V.g Analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings.
- 9-12.V.h Explain and apply ideas and modes of inquiry drawn from behavioral science and social theory in the examination of persistent issues and social problems.
- 9-12.VI.a Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.
- 9-12.VI.b Explain the purpose of government and analyze how its powers are acquired, used, and justified.
- 9-12.VI.c Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- 9-12.VI.d Compare and analyze the ways nations and organizations respond to conflicts between forces of unity and forces of diversity.
- 9-12.VI.e Compare different political systems (their ideologies, structure, institutions, processes, and political cultures) with that of the United States, and identify representative political leaders from selected historical and contemporary settings.
- 9-12.VI.f Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.
- 9-12.VI.h Explain and apply ideas, theories, and modes of inquiry drawn from political science to the examination of persistent issues and social problems.
- 9-12.VI.i Evaluate the extent to which governments achieve their stated ideals and policies at home and abroad.
- 9-12.VII.c Consider the costs and benefits to society of allocating goods and services through private and public sectors.
- 9-12.IX.b Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations.

- 9-12.IX.e Analyze the relationships and tensions between national sovereignty and global interests, in matters such as territory, economic development, nuclear and other weapons, use of natural resources, and human rights concerns.
- 9-12.IX.f Analyze or formulate policy statements demonstrating an understanding of concerns, standards, issues, and conflicts related to universal human rights.
- 9-12.IX.h Illustrate how individual behaviors and decisions connect with global systems.
- 9-12.X.a Explain the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.
- 9-12.X.b Identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities.
- 9-12.X.c Locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues -- identifying, describing, and evaluating multiple points of view.
- 9-12.X.d Practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.
- 9-12.X.e Analyze and evaluate the influence of various forms of citizen action on public policy.
- 9-12.X.f Analyze a variety of public policies and issues from the perspective of formal and informal political actors.
- 9-12.X.g Evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making.
- 9-12.X.h Evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government.

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### Lesson 3 – Women and the Family in American Society

#### *National Center for History in the Schools*

- 5-12.HT.1.A Distinguish between past, present, and future time.
- 5-12.HT.1.B Identify the temporal structure of a historical narrative or story.
- 5-12.HT.1.C Establish temporal order in constructing historical narratives of their own.
- 5-12.HT.1.F Reconstruct patterns of historical succession and duration; explain historical continuity and change.
- 5-12.HT.2.F Appreciate historical perspectives.
- 5-12.USHU.Era3.2 Understand the impact of the American Revolution on politics, economy, and society.
- 5-12.USHU.Era3.3 Understand the institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights.

- 5-12.USHU.Era4.1 Understand United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans.
- 5-12.USHU.Era4.2 Understand how the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions.
- 5-12.USHU.Era4.3 Understand the extension, restriction, and reorganization of political democracy after 1800.

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- 9-12.I.a Analyze and explain the ways groups, societies, and cultures address human needs and concerns.
- 9-12.I.b Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
- 9-12.I.c Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.
- 9-12.I.d Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change.
- 9-12.I.e Demonstrate the value of cultural diversity, as well as cohesion, within and across groups.
- 9-12.I.f Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.
- 9-12.I.g Construct reasoned judgments about specific cultural responses to persistent human issues.
- 9-12.II.b Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- 9-12.II.c Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.
- 9-12.II.d Systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.
- 9-12.II.e Investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.
- 9-12.IV.b Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life.



- 9-12.IV.c Describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self.
- 9-12.IV.d Apply concepts, methods, and theories about the study of human growth and development, such as physical endowment, learning motivation, behavior, perception, and personality.
- 9-12.IV.e Examine the interactions of ethnic, national, or cultural influences in specific situations or events.
- 9-12.IV.f Analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity.
- 9-12.IV.g Compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups.
- 9-12.V.a Apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society.
- 9-12.V.b Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.
- 9-12.V.c Describe the various forms institutions take, and explain how they develop and change over time.
- 9-12.V.d Identify and analyze examples of tensions between expressions of individuality and efforts used to promote conformity by groups and institutions.
- 9-12.V.e Describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements.
- 9-12.V.f Evaluate the role of institutions in furthering both continuity and change.
- 9-12.V.g Analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings.
- 9-12.V.h Explain and apply ideas and modes of inquiry drawn from behavioral science and social theory in the examination of persistent issues and social problems.
- 9-12.VI.a Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.
- 9-12.VI.b Explain the purpose of government and analyze how its powers are acquired, used, and justified.
- 9-12.VI.c Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- 9-12.VI.h Explain and apply ideas, theories, and modes of inquiry drawn from political science to the examination of persistent issues and social problems.
- 9-12.VI.i Evaluate the extent to which governments achieve their stated ideals and policies at home and abroad.

- 9-12.VII.a Explain how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed.
- 9-12.VII.b Analyze the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system.
- 9-12.VII.f Compare how values and beliefs influence economic decisions in different societies.
- 9-12.VII.i Distinguish between the domestic and global economic systems, and explain how the two interact.
- 9-12.VIII.b Make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions.
- 9-12.IX.b Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations.
- 9-12.IX.g Describe and evaluate the role of international and multinational organizations in the global arena.
- 9-12.IX.h Illustrate how individual behaviors and decisions connect with global systems.
- 9-12.X.a Explain the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.
- 9-12.X.b Identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities.
- 9-12.X.c Locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues -- identifying, describing, and evaluating multiple points of view.
- 9-12.X.d Practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.
- 9-12.X.e Analyze and evaluate the influence of various forms of citizen action on public policy.
- 9-12.X.g Evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making.
- 9-12.X.h Evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government.

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#### Lesson 4 – Foundations of American Foreign Policy

*National Center for History in the Schools*

- 5-12.HT.1.A Distinguish between past, present, and future time.

- 5-12.HT.1.B Identify the temporal structure of a historical narrative or story.
- 5-12.HT.1.C Establish temporal order in constructing historical narratives of their own.
- 5-12.HT.1.E Interpret data presented in time lines and create time lines.
- 5-12.HT.1.F Reconstruct patterns of historical succession and duration; explain historical continuity and change.
- 5-12.HT.2.A Identify the author or source of the historical document or narrative and assess its credibility.
- 5-12.HT.3.B Consider multiple perspectives.
- 5-12.HT.3.C Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.
- 5-12.HT.4.B Obtain historical data from a variety of sources.
- 5-12.HT.4.C Interrogate historical data.
- 5-12.USHU.Era2.1 Understand why the Americas attracted Europeans, why they brought enslaved Africans to their colonies, and how Europeans struggled for control of North America and the Caribbean.
- 5-12.USHU.Era2.2 Understand how political, religious, and social institutions emerged in the English colonies.
- 5-12.USHU.Era2.3 Understand how the values and institutions of European economic life took root in the colonies, and how slavery reshaped European and African life in the Americas.
- 5-12.USHU.Era3.2 Understand the impact of the American Revolution on politics, economy, and society.
- 5-12.USHU.Era4.1 Understand United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans.

*National Council for Social Studies*

- 9-12.I.a Analyze and explain the ways groups, societies, and cultures address human needs and concerns.
- 9-12.I.b Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
- 9-12.I.c Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.
- 9-12.I.d Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change.
- 9-12.I.e Demonstrate the value of cultural diversity, as well as cohesion, within and across groups.
- 9-12.I.f Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.

- 9-12.I.g Construct reasoned judgments about specific cultural responses to persistent human issues.
- 9-12.II.b Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- 9-12.II.c Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.
- 9-12.II.d Systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.
- 9-12.II.e Investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.
- 9-12.III.a Refine mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape.

## Lesson 5 – The End of Hometown: The Early Industrial Revolution

### *National Center for History in the Schools*

- 5-12.HT.1.A Distinguish between past, present, and future time.
- 5-12.HT.1.B Identify the temporal structure of a historical narrative or story.
- 5-12.HT.1.C Establish temporal order in constructing historical narratives of their own.
- 5-12.HT.1.E Interpret data presented in time lines and create time lines.
- 5-12.HT.1.F Reconstruct patterns of historical succession and duration; explain historical continuity and change.
- 5-12.HT.2.F Appreciate historical perspectives.
- 5-12.HT.3.B Consider multiple perspectives.
- 5-12.USHU.Era3.2 Understand the impact of the American Revolution on politics, economy, and society.
- 5-12.USHU.Era3.3 Understand the institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights.
- 5-12.USHU.Era4.1 Understand United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans.

- 5-12.USHU.Era4.2 Understand how the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions.
- 5-12.USHU.Era4.3 Understand the extension, restriction, and reorganization of political democracy after 1800.
- 5-12.USHU.Era4.4 Understand the sources and character of cultural, religious, and social reform movements in the antebellum period.

*National Council for Social Studies*

- 9-12.I.a Analyze and explain the ways groups, societies, and cultures address human needs and concerns.
- 9-12.I.b Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
- 9-12.I.c Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.
- 9-12.I.d Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change.
- 9-12.I.e Demonstrate the value of cultural diversity, as well as cohesion, within and across groups.
- 9-12.I.f Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.
- 9-12.II.a Demonstrate that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use.
- 9-12.II.b Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- 9-12.II.c Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.
- 9-12.III.g Describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideals as they design and build specialized buildings, neighborhoods, shopping centers, urban centers, industrial parks, and the like.
- 9-12.IV.b Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life.
- 9-12.IV.e Examine the interactions of ethnic, national, or cultural influences in specific situations or events.

- 9-12.IV.f Analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity.
- 9-12.IV.g Compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups.
- 9-12.V.a Apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society.
- 9-12.V.b Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.
- 9-12.V.c Describe the various forms institutions take, and explain how they develop and change over time.
- 9-12.V.d Identify and analyze examples of tensions between expressions of individuality and efforts used to promote conformity by groups and institutions.
- 9-12.V.f Evaluate the role of institutions in furthering both continuity and change.
- 9-12.V.g Analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings.
- 9-12.VI.a Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.
- 9-12.VI.b Explain the purpose of government and analyze how its powers are acquired, used, and justified.
- 9-12.VI.g Evaluate the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts.
- 9-12.VI.h Explain and apply ideas, theories, and modes of inquiry drawn from political science to the examination of persistent issues and social problems.
- 9-12.VII.a Explain how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed.
- 9-12.VII.b Analyze the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system.
- 9-12.VII.c Consider the costs and benefits to society of allocating goods and services through private and public sectors.
- 9-12.VII.d Describe relationships among the various economic institutions that comprise economic systems such as households, business firms, banks, government agencies, labor unions, and corporations.
- 9-12.VII.e Analyze the role of specialization and exchange in economic processes.

- 9-12.VII.f Compare how values and beliefs influence economic decisions in different societies.
- 9-12.VII.g Compare basic economic systems according to how rules and procedures deal with demand, supply, prices, the role of government, banks, labor and labor unions, savings and investments, and capital.
- 9-12.VII.h Apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues.
- 9-12.VII.i Distinguish between the domestic and global economic systems, and explain how the two interact.
- 9-12.VII.j Apply knowledge of production, distribution, and consumption in the analysis of a public issue such as the allocation of health care or the consumption of energy, and devise an economic plan for accomplishing a socially desirable outcome related to that issue.
- 9-12.VIII.a Identify and describe both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings.
- 9-12.VIII.b Make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions.
- 9-12.VIII.c Analyze how science and technology influence the core values, beliefs, and attitudes of society, and how core values, beliefs, and attitudes of society shape scientific and technological change.
- 9-12.VIII.d Evaluate various policies that have been proposed as ways of dealing with social changes resulting from new technologies, such as genetically engineered plants and animals.
- 9-12.VIII.e Recognize and interpret varied perspectives about human societies and the physical world using scientific knowledge, ethical standards, and technologies from diverse world cultures.
- 9-12.VIII.f Formulate strategies and develop policies for influencing public discussions associated with technology-society issues, such as the greenhouse effect.
- 9-12.IX.b Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations.
- 9-12.IX.c Analyze and evaluate the effects of changing technologies on the global community.
- 9-12.IX.d Analyze the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as health, security, resource allocation, economic development, and environmental quality.
- 9-12.IX.e Analyze the relationships and tensions between national sovereignty and global interests, in matters such as territory, economic development, nuclear and other weapons, use of natural resources, and human rights concerns.

- 9-12.X.c Locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues -- identifying, describing, and evaluating multiple points of view.
- 9-12.X.d Practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.

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## Lesson 6 – The U.S. Government, American Settlers, and the Cherokee: A Case Study

### *National Center for History in the Schools*

- 5-12.HT.1.A Distinguish between past, present, and future time.
- 5-12.HT.1.B Identify the temporal structure of a historical narrative or story.
- 5-12.HT.1.C Establish temporal order in constructing historical narratives of their own.
- 5-12.HT.1.F Reconstruct patterns of historical succession and duration; explain historical continuity and change.
- 5-12.HT.2.F Appreciate historical perspectives.
- 5-12.HT.3.A Compare and contrast differing sets of ideas.
- 5-12.HT.3.B Consider multiple perspectives.
- 5-12.HT.3.D Draw comparisons across eras and regions in order to define enduring issues.
- 5-12.HT.4.F Support interpretations with historical evidence.
- 5-12.HT.5.A Identify issues and problems in the past.
- 5-12.HT.5.E Formulate a position or course of action on an issue.
- 5-12.HT.5.F Evaluate the implementation of a decision.
- 5-12.USHU.Era2.2 Understand how political, religious, and social institutions emerged in the English colonies.
- 5-12.USHU.Era3.3 Understand the institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights.
- 5-12.USHU.Era4.1 Understand United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans.
- 5-12.USHU.Era4.2 Understand how the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions.
- 5-12.USHU.Era4.3 Understand the extension, restriction, and reorganization of political democracy after 1800.
- 5-12.USHU.Era6.1 Understand how the rise of corporations, heavy industry, and mechanized farming transformed the American people.



5-12.USHU.Era10.2 Understand economic, social, and cultural developments in contemporary United States.

*National Council for Social Studies*

- 9-12.I.a Analyze and explain the ways groups, societies, and cultures address human needs and concerns.
- 9-12.I.b Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
- 9-12.I.c Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.
- 9-12.I.d Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change.
- 9-12.I.e Demonstrate the value of cultural diversity, as well as cohesion, within and across groups.
- 9-12.I.f Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.
- 9-12.II.b Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- 9-12.II.c Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.
- 9-12.III.g Describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideals as they design and build specialized buildings, neighborhoods, shopping centers, urban centers, industrial parks, and the like.
- 9-12.III.i Describe and assess ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings.
- 9-12.IV.a Articulate personal connections to time, place, and social/cultural systems.
- 9-12.IV.b Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life.
- 9-12.IV.c Describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self.
- 9-12.IV.d Apply concepts, methods, and theories about the study of human growth and development, such as physical endowment, learning motivation, behavior, perception, and personality.

