New Mexico Instructional Scope

Social Studies Guide

Key		
⚓	*Anchor Standard*	Anchor standards, as identified by the New Mexico social studies standards, are denoted with an anchor icon. Anchor standards are broader concepts that provide continuity across the grade levels, but which are more specifically defined in the standard statement at each level. The anchor standards are not themselves designed to be assessed but to provide an organizing feature across all grade levels. Anchor standards will be color-coded to represent their strand: (1) civics and government, (2) economics, (3) geography, (4) history, (5) ethnic, cultural, and identity studies, and (6) inquiry. **Civics and Government** **Economics** **Geography** **History** **Ethnic, Cultural and Identity** **Inquiry**
	Priority Standard	Priority standards, as identified by practicing educators and NMPED, are denoted with red highlighting. Priority standards are the most critical prerequisite skills and knowledge a student needs. This does not mean that these are only standards required to be taught, just these are the standards that will allow for the acceleration the students of New Mexico need during this time. All standards should be covered during the school year, priority standards identify for teachers where to prioritize while still covering all standards throughout the year.

DEFENDING EDUCATION

High School U.S. History
Theme 1: Reconstruction (1865-1877)

Compelling Question	Inquiry Alignment
How and why do we as a country or nation still struggle with the idea of racial equality?	**9-12.US.2. Develop supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge.**
	9-12.US.11. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

Standards at a Glance

Theme 1: Reconstruction (1865–1877)	
Anchor Standard *The student demonstrates an understanding of:*	**Performance Standard** *Therefore, the student is able to:*
History 15. Historical Change, Continuity, Context, and Reconciliation	• 9-12.US.13. Evaluate the long-term consequences of the end of Reconstruction and the rise of Jim Crow on formerly enslaved people and their descendants in all regions of the country.
History 16. Cause and Consequence	• 9-12.US.14. Analyze the short- and long-term effects of the end of the Civil War and Reconstruction period.
History 18. Critical Consciousness and Perspectives	• 9-12.US.15. Evaluate how the events of Reconstruction impacted people from diverse groups. • 9-12.US.16. Explore African American economic, political, and sociocultural (educational, artistic, literary) responses to emancipation and Reconstruction. • 9-12.US.17. Identify the ways in which gender roles were changing and remained unchanged during the 19th century.
History 19. Power Dynamics, Leadership, and Agency	• 9-12.US.18. Explore the efforts of the federal government, African Americans, and civil society reformers to create a new political and social order after emancipation.
Ethnic, Cultural, and Identity Studies 20. Diversity and Identity	• 9-12.US.19. Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy. • 9-12.US.20. Identify and explore how current traditions, rights, and norms of identity groups have changed or are changing over time.
Geography 14. Human-Environmental Interactions and Sustainability	• 9-12.US.21. Assess how social, economic, political, and environmental developments at global, national, regional, and local levels affect the sustainability of modern and traditional cultures.

DEFENDING EDUCATION

Grade	Anchor Standard: History 15. Historical Change, Continuity, Context, and Reconciliation	
	Performance Standard(s)	
HS	**9-12.US.13. Evaluate the long-term consequences of the end of Reconstruction and the rise of Jim Crow on formerly enslaved people and their descendants in all regions of the country.**	
	Sample Concept/Content	**Supporting Questions**

	• Sharecropping/tenant farming
	• Restrictive and discriminatory laws/Black Codes
	• Disenfranchisement
	• White supremacist terrorism and vigilantism
	  ○ Ku Klux Klan
	  ○ Extra judicial killings
	• Acknowledgement of systemic racism as part of the settlement or colonization of America
	• Acknowledgment of a slave based economy in the South
		• What conditions and features of American society contributed to the unfinished nature of Reconstruction?
		• What aspects of radical reconstruction are a work in progress, still, today, in America and around the world?
		• What would be the pros and cons of providing reparations to the descendants of slaves?
		• In what ways did sharecropping get around the 13th amendment?

