

SHIFT HAPPENS	MAJOR HISTORICAL EVENTS BY CHAPTER	NATIONAL COUNCIL FOR SOCIAL STUDIES CURRICULUM THEMES
<b>SECTION ONE</b>	<b>THE AGE OF DISCOVERY TO THE CIVIL WAR 1492–1865</b>	
<b>Chapter 1</b>	Marco Polo	<b>#2 Time, Continuity, and Change</b> Develop an understanding of ethical and moral issues as they learn about important events and developments. Begin to recognize that stories can be told in different ways, and that individuals may hold divergent views about events in the past. Recognize that human decisions have consequences.
<b>IS SHE REALLY GOING TO START WITH MARCO POLO AND CHRISTOPHER COLUMBUS</b>	Christopher Columbus	
	The Age of Discovery	
	Lokono Nation (Arawak) and the Carib Nation genocide	
<b>Chapter 2</b>	John Smith and Jamestown	<b>#7 Production, Distribution, and Consumption</b> What is to be produced? How is production to be organized? How are goods and services to be distributed and to whom? What is the most effective allocation of the factors of production (land, labor, capital, and entrepreneurship)?
<b>SOMEBODY'S GOTTA WORK</b>	The Virginia Company	
	Feudalism dies-Capitalism is born	
	Enclosures	
	Indentured Servants	
	Propaganda	
<b>Chapter 3</b>	Bacon's Rebellion	<b>#6 Power, Authority, Governance</b> What are the purposes and functions of government? How do we establish order and security that is fair and just? What is a just society? How do people work to promote positive societal change? What are the limits of authority? How are individual rights protected and challenged within the context of majority rule? What are the rights and responsibilities of citizens in a constitutional democracy?
<b>RUNNING, RIOTING, AND REVOLTING</b>	Dutch West India Company, Hudson Bay Company	
	Enslaved people revolt	
	Leisler's Rebellion	
<b>Chapter 4</b>	Free Laborer is born from trade and season	<b>#7 Production, Distribution, and Consumption</b> What is to be produced? How is production to be organized? How are goods and services to be distributed and to whom? What is the most effective allocation of the factors of production (land, labor, capital, and entrepreneurship)?
<b>CAPITALISM GOES VIRAL</b>	Commodity market begins	
	Workers and Market Fluctuations	
	Guilds and Benevolent Societies form around trade/skill (European model)	
	Communication hinders growth of early organizing	
	Land Bank Failure	
<b>Chapter 5</b>	Britain squashes Colonies with rules	<b>#5 Individuals, Groups, and Institutions</b> We organize ourselves around common needs, beliefs, and interests. Schools, religious institutions, families, government agencies, and the courts (institutions) take their core social values from us because they are us and we, them. We both form them and are formed by them. How am I influenced by institutions? How do institutions promote social conformity and influence culture. How do we encouraged institutional change for the common good. What is my role in institutional change?
<b>A RIOTOUS MOB FOUNDS A NATION</b>	We the People but not you the people	
	Workers form military organizations like the Sons of Liberty	
	Liberty, democracy, happiness, and equality weren't exactly what the Fathers had intended	
<b>Chapter 6</b>	Commodities Market on the go following the Revolution due to wars in Europe	<b>#7 Production, Distribution, and Consumption</b> What is to be produced? How is production to be organized? How are goods and services to be distributed and to whom? What is the most effective allocation of the factors of production (land, labor, capital, and entrepreneurship)?
<b>AN ORGY OF FRAUD</b>	Industry slow out of the gate due to no infrastructure, farming, and the Southern Powers	
	Embargo Act and the Non-Intercourse Act	
	War of 1812	
	Embargo, Non-Intercourse, and War of 1812 lead to industry in the North	
	South and North power alliance, cotton fuels textile	
	Samuel Slater and Pawtucket, RI	
	Children and young women become original factory workers	
	Rise of corporations (22K by the time of the Civil War)	
	Company towns rise due to rise in corporations	
	Business Associations begin	
	Monopolies are introduced	
	Fraud proliferates	
	Economic crises: recessions and depressions: 1819, 1837, 1857, 1860	
<b>Chapter 7</b>	Birth of Merchant Capitalist (middle man)	<b>#5 Individuals, Groups, and Institutions</b> We organize ourselves around common needs, beliefs, and interests. Schools, religious institutions, families, government agencies, and the courts (institutions) take their core social values from us because they are us and we, them. We both form them and are formed by them. How am I influenced by institutions? How do institutions promote social conformity and influence culture. How do we encouraged institutional change for the common good. What is my role in institutional change?
<b>FATAL FLAW</b>	Small shop demise	
	Philadelphia Cordwainers	
	Skilled vs. Unskilled	
	Labor organizing is a conspiracy against society	
	Federalists vs. Dem Republicans, Hamilton vs. Jefferson, Central vs. State, North vs. South	
	Democratic Republicans ironically tout Bill of Rights, winning the vote of white working men	
	White men form political societies to build a win for Democratic Republicans	
<b>Chapter 8</b>	Labor Movement officially begins in 1827 with the Philadelphia Mechanics Union of Trade	<b>#4 Individual Development and Identity AND #5 Individuals, Groups, and Institutions</b> Who we are is shaped by an individual's culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside of an individual's own culture throughout development. Be aware of the relationships between social norms and emerging personal identities. We organize ourselves around common needs, beliefs, and interests. Schools, religious institutions, families, government agencies, and the courts (institutions) take their core social values from us because they are us and we, them. We both form them and are formed by them. How am I influenced by institutions? How do institutions promote social conformity and influence culture. How do we encouraged institutional change for the common good. What is my role in institutional change?