- 9-12.IV.e Examine the interactions of ethnic, national, or cultural influences in specific situations or events.
- 9-12.IV.f Analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity.
- 9-12.IV.g Compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups.
- 9-12.V.a Apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society.
- 9-12.V.b Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.
- 9-12.V.c Describe the various forms institutions take, and explain how they develop and change over time.
- 9-12.V.d Identify and analyze examples of tensions between expressions of individuality and efforts used to promote conformity by groups and institutions.
- 9-12.V.e Describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements.
- 9-12.V.f Evaluate the role of institutions in furthering both continuity and change.
- 9-12.V.g Analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings.
- 9-12.VI.a Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.
- 9-12.VI.b Explain the purpose of government and analyze how its powers are acquired, used, and justified.
- 9-12.VI.c Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- 9-12.VI.d Compare and analyze the ways nations and organizations respond to conflicts between forces of unity and forces of diversity.
- 9-12.VI.e Compare different political systems (their ideologies, structure, institutions, processes, and political cultures) with that of the United States, and identify representative political leaders from selected historical and contemporary settings.
- 9-12.VI.f Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.
- 9-12.VI.g Evaluate the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts.

9-12.VI.h	Explain and apply ideas, theories, and modes of inquiry drawn from political science to the examination of persistent issues and social problems.
9-12.VI.i	Evaluate the extent to which governments achieve their stated ideals and policies at home and abroad.
9-12.IX.a	Explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.
9-12.IX.b	Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations.
9-12.IX.e	Analyze the relationships and tensions between national sovereignty and global interests, in matters such as territory, economic development, nuclear and other weapons, use of natural resources, and human rights concerns.
9-12.IX.h	Illustrate how individual behaviors and decisions connect with global systems.
9-12.X.a	Explain the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.
9-12.X.b	Identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities.
9-12.X.c	Locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues -- identifying, describing, and evaluating multiple points of view.
9-12.X.d	Practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.
9-12.X.e	Analyze and evaluate the influence of various forms of citizen action on public policy.
9-12.X.f	Analyze a variety of public policies and issues from the perspective of formal and informal political actors.
9-12.X.g	Evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making.
9-12.X.h	Evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government.

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## Lesson 7 – The Mexican War: Was It in the National Interest?

### *National Center for History in the Schools*

5-12.HT.1.A	Distinguish between past, present, and future time.
5-12.HT.1.F	Reconstruct patterns of historical succession and duration; explain historical continuity and change.
5-12.HT.2.F	Appreciate historical perspectives.
5-12.HT.3.A	Compare and contrast differing sets of ideas.

- 5-12.HT.3.B Consider multiple perspectives.
- 5-12.HT.3.D Draw comparisons across eras and regions in order to define enduring issues.
- 5-12.HT.4.B Obtain historical data from a variety of sources.
- 5-12.HT.4.C Interrogate historical data.
- 5-12.HT.4.F Support interpretations with historical evidence.
- 5-12.HT.5.A Identify issues and problems in the past.
- 5-12.HT.5.E Formulate a position or course of action on an issue.
- 5-12.HT.5.F Evaluate the implementation of a decision.
- 5-12.USHU.Era4.1 Understand United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans.
- 5-12.USHU.Era4.3 Understand the extension, restriction, and reorganization of political democracy after 1800.
- 5-12.USHU.Era4.4 Understand the sources and character of cultural, religious, and social reform movements in the antebellum period.
- 5-12.USHU.Era5.1 Understand the causes of the Civil War.

*National Council for Social Studies*

- 9-12.I.a Analyze and explain the ways groups, societies, and cultures address human needs and concerns.
- 9-12.I.b Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
- 9-12.I.c Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.
- 9-12.I.d Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change.
- 9-12.I.e Demonstrate the value of cultural diversity, as well as cohesion, within and across groups.
- 9-12.I.f Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.
- 9-12.I.g Construct reasoned judgments about specific cultural responses to persistent human issues.
- 9-12.II.b Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- 9-12.II.c Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.

- 9-12.II.d Systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.
- 9-12.II.e Investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.
- 9-12.III.f Use knowledge of physical system changes such as seasons, climate and weather, and the water cycle to explain geographic phenomena.
- 9-12.IV.b Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life.
- 9-12.IV.c Describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self.
- 9-12.IV.e Examine the interactions of ethnic, national, or cultural influences in specific situations or events.
- 9-12.IV.f Analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity.
- 9-12.IV.g Compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups.
- 9-12.V.a Apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society.
- 9-12.V.b Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.
- 9-12.V.c Describe the various forms institutions take, and explain how they develop and change over time.
- 9-12.V.d Identify and analyze examples of tensions between expressions of individuality and efforts used to promote conformity by groups and institutions.
- 9-12.V.e Describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements.
- 9-12.V.f Evaluate the role of institutions in furthering both continuity and change.
- 9-12.V.g Analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings.
- 9-12.VI.a Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.
- 9-12.VI.b Explain the purpose of government and analyze how its powers are acquired, used, and justified.

- 9-12.VI.d Compare and analyze the ways nations and organizations respond to conflicts between forces of unity and forces of diversity.
- 9-12.VI.f Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.
- 9-12.VI.g Evaluate the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts.
- 9-12.VI.h Explain and apply ideas, theories, and modes of inquiry drawn from political science to the examination of persistent issues and social problems.
- 9-12.VI.i Evaluate the extent to which governments achieve their stated ideals and policies at home and abroad.
- 9-12.VI.j Prepare a public policy paper and present and defend it before an appropriate forum in school or community.
- 9-12.VII.a Explain how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed.
- 9-12.VII.b Analyze the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system.
- 9-12.VII.f Compare how values and beliefs influence economic decisions in different societies.
- 9-12.VIII.b Make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions.
- 9-12.IX.a Explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.
- 9-12.IX.b Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations.
- 9-12.IX.f Analyze or formulate policy statements demonstrating an understanding of concerns, standards, issues, and conflicts related to universal human rights.
- 9-12.X.a Explain the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.
- 9-12.X.b Identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities.
- 9-12.X.c Locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues -- identifying, describing, and evaluating multiple points of view.

- 9-12.X.d Practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.
- 9-12.X.e Analyze and evaluate the influence of various forms of citizen action on public policy.
- 9-12.X.g Evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making.
- 9-12.X.h Evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government.

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## Lesson 8 – Westward Expansion: A Force for Unity or Division?

### *National Center for History in the Schools*

- 5-12.HT.1.A Distinguish between past, present, and future time.
- 5-12.HT.1.B Identify the temporal structure of a historical narrative or story.
- 5-12.HT.1.C Establish temporal order in constructing historical narratives of their own.
- 5-12.HT.1.D Measure and calculate calendar time.
- 5-12.HT.1.E Interpret data presented in time lines and create time lines.
- 5-12.HT.1.F Reconstruct patterns of historical succession and duration; explain historical continuity and change.
- 5-12.HT.2.F Appreciate historical perspectives.
- 5-12.HT.3.B Consider multiple perspectives.
- 5-12.HT.5.A Identify issues and problems in the past.
- 5-12.HT.5.F Evaluate the implementation of a decision.
- 5-12.USHU.Era2.1 Understand why the Americas attracted Europeans, why they brought enslaved Africans to their colonies, and how Europeans struggled for control of North America and the Caribbean.
- 5-12.USHU.Era2.2 Understand how political, religious, and social institutions emerged in the English colonies.
- 5-12.USHU.Era3.2 Understand the impact of the American Revolution on politics, economy, and society.
- 5-12.USHU.Era3.3 Understand the institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights.
- 5-12.USHU.Era4.1 Understand United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans.
- 5-12.USHU.Era4.2 Understand how the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions.

- 5-12.USHU.Era4.3 Understand the extension, restriction, and reorganization of political democracy after 1800.
- 5-12.USHU.Era4.4 Understand the sources and character of cultural, religious, and social reform movements in the antebellum period.
- 5-12.USHU.Era10.1 Understand recent developments in foreign and domestic politics.
- 5-12.USHU.Era10.2 Understand economic, social, and cultural developments in contemporary United States.

*National Council for Social Studies*

- 9-12.I.a Analyze and explain the ways groups, societies, and cultures address human needs and concerns.
- 9-12.I.b Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
- 9-12.I.c Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.
- 9-12.I.d Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change.
- 9-12.I.e Demonstrate the value of cultural diversity, as well as cohesion, within and across groups.
- 9-12.I.f Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.
- 9-12.II.a Demonstrate that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use.
- 9-12.II.b Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- 9-12.II.c Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.
- 9-12.II.d Systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.
- 9-12.II.e Investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.



- 9-12.III.g Describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideals as they design and build specialized buildings, neighborhoods, shopping centers, urban centers, industrial parks, and the like.
- 9-12.IV.a Articulate personal connections to time, place, and social/cultural systems.
- 9-12.IV.b Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life.
- 9-12.IV.c Describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self.
- 9-12.IV.d Apply concepts, methods, and theories about the study of human growth and development, such as physical endowment, learning motivation, behavior, perception, and personality.
- 9-12.IV.e Examine the interactions of ethnic, national, or cultural influences in specific situations or events.
- 9-12.IV.g Compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups.
- 9-12.V.a Apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society.
- 9-12.V.b Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.
- 9-12.V.c Describe the various forms institutions take, and explain how they develop and change over time.
- 9-12.V.d Identify and analyze examples of tensions between expressions of individuality and efforts used to promote conformity by groups and institutions.
- 9-12.V.e Describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements.
- 9-12.V.f Evaluate the role of institutions in furthering both continuity and change.
- 9-12.VI.a Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.
- 9-12.VI.b Explain the purpose of government and analyze how its powers are acquired, used, and justified.
- 9-12.VI.c Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- 9-12.VI.d Compare and analyze the ways nations and organizations respond to conflicts between forces of unity and forces of diversity.

- 9-12.VI.e Compare different political systems (their ideologies, structure, institutions, processes, and political cultures) with that of the United States, and identify representative political leaders from selected historical and contemporary settings.
- 9-12.VI.f Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.
- 9-12.VI.g Evaluate the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts.
- 9-12.VII.a Explain how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed.
- 9-12.VII.b Analyze the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system.
- 9-12.VII.d Describe relationships among the various economic institutions that comprise economic systems such as households, business firms, banks, government agencies, labor unions, and corporations.
- 9-12.VIII.a Identify and describe both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings.
- 9-12.VIII.b Make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions.
- 9-12.VIII.c Analyze how science and technology influence the core values, beliefs, and attitudes of society, and how core values, beliefs, and attitudes of society shape scientific and technological change.
- 9-12.IX.b Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations.
- 9-12.X.b Identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities.
- 9-12.X.c Locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues -- identifying, describing, and evaluating multiple points of view.
- 9-12.X.d Practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.
- 9-12.X.e Analyze and evaluate the influence of various forms of citizen action on public policy.
- 9-12.X.f Analyze a variety of public policies and issues from the perspective of formal and informal political actors.

- 9-12.X.g Evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making.
- 9-12.X.h Evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government.

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## Lesson 9 – Henry David Thoreau and Transcendentalism

### *National Center for History in the Schools*

- 5-12.HT.1.A Distinguish between past, present, and future time.
- 5-12.HT.1.B Identify the temporal structure of a historical narrative or story.
- 5-12.HT.1.F Reconstruct patterns of historical succession and duration; explain historical continuity and change.
- 5-12.HT.2.F Appreciate historical perspectives.
- 5-12.HT.3.B Consider multiple perspectives.
- 5-12.HT.3.D Draw comparisons across eras and regions in order to define enduring issues.
- 5-12.USHU.Era2.2 Understand how political, religious, and social institutions emerged in the English colonies.
- 5-12.USHU.Era3.2 Understand the impact of the American Revolution on politics, economy, and society.
- 5-12.USHU.Era4.1 Understand United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans.
- 5-12.USHU.Era4.2 Understand how the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions.
- 5-12.USHU.Era4.3 Understand the extension, restriction, and reorganization of political democracy after 1800.
- 5-12.USHU.Era4.4 Understand the sources and character of cultural, religious, and social reform movements in the antebellum period.
- 5-12.USHU.Era10.2 Understand economic, social, and cultural developments in contemporary United States.

### *National Council for Social Studies*

- 9-12.I.a Analyze and explain the ways groups, societies, and cultures address human needs and concerns.
- 9-12.I.b Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
- 9-12.I.c Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.

- 9-12.I.e Demonstrate the value of cultural diversity, as well as cohesion, within and across groups.
- 9-12.I.f Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.
- 9-12.I.g Construct reasoned judgments about specific cultural responses to persistent human issues.
- 9-12.II.b Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- 9-12.II.d Systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.
- 9-12.II.e Investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.
- 9-12.II.f Apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues.
- 9-12.III.g Describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideals as they design and build specialized buildings, neighborhoods, shopping centers, urban centers, industrial parks, and the like.
- 9-12.IV.a Articulate personal connections to time, place, and social/cultural systems.
- 9-12.IV.b Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life.
- 9-12.IV.c Describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self.
- 9-12.IV.d Apply concepts, methods, and theories about the study of human growth and development, such as physical endowment, learning motivation, behavior, perception, and personality.
- 9-12.IV.e Examine the interactions of ethnic, national, or cultural influences in specific situations or events.
- 9-12.IV.f Analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity.
- 9-12.IV.g Compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups.

- 9-12.V.a Apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society.
- 9-12.V.b Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.
- 9-12.V.c Describe the various forms institutions take, and explain how they develop and change over time.
- 9-12.V.d Identify and analyze examples of tensions between expressions of individuality and efforts used to promote conformity by groups and institutions.
- 9-12.V.e Describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements.
- 9-12.V.f Evaluate the role of institutions in furthering both continuity and change.
- 9-12.V.g Analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings.
- 9-12.VI.a Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.
- 9-12.VI.b Explain the purpose of government and analyze how its powers are acquired, used, and justified.
- 9-12.VI.c Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- 9-12.VI.d Compare and analyze the ways nations and organizations respond to conflicts between forces of unity and forces of diversity.
- 9-12.VI.e Compare different political systems (their ideologies, structure, institutions, processes, and political cultures) with that of the United States, and identify representative political leaders from selected historical and contemporary settings.
- 9-12.VI.f Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.
- 9-12.VI.g Evaluate the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts.
- 9-12.VI.h Explain and apply ideas, theories, and modes of inquiry drawn from political science to the examination of persistent issues and social problems.
- 9-12.VI.i Evaluate the extent to which governments achieve their stated ideals and policies at home and abroad.
- 9-12.VII.a Explain how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed.

- 9-12.VIII.b Make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions.
- 9-12.VIII.c Analyze how science and technology influence the core values, beliefs, and attitudes of society, and how core values, beliefs, and attitudes of society shape scientific and technological change.
- 9-12.VIII.d Evaluate various policies that have been proposed as ways of dealing with social changes resulting from new technologies, such as genetically engineered plants and animals.

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## Lesson 10 – California’s Gold Rush and the Oregon Trail

### *National Center for History in the Schools*

- 5-12.HT.1.A Distinguish between past, present, and future time.
- 5-12.HT.1.E Interpret data presented in time lines and create time lines.
- 5-12.HT.1.F Reconstruct patterns of historical succession and duration; explain historical continuity and change.
- 5-12.HT.2.F Appreciate historical perspectives.
- 5-12.HT.3.A Compare and contrast differing sets of ideas.
- 5-12.HT.3.B Consider multiple perspectives.
- 5-12.HT.4.B Obtain historical data from a variety of sources.
- 5-12.HT.4.C Interrogate historical data.
- 5-12.HT.5.A Identify issues and problems in the past.
- 5-12.USHU.Era3.2 Understand the impact of the American Revolution on politics, economy, and society.
- 5-12.USHU.Era3.3 Understand the institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights.
- 5-12.USHU.Era4.1 Understand United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans.
- 5-12.USHU.Era4.2 Understand how the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions.
- 5-12.USHU.Era4.3 Understand the extension, restriction, and reorganization of political democracy after 1800.
- 5-12.USHU.Era4.4 Understand the sources and character of cultural, religious, and social reform movements in the antebellum period.