	Vertical Alignment	
	Previous Grades: *8.93. Describe demographic shifts because of the Civil War and Reconstruction.*	*High School Connections:* *9-12.ECI.18. Examine the impact of historical cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	• Discuss conditions and features of American society that contributed to the unfinished nature of Reconstruction. • Evaluate aspects of radical reconstruction that are a work in progress, still today in America and around the world. • Identify the pros and cons of providing reparations to the descendants of slaves. • Analyze the ways sharecropping got around the 13th amendment.	**Reconstruction** - in U.S. history, the period (1865–77) that followed the American Civil War and during which attempts were made to redress the inequities of slavery and its political, social, and economic legacy and to solve the problems arising from the readmission to the Union of the 11 states that had seceded at or before the outbreak of war. **Radical Reconstruction** - process and period of Reconstruction during which the Radical Republicans in the U.S. Congress seized control of Reconstruction from Pres. Andrew Johnson and passed the Reconstruction Acts of 1867–68, which sent federal

DEFENDING EDUCATION

		troops to the South to oversee the establishment of state governments that were more democratic. **Voting restrictions -** a "voting restriction" or a "restrictive voting law" is a law that makes it more difficult for people to vote.

DEFENDING EDUCATION

Grade	Anchor Standard: History 16. Cause and Consequence	
	Performance Standard(s)	
HS	**9-12.US.14. Analyze the short- and long-term effects of the end of the Civil War and Reconstruction period.**	
	Sample Concept/Content	**Supporting Questions**
	• Assasination of Lincoln • 13th, 14th, and 15th amendments • Long term Reconstruction • *Plessy v. Ferguson* • Racial segregation; including the military ○ Buffalo Soldiers	• What was the impact of the 13th, 14th, and 15th amendments? • What conditions and features of American society contributed to the unfinished nature of Reconstruction? What aspects of radical reconstruction are a work in progress, still, today, in America and around the world? • Was Reconstruction Successful?
	Vertical Alignment	
	Previous Grades: *8.91. Demonstrate why different people may have different perspectives of the same historical event and why multiple interpretations should be considered to avoid historical linearity and inevitability.*	*High School Connections:* *9-12.Civ.17. Evaluate multiple sources and cite evidence investigating the relationships between equality,equity, justice, freedom, human rights, and order in U.S. representative democracy.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	• Compare and contrast reconstruction plans. • Analyze Reconstruction's successes and failures. • Discuss the impact of the 13th, 14th, and 15th amendments. • Evaluate how conditions and features of American society contributed to the unfinished nature of Reconstruction. • Identify what aspects of radical reconstruction are a work in progress still today in America and around the world.	**13th amendment -** neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction. **14th amendment -** citizenship based on birth; equal protection under the law. **15th amendment -** voting rights cannot be restricted by race or previous condition of servitude. **Buffalo Soldiers -** Black cavalry units that served during and after the Civil War.

DEFENDING EDUCATION

Grade	Anchor Standard: History 18. Critical Consciousness and Perspectives
	Performance Standard(s)
HS	**9-12.US.15. Evaluate how the events of Reconstruction impacted people from diverse groups.** **9-12.US.16. Explore African American economic, political, and sociocultural (educational, artistic, literary) responses to emancipation and Reconstruction.** **9-12.US.17. Identify the ways in which gender roles were changing and remained unchanged during the 19th century.**

Sample Concept/Content	Supporting Questions

• Women in Reconstruction
  ○ Women Passing as Men
  ○ Efforts for voting rights
  ○ Susan B. Anthony
  ○ Jeanne Bonnet-San Francisco
  ○ Virginia Woolf
  ○ George Sand
• Jewish congregations, politicians, artistic and cultural contributions (i.e. women and quilting)
• African Americans
  ○ Politicians and office holders
  ○ Businesses and business districts
  ○ Black colleges to educate teachers for African American schools
  ○ African Methodist Episcopal Church
  ○ African American literature in the early 20th century
  ○ Musical forms including the blues
	• What conditions and features of American society contributed to the unfinished nature of Reconstruction?
	• How did events from Reconstruction impact people from diverse groups?
	• What were African American responses economic, political, and sociocultural (educational, artistic, literary) responses to emancipation and Reconstruction?
	• How did gender roles change and remain unchanged during the 19th century?