<b>YOU MADE IT!</b>	The fight for a ten-hour workday, turns into the first General Strike	
	Corps introduce false patriotism, saying ten hours is "UnAmerican"	
	Pyramid of Oppression	
	Philadelphia wins ten hours and unions immediately grow from 25K to 300K	
	Locals develop	

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<b>Chapter 1</b>	Marco Polo	#2 Time, Continuity, and Change
	Union newspapers are born	
	The first National Union takes up nat'l minimum wage, nat'l working hours, public ed and libraries	
	Debtors prison grows prison labor while corps go bankrupt before payday and walk with the money	
	Workers realize they need to be represented in government to create laws that protect them	
<b>Chapter 9</b>	Labor puts up representatives	#6 Power, Authority, Governance AND #7 Production, Distribution, Consumption What are the purposes and functions of government? How do we establish order and security that is fair and just? What is a just society? How do people work to promote positive societal change? What are the limits of authority? How are individual rights protected and challenged within the context of majority rule? What are the rights and responsibilities of citizens in a constitutional democracy? AND What is to be produced? How is production to be organized? How are goods and services to be distributed and to whom? What is the most effective allocation of the factors of production (land, labor, capital, and entrepreneurship)?
<b>HEAVEN AND HELL</b>	1857 depression, killing almost all labor organizing and organizations	
	Utopian Socialists	
	Capitalism, Socialism, Communism	
	Hard work doesn't pay off	
	Red scare and Red baiting begins	
	Agrarians	
	Speed ups	
	Sara Bagley and the Female Labor Reform Society help win the second fight for ten hours	
	Government allows clauses to have workers work more than ten hours	
<b>Chapter 10</b>	Springtime of Peoples in Europe (1848 Revolution against Absolutism)	#1 Culture AND #9 Global Connections How do various aspects of culture such as belief systems, religious faith, or political ideals, influence other parts of a culture such as its institutions or literature, music, and art? How does culture change over time to accommodate different ideas, and beliefs? AND How does globalization change societies? What are benefits and/or problems associated with global interdependence? Think about and acknowledge different perspectives on these benefits and problems? What influence has increasing global interdependence had on patterns of international migration? How should people and societies balance global connectedness with local needs?
<b>FOREIGNERS AND FRIGHTFUL ATROCITIES</b>	People lose the revolution and flood the U.S. because it is a democracy	
	1840-1860 sees high immigration in response to Springtime revolution loss	
	Depression of 1857, capitalists use the depression and immigration to divide workers	
	Immigrants mostly populate the North (not the South)	
	Enslaved people continue to revolt in the South	
	Western Expansion, Manifest Destiny, Mex-Am War, Indian Removal Act all pressure slavery	
	Democrats vs. Whigs (who took over from Federalists) are challenged Republican newcomers	
	John Brown revolts against slavery	
	Abraham Lincoln is elected	
<b>Chapter 11</b>	Civil War, workers fought and the rich paid \$300 each to get out of it	#10 Civics You are a citizen in a nation. What does this mean? Rights and responsibility. Rights are not a sure thing. Do we have an individual responsibility for keeping them secure?
<b>BUSTED DREAMS</b>	Homestead Act gives most land to corps/speculators, ending worker hopes of returning to farming	
<b>SECTION TWO</b>	<b>THE INDUSTRIAL REVOLUTION TO THE GILDED AGE 1873–1900</b>	
<b>Chapter 12</b>	The Act to Encourage Immigration of 1864...Indentured Servants 2.0	#2 Time, Continuity, and Change Develop an understanding of ethical and moral issues as they learn about important events and developments. Begin to recognize that stories can be told in different ways, and that individuals may hold divergent views about events in the past. Recognize that human decisions have consequences.
<b>WELCOME TO THE NEW HOT MESS</b>	Eminent domain	
	Reconstruction and Jim Crow	
	NLU and KoL- two new National Unions rise	
	Jay Cooke lock his bank, setting off the Depression of 1873	
	1873 depression kills unions...unemployment, company militaries, corporate spy rings all rise	
<b>Chapter 13</b>	Great Upheaval of 1877 in response to years of depression	#5 Individuals, Groups, and Institutions We organize ourselves around common needs, beliefs, and interests. Schools, religious institutions, families, government agencies, and the courts (institutions) take their core social values from us because they are us and we, them. We both form them and are formed by them. How am I influenced by institutions? How do institutions promote social conformity and influence culture. How do we encouraged institutional change for the common good. What is my role in institutional change?
<b>ALL HELL BREAKS LOOSE</b>	The upheaval begins with railroads and blossoms into a general strike	
	The US Army marches on civilians for the first time	
	Corps and gov tighten bonds after putting down the strike, ushering in the Gilded Age	
<b>Chapter 14</b>	The Gilded Age, a time of great inequality	#7 Production, Distribution, and Consumption What is to be produced? How is production to be organized? How are goods and services to be distributed and to whom? What is the most effective allocation of the factors of production (land, labor, capital, and entrepreneurship)?
<b>EAT THE RICH</b>	Corps receive huge gov handouts, engage in theft, and strengthen the pyramid of oppression	
<b>Chapter 15</b>	Socialist books and clubs begin	#2 Time, Continuity, and Change Develop an understanding of ethical and moral issues as they learn about important events and developments. Begin to recognize that stories can be told in different ways, and that individuals may hold divergent views about events in the past. Recognize that human decisions have consequences.
<b>HOPE BETWEEN THE PAGES</b>	Despair births anarchism and unionism	
	Two national unions rise: ILU and KoL (KoL again), with the AFL forming on the side	
<b>Chapter 16</b>	1886 arrives with the pyramid of oppression in full swing	
<b>1886</b>	Socialism building	#6 Power, Authority, and Governance What are the purposes and functions of government? How do we establish order and security that is fair and just? What is a just society? How do people work to promote positive societal change? What are the limits of authority? How are individual rights protected and challenged within the context of majority rule? What are the rights and responsibilities of citizens in a constitutional democracy?
	May Day introduced by budding AFL	
	First May Day turns into a general strike, and then into Haymarket	
	Bomb thrown in Haymarket during a memorial for workers	
	8 workers convicted for the bomb, 4 are hanged.	
<b>Chapter 17</b>	Rise of Red baiting, corp and gov violence against workers, and spy building	#1 Culture

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Chapter 1	Marco Polo		#2 Time, Continuity, and Change How do various aspects of culture such as belief systems, religious faith, or political ideals, influence other parts of a culture such as its institutions or literature, music, and art? How does culture change over time to accommodate different ideas, and beliefs?
SUGAR, SPIES, AND SUPPRESSION	Pinkerton agency heyday		
	Thibodaux massacre		
Chapter 18	Homestead Strike		#6 Power, Authority, and Governance What are the purposes and functions of government? How do we establish order and security that is fair and just? What is a just society? How do people work to promote positive societal change? What are the limits of authority? How are individual rights protected and challenged within the context of majority rule? What are the rights and responsibilities of citizens in a constitutional democracy?