*National Council for Social Studies*

- 9-12.I.a Analyze and explain the ways groups, societies, and cultures address human needs and concerns.
- 9-12.I.b Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
- 9-12.I.c Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.
- 9-12.I.d Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change.
- 9-12.I.e Demonstrate the value of cultural diversity, as well as cohesion, within and across groups.
- 9-12.I.f Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.
- 9-12.II.b Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- 9-12.II.c Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.
- 9-12.II.e Investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.
- 9-12.II.f Apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues.
- 9-12.III.g Describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideals as they design and build specialized buildings, neighborhoods, shopping centers, urban centers, industrial parks, and the like.
- 9-12.IV.a Articulate personal connections to time, place, and social/cultural systems.
- 9-12.IV.b Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life.
- 9-12.IV.c Describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self.

- 9-12.IV.d Apply concepts, methods, and theories about the study of human growth and development, such as physical endowment, learning motivation, behavior, perception, and personality.
- 9-12.IV.e Examine the interactions of ethnic, national, or cultural influences in specific situations or events.
- 9-12.IV.f Analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity.
- 9-12.V.a Apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society.
- 9-12.V.b Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.
- 9-12.V.c Describe the various forms institutions take, and explain how they develop and change over time.
- 9-12.V.d Identify and analyze examples of tensions between expressions of individuality and efforts used to promote conformity by groups and institutions.
- 9-12.V.e Describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements.
- 9-12.V.f Evaluate the role of institutions in furthering both continuity and change.
- 9-12.V.g Analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings.
- 9-12.VI.d Compare and analyze the ways nations and organizations respond to conflicts between forces of unity and forces of diversity.
- 9-12.VI.e Compare different political systems (their ideologies, structure, institutions, processes, and political cultures) with that of the United States, and identify representative political leaders from selected historical and contemporary settings.
- 9-12.VI.f Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.
- 9-12.VI.g Evaluate the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts.
- 9-12.VI.h Explain and apply ideas, theories, and modes of inquiry drawn from political science to the examination of persistent issues and social problems.
- 9-12.VI.i Evaluate the extent to which governments achieve their stated ideals and policies at home and abroad.
- 9-12.VI.j Prepare a public policy paper and present and defend it before an appropriate forum in school or community.



- 9-12.VII.c Consider the costs and benefits to society of allocating goods and services through private and public sectors.
- 9-12.VII.d Describe relationships among the various economic institutions that comprise economic systems such as households, business firms, banks, government agencies, labor unions, and corporations.
- 9-12.VII.e Analyze the role of specialization and exchange in economic processes.
- 9-12.VII.f Compare how values and beliefs influence economic decisions in different societies.
- 9-12.VII.g Compare basic economic systems according to how rules and procedures deal with demand, supply, prices, the role of government, banks, labor and labor unions, savings and investments, and capital.
- 9-12.VII.i Distinguish between the domestic and global economic systems, and explain how the two interact.
- 9-12.VIII.b Make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions.
- 9-12.VIII.c Analyze how science and technology influence the core values, beliefs, and attitudes of society, and how core values, beliefs, and attitudes of society shape scientific and technological change.
- 9-12.IX.a Explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.
- 9-12.IX.b Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations.
- 9-12.IX.c Analyze and evaluate the effects of changing technologies on the global community.
- 9-12.IX.d Analyze the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as health, security, resource allocation, economic development, and environmental quality.
- 9-12.IX.e Analyze the relationships and tensions between national sovereignty and global interests, in matters such as territory, economic development, nuclear and other weapons, use of natural resources, and human rights concerns.
- 9-12.IX.f Analyze or formulate policy statements demonstrating an understanding of concerns, standards, issues, and conflicts related to universal human rights.
- 9-12.X.a Explain the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.
- 9-12.X.b Identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities.

- 9-12.X.c Locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues -- identifying, describing, and evaluating multiple points of view.
- 9-12.X.d Practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.
- 9-12.X.e Analyze and evaluate the influence of various forms of citizen action on public policy.
- 9-12.X.f Analyze a variety of public policies and issues from the perspective of formal and informal political actors.
- 9-12.X.g Evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making.
- 9-12.X.h Evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government.

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## Lesson 11 – The Nature of Slavery in the Antebellum South

### *National Center for History in the Schools*

- 5-12.HT.1.A Distinguish between past, present, and future time.
- 5-12.HT.1.B Identify the temporal structure of a historical narrative or story.
- 5-12.HT.1.E Interpret data presented in time lines and create time lines.
- 5-12.HT.1.F Reconstruct patterns of historical succession and duration; explain historical continuity and change.
- 5-12.HT.2.F Appreciate historical perspectives.
- 5-12.HT.3.B Consider multiple perspectives.
- 5-12.HT.5.F Evaluate the implementation of a decision.
- 5-12.USHU.Era2.2 Understand how political, religious, and social institutions emerged in the English colonies.
- 5-12.USHU.Era3.3 Understand the institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights.
- 5-12.USHU.Era4.1 Understand United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans.
- 5-12.USHU.Era4.2 Understand how the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions.
- 5-12.USHU.Era4.3 Understand the extension, restriction, and reorganization of political democracy after 1800.

5-12.USHU.Era4.4 Understand the sources and character of cultural, religious, and social reform movements in the antebellum period.

5-12.USHU.Era5.1 Understand the causes of the Civil War.

*National Council for Social Studies*

9-12.I.a Analyze and explain the ways groups, societies, and cultures address human needs and concerns.

9-12.I.b Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.

9-12.I.c Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.

9-12.I.d Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change.

9-12.I.e Demonstrate the value of cultural diversity, as well as cohesion, within and across groups.

9-12.I.f Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.

9-12.II.a Demonstrate that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use.

9-12.II.b Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.

9-12.II.e Investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.

9-12.II.f Apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues.

9-12.III.g Describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideals as they design and build specialized buildings, neighborhoods, shopping centers, urban centers, industrial parks, and the like.

9-12.IV.a Articulate personal connections to time, place, and social/cultural systems.

9-12.IV.b Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life.

9-12.IV.c Describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self.

- 9-12.IV.d Apply concepts, methods, and theories about the study of human growth and development, such as physical endowment, learning motivation, behavior, perception, and personality.
- 9-12.IV.e Examine the interactions of ethnic, national, or cultural influences in specific situations or events.
- 9-12.V.a Apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society.
- 9-12.V.b Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.
- 9-12.V.c Describe the various forms institutions take, and explain how they develop and change over time.
- 9-12.V.d Identify and analyze examples of tensions between expressions of individuality and efforts used to promote conformity by groups and institutions.
- 9-12.V.e Describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements.
- 9-12.V.f Evaluate the role of institutions in furthering both continuity and change.
- 9-12.V.g Analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings.
- 9-12.VI.a Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.
- 9-12.VI.b Explain the purpose of government and analyze how its powers are acquired, used, and justified.
- 9-12.VI.c Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- 9-12.VI.d Compare and analyze the ways nations and organizations respond to conflicts between forces of unity and forces of diversity.
- 9-12.VI.e Compare different political systems (their ideologies, structure, institutions, processes, and political cultures) with that of the United States, and identify representative political leaders from selected historical and contemporary settings.
- 9-12.VI.f Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.
- 9-12.VI.g Evaluate the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts.
- 9-12.VI.h Explain and apply ideas, theories, and modes of inquiry drawn from political science to the examination of persistent issues and social problems.

- 9-12.VI.i Evaluate the extent to which governments achieve their stated ideals and policies at home and abroad.
- 9-12.VII.a Explain how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed.
- 9-12.VII.b Analyze the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system.
- 9-12.VII.f Compare how values and beliefs influence economic decisions in different societies.
- 9-12.VIII.c Analyze how science and technology influence the core values, beliefs, and attitudes of society, and how core values, beliefs, and attitudes of society shape scientific and technological change.
- 9-12.IX.a Explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.
- 9-12.IX.b Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations.
- 9-12.IX.c Analyze and evaluate the effects of changing technologies on the global community.
- 9-12.IX.g Describe and evaluate the role of international and multinational organizations in the global arena.
- 9-12.IX.h Illustrate how individual behaviors and decisions connect with global systems.
- 9-12.X.a Explain the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.
- 9-12.X.b Identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities.
- 9-12.X.c Locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues -- identifying, describing, and evaluating multiple points of view.
- 9-12.X.d Practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.
- 9-12.X.e Analyze and evaluate the influence of various forms of citizen action on public policy.
- 9-12.X.f Analyze a variety of public policies and issues from the perspective of formal and informal political actors.
- 9-12.X.g Evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making.

- 9-12.X.h Evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government.

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## Lesson 12 – The Abolitionist Movement

### *National Center for History in the Schools*

- 5-12.HT.1.A Distinguish between past, present, and future time.
- 5-12.HT.1.B Identify the temporal structure of a historical narrative or story.
- 5-12.HT.1.F Reconstruct patterns of historical succession and duration; explain historical continuity and change.
- 5-12.HT.2.F Appreciate historical perspectives.
- 5-12.HT.3.B Consider multiple perspectives.
- 5-12.HT.5.A Identify issues and problems in the past.
- 5-12.HT.5.C Identify relevant historical antecedents.
- 5-12.HT.5.F Evaluate the implementation of a decision.
- 5-12.USHU.Era3.2 Understand the impact of the American Revolution on politics, economy, and society.
- 5-12.USHU.Era3.3 Understand the institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights.
- 5-12.USHU.Era4.1 Understand United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans.
- 5-12.USHU.Era4.2 Understand how the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions.
- 5-12.USHU.Era4.3 Understand the extension, restriction, and reorganization of political democracy after 1800.
- 5-12.USHU.Era4.4 Understand the sources and character of cultural, religious, and social reform movements in the antebellum period.
- 5-12.USHU.Era5.1 Understand the causes of the Civil War.
- 5-12.USHU.Era5.2 Understand the course and character of the Civil War and its effects on the American people.

### *National Council for Social Studies*

- 9-12.I.a Analyze and explain the ways groups, societies, and cultures address human needs and concerns.
- 9-12.I.b Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.

- 9-12.I.c Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.
- 9-12.I.d Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change.
- 9-12.I.e Demonstrate the value of cultural diversity, as well as cohesion, within and across groups.
- 9-12.I.f Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.
- 9-12.I.g Construct reasoned judgments about specific cultural responses to persistent human issues.
- 9-12.II.b Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- 9-12.II.c Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.
- 9-12.II.d Systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.
- 9-12.II.e Investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.
- 9-12.II.f Apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues.
- 9-12.III.g Describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideals as they design and build specialized buildings, neighborhoods, shopping centers, urban centers, industrial parks, and the like.
- 9-12.IV.a Articulate personal connections to time, place, and social/cultural systems.
- 9-12.IV.b Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life.
- 9-12.IV.c Describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self.

- 9-12.IV.d Apply concepts, methods, and theories about the study of human growth and development, such as physical endowment, learning motivation, behavior, perception, and personality.
- 9-12.IV.e Examine the interactions of ethnic, national, or cultural influences in specific situations or events.
- 9-12.IV.f Analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity.
- 9-12.IV.g Compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups.
- 9-12.V.a Apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society.
- 9-12.V.b Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.
- 9-12.V.c Describe the various forms institutions take, and explain how they develop and change over time.
- 9-12.V.d Identify and analyze examples of tensions between expressions of individuality and efforts used to promote conformity by groups and institutions.
- 9-12.V.e Describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements.
- 9-12.V.f Evaluate the role of institutions in furthering both continuity and change.
- 9-12.V.g Analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings.
- 9-12.VI.a Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.
- 9-12.VI.b Explain the purpose of government and analyze how its powers are acquired, used, and justified.
- 9-12.VI.c Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- 9-12.VI.d Compare and analyze the ways nations and organizations respond to conflicts between forces of unity and forces of diversity.
- 9-12.VI.e Compare different political systems (their ideologies, structure, institutions, processes, and political cultures) with that of the United States, and identify representative political leaders from selected historical and contemporary settings.
- 9-12.VI.f Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.



- 9-12.VI.g Evaluate the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts.
- 9-12.VI.h Explain and apply ideas, theories, and modes of inquiry drawn from political science to the examination of persistent issues and social problems.
- 9-12.VI.i Evaluate the extent to which governments achieve their stated ideals and policies at home and abroad.
- 9-12.VII.a Explain how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed.
- 9-12.VII.b Analyze the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system.
- 9-12.VII.d Describe relationships among the various economic institutions that comprise economic systems such as households, business firms, banks, government agencies, labor unions, and corporations.
- 9-12.VII.f Compare how values and beliefs influence economic decisions in different societies.
- 9-12.VII.j Apply knowledge of production, distribution, and consumption in the analysis of a public issue such as the allocation of health care or the consumption of energy, and devise an economic plan for accomplishing a socially desirable outcome related to that issue.
- 9-12.VIII.b Make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions.
- 9-12.VIII.d Evaluate various policies that have been proposed as ways of dealing with social changes resulting from new technologies, such as genetically engineered plants and animals.
- 9-12.IX.a Explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.
- 9-12.IX.b Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations.
- 9-12.IX.c Analyze and evaluate the effects of changing technologies on the global community.
- 9-12.IX.d Analyze the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as health, security, resource allocation, economic development, and environmental quality.
- 9-12.IX.e Analyze the relationships and tensions between national sovereignty and global interests, in matters such as territory, economic development, nuclear and other weapons, use of natural resources, and human rights concerns.

- 9-12.IX.g Describe and evaluate the role of international and multinational organizations in the global arena.
- 9-12.X.a Explain the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.
- 9-12.X.b Identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities.
- 9-12.X.c Locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues -- identifying, describing, and evaluating multiple points of view.
- 9-12.X.d Practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.
- 9-12.X.e Analyze and evaluate the influence of various forms of citizen action on public policy.
- 9-12.X.f Analyze a variety of public policies and issues from the perspective of formal and informal political actors.
- 9-12.X.g Evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making.
- 9-12.X.h Evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government.

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### Lesson 13 – Compromise and Conflict: The Road to War

#### *National Center for History in the Schools*

- 5-12.HT.1.A Distinguish between past, present, and future time.
- 5-12.HT.1.B Identify the temporal structure of a historical narrative or story.
- 5-12.HT.2.F Appreciate historical perspectives.
- 5-12.HT.3.B Consider multiple perspectives.
- 5-12.HT.4.B Obtain historical data from a variety of sources.
- 5-12.HT.4.C Interrogate historical data.
- 5-12.HT.4.D Identify the gaps in the available records, marshal contextual knowledge and perspectives of the time and place.
- 5-12.HT.5.F Evaluate the implementation of a decision.
- 5-12.USHU.Era3.2 Understand the impact of the American Revolution on politics, economy, and society.
- 5-12.USHU.Era4.1 Understand United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans.

