

Focus: Beginning with the Second Industrial Revolution, this course offers a chronological study of major events, issues, movements, individuals, and groups of people in the United States from a national and a Louisiana perspective. In this course, students will examine the rise of the United States as an industrial and world power, World War I, the Great Depression, Huey P. Long, The Great Flood of 1927, World War II, the Cold War, the Civil Rights movement, and the modern era.

Instruction Time: 45–55 minutes per class period

[Grade 8 Louisiana Student Standards for Social Studies](#)

[LEAP 2025 Social Studies Assessment Guides](#)

[Grade 8 Classroom Assessments](#)

[Grade 8 Bayou Bridges Materials](#)

Grade 8 Overview

Unit	Topic	Focus Standards	Class Periods	Performance Task Prompt
A Nation in Conflict	The West and Native American Experience	8.1–8.7; 8.9 h; 8.10 a–d	20	Compare the experiences of Native Americans and African Americans in the last decades of the 1800s.
	Post-Reconstruction and the Jim Crow Era	8.1–8.7; 8.9 h–k; 8.12 i		
The Changing Nation	Industrialization, Immigration, and Urbanization	8.1–8.7; 8.8 a–c; 8.9 a–c	25	To what extent is “the Gilded Age” an appropriate name for this time period?
	Populism and the People’s Party	8.1–8.7; 8.8 a–b; 8.9 c–d; 8.12 i		
	Reform Movements	8.1–8.7; 8.8 a, c; 8.9 a–c, e–g		
The Changing World	The Spanish-American War and Expansion	8.1–8.7; 8.10 e–g	25	Which war had a greater impact on the United States: the Spanish-American War or World War I?
	World War I	8.1–8.7; 8.11 a–h		
	Political and Social Change in the Post-War United States	8.1–8.7; 8.11h; 8.12 a, j–k		
Prosperity and Decline	The Roaring Twenties	8.1–8.7; 8.12 b–e, j	20	Which has had a greater effect on the United States today: the Roaring Twenties or the New Deal?
	Louisiana and the Huey Long Era	8.1–8.7; 8.12 f–i		
	The Great Depression	8.1–8.7; 8.13 a–e		
The World at War	Causes of World War II and U.S. Involvement	8.1–8.7; 8.14 a–d, f, k, o	25	How important was the idea of freedom in World War II?
	Course and Consequences of World War II	8.1–8.7; 8.14 a, e–o		
The Post-War Era	Post World War II United States and the Early Cold War (1945–1960s)	8.1–8.7; 8.16 a–f	30	During the Cold War, the United States achieved more domestically than it did internationally.
	The Civil Rights Movement and Its Legacy	8.1–8.7; 8.15 a–k ; 8.12 i		
	The Later Cold War (1960s–1991)	8.1–8.7; 8.16 a–g		
The Modern Era	Domestic Issues of the Modern Era	8.1–8.7; 8.17 a–d	15	Which challenges of the modern era were greater: the domestic challenges or the international ones?
	Foreign Issues of the Modern Era			
EOY Extensions	Students may (a) conduct deeper research on course content, (b) complete a project in which they show patterns, trends, or connections among content across the course, or (c) engage in a school/community service project.	Varies based on choice	Remaining time	

Unit 1: A Nation in Conflict

Topic 1: The West and the Native American Experience

Framing Question: What drew so many Americans westward after the Civil War, and what was the effect of this settlement on Native American homelands and cultures?	
Supporting Questions	Sources and Materials
What were the motivations for migration westward?	- Secondary Texts: Post-Civil War Migration, Morrill Land Grant Act of 1862 Overview - Videos: Homestead Act, Western Expansion: The Settlers - Graphic Organizer: Push and Pull Factors Chart
What types of jobs were created because of Westward Expansion?	- Secondary Texts: Western Economic Expansion (context), Economic Development, The Cowboys - Image Bank: U1T1SQ2 - Map: Mining Towns in the Western United States – Western Mining History - Audio: Black Cowboys and Cowgirls - Videos: Western Mining Overview, The Ranch Life - Graphic Organizer: Occupations Graphic Organizer
What technological innovations were created as a result of expansion westward?	- Secondary Texts: Placer Mining, Bonanza Farms - Image Bank: U1T1SQ3 - Video: Barbed Wire - Graphic Organizer: Technological Advancements
What was life like in the West?	- Secondary Text: The American West, 1865-1900 - Image Bank: U1T1SQ4 - Audios: Cowboy songs, Lumberjack song, Aaron Copland' Hoedown, West won my "Blood and Thunder" - Videos: The Cowboy's Horse, Nebraska Locusts - Graphic Organizer: Myth vs Reality
To what degree did different groups experience equality and inequality in the West?	- Secondary Texts: A Different View of the American West, Exodusters, Chinese Petition - Image Bank: U1T1SQ5 - Videos: How Women Won the West, Roping as a Way of Life - Graphic Organizer: Myth vs Reality

How did the idea Manifest Destiny, and the reality of westward expansion affect the indigenous people of the western frontier?	• Secondary Text: The Reservation System • Image Bank: U1T1SQ6 • Videos: “The Indian Problem”, Leah’s Great Grandfather’s Story and the Alex Rose California Trail Misconceptions • Graphic Organizer: Key Events
What effect did the Western frontier have on America and how was it reflected in its art?	• Secondary Texts: Turner Thesis, Muir National Park Proposal • Image Bank: U1T1SQ7 • Map: Yosemite Valley • Videos: Turner Thesis, Westward the Course of Empire Takes its Way, 1893 World’s Fair, The Fall of the Cowboy

[The West and the Native American Experience Primary Sources and Document Based Questions](#) [Student version]

- “The Significance of the Frontier in American History” by Fredrick Jackson (1893)
- Excerpt from John Wesley Powell’s Report on the Arid Region of the United States
- Excerpt “I Will Fight No More Forever,” by Chief Joseph
- Excerpt Native American Perspectives on Westward Expansion
- Excerpt Sioux Testimony About Wounded Knee
- 1862 Homestead Act
- Susan Dimond Journal
- Chinese Exclusion Act Excerpt
- American Indian Stories
- A Century of Dishonor
- Horace Greely

Constructed Response Prompt: Identify two reasons Americans expanded westward after the Civil War and explain the effect this settlement had on Native American homelands and culture.

The student's response may contain some or all of the following information:

Reasons for expansion:

- In 1862, the Morrill Land Grant Act was passed, making it possible for states to establish public colleges. These new land-grant colleges emphasized agriculture and mechanical arts and opened opportunities for higher education to thousands of farmers and working people. (Images)
- When gold was discovered in 1848, Americans rushed to California in hopes of “getting rich quick.” Soon after, silver and other minerals were discovered in the West, bringing a flood of settlers in search of opportunities in not only the mining industry, but the cattle and logging industries as well. (Images)
- The Homestead Act offered legally transferable 160 acres of land to American citizens. This brought hundreds of thousands of settlers to the West hoping to secure land to establish farms in the Plains. (Homestead Act)
- The Pacific Railway Act of 1862 allowed for two private railroad companies, the Central and Pacific Railways, to build the Transcontinental Railroad. The construction of this railroad brought immigrants, such as the Irish and Chinese, as well as Americans in the East, looking for work. Additionally, the railroad offered faster travel to the West, and the ability to ship supplies to and from the West significantly faster and easier.
- Technological advancements, such as barbed wire and new farming equipment. Advancements in farming equipment made farming easier and more lucrative. The invention of barbed wire allowed farmers to close off their land. This effectively closed off the open range as Cowboys could no longer drive cattle freely through the range. (Images)

Effect on Native Americans:

- As settlers moved West, Native Americans were pushed out of their land. Tribes were forced onto reservations where they were promised to be taken care of by the U.S. government, however, many of these promises were broken and resulting in conflicts between the U.S. Government, American settlers, and Native Americans. (A Century of Dishonor)
- In the late 19th century, as more settlers moved West, conflicts between Americans and Native Americans escalated. Incidents such as the Battle of Little BigHorn and the Federer Massacre only increased tensions, eventually leading to Wounded Knee, where hundreds of Sioux Indians and several Americans were killed. (Sioux Testimony, A Century of Dishonor)
- Concerned for their ability to survive in American culture, missionaries and government officials encouraged Native Americans to assimilate through boarding schools where children were forced to adopt white culture. Additionally, the passage of the Dawes Act required Native Americans to farmland for profit in an attempt to change their concept of land ownership. (A Century of Dishonor, American Indian Stories)

Unit 1: A Nation in Conflict

Topic 2: Post Reconstruction and the Jim Crow Era

Framing Question: How did African Americans navigate the challenges of the post-Reconstruction era, and what methods did they use to fight for civil rights?	
Supporting Questions	Sources and Materials
Where does the term “Jim Crow” come from, and how did the Jim Crow System emerge following the end of Reconstruction?	- Secondary Texts: Origin Of Jim Crow, Jim Crow and Segregation, Colfax Massacre - Image Bank: U1T2SQ1 - Timeline: Jim Crow Interactive Timeline - Videos: What The Compromise of 1877 Meant, Exhibit spotlights portraits and stories of Black Southerners living during Jim Crow era, Violence and Backlash (9:40–16:45)
How did the Supreme Court interpret the Fourteenth Amendment in its decision in <i>Plessy v. Ferguson</i> and how did the ruling affect African Americans?	- Secondary Text: Plessy v. Ferguson - Videos: Plessy vs. Ferguson A More or Less Perfect Union, Plessy vs. Ferguson The Rise and Fall of Jim Crow - Activity: Plessy v. Ferguson (1896)
How did the Louisiana Constitution change after Reconstruction ended?	- Secondary Text: Constitutions of Louisiana - Video: 1874 Battle of Liberty Place Folks (1982) (5:10-6:08)
How were African Americans political and social rights violated during the Jim Crow Era?	- Secondary Texts: The Jim Crow South, Jim Crow and Segregation, What are De Jure and De Facto Segregation? (Pages 4-5) - Image Bank: U1T2SQ4 - Videos: The Black Codes Reconstruction, The Fight for the Right to Vote in the United States, DeFacto Segregation
How did Civil Rights Leaders of the early 1900’s respond to the systemic discrimination of the Jim Crow Era?	- Secondary Texts: Dealing and Responding to Jim Crow, Mary Church Terrell, Second Morrill Act of 1890 - Map: Analyzing a Map about Lynching - Videos: Ida B Wells - Anti-Lynching Crusader, Biography, W.E.B. Du Bois: Leader in Niagara Movement & Co-Founder of the NAACP, Biography, How the NAACP Fights Racial Discrimination, Mary Church Terrell Unladylike2020, Booker T. Washington: An Education The Rise and Fall of Jim Crow

	• Audios: Niagara Movement Speech, W.E.B. DuBois speaks, "The Atlanta Years" • Graphic Organizer: Jim Crow Laws in Louisiana Graphic Organizer
What were the consequences of Jim Crow? How were they different for black and white people?	• Secondary Texts: The Ku Klux Klan and Violence at the Polls, Sharecropping • Image Bank: U1T2SQ6 • Map: Racial Terror Lynching Map • Video: Atlanta Riots of 1906, The Red Summer of 1919 Voice of Freedom • Activity: Sharecropping Lesson (Must have a registered account)

[Post-Reconstruction and the Jim Crow Era Primary Sources and Document Based Questions \[Student version\]](#)

- State Constitution of Louisiana, 1898
- Harlan's Dissent in Plessy v. Ferguson
- Excerpt Plessy v. Ferguson (1896)
- Excerpt Booker T. Washington and W.E.B. Du Bois
- Excerpts "Lynching: Our National Crime" by Ida B. Wells
- Excerpts from US Constitution (Thirteenth, Fourteenth, and Fifteenth Amendments)
- Civil Rights Act of 1875 (Landmark Legislation: Civil Rights Act of 1875)
- Louisiana Separate Car Act, 1890
- John Marshall Harlan, Dissent from Plessy v. Ferguson, 1896 (Excerpts)
- Louisiana Constitution 1868
- Excerpt from the Black Code of St. Landry's Parish (1865)
- Sharecropper contract, 1867
- Niagara Movement Declaration of Principles, 1905 (Excerpts)
- Second Morrill Act (1890)

Constructed Response Prompt: Describe one challenge for African Americans in the post-Reconstruction Era and one method they used to fight for civil rights.

The student's response may contain some or all of the following information:

Challenges faced by African Americans:

- African Americans encountered segregation in nearly every aspect of daily life, from schools and public transportation to housing and public facilities. Jim Crow laws enforced racial segregation, perpetuating a system of inequality and marginalization. (Plessy vs. Ferguson, Louisiana Separate Car Act, Louisiana Constitution of 1898, Black Codes)
- African Americans were granted citizenship and the right to vote in the years following the Civil War. During Reconstruction, African Americans practiced their voting rights and even elected African Americans to local, state, and federal offices. After Reconstruction ended, however, African Americans faced various obstacles to exercising their voting rights. Tactics such as poll taxes, literacy tests, and grandfather clauses were employed to disenfranchise Black voters and as a result, very few African Americans voted or were elected to office. (Louisiana Literacy Test)
- Lynchings, mob violence, and racially motivated attacks were prevalent during this period. African Americans lived in fear of physical harm and often faced threats and intimidation from white supremacist groups like the Ku Klux Klan. (Tulsa Race Massacre Images)

Methods to fight for civil rights:

- Activists utilized litigation as a strategy to challenge discriminatory laws and practices. For example, Homer Plessy challenged segregation laws by purposely getting arrested for riding in the white rail car, a case that went to the Supreme Court. Although he lost the case, effectively legalizing segregation, the NAACP was founded shortly thereafter and continued to use the courts to challenge discrimination and segregation laws. (Plessy vs. Ferguson, Marshall's dissent)
- Men like W.E.B. DuBois and Booker T. Washington fought discrimination. DuBois co-founded the Niagara Movement in 1905, which sought to fight racial segregation and disenfranchisement through protest, legal action, and education. He also co-founded the NAACP, which fought discrimination through the courts. Washington, another important leader, founded the Tuskegee Institute to afford African Americans the opportunity for a higher education in trade school. (Second Morrill Act, Niagara Movement, Ida Wells)
- Ida B. Wells used her muckraking skills to bring attention to discrimination and the issue of lynchings. She fought for a federal anti-lynching law that would hold states accountable for the murder of African Americans by lynching. (Ida Wells)

Unit 1 Performance Task

Standards Assessed: 8.9.h, 8.9.i, 8.9.j, 8.9.k, 8.10.a, 8.10.c, 8.10.d, 8.12.i

Extended Response Prompt: Compare the experiences of Native Americans and African Americans in the last decades of the 1800s.