OH, FRICK	Goldman and Bergman attendat		
	Samuel Gompers moves toward trade (craft) (skilled) unionism		
Chapter 19	Eugene V. Debs and the ARU (American Railway Union) move toward Industrial unionism		#6 Power, Authority, and Governance What are the purposes and functions of government? How do we establish order and security that is fair and just? What is a just society? How do people work to promote positive societal change? What are the limits of authority? How are individual rights protected and challenged within the context of majority rule? What are the rights and responsibilities of citizens in a constitutional democracy?
DEATH BY DEVIL FISH	1893 Depression		
	ARU ditches Black RR workers		
	Pullman Strike		
Chapter 20	The invention of the injunction, used to turn striking workers into criminals		
	FA (Farmers Alliance) against corp farms, foreclosure, and tenant farming		#5 Individuals, Groups, and Institutions We organize ourselves around common needs, beliefs, and interests. Schools, religious institutions, families, government agencies, and the courts (institutions) take their core social values from us because they are us and we, them. We both form them and are formed by them. How am I influenced by institutions? How do institutions promote social conformity and influence culture. How do we encouraged institutional change for the common good. What is my role in institutional change?
BLOWING THAT SHIT UP	People's Party forms (Populists), giving Democrats and Republicans a run for their money		
	Pyramid of oppression divides Black and white farmers		
	Voting restrictions instituted to keep Black and poor white farmers from voting for Populists		
	Democrats and Republicans suck away enthusiasm by picking off a few of the Populists ideas		
SECTION THREE	THE PROGRESSIVE ERA 1900–1916		
Chapter 21	Eugenics		#4 Individual Development and Identity Who we are is shaped by an individual's culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside of an individual's own culture throughout development. Be aware of the relationships between social norms and emerging personal identities.
GOD AND SCIENCE PREFER THE RICH	AFL joins Progressives in working for the middle, stoking the pyramid of oppression		
Chapter 22	Monopolies rise, 4000 corps to 256		#5 Individuals, Groups, and Institutions We organize ourselves around common needs, beliefs, and interests. Schools, religious institutions, families, government agencies, and the courts (institutions) take their core social values from us because they are us and we, them. We both form them and are formed by them. How am I influenced by institutions? How do institutions promote social conformity and influence culture. How do we encouraged institutional change for the common good. What is my role in institutional change?
LEFT OUT IN THE COLD...AND HEAT	Growing number of business associations		
	Taylorism		
	Open shops		
	Lobby groups being deployed to influence government		
	Corporate unions, not giving a voice to workers		
Chapter 23	Rise in sweat shops		
	IWW, the newest industrial union, begins in 1905		#2 Time, Continuity, and Change Develop an understanding of ethical and moral issues as they learn about important events and developments. Begin to recognize that stories can be told in different ways, and that individuals may hold divergent views about events in the past. Recognize that human decisions have consequences.
WHAT JUSTICE IS	Joe Hill and the influence of music in organizing workers		
	Breaking the pyramid of oppression		
	Free speakers		
Chapter 24	IWW inspires AFL unions, like the ILGWU		#1 Culture How do various aspects of culture such as belief systems, religious faith, or political ideals, influence other parts of a culture such as its institutions or literature, music, and art? How does culture change over time to accommodate different ideas, and beliefs?
BROKEN NOSES AND BUSTED RIBS	Clara Lemlich and Frances Perkins		
	Shirtwaist Strike		
	JP Morgan's daughter joins as an ally, and the shirtwaist women inspire the cloak makers		
Chapter 25 - BETTER WORKING CONDITIONS, OR NO	Shirtwaist Factory Fire		#1 Culture - How do various aspects of culture such as belief systems, religious faith, or political ideals, influence other parts of a culture such as its institutions or literature, music, and art? How does culture change over time to accommodate different ideas, and beliefs?
Chapter 26	AFL corruption		#5 Individual, Groups, Institutions AND Science, Technology, and Society We organize ourselves around common needs, beliefs, and interests. Schools, religious institutions, families, government agencies, and the courts (institutions) take their core social values from us because they are us and we, them. We both form them and are formed by them. How am I influenced by institutions? How do institutions promote social conformity and influence culture. How do we encouraged institutional change for the common good. What is my role in institutional change? AND Is new technology always better than that which it replaces? How can we cope with the ever-increasing pace of change, or that technology might get out of control? How can we manage technology so that the greatest numbers of people benefit? How do science and technology affect our sense of self and morality?
STOP THE CHANGE	National Civil Federation		
	Bureaucratic control v. democratic unionism		
	Muckrakers		
	Skilled v. unskilled heats up due to the rise in machines		
	Politician action		
Chapter 27	San Francisco mayoral race		
	Lawrence Textile Strike		#2 Time, Continuity, and Change Develop an understanding of ethical and moral issues as they learn about important events and developments. Begin to recognize that stories can be told in different ways, and that individuals may hold divergent views about events in the past. Recognize that human decisions have consequences.
A MAGICAL COMBINATION	Local 20 of the IWW, Joseph Ettor, Big Bill Haywood, Elizabeth Gurley Flynn		
	Picket line moves		

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<b>Chapter 1</b>	Marco Polo	#2 Time, Continuity, and Change
	Democracy and organization	
<b>Chapter 28</b>	IWW, muckrakers, Debs (Socialist Party of America), and AFL all improving things for workers	#5 Individuals, Groups, Institutions We organize ourselves around common needs, beliefs, and interests. Schools, religious institutions, families, government agencies, and the courts (institutions) take their core social values from us because they are us and we, them. We both form them and are formed by them. How am I influenced by institutions? How do institutions promote social conformity and influence culture. How do we encouraged institutional change for the common good. What is my role in institutional change?