- 5-12.USHU.Era4.2 Understand how the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions.
- 5-12.USHU.Era4.3 Understand the extension, restriction, and reorganization of political democracy after 1800.
- 5-12.USHU.Era4.4 Understand the sources and character of cultural, religious, and social reform movements in the antebellum period.
- 5-12.USHU.Era5.1 Understand the causes of the Civil War.
- 5-12.USHU.Era5.2 Understand the course and character of the Civil War and its effects on the American people.
- 5-12.USHU.Era10.2 Understand economic, social, and cultural developments in contemporary United States.

*National Council for Social Studies*

- 9-12.I.a Analyze and explain the ways groups, societies, and cultures address human needs and concerns.
- 9-12.I.b Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
- 9-12.I.c Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.
- 9-12.I.d Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change.
- 9-12.I.e Demonstrate the value of cultural diversity, as well as cohesion, within and across groups.
- 9-12.I.f Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.
- 9-12.I.g Construct reasoned judgments about specific cultural responses to persistent human issues.
- 9-12.II.c Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.
- 9-12.II.e Investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.
- 9-12.III.g Describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideals as they design and build specialized buildings, neighborhoods, shopping centers, urban centers, industrial parks, and the like.

- 9-12.III.h Examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes.
- 9-12.III.i Describe and assess ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, national, and global settings.
- 9-12.IV.a Articulate personal connections to time, place, and social/cultural systems.
- 9-12.IV.b Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life.
- 9-12.IV.c Describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self.
- 9-12.IV.d Apply concepts, methods, and theories about the study of human growth and development, such as physical endowment, learning motivation, behavior, perception, and personality.
- 9-12.IV.e Examine the interactions of ethnic, national, or cultural influences in specific situations or events.
- 9-12.IV.f Analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity.
- 9-12.IV.g Compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups.
- 9-12.IV.h Work independently and cooperatively within groups and institutions to accomplish goals.
- 9-12.V.a Apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society.
- 9-12.V.b Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.
- 9-12.V.c Describe the various forms institutions take, and explain how they develop and change over time.
- 9-12.V.d Identify and analyze examples of tensions between expressions of individuality and efforts used to promote conformity by groups and institutions.
- 9-12.V.e Describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements.
- 9-12.V.f Evaluate the role of institutions in furthering both continuity and change.
- 9-12.V.g Analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings.
- 9-12.VI.a Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.

- 9-12.VI.b Explain the purpose of government and analyze how its powers are acquired, used, and justified.
- 9-12.VI.c Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- 9-12.VI.d Compare and analyze the ways nations and organizations respond to conflicts between forces of unity and forces of diversity.
- 9-12.VI.e Compare different political systems (their ideologies, structure, institutions, processes, and political cultures) with that of the United States, and identify representative political leaders from selected historical and contemporary settings.
- 9-12.VI.f Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.
- 9-12.VI.g Evaluate the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts.
- 9-12.VI.h Explain and apply ideas, theories, and modes of inquiry drawn from political science to the examination of persistent issues and social problems.
- 9-12.VI.i Evaluate the extent to which governments achieve their stated ideals and policies at home and abroad.
- 9-12.VII.a Explain how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed.
- 9-12.VII.c Consider the costs and benefits to society of allocating goods and services through private and public sectors.
- 9-12.VII.d Describe relationships among the various economic institutions that comprise economic systems such as households, business firms, banks, government agencies, labor unions, and corporations.
- 9-12.VII.f Compare how values and beliefs influence economic decisions in different societies.
- 9-12.VII.g Compare basic economic systems according to how rules and procedures deal with demand, supply, prices, the role of government, banks, labor and labor unions, savings and investments, and capital.
- 9-12.VII.h Apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues.
- 9-12.VII.j Apply knowledge of production, distribution, and consumption in the analysis of a public issue such as the allocation of health care or the consumption of energy, and devise an economic plan for accomplishing a socially desirable outcome related to that issue.

- 9-12.VIII.d Evaluate various policies that have been proposed as ways of dealing with social changes resulting from new technologies, such as genetically engineered plants and animals.
- 9-12.VIII.e Recognize and interpret varied perspectives about human societies and the physical world using scientific knowledge, ethical standards, and technologies from diverse world cultures.
- 9-12.IX.a Explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.
- 9-12.IX.b Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations.
- 9-12.IX.c Analyze and evaluate the effects of changing technologies on the global community.
- 9-12.IX.d Analyze the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as health, security, resource allocation, economic development, and environmental quality.
- 9-12.IX.e Analyze the relationships and tensions between national sovereignty and global interests, in matters such as territory, economic development, nuclear and other weapons, use of natural resources, and human rights concerns.
- 9-12.IX.f Analyze or formulate policy statements demonstrating an understanding of concerns, standards, issues, and conflicts related to universal human rights.
- 9-12.X.a Explain the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.
- 9-12.X.b Identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities.
- 9-12.X.c Locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues -- identifying, describing, and evaluating multiple points of view.
- 9-12.X.d Practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.
- 9-12.X.e Analyze and evaluate the influence of various forms of citizen action on public policy.
- 9-12.X.f Analyze a variety of public policies and issues from the perspective of formal and informal political actors.
- 9-12.X.g Evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making.
- 9-12.X.h Evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government.

## Lesson 14 – North vs. South: Mobilization, Resources, and Soldiers’ Experiences

### *National Center for History in the Schools*

- 5-12.HT.1.A Distinguish between past, present, and future time.
- 5-12.HT.1.F Reconstruct patterns of historical succession and duration; explain historical continuity and change.
- 5-12.HT.2.F Appreciate historical perspectives.
- 5-12.HT.3.A Compare and contrast differing sets of ideas.
- 5-12.HT.3.B Consider multiple perspectives.
- 5-12.HT.3.D Draw comparisons across eras and regions in order to define enduring issues.
- 5-12.HT.4.B Obtain historical data from a variety of sources.
- 5-12.HT.4.C Interrogate historical data.
- 5-12.HT.4.F Support interpretations with historical evidence.
- 5-12.HT.5.A Identify issues and problems in the past.
- 5-12.HT.5.E Formulate a position or course of action on an issue.
- 5-12.HT.5.F Evaluate the implementation of a decision.
- 5-12.USHU.Era4.1 Understand United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans.
- 5-12.USHU.Era4.2 Understand how the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions.
- 5-12.USHU.Era4.3 Understand the extension, restriction, and reorganization of political democracy after 1800.
- 5-12.USHU.Era4.4 Understand the sources and character of cultural, religious, and social reform movements in the antebellum period.
- 5-12.USHU.Era5.1 Understand the causes of the Civil War.
- 5-12.USHU.Era5.2 Understand the course and character of the Civil War and its effects on the American people.

### *National Council for Social Studies*

- 9-12.I.a Analyze and explain the ways groups, societies, and cultures address human needs and concerns.
- 9-12.I.b Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
- 9-12.I.c Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.

- 9-12.I.d Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change.
- 9-12.I.e Demonstrate the value of cultural diversity, as well as cohesion, within and across groups.
- 9-12.I.f Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.
- 9-12.I.g Construct reasoned judgments about specific cultural responses to persistent human issues.
- 9-12.II.b Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- 9-12.II.c Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.
- 9-12.II.d Systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.
- 9-12.II.e Investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.
- 9-12.IV.b Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life.
- 9-12.IV.c Describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self.
- 9-12.IV.e Examine the interactions of ethnic, national, or cultural influences in specific situations or events.
- 9-12.IV.f Analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity.
- 9-12.IV.g Compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups.
- 9-12.V.a Apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society.
- 9-12.V.b Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.
- 9-12.V.c Describe the various forms institutions take, and explain how they develop and change over time.



- 9-12.V.d Identify and analyze examples of tensions between expressions of individuality and efforts used to promote conformity by groups and institutions.
- 9-12.V.f Evaluate the role of institutions in furthering both continuity and change.
- 9-12.V.g Analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings.
- 9-12.VI.a Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.
- 9-12.VI.b Explain the purpose of government and analyze how its powers are acquired, used, and justified.
- 9-12.VI.c Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- 9-12.VI.d Compare and analyze the ways nations and organizations respond to conflicts between forces of unity and forces of diversity.
- 9-12.VI.f Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.
- 9-12.VI.g Evaluate the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts.
- 9-12.VI.h Explain and apply ideas, theories, and modes of inquiry drawn from political science to the examination of persistent issues and social problems.
- 9-12.VI.i Evaluate the extent to which governments achieve their stated ideals and policies at home and abroad.
- 9-12.VII.a Explain how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed.
- 9-12.VII.b Analyze the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system.
- 9-12.VII.f Compare how values and beliefs influence economic decisions in different societies.
- 9-12.VIII.a Identify and describe both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings.
- 9-12.VIII.b Make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions.

- 9-12.IX.a Explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.
- 9-12.IX.b Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations.
- 9-12.IX.f Analyze or formulate policy statements demonstrating an understanding of concerns, standards, issues, and conflicts related to universal human rights.
- 9-12.X.a Explain the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.
- 9-12.X.b Identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities.
- 9-12.X.c Locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues -- identifying, describing, and evaluating multiple points of view.
- 9-12.X.d Practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.
- 9-12.X.e Analyze and evaluate the influence of various forms of citizen action on public policy.
- 9-12.X.g Evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making.
- 9-12.X.h Evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government.

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## Lesson 15 – Women’s Experiences during the Civil War

### *National Center for History in the Schools*

- 5-12.HT.1.A Distinguish between past, present, and future time.
- 5-12.HT.1.F Reconstruct patterns of historical succession and duration; explain historical continuity and change.
- 5-12.HT.2.F Appreciate historical perspectives.
- 5-12.HT.3.A Compare and contrast differing sets of ideas.
- 5-12.HT.3.B Consider multiple perspectives.
- 5-12.HT.3.D Draw comparisons across eras and regions in order to define enduring issues.
- 5-12.HT.4.B Obtain historical data from a variety of sources.
- 5-12.HT.4.C Interrogate historical data.
- 5-12.HT.4.F Support interpretations with historical evidence.
- 5-12.HT.5.A Identify issues and problems in the past.
- 5-12.HT.5.E Formulate a position or course of action on an issue.

- 5-12.HT.5.F Evaluate the implementation of a decision.
- 5-12.USHU.Era4.1 Understand United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans.
- 5-12.USHU.Era4.2 Understand how the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions.
- 5-12.USHU.Era4.3 Understand the extension, restriction, and reorganization of political democracy after 1800.
- 5-12.USHU.Era4.4 Understand the sources and character of cultural, religious, and social reform movements in the antebellum period.
- 5-12.USHU.Era5.1 Understand the causes of the Civil War.
- 5-12.USHU.Era5.2 Understand the course and character of the Civil War and its effects on the American people.

*National Council for Social Studies*

- 9-12.I.a Analyze and explain the ways groups, societies, and cultures address human needs and concerns.
- 9-12.I.b Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
- 9-12.I.d Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change.
- 9-12.I.e Demonstrate the value of cultural diversity, as well as cohesion, within and across groups.
- 9-12.I.f Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.
- 9-12.I.g Construct reasoned judgments about specific cultural responses to persistent human issues.
- 9-12.II.b Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- 9-12.II.c Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.
- 9-12.II.d Systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.
- 9-12.II.e Investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring

- dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.
- 9-12.IV.b Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life.
- 9-12.IV.c Describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self.
- 9-12.IV.e Examine the interactions of ethnic, national, or cultural influences in specific situations or events.
- 9-12.IV.f Analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity.
- 9-12.IV.g Compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups.
- 9-12.V.a Apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society.
- 9-12.V.b Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.
- 9-12.V.c Describe the various forms institutions take, and explain how they develop and change over time.
- 9-12.V.d Identify and analyze examples of tensions between expressions of individuality and efforts used to promote conformity by groups and institutions.
- 9-12.V.f Evaluate the role of institutions in furthering both continuity and change.
- 9-12.V.g Analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings.
- 9-12.VI.a Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.
- 9-12.VI.b Explain the purpose of government and analyze how its powers are acquired, used, and justified.
- 9-12.VI.c Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- 9-12.VI.d Compare and analyze the ways nations and organizations respond to conflicts between forces of unity and forces of diversity.
- 9-12.VI.f Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.
- 9-12.VI.g Evaluate the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts.

- 9-12.VI.h Explain and apply ideas, theories, and modes of inquiry drawn from political science to the examination of persistent issues and social problems.
- 9-12.VI.i Evaluate the extent to which governments achieve their stated ideals and policies at home and abroad.
- 9-12.VII.a Explain how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed.
- 9-12.VII.b Analyze the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system.
- 9-12.VII.f Compare how values and beliefs influence economic decisions in different societies.
- 9-12.VII.j Apply knowledge of production, distribution, and consumption in the analysis of a public issue such as the allocation of health care or the consumption of energy, and devise an economic plan for accomplishing a socially desirable outcome related to that issue.
- 9-12.VIII.a Identify and describe both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings.
- 9-12.VIII.b Make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions.
- 9-12.IX.f Analyze or formulate policy statements demonstrating an understanding of concerns, standards, issues, and conflicts related to universal human rights.
- 9-12.X.a Explain the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.
- 9-12.X.b Identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities.
- 9-12.X.c Locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues -- identifying, describing, and evaluating multiple points of view.
- 9-12.X.d Practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.
- 9-12.X.e Analyze and evaluate the influence of various forms of citizen action on public policy.
- 9-12.X.g Evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making.

- 9-12.X.h Evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government.

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## Lesson 16 – Assessment of Lincoln’s Presidency

### *National Center for History in the Schools*

- 5-12.HT.1.A Distinguish between past, present, and future time.
- 5-12.HT.1.F Reconstruct patterns of historical succession and duration; explain historical continuity and change.
- 5-12.HT.2.F Appreciate historical perspectives.
- 5-12.HT.3.A Compare and contrast differing sets of ideas.
- 5-12.HT.3.B Consider multiple perspectives.
- 5-12.HT.3.D Draw comparisons across eras and regions in order to define enduring issues.
- 5-12.HT.4.B Obtain historical data from a variety of sources.
- 5-12.HT.4.C Interrogate historical data.
- 5-12.HT.4.F Support interpretations with historical evidence.
- 5-12.HT.5.A Identify issues and problems in the past.
- 5-12.HT.5.E Formulate a position or course of action on an issue.
- 5-12.HT.5.F Evaluate the implementation of a decision.
- 5-12.USHU.Era4.1 Understand United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans.
- 5-12.USHU.Era4.2 Understand how the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions.
- 5-12.USHU.Era4.3 Understand the extension, restriction, and reorganization of political democracy after 1800.
- 5-12.USHU.Era4.4 Understand the sources and character of cultural, religious, and social reform movements in the antebellum period.
- 5-12.USHU.Era5.1 Understand the causes of the Civil War.
- 5-12.USHU.Era5.2 Understand the course and character of the Civil War and its effects on the American people.
- 5-12.USHU.Era5.3 Understand how various reconstruction plans succeeded or failed.

### *National Council for Social Studies*

- 9-12.I.a Analyze and explain the ways groups, societies, and cultures address human needs and concerns.
- 9-12.I.b Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.