Scoring Notes

Sample Claim	The experiences of Native Americans and African Americans in the last decades of the 1800s were similar in several ways.
Reason	Both groups were discriminated against and had their rights ignored and their voices suppressed by the actions of government.
Evidence	Native Americans were repeatedly promised certain land, and then treaties were broken and the land was taken back by the government. This led to the breakdown of the cultures and lifestyles of Native Americans. African Americans were denied the rights to equal education and the vote. They lived largely segregated from the white population. Reformers for both groups stood up for equal rights. For both groups, marginalization made it easier for others to view the group as “others.” It made it easier for discrimination to take place.
Counter Claim and Response	Counterclaim: The experiences of Native Americans and African Americans in the last decades of the 1800s were different in several ways. Answer: Although the counterclaim is true, it is a weak claim. Native Americans’ and African Americans’ experiences were somewhat different, in that the groups were stripped of their rights in different ways. However, their experiences were similar in the most basic and important respect: both groups were denied the right to live as equals with the rest of the population.

Performance Task Rubric

3	Response is accurate, detailed, and persuasive. It addresses all parts of the prompt. The claim is clearly stated, well developed, and fully supported with relevant information that includes both content knowledge and source details. The response demonstrates sound, cohesive
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	reasoning and analysis, making insightful and well-explained connections between the claim, information, and evidence. The writing is clearly articulated and focused and demonstrates strong understanding of westward expansion and the postReconstruction era; a few minor errors in spelling, grammar, or usage may be present. Response may cite some or all of the following details: • Many people moved west after the Civil War. • The Homestead Act, the railroads, and the cattle industry drew many settlers west. • Land treaties with Native Americans were repeatedly broken. • The government tried to assimilate Native Americans through boarding schools such as the Carlisle Indian Industrial School. • Native American cultures and livelihoods suffered, especially on the Great Plains as the bison population declined. • The 1851 Indian Appropriations Act forced Native Americans onto reservations, often disrupting traditional ways of life. • The Ghost Dance was an effort by Plains Indians to preserve their culture and resist encroachment on their lands. • Several Indian Wars led to the deaths of Native Americans and U.S. soldiers. • Jim Crow laws legalized discrimination against African Americans. • <i>Plessy v. Ferguson</i> established the principle of “separate but equal” segregated facilities, which remained in place until the 1950s. • Poll taxes, literacy tests, grandfather clauses, and racial violence by groups such as the KKK deprived African Americans of their right to vote. • Civil rights reformers such as Booker T. Washington, W. E. B. Du Bois, Ida B. Wells, and Mary Church Terrell fought for racial equality through education, protest, and voting. • HBCUs sought to give African Americans advanced educations. • African Americans formed organizations such as the Niagara Movement and the NAACP to secure their civil rights.
2	Response is mostly accurate, is somewhat detailed, and addresses the prompt. The claim is clearly stated and sufficiently supported and developed with some relevant information that includes both content knowledge and source details. The response demonstrates a general understanding of westward expansion and the post-Reconstruction era, with analysis and reasoning that are somewhat cohesive and sound but may be uneven. Connections between the claim, information, and evidence are made, but some explanations may be missing or unclear. The writing is organized and demonstrates control of conventions, but some minor errors may be present.
1	Response shows effort but is incomplete or limited and only partially addresses the prompt. The claim may be inaccurate or vague, but it is supported by at least one piece of relevant supporting information or evidence. The response shows some understanding of westward expansion and the post-Reconstruction era, but analysis and reasoning, while accurate, are vague, incomplete, or lacking connections. The writing may also exhibit issues with organization, focus, and/or control of standard English grammar.

0	Response is too brief or unclear to evaluate. It lacks an identifiable claim, accurate or relevant supporting information, and accurate analysis or reasoning. The response demonstrates minimal or no understanding of westward expansion and the post-Reconstruction era. The writing may exhibit major issues with organization, focus, and/or control of standard English grammar.
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Unit 2: The Changing Nation

Topic 1: Industrialization, Immigration, and Urbanization

Framing Question: How did immigration, industrialization, and urbanization change America in the late 1800s and early 1900s?	
Supporting Questions	Sources and Materials
What factors contributed to the growth of industry in the late nineteenth century?	• Secondary Texts: Rapid Growth, Oil and Gas Industry in Louisiana, Standard Oil, Laissez-faire policies • Timelines: Industrial Supremacy – Inventions, Economic Timeline: Selected Historical Event • Maps/Charts: Maps Showing the Progressive Development of U.S. Railroads, Immigration to the United States 1870-1920 • Video: Soaring Upward, Louis Sullivan and the invention of the Skyscraper
Did the reality of American life match the expectations of immigrants that arrived during the Gilded Age?	• Secondary Texts: Immigration to the United States 1851-1900, Immigrants in the Progressive Era, The Rise and Fall of Denver's Chinatown, Ellis Island/Angel Island • Timeline: Global Timeline: Immigration and Relocation in U.S. History • Image Bank: U2T1SQ2 • Charts: Foreign Born Population and Percentage of Total Population • Videos: Immigration and the Rise of Nativism, Immigration and Assimilation, The Steerage, 1907 • Audio: NPS Ellis Island Primary Sources
What problems were created as a result of industrialization, immigration, and urbanization?	• Secondary Texts: Captains of Industry or Robber Barons, Strikes and Retaliation • Image Bank: U2T1SQ3 • Timeline: Haymarket Square Riot • Videos: The Gilded Age, George Luks, Street Scene • Audio: Boss Tweed

Industrialization, Immigration, and Urbanization Primary Sources and Document Based Questions [Student version]

- “The Gospel of Wealth” By Andrew Carnegie
- Pauline Newman Describes Her Family’s Journey to New York City
- Excerpt from Preamble to the Knights of Labor Platform
- Frederick Winslow Taylor
- Congressional Testimony of California Attorney General
- Letter from Wong Ar Chong
- Emma Goldberg
- Great Chicago Fire

Constructed Response Prompt: Explain one positive and one negative effect of immigration, industrialization, and urbanization on Americans in the late 1800s and early 1900s.

The student's response may contain some or all of the following information:

Positive effects:

- During the late 1800s and early 1900s, economic growth was fueled by the influx of immigrants that provided a steady supply of labor for industries such as manufacturing, mining, and agriculture. The economy also benefited from Industrialization which led to the growth of key industries such as steel, oil, railroads, and textiles. These industries not only created jobs but also stimulated other sectors of the economy, leading to overall economic expansion. (Frederick Winslow Taylor, Images)
- Technological advancements of the late 1800s and early 1900s such as the steam engine, electricity, and assembly line increased efficiency, lowered production costs, and improved productivity, leading to overall economic advancement. (Images)

Negative effects:

- The rapid expansion of industries led to the rise of sweatshops, where workers, including immigrants and children, worked under harsh conditions for low wages. Unsafe working environments and lack of labor regulations contributed to high rates of injury, illness, and even death among workers. (Emma Goldberg)
- Rapid urbanization led to the growth of slums and tenement housing in urban areas, where poor immigrants and workers lived in unsanitary and overcrowded conditions. The overcrowding in cities strained infrastructure and public services. The concentration of people in urban areas also increased the risk of infectious diseases spreading rapidly within communities. (Pauline Newman, Great Chicago Fire)
- Immigrants often faced hostility and discrimination from native-born Americans, who viewed them as threats to their jobs and way of life. Anti-immigrant sentiment led to the rise of nativist movements. For example, the Chinese Exclusion Act of 1882 restricted immigration by Chinese laborers into America. (Congressional Testimony of California Attorney General, Letter from Wong Ar Chong)

Unit 2: The Changing Nation

Topic 2: Populism and The People's Party

Framing Question: What factors contributed to the emergence of the People's Party during the late 1800s?	
Supporting Questions	Sources and Materials
What political and economic problems did American farmers experience in the late 19th century?	- Secondary Texts: Populism, Politics in the Gilded Age - Image Bank: U2T2SQ1 - Videos: The Movement to Populism, Free Silver
Why were some Louisianans drawn to the Populist Party during the late 1800s and early 1900s?	- Secondary Texts: Populism, Louisiana Populist, Bourbon Louisiana - Image Bank: U2T2SQ2
What political and economic solutions did the farmers propose to solve their problems?	- Secondary Texts: William Jennings Bryan, Interstate Commerce Act - Audio: Cross of Gold Speech - Video: Ocala Demands and the Birth of Populism

[Populism and the People's Party Primary Sources and Document Based Questions \[Student version\]](#)

- Excerpts from the Louisiana Populist (June 5, 1896)
- Excerpt from the Preamble to the Platform of the People's Party (1892)
- Excerpt from William Jennings Bryan's "Cross of Gold" Speech
- The Farmers Situation (1890)
- John Sherman's Speech to Congress

Constructed Response Prompt: Identify one problem experienced by farmers in the late 1800s and explain how the People's Party attempted to solve the problem.

The student's response may contain some or all of the following information:

- Farmers faced a drop in crop prices mostly due to overproduction. This led to reduced incomes and financial instability for many farmers. The People's Party advocated for bimetallism, which would allow the unrestricted coinage of both silver and gold. This policy aimed to increase the money supply, stimulate inflation, and raise crop prices. (The Farmer's Situation, Quotations from the Louisiana Populists, Populists Party Platform)
- Farmers faced high transportation costs when shipping crops to markets. They were angry at railroad companies which charged them high rates for shipping while giving special prices to wealthy industrialists. The People's Party called for government regulation of railroads, eventually finding success with the passage of the Interstate Commerce Act which outlawed such practices. (The Farmer's Situation, Quotations from the Louisiana Populists, Populists Party Platform)
- Legislation beneficial to the farmers was slow to pass through Congress. Farmers felt that political corruption, specifically the political boss, was to blame. The People's Party advocated for direct election of senators, initiatives, referendums, the secret ballot, and other political reforms aimed at empowering ordinary citizens and reducing the influence of big business in politics. (The Farmer's Situation, Quotations from the Louisiana Populists, Populists Party Platform)

Unit 2: The Changing Nation

Topic 3: Reform Movements

Framing Question: How did reformers respond to the effects of industrialization and urbanization?	
Supporting Questions	Sources and Materials
What were the origins, overall goals, and strategies of the Progressive Movement?	• Secondary Texts: What is “Progressive” in Politics, Muckrakers, The Progressive Movement • Timeline: Chronicling the Pure Food and Drug Act • Video: How the Jungle Changed American Food • Audio: Progressive Covenant with the People
How effective were the reform movements at improving the working and living conditions for people in the late 1800s and early 1900s?	• Secondary Texts: Eugene Debs, The Importance of Unions, Settlement Houses • Image Bank: U2T3SQ2 • Videos: Triangle Shirtwaist Fire, Jacob Riis: How the Other Half Lives, White Wings on Review, Jane Addams and the Hull House • Audio: Social and Industrial Justice
To what extent did reforms at the local and state level increase political participation?	• Secondary Text: Progressivism at the Grass Roots • Video: David Eisenbach
How effective was the federal government in addressing the goals of progressives?	• Secondary Texts: Progressivism in the White House - TR, Progressivism in the White House - Taft, Progressivism in the White House - Wilson • Timeline: The Progressive Era to the New Era • Videos: History Brief: The Trustbuster President, President William Taft and the Split of the Republican Party, Woodrow Wilson’s “New Freedom” Domestic Policy

Reform Movements Primary Sources and Document Based Questions [Student version]

- Excerpt from “What Does the Working Man Want” by Samuel Gompers
- The Jungle
- Ida Tarbell: Excerpts from The History of the Standard Oil Company
- Excerpt from “The Shame of the Cities”
- Keating-Owens Act
- The Danger Threatening Representative Government
- Roosevelt State of the Union, 1902
- Wilson, Address to Congress Expressing Appreciation for Legislative Work

Constructed Response Prompt: Explain one success and one failure of reformers in their response to industrialization and urbanization.

The student's response may contain some or all of the following information:

Successes of Reformers:

- Reformers campaigned for improved working conditions, shorter hours, and higher wages for industrial workers. Their efforts led to legislative victories, including the establishment of minimum wage laws, workplace safety regulations, and the prohibition of child labor. The formation of unions resulted in collective bargaining agreements and strikes that secured better pay and conditions for workers. (Lewis Hine, Keating Owens)
- Upton Sinclair's book “The Jungle” exposed the unsanitary conditions in the meatpacking industry. As a result, reformers advocated for consumer protection laws and regulatory agencies. This led to the passage of legislation such as the Pure Food and Drug Act and the creation of the Food and Drug Administration (FDA), and the Meat Inspection Act which aimed to ensure the safety and quality of consumer products. (The Jungle)
- Progressives hoped to address political corruption. As a result, voting reforms such as direct election of senators were adopted on the federal level and the secret ballot, initiative, recall, and referendum were adopted in most states. (The Danger Threatening Representative Government, Same of the Cities)
- The laissez-faire economy of the late 1800s led to strong monopolies that limited competition and negatively impacted consumers. Antitrust legislation, such as the Sherman and Clayton Antitrust Acts were passed, limiting monopolistic practices and allowing for more competition. (Roosevelt State of the Union, Wilson’s Address to Congress)

Failures of Reformers:

- Reform movements often excluded groups such as African Americans, immigrants, and Indigenous peoples. Discriminatory practices and attitudes continued, leading to continued racial segregation, disenfranchisement, and unequal access to opportunities.

Unit 2 Performance Task

Standards Assessed: 8.1, 8.2, 8.3, 8.6, 8.6.a, 8.6.b, 8.6.c, 8.6.d, 8.7, 8.7.a, 8.7.b, 8.7.c, 8.7.d, 8.8.a, 8.8.c, 8.9

Extended Response Prompt: To what extent is “the Gilded Age” an appropriate name for this time period?

Scoring Notes

Sample Claim	“The Gilded Age” is an appropriate description for the period of the late nineteenth and early twentieth centuries.
Reason	Industrialization created immense wealth for a small percentage of Americans.
Evidence	Entrepreneurs grew wealthy from the efforts of the working class. Workers in factories, mills, and mines worked for long hours in dangerous conditions in exchange for very low wages. The overall standard of living in the country grew, but the effects were not distributed equally. People like the muckrakers uncovered inequalities that characterized the Gilded Age and brought attention to the harsh realities underlying the era.
Counter Claim and Response	“The Gilded Age” is not an accurate description of the era because it implies that all working-class people suffered as a result of industrialization; in fact, mechanization made consumer goods available to many more people. Despite this fact, by 1890, the richest 1 percent of Americans owned more wealth than the other 99 percent.