<b>ONE STEP FORWARD IS NOT ENOUGH STEPS</b>	Labor dept taken out of Commerce dept become a separate department in the government	
	Clayton Act of 1914	
	Adamson Act of 1916	
	Meat Inspection Act	
	Pure Food and Drug Act	
	Federal Trade Commission	
	Commision on Industrial Relations	
	Depression of 1914 hits	
	Ludlow Massacre	
<b>SECTION FOUR</b>	<b>WORLD WAR ONE AND THE FIRST RED SCARE, 1917-1920</b>	
<b>Chapter 29</b>	WWI starts in 1914, US is neutral	#9 Global Connections How does globalization change societies? What are benefits and/or problems associated with global interdependence? Think about and acknowledge different perspectives on these benefits and problems? What influence has increasing global interdependence had on patterns of international migration? How should people and societies balance global connectedness with local needs?
<b>SUBMARINES, A LUXURY LINER, AND SOME REALLY</b>	Corps go from \$1.5 billion in exports to \$4 billion in exports	
	US banks make the biggest loan (to Allied forces) in our history...not so neutral	
	Allied forces losing, and so bankers in danger of lose money	
	US enters WWI	
<b>Chapter 30</b>	Anti-war groups like the SPA gain lots of members	#10 Civics You are a citizen in a nation. What does this mean? Rights and responsibility. Rights are not a sure thing. Do we have an individual responsibility for keeping them secure?
<b>PARADES AND PROPAGANDA</b>	The National Security League, formed by businessmen operating in war materials to promote war	
	Bomb explodes at the Natl Security Leagues' parade, Tom Mooney (union organizer) arrested	
	Committee on Public Information forms (CPU), government organization established to sell war	
	Fear and nationalism are hyped, then legally mandated by the Espionage Act and Sedition Act	
<b>Chapter 31</b>	Robert Prager arrested for "disloyal utterances," and then murdered by his community	#2 Time, Continuity, and Change Develop an understanding of ethical and moral issues as they learn about important events and developments. Begin to recognize that stories can be told in different ways, and that individuals may hold divergent views about events in the past. Recognize that human decisions have consequences.
<b>COLLINSVILLE, TULSA, BISBEE, AND BUTTE</b>	Tulsa oil workers thrown in jail for union organizing, and then pulled from jail and tortured	
	Phelps Dodge (mining company) kidnaps oil workers for organizing, US gov helps	
	IWW organizer Frank Little heads to Butte following the Spectator Mining Disaster	
<b>Chapter 32</b>	Little is murdered, a turning point with gov takes over from corps as leader in worker repression	#6 Power, Authority, and Governance What are the purposes and functions of government? How do we establish order and security that is fair and just? What is a just society? How do people work to promote positive societal change? What are the limits of authority? How are individual rights protected and challenged within the context of majority rule? What are the rights and responsibilities of citizens in a constitutional democracy?
<b>THE "RIGHT" KIND</b>	DOJ (future FBI) - born in 1870, is not much of thing, will now become a thing	
	Corps and gov engage in campaign to take out the IWW	
	Why? IWW is an industrial union organizing across race and gender lines and across industries	
	Corps need the pyramid of oppression to stay in place, removing the IWW helps	
	Russian Revolution puts working class in a ruling seat	
	Lots of attacks on socialists and communists in the US	
<b>Chapter 33</b>	DOJ uses the law (breaking it) to take down the IWW	#6 Power, Authority, and Governance What are the purposes and functions of government? How do we establish order and security that is fair and just? What is a just society? How do people work to promote positive societal change? What are the limits of authority? How are individual rights protected and challenged within the context of majority rule? What are the rights and responsibilities of citizens in a constitutional democracy?
<b>THE "WRONG" KIND</b>	36 days after Little is murdered, the DOJ uses the Espionage Act to raid and arrest the IWW	
	Largest mass trial in US history (166 defendants) jury convicts in less than 30 minutes.	
<b>Chapter 34</b>	WWI ends, with gov, corps, and Gompers saying don't rock the boat	#5 Individuals, Groups, and Institutions We organize ourselves around common needs, beliefs, and interests. Schools, religious institutions, families, government agencies, and the courts (institutions) take their core social values from us because they are us and we, them. We both form them and are formed by them. How am I influenced by institutions? How do institutions promote social conformity and influence culture. How do we encouraged institutional change for the common good. What is my role in institutional change?
	Corps institute Open Shop (which will become Right to Work).	
<b>DON'T ROCK THE BOAT</b>	Workers rock the boat - 4 million workers engage in 3,630 strikes	
<b>Chapter 35</b>	The first Red Scare encompasses the IWW arrests and the Palmer Raids	#1 Culture How do various aspects of culture such as belief systems, religious faith, or political ideals, influence other parts of a culture such as its institutions or literature, music, and art? How does culture change over time to accommodate different ideas, and beliefs?
<b>A VILLAIN ORIGIN STORY</b>	J. Edgar Hoover and Attorney General A. Mitchell Palmer team up for the Palmer Raids	
	Raids helped by Immigration Act of 1918	
	Raids helped by Alien Act of 1918	
	Raids helped by Espionage Act, Sedition Act, Trading with the Enemy Act, state syndicalist laws	
	Raids helped by commercial press	
	Raids helped by bombs	
<b>Chapter 36</b>	Easy to hype the Red Scare because workers sympathized with the new Russian state	#2 Time, Continuity, and Change Develop an understanding of ethical and moral issues as they learn about important events and developments. Begin to recognize that stories can be told in different ways, and that individuals may hold divergent views about events in the past. Recognize that human decisions have consequences.
<b>BODIES AND BLOOD</b>	Sharecroppers strike in Philips County ends in bloodshed, jailed organizers saved by Ida B. Wells	
	Steelworkers v. Elbert Gary using the pyramid of oppression	
	Palmer Raids end with 10,000 Americans arrested	
	Over 2,000 people deported in raids, many without proper clothing or saying goodbye to family	

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<b>Chapter 1</b>	Marco Polo	#2 Time, Continuity, and Change
	Emma Goldman and Alex Berkman are deported in the Palmer Raids	
	Most of the actual German spies captured in the US are freed from jail, but IWW is not	
<b>SECTION FIVE</b>	<b>The Great Depression and the New Deal 1929–1938</b>	
<b>Chapter 37</b>	Mellon Tax Plan	#6 Power, Authority, and Governance What are the purposes and functions of government? How do we establish order and security that is fair and just? What is a just society? How do people work to promote positive societal change? What are the limits of authority? How are individual rights protected and challenged within the context of majority rule? What are the rights and responsibilities of citizens in a constitutional democracy?