- 9-12.I.c Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.
- 9-12.I.d Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change.
- 9-12.I.e Demonstrate the value of cultural diversity, as well as cohesion, within and across groups.
- 9-12.I.f Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.
- 9-12.I.g Construct reasoned judgments about specific cultural responses to persistent human issues.
- 9-12.II.b Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- 9-12.II.c Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.
- 9-12.II.d Systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.
- 9-12.II.e Investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.
- 9-12.IV.b Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life.
- 9-12.IV.c Describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self.
- 9-12.IV.e Examine the interactions of ethnic, national, or cultural influences in specific situations or events.
- 9-12.IV.f Analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity.
- 9-12.IV.g Compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups.
- 9-12.V.a Apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society.

- 9-12.V.b Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.
- 9-12.V.c Describe the various forms institutions take, and explain how they develop and change over time.
- 9-12.V.d Identify and analyze examples of tensions between expressions of individuality and efforts used to promote conformity by groups and institutions.
- 9-12.V.e Describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements.
- 9-12.V.f Evaluate the role of institutions in furthering both continuity and change.
- 9-12.V.g Analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings.
- 9-12.VI.a Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.
- 9-12.VI.b Explain the purpose of government and analyze how its powers are acquired, used, and justified.
- 9-12.VI.c Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- 9-12.VI.d Compare and analyze the ways nations and organizations respond to conflicts between forces of unity and forces of diversity.
- 9-12.VI.f Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.
- 9-12.VI.g Evaluate the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts.
- 9-12.VI.h Explain and apply ideas, theories, and modes of inquiry drawn from political science to the examination of persistent issues and social problems.
- 9-12.VI.i Evaluate the extent to which governments achieve their stated ideals and policies at home and abroad.
- 9-12.VII.a Explain how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed.
- 9-12.VII.b Analyze the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system.
- 9-12.VII.f Compare how values and beliefs influence economic decisions in different societies.



9-12.VIII.a	Identify and describe both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings.
9-12.VIII.b	Make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions.
9-12.IX.a	Explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.
9-12.IX.b	Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations.
9-12.IX.f	Analyze or formulate policy statements demonstrating an understanding of concerns, standards, issues, and conflicts related to universal human rights.
9-12.X.a	Explain the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.
9-12.X.b	Identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities.
9-12.X.c	Locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues -- identifying, describing, and evaluating multiple points of view.
9-12.X.d	Practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.
9-12.X.e	Analyze and evaluate the influence of various forms of citizen action on public policy.
9-12.X.g	Evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making.
9-12.X.h	Evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government.

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## Lesson 17 – Emancipation and the Role of African Americans during the Civil War

### *National Center for History in the Schools*

5-12.HT.1.A	Distinguish between past, present, and future time.
5-12.HT.1.F	Reconstruct patterns of historical succession and duration; explain historical continuity and change.
5-12.HT.2.F	Appreciate historical perspectives.
5-12.HT.3.A	Compare and contrast differing sets of ideas.
5-12.HT.3.B	Consider multiple perspectives.
5-12.HT.3.D	Draw comparisons across eras and regions in order to define enduring issues.

- 5-12.HT.4.B Obtain historical data from a variety of sources.
- 5-12.HT.4.C Interrogate historical data.
- 5-12.HT.4.F Support interpretations with historical evidence.
- 5-12.HT.5.A Identify issues and problems in the past.
- 5-12.HT.5.E Formulate a position or course of action on an issue.
- 5-12.HT.5.F Evaluate the implementation of a decision.
- 5-12.USHU.Era4.1 Understand United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans.
- 5-12.USHU.Era4.2 Understand how the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions.
- 5-12.USHU.Era4.4 Understand the sources and character of cultural, religious, and social reform movements in the antebellum period.
- 5-12.USHU.Era5.1 Understand the causes of the Civil War.
- 5-12.USHU.Era5.2 Understand the course and character of the Civil War and its effects on the American people.
- 5-12.USHU.Era5.3 Understand how various reconstruction plans succeeded or failed.

*National Council for Social Studies*

- 9-12.I.a Analyze and explain the ways groups, societies, and cultures address human needs and concerns.
- 9-12.I.b Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
- 9-12.I.c Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.
- 9-12.I.d Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change.
- 9-12.I.e Demonstrate the value of cultural diversity, as well as cohesion, within and across groups.
- 9-12.I.f Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.
- 9-12.I.g Construct reasoned judgments about specific cultural responses to persistent human issues.
- 9-12.II.b Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- 9-12.II.c Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and

civilizations, the rise of nation-states, and social, economic, and political revolutions.

- 9-12.II.d Systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.
- 9-12.II.e Investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.
- 9-12.IV.b Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life.
- 9-12.IV.c Describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self.
- 9-12.IV.e Examine the interactions of ethnic, national, or cultural influences in specific situations or events.
- 9-12.IV.f Analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity.
- 9-12.IV.g Compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups.
- 9-12.V.a Apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society.
- 9-12.V.b Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.
- 9-12.V.c Describe the various forms institutions take, and explain how they develop and change over time.
- 9-12.V.d Identify and analyze examples of tensions between expressions of individuality and efforts used to promote conformity by groups and institutions.
- 9-12.V.g Analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings.
- 9-12.V.h Explain and apply ideas and modes of inquiry drawn from behavioral science and social theory in the examination of persistent issues and social problems.
- 9-12.VI.a Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.
- 9-12.VI.b Explain the purpose of government and analyze how its powers are acquired, used, and justified.

- 9-12.VI.c Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- 9-12.VI.d Compare and analyze the ways nations and organizations respond to conflicts between forces of unity and forces of diversity.
- 9-12.VI.f Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.
- 9-12.VI.g Evaluate the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts.
- 9-12.VI.h Explain and apply ideas, theories, and modes of inquiry drawn from political science to the examination of persistent issues and social problems.
- 9-12.VI.i Evaluate the extent to which governments achieve their stated ideals and policies at home and abroad.
- 9-12.VII.a Explain how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed.
- 9-12.VII.b Analyze the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system.
- 9-12.VII.f Compare how values and beliefs influence economic decisions in different societies.
- 9-12.VIII.a Identify and describe both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings.
- 9-12.VIII.b Make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions.
- 9-12.IX.b Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations.
- 9-12.IX.f Analyze or formulate policy statements demonstrating an understanding of concerns, standards, issues, and conflicts related to universal human rights.
- 9-12.X.a Explain the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.
- 9-12.X.b Identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities.

- 9-12.X.c Locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues -- identifying, describing, and evaluating multiple points of view.
- 9-12.X.d Practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.
- 9-12.X.e Analyze and evaluate the influence of various forms of citizen action on public policy.
- 9-12.X.g Evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making.
- 9-12.X.h Evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government.

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## Lesson 18 – Social, Political, and Economic Effects of the Civil War

### *National Center for History in the Schools*

- 5-12.HT.1.A Distinguish between past, present, and future time.
- 5-12.HT.1.F Reconstruct patterns of historical succession and duration; explain historical continuity and change.
- 5-12.HT.2.F Appreciate historical perspectives.
- 5-12.HT.3.A Compare and contrast differing sets of ideas.
- 5-12.HT.3.B Consider multiple perspectives.
- 5-12.HT.3.D Draw comparisons across eras and regions in order to define enduring issues.
- 5-12.HT.4.B Obtain historical data from a variety of sources.
- 5-12.HT.4.C Interrogate historical data.
- 5-12.HT.4.F Support interpretations with historical evidence.
- 5-12.HT.5.A Identify issues and problems in the past.
- 5-12.HT.5.E Formulate a position or course of action on an issue.
- 5-12.HT.5.F Evaluate the implementation of a decision.
- 5-12.USHU.Era4.1 Understand United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans.
- 5-12.USHU.Era4.2 Understand how the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions.
- 5-12.USHU.Era4.4 Understand the sources and character of cultural, religious, and social reform movements in the antebellum period.
- 5-12.USHU.Era5.1 Understand the causes of the Civil War.
- 5-12.USHU.Era5.2 Understand the course and character of the Civil War and its effects on the American people.

5-12.USHU.Era5.3 Understand how various reconstruction plans succeeded or failed.

*National Council for Social Studies*

- 9-12.I.a Analyze and explain the ways groups, societies, and cultures address human needs and concerns.
- 9-12.I.b Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
- 9-12.I.c Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.
- 9-12.I.d Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change.
- 9-12.I.e Demonstrate the value of cultural diversity, as well as cohesion, within and across groups.
- 9-12.I.f Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.
- 9-12.I.g Construct reasoned judgments about specific cultural responses to persistent human issues.
- 9-12.II.b Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- 9-12.II.c Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.
- 9-12.II.d Systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.
- 9-12.II.e Investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.
- 9-12.IV.b Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life.
- 9-12.IV.c Describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self.
- 9-12.IV.e Examine the interactions of ethnic, national, or cultural influences in specific situations or events.

- 9-12.IV.f Analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity.
- 9-12.IV.g Compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups.
- 9-12.V.a Apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society.
- 9-12.V.b Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.
- 9-12.V.c Describe the various forms institutions take, and explain how they develop and change over time.
- 9-12.V.d Identify and analyze examples of tensions between expressions of individuality and efforts used to promote conformity by groups and institutions.
- 9-12.V.g Analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings.
- 9-12.V.h Explain and apply ideas and modes of inquiry drawn from behavioral science and social theory in the examination of persistent issues and social problems.
- 9-12.VI.a Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.
- 9-12.VI.b Explain the purpose of government and analyze how its powers are acquired, used, and justified.
- 9-12.VI.c Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- 9-12.VI.d Compare and analyze the ways nations and organizations respond to conflicts between forces of unity and forces of diversity.
- 9-12.VI.f Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.
- 9-12.VI.g Evaluate the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts.
- 9-12.VI.h Explain and apply ideas, theories, and modes of inquiry drawn from political science to the examination of persistent issues and social problems.
- 9-12.VI.i Evaluate the extent to which governments achieve their stated ideals and policies at home and abroad.
- 9-12.VII.a Explain how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed.

- 9-12.VII.b Analyze the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system.
- 9-12.VII.f Compare how values and beliefs influence economic decisions in different societies.
- 9-12.VIII.a Identify and describe both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings.
- 9-12.VIII.b Make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions.
- 9-12.IX.b Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations.
- 9-12.IX.f Analyze or formulate policy statements demonstrating an understanding of concerns, standards, issues, and conflicts related to universal human rights.
- 9-12.X.a Explain the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.
- 9-12.X.b Identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities.
- 9-12.X.c Locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues -- identifying, describing, and evaluating multiple points of view.
- 9-12.X.d Practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.
- 9-12.X.e Analyze and evaluate the influence of various forms of citizen action on public policy.
- 9-12.X.g Evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making.
- 9-12.X.h Evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government.

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## Lesson 19 – The Politics and Policies of Reconstruction

### *National Center for History in the Schools*

- 5-12.HT.1.A Distinguish between past, present, and future time.
- 5-12.HT.1.F Reconstruct patterns of historical succession and duration; explain historical continuity and change.
- 5-12.HT.2.F Appreciate historical perspectives.
- 5-12.HT.3.A Compare and contrast differing sets of ideas.



- 5-12.HT.3.B Consider multiple perspectives.
- 5-12.HT.3.D Draw comparisons across eras and regions in order to define enduring issues.
- 5-12.HT.4.B Obtain historical data from a variety of sources.
- 5-12.HT.4.C Interrogate historical data.
- 5-12.HT.4.F Support interpretations with historical evidence.
- 5-12.HT.5.A Identify issues and problems in the past.
- 5-12.HT.5.E Formulate a position or course of action on an issue.
- 5-12.HT.5.F Evaluate the implementation of a decision.
- 5-12.USHU.Era4.1 Understand United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans.
- 5-12.USHU.Era4.2 Understand how the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions.
- 5-12.USHU.Era4.3 Understand the extension, restriction, and reorganization of political democracy after 1800.
- 5-12.USHU.Era4.4 Understand the sources and character of cultural, religious, and social reform movements in the antebellum period.
- 5-12.USHU.Era5.1 Understand the causes of the Civil War.
- 5-12.USHU.Era5.2 Understand the course and character of the Civil War and its effects on the American people.
- 5-12.USHU.Era5.3 Understand how various reconstruction plans succeeded or failed.
- 5-12.WHU.Era2.1 Understand the major characteristics of civilization and how civilizations emerged in Mesopotamia, Egypt, and the Indus valley.

*National Council for Social Studies*

- 9-12.I.a Analyze and explain the ways groups, societies, and cultures address human needs and concerns.
- 9-12.I.b Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
- 9-12.I.c Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.
- 9-12.I.d Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change.
- 9-12.I.e Demonstrate the value of cultural diversity, as well as cohesion, within and across groups.
- 9-12.I.f Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.

- 9-12.I.g Construct reasoned judgments about specific cultural responses to persistent human issues.
- 9-12.II.b Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- 9-12.II.c Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.
- 9-12.II.d Systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.
- 9-12.II.e Investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.
- 9-12.IV.b Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life.
- 9-12.IV.c Describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self.
- 9-12.IV.e Examine the interactions of ethnic, national, or cultural influences in specific situations or events.
- 9-12.IV.f Analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity.
- 9-12.IV.g Compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups.
- 9-12.V.a Apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society.
- 9-12.V.b Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.
- 9-12.V.c Describe the various forms institutions take, and explain how they develop and change over time.
- 9-12.V.d Identify and analyze examples of tensions between expressions of individuality and efforts used to promote conformity by groups and institutions.
- 9-12.V.e Describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements.

- 9-12.VI.a Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.
- 9-12.VI.b Explain the purpose of government and analyze how its powers are acquired, used, and justified.
- 9-12.VI.c Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- 9-12.VI.d Compare and analyze the ways nations and organizations respond to conflicts between forces of unity and forces of diversity.
- 9-12.VI.f Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.
- 9-12.VI.g Evaluate the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts.
- 9-12.VI.h Explain and apply ideas, theories, and modes of inquiry drawn from political science to the examination of persistent issues and social problems.
- 9-12.VI.i Evaluate the extent to which governments achieve their stated ideals and policies at home and abroad.
- 9-12.VII.a Explain how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed.
- 9-12.VII.b Analyze the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system.
- 9-12.VII.f Compare how values and beliefs influence economic decisions in different societies.
- 9-12.VIII.a Identify and describe both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings.
- 9-12.VIII.b Make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions.
- 9-12.IX.a Explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.
- 9-12.IX.b Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations.
- 9-12.IX.f Analyze or formulate policy statements demonstrating an understanding of concerns, standards, issues, and conflicts related to universal human rights.

- 9-12.X.a Explain the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.
- 9-12.X.b Identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities.
- 9-12.X.c Locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues -- identifying, describing, and evaluating multiple points of view.
- 9-12.X.d Practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.
- 9-12.X.e Analyze and evaluate the influence of various forms of citizen action on public policy.
- 9-12.X.g Evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making.
- 9-12.X.h Evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government.