Performance Task Rubric

3	Response is accurate, detailed, and persuasive. It addresses all parts of the prompt. The claim is clearly stated, well developed, and fully supported with relevant information that includes both content knowledge and source details. The response demonstrates sound, cohesive reasoning and analysis, making insightful and well-explained connections between the claim, information, and evidence. The presentation is
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	clearly articulated and focused and demonstrates strong understanding of the Second Industrial Revolution and the Progressive Era; a few minor errors may be present. Response may cite some or all of the following details: • By 1890, 1 percent of the population owned more wealth than the other 99 percent. • Entrepreneurs like Andrew Carnegie and John D. Rockefeller grew wealthy from the hard labor of the working class and unsavory business practices. • Factory and mill workers and miners worked for long hours in unsafe conditions for low wages. • Laissez-faire government policies resulted in the formation of monopolies and trusts that reduced competition and hurt workers and consumers. • The labor movement experienced opposition from business owners and the courts. • The overall standard of living improved, but its effects were not distributed equally. • Farmers, as well as industrial workers, experienced hardship as a result of industrialization and mechanization. • Despite it being a period of innovation and rapid expansion, muckrakers uncovered the inequalities and corruption that existed during this time. • The populist movement emerged to protect and secure the interests of farmers against big businesses, high-interest loans, and inflated shipping rates from railroads. • Theodore Roosevelt and subsequent presidents used the Sherman Antitrust Act and the Clayton Antitrust Act to disassemble trusts.
2	Response is mostly accurate, is somewhat detailed, and addresses the prompt. The claim is clearly stated and sufficiently supported and developed with some relevant information that includes both content knowledge and source details. The response demonstrates a general understanding of the Second Industrial Revolution and the Progressive Era, with analysis and reasoning that are somewhat cohesive and sound but may be uneven. Connections between the claim, information, and evidence are made, but some explanations may be missing or unclear. The presentation is organized and focused, but some minor errors may be present.
1	Response shows effort but is incomplete or limited and only partially addresses the prompt. The claim may be inaccurate or vague, but it is supported by at least one piece of relevant supporting information or evidence. The response shows some understanding of the Second Industrial Revolution and the Progressive Era, but analysis and reasoning, while accurate, are vague, incomplete, or lacking connections. The presentation may also exhibit issues with organization and/or focus.
0	Response is too brief or unclear to evaluate. It lacks an identifiable claim, accurate or relevant supporting information, and accurate analysis or reasoning. The response demonstrates minimal or no understanding of the Second Industrial Revolution and the Progressive Era. The presentation may exhibit major issues with organization and/or focus.

Unit 3: The Changing World

Topic 1: The Spanish American War and Expansion

Framing Question: How did imperialism contribute to U.S. foreign policy at the turn of the twentieth century?	
Supporting Questions	Sources and Materials
What were the arguments for and against expansion?	• Secondary Text: Imperialists and Anti-Imperialists • Image Bank: U3T1SQ1 • Map: Map of American Expansion 1867-1898 • Video: How did U.S. Political Cartoons Justify Imperialism
How did the events of the Spanish-American War establish the United States as a world power?	• Secondary Text: Spanish American War • Image Bank: U3T1SQ2 • Map: Spanish American War Interactive Map • Videos: Spanish-American War, What was the Platt Amendment? • Audio: Roosevelt's Rough Riders
What foreign policy issues did Presidents Roosevelt, Taft, and Wilson face during the early 1900s?	• Secondary Texts: Foreign Policy during the Roosevelt Presidency, Patterns of American Intervention • Timeline: Timeline of the Panama Canal • Image Bank: U3T1SQ3 • Videos: What were the Open Door Notes, Here's why President Taft's Dollar Diplomacy was a Failure, Demolition, Disease and Death: Building the Panama Canal, Google Earth Trio over the Panama Canal

[The Spanish-American War and Expansion Primary Sources and Document Based Questions \[Student version\]](#)

- The Roosevelt Corollary
- William Jennings Bryan, anti-imperialism speech in Indiana, "Imperialism: Flag of an Empire" (excerpts), 1900
- Letter from Queen Lili'uokalani to the House of Representatives
- Excerpt from President McKinley's Message to Congress (1898)
- Platform of the Anti-Imperialist League, 1899
- Alfred Thayer Mahan
- Awake! United States
- Excerpt from the De Lome Letter

- March of the Flag
- Excerpt, William McKinley on Expansionism, 1903
- The First Open Door Note
- Message of the Annual, Taft

Constructed Response Prompt: Explain one reason for opposition to imperialism and one for support of imperialism at the turn of the twentieth century.

The student's response may contain some or all of the following information:

Reasons for Opposition:

- Many Americans opposed imperialism on moral and ethical grounds. They believed that liberty should follow the flag, and imperialism contradicted the principles of democracy, self-determination, and sovereignty. (Platform of the Anti-Imperialists League, William Jennings Bryan, Queen Liliuokalani)
- Opponents of imperialism found imperialistic ideals racist and disagreed with attitudes that assumed the colonized were incapable of self-government. (Platform of the Anti-Imperialists League, William Jennings Bryan, Queen Liliuokalani)
- Anti-imperialists were concerned with the cost of colonization and the ability of the U.S. to support the lands they acquired. (Platform of the Anti-Imperialists League, William Jennings Bryan, Queen Liliuokalani)
- Some argued that the United States should focus on domestic issues and promote democracy and freedom at home, rather than imposing its will on other nations through military intervention and territorial expansion. (Platform of the Anti-Imperialists League, William Jennings Bryan, Queen Liliuokalani)

Reasons for Support:

- Many Americans supported imperialism for economic reasons. They viewed overseas expansion as essential for securing access to new markets and resources. Furthermore, they believed expansion would stimulate economic growth, create jobs, and increase wealth and prosperity for the nation. (Alfred Thayer Mahan, March of the Flag)
- Supporters of imperialism emphasized the strategic importance of expanding American influence abroad to protect national security interests and maintaining a strong military presence in key regions. They argued that imperialism would enable the United States to establish naval bases, coaling stations, and military outposts around the world which would enhance its ability to defend trade routes and protect American interests overseas. (Alfred Thayer Mahan, March of the Flag, Roosevelt Corollary, First Open Door Note, Taft)
- Some Americans supported imperialism out of a sense of what they believed was “humanitarianism”. They believed that the United States had a moral obligation to spread its values, culture, religion, and even medical knowledge to other parts of the world. (March of the Flag)
- When the American frontier was declared closed in 1890, many saw expansion as a way to conquer a new “frontier.” (March of the Flag)

Unit 3: The Changing World

Topic 2: World War I

Framing Question: What was the impact of World War I on the United States and the world?	
Supporting Questions	Sources and Materials
What factors led to the start of World War I?	• Secondary Text: Causes of World War I • Timeline: Timeline of World War I • Image Bank: U3T2SQ1 • Map: Map of Europe, 1914 • Video: The Beginning of World War I
What events led to U.S. entry into World War I?	• Secondary Text: U.S. Entry into World War I • Timeline: Timeline of U.S. Entry into World War I • Image Bank: U3T2SQ2 • Map: U-Boats in World War I • Video: America Goes to War
How did the U.S. homefront contribute to the success of World War I?	• Secondary Texts: World War I at Home, Women and Black Americans, Together We win, Human and Horror: Printed Propaganda during World War I, Daylight Savings Time Instituted, Save the Fleet, Eat Less Wheat • Image Bank: U3T2SQ3 • Videos: Selling World War I, Native Americans in WWI, African Americans in WWI, Herbert Hoover and the Food Administration • Audio: Labor's Service to Freedom, 1915, Pacifist recording "I Didn't Raise my Boy to be a Soldier", Over There
How was World War I fought and won?	• Secondary Texts: America in World War I, Why World War I Ended with an Armistice instead of a Surrender, Stories from the Somme, The Economies of World War One, How the Shocking Use of Gas in WWI Led Nations to Ban It • Image Bank: U3T2SQ4, Explore these World War I Trenches in France and Belgium • Maps/Charts: WWI Around the Globe, Mobilized Strength and Casualty Losses, World War I Casualties • Videos: Mark V Tank, Tech in World War I, The World's First Military Airplane • Audio: Veteran's Day Journey Ends Near WWI Trenches

Was the Treaty of Versailles an effective and fair settlement to preserve world peace?	• Secondary Texts: The Treaty of Versailles, The Fourteen Points • Image Bank: U3T2SQ5 • Maps: Europe in 1919 • Videos: The Treaty of Versailles, Did WWI Lead to WWII?, Woodrow Wilson's Fourteen Points • Audio: Was the Treaty of Versailles too Harsh on Germany?
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[World War I Primary Sources and Document Based Questions \[Student version\]](#)

- President Wilson's War Message (April 2, 1917)
- John Maynard Keynes, The Economic Consequences of Peace, 1920, excerpts
- Excerpt from Woodrow Wilson's Fourteen Points (1918)
- The Willy-Nicky Telegrams
- The Murder of Archduke Franz Ferdinand
- The Zimmerman Telegram
- Excerpt, George Norris' Speech Before Congress, April 4, 1917
- Eugene V. Debs Speech
- Sedition Act of 1918
- Schenck v. United States
- Excerpt from Horace Pippin's Memoir (Harlem Hell Fighter)
- Private Elton Mackin on Belleau Wood
- Conditions of the Armistice with Germany
- Henry Cabot Lodge Reservations

Constructed Response Prompt: Explain one cause for American involvement in World War I and one effect of American involvement in World War I.

The student's response may contain some or all of the following information:

Causes:

- The primary cause for American involvement in World War I was German unrestricted submarine warfare. After abandoning the Sussex Pledge and resuming unrestricted submarine warfare, several U.S. merchant ships were sunk, prompting America to declare war. (Woodrow Wilson's Speech Before Congress)
- As the Germans made the decision to resume unrestricted submarine warfare, they sent a telegram to Mexican authorities proposing an alliance in which they would join the war on the side of the Central Powers. In return, Mexico would get lands lost to the U.S. in the 1840s. The telegram was intercepted by the British and angered U.S. authorities, leading them closer to war. (Zimmerman Telegram)
- There was a fear among some in America that if the Allies were to lose the war, the U.S. would not be repaid for loans given to them. American policymakers saw the war as an opportunity to not only protect but possibly expand American economic interests abroad. (George Norris)

Consequences:

- The war led to a surge in demand for American goods and materials from the Allied Powers, stimulating the U.S. economy. Industrial production increased, creating jobs and boosting economic growth. (Images)
- The war brought about social changes, including increased participation of women in the workforce to fill roles left vacant by men who were fighting overseas. It also led to social unrest and the suppression of civil liberties due to wartime measures. (Images, Eugene Debs, Schenck, Sedition Act of 1918)
- The federal government implemented various policies to support the war effort, including price controls, rationing, and the establishment of government agencies to oversee production and distribution of resources. (Images)
- The United States mobilized its military forces and sent troops to fight in Europe. This required significant resources and manpower, leading to the drafting of soldiers and the expansion of the military. (Horace Pippin, Private Elton Mackin)

Unit 3: The Changing World

Topic 3: Political and Social Change in the Postwar United States

Framing Question: How did the aftermath of World War I shape the United States' approach to global and domestic challenges in the 1920s?	
Supporting Questions	Sources and Materials
How did post-World War I politics shape America in the following decade?	- Secondary Texts: The Twenties and Isolationism, Teapot Dome Scandal, Calvin Coolidge - Image Bank: U3T3SQ1 - Videos: Citizenship and Objection, Coolidge, Speech on Taxation and Government
What post World War I problems did America experience?	- Secondary Texts: Post World War I Labor Tensions, The War and the Influenza Pandemic - Image Bank: U3T3SQ2 - Video: The Influenza Pandemic - Map/Chart: Inflation During and After Wars - Audio: Voices of the First World War: Shell Shock
What effect did post World War I tensions have on different groups in America?	- Secondary Texts: Restrictions on Immigration and the KKK, Immigration Act of 1924 - Image Bank: U3T3SQ3 - Maps: America's Great Migration Project, Quota Areas Set by the Immigration Act of 1924 - Video: Immigrants in WWI - Audios: Tulsa Race Massacre Interviews, The Red Summer
What were the causes and consequences of the first Red Scare?	- Secondary Texts: The First World War and the Russian Revolution, The First Red Scare, Sacco and Vanzetti, 1921 - Image Bank: U3T3SQ4, Letter to the Department of Justice Requesting an Investigation into Bolshevism in Los Angeles - Maps/Timeline: Timeline of the Palmer Raids, The Boston Police Strike - Videos: The Wall Street Bombing 1920, The Palmer Raids

Political and Social Change in the Post-War United States Primary Sources and Document Based Questions [Student version]

- “The Case Against the Reds” by Attorney General A. Mitchell Palmer (1920)
- Warren G. Harding and the “Return to Normalcy”
- Lutiant Van Wert describes the 1918 Flu Pandemic (1918)

- Rules for Discharging Disabled Veterans, 1919
- An Act to Limit the Immigration of Aliens into the United States
- Ernesto Galarza
- Excerpt from Autobiography of Malcolm X (on Marcus Garvey)
- Letter From Women of the Ku Klux Klan to President Calvin Coolidge
- Emma Goldman Deportation Statement

Constructed Response Prompt: Identify two events of the early 1900's and explain how those events changed America.

The student's response may contain some or all of the following information:

- The rise of Nativism fueled fears of cultural and economic competition from immigrants, particularly from Southern and Eastern Europe. As a result, the U.S. implemented immigration restriction policies, such as the Immigration Act of 1924. This act established strict immigration quotas that were based on national origin. (An Act to Limit the Immigration of Aliens, Ernesto Galarza)
- World War I led to a widespread desire among Americans to avoid further involvement in foreign conflicts. This desire led to a policy of isolationism in the 1920s, labeled by President Harding as a "Return to Normalcy." (Harding, Return to Normalcy)
- The post-war period experienced heightened racial tensions and violence, particularly in Northern cities. The Great Migration of African Americans from the South to Northern cities during and after the war led to competition for jobs, housing, and resources. As a result, racial tensions were exacerbated, and race riots erupted in cities such as Chicago, Tulsa, and other cities. (Excerpt from Autobiography of Malcolm X, Letter from Women of the Ku Klux Klan)
- After World War I, Americans experienced a "Red Scare," characterized by fears of communism, socialism, and radicalism. As a result, the government, led by Attorney General A. Mitchell Palmer, launched a series of raids and arrests targeting suspected radicals, immigrants, and labor organizers. The Red Scare led to political repression, civil liberties violations, and a climate of fear and suspicion. (A. Mitchell Palmer, Letter to the Department of Justice, Emma Goldberg)
- As the government converted the economy from a wartime to a peacetime economy, inflation rose significantly. This resulted in labor unrest as workers demanded better wages, working conditions, and labor rights. Strikes and labor disputes erupted across various industries, including coal mining, steel manufacturing, and railroads. (Images)

Unit 3 Performance Task

Standards Assessed: 8.1, 8.2, 8.3, 8.6, 8.7, 8.7.a, 8.7.b, 8.7.c, 8.10, 8.10.f, 8.10.g, 8.11

Extended Response Prompt: Which war had a greater impact on the United States: the Spanish-American War or World War I?