Vertical Alignment	
Previous Grades: *8.80. Describe why different people may have different perspectives of the same historical event: multiple interpretations should be considered in order to avoid historical linearity and inevitability.*	*High School Connections:* *9-12.Civ.44. Analyze rights and obligations of citizens in the United States.*

DEFENDING EDUCATION

	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	• Describe how the events of Reconstruction impacted people from diverse groups including race and gender. • Analyze African American economic, political, and sociocultural (educational, artistic, literary) responses to emancipation and Reconstruction. • Identify the ways in which gender roles were changing and remained unchanged during the 19th century. • Describe the conditions and features of how American society contributed to the unfinished nature of Reconstruction.	**Sociocultural -** relating to, or involving a combination of social and cultural factors. **Gender roles** - a social role encompassing a range of behaviors and attitudes that are generally considered acceptable, appropriate, or desirable for a person based on that person's sex. **Emancipation** - the fact or process of being set free from legal, social, or political restrictions; liberation. **Methodist Episcopal Church** - the Methodist Episcopal Church was the oldest and largest Methodist denomination in the United States from its founding in 1784 until 1939. It was also the first religious denomination in the U.S. to organize itself on a national basis.

DEFENDING EDUCATION

Grade	Anchor Standard: History 19. Power Dynamics, Leadership, and Agency	
	Performance Standard(s)	
HS	**9-12.US.18. Explore the efforts of the federal government, African Americans, and civil society reformers to create a new political and social order after emancipation.**	
	Sample Concept/Content	**Supporting Questions**

	• Geographic
	  ○ Deconstructing the Confederacy
	• Political
	  ○ Presidential Reconstruction
	  ○ Radical Reconstruction
	  ○ Freedmen's Bureau
	• Social
	  ○ How different cultures and organizations respond to Reconstruction
	• End of Reconstruction
	  ○ Bargain of 1877
	  ○ Impact on African Americans
		• What conditions and features of American society contributed to the unfinished nature of Reconstruction?
		• What aspects of radical reconstruction are a work in progress, still, today, in America and around the world?
		• How and why do we as a country or nation still struggle with the idea of racial equality?

	Vertical Alignment	
	Previous Grades: *8.78. Discuss the impact of significant legislation and judicial precedents in formally perpetuating systemic oppression during the Reconstruction Era.* *8.79. Evaluate the impact of individuals and reform movements on the struggle for greater civil rights and liberties throughout early U.S. history.*	*High School Connections:* *9-12.Civ.31. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	• Describe the physical and economic destruction of the South. • Analyze the rise of Freedmen's Bureau and supporting organizations. • Describe the outcomes of the end of Reconstruction, both positive and negative.	**Radical Reconstruction** - a period of Reconstruction during which the Radical Republicans in Congress seized control of Reconstruction and sent federal troops to the South to oversee the establishment of state governments that were more democratic. **Freedmen's Bureau -** an agency of early Reconstruction, assisting freedmen in the South.

DEFENDING EDUCATION

Grade	Anchor Standard: Ethnic, Cultural, and Identity Studies 20. Diversity and Identity	
	Performance Standard(s)	
HS	**9-12.US.19. Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy. 9-12.US.20. Identify and explore how current traditions, rights, and norms of identity groups have changed or are changing over time.**	
	Sample Concept/Content	**Supporting Questions**

	• How Reconstruction policies led to long-term inequality
	• Rise of white supremacy groups as juxtaposed to the creation of the BLM movement.
	• A few examples of individual champions
	  ○ MLK, Malcolm X, Medgar Evers, Bayard Rustin
	• Social Movements
	  ○ NAACP, SNCC
	• Current suppression of voting rights examples
	  ○ Georgia, Texas, Florida, New Mexico (American Indians)
		• What were and are the current identity and inequity movements from the beginning of the Reconstruction Era to present day?
		• What is the current evidence of the social changes made by the social movements and civil rights champions of the past?
		• How does the current suppression of voting rights compare to the suppression of voting rights during and immediately following the Reconstruction Era?