<b>RAGS TO RAGS</b>	Rich own news media Battle of Blair Mountain	
<b>Chapter 38</b>	Women win vote, ACLU forms, Foster's TUEL, Randolph and his train porters, Gompers dies	
<b>PROFIT OVER PEOPLE</b>	Stock market crashes -both men in power and the commercial press denying the depth of it John Galbraith says (re: crash) US economy fundamentally unsound due to no regulation The Great Depression drives 75 percent of Americans below the poverty line CP (communist party) and the Trade Union Educational League's Unity League (TUEL-UL) AFL doesn't help unemployed but does attack both the CP and TUEL Violence against women rises 2 million Mexican Americans are deported Asian people are shut out through immigration law	#7 Production, Distribution, and Consumption What is to be produced? How is production to be organized? How are goods and services to be distributed and to whom? What is the most effective allocation of the factors of production (land, labor, capital, and entrepreneurship)?
<b>Chapter 39</b>	Help finally comes for working class	
<b>DIGGING OUT FROM UNDER ANOTHER ROCK BOTTO</b>	Norris-LaGuardia Act FDR(and Eleanor Roosevelt) into office with the New Deal Frances Perkins (first woman cabinet member) helps write New Deal National Industrial Recovery Act (NIRA) 7(a) giving unions collective bargaining rights Social Security The Wagner Act La Follette Committee to enforce the 150 year-old Bill of Rights	
<b>Chapter 40</b>	Missouri nut shellers (all women) join the Food Workers Industrial Union (FWIU)	#2 Time, Continuity, and Change Develop an understanding of ethical and moral issues as they learn about important events and developments. Begin to recognize that stories can be told in different ways, and that individuals may hold divergent views about events in the past. Recognize that human decisions have consequences.
<b>NUTS, AUTO PARTS, AND PISSED-OFF TRUCKERS</b>	The Norris–LaGuardia Act makes it illegal for Funsten to get an injunction NIRA gives nut workers the right to unionize and demand a minimum wage Nut workers win with the help of the CP and Jewish community Ohio Auto-Lite workers win with the help of the unemployed Minneapolis truckers take on the mighty Citizen's Alliance business association and wins Laws help workers and workers pour into unions	
<b>A BASEBALL GAME CHANGES EVERYTHING</b>	Umpire is not union, auto baseball teams sit down	
	GM is the biggest company in the world, keeps out unions GM completely infiltrated the UAW - 5 of the 13 UAW board members were GM spies AFL doesn't unionize the auto companies because it is an industry filled with unskilled workers The CIO is born...another industrial union vs. craft or trade union UAW is part of CIO, and Walter Reuther thinks up the GM sit down GM Sit Down was Jan 1937 in Michigan, but Ohio jumps it in Dec 1936 Judges and governor are invested in GM. President Roosevelt and Frances Perkins get involved...telling GM to negotiate, they will not. National Guard readies for battle...will people buy their cars if they kill people? GM negotiates UAW wins the Sit Down, and 3 million workers now pour into unions	#1 Culture How do various aspects of culture such as belief systems, religious faith, or political ideals, influence other parts of a culture such as its institutions or literature, music, and art? How does culture change over time to accommodate different ideas, and beliefs?
<b>Chapter 42</b>	Reuther v. The Ford Service Department	
<b>THE BATTLE OF THE OVERPASS</b>	First time Americans see photographic evidence of corp violence	
	The Republic Steel Massacre caught on film with police shooting and killing striking workers	#4 Individual Identity Who we are is shaped by an individual's culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside of an individual's own culture throughout development. Be aware of the relationships between social norms and emerging personal identities.
<b>Chapter 43</b>	Emma Tenayuca and the San Antonio Nut Strike	
<b>MORE NUTS</b>	Fair Labor Standards Act of 1938  Act hurts nut workers by declaring a minimum wage, nut company shuts down and mechanizes	
<b>SECTION SIX</b>	<b>The Second World War, the Second Red Scare, and the start of the Cold War 1938–1955</b>	
<b>Chapter 44</b>	Money repeats: corporate profits soar from \$6 billion in 1940 to \$11 billion in 1944.	#9 Global Connections How does globalization change societies? What are benefits and/or problems associated with global interdependence? Think about and acknowledge different perspectives on these benefits and problems? What influence has increasing global interdependence had on patterns of international migration? How should people and societies balance global connectedness with local needs?
<b>HISTORY REPEATS ITSELF</b>	Fear and Nationalism Repeats: sending thousands of Japanese Americans into jail Bad laws repeat: Espionage Act of 1917, the Smith Act, the Nationality Act The 1938 formation of HUAC (House Un-American Activities Committee) J. Edgar Hoover repeats: Radical Division had 37 cases of espionage in 1937, and 70,000 in 1940	
<b>Chapter 45</b>	Discrimination keeps Black people out of jobs, including discrimination by the government	
		#4 Individual Identity

SHIFT HAPPENS	MAJOR HISTORICAL EVENTS BY CHAPTER		NATIONAL COUNCIL FOR SOCIAL STUDIES CURRICULUM THEMES
SECTION ONE	THE AGE OF DISCOVERY TO THE CIVIL WAR 1492–1865		
Chapter 1	Marco Polo		#2 Time, Continuity, and Change Who we are is shaped by an individual's culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside of an individual's own culture throughout development. Be aware of the relationships between social norms and emerging personal identities.
DISCRIMINATION . . . ON REPEAT	A. Philip Randolph plans March on Washington to force nondiscrimination into gov contracts		
	FDR signs Executive Order 8802 ending discrimination in gov contracts thanks to Randolph		#6 Power, Authority, and Governance What are the purposes and functions of government? How do we establish order and security that is fair and just? What is a just society? How do people work to promote positive societal change? What are the limits of authority? How are individual rights protected and challenged within the context of majority rule? What are the rights and responsibilities of citizens in a constitutional democracy?