Scoring Notes

Sample Claim	World War I had a greater impact on the United States than the Spanish-American War.
Reason	World War I led to significant social, economic, and political changes in the United States, including shifts in gender roles and race relations, technological advancements, and international involvement.
Evidence	World War I prompted shifts in gender roles because as men departed for the battlefields, women entered the workforce, supporting wartime industries. Race relations also saw a shift, as thousands of African Americans served in the armed forces during the war. Although they had to serve in segregated units, they contributed greatly to the fight for democracy. New technologies shaped modern warfare. The development and deployment of new weapons and machinery, including tanks and airplanes, had a lasting impact on military strategy and technology. Furthermore, the United States' entry into World War I signified its heightened involvement in global affairs. The nation's participation in discussions surrounding the League of Nations underscored its newfound role in international diplomacy. This shift in foreign policy had profound implications for the United States as it began to assert itself as a prominent player on the world stage.
Counter Claim and Response	While the Spanish-American War resulted in territorial acquisitions, such as Puerto Rico and the Philippines, its overall impact on the United States was less transformative in terms of societal changes and global involvement. Therefore, World War I's far-reaching consequences make it the war that had a greater impact on the United States.

Performance Task Rubric

3	Response is accurate, detailed, and persuasive. It addresses all parts of the prompt. The claim is clearly stated, well developed, and fully supported with relevant information that includes both content knowledge and source details. The response demonstrates sound, cohesive
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	reasoning and analysis, making insightful and well-explained connections between the claim, information, and evidence. The writing is clearly articulated and, focused and demonstrates strong understanding of the impacts of major early twentieth-century conflicts; a few minor errors in spelling, grammar, or usage may be present. Response may cite some or all of the following details: • The Spanish-American War helped make the United States an imperial power through its acquisition of territories such as Cuba, Guam, and Puerto Rico. • U.S. entry into World War I changed not only the course of the war but also the lives of people at home. • Mobilization of the American economy and people for war supported wartime industries and a booming wartime economy. People on the home front supported the war effort by working in war industries, planting victory gardens, and purchasing Liberty Bonds. • U.S. involvement in the Treaty of Versailles and the League of Nations initially indicated a greater American interest in international affairs, before the United States eventually reverted to a policy of isolationism. • World War I led to social changes, such as women's greater participation in careers and the service of African American men in segregated units abroad. • Economic and industrial growth occurred during the war but were followed by a postwar recession. • As Americans turned inward again following World War I, problems at home, such as growing racial tensions and the first Red Scare, occurred.
2	Response is mostly accurate, is somewhat detailed, and addresses the prompt. The claim is clearly stated and sufficiently supported and developed with some relevant information that includes both content knowledge and source details. The response demonstrates a general understanding of the impacts of major early twentieth-century conflicts, with analysis and reasoning that are somewhat cohesive and sound but may be uneven. Connections between the claim, information, and evidence are made, but some explanations may be missing or unclear. The writing is organized and demonstrates control of conventions, but some minor errors may be present.
1	Response shows effort but is incomplete or limited and only partially addresses the prompt. The claim may be inaccurate or vague, but it is supported by at least one piece of relevant supporting information or evidence. The response shows some understanding of the impacts of major early twentieth-century conflicts, but analysis and reasoning, while accurate, are vague, incomplete, or lacking connections. The writing may also exhibit issues with organization, focus, and/or control of standard English grammar.
0	Response is too brief or unclear to evaluate. It lacks an identifiable claim, accurate or relevant supporting information, and accurate analysis or reasoning. The response demonstrates minimal or no understanding of the impacts of major early twentieth-century conflicts. The writing may exhibit major issues with organization, focus, and/or control of standard English grammar.

Unit 4: Prosperity and Decline

Topic 1: The Roaring Twenties

Framing Question: What were the main events that occurred in the United States during the 1920s?	
Supporting Questions	Sources and Materials
What events led to the ratification of the 19th Amendment and how did the lives of women change after its ratification?	• Secondary Texts: Women's Suffrage, How World War I Helped Women Get the Right to Vote, Ida B. Wells Barnett, Trailblazing Women of the 1920's, The New Woman • Image Bank: U4T1SQ1 • Maps/Charts: History of Women in the U.S. Congress, Four Graphs Comparing Employment Between Men and Women • Videos: Women in World War I, The 19th Amendment; World War I Legacies: Flappers, Ida B. Wells
What role did science and technology play in the changing American culture?	• Secondary Texts: Mass Entertainment Culture and New Firsts, The Automobile: Social Game Changer, The Airplane Changed Our Idea of the World, Connecting America: The Radio at Home • Image Bank: U4T1SQ2, The Conquest of the North Atlantic by Airplane • Timeline: Technology Timeline (1792-1990) • Videos: Henry Ford and the Assembly Line, 1928 Disney Animated Film Steamboat Willie, Going out to the Cinema in 1913, John Sloan
What was the effect of consumers' spending habits and access to credit on the economy in the 1920s?	• Secondary Texts: A Booming Economy, 1920's Consumption • Image Bank: The Cash Register chorus • Maps/Timeline: Timeline of the 20's Economy, Statistics of the 1920's Economy • Videos: The Stock Market in the 20's, Consumerism of the 1920's • Audio: Historycast: 1920's Consumerism and Industry: Ford
What significant social changes and cultural movements occurred during the 1920s and 30s and what were their long term effects on the U.S.?	• Secondary Texts: Prohibition, Lost Generation, Harlem Renaissance • Image Bank: U4T1SQ4 • Videos: Harlem Renaissance, Prohibition • Audio: Harlem Speaks

The Roaring Twenties Primary Sources and Document Based Questions [Student version]

- “Mother to Son” by Langston Hughes
- Molly Elliot Seawell, The Ladies’ Battle
- A Flappers Appeal to Parents
- The Radio: A Blessing or a Curse
- Mrs. Jesse Sparks Letter to the Editor, Nashville Tennessean
- Dudley Field Malone’s Speech on the Fourth Day of the Scopes Trial
- Helen Landon Cass “Sell Them Your Dreams”
- Charles F. Kettering, Keep the Consumer Dissatisfied
- Richard P. Hobson Argues for Prohibition
- The Volstead Act

Constructed Response Prompt: Identify two events of the 1920s and explain the effect of those events on the United States.

The student's response may contain some or all of the following information:

- The 18th Amendment went into effect in 1920, banning the manufacture, sale, and transportation of alcohol. This led to the rise of bootlegging and Speakeasies. Additionally, it led to a surge in organized crime and violence, led by mobsters such as Al Capone. (Richard P. Hobson, the Volstead Act)
- The 19th Amendment was ratified in 1920, granting women the right to vote. As a result, women began to rebel against societal norms by wearing short hair and skirts and participating in behavior that was normally frowned upon. (Alice Paul, Mollie Elliot Seawell, The New Woman, A Flappers Appeal to Parents)
- Jazz music, born in New Orleans, spread to northern urban areas such as Chicago, and New York City. Jazz became a symbol of the Roaring Twenties and brought together people from different racial and cultural backgrounds. It also contributed to the emergence of the Harlem Renaissance and its message of African American pride in its history and culture. (Gershwin, Images)
- During and after World War I, African Americans migrated to northern cities looking for jobs in factories. The Great Migration transformed the demographics of cities like Chicago, Detroit, and New York, leading to the growth of African American communities. (Images)
- After a brief period of high inflation, the 1920s economy boomed. This economic boom was fueled in part by new technologies like automobiles, radios, and household appliances, as well as widespread consumerism and easy credit. The desire for new, exciting products, such as the automobile and radio, led Americans to abandon the belief that debt was bad as they began partaking in installment loans to purchase these new products. Additionally, the booming economy was loosely regulated, leading to the crash of the stock market in 1929. (The Radio: A Blessing or a Curse, Interactive 20s Advertisement, Helen Landon Cass, Charles Kettering)

Unit 4: Prosperity and Decline

Topic 2: Louisiana and the Huey Long Era

Framing Question: What was Huey Long's influence on the state of Louisiana?	
Supporting Questions	Sources and Materials
How did the Louisiana economy change in the early 1900s and how did this affect the people living there?	- Secondary Texts: Oil and Gas In Louisiana - Image Bank: U4T2SQ1 - Maps/Timelines: New Orleans: A Timeline of Economic History, Louisiana Railroad Mileage
How did the Flood of 1927 affect Louisiana?	- Secondary Texts: The Great Flood of 1927, James Butler and the Flood of 1927 - Image Bank: U4T2SQ2, Mississippi River Levee is dynamited at Caernarvon in 1927 - Map: Mississippi River Flood of 1927 - Videos: The Great Mississippi River Flood of 1927, Bessie Smith - BackWater blues - Audios: John Barry, Rising Tide, We Watched Everything Wash Away, The Great Flood of 1927
How did Huey Long and his administration change politics in Louisiana and the United States?	- Secondary Texts: Huey P. Long, Longism - Image Bank: U4T2SQ3 - Videos: Long's Political Power, Media vs Reality: A Character Analysis of Huey Long

[Louisiana and the Huey Long Era Primary Sources and Document Based Questions \[Student version\]](#)

- Huey Long's "Share Our Wealth Society" Address
- Henry Caillouet Interview
- Calvin Coolidge 1927 Annual Message
- Huey Long's Radio Address, January 19, 1935

Constructed Response Prompt: Explain two ways Huey Long influenced the state of Louisiana.

The student's response may contain some or all of the following information:

- Long championed populist policies aimed at improving the lives of ordinary Louisianans. He advocated for wealth redistribution through measures such as higher taxes on the wealthy and corporations, as well as increased public spending on infrastructure, education, and healthcare. These measures included the construction of roads, bridges, hospitals, schools, and other public facilities, which provided employment opportunities for thousands of Louisianans and helped improve living standards across the state. (Huey Long Radio Address, Share Our Wealth, Images)
- Long's methods and policies were controversial. Some championed him for his ideas and improvements to Louisiana, while others were highly critical. He faced criticism for his authoritarian style of governing, his use of political patronage, corruption, and enriching himself and his allies at the expense of the public.

Unit 4: Prosperity and Decline

Topic 3: The Great Depression

Framing Question: What were the main events that occurred in the United States during the 1930s?

Supporting Questions	Sources and Materials
What were the major causes of the Great Depression?	• Secondary Texts: The Great Depression, The Banking Crisis, Why it Happened • Image: U4T3SQ1, Selling a Car • Chart: Chart of Loans Extended to Consumers to 101 Cities • Video: What Causes an Economic Recession? • Graphic Organizer: Causes of the Great Depression
How did the Great Depression affect Louisiana and the United States?	• Secondary Texts: The Dark Days, New Deal in Louisiana, The Bonus Army, The 20th Amendment, The Living New Deal, Louisiana • Image Bank: U4T2SQ2 • Charts: Prices and Inflation since the Founding of the U.S., Unemployment in the U.S. 1910-1960 • Video: The Century America's Time: Stormy Weather
How did Franklin Roosevelt and Herbert Hoover differ in their approach to solving the problems of the Great Depression?	• Secondary Texts: The Great Depression Under Herbert Hoover, President Franklin Roosevelt and the New Deal, Roosevelt's Court Strategy • Image Bank: U4T3SQ3 • Map: Counties Designated for Tenant Purchase Loans • Videos: Deconstructing History: The Hoover Dam, Francis Perkin: Brains behind the New Deals, FDR and the Court Packing Scandal, Native Americans in the Civilian Conservation Corps, Migrant Mother, Behind the Icon • Audio: FDR's First Inaugural Address; The Only Thing We Have to Fear is Fear Itself • Graphic Organizer: New Deal Programs Graphic Organizer
How were farmers affected by the Great Depression?	• Secondary Text: The Dust Bowl • Image Bank: U4T3SQ4 • Map: Counties Designated for Emergency Relief by the Farm Security Administration • Videos: FDR and the Dust Bowl, Leroy Hankel on the Dust and Rain, Farmers Fear Bankruptcy during the Great Depression, Introducing the Dust Bowl

How effective was the New Deal in addressing the nation's economic problems?	• Secondary Texts: The First New Deal (1934-35), The Second New Deal, Huey Long Filibusters New Deal Legislation • Maps/Timelines: The Living New Deal, The New Deal Timeline, Unemployment Statistics, Mapping Inequality, Redlining in New Deal America • Videos: Delbert Apetz on the CCC, Carla Due on the CCC, Impact of the New Deal • Audio: Versus History: The New Deal
How did the New Deal change the American perception of the role of government?	• Secondary Texts: John Maynard Keynes, Reverend Charles E. Caughlin • Chart: National Debt as % of GNP, 1929-1950 • Audio: The Great Depression and the Transformation of American Politics

[The Great Depression Primary Sources and Document Based Questions \[Student version\]](#)

- President Roosevelt's Inaugural Address
- Stock prices Slump 14,-000,000 in Nation-Wide Stampede to Unload
- A Fifteen Year Old Girl Asks Mrs. Roosevelt for Help
- W.W. Waters, A Bonus Army Memoir
- Herbert Hoover: New Deal Would Destroy America
- Excerpts from FDR's Fireside Chats
- FDR Fireside Chat on Reorganization of the Judiciary
- Statement by Frank Gannett Regarding FDR's Attempt to Pack the Supreme Court
- FDR, On Drought Conditions
- Like a Thick Wall: Blocking Farm Auctions in Iowa
- NAACP on Social Security
- Hot Lunches for a Million School Children
- The New Deal was a Failure
- Louis Easterling, Voters Swing to a New Deal
- The Wagner Act

Constructed Response Prompt: Identify two events of the 1930s and explain the effect of those events on the United States.

The student's response may contain some or all of the following information:

- The stock market crash of 1929 marked the beginning of the Great Depression which led to widespread unemployment, poverty, and physical and mental hardship for millions of Americans. (Headlines from 1929, Stock Prices Slump)
- In response to the Great Depression, FDR implemented New Deal programs of relief, recovery, and reform. The New Deal drew criticism from Republicans, arguing that the programs were expensive and grew the federal government. The New Deal, however, transformed the role of the federal government in addressing economic and social issues. (Fireside Chats, The New Deal was a Failure, Hot Lunches for a Million School Children, NAACP on Social Security, Wagner Act)
- The Dust Bowl was an environmental disaster that affected large parts of the Great Plains during the 1930s. A combination of drought, poor agricultural practices, and strong winds led to widespread soil erosion and dust storms, devastating farmland and displacing millions of people. The Dust Bowl made the economic hardships worse and forced many farmers to abandon their land and seek opportunities elsewhere, contributing to mass migration to other regions of the country. (FDR on Drought Conditions, Like a Thick Wall)
- In need of their promised bonus for their service in World War I, a group of unemployed men marched on Washington D.C. demanding early payment in 1932. Utilizing General Douglas MacArthur, Hoover had the streets swept clear of the men and their temporary shanties, injuring and killing several. Hoover was painted as an uncaring, out of touch President, effectively ending any hope of his re-election. (W.W. Waters)

Unit 4 Performance Task

Standards Assessed:

Extended Response Prompt: Which has had a greater effect on the United States today: the Roaring Twenties or the New Deal?