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## Lesson 20 – Resistance to Reconstruction: The Redeemer Governments and Terrorism

### *National Center for History in the Schools*

- 5-12.HT.1.A Distinguish between past, present, and future time.
- 5-12.HT.1.F Reconstruct patterns of historical succession and duration; explain historical continuity and change.
- 5-12.HT.2.F Appreciate historical perspectives.
- 5-12.HT.3.A Compare and contrast differing sets of ideas.
- 5-12.HT.3.B Consider multiple perspectives.
- 5-12.HT.3.D Draw comparisons across eras and regions in order to define enduring issues.
- 5-12.HT.4.B Obtain historical data from a variety of sources.
- 5-12.HT.4.C Interrogate historical data.
- 5-12.HT.4.F Support interpretations with historical evidence.
- 5-12.HT.5.A Identify issues and problems in the past.
- 5-12.HT.5.E Formulate a position or course of action on an issue.
- 5-12.HT.5.F Evaluate the implementation of a decision.
- 5-12.USHU.Era4.1 Understand United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans.
- 5-12.USHU.Era4.2 Understand how the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions.

- 5-12.USHU.Era4.3 Understand the extension, restriction, and reorganization of political democracy after 1800.
- 5-12.USHU.Era4.4 Understand the sources and character of cultural, religious, and social reform movements in the antebellum period.
- 5-12.USHU.Era5.1 Understand the causes of the Civil War.
- 5-12.USHU.Era5.2 Understand the course and character of the Civil War and its effects on the American people.
- 5-12.USHU.Era5.3 Understand how various reconstruction plans succeeded or failed.

*National Council for Social Studies*

- 9-12.I.a Analyze and explain the ways groups, societies, and cultures address human needs and concerns.
- 9-12.I.b Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
- 9-12.I.c Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.
- 9-12.I.d Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change.
- 9-12.I.e Demonstrate the value of cultural diversity, as well as cohesion, within and across groups.
- 9-12.I.f Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.
- 9-12.II.e Investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.
- 9-12.IV.b Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life.
- 9-12.IV.c Describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self.
- 9-12.IV.e Examine the interactions of ethnic, national, or cultural influences in specific situations or events.
- 9-12.IV.f Analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity.
- 9-12.IV.g Compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups.
- 9-12.VI.a Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.

- 9-12.VI.b Explain the purpose of government and analyze how its powers are acquired, used, and justified.
- 9-12.VI.c Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- 9-12.VII.a Explain how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed.
- 9-12.VII.b Analyze the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system.
- 9-12.VII.f Compare how values and beliefs influence economic decisions in different societies.
- 9-12.VIII.a Identify and describe both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings.
- 9-12.VIII.b Make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions.
- 9-12.IX.a Explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.
- 9-12.IX.b Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations.
- 9-12.IX.f Analyze or formulate policy statements demonstrating an understanding of concerns, standards, issues, and conflicts related to universal human rights.
- 9-12.IX.g Describe and evaluate the role of international and multinational organizations in the global arena.
- 9-12.X.a Explain the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.
- 9-12.X.b Identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities.
- 9-12.X.c Locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues -- identifying, describing, and evaluating multiple points of view.
- 9-12.X.d Practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.
- 9-12.X.e Analyze and evaluate the influence of various forms of citizen action on public policy.

- 9-12.X.g Evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making.
- 9-12.X.h Evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government.

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## Lesson 21 – The New South

### *National Center for History in the Schools*

- 5-12.HT.1.A Distinguish between past, present, and future time.
- 5-12.HT.1.F Reconstruct patterns of historical succession and duration; explain historical continuity and change.
- 5-12.HT.2.A Identify the author or source of the historical document or narrative and assess its credibility.
- 5-12.HT.2.B Reconstruct the literal meaning of a historical passage.
- 5-12.HT.3.B Consider multiple perspectives.
- 5-12.HT.3.D Draw comparisons across eras and regions in order to define enduring issues.
- 5-12.HT.4.B Obtain historical data from a variety of sources.
- 5-12.HT.4.C Interrogate historical data.
- 5-12.HT.4.F Support interpretations with historical evidence.
- 5-12.HT.5.A Identify issues and problems in the past.
- 5-12.HT.5.E Formulate a position or course of action on an issue.
- 5-12.HT.5.F Evaluate the implementation of a decision.
- 5-12.USHU.Era4.1 Understand United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans.
- 5-12.USHU.Era4.2 Understand how the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions.
- 5-12.USHU.Era4.3 Understand the extension, restriction, and reorganization of political democracy after 1800.
- 5-12.USHU.Era4.4 Understand the sources and character of cultural, religious, and social reform movements in the antebellum period.
- 5-12.USHU.Era5.1 Understand the causes of the Civil War.
- 5-12.USHU.Era5.2 Understand the course and character of the Civil War and its effects on the American people.
- 5-12.USHU.Era5.3 Understand how various reconstruction plans succeeded or failed.
- 5-12.USHU.Era6.1 Understand how the rise of corporations, heavy industry, and mechanized farming transformed the American people.

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- 9-12.I.a Analyze and explain the ways groups, societies, and cultures address human needs and concerns.
- 9-12.I.b Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
- 9-12.I.c Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.
- 9-12.I.d Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change.
- 9-12.I.e Demonstrate the value of cultural diversity, as well as cohesion, within and across groups.
- 9-12.I.f Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.
- 9-12.I.g Construct reasoned judgments about specific cultural responses to persistent human issues.
- 9-12.II.b Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- 9-12.II.c Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.
- 9-12.II.d Systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.
- 9-12.II.e Investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.
- 9-12.IV.b Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life.
- 9-12.IV.c Describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self.
- 9-12.IV.e Examine the interactions of ethnic, national, or cultural influences in specific situations or events.
- 9-12.IV.f Analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity.



- 9-12.IV.g Compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups.
- 9-12.V.a Apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society.
- 9-12.V.b Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.
- 9-12.V.c Describe the various forms institutions take, and explain how they develop and change over time.
- 9-12.V.d Identify and analyze examples of tensions between expressions of individuality and efforts used to promote conformity by groups and institutions.
- 9-12.V.e Describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements.
- 9-12.V.g Analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings.
- 9-12.VI.a Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.
- 9-12.VI.b Explain the purpose of government and analyze how its powers are acquired, used, and justified.
- 9-12.VI.c Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- 9-12.VI.d Compare and analyze the ways nations and organizations respond to conflicts between forces of unity and forces of diversity.
- 9-12.VI.f Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.
- 9-12.VI.g Evaluate the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts.
- 9-12.VI.h Explain and apply ideas, theories, and modes of inquiry drawn from political science to the examination of persistent issues and social problems.
- 9-12.VI.i Evaluate the extent to which governments achieve their stated ideals and policies at home and abroad.
- 9-12.VII.a Explain how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed.
- 9-12.VII.b Analyze the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system.

- 9-12.VII.f Compare how values and beliefs influence economic decisions in different societies.
- 9-12.VIII.a Identify and describe both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings.
- 9-12.VIII.b Make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions.
- 9-12.IX.a Explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.
- 9-12.IX.b Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations.
- 9-12.IX.f Analyze or formulate policy statements demonstrating an understanding of concerns, standards, issues, and conflicts related to universal human rights.
- 9-12.X.a Explain the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.
- 9-12.X.b Identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities.
- 9-12.X.c Locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues -- identifying, describing, and evaluating multiple points of view.
- 9-12.X.d Practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.
- 9-12.X.e Analyze and evaluate the influence of various forms of citizen action on public policy.
- 9-12.X.g Evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making.
- 9-12.X.h Evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government.

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## Lesson 22 – Monopolies: Vertical and Horizontal Integration

### *National Center for History in the Schools*

- 5-12.HT.1.A Distinguish between past, present, and future time.
- 5-12.HT.1.F Reconstruct patterns of historical succession and duration; explain historical continuity and change.
- 5-12.HT.2.F Appreciate historical perspectives.
- 5-12.HT.3.A Compare and contrast differing sets of ideas.
- 5-12.HT.3.B Consider multiple perspectives.

- 5-12.HT.3.D Draw comparisons across eras and regions in order to define enduring issues.
- 5-12.HT.4.B Obtain historical data from a variety of sources.
- 5-12.HT.4.C Interrogate historical data.
- 5-12.HT.4.F Support interpretations with historical evidence.
- 5-12.HT.5.A Identify issues and problems in the past.
- 5-12.HT.5.E Formulate a position or course of action on an issue.
- 5-12.HT.5.F Evaluate the implementation of a decision.
- 5-12.USHU.Era4.1 Understand United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans.
- 5-12.USHU.Era4.2 Understand how the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions.
- 5-12.USHU.Era4.3 Understand the extension, restriction, and reorganization of political democracy after 1800.
- 5-12.USHU.Era4.4 Understand the sources and character of cultural, religious, and social reform movements in the antebellum period.
- 5-12.USHU.Era5.1 Understand the causes of the Civil War.
- 5-12.USHU.Era5.2 Understand the course and character of the Civil War and its effects on the American people.
- 5-12.USHU.Era5.3 Understand how various reconstruction plans succeeded or failed.
- 5-12.USHU.Era6.1 Understand how the rise of corporations, heavy industry, and mechanized farming transformed the American people.

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- 9-12.I.a Analyze and explain the ways groups, societies, and cultures address human needs and concerns.
- 9-12.I.b Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
- 9-12.I.c Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.
- 9-12.I.d Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change.
- 9-12.I.e Demonstrate the value of cultural diversity, as well as cohesion, within and across groups.
- 9-12.I.f Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.

- 9-12.I.g Construct reasoned judgments about specific cultural responses to persistent human issues.
- 9-12.II.b Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- 9-12.II.d Systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.
- 9-12.II.e Investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.
- 9-12.IV.c Describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self.
- 9-12.IV.e Examine the interactions of ethnic, national, or cultural influences in specific situations or events.
- 9-12.IV.f Analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity.
- 9-12.IV.g Compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups.
- 9-12.V.a Apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society.
- 9-12.V.b Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.
- 9-12.V.d Identify and analyze examples of tensions between expressions of individuality and efforts used to promote conformity by groups and institutions.
- 9-12.V.e Describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements.
- 9-12.V.g Analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings.
- 9-12.VI.a Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.
- 9-12.VI.b Explain the purpose of government and analyze how its powers are acquired, used, and justified.
- 9-12.VI.c Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.

- 9-12.VI.d Compare and analyze the ways nations and organizations respond to conflicts between forces of unity and forces of diversity.
- 9-12.VI.f Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.
- 9-12.VI.g Evaluate the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts.
- 9-12.VI.h Explain and apply ideas, theories, and modes of inquiry drawn from political science to the examination of persistent issues and social problems.
- 9-12.VI.i Evaluate the extent to which governments achieve their stated ideals and policies at home and abroad.
- 9-12.VII.a Explain how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed.
- 9-12.VII.b Analyze the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system.
- 9-12.VII.f Compare how values and beliefs influence economic decisions in different societies.
- 9-12.VIII.a Identify and describe both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings.
- 9-12.VIII.b Make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions.
- 9-12.VIII.c Analyze how science and technology influence the core values, beliefs, and attitudes of society, and how core values, beliefs, and attitudes of society shape scientific and technological change.
- 9-12.IX.f Analyze or formulate policy statements demonstrating an understanding of concerns, standards, issues, and conflicts related to universal human rights.
- 9-12.X.a Explain the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.
- 9-12.X.b Identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities.
- 9-12.X.c Locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues -- identifying, describing, and evaluating multiple points of view.

- 9-12.X.d Practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.
- 9-12.X.e Analyze and evaluate the influence of various forms of citizen action on public policy.
- 9-12.X.h Evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government.

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## Lesson 23 – The Populist Movement: The Value of Third Parties

### *National Center for History in the Schools*

- 5-12.HT.1.A Distinguish between past, present, and future time.
- 5-12.HT.1.F Reconstruct patterns of historical succession and duration; explain historical continuity and change.
- 5-12.HT.2.F Appreciate historical perspectives.
- 5-12.HT.3.A Compare and contrast differing sets of ideas.
- 5-12.HT.3.B Consider multiple perspectives.
- 5-12.HT.3.D Draw comparisons across eras and regions in order to define enduring issues.
- 5-12.HT.4.B Obtain historical data from a variety of sources.
- 5-12.HT.4.C Interrogate historical data.
- 5-12.HT.4.F Support interpretations with historical evidence.
- 5-12.HT.5.A Identify issues and problems in the past.
- 5-12.HT.5.E Formulate a position or course of action on an issue.
- 5-12.HT.5.F Evaluate the implementation of a decision.
- 5-12.USHU.Era4.1 Understand United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans.
- 5-12.USHU.Era4.2 Understand how the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions.
- 5-12.USHU.Era4.3 Understand the extension, restriction, and reorganization of political democracy after 1800.
- 5-12.USHU.Era4.4 Understand the sources and character of cultural, religious, and social reform movements in the antebellum period.
- 5-12.USHU.Era5.1 Understand the causes of the Civil War.
- 5-12.USHU.Era5.2 Understand the course and character of the Civil War and its effects on the American people.
- 5-12.USHU.Era5.3 Understand how various reconstruction plans succeeded or failed.

- 5-12.USHU.Era6.1 Understand how the rise of corporations, heavy industry, and mechanized farming transformed the American people.
- 5-12.WHU.Era9.1 Understand how post-World War II reconstruction occurred, new international power relations took shape, and colonial empires broke up.

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- 9-12.I.a Analyze and explain the ways groups, societies, and cultures address human needs and concerns.
- 9-12.I.b Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
- 9-12.I.c Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.
- 9-12.I.d Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change.
- 9-12.I.e Demonstrate the value of cultural diversity, as well as cohesion, within and across groups.
- 9-12.I.f Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.
- 9-12.I.g Construct reasoned judgments about specific cultural responses to persistent human issues.
- 9-12.II.b Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- 9-12.II.c Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.
- 9-12.II.d Systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.
- 9-12.II.e Investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.
- 9-12.IV.c Describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self.
- 9-12.IV.e Examine the interactions of ethnic, national, or cultural influences in specific situations or events.

- 9-12.IV.f Analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity.
- 9-12.IV.g Compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups.
- 9-12.V.a Apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society.
- 9-12.V.c Describe the various forms institutions take, and explain how they develop and change over time.
- 9-12.V.d Identify and analyze examples of tensions between expressions of individuality and efforts used to promote conformity by groups and institutions.
- 9-12.V.e Describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements.
- 9-12.V.f Evaluate the role of institutions in furthering both continuity and change.
- 9-12.V.g Analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings.
- 9-12.VI.a Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.
- 9-12.VI.b Explain the purpose of government and analyze how its powers are acquired, used, and justified.
- 9-12.VI.c Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- 9-12.VI.d Compare and analyze the ways nations and organizations respond to conflicts between forces of unity and forces of diversity.
- 9-12.VI.f Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.
- 9-12.VI.g Evaluate the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts.
- 9-12.VI.h Explain and apply ideas, theories, and modes of inquiry drawn from political science to the examination of persistent issues and social problems.
- 9-12.VI.i Evaluate the extent to which governments achieve their stated ideals and policies at home and abroad.
- 9-12.VII.a Explain how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed.



- 9-12.VII.f Compare how values and beliefs influence economic decisions in different societies.
- 9-12.VIII.a Identify and describe both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings.
- 9-12.VIII.b Make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions.
- 9-12.IX.a Explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.
- 9-12.IX.b Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations.
- 9-12.IX.f Analyze or formulate policy statements demonstrating an understanding of concerns, standards, issues, and conflicts related to universal human rights.
- 9-12.X.a Explain the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.
- 9-12.X.b Identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities.
- 9-12.X.c Locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues -- identifying, describing, and evaluating multiple points of view.
- 9-12.X.d Practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.
- 9-12.X.e Analyze and evaluate the influence of various forms of citizen action on public policy.
- 9-12.X.g Evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making.
- 9-12.X.h Evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government.