Chapter 46	Smith Act jails leaders of Teamsters in Minnesota because they're in the Socialist Workers Party		
DISLOYALTY . . . ON REPEAT	FDR promotes his friend Jimmy Hoffa for the Teamsters, who will link unions to organize crime		
	WWII ushers in Second Red Scare... WWII is against fascism but country goes after communism		
	Fascism operates in extremes—extreme nationalism, militarism, leaders		
	Disloyalty=communism because extremes (fascism) are what gov and corps use to keep power		
	AFL and CIO throw out communists		
	Big blow for CIO where the communists worked to rid unions of pyramid of oppression		
	Workers overworking for the war or dying in it		
Chapter 47	War good for business, they ask gov for a permanent red scare=The Cold War		#1 Culture How do various aspects of culture such as belief systems, religious faith, or political ideals, influence other parts of a culture such as its institutions or literature, music, and art? How does culture change over time to accommodate different ideas, and beliefs?
A NEVER-ENDING RED SCARE	Cold War a hard sell to the working class because Soviets had been an amazing ally in the war		
	Not true, the people benefiting from fear and nationalism shout		
Chapter 48	Walter Reuther asks for a raise for auto workers		#7 Production, Distribution, and Consumption What is to be produced? How is production to be organized? How are goods and services to be distributed and to whom? What is the most effective allocation of the factors of production (land, labor, capital, and entrepreneurship)?
EVERYBODY EATING PIE IS SOCIALISM	GM says it can't afford it		
	Reuther points out that GM profits rose 50 percent since 1941 (and were still rising)		
	GM says they must raise price of cars		
	Expensive cars cause inflation, hurting people, people blame greedy workers, not greedy corps		
	Truman gets involved, but then 1946 happened		
Chapter 49	1946 sees 5,000 strikes of 5 million workers.		#6 Power, Authority, and Governance What are the purposes and functions of government? How do we establish order and security that is fair and just? What is a just society? How do people work to promote positive societal change? What are the limits of authority? How are individual rights protected and challenged within the context of majority rule? What are the rights and responsibilities of citizens in a constitutional democracy?
1946 Happens	Workers were hurting due to still-in-place war-time wage freezes and rising inflation		
	Gov/Bus/Press blasted Cold War "news" like Red Army planning an invade of Detroit...it wasn't		
	Truman Doctrine-gov policies fighting authoritarian threats, read "communist threats"		
	Proxy wars begin; Cuba, Vietnam, Korea, etc.		
	Commission on Loyalty ushers in Joe McCarthy, the new A. Mitchell Palmer		
	Workers attempting to better their lives become Socialists or Communists, read "Un-American"		
	Taft-Hartley Act, a "new deal" for business		
	Right to Work laws rise where workers don't have to pay union dues, weakening unions		
	Strikes fall 40 percent, and speedups, injunctions, spies, and oaths against communism all return		
Chapter 50	GM CEO sees Eisenhower's Interstate Highway program in the near future		#7 Production, Distribution, and Consumption What is to be produced? How is production to be organized? How are goods and services to be distributed and to whom? What is the most effective allocation of the factors of production (land, labor, capital, and entrepreneurship)?
THE TREATY OF DETROIT	GM offers historic 2-year contract...first time ever COLA and profit sharing		
	Next comes an historic five-year contract		
	Welcome to the world Middle Class (white men)		
Chapter 51	Not a white man? Things not so great.		#4 Individual Identity Who we are is shaped by an individual's culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside of an individual's own culture throughout development. Be aware of the relationships between social norms and emerging personal identities.
SOMETHING NEW IS COOKING ON THE FREEDOM TR	Eisenhower wins presidency,		
	Eisenhower dismembers New Deal and hands more than \$50 billion worth of public land to corps		
	Business announces: Any union can be a potential danger to industrial society		
	In 1955, the CIO and AFL merge - bringing together 145 unions and 15 million members.		
	Corps move south to prey on easily exploited Black workers - pyramid of oppression.		
	Jim Crow and white terrorist groups make it impossible for southern Black workers to organize		
SECTION SEVEN	The Golden Age of Capitalism and Labor Peace 1955–1975		
Chapter 52	Not golden or peaceful - civil rights begins due to being left out		#10 Civics You are a citizen in a nation. What does this mean? Rights and responsibility. Rights are not a sure thing. Do we have an individual responsibility for keeping them secure?
NEITHER GOLDEN NOR PEACEFUL	Civil Rights can't be separated from Labor Rights		
	In 1940, richest 10% made 50% of all income, in 1970, richest 10% made 30% of all income		
	Where did the 20% between 1940 and 1979 go? ...to create middle class		
Chapter 53	What stands at the employment office door is the body you're born in		#4 Individual Identity Who we are is shaped by an individual's culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside of an individual's own culture throughout development. Be aware of the relationships between social norms and emerging personal identities.
THE BODY YOU'RE BORN IN	Rich are kept in place by laws they enact...poor are kept in place by laws enacted by the rich		
	Black workers ask for help from the AFL-CIO, don't get it		
	Montgomery Bus Boycott without AFL-CIO support		
	Southern Black workers buried by KKK, White Citizens Council, Jim Crow, and eugenic ideas		
	March on Washington and "I have a dream"		#4 Individual Identity Who we are is shaped by an individual's culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside of an individual's own culture throughout development. Be aware of the relationships between social norms and emerging personal identities.
	1964 Civil Rights Act		
Chapter 54	Larry Itliong starts the Filipino Farm Labor Union (FFLU)		
HUELGA!	Cesar Chavez and Dolores Huerta start the National Farm Workers Association (NFWA)		
	Delano Grape Strike		

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<b>SECTION ONE</b>	<b>THE AGE OF DISCOVERY TO THE CIVIL WAR 1492–1865</b>	
<b>Chapter 1</b>	Marco Polo	#2 Time, Continuity, and Change
<b>Chapter 55</b>	Memphis Sanitation Strike	#4 Individual Identity
<b>I AM A MAN</b>	T. O. Jones—once a tub-toter himself, and now an organizer with AFSCME, leads the strike	Who we are is shaped by an individual's culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside of an individual's own culture throughout development. Be aware of the relationships between social norms and emerging personal identities.
	Community on the Move for Equality (COME) forms inspired by a Bible verse	
	March in Memphis breaks down when police ride over people's feet.	