Scoring Notes

Sample Claim	The New Deal has had a greater impact on the United States today than the Roaring Twenties has.
Reason	The New Deal expanded the role of the federal government in America's economy and society and reshaped the nation's political culture.
Evidence	Before the Great Depression, most Americans did not expect the federal government to take an especially active role in the economy or their daily lives. Herbert Hoover's "limited government response" to the Great Depression is a good example of this thinking. He believed the economy would pull out of the crisis and begin to grow again. He thought that direct government involvement in the economy would only make people dependent on the government. However, even before the Great Depression, the devastation of the Great Flood of 1927 began to change the way some people thought about the role of government. Governmental response to the flood was minimal, causing African Americans and others to change their political affiliation from Republican to Democrat. Problems caused by the flood—and by the Great Depression that would follow—seemed too big for individual people to cope with. Only the government had the resources to help. With the New Deal's many federal expenditures and new government agencies, Americans came increasingly to hold the view that the welfare of the nation's citizens is a responsibility of the federal government.
Counter Claim and Response	Counterclaim: The changes of the Roaring Twenties have had a much greater impact than the New Deal. A popular national culture began to emerge, pervaded by new technologies that we use constantly and could not live without. African Americans and women—the majority of the population—finally began to take on roles in politics and public life. Answer: Social and cultural changes like those of the 1920s have occurred throughout American history. They pale in comparison to the continuing impact of New Deal programs. Government involvement in our everyday lives, initiated by the New Deal, was something entirely new.

Performance Task Rubric

3	Response is accurate, detailed, and persuasive. It addresses all parts of the prompt. The claim is clearly stated, well developed, and fully supported with relevant information that includes both content knowledge and source details. The response demonstrates sound, cohesive reasoning and analysis, making insightful and well-explained connections between the claim, information, and evidence. The presentation is clearly articulated and focused and demonstrates strong understanding of the 1920s and 1930s; a few minor errors may be present. Response may cite some or all of the following details: • the emergence of consumer culture and a shared national popular culture in the 1920s, driven in part by the decade’s booming economy and advances in technology changes such as the telephone, the automobile, radio, and movies • the Great Migration and its impact on the demographics of both North and South as well as its role in sparking the Harlem Renaissance and the spread of African American culture to a wider audience • the impact of the suffrage movement, passage of the Nineteenth Amendment, and greater political power for women in the United States • the economic boom in timber, oil, and gas industries in Louisiana in the early 1900s • the effects of the Mississippi River Flood of 1927, such as its economic and humanitarian impact, the political changes that occurred in its wake, and the growing sense that government should take a more active role in helping people deal with crises • the rise of Huey Long and his populist agenda, which pitted the wealthy against ordinary “working” people and contributed to the sense that the government should do more to help citizens in need • the Great Depression and its various causes (e.g., stock market crash, overproduction, bank failures) and effects (e.g., unemployment, homelessness, poverty, Hoovervilles) • the contrast between the “hands-off” government responses to the Great Depression favored by Herbert Hoover and the New Deal policies of Franklin Roosevelt • the immediate impact of New Deal programs on people during the Great Depression as well as its long-term impact on American society in general
2	Response is mostly accurate, is somewhat detailed, and addresses the prompt. The claim is clearly stated and sufficiently supported and developed with some relevant information that includes both content knowledge and source details. The response demonstrates a general understanding of the 1920s and 1930s, with analysis and reasoning that are somewhat cohesive and sound but may be uneven. Connections between the claim, information, and evidence are made, but some explanations may be missing or unclear. The presentation is organized and focused, but some minor errors may be present.

1	Response shows effort but is incomplete or limited and only partially addresses the prompt. The claim may be inaccurate or vague, but it is supported by at least one piece of relevant supporting information or evidence. The response shows some understanding of the 1920s and 1930s, but analysis and reasoning, while accurate, are vague, incomplete, or lacking connections. The presentation may also exhibit issues with organization and/or focus.
0	Response is too brief or unclear to evaluate. It lacks an identifiable claim, accurate or relevant supporting information, and accurate analysis or reasoning. The response demonstrates minimal or no understanding of the 1920s and 1930s. The presentation may exhibit major issues with organization and/or focus.

Unit 5: The World at War

Topic 1: Causes of World War II and U.S. Involvement

Framing Question: What were the main causes of the Second World War, and why did the United States become involved?	
Supporting Questions	Sources and Materials
What factors contributed to the outbreak of the Second World War in Europe?	- Secondary Texts: The Inter-War Years, Origins of World War II in Europe, Totalitarianism in Europe, Consolidation and Expansion of Nazi Power, The Fall of France and the Battle of Britain - Image Bank: U5T1SQ1 - Maps: Famine in the USSR, Actions Before U.S. Involvement Map Collection - Videos: The Story of Fascism: Mussolini's Rise to Power, How Did Hitler Rise to Power?, Nazi Party Congress in Nuremberg (1936), Joseph Stalin: Created Worst Man-made Famine in History, Blitzkrieg Tactics Explained - Audios: Franklin Roosevelt's Fireside Chat After Germany's Invasion of Poland, Churchill's Finest Hour Speech - Graphic Organizer: Characteristics of Totalitarianism in Europe
What were the arguments for supporting either the Allies or the Axis powers?	- Secondary Text: Reaction of the U.S. to the War in Europe - Image Bank: U5T1SQ2 - Videos: Charles Lindbergh, Isolationism, and the America First Committee, Franklin Roosevelt's Arsenal of Democracy Speech, What Was the Lend-Lease Act? - Graphic Organizers: Graphic Organizer: Characteristics of Totalitarianism in Europe, Opposing Views on War in Europe
Was war between the United States and Japan inevitable?	- Secondary Texts: Origins of the Pacific War, Aggression in Asia, Franklin Roosevelt Highlights the Four Freedoms - Image Bank: U5T1SQ3 - Map: Track of Japanese Carrier Task for Pearl Harbor Attack - Videos: The Japanese Invasion of Shanghai Captured in Color, Original Pearl Harbor News Footage, President Roosevelt Declares War on Japan - Graphic Organizer: Factors Leading to War with Japan
How did World War II transform America's economy, and what was Louisiana's role within that transformation?	- Secondary Texts: The Wartime Economy, 64 Parishes- World War II - Image Bank: U5T1SQ4 - Chart: Great Depression - Videos: Impact of World War II on the U.S. Economy and Workforce, Marshall, Patton, and the Louisiana Maneuvers, The Boat That Won the War

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| | <ul style="list-style-type: none"> • Graphic Organizer: Higgins Industries Contributions to the Louisiana Economy and the War Effort |
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Causes of World War II and U.S. Involvement Primary Sources and Document Based Questions [Student version]

- Telegram to President Roosevelt from 36 American Writers (Nov. 1938 CE)
- Letter to Franklin D. Roosevelt from Winston Churchill (May 1940 CE)
- Messages to the British People by Winston Churchill (Jun. 1940 CE)
- “The Four Freedoms” by President Franklin D. Roosevelt (Jan. 1941 CE)
- “America First” by Charles Lindbergh (Apr. 1941 CE)
- Presidential Proclamation 2487 by President Franklin D. Roosevelt (May 1941 CE)
- The Atlantic Charter (Aug. 1941 CE)
- Message to Congress by Franklin D. Roosevelt (Day of Infamy Speech) (Dec. 8, 1941 CE)
- Message to Congress Requesting War Declarations with Germany and Italy by President Franklin D. Roosevelt (Dec. 11, 1941 CE)
- Citation Awarding the Medal of Honor to Douglas Albert Munro (Sep. 1942 CE)

Constructed Response Prompt: Describe at least two factors that contributed to World War II and explain at least two reasons the United States became involved in the conflict.

The student's response may contain some or all of the following information:

- Germany's economic hardships after World War I fueled discontent, enabling Adolf Hitler to exploit the situation and gain power.
- In Europe, a surge of extreme nationalism and totalitarianism led nations to seek more land and expand aggressively. (Messages to the British People by Winston Churchill, “The Four Freedoms” by President Franklin D. Roosevelt, The Atlantic Charter, Telegram to President Roosevelt from 36 American Writers)
- Hitler abolished democracy in Germany, reinforcing his power and promoting anti-Semitic beliefs. (“The Four Freedoms” by President Franklin D. Roosevelt, Telegram to President Roosevelt from 36 American Writers)
- Hitler's invasions of Poland and France, along with bombing raids on Britain, heightened tensions and triggered the outbreak of the war. (Messages to the British People by Winston Churchill, Letter to Franklin D. Roosevelt from Winston Churchill, Presidential Proclamation 2487 by President Franklin D. Roosevelt)
- Hitler's invasion of the Soviet Union violated the Nazi-Soviet nonaggression pact, causing instability in international relations. (Presidential Proclamation 2487 by President Franklin D. Roosevelt)
- The United States economically aided European allies through programs like Lend-Lease while staying neutral and avoiding direct military engagement. (“America First” by Charles Lindbergh, Letter to Franklin D. Roosevelt from Winston Churchill)
- Japan's pursuit of an Asian empire led to U.S. sanctions to curb the aggression. (Presidential Proclamation 2487 by President Franklin D. Roosevelt)
- Japan's attack on Pearl Harbor forced the United States to enter the war. (Message to Congress by President Franklin D. Roosevelt, Message to Congress Requesting War Declarations with Germany and Italy by President Franklin D. Roosevelt, Citation Awarding the Medal of Honor to Douglas Albert Munro)

Unit 5: The World at War

Topic 2: Course and Consequences of World War II

Framing Question: How did the Allies achieve victory in World War II, and what were the consequences of the war?	
Supporting Questions	Sources and Materials
What were some of the major events and people associated with World War II?	• Secondary Texts: Turning Point: The Nazi Invasion of the Soviet Union, America Joins the Conflict in Europe, Waging War in Europe, The Big Three, Following Pearl Harbor in the Pacific, Waging War in the Pacific • Image Bank: U5T2SQ1 • Maps/Charts: World War II-Allied and Axis Holdings (Animated), European Theater Map Collection, Pacific Theater Map Collection, Statistical Data • Videos: WWII in HD: America Enters World War II, D-DAY: The Taking of Omaha Beach, Russians Enter Berlin, WWII in HD: Victory in Europe, Truman Announces Victory Over Germany, World War II in HD: Iwo Jima, World War II in HD: Okinawa • Audio: Eisenhower's Order of the Day (D-Day Speech) • Graphic Organizer: Major Battles of the European and Pacific Theaters
What were the causes and effects of the Holocaust?	• Secondary Texts: The Holocaust, The U.S. Response to the Holocaust • Image Bank: U5T2SQ2 • Maps/Charts: The Holocaust in Europe, Holocaust Deaths • Videos: Eugenics: The Unbelievable Reality of Auschwitz, Lessons from Auschwitz, How One Person Saved Over 2,000 Children from the Nazis • Graphic Organizer: Arguments For and Against Direct Intervention to End the Holocaust
Why was the home front so important to the war front?	• Secondary Texts: Mobilization for War, The Home Front • Image Bank: U5T2SQ3 • Videos: The U.S. Homefront During WWII, Rationing During World War II, U.S. Film Stars Sell War Bonds, U.S. Army Air Corps Recruiting Trailer • Audios: Office of Price Administration Answers to Consumer Questions (1942), Address of Admiral Chester Nimitz (1945) • Graphic Organizer: Contributions of the Home Front

How did various groups contribute to the war effort?	• Secondary Text: Women Join the War Effort • Image Bank: U5T2SQ4 • Videos: Rosie the Riveter Song, Beyond the Story: American Women During World War II, Dogfights: Who Were the Tuskegee Airmen?, Navajo Code Talker Explains Role in WWII, AVC Tribute Videos: 442nd Regimental Combat Team • Audio: Frenchies • Graphic Organizer: Contributions of Various Groups to War Effort
How were various groups treated during and after World War II?	• Secondary Texts: Social Tensions on the Home Front, German P.O.W Camp at Camp Polk, Louisiana, German POWs in Acadiana, 64 Parishes-Camp Ruston, The African American Experience At Home and Abroad, Japanese Internment in the United States • Image Bank: U5T2SQ5 • Maps: Major POW Camps in the U.S. (1944), Japanese Internment Camps • Videos: Japanese American Incarceration Camps, African Americans and the Civil Rights Movement During World War II, How Anti-Mexican Racism in L.A. Caused the Zoot Suit Riots • Audio: Learned Hand's Spirit of Liberty Speech (1944) • Graphic Organizer: Treatment of Various Groups at Home and Abroad
Was the U.S. government justified in its use of the atomic bomb on Japan?	• Secondary Texts: The Manhattan Project, Hiroshima and Nagasaki • Image Bank: U5T2SQ6 - The Atomic Bomb • Map: Atomic Bomb on Hiroshima • Videos: The Fire Bombings of Japan, Atomic Bomb Wipes Out Hiroshima In A Matter Of Seconds, Harrowing Accounts from Hiroshima Survivors, President Truman Announces Hiroshima • Graphic Organizer: Arguments For and Against the Use of the Atomic Bomb on Japan
How did World War II end? How did decisions made by the victors reshape the world order?	• Secondary Text: The Aftermath of World War II: An Altered United States • Image Bank: U5T2SQ7 • Maps/Charts: Allied Occupation Zones-Central Europe, 1945, Post-War Plans for Allied Occupation Zones in Japan, Changing Face of Europe and Colonial Tension, Late 1945, United Nations Member States Over Time (Animated), War World II Casualties • Videos: The Day the Japanese Surrendered, The United Nations is Created, The Trials After World War II: Marshal Petain, Nuremberg and Japan, Operation Paperclip: The Secretive U.S. Recruitment Program for Science and Technology • Graphic Organizer: Aftermath of World War II

Course and Consequences of World War II Primary Sources and Document Based Questions [Student version]

- Statement of the use of the Atomic Bomb by President Truman (Aug. 6, 1945 CE)
- Order of the Day by General Dwight D. Eisenhower (D-Day Speech) (1944 CE)
- Translation of Speech, The “Evacuation” of the Jews as “Extermination” by Henrich Himmler (1943 CE)
- Cable, General George C. Marshall to General Dwight D. Eisenhower (1945 CE)
- Memorandum from A. Q. Smith to William Nielander, Assistant Director Food Rationing Division (1943 CE)
- Memorandum from Commander General Vogel to the Marine Corps Regarding “Navaho” Enlistment (1942 CE)
- Pamphlet for Civil Aeronautics Authority Training and Scholarships for Black Pilots (1940-1943 CE)
- Letter from the Youth Council of the NAACP to President Franklin D. Roosevelt (1942 CE)
- Executive Order 8802 (1941 CE)
- Executive Order 9066 (1942 CE)
- Korematsu v. United States (1944 CE)
- Eyewitness Account of the Trinity Explosion (1945 CE)
- Petition from Leo Szilard and Other Scientists to President Harry S. Truman (1945 CE)
- United Nations Charter (1945 CE)
- G.I. Bill (Servicemen’s Readjustment Act) (1944 CE)

Constructed Response Prompt: Explain at least two reasons the Allies were victorious in World War II and identify at least two consequences.