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## Lesson 24 – Gilded Age Presidents

### *National Center for History in the Schools*

- 5-12.HT.1.A Distinguish between past, present, and future time.
- 5-12.HT.1.F Reconstruct patterns of historical succession and duration; explain historical continuity and change.
- 5-12.HT.2.F Appreciate historical perspectives.
- 5-12.HT.3.A Compare and contrast differing sets of ideas.
- 5-12.HT.3.B Consider multiple perspectives.

- 5-12.HT.3.D Draw comparisons across eras and regions in order to define enduring issues.
- 5-12.HT.4.B Obtain historical data from a variety of sources.
- 5-12.HT.4.C Interrogate historical data.
- 5-12.HT.4.F Support interpretations with historical evidence.
- 5-12.HT.5.A Identify issues and problems in the past.
- 5-12.HT.5.E Formulate a position or course of action on an issue.
- 5-12.HT.5.F Evaluate the implementation of a decision.
- 5-12.USHU.Era4.1 Understand United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans.
- 5-12.USHU.Era4.2 Understand how the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions.
- 5-12.USHU.Era4.3 Understand the extension, restriction, and reorganization of political democracy after 1800.
- 5-12.USHU.Era4.4 Understand the sources and character of cultural, religious, and social reform movements in the antebellum period.
- 5-12.USHU.Era5.1 Understand the causes of the Civil War.
- 5-12.USHU.Era5.2 Understand the course and character of the Civil War and its effects on the American people.

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- 9-12.I.c Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.
- 9-12.I.d Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change.
- 9-12.I.e Demonstrate the value of cultural diversity, as well as cohesion, within and across groups.
- 9-12.I.f Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.
- 9-12.I.g Construct reasoned judgments about specific cultural responses to persistent human issues.
- 9-12.II.b Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- 9-12.II.c Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.

- 9-12.II.d Systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.
- 9-12.II.e Investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.
- 9-12.IV.b Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life.
- 9-12.IV.c Describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self.
- 9-12.IV.e Examine the interactions of ethnic, national, or cultural influences in specific situations or events.
- 9-12.IV.f Analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity.
- 9-12.IV.g Compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups.
- 9-12.V.a Apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society.
- 9-12.V.c Describe the various forms institutions take, and explain how they develop and change over time.
- 9-12.V.d Identify and analyze examples of tensions between expressions of individuality and efforts used to promote conformity by groups and institutions.
- 9-12.V.e Describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements.
- 9-12.V.f Evaluate the role of institutions in furthering both continuity and change.
- 9-12.V.g Analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings.
- 9-12.VI.a Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.
- 9-12.VI.b Explain the purpose of government and analyze how its powers are acquired, used, and justified.
- 9-12.VI.c Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- 9-12.VI.f Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.

- 9-12.VI.g Evaluate the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts.
- 9-12.VI.h Explain and apply ideas, theories, and modes of inquiry drawn from political science to the examination of persistent issues and social problems.
- 9-12.VI.i Evaluate the extent to which governments achieve their stated ideals and policies at home and abroad.
- 9-12.VII.a Explain how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed.
- 9-12.VII.b Analyze the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system.
- 9-12.VII.f Compare how values and beliefs influence economic decisions in different societies.
- 9-12.VIII.a Identify and describe both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings.
- 9-12.VIII.b Make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions.
- 9-12.VIII.f Formulate strategies and develop policies for influencing public discussions associated with technology-society issues, such as the greenhouse effect.
- 9-12.IX.a Explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.
- 9-12.IX.b Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations.
- 9-12.IX.f Analyze or formulate policy statements demonstrating an understanding of concerns, standards, issues, and conflicts related to universal human rights.
- 9-12.X.a Explain the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.
- 9-12.X.b Identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities.
- 9-12.X.c Locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues -- identifying, describing, and evaluating multiple points of view.
- 9-12.X.d Practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.

- 9-12.X.e Analyze and evaluate the influence of various forms of citizen action on public policy.
- 9-12.X.g Evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making.
- 9-12.X.h Evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government.

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## Lesson 25 – American Industrialization and Urbanization

### *National Center for History in the Schools*

- 5-12.HT.1.A Distinguish between past, present, and future time.
- 5-12.HT.1.F Reconstruct patterns of historical succession and duration; explain historical continuity and change.
- 5-12.HT.2.F Appreciate historical perspectives.
- 5-12.HT.3.A Compare and contrast differing sets of ideas.
- 5-12.HT.3.B Consider multiple perspectives.
- 5-12.HT.3.D Draw comparisons across eras and regions in order to define enduring issues.
- 5-12.HT.4.C Interrogate historical data.
- 5-12.HT.4.F Support interpretations with historical evidence.
- 5-12.HT.5.A Identify issues and problems in the past.
- 5-12.HT.5.E Formulate a position or course of action on an issue.
- 5-12.HT.5.F Evaluate the implementation of a decision.
- 5-12.USHU.Era4.1 Understand United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans.
- 5-12.USHU.Era4.2 Understand how the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions.
- 5-12.USHU.Era4.3 Understand the extension, restriction, and reorganization of political democracy after 1800.
- 5-12.USHU.Era4.4 Understand the sources and character of cultural, religious, and social reform movements in the antebellum period.
- 5-12.USHU.Era5.1 Understand the causes of the Civil War.
- 5-12.USHU.Era5.2 Understand the course and character of the Civil War and its effects on the American people.
- 5-12.USHU.Era5.3 Understand how various reconstruction plans succeeded or failed.
- 5-12.USHU.Era6.1 Understand how the rise of corporations, heavy industry, and mechanized farming transformed the American people.

- 5-12.USHU.Era6.2 Understand massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity.

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- 9-12.I.a Analyze and explain the ways groups, societies, and cultures address human needs and concerns.
- 9-12.I.b Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
- 9-12.I.c Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.
- 9-12.I.d Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change.
- 9-12.I.e Demonstrate the value of cultural diversity, as well as cohesion, within and across groups.
- 9-12.I.f Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.
- 9-12.I.g Construct reasoned judgments about specific cultural responses to persistent human issues.
- 9-12.II.b Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- 9-12.II.c Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.
- 9-12.II.d Systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.
- 9-12.II.e Investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.
- 9-12.III.b Create, interpret, use, and synthesize information from various representations of the earth, such as maps, globes, and photographs.
- 9-12.III.c Use appropriate resources, data sources, and geographic tools such as aerial photographs, satellite images, geographic information systems (GIS), map projections, and cartography to generate, manipulate, and interpret information such as atlases, data bases, grid systems, charts, graphs, and maps.

- 9-12.III.e Describe, differentiate, and explain the relationships among various regional and global patterns of geographic phenomena such as landforms, soils, climate, vegetation, natural resources, and population.
- 9-12.III.f Use knowledge of physical system changes such as seasons, climate and weather, and the water cycle to explain geographic phenomena.
- 9-12.III.g Describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideals as they design and build specialized buildings, neighborhoods, shopping centers, urban centers, industrial parks, and the like.
- 9-12.III.j Analyze and evaluate social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought.
- 9-12.IV.b Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life.
- 9-12.IV.c Describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self.
- 9-12.IV.e Examine the interactions of ethnic, national, or cultural influences in specific situations or events.
- 9-12.IV.f Analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity.
- 9-12.IV.g Compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups.
- 9-12.V.a Apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society.
- 9-12.V.b Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.
- 9-12.V.c Describe the various forms institutions take, and explain how they develop and change over time.
- 9-12.V.d Identify and analyze examples of tensions between expressions of individuality and efforts used to promote conformity by groups and institutions.
- 9-12.V.e Describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements.
- 9-12.V.f Evaluate the role of institutions in furthering both continuity and change.
- 9-12.V.g Analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings.
- 9-12.VI.a Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.

- 9-12.VI.b Explain the purpose of government and analyze how its powers are acquired, used, and justified.
- 9-12.VI.c Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- 9-12.VI.d Compare and analyze the ways nations and organizations respond to conflicts between forces of unity and forces of diversity.
- 9-12.VI.f Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.
- 9-12.VI.g Evaluate the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts.
- 9-12.VI.h Explain and apply ideas, theories, and modes of inquiry drawn from political science to the examination of persistent issues and social problems.
- 9-12.VI.i Evaluate the extent to which governments achieve their stated ideals and policies at home and abroad.
- 9-12.VII.a Explain how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed.
- 9-12.VII.b Analyze the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system.
- 9-12.VII.f Compare how values and beliefs influence economic decisions in different societies.
- 9-12.VIII.a Identify and describe both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings.
- 9-12.VIII.b Make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions.
- 9-12.IX.a Explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.
- 9-12.IX.b Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations.
- 9-12.IX.f Analyze or formulate policy statements demonstrating an understanding of concerns, standards, issues, and conflicts related to universal human rights.
- 9-12.X.a Explain the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.



- 9-12.X.b Identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities.
- 9-12.X.c Locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues -- identifying, describing, and evaluating multiple points of view.
- 9-12.X.d Practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.
- 9-12.X.e Analyze and evaluate the influence of various forms of citizen action on public policy.
- 9-12.X.g Evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making.
- 9-12.X.h Evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government.

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## Lesson 26 – The Election of 1896

### *National Center for History in the Schools*

- 5-12.HT.1.A Distinguish between past, present, and future time.
- 5-12.HT.1.F Reconstruct patterns of historical succession and duration; explain historical continuity and change.
- 5-12.HT.2.F Appreciate historical perspectives.
- 5-12.HT.3.A Compare and contrast differing sets of ideas.
- 5-12.HT.3.B Consider multiple perspectives.
- 5-12.HT.3.D Draw comparisons across eras and regions in order to define enduring issues.
- 5-12.HT.4.B Obtain historical data from a variety of sources.
- 5-12.HT.4.C Interrogate historical data.
- 5-12.HT.5.E Formulate a position or course of action on an issue.
- 5-12.HT.5.F Evaluate the implementation of a decision.
- 5-12.USHU.Era4.1 Understand United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans.
- 5-12.USHU.Era4.2 Understand how the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions.
- 5-12.USHU.Era4.3 Understand the extension, restriction, and reorganization of political democracy after 1800.
- 5-12.USHU.Era4.4 Understand the sources and character of cultural, religious, and social reform movements in the antebellum period.
- 5-12.USHU.Era5.1 Understand the causes of the Civil War.

- 5-12.USHU.Era5.2 Understand the course and character of the Civil War and its effects on the American people.
- 5-12.USHU.Era5.3 Understand how various reconstruction plans succeeded or failed.
- 5-12.USHU.Era6.1 Understand how the rise of corporations, heavy industry, and mechanized farming transformed the American people.
- 5-12.USHU.Era6.2 Understand massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity.

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- 9-12.I.a Analyze and explain the ways groups, societies, and cultures address human needs and concerns.
- 9-12.I.b Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
- 9-12.I.c Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.
- 9-12.I.d Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change.
- 9-12.I.e Demonstrate the value of cultural diversity, as well as cohesion, within and across groups.
- 9-12.I.f Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.
- 9-12.I.g Construct reasoned judgments about specific cultural responses to persistent human issues.
- 9-12.II.b Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- 9-12.II.c Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.
- 9-12.II.d Systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.
- 9-12.IV.b Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life.
- 9-12.IV.c Describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self.

- 9-12.IV.e Examine the interactions of ethnic, national, or cultural influences in specific situations or events.
- 9-12.IV.f Analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity.
- 9-12.IV.g Compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups.
- 9-12.V.a Apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society.
- 9-12.V.b Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.
- 9-12.V.c Describe the various forms institutions take, and explain how they develop and change over time.
- 9-12.V.d Identify and analyze examples of tensions between expressions of individuality and efforts used to promote conformity by groups and institutions.
- 9-12.V.e Describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements.
- 9-12.V.f Evaluate the role of institutions in furthering both continuity and change.
- 9-12.V.g Analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings.
- 9-12.VI.a Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.
- 9-12.VI.b Explain the purpose of government and analyze how its powers are acquired, used, and justified.
- 9-12.VI.c Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- 9-12.VI.d Compare and analyze the ways nations and organizations respond to conflicts between forces of unity and forces of diversity.
- 9-12.VI.f Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.
- 9-12.VI.g Evaluate the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts.
- 9-12.VI.h Explain and apply ideas, theories, and modes of inquiry drawn from political science to the examination of persistent issues and social problems.
- 9-12.VI.i Evaluate the extent to which governments achieve their stated ideals and policies at home and abroad.

- 9-12.VII.a Explain how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed.
- 9-12.VII.b Analyze the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system.
- 9-12.VII.f Compare how values and beliefs influence economic decisions in different societies.
- 9-12.VIII.a Identify and describe both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings.
- 9-12.VIII.b Make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions.
- 9-12.IX.a Explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.
- 9-12.IX.b Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations.
- 9-12.IX.f Analyze or formulate policy statements demonstrating an understanding of concerns, standards, issues, and conflicts related to universal human rights.
- 9-12.X.a Explain the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.
- 9-12.X.b Identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities.
- 9-12.X.c Locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues -- identifying, describing, and evaluating multiple points of view.
- 9-12.X.d Practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.
- 9-12.X.e Analyze and evaluate the influence of various forms of citizen action on public policy.
- 9-12.X.g Evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making.
- 9-12.X.h Evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government.

## Lesson 27 – The Turner Thesis

### *National Center for History in the Schools*

- 5-12.HT.1.A Distinguish between past, present, and future time.
- 5-12.HT.1.F Reconstruct patterns of historical succession and duration; explain historical continuity and change.
- 5-12.HT.2.A Identify the author or source of the historical document or narrative and assess its credibility.
- 5-12.HT.2.D Differentiate between historical facts and historical interpretations.
- 5-12.HT.2.F Appreciate historical perspectives.
- 5-12.HT.3.A Compare and contrast differing sets of ideas.
- 5-12.HT.3.B Consider multiple perspectives.
- 5-12.HT.3.D Draw comparisons across eras and regions in order to define enduring issues.
- 5-12.HT.3.H Hold interpretations of history as tentative.
- 5-12.HT.4.B Obtain historical data from a variety of sources.
- 5-12.HT.4.C Interrogate historical data.
- 5-12.HT.4.F Support interpretations with historical evidence.
- 5-12.HT.5.A Identify issues and problems in the past.
- 5-12.HT.5.E Formulate a position or course of action on an issue.
- 5-12.HT.5.F Evaluate the implementation of a decision.
- 5-12.USHU.Era4.1 Understand United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans.
- 5-12.USHU.Era4.2 Understand how the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions.
- 5-12.USHU.Era4.3 Understand the extension, restriction, and reorganization of political democracy after 1800.
- 5-12.USHU.Era4.4 Understand the sources and character of cultural, religious, and social reform movements in the antebellum period.
- 5-12.USHU.Era5.1 Understand the causes of the Civil War.
- 5-12.USHU.Era5.2 Understand the course and character of the Civil War and its effects on the American people.
- 5-12.USHU.Era5.3 Understand how various reconstruction plans succeeded or failed.
- 5-12.USHU.Era6.1 Understand how the rise of corporations, heavy industry, and mechanized farming transformed the American people.