	Vertical Alignment	
	Previous Grades: *8.57. Support a claim about the influence of diverse ideologies on politics, society, and culture in early U.S. History.*	*High School Connections:* *9-12.Civ.45. Critique leadership strategies through past and present examples of change makers.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	• Compare and contrast current identity and inequity movements from the beginning of the Reconstruction Era to present day. • Analyze and find evidence of the social changes made by the social movements and civil rights champions of the past. • Compare how current suppression of voting rights compare to the suppression of voting rights during and immediately following the Reconstruction Era.	**NAACP -** the National Association for the Advancement of Colored People. **SNCC -** Student Nonviolent Coordinating Committee. **Suppression -** the act of preventing something from being seen or expressed or from operating [including by force]. **Voting Rights -** suffrage or the right to participate, especially public elections.

DEFENDING EDUCATION

Grade	Anchor Standard: Geography 14. Human-Environmental Interactions and Sustainability	
	Performance Standard(s)	
HS	**9-12.US.21. Assess how social, economic, political, and environmental developments at global, national, regional, and local levels affect the sustainability of modern and traditional cultures.**	
	Sample Concept/Content	**Supporting Questions**

	• Geographic inequalities
	  ○ Environmental racism
	  ○ Redlining
	• Population movement from the south to the north after the Civil War
		• How should societies reconcile with their history?
		• How has redlining created a separation of specific races in urban and suburban areas?

	Vertical Alignment	
	Previous Grades: *7.32. Discuss the importance of resource shortages on the lifestyles of the Mogollon and Ancestral Puebloans.* *8.41. Critique the ideas and belief systems related to land- and resource-use among Indigenous peoples and Europeans.*	*High School Connections:* *9-12.Geo.33. Assess how social, economic, political, and environmental developments at global, national, regional and local levels affect the sustainability of modern and traditional cultures.* *9-12.Geo.28. Analyze shifting U.S. government environmental policies and regulations in response to changing human-environmental interactions.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	• Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. • Construct explanations using reasoning, correct sequence, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given their purpose. • Research and explain how societies should reconcile with their history. • Analyze, argue. And support how redlining created a separation of specific races in urban and suburban areas.	**Redlining** - in the United States, redlining is a discriminatory practice in which services are withheld from potential customers who reside in neighborhoods classified as 'hazardous' to investment; these neighborhoods have significant numbers of racial and ethnic minorities, and low-income residents. **Environmental racism** - any policy, practice or directive that differentially affects or disadvantages (where intended or unintended) individuals, groups or communities based on race.

DEFENDING EDUCATION

ASSESSMENT AND SAMPLE TASK GUIDE

The resources provided in this Assessment and Sample Task Guide are meant to provide examples of formative assessments within instruction. They are not compiled for a quiz, test, or summative assessment outside of instruction.

9-12.US.13. Evaluate the long-term consequences of the end of Reconstruction and the rise of Jim Crow on formerly enslaved people and their descendants in all regions of the country.

9-12.US.18. Explore the efforts of the federal government, African Americans, and civil society reformers to create a new political and social order after emancipation.

9-12.US.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

In this activity students will evaluate the successes and failures of the Reconstruction era.

Sample Task #1

Students will read the text of 15th amendment alongside the Freedmen's Bureau affidavit relating to outrages in Tennessee, the list of African Americans who have served in Congress to respond to the following prompt:

Using the documents as a guide, evaluate how successful the Reconstruction era was at expanding the political rights of African American people in the United States.

Exemplar Student Responses

A strong student response would include at least two of the following:

- A direct citation of the 15th amendment
  - "The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude."
- A direct quote from Freedmen's Bureau document, such as:
  - "they told us to put up our right hand and swear that we would never again give a Radical vote, that if any of us did they would kill us."
  - "if any colored men knew of another colored man voting the Radical ticket he also would be killed unless he was informed of the colored man who so voted."
  - "They told us to go home and never leave it unless we got a pass from our employers the same as we used to get from our Master before the War."
- Specific examples from the chart demonstrating
  - the increased number of African American people in Congress from 1869-1901.
  - The absence of African American people from Congress from 1901-1929.