The student's response may contain some or all of the following information:

- The Allies formed strong partnerships, combining their military forces for coordinated and effective campaigns. (Order of the Day by General Dwight D. Eisenhower (D-Day Speech))
- The Allies focused on developing advanced weapons and technology. (Statement of the Use of the Atomic Bomb by President Truman, Order of the Day by General Dwight D. Eisenhower (D-Day Speech), Eyewitness Account of the Trinity Explosion, Petition from Leo Szilard and Other Scientists to President Harry S. Truman)
- Strategic military campaigns/maneuvers, like the D-Day invasion and island hopping campaign, enabled the Allies to retake territories from the Axis Powers and advance towards Germany. (Order of the Day by General Dwight D. Eisenhower (D-Day Speech), Memorandum from Commander General Vogel to the Marine Corps Regarding “Navaho” Enlistment)

- Citizens in Allied countries contributed on the home front by rationing resources, buying war bonds, and supporting the war effort. (Memorandum from A. Q. Smith to William Nielander, Assistant Director of Food Rationing Division, Pamphlet for Civil Aeronautics Authority Training and Scholarships for Black Pilots, Memorandum from Commander General Vogel to the Marine Corps Regarding “Navaho” Enlistment)
- The war caused widespread displacement, loss of life, and suffering. (Translation of Speech, The “Evacuation” of the Jews as “Extermination” by Heinrich Himmler, Cable, General George C. Marshall to General Dwight D. Eisenhower, Executive Order 9066, Korematsu v. United States)
- The wartime focus on technology and innovation had lasting effects, contributing to post-war advancements in science, medicine, and industry.
- After the war, countries worked together to rebuild war-torn regions and establish international organizations for peace, like the United Nations. (United Nations Charter, G.I. Bill also known as the Servicemen’s Readjustment Act)

Unit 5 Performance Task

Standards Assessed: 8.1, 8.2, 8.7, 8.7.a, 8.7.b, 8.7.c, 8.7.d, 8.14, 8.14.a, 8.14.b, 8.14.c

Extended Response Prompt: How important was the idea of freedom in World War II? Make a claim and support it with evidence from the unit.

Scoring Notes

Sample Claim	Freedom was the most important reason why the Allied Powers fought the war.
Reason	The Allied Powers wanted to stop the totalitarianism of Germany and Italy, in which the government completely controlled the people.
Evidence	As totalitarian leaders came to power in Europe, freedoms were stripped from citizens and extreme nationalism developed. Hitler and Mussolini strongly opposed political parties. Soon, it became clear that Hitler, in particular, wanted to bring his extreme ideologies all over the world. Hitler's desire to rid the world of Jewish people led to raging anti-Semitism, and German people were whipped up into frenzies at propaganda rallies. Freedom of thought and expression was viciously repressed. Hitler became bolder as time went on, breaking pacts and invading other European countries. With the Holocaust, the Nazi regime carried out atrocities against Jewish people, stripping them of their rights and freedom as well as their citizenship. Japan also invaded neighboring China and carried out a brutal massacre in the country. In 1941, although he would still not enter the war, President Roosevelt delivered his Four Freedoms speech. He made it clear that these four freedoms are universal human rights and are worth fighting a war over. Once the Japanese attacked Pearl Harbor, the United States no longer had a choice about entering the war. The freedoms of Americans at home were violated as well during the war, fueled by fear and wartime hysteria. Japanese Americans were interned in camps, and the Tuskegee study participants lost their freedom when the United States government used them to study a disease that was deliberately left untreated. Ultimately, the United States entered the war to defend the freedom of its citizens from the violent and oppressive governments in other parts of the world.
Counter Claim and Response	The war was fought to fend off additional land claims of Germany and Japan. Although Hitler made promises to the international community about not invading certain countries, he repeatedly broke those promises. First, he invaded Poland, then the Nazis overtook France. Although Hitler was thwarted in England when the

	British Royal Air Force withstood the Blitz, it became clear during the war that Hitler sought total domination. Japan also undertook a campaign to establish its own empire in the 1930s. This was driven by military and political leaders advocating for land expansion to accommodate its growing population of sixty-five million people. Answer: It wasn't just German and Japanese expansionism that drove the war. It's what Germany and Japan did as they expanded, namely their removal of freedoms from conquered people. For this reason, when President Roosevelt gave his Four Freedoms speech, he made it clear that it was not a matter of if the United States would enter the war but when.
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Performance Task Rubric

3	Response is accurate, detailed, and persuasive. It addresses all parts of the prompt. The claim is clearly stated, well-developed, and fully supported with relevant information that includes both content knowledge and source details. The response demonstrates sound, cohesive reasoning and analysis, making insightful and well-explained connections between the claim, information, and evidence. The writing is clearly articulated and focused and demonstrates strong understanding of World War II; a few minor errors in spelling, grammar, or usage may be present. Response may cite some or all of the following details: • The people of Europe had their freedoms taken away as totalitarianism swept across its countries. • In totalitarian countries, political parties were abolished in favor of extreme nationalism. • The Holocaust began, driven by aggressive anti-Semitism, with Jewish people being forced into concentration camps, losing all of their personal freedoms. Other groups, such as the Roma, were also imprisoned in concentration camps. • Freedom of thought and expression was viciously repressed in fascist and totalitarian countries. • Hitler broke pacts and agreements, invading European countries and installing an oppressive Nazi regime. • Japan invaded China, perpetrated the Nanjing Massacre, and enslaved women. • The Tuskegee study subjected African Americans to inhumane medical treatment without their informed consent. • Japanese Americans were interned out of fear. Internment took away their homes, rights, and freedoms and created severe economic hardship. • The United States entered the war after Pearl Harbor because the four universal human freedoms, as President Roosevelt referred to them, were worth fighting for.
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	• Even before the United States entered the war, Roosevelt called the United States an “arsenal of democracy,” indicating the importance of supporting political freedom.
2	Response is mostly accurate, is somewhat detailed, and addresses the prompt. The claim is clearly stated and sufficiently supported and developed with some relevant information that includes both content knowledge and source details. The response demonstrates a general understanding of World War II, with analysis and reasoning that are somewhat cohesive and sound but may be uneven. Connections between the claim, information, and evidence are made, but some explanations may be missing or unclear. The writing is organized and demonstrates control of conventions, but some minor errors may be present
1	Response shows effort but is incomplete or limited and only partially addresses the prompt. The claim may be inaccurate or vague, but it is supported by at least one piece of relevant supporting information or evidence. The response shows some understanding of World War II, but analysis and reasoning, while accurate, are vague, incomplete, or lacking connections. The writing may also exhibit issues with organization, focus, and/or control of standard English grammar.
0	Response is too brief or unclear to evaluate. It lacks an identifiable claim, accurate or relevant supporting information, and accurate analysis or reasoning. The response demonstrates minimal or no understanding of World War II. The writing may exhibit major issues with organization, focus, and/or control of standard English grammar.

Unit 6: The Post-War Era

Topic 1: Post-World War II United States and the Early Cold War (1945–1960s)

Framing Question: How did the Cold War shape domestic and foreign policy?	
Supporting Questions	Sources and Materials
What caused escalating tensions between the Soviet Union and the United States after WW II?	- Secondary Texts: Introduction to the Era & Differing World Views, An Ideological Battle, Winston Churchill's "Iron Curtain Speech, & Postwar Europe, Containment and the Truman Doctrine, Berlin Airlift and Mao Zedong, The Baby Boom Years - Image Bank: U6T1SQ1 - Maps/Charts: Iron Curtain, Map: Germany, 1947, Progression Map: China Communist Controlled Areas, 1945-1947, Map: Marshall Plan, Map: The Military Situation in Western Europe, 1951 - Videos: What Was the Marshall Plan?, How the Biggest Airlift in History Saved West Berlin, Winston Churchill's "Iron Curtain" Speech - Graphic Organizer: Escalating Tensions
What was the nature of the alliances and organizations created during the Cold War?	- Secondary Texts: New Initiatives & NATO and the Warsaw Pact, The FBI and the CIA, The Korean War - Image Bank: U6T1SQ2 - Maps: NATO/Warsaw Pact, Map: Communist Activity in South Korea, Map: Korean War, Suez Crisis, 1956 - Videos: The Formation of NATO and the Warsaw Pact, The Korean War: 5 Things to Know, Here's Why the Suez Crisis Almost Led to Nuclear War - Graphic Organizer: Alliances & Organizations
What were the effects of the Cold War on American society and the media?	- Secondary Texts: Un-American Activities, Fear and Deterrence in the Atomic Age, The Space Race - Image Bank: U6T1SQ3, Comic Book Cover, Panic, No. 2, Civil Defense Poster - Videos: Duck and Cover, Who Won the Space Race?, What is McCarthyism? And how did it happen?, Sputnik-2 or: Laika, Our Hero, President Kennedy's "Moon Speech," 1962, NASA's First Chimp in Space, "Daisy" Ad (1964), Apollo 11: One Small Step on the Moon for All Mankind - Graphic Organizer: Effects of the Cold War

How successful was containment at preventing communist expansion by the early 1960s?	• Secondary Texts: Soviet Satellite States, Repression, and the Berlin Wall, Cuba and the Kennedy Years, The Assassination of President Kennedy • Image Bank: U6T1SQ4 • Maps/Charts: Map: Operation Grand Slam, U-2 Flight Plan, 1960, Aerial Photograph of Medium Range Ballistic Missile Launch Site Two, Map of the United States Showing the Range of Missiles • Videos: The History of the Cuban Missile Crisis, Kennedy Address on Cuba (1962), President Kennedy's Nuclear Test Ban Treaty (1963) • Graphic Organizer: Containing Communism
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[Post-World War II United States and the Early Cold War \(1945–1960s\) Primary Sources and Document Based Questions \[Student version\]](#)

- The Truman Doctrine (1947 CE)
- Declaration of Conscience (1950 CE)
- President Truman on Weapons Development (1949-51 CE)
- Minersville School District v. Gobitis (1940 CE)
- Farewell Address of President Eisenhower (1961 CE)
- Inaugural Address of President John F. Kennedy (1961 CE)
- Law Establishing the Marshall Plan (1948 CE)
- Annual Message to the Congress on the State of the Union by President Harry Truman (1953 CE)
- Presidential Proclamation 2914, Regarding Korea, by President Harry Truman (1950 CE)
- Draft Message from President Truman to General Douglas MacArthur (1951 CE)
- Proposed Orders and Statement on Dismissal of General MacArthur from President Harry Truman (1951 CE)
- Korean War Armistice Agreement (1953 CE)
- Memo to Secretary of State John Foster Dulles from President Dwight D. Eisenhower Regarding Ceasefire during the Suez Crisis (1956 CE)
- HUAC Press Release about Communist Influences in the Motion Picture Industry (1947 CE)
- Statement on the Hydrogen Bomb by President Harry Truman (1950 CE)
- Senator Margaret Chase Smith's "Declaration of Conscience" (June 1950 CE)
- Resolution to Censure Senator Joseph McCarthy (1954 CE)
- Memorandum of Conference with President Eisenhower about Sputnik (1957 CE)
- Memorandum for President on Evaluation of Space Program (1961 CE)
- Inaugural Address by President John F. Kennedy (1961 CE)

- Cuban Missile Crisis Meeting Summary (1962 CE)
- Messages from Khrushchev to Kennedy (1962 CE)
- Test Ban Treaty (1963 CE)

Constructed Response Prompt: Explain at least one way the Cold War shaped domestic policy in the United States and at least one way the Cold War influenced foreign policy during that period.

The student's response may contain some or all of the following information:

- The Second Red Scare caused fear of communism with trials and surveillance. (Declaration of Conscience, Minersville School District v. Gobitis, HUAC Press Release about Communist Influences in the Motion Picture Industry, Resolution to Censure Senator Joseph McCarthy)
- The Cuban Missile Crisis changed foreign policy, leading to arms control talks and diplomacy. (President John F. Kennedy's Inaugural Address, Messages from Khrushchev to Kennedy, Test Ban Treaty, Cuban Missile Crisis Meeting Summary)
- The emergence of the U.S. and Soviet Union as superpowers after World War II led to competition and tensions. (Korean War Armistice Agreement, Memo to Secretary of State John Foster Dulles from President Dwight D. Eisenhower Regarding Ceasefire during the Suez Crisis, Statement on the Hydrogen Bomb by President Harry Truman, Memorandum of Conference with President Eisenhower about Sputnik, Telegram from American Embassy in Moscow on Francis Gary Powers Trial)
- Competing ideologies sparked the Cold War, fueling nuclear arms and space races. (President Truman on Weapons Development, Farewell Address of President Eisenhower, President John F. Kennedy's Inaugural Address, Memo to Secretary of State John Foster Dulles from President Dwight D. Eisenhower Regarding Ceasefire during the Suez Crisis, Statement on the Hydrogen Bomb by President Harry Truman, Memorandum of Conference with President Eisenhower about Sputnik, Message from Atlas Satellite "Score" by President Eisenhower, Memorandum for President on Evaluation of Space Program, Telegram from American Embassy in Moscow on Francis Gary Powers Trial, Cuban Missile Crisis Meeting Summary)
- Containment policy guided U.S. foreign relations, aiming to prevent the spread of communism. (Annual Message to Congress on the State of the Union by President Harry Truman, Presidential Proclamation 2914, Regarding Korea, by President Truman, Draft Message from President Truman to General Douglas MacArthur, Proposed Orders, and Statement on Dismissal of General MacArthur from President Harry Truman)
- Truman Doctrine committed the U.S. to fighting communism globally, shaping foreign aid like the Marshall Plan. (The Truman Doctrine, Law Establishing the Marshall Plan, Annual Message to Congress on the State of the Union by President Harry Truman)
- The formation of NATO in 1949 strengthened the defense capabilities of Western nations.
- The Korean War's end resulted in the permanent division of the Korean peninsula. (Presidential Proclamation 2914, Regarding Korea, by President Truman, Draft Message from President Truman to General Douglas MacArthur, Proposed Orders and Statement on Dismissal of General MacArthur from President Harry Truman, Korean War Armistice Agreement)