	Dr. Martin Luther King Jr. who was working on his new Poor People's Campaign to come down	
	A second march turns violent as police beat, mace and arrest hundreds	
	King is murdered in Memphis	
<b>Chapter 56</b>	A third march has workers, King's wife and children, and 40K people...tub-toters given a contract	
<b>A FINAL GIFT</b>	Things are changing due to Civil Rights and Labor Movements	#2 Time, Continuity, and Change
		Develop an understanding of ethical and moral issues as they learn about important events and developments. Begin to recognize that stories can be told in different ways, and that individuals may hold divergent views about events in the past. Recognize that human decisions have consequences.
	The Occupational Safety and Health Act (OSHA) is established	
	The Environmental Protection Agency (EPA) is established	
	In 1975, the California Agricultural Labor Relations Act gave grape pickers the right to form unions	
<b>SECTION EIGHT</b>	<b>Neoliberalism and the Labor Movement Decline 1975–2008</b>	
<b>Chapter 57</b>	The story of oil	#7 Production, Distribution, Consumption
<b>OIL</b>	Senecas, Colonials, medicine, fuel, JD Rockefeller and Standard Oil,	What is to be produced? How is production to be organized? How are goods and services to be distributed and to whom? What is the most effective allocation of the factors of production (land, labor, capital, and entrepreneurship)?
	Corps try to make deals with indigenous nations and other countries	
	Oil showing up in our cars, our homes, and our food packaging	
	During WWII, we rationed it for the first time	
	After World War II, oil would begin starting its own wars.	
	In 1970, oil production reaches peak in US, but our consumption leads to 1971 energy crisis	
	The US supports Israel in a war against the rest of the Middle East, so the Middle East says no oil	
	What did oil companies do? They raised the price of oil and made more money	
	The crisis deepened	
	The working class is drilling it, refining it, trucking it, and pumping it to the tune of millions of jobs	
	Oil is every where and in everything, and without it, the country falls into a recession	
	The US response, more deregulation (Neoliberalism. A new liberated market...or free market)	
	Those who control oil continue to mess up the world today	
<b>Chapter 58</b>	Bicentennial happens with recession, inflation, unemployment, Vietnam lost, Civil Rights fresh	#9 Global Connections
		How does globalization change societies? What are benefits and/or problems associated with global interdependence? Think about and acknowledge different perspectives on these benefits and problems? What influence has increasing global interdependence had on patterns of international migration? How should people and societies balance global connectedness with local needs?
<b>THE FREE MARKET</b>	International Business Association is born, The Trilateral Commission	
	The Federal Trade Commission's Fairness Doctrine is nixed, along with school lunches, EPA, etc.	
<b>Chapter 59</b>	PATCO Strike	#2 Time, Continuity, and Change
<b>THE UNFRIENDLY SKIES</b>	Organized labor not compatible with the free market	Develop an understanding of ethical and moral issues as they learn about important events and developments. Begin to recognize that stories can be told in different ways, and that individuals may hold divergent views about events in the past. Recognize that human decisions have consequences.
<b>Chapter 60</b>	Phelps Dodge is back in 1983...removing COLA and health care, and instituting tiers	#6 Power, Authority, and Governance
<b>THOSE DAMN MINING COMPANIES</b>	Oil had created a recession, Phelps Dodge used it to increase profit	What are the purposes and functions of government? How do we establish order and security that is fair and just? What is a just society? How do people work to promote positive societal change? What are the limits of authority? How are individual rights protected and challenged within the context of majority rule? What are the rights and responsibilities of citizens in a constitutional democracy?
	Workers went on strike, Phelps Dodge hired new workers	
	Phelps Dodge had workers vote for decertification of the union...other corps followed	
	Union busting companies formed to help corps...union membership dropped.	
<b>Chapter 61</b>	The recession depended, unions broke, wage inequality rose (continuing until...now)	#9 Global Connections
<b>THEY'VE GONE TOO FAR</b>	North American Trade Agreement (NAFTA)-corps can cross borders (Mexico/Canada), labor can't	How does globalization change societies? What are benefits and/or problems associated with global interdependence? Think about and acknowledge different perspectives on these benefits and problems? What influence has increasing global interdependence had on patterns of international migration? How should people and societies balance global connectedness with local needs?
	The Rust Belt-manufacturing moves to Mexico for cheaper labor and factories rust in the sun	
	All those American corps in Mexico cause trauma to Mexico's small businesses	
	This trauma uproots millions of Mexican workers, where they head north to the US.	
	Since these were people and not corps, their moves were illegal.	
	NAFTA would eventually 700,000 US workers out of a job	
<b>Chapter 62</b>	Environmentalists, unions, and social justice/community orgs fight back.	
<b>"SAVE A LOGGERS, EAT AN OWL"</b>	Lumber company v Environmentalists	#3 People, Places, and Environment
	IPCC in 1988, the Intergovernmental Panel on Climate Change	
	Environmentalists want clear cutting by lumber companies (hurting environment) stopped	There is a link between humans and the physical world (land and water). Climate, weather and seasons, and natural resources affect us.
	Lumber company turns fight into lumber workers vs environmentalists...the pyramid of oppression	
<b>Chapter 63</b>	The story of the Culinary Workers Union, local 226	
<b>WHAT HAPPENED IN VEGAS, SHOULD NOT STAY IN VEGAS</b>	Scrappy 226 proposes helping Mirage stop a foreigner tax, but Mirage must unionize, they win	#5 Individuals, Groups, and Institutions
		We organize ourselves around common needs, beliefs, and interests. Schools, religious institutions, families, government agencies, and the courts (institutions) take their core social values from us because they are us and we, them. We both form them and are formed by them. How am I influenced by institutions? How do institutions promote social conformity and influence culture. How do we encourage institutional change for the common good. What is my role in institutional change?
	MGM moves to Vegas and will not bargain with 226	
	226 does it again by writing to MGM shareholders asking how much will they bet on a strike	
<b>Chapter 64</b>	Community orgs/social justice groups help workers - Coalition of Immokalee Workers (CIW)	#5 Individuals, Groups, and Institutions



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<b>Chapter 1</b>	Marco Polo	<b>#2 Time, Continuity, and Change</b> We organize ourselves around common needs, beliefs, and interests. Schools, religious institutions, families, government agencies, and the courts (institutions) take their core social values from us because they are us and we, them. We both form them and are formed by them. How am I influenced by institutions? How do institutions promote social conformity and influence culture. How do we encouraged institutional change for the common good. What is my role in institutional change?