DOK	Blooms
3	Analyze

DEFENDING EDUCATION

Cross-Curricular Connections
CCSS.ELA-LITERACY.RH.11-12.1 *Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole*
Culturally and Linguistically Responsive Teaching and Learning
Who is represented in the text? The author of the Freedmen's Bureau document, John Davis, is presumably an African American man who is reporting his experiences to the Freedmen's Bureau, the governmental agency that was tasked with aiding formerly enslaved people in the transition from slavery to wage labor. **How are those groups and individuals portrayed?** The main protagonists in the document are the freedmen who are being unjustly harassed for having a party or for not opening a door fast enough. Though the African Americans mentioned in the story are victims of injustice, the act of reporting their experiences to the Freedmen's Bureau represents their agency in seeking to hold white vigilantes accountable for their actions. The chart of African American officeholders over time names the often-overlooked African American legislators who helped to pass key civil rights legislation during the Reconstruction era. **Does the text provoke critical questions about cultural and linguistic diversity, especially within marginalized communities?** The document forces students to ask questions about how racism continued to impact the daily lives of freedmen and freedwomen after the Civil War, and requires them to confront the violent reality of Reconstruction-era political violence, which may evoke questions about the implementation of the 14th and 15th amendments. **What supports are provided to teachers to identify blind spots?** The document is from the digitized archive at freedmensbureau.com, which provides additional documents that teachers can explore if they desire to see a wider range of documents relating to the experiences of formerly enslaved people after the Civil War. **How is this text culturally/linguistically responsive?** Taken together, these texts reflect the nuance and complexity of the experience of freedpeople after the Civil War. The Freedmen's Bureau document shares an example of a freedman using his limited political resources to seek justice for the violence he has seen and experienced.

DEEPENING EDUCATION

VABB Analysis

Validate *The intentional and purposeful legitimization of the home culture and language of the student.*	**Affirm** *The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by the corporate mainstream.*
Question: What does the document reveal about the challenges that African Americans faced in the years after the Civil War? **ESR:** This document mentions several challenges that formerly enslaved people faced, including violence, intimidation, and voter suppression. The Freedmen's Bureau document mentions that White vigilantes broke up a party of people of color, where they threatened to kill anyone who voted for a Radical Republican. The author also mentions that the vigilantes commanded them to stay in their homes unless they got a pass from their employer, which he indicated was "same as . . . before the War". He also mentioned a story of a man who was harassed and beaten by the gang before being told to leave the town. All of these stories indicate that even though the Civil War was over, African American people were not being treated equally in the South.	**Question:** How does the chart of African American members of Congress during Reconstruction disprove some of the racist beliefs that sustained the institution of slavery in the United States? **ESR:** Slaveholders in the South often assumed that African American people were biologically inferior to White Americans. This belief included the idea that enslaved people were better at manual labor or that they were innately less intelligent than White Americans. The number of African American lawmakers in Congress immediately after the Civil War shows that enslaved people were equally as smart as their enslavers, and they were capable of education, self-government, and skilled work if offered equal opportunity.
Build *Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.*	**Bridge** *Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.*
Question: What do you think the generational impacts were of the violence and intimidation that freedpeople experienced during Reconstruction? What might the impacts have been on the children and grandchildren of formerly enslaved people? **ESR:** Students may mention that community violence, or lack of access to economic resources, could lead to generational poverty. They may also hypothesize that voter intimidation led to	**Question:** What actions can you take now or in the future to encourage people in your community to exercise their 15th amendment (and 19th amendment) rights? **ESR:** Student responses may vary, but they may mention volunteering for a campaign, encouraging people to vote, offering rides to the polls, or other civic action that reduces barriers to voting.

DEEPLING EDUCATION

decreased African American voting rates into the future. Students may also predict that African Americans migrated out of the south in the generations after Reconstruction.	

Suggested Student Discourse	
Question	**Method**
What does the document reveal about the challenges that African Americans faced in the years after the Civil War?	**Type:** Discussion **Strategy:** Think-Pair-Share Collaborative learning strategy where students work together to respond to a prompt, solve a problem, or make a decision by thinking quietly about the prompt, partnering with a classmate, and then discussing the prompt for 2-5 minutes. This strategy is most beneficial in helping students to connect content to real life.

Multi-Layered System of Supports/Suggested Instructional Strategies

In New Mexico we believe that all students deserve access to high-quality grade-level tasks that incorporate historical documents and critical thinking. These universal supports allow all students to analyze primary and secondary sources, develop claims, and evaluate reasoning:

1.) Identify vocabulary words to pre-teach.
   - Vocabulary are words that are more likely to appear in text than speech.
   - Choose words that are not implicitly or explicitly defined within the text.
2.) Create text-based questions to push students to think about historical events in the context, build content knowledge, develop knowledge of vocabulary, or syntax and structure.