Unit 6: The Post-War Era

Topic 2: Civil Rights Movement and Its Legacy

Framing Question: What were the causes and effects of the Civil Rights Movement?	
Supporting Questions	Sources and Materials
What were the origins and goals of the civil rights movement in the 1940s and 50s?	- Secondary Texts: Smithsonian Magazine: After Victory in World War II, Black Veterans Continued the Fight for Freedom at Home, World War II Museum: After the War, The Return Home - Image Bank: U6T2SQ1 - Map: Great Migration 1910-1970, Urban Population - Videos: World War II: Racial Tension on the Homefront, The GI Bill of Rights, Emmett Till - Legacy - Graphic Organizer: The Early Civil Rights Movement
Why was <i>Brown v Board of Education</i> significant to the civil rights movement?	- Secondary Texts: 64 Parishes: New Orleans School Crisis, The Civil Rights Movement - Image Bank: U6T2SQ2 - Videos: Arkansas National Guard Prevent School Desegregation (1957), NOLA Resistance Oral History Project: Public School Integration, 60 Years Ago: Ruby Bridges' historic steps, Trouble Brews In Mississippi (1962) - Graphic Organizer: Effects of Brown v. Board of Education
What were the different strategies used during the civil rights movement?	- Secondary Texts: 64 Parishes-Baton Rouge Bus Boycott, The Civil Rights Movement Takes Shape, Louisiana Civil Rights Trail - Image Bank: U6T2SQ3 - Map: Freedom Rides - Videos: Uniquely Baton Rouge: Remembering the BR bus boycott 67 years later, Montgomery Bus Boycott, Reflections on the Greensboro Lunch Counter, The Heinous 1961 KKK Attack on the Freedom Riders, Three Missing Volunteers Freedom Summer - Graphic Organizer: Strategies and Approaches to the Movement
In what ways did civil rights groups and leaders contribute to the civil rights movement?	- Secondary Texts: "I Have a Dream", Malcolm X, César Chávez and United Farm Workers, New Orleans citizens boycott for U.S. civil rights, 1960-61, Bogalusa March, One of the Longest of the Civil Rights Era, Remembered in Louisiana - Image Bank: U6T2SQ4 - Map: National Scenic Byway - Selma to Montgomery March (Alabama), 1995-2015

	• Videos: An Unsung Hero of the Civil Rights Movement, The March That Led to MLK's Arrest and Famous Letter, Malcolm X's Fiery Speech Addressing Police Brutality, Black Panthers, MLK's Last Speech • Audio: Freedom's Ring: King's "I Have a Dream" Speech • Graphic Organizer: Leadership
What were the different responses to the civil rights movement?	• Secondary Texts: 64 Parishes-David Duke, Organized Resistance, Housing, Busing, and Affirmative Action • Image Bank: U6T2SQ5 • Videos: George Wallace Tries to Stop the Integration of University of Alabama, Was Lester Maddox the South's Most Racist Governor? • Graphic Organizer: Responses to the Movement
Does Lyndon Johnson deserve to be called the "civil rights" president?	• Secondary Texts: Lyndon Johnson's Great Society • Image Bank: U6T2SQ6 • Videos: What Were LBJ's "Great Society" Programs?, CNN: An unlikely civil rights hero • Graphic Organizer: Evaluation of Johnson's Presidency

[The Civil Rights Movement Primary Sources and Document Based Questions \[Student version\]](#)

- Landmark Civil Rights Legislation (1964, 1965 CE)
- Lombard v. Louisiana (1963 CE)
- Executive Order 8802 (1941 CE)
- Death to Lynchers! Petition by the NAACP to President Harry Truman (1946 CE)
- Executive Order 9981 by President Harry Truman (1948 CE)
- Letter from Grant Reynolds and A. Philip Randolph to Harry S. Truman (1948 CE)
- Chicago Defender to President Dwight D. Eisenhower Regarding Emmett Till Case (1955 CE)
- Opinion in Brown v. Board of Education (1954 CE)
- Press Release Regarding Central High School Integration from President Eisenhower (1957 CE)
- Order in New Orleans School Court Case (1960 CE)
- Letter to the University of Mississippi from James Meredith (April 1961 CE)
- Fingerprint Card of Rosa Parks (1955 CE)
- Report of Progress of Montgomery Bus Boycott (1956 CE)
- Telegram Regarding Sit-ins from Former President Truman to Edward Turner (1960 CE)
- Mississippi Freedom Summer Pamphlet (1964 CE)

- Dr. King's "Letter from Birmingham Jail" (1963 CE)
- Official Program for the March on Washington (1963 CE)
- Remarks of Fannie Lou Hamer at the Democratic National Convention (1964 CE)
- Plaintiffs' Proposed Plan for March from Selma to Montgomery (1965 CE)
- Statement Submitted by Defendant Bobby Seale (1969 CE)
- Letter from Representative Shirley Chisholm to Don Edwards (1971 CE)
- Letters to President Eisenhower Regarding School Integration (1957 CE)
- Joint Resolution Proposing the Twenty-Fourth Amendment (1962 CE)
- Civil Rights Act of 1964
- Voting Rights Act of 1965
- Joint Resolution Proposing the Twenty-Fifth Amendment (1965 CE)
- Telegram from A. Philip Randolph to President Johnson and Telegram from Martin Luther King, Jr. to President Johnson (1965 CE)
- Remarks of President Lyndon Johnson at the Signing of the Medicare Bill (1965 CE)

Constructed Response Prompt: Explain two causes that led to the Civil Rights Movement and two significant effects on American society.

The student's response may contain some or all of the following information:

- Racial discrimination and segregation existed in federal employment, including the military, and public facilities such as schools throughout the U.S. (Letter from Grant Reynolds and A. Philip Randolph to Harry S. Truman, Letter to the University of Mississippi from James Meredith)
- Incidents of racial violence and injustice, such as the murder of Emmett Till, were prevalent. (Death to Lynchers! Petition by the NAACP to President Harry Truman, Chicago Defender to President Dwight D. Eisenhower Regarding Emmett Till Case, Remarks of Fannie Lou Hamer at the Democratic National Convention, Letter from Representative Shirley Chisholm to Don Edwards)
- Rosa Parks's arrest and the Montgomery Bus Boycott sparked a wave of protest against racial segregation and discrimination in public transportation. (Fingerprint Card of Rosa Parks, Report of Progress of Montgomery Bus Boycott)
- Challenges to segregation laws through events like the Freedom Rides, the Birmingham Campaign, and the Freedom Summer Project involved nonviolent protests and civil disobedience to dismantle segregation and racial discrimination in various aspects of society. (Mississippi Freedom Summer Pamphlet)
- Advocacy for civil rights during the March on Washington for Jobs and Freedom and Selma Marches helped advance the cause of racial equality by mobilizing mass support, raising awareness, and pressuring policymakers to enact legislative reforms promoting equal rights and opportunities for all citizens. (Official Program for the March on Washington, Plaintiffs' Proposed Plan for March from Selma to Montgomery, Telegrams from Governor Wallace to President Johnson Regarding Selma, Telegram from President Johnson to Governor Wallace Regarding Selma)
- President Roosevelt's Executive Order 8802 barred discrimination in federal employment. (Executive Order 8802)
- The Double V campaign pushed for integrating the U.S. military, leading to Executive Order 9811 in 1948. (Executive Order 9811 by President Harry Truman)

- Brown v. Board of Education made it illegal to segregate public schools. (Opinion in Brown v. Board of Education, Press Release Regarding Central High School Integration from President Eisenhower, Order in New Orleans School Court Case, Letters to President Eisenhower Regarding School Integration, First Telephone Conversation Between President Kennedy and Governor Barnett Regarding Integration)
- Sit-ins aided in desegregating lunch counters. (Telegram Regarding Sit-Ins from Former President Truman to Edward Turner)
- The passage of the Civil Rights Act of 1964 prohibited discrimination based on race, color, religion, sex, or national origin. (Landmark Civil Rights Legislation, Civil Rights Act of 1964)
- The Voting Rights Act of 1965 and the Twenty-Fourth Amendment ensured African Americans' right to vote. (Landmark Civil Rights Legislation, Joint Resolution Proposing the Twenty-Fourth Amendment, Voting Rights Act of 1965)
- The emergence of the Black Power Movement advocated for change through empowerment and self-defense.

Unit 6: The Post-War Era

Topic 3: The Later Cold War (1960s–1991)

Framing Question: What factors contributed to the end of the Cold War?	
Supporting Questions	Sources and Materials
Did the United States have good reasons to fight a war in Vietnam?	• Secondary Texts: The Vietnam War • Image Bank: U6T3SQ1 • Maps/Charts: Comparative Actual Casualties, 1968, Map: Rolling Thunder 53 Strike, The Vietnam War and Public Opinion, Ho Chi Minh Trail Network, Map: Fall of Saigon, 1975 • Videos: The Infamous and Ingenious Ho Chi Minh Trail, 1970: CBS camera rolls as platoon comes under fire, U.S. Evacuation and Fall of Saigon During the Vietnam War • Graphic Organizer: Vietnam
To what extent did the policy of détente between the United States and communist nations help to maintain peace?	• Secondary Texts: The Nixon Years, President Ford • Image Bank: U6T3SQ2 • Videos: History vs. Richard Nixon, Nixon in China: The Week that Changed the World, 1970s Energy Crisis on Reel America • Graphic Organizer: Detente
What events led to the breakdown of the Detente?	• Secondary Text: President Carter • Image Bank: U6T3SQ3, Herblock!: "It Gets Into Everything", Do You Believe in Miracles? Print • Map: Map: Soviet Invasion of Afghanistan • Videos: We Are Afghanistan (1984), 2nd January 1980: Jimmy Carter instigates the end of détente after the USSR invades Afghanistan, President Jimmy Carter - Speech on Afghanistan, What Was the Iran Hostage Crisis? • Graphic Organizer: Breakdown of Detente
How did the Cold War end?	• Secondary Texts: Reagan's Foreign Policy, President George H. W. Bush • Image Bank: U6T3SQ4 • Chart: U.S. and U.S.S.R. Nuclear Stockpiles, 1945-2014 • Videos: President Reagan's Remarks on the Strategic Defense Initiative on March 23, 1983, Ronald Reagan Speaks at Berlin Wall, How NBC Covered Tiananmen Square In 1989

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| | <ul style="list-style-type: none"> • Graphic Organizer: End of the Cold War |
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[The Later Cold War \(1960s–1991\) Primary Sources and Document Based Questions \[Student version\]](#)

- Speech at the Brandenburg Gate by President Reagan (1987 CE)
- Concurring Opinion in New York Times Company v. United States by Justice Black (1971 CE)
- Speech at Moscow State University by Ronald Reagan (1988 CE)
- World Reaction to Developments in Vietnam from Edward Murrow, Director of the United States Information Agency (1963 CE)
- Message to U.S Congress Regarding Tonkin Gulf Incidents from President Lyndon Johnson (1964 CE)
- Letter from Ho Chi Minh to President Johnson (1967 CE)
- Memorandum for Secretary of State Henry Kissinger from W.R. Smyser (1975 CE)
- Fall of Saigon (1975 CE)
- John Ashbrook's "On Detente" (1973 CE)
- President Nixon, Cabinet Meeting (1974 CE)
- Camp David Accords Signing Statement Draft by President Jimmy Carter (1979 CE)
- Letter to Ayatollah Khomeini Regarding Iranian Hostages (1979 CE)
- NSSD 5-82 United States Policy toward Eastern Europe (1982 CE)
- NSDD 119: Strategic Defense Initiative (1984 CE)

Constructed Response Prompt: Explain two factors that contributed to the end of the Cold War and their impact on global relations.

The student's response may contain some or all of the following information:

- Détente between the U.S. and the Soviet Union in the 1970s eased tensions. (Message to U.S Congress Regarding Tonkin Gulf Incidents from President Lyndon Johnson, John Ashbrook's "On Detente," President Richard Nixon, Cabinet Meeting, CC CPSU Politburo Meeting: Response to President Carter's Appeal on Afghanistan via Direct Communication Channel, NSDD 119: Strategic Defense Initiative)
- U.S. withdrawal from Vietnam in 1975 reduced Cold War conflicts. (World Reaction to Developments in Vietnam from Edward Murrow, Director of the United States Information Agency, Memorandum for Secretary of State Henry Kissinger from W. R. Smyser, Letter from Ho Chi Minh to President Lyndon Johnson, Message to U.S Congress Regarding Tonkin Gulf Incidents from President Lyndon Johnson, Fall of Saigon)
- Gorbachev's policies of glasnost and perestroika weakened Soviet control. (Speech at Moscow State University from President Ronald Reagan)
- Democratization in Eastern Europe weakened Communist influence. (NSSD 5-82 United States Policy toward Eastern Europe)
- The fall of the Berlin Wall on November 9, 1989, symbolized the end of the division. (Speech at the Brandenburg Gate by President Reagan)
- The dissolution of the Soviet Union in December 1991 marked the end of the Cold War. (Speech at the Brandenburg Gate by President Reagan)

Unit 6 Performance Task

Standards Assessed: 8.1, 8.2, 8.6, 8.6.a, 8.6.b, 8.6.c, 8.7, 8.7.a, 8.7.b, 8.7.c, 8.7.d, 8.15, 8.16

Extended Response Prompt: During the Cold War, the United States achieved more domestically than it did internationally. Prepare and deliver a presentation in which you support or refute this claim with evidence from the unit.

Scoring Notes

Sample Claim	During the Cold War, the United States achieved more domestically than it did internationally.
Reason	The United States experienced significant economic, political, and social change in the decades after World War II.
Evidence	The baby boom contributed to population growth. The country's per capita GDP doubled in the three decades after World War II. More families had televisions, which changed the way people interacted with the government and domestic events. The space program put humans on the moon. The space race also led to increased investment in public and higher education. The Civil Rights Movement led to landmark Supreme Court cases and the passage of legislation that worked to end discrimination and enfranchise voters.
Counter Claim and Response	The United States played an important role in helping countries rebuild after World War II. While U.S. support to Western Europe through the Marshall Plan was effective, U.S. involvement in other parts of the world led to years-long conflicts like the Vietnam War and support for anti-communist dictatorships that denied their citizens basic human rights.

Performance Task Rubric

3	Response is accurate, detailed, and persuasive. It addresses all parts of the prompt. The claim is clearly stated, well developed, and fully supported with relevant information that includes both content knowledge and source details. The response demonstrates sound, cohesive reasoning and analysis, making insightful and well-explained connections between the claim, information, and evidence. The presentation is clearly articulated and focused and demonstrates strong understanding of the postwar era. Response may cite some or all of the following details: • increased population growth during the baby boom • establishment of NATO and the UN • doubling of the country's per capita GDP • increased investment in public and higher education resulting from the space race • first moon landing • landmark Supreme Court cases that made segregation illegal • passage of legislation that worked to end discrimination and enfranchise voters during the Civil Rights Movement • U.S. support for democracies around the world through the Truman Doctrine and the Marshall Plan • détente and normalizing relations with China during the Nixon administration • international agreements to regulate nuclear weapons, including the 1963 Nuclear Test Ban Treaty and the SALT agreements • collapse of the Soviet Union and U.S. support for emerging democracies in the Eastern bloc • Camp David Accords • increased oversight of the executive branch resulting from the Pentagon Papers and Watergate scandal • stagflation and the oil and energy crisis of the 1970s and early 1980s
2	Response is mostly accurate, is somewhat detailed, and addresses the prompt. The claim is clearly stated and sufficiently supported and developed with some relevant information that includes both content knowledge and source details. The response demonstrates a general understanding of the postwar era, with analysis and reasoning that are somewhat cohesive and sound but may be uneven. Connections between the claim, information, and evidence are made, but some explanations may be missing or unclear. The presentation is organized and demonstrates control, but some minor errors may be present.
1	Response shows effort but is incomplete or limited and only partially addresses the prompt. The claim may be inaccurate or vague, but it is supported by at least one piece of relevant supporting information or evidence. The response shows some understanding of the postwar era, but analysis and reasoning, while accurate, are vague, incomplete, or lacking connections. The presentation may also exhibit issues with organization and/or focus.