- 5-12.USHU.Era6.2 Understand massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity.

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- 9-12.I.a Analyze and explain the ways groups, societies, and cultures address human needs and concerns.
- 9-12.I.b Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
- 9-12.I.c Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.
- 9-12.I.d Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change.
- 9-12.I.e Demonstrate the value of cultural diversity, as well as cohesion, within and across groups.
- 9-12.I.f Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.
- 9-12.I.g Construct reasoned judgments about specific cultural responses to persistent human issues.
- 9-12.II.b Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- 9-12.II.c Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.
- 9-12.II.d Systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.
- 9-12.II.e Investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.
- 9-12.IV.b Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life.
- 9-12.IV.c Describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self.

- 9-12.IV.e Examine the interactions of ethnic, national, or cultural influences in specific situations or events.
- 9-12.IV.f Analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity.
- 9-12.IV.g Compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups.
- 9-12.V.a Apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society.
- 9-12.V.b Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.
- 9-12.V.c Describe the various forms institutions take, and explain how they develop and change over time.
- 9-12.V.d Identify and analyze examples of tensions between expressions of individuality and efforts used to promote conformity by groups and institutions.
- 9-12.V.e Describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements.
- 9-12.V.f Evaluate the role of institutions in furthering both continuity and change.
- 9-12.V.g Analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings.
- 9-12.VI.a Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.
- 9-12.VI.b Explain the purpose of government and analyze how its powers are acquired, used, and justified.
- 9-12.VI.c Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- 9-12.VI.d Compare and analyze the ways nations and organizations respond to conflicts between forces of unity and forces of diversity.
- 9-12.VI.e Compare different political systems (their ideologies, structure, institutions, processes, and political cultures) with that of the United States, and identify representative political leaders from selected historical and contemporary settings.
- 9-12.VI.g Evaluate the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts.
- 9-12.VI.h Explain and apply ideas, theories, and modes of inquiry drawn from political science to the examination of persistent issues and social problems.

- 9-12.VI.i Evaluate the extent to which governments achieve their stated ideals and policies at home and abroad.
- 9-12.VII.a Explain how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed.
- 9-12.VII.b Analyze the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system.
- 9-12.VII.f Compare how values and beliefs influence economic decisions in different societies.
- 9-12.VIII.a Identify and describe both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings.
- 9-12.IX.a Explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.
- 9-12.IX.b Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations.
- 9-12.IX.f Analyze or formulate policy statements demonstrating an understanding of concerns, standards, issues, and conflicts related to universal human rights.
- 9-12.X.a Explain the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.
- 9-12.X.b Identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities.
- 9-12.X.d Practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.
- 9-12.X.e Analyze and evaluate the influence of various forms of citizen action on public policy.
- 9-12.X.g Evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making.
- 9-12.X.h Evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government.

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## Lesson 28 – The Foundations of American Pragmatism

*National Center for History in the Schools*

- 5-12.HT.1.A Distinguish between past, present, and future time.
- 5-12.HT.1.F Reconstruct patterns of historical succession and duration; explain historical continuity and change.



- 5-12.HT.2.F Appreciate historical perspectives.
- 5-12.HT.3.A Compare and contrast differing sets of ideas.
- 5-12.HT.3.B Consider multiple perspectives.
- 5-12.HT.3.D Draw comparisons across eras and regions in order to define enduring issues.
- 5-12.HT.4.B Obtain historical data from a variety of sources.
- 5-12.HT.4.C Interrogate historical data.
- 5-12.HT.4.F Support interpretations with historical evidence.
- 5-12.HT.5.A Identify issues and problems in the past.
- 5-12.HT.5.E Formulate a position or course of action on an issue.
- 5-12.HT.5.F Evaluate the implementation of a decision.
- 5-12.USHU.Era4.1 Understand United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans.
- 5-12.USHU.Era4.2 Understand how the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions.
- 5-12.USHU.Era4.3 Understand the extension, restriction, and reorganization of political democracy after 1800.
- 5-12.USHU.Era4.4 Understand the sources and character of cultural, religious, and social reform movements in the antebellum period.
- 5-12.USHU.Era5.1 Understand the causes of the Civil War.
- 5-12.USHU.Era5.2 Understand the course and character of the Civil War and its effects on the American people.
- 5-12.USHU.Era5.3 Understand how various reconstruction plans succeeded or failed.
- 5-12.USHU.Era6.1 Understand how the rise of corporations, heavy industry, and mechanized farming transformed the American people.
- 5-12.USHU.Era6.2 Understand massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity.

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## Lesson 29 – Social Darwinism, the Gospel of Wealth, and the Social Gospel

### *National Center for History in the Schools*

- 5-12.HT.1.A Distinguish between past, present, and future time.
- 5-12.HT.1.F Reconstruct patterns of historical succession and duration; explain historical continuity and change.
- 5-12.HT.2.F Appreciate historical perspectives.
- 5-12.HT.3.A Compare and contrast differing sets of ideas.

- 5-12.HT.3.B Consider multiple perspectives.
- 5-12.HT.3.D Draw comparisons across eras and regions in order to define enduring issues.
- 5-12.HT.4.B Obtain historical data from a variety of sources.
- 5-12.HT.4.C Interrogate historical data.
- 5-12.HT.4.F Support interpretations with historical evidence.
- 5-12.HT.5.A Identify issues and problems in the past.
- 5-12.HT.5.E Formulate a position or course of action on an issue.
- 5-12.HT.5.F Evaluate the implementation of a decision.
- 5-12.USHU.Era4.1 Understand United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans.
- 5-12.USHU.Era4.2 Understand how the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions.
- 5-12.USHU.Era4.3 Understand the extension, restriction, and reorganization of political democracy after 1800.
- 5-12.USHU.Era4.4 Understand the sources and character of cultural, religious, and social reform movements in the antebellum period.
- 5-12.USHU.Era5.1 Understand the causes of the Civil War.
- 5-12.USHU.Era5.2 Understand the course and character of the Civil War and its effects on the American people.
- 5-12.USHU.Era5.3 Understand how various reconstruction plans succeeded or failed.
- 5-12.USHU.Era6.1 Understand how the rise of corporations, heavy industry, and mechanized farming transformed the American people.
- 5-12.USHU.Era6.2 Understand massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity.
- 5-12.USHU.Era6.3 Understand the rise of the American labor movement and how political issues reflected social and economic changes.

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- 9-12.I.a Analyze and explain the ways groups, societies, and cultures address human needs and concerns.
- 9-12.I.b Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.
- 9-12.I.c Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.

- 9-12.I.d Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change.
- 9-12.I.e Demonstrate the value of cultural diversity, as well as cohesion, within and across groups.
- 9-12.I.f Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.
- 9-12.I.g Construct reasoned judgments about specific cultural responses to persistent human issues.
- 9-12.II.b Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- 9-12.II.c Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.
- 9-12.II.d Systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.
- 9-12.II.e Investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.
- 9-12.III.b Create, interpret, use, and synthesize information from various representations of the earth, such as maps, globes, and photographs.
- 9-12.III.c Use appropriate resources, data sources, and geographic tools such as aerial photographs, satellite images, geographic information systems (GIS), map projections, and cartography to generate, manipulate, and interpret information such as atlases, data bases, grid systems, charts, graphs, and maps.
- 9-12.IV.e Examine the interactions of ethnic, national, or cultural influences in specific situations or events.
- 9-12.IV.g Compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups.
- 9-12.V.a Apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society.
- 9-12.V.b Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.
- 9-12.V.c Describe the various forms institutions take, and explain how they develop and change over time.

- 9-12.V.d Identify and analyze examples of tensions between expressions of individuality and efforts used to promote conformity by groups and institutions.
- 9-12.V.e Describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements.
- 9-12.V.f Evaluate the role of institutions in furthering both continuity and change.
- 9-12.V.g Analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings.
- 9-12.V.h Explain and apply ideas and modes of inquiry drawn from behavioral science and social theory in the examination of persistent issues and social problems.
- 9-12.VI.a Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.
- 9-12.VI.b Explain the purpose of government and analyze how its powers are acquired, used, and justified.
- 9-12.VI.c Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- 9-12.VI.d Compare and analyze the ways nations and organizations respond to conflicts between forces of unity and forces of diversity.
- 9-12.VI.f Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.
- 9-12.VI.g Evaluate the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts.
- 9-12.VI.h Explain and apply ideas, theories, and modes of inquiry drawn from political science to the examination of persistent issues and social problems.
- 9-12.VI.i Evaluate the extent to which governments achieve their stated ideals and policies at home and abroad.
- 9-12.VII.a Explain how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed.
- 9-12.VII.b Analyze the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system.
- 9-12.VII.f Compare how values and beliefs influence economic decisions in different societies.
- 9-12.VIII.d Evaluate various policies that have been proposed as ways of dealing with social changes resulting from new technologies, such as genetically engineered plants and animals.

- 9-12.IX.a Explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.
- 9-12.IX.b Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations.
- 9-12.IX.f Analyze or formulate policy statements demonstrating an understanding of concerns, standards, issues, and conflicts related to universal human rights.
- 9-12.X.a Explain the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.
- 9-12.X.b Identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities.
- 9-12.X.c Locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues -- identifying, describing, and evaluating multiple points of view.
- 9-12.X.d Practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.
- 9-12.X.e Analyze and evaluate the influence of various forms of citizen action on public policy.
- 9-12.X.g Evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making.
- 9-12.X.h Evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government.

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### Lesson 30 – Images of Urbanization and Industrialization

#### *National Center for History in the Schools*

- 5-12.HT.1.A Distinguish between past, present, and future time.
- 5-12.HT.1.F Reconstruct patterns of historical succession and duration; explain historical continuity and change.
- 5-12.HT.2.F Appreciate historical perspectives.
- 5-12.HT.3.A Compare and contrast differing sets of ideas.
- 5-12.HT.3.B Consider multiple perspectives.
- 5-12.HT.3.D Draw comparisons across eras and regions in order to define enduring issues.
- 5-12.HT.4.B Obtain historical data from a variety of sources.
- 5-12.HT.4.C Interrogate historical data.
- 5-12.HT.4.F Support interpretations with historical evidence.
- 5-12.HT.5.A Identify issues and problems in the past.
- 5-12.HT.5.E Formulate a position or course of action on an issue.

- 5-12.HT.5.F Evaluate the implementation of a decision.
- 5-12.USHU.Era4.1 Understand United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans.
- 5-12.USHU.Era4.3 Understand the extension, restriction, and reorganization of political democracy after 1800.
- 5-12.USHU.Era4.4 Understand the sources and character of cultural, religious, and social reform movements in the antebellum period.
- 5-12.USHU.Era5.1 Understand the causes of the Civil War.
- 5-12.USHU.Era5.2 Understand the course and character of the Civil War and its effects on the American people.
- 5-12.USHU.Era5.3 Understand how various reconstruction plans succeeded or failed.
- 5-12.USHU.Era6.1 Understand how the rise of corporations, heavy industry, and mechanized farming transformed the American people.
- 5-12.USHU.Era6.2 Understand massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity.
- 5-12.USHU.Era6.3 Understand the rise of the American labor movement and how political issues reflected social and economic changes.

*National Council for Social Studies*

- 9-12.I.a Analyze and explain the ways groups, societies, and cultures address human needs and concerns.
- 9-12.I.c Apply an understanding of culture as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.
- 9-12.I.d Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change.
- 9-12.I.e Demonstrate the value of cultural diversity, as well as cohesion, within and across groups.
- 9-12.I.f Interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding.
- 9-12.II.b Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity.
- 9-12.II.c Identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions.
- 9-12.II.d Systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their

credibility, validating and weighing evidence for claims, and searching for causality.

- 9-12.II.e Investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment.
- 9-12.III.a Refine mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape.
- 9-12.III.b Create, interpret, use, and synthesize information from various representations of the earth, such as maps, globes, and photographs.
- 9-12.III.c Use appropriate resources, data sources, and geographic tools such as aerial photographs, satellite images, geographic information systems (GIS), map projections, and cartography to generate, manipulate, and interpret information such as atlases, data bases, grid systems, charts, graphs, and maps.
- 9-12.III.e Describe, differentiate, and explain the relationships among various regional and global patterns of geographic phenomena such as landforms, soils, climate, vegetation, natural resources, and population.
- 9-12.III.f Use knowledge of physical system changes such as seasons, climate and weather, and the water cycle to explain geographic phenomena.
- 9-12.III.g Describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideals as they design and build specialized buildings, neighborhoods, shopping centers, urban centers, industrial parks, and the like.
- 9-12.IV.b Identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life.
- 9-12.IV.c Describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self.
- 9-12.IV.e Examine the interactions of ethnic, national, or cultural influences in specific situations or events.
- 9-12.IV.g Compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups.
- 9-12.V.a Apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society.
- 9-12.V.b Analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings.
- 9-12.V.c Describe the various forms institutions take, and explain how they develop and change over time.

- 9-12.V.d Identify and analyze examples of tensions between expressions of individuality and efforts used to promote conformity by groups and institutions.
- 9-12.V.e Describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements.
- 9-12.V.f Evaluate the role of institutions in furthering both continuity and change.
- 9-12.V.g Analyze the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings.
- 9-12.VI.a Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.
- 9-12.VI.b Explain the purpose of government and analyze how its powers are acquired, used, and justified.
- 9-12.VI.c Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
- 9-12.VI.d Compare and analyze the ways nations and organizations respond to conflicts between forces of unity and forces of diversity.
- 9-12.VI.f Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.
- 9-12.VI.g Evaluate the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts.
- 9-12.VI.h Explain and apply ideas, theories, and modes of inquiry drawn from political science to the examination of persistent issues and social problems.
- 9-12.VII.a Explain how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed.
- 9-12.VII.b Analyze the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system.
- 9-12.VII.f Compare how values and beliefs influence economic decisions in different societies.
- 9-12.VIII.a Identify and describe both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings.
- 9-12.VIII.b Make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions.



- 9-12.IX.a Explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.
- 9-12.IX.b Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations.
- 9-12.IX.e Analyze the relationships and tensions between national sovereignty and global interests, in matters such as territory, economic development, nuclear and other weapons, use of natural resources, and human rights concerns.
- 9-12.IX.f Analyze or formulate policy statements demonstrating an understanding of concerns, standards, issues, and conflicts related to universal human rights.
- 9-12.IX.g Describe and evaluate the role of international and multinational organizations in the global arena.
- 9-12.X.a Explain the origins and continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.
- 9-12.X.b Identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities.
- 9-12.X.c Locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues -- identifying, describing, and evaluating multiple points of view.
- 9-12.X.d Practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.
- 9-12.X.e Analyze and evaluate the influence of various forms of citizen action on public policy.
- 9-12.X.g Evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making.
- 9-12.X.h Evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government.

**Sources**

*National Standards for History* (Los Angeles: National Center for History in the Schools, 1996)

*National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment* (Silver Spring, Md.: National Council for Social Studies, 2011)