Instructional Supports:	
Vocabulary/Text-Based Questioning:	**Strategies:**
Vocabulary to Pre-Teach: • Vocabulary to Pre Teach: Freedmen and Freedwomen **Text-Based Questioning:** • What challenges did freedmen face after the Civil War? • How does the rise of African American officeholders relate to the 15th amendment? • How did political participation and the political process change?	**Universal Supports:** • Clarify the use of abbreviations such as “col.” and “Jany”. **Targeted Supports:** • Provide sentence stems to help students construct a framework for their response. • Provide a document guide with targeted questions about the key ideas of each document. • Have students create a T-Chart with a partner to cite evidence

DEFENDING EDUCATION

High School U.S. History
Theme 2: Rebuilding the United States: Industry and Immigration (1865–1920)

Compelling Question	Inquiry Alignment
Does money corrupt democracy?	**9-12.US.4. Evaluate the credibility of a source by examining how experts value the source.**
	9-12.US.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

Standards at a Glance

Theme 2: Rebuilding the United States: Industry and Immigration (1865–1920)

Anchor Standard *The student demonstrates an understanding of:*	**Performance Standard** *Therefore, the student is able to:*
History 15. Historical Change, Continuity, Context, and Reconciliation	• 9-12.US.22. Examine immigration policy in the United States. • 9-12.US.23. Evaluate the following concerning the economic system of the United States: efficiency, equity, equality, and justice. • 9-12.US.24. Examine labor struggles and populist movements in the United States and compare to other movements around the world.
History 16. Cause and Consequence	• 9-12.US.25. Examine the impact of the end of the Civil War on the settlement of the West and on the relationships between the United States and the Indigenous nations in the West. • 9-12.US.26. Explain the various causes of the Industrial Revolution. • 9-12.US.27. Evaluate the consequences of the Industrial Revolution. • 9-12.US.28. Analyze social, political, and economic reasons groups migrated to and within the United States, including push and pull factors.
History 18. Critical Consciousness and Perspectives	• 9-12.US.29. Evaluate the effects of the entry of women into the workforce after the Civil War and analyze women's political organizations. • 9-12.US.30. Analyze the consequences of the continuing westward expansion of the American people after the Civil War. • 9-12.US.31. Evaluate the impact of the 14th Amendment on Indigenous people and Asian and European immigrant men and women. • 9-12.US.32. Examine the ways that the Great Migration changed America, exploring the ways that African Americans adapted and resisted.
Ethnic, Cultural, and Identity Studies 20. Diversity and Identity	• 9-12.US.33. Compare and contrast the various origins (indigenous, forced, voluntary) of identity groups in the United States. • 9-12.US.34. Examine the role assimilation plays in the loss of cultural, ethnic, racial, and religious identities and language between 1865 and 1920.
Geography 13. Movement, Population and Systems	• 9-12.US.35. Analyze and predict how locations, places, and regions impact the evolution of human perspective and identity.

DEEPENDING EDUCATION

Grade	Anchor Standard: History 15. Historical Change, Continuity, Context, and Reconciliation	
	Performance Standard(s)	
HS	**9-12.US.22. Examine immigration policy in the United States.**	
	Sample Concept/Content	**Supporting Questions**

	• Anti-Immigration Politics
	  ○ Ku Klux Klan
	  ○ Nativism
	  ○ Social Darwinism
	  ○ Immigration Restriction League
	• Anti-Immigration Policies
	  ○ Chinese Exclusion Act
	  ○ Gentlemen's Agreement
	  ○ Immigration Act of 1924
	• Immigration Reform
	  ○ Immigration and Nationality Act of 1965
	  ○ Immigration Reform and Control Act of 1986
		• How did Anti-Immigration policies change the population growth of certain groups in America?
		• In what ways did immigration reform change the diversity landscape in the U.S.?
		• In what ways did immigration reform fail to achieve their goals?