0	Response is too brief or unclear to evaluate. It lacks an identifiable claim, accurate or relevant supporting information, and accurate analysis or reasoning. The response demonstrates minimal or no understanding of the postwar era. The presentation may exhibit major issues with organization and/or focus.
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Unit 7: The Modern Era

Topic 1: Domestic Issues of the Modern Era

Framing Question: What are the most pressing questions facing the United States in the years ahead?	
Supporting Questions	Sources and Materials
How did domestic events of the U.S. during the late twentieth century shape the modern era?	- Secondary Texts: Women's Rights, Environmental Activism, Environmental Disasters, President Reagan: The New Right & The Reagan Revolution, Domestic Terrorism, Impeachment - Image Bank: U7T1SQ1 - Videos: "Smoking Gun": Richard Nixon and Bob Haldeman discuss the Watergate break-in, President Richard Nixon Resigns, Ford Pardons Nixon (1974), Here's Why Reaganomics is so Controversial, President Clinton Proposes New Anti-Terrorism Laws
How did the United States and Louisiana respond to natural disasters like Hurricanes Katrina and Rita?	- Secondary Texts: 64 Parishes: Oil and Gas Industry in Louisiana, Hurricane Katrina, 64 Parishes: Hurricane Katrina, 64 Parishes: Hurricane Rita - Image: U7T1SQ3 - Map: Imagery and Maps from Hurricane Katrina (NWS) - Videos: WWL-TV Hurricane Katrina, CBS Evening News: Never-before-heard 911 calls from Hurricane Katrina, Inside Edition: Inside New Orleans' Superdome Days After Hurricane Katrina, WWLTV: Hurricane Katrina damage - aerials of Mississippi destruction, TWLA: Hurricane Rita — 10 Years Later, PBS News Hour: 10 years on, Gulf residents continue to rebuild after Rita, the 'forgotten storm' - Audio: Historic New Orleans Collection: Through Hell and High Water: Katrina's First Responders Oral History Project
Why was the 2008 presidential election significant to the development of the United States?	- Secondary Texts: The Election of 2000, Hope and Change, University of Virginia-Miller Center: Barack Obama Campaigns and Elections, The 2008 Election, Pew Research Center: How America Changed During Barack Obama's Presidency - Image Bank: U7T1SQ4 - Map/Chart: United States Presidential Election 2008, Louisiana Secretary of State: Election Results by Parish, 2008 - Videos: The New York Times: BarackObamadotcom: Signs of Hope and Change, Associated Press: McCain Counters Obama "Arab" Question, The Telegraph: Highlights of Obama's Inauguration

How has coastal erosion affected Louisiana and what are some of the proposed solutions?	• Secondary Text: Louisiana's Disappearing Coast (adapt and excerpt) • Video: The Fight to Restore Louisiana's Coastline
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Domestic Issues of the Modern Era Primary Sources and Document Based Questions [Student version]

- President Obama's First Inaugural Address from President Obama (2009CE)
- Transition letter from President George W. Bush to President Barack Obama (2009 CE)
- Certification of the 26th Amendment (1971 CE)
- Speech Following the Oklahoma City Bombing from President Bill Clinton (1995 CE)
- Radio Address from President Bill Clinton (1996 CE)
- Hurricane Katrina State of Emergency Declaration from Governor Kathleen Blanco (2005 CE)
- Address to a Joint Session of the Louisiana State Legislature from Governor Kathleen Blanco (2005 CE)
- Address on Hurricane Relief from President George W. Bush (2005 CE)
- Presidential Radio Address from George W. Bush (2005 CE)
- Executive Order 13390 from President George W. Bush (2005 CE)
- Address to a Special Session of the Louisiana State Legislature from Governor Kathleen Blanco (2006 CE)
- Election 2008: Party Platforms
- Presidential Victory Speech from Senator Obama (2008 CE)
- Concession Speech from Senator John McCain (2008 CE)

Constructed Response Prompt: Identify at least two significant issues or challenges facing the United States in the years ahead and explain why each issue is pressing.

The student's response may contain some or all of the following information:

- Party politics and rising political partisanship hinder cooperation among leaders, slowing down problem-solving. (Transition letter from President George W. Bush to President Barack Obama, Radio Address from President Bill Clinton, Address to a Special Session of the Louisiana State Legislature from Governor Kathleen Blanco, Presidential Victory Speech from Senator Obama, Concession Speech from Senator John McCain)
- Population changes strain infrastructure, affect representation in government, and impact access, requiring adaptable plans. (Certification of the 26th Amendment, Address to a Special Session of the Louisiana State Legislature from Governor Kathleen Blanco)
- Income inequality and the state of the economy affect living standards and education, emphasizing the need for gap reduction. (First Inaugural Address from President Obama, Presidential Victory Speech from Senator Obama, Concession Speech from Senator John McCain)

- The impact of technology such as smartphones and the Internet brings challenges like misinformation and privacy breaches. (Presidential Victory Speech from Senator Obama)
- Natural disasters and extreme weather require preparedness and response plans to ensure safety. (Hurricane Katrina State of Emergency Declaration from Governor Kathleen Blanco, Address to a Joint Session of the Louisiana State Legislature from Governor Kathleen Blanco, Address on Hurricane Relief from President George W. Bush, Presidential Radio Address from President George W. Bush, Executive Order 13390 by President George W. Bush, Address to a Special Session of the Louisiana State Legislature from Governor Kathleen Blanco)
- Welfare, healthcare, and tax reform ensure fair and equitable access to essential resources and services for a quality life. (First Inaugural Address from President Obama, Address to a Joint Session of the Louisiana State Legislature from Governor Kathleen Blanco, Address on Hurricane Relief from President George W. Bush, Presidential Radio Address from President George W. Bush, Executive Order 13390 by President George W. Bush, Presidential Victory Speech from Senator Obama)

Unit 7: The Modern Era

Topic 2: Foreign Issues of the Modern Era

Framing Question: Which conflicts that occurred at the end of the twentieth century and beginning of the twenty-first affected the United States most significantly?	
Supporting Questions	Sources and Materials
How did U.S. involvement in foreign affairs during the late twentieth century shape the modern era?	• Secondary Texts: The Middle East, World Trade Center Bombing 1993, Domestic Security, Clinton and American Hegemony • Image Bank: U7T1SQ2 • Maps: Operation Desert Storm, 9/11 Flight Paths and Timeline • Videos: History Channel: Persian Gulf War, CSPAN:The Presidency: George H.W. Bush & the Persian Gulf War, Clintonlibrary42: Pres. Clinton's Address to the Nation on Iraq (1993), BBC: 9/11: George Bush breaks down his very public initial reaction, PBS News Hour: President George W. Bush Address to the Nation After September 11th Attacks, American Rhetoric: President George W. Bush Bullhorn Speech at Ground Zero, Now This News:The Beginning and End of the War in Afghanistan, CSPAN: President George W. Bush Announces Start of the Iraq War • Audio: 9/11 Memorial & Museum: Oral Histories

Foreign Issues of the Modern Era Primary Sources and Document Based Questions [Student version]

- Address to the Nation on 9/11 from President George W. Bush (2001 CE)
- President George H.W. Bush's Address Before a Joint Session of the Congress on the Cessation of the Persian Gulf Conflict from President George H.W. Bush (1991 CE)
- The State of the Union Address from President George W. Bush (2002 CE)
- Statement Opposing the use of Military Force Against Iraq from U.S. Representative Ron Paul (2002 CE)
- Address to The United Nations Security Council from Secretary of State Colin Powell (2003 CE)
- Announcement of End of Major Combat Operations in Iraq from President George W. Bush (2003 CE)
- A Speech on Winning the War in Iraq from Senator John McCain (2005 CE)
- A Speech On Liberal Democracy from Secretary of State Condoleezza Rice (2006 CE)

Constructed Response Prompt: Explain at least two significant conflicts that impacted the United States at the end of the twentieth century and the beginning of the twenty-first century.

The student's response may contain some or all of the following information:

- The Gulf War (1990-1991) was a major conflict where the United States led a coalition to remove Iraqi forces from Kuwait. (Address Before a Joint Session of Congress on the Cessation of the Persian Gulf Conflict from President George H.W. Bush)
- The United States intervened in the humanitarian crises in Somalia, Rwanda, and the Balkans to provide assistance and support.
- The 9/11 attacks in 2001 by militant Islamic extremists led to significant changes in U.S. security policies and strategies, such as the creation of the Department of Homeland Security. (Address to the Nation on 9/11 from President George W. Bush, The State of the Union Address from President George W. Bush)
- Wars in Afghanistan to dismantle terrorist networks like the Taliban regime. (Address to the Nation on 9/11 from President George W. Bush, The State of the Union Address from President George W. Bush, Announcement of End to Major Combat Operations in Iraq from President George W. Bush)
- The wars in Iraq aimed to address concerns about weapons of mass destruction and changes in government. (Address Before a Joint Session of Congress on the Cessation of the Persian Gulf Conflict from President George H.W. Bush, The State of the Union Address from President George W. Bush, Statement Opposing the Use of Military Force Against Iraq from U.S. Representative Ron Paul, Address to The United Nations Security Council from Secretary of State Colin Powell, Announcement of End to Major Combat Operations in Iraq from President George W. Bush, A Speech on Winning the War in Iraq from Senator John McCain, A Speech On Liberal Democracy from Secretary of State Condoleezza Rice)

Unit 7 Performance Task

Standards Assessed: 8.7, 8.7.a, 8.7.b, 8.7.c, 8.7.d, 8.17, 8.17.a, 8.17.b

Extended Response Prompt: Which challenges of the modern era were greater: the domestic challenges or the international ones? State a claim and support it with evidence from the unit.

Scoring Notes

Sample Claim	The international challenges America has faced in the modern era have been greater than the domestic challenges.
Reason	International events often put American lives at risk. They also have a profound impact on the American economy and even impact natural disasters faced by the United States.
Evidence	Even before the terrorist attacks of September 11, 2001, international events drew the United States into numerous armed conflicts in the modern era. Operation Desert Storm and Operation Restore Hope both put American lives on the line. The cost of military operations has been very high. Several terrorist attacks in the late 1990s also killed many Americans. The 9/11 attacks were one of the deadliest attacks in American history. This time, the violence did not occur overseas—it happened on American soil. Thousands of Americans were hurt or killed. The 9/11 attacks resulted in two wars, in Afghanistan and Iraq, that lasted for years and cost the country a great deal of money and lives. The attacks also led to the creation of the Department of Homeland Security and the passage of the USA PATRIOT Act, which many critics believe undermined the freedom of the American people. In addition to the impact of terrorism on the United States, globalization and offshoring have had an enormous impact on the country. American consumers benefit from lower cost products imported from other countries, but many American workers have also lost their jobs due to offshoring. Finally, environmental challenges around the world impact the United States. Sea level rise, coastal erosion, and saltwater intrusion require intervention. These environmental challenges impact national and global political decisions. Such issues are global, and the countries of the world must work together to address them. This is not something the United States can do on its own.

	For these reasons, it seems clear that the international challenges America has faced in the modern era have been greater than the domestic challenges.
Counter Claim and Response	Domestic challenges have greatly impacted the United States in the modern era. The Great Recession put millions of people out of work, and many others lost their homes. Gerrymandering and political partisanship have hurt our democracy as people harden into their beliefs. Confirmation bias, fueled by the Internet and cable TV news networks, makes the problem even worse. In addition, there is a growing gap between rich and poor Americans as the “hollowing out of the middle class” continues. Millions of Americans also lack medical insurance, which is a major problem. Finally, natural disasters such as Hurricanes Katrina, Rita, and Wilma killed many Americans and caused billions of dollars in property damage. These challenges, however, are not nearly as serious as the loss of life resulting from the rise in international terrorism. The country has always faced natural disasters (e.g., the Mississippi River flood of 1927) and economic crises (e.g., the Great Depression). These kinds of events are not new. But the threat of terrorism is something rather new, and it has even reached America itself. This is a far more significant development than political disputes or temporary economic downswings. In addition, we now live in a global world. Things that happen overseas impact the United States more now than in the past. We are more closely connected economically to other countries than ever before; events in other countries can profoundly impact American jobs and the availability of consumer goods.

Performance Task Rubric

3	Response is accurate, detailed, and persuasive. It addresses all parts of the prompt. The claim is clearly stated, well developed, and fully supported with relevant information that includes both content knowledge and source details. The response demonstrates sound, cohesive reasoning and analysis, making insightful and well-explained connections between the claim, information, and evidence. The writing is clearly articulated and focused and demonstrates strong understanding of the United States in the modern era; a few minor errors in spelling, grammar, or usage may be present. Response may cite some or all of the following details: - the rise of terrorism around the world, culminating in the 9/11 terrorist attacks on the United States and the subsequent responses (e.g., military action, USA PATRIOT Act) - the impact of globalization and offshoring on the American economy, including greater consumer choices and the decrease in U.S.
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	- manufacturing jobs - the impact of natural disasters such as Hurricanes Katrina, Rita, and Wilma - the causes and effects of the Great Recession and the growing gap in the United States between the wealthy and the middle/working class - the impact of technology—especially smartphones and the Internet—on American society, including political partisanship and confirmation bias - the impact of environmental challenges, such as population growth, sea level rise, coastal erosion, and saltwater intrusion
2	Response is mostly accurate, is somewhat detailed, and addresses the prompt. The claim is clearly stated and sufficiently supported and developed with some relevant information that includes both content knowledge and source details. The response demonstrates a general understanding of the United States in the modern era, with analysis and reasoning that are somewhat cohesive and sound but may be uneven. Connections between the claim, information, and evidence are made, but some explanations may be missing or unclear. The writing is organized and demonstrates control of conventions, but some minor errors may be present.
1	Response shows effort but is incomplete or limited and only partially addresses the prompt. The claim may be inaccurate or vague, but it is supported by at least one piece of relevant supporting information or evidence. The response shows some understanding of the United States in the modern era, but analysis and reasoning, while accurate, are vague, incomplete, or lacking connections. The writing may also exhibit issues with organization, focus, and/or control of standard English grammar.
0	Response is too brief or unclear to evaluate. It lacks an identifiable claim, accurate or relevant supporting information, and accurate analysis or reasoning. The response demonstrates minimal or no understanding of the United States in the modern era. The writing may exhibit major issues with organization, focus, and/or control of standard English grammar.