<b>THE TOMATO WARS</b>	1960 Harvest of Shame documentary...thirty years later nothing has changed for tomato workers	
	Tomato corps cut pay-CIW helps workers strike- they win but old wage hasn't risen for 15ys	
	Two years later, CIW helps workers strike and win a ten cent raise	
	Two years later, CIW helps workers strike again, but get nothing	
	CIW leads a march to the tomato business association asking to stop abuse of workers. Nothing.	
	Agricultural workers didn't have the same rights to collective bargaining given to industrial workers	
	Taco Bell signs a contract with tomato corps, CIW jumps on Taco Bell, the Bell says we don't care	
	CIW knows who does...in steps college students	
	Fast food franchises sign on with CIW's code of conduct and pay a penny more directly to workers	
	Not BK, an executive uses his kid's social media to blast lies about CIW, but is found out. BK signs	
	Business association steps in...tries to shut down CIW and the tomato workers	
	Pacific Tomato Growers signs the deal before Yom Kippur, ending the tomato wars...	
	mostly, Wendy's still not signed	
<b>Chapter 65</b>	History on Repeat as we head into the 21st Century	<b>#10 Civics</b> You are a citizen in a nation. What does this mean? Rights and responsibility. Rights are not a sure thing. Do we have an individual responsibility for keeping them secure?
<b>AGAIN</b>	AFL-CIO breaks into two: AFL-CIO and CHANGE to Win (CTW)	
	...later becoming AFL-CIO and Strategic Organizing Committee (SOC)	
	1999 Seattle Protest against the World Trad Organization (WTO) 40k march against inequality	
	In 1990, CEO pay was 85 X avg. worker pay. By 1999, CEO pay is 475 X avg. worker pay	
	2000 Election of Gore v Bush	
	Electoral College	
	Stop the Steal Rallies	
	The Supreme Court chooses our president	
	September 11th	
	Oil again. War again. Terrible laws again (USA PATRIOT Act)	
	Privatization. Tax dollars handed to private corporations to do public stuff	
	...stuff like war, where American contractors outnumbered the military in Iraq	
	Corps will make \$72 billion from the War on Terror	
	Stock market crashes, again.	
<b>SECTION NINE</b>	<b>Progressive Neoliberalism 2008–to the present</b>	
<b>Chapter 66</b>	Recession—unregulated corporate and banking structures	<b>#7 Production, Distribution, and Consumption</b> What is to be produced? How is production to be organized? How are goods and services to be distributed and to whom? What is the most effective allocation of the factors of production (land, labor, capital, and entrepreneurship)?
<b>COMMON SENSE</b>	\$498 in Recovery Funds to corps instead of reforming	
	Citizens United v Federal Election Commission, removes limits on political spending by corps	
<b>Chapter 67</b>	W's Act 10 removes ability to bargain over benefits and working conditions by public unions	<b>#6 Power, Authority, and Governance</b> What are the purposes and functions of government? How do we establish order and security that is fair and just? What is a just society? How do people work to promote positive societal change? What are the limits of authority? How are individual rights protected and challenged within the context of majority rule? What are the rights and responsibilities of citizens in a constitutional democracy?
<b>THE TERRIBLE, HORRIBLE, NO GOOD, VERY BAD LA</b>	Common sense: business runs things better, the money will trickle down, the rich deserve it	
	Scott Walker follows Act 10 with the "right- to-work" law—workers can opt out of paying union dues	
<b>Chapter 68</b>	Privatization of American Schools, fight begins in Chicago	<b>#2 Time, Continuity, and Change</b> Develop an understanding of ethical and moral issues as they learn about important events and developments. Begin to recognize that stories can be told in different ways, and that individuals may hold divergent views about events in the past. Recognize that human decisions have consequences.
<b>HEY, KIDS, HAND OVER THE MONEY</b>	George W. Bush's No Child Left Behind and piles of testing	
	Barack Obama's Race to the Top introduces more charter schools (privately run w/public money)	
	Karen Lewis leads the Chicago Teachers Union on strike	
<b>Chapter 69</b>	Community Orgs/Social Justice Grps join forces with Unions	<b>#5 Individuals, Groups, and Institutions</b> We organize ourselves around common needs, beliefs, and interests. Schools, religious institutions, families, government agencies, and the courts (institutions) take their core social values from us because they are us and we, them. We both form them and are formed by them. How am I influenced by institutions? How do institutions promote social conformity and influence culture. How do we encouraged institutional change for the common good. What is my role in institutional change?
<b>UNIONS ARE COMMUNITIES AND COMMUNITIES ARE</b>	SEIU and New York Communities for Change (NYCC) begin the Fight for \$15	
	No collective bargaining due to fast food franchising, so they plan a one-day walkout	
	Study found poor wages and no benefits pushed 50% of fast food workers to public assistance	
	Seattle Airport, town of SeaTac votes for \$15	
	Other towns, cities, and corporations follow	
	California Fast Food Accountability and Standards Recovery Act gives a voice to fast food workers	
<b>Chapter 70</b>	Red for Ed Strikes	<b>#1 Culture</b> How do various aspects of culture such as belief systems, religious faith, or political ideals, influence other parts of a culture such as its institutions or literature, music, and art? How does culture change over time to accommodate different ideas, and beliefs?
<b>DUMB BUNNIES</b>	Jim Justice, WV, gives teachers a 1% raise, but raises healthcare AND adds an exercise app	
	Ok, AZ, GA, CO, KT, and TN, and CA teachers walk out on strike	
	Janus v AFSME - now no federal employee has to pay union dues...stripping unions of power	
<b>Chapter 71</b>	COVID hits	<b>#3 People, Places, and Environment</b> There is a link between humans and the physical world (land and water). Climate, weather and seasons, and natural resources affect us.
<b>COOL NICKNAME, STILL DYING</b>	Essential Workers: John Deere, Kellogg, Nabisco,	
	Striketober	
	Great Resignation, 4.3 million people leave their jobs in January of 2022	
<b>Chapter 72</b>	Gig workers - no benefits, no union, no say	<b>#8 Science, Technology, and Society</b>





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