	Vertical Alignment	
	Previous Grades: *8.97. Investigate the causes and effects of diverse ideologies on politics, society, and culture that are associated with immigration and migration.* *8.102. Examine both sides in debate or academic discussion of politics in response to immigration.*	*High School Connections:* *9-12.Geo.21. Explain the causes, characteristics, and impact of human movement (migration, immigration, emigration) and settlement patterns at local, national, and global scales*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	• Identify and explain which parts of America were built by immigrants. • Analyze how anti-immigration policies changed the population growth of certain groups in America. • Analyze, argue, and give evidence showing the ways immigration reform changed the diversity landscape in the U.S. • Evaluate, with evidence, ways that immigration reform fails to achieve their intended goals.	**Relocation** - the process of moving to a new region or home. In some Indigenous languages, to relocate means to disappear. **White supremacy -** beliefs and systems that systematically enable white people to maintain power over people of other races. **Segregation -** the act of setting someone apart from others. **Anti-immigration -** opposition to some or all movement of people into another country or region to which they are not native.

DEFENDING EDUCATION

Grade	Anchor Standard: History 15. Historical Change, Continuity, Context, and Reconciliation	
	Performance Standard(s)	
HS	**9-12.US.23. Evaluate the following concerning the economic system of the United States: efficiency, equity, equality, and justice.** **9-12.US.24. Examine labor struggles and populist movements in the United States and compare them to other movements around the world.**	
	Sample Concept/Content	**Supporting Questions**

	• Laissez Faire capitalism
	• Horatio Alger
	• "Rags to Riches"
	• "Self-made Man"
	• Labor exploitation in the Gilded Age
	• Jim Crow
	  ○ Segregated public schools and facilities
	  ○ White supremacist beliefs
	  ○ *Plessy v. Ferguson*
	  ○ Convict leasing
	  ○ Sharecropping
	  ○ The Great Migration
	• Labor Movements
	  ○ Knights of Labor
	  ○ American Federation of Labor
	  ○ Strikes (e.g. Homestead Strike)
	• Populism
	• Greenback party
		• Who is responsible for the socio-economic disparities in early U.S. immigration to today?
		• In what ways has globalization driven the U.S. economy?
		• How did populism strengthen the power of the KKK?

	Vertical Alignment	
	Previous Grades: *8.98. Analyze the benefits and challenges that are associated with rapidly growing urban areas because of industrialization*	*High School Connections:* *9-12.Econ.21. Critique inequalities that exist in economic systems.* *9-12.Econ.22. Use economic data to evaluate the positive and negative aspects of U.S. capitalism in relationship to other economic systems.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**

DEFENDING EDUCATION

	• Analyze who and/or what is responsible for the socio-economic disparities in early U.S. immigration to today, and their motives? • Explain and give evidence showing the ways globalization has driven the U.S. economy. • Analyze and evaluate how the KKK used populism to strengthen their power?	**White supremacy -** beliefs and systems that systematically enable white people to maintain power over people of other races. **Segregation -** the act of setting someone apart from others. **Populism -** a political approach that strives to appeal to ordinary people who feel that their concerns are disregarded by established elite groups.

DEFENDING EDUCATION

Grade	Anchor Standard: History 16. Cause and Consequence	
	Performance Standard(s)	
HS	**9-12.US.25. Examine the impact of the end of the Civil War on the settlement of the West and on the relationships between the United States and the Indigenous nations in the West.**	
	Sample Concept/Content	**Supporting Questions**
	• The Homestead Act of 1862 • The Dawes Severalty Act • Anti-Indigenous violence such as the Sand Creek Massacre • U.S. government failures to enforce treaties such as the Fort Laramie Treaty	• How did post war westward expansion impact Indigenous communities? • In what ways did the Homestead Act of 1862 strip Indigenous peoples of their land? • How did U.S. western expansion lead to the Sand Creek Massacre? • Why are federal treaties with Native Americans not enforced equally?
	Vertical Alignment	
	Previous Grades: *8.88. Discuss the impact of the Western Campaign on Indigenous peoples.* *8.93. Describe demographic shifts because of the Civil War and Reconstruction.*	*High School Connections:* *9-12.Geo.21. Explain the causes, characteristics, and impact of human movement (migration, Movement, Population, immigration, emigration) and settlement patterns at local, national, and global scales.* *9-12.Geo.25. Describe how particular historical events and developments shape human processes and systems in a given place or region over time.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	• Describe and validate how post war westward expansion impacted Indigenous communities. • Identify and analyze the different ways that the Homestead Act of 1862 stripped Indigenous peoples of their land. • Explain and analyze how U.S. western expansion led to the Sand Creek Massacre. • Analyze, evaluate, and support an argument explaining reasons why federal treaties with Native Americans are not enforced equally.	**Treaty -** a formal, legally binding written agreement between actors in international law. **Homestead -** the home and adjoining land occupied by a family.

DEFENDING EDUCATION

Grade	Anchor Standard: History 16. Cause and Consequence	
	Performance Standard(s)	
HS	**9-12.US.26. Explain the various causes of the Industrial Revolution.** **9-12.US.27. Evaluate the consequences of the Industrial Revolution.** **9-12.US.28. Analyze social, political, and economic reasons groups migrated to and within the United States, including push and pull factors.**	
	Sample Concept/Content	**Supporting Questions**
	● Industrial Revolution Causes ○ Civil War ○ Rise of Coal Power ○ Mass production ● Laissez Faire capitalism ● Industrial Revolution Consequences ○ Labor exploitation ○ Labor unions ○ Strikes and conflicts ■ Haymarket Square, Homestead, Pullman, Great Railroad Strike ● Business Magnates ○ Andrew Carnegie ○ John D. Rockefeller ○ J.P. Morgan ○ *Gospel of Wealth* ● Reasons for migration ○ Education ○ Personal freedom ○ Employment ● Economic and Political Challenges ○ Corruption ○ Political machines (Tammany Hall) ○ Pendleton Civil Service Act ● Health and Infrastructure challenges safety, sanitation, tenements, transportation	● Are workers better off in unions? ● Who is responsible for socio-economic disparities? ● Industrialists have been called “Captains of Industry” and “Robber Barons.” Which title is more appropriate for them and why?
	Vertical Alignment	
	Previous Grades: *8.98. Analyze the benefits and challenges that are associated with rapidly growing urban areas*	*High School Connections:* *9-12.Geo.21. Explain the causes, characteristics, and impact of human movement (migration,*

DEFENDING EDUCATION

	because of industrialization. *8.99. Identify immigration and emigration factors that motivated groups to move to and within the United States during time periods of mass immigration.*	*immigration, emigration) and settlement patterns at local, national, and global scales.* *9-12.Econ.28. Evaluate how a variety of factors and conditions in a market determine price and the allocation of scarce goods and resources.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	● Argue and support with evidence the question, "Are workers better off in unions?" ● Research and analyze who and what was responsible for socio-economic disparities during the industrial revolution? ● Industrialists have been called "Captains of Industry" and "Robber Barons." Evaluate which title is more appropriate for them and why.	**Industrial Revolution** - the process of change from an agrarian and handicraft economy to one dominated by industry and machines manufacturing. **Immigration -** the movement of people living in one country into another country. **Migration -** movement of people from one region to another. **Labor union -** an organization of workers formed for the purpose of advancing its members' interests in respect to wages, benefits, and working conditions. **Populism -** a political movement that emerged in the late 1800s that fought for an end to the gold standard and for more protections for farmers. **Famine -** widespread scarcity of food, caused by several factors including war, natural disasters, crop failure, population imbalance, widespread poverty, an economic catastrophe or government policies.

DEFENDING EDUCATION

Grade	Anchor Standard: History 18. Critical Consciousness and Perspectives	
	Performance Standard(s)	
HS	**9-12.US.29. Evaluate the effects of the entry of women into the workforce after the Civil War and analyze women's political organizations.**	
	Sample Concept/Content	**Supporting Questions**
	• Teaching • Nursing • Sewing machines and textile work ○ Triangle Shirtwaist Factory Fire • Typewriter and clerical work • Low pay • Dangerous working conditions • National Woman Suffrage Association • Women's Christian Temperance Union • International Ladies' Garment Workers Union	• How are gender roles impacted by socio-economic disparities?
	Vertical Alignment	
	Previous Grades: *8.100. Analyze the development of the women's suffrage movement over time and its legacy.*	*High School Connections:* *9-12.ECI.21. Investigate how identity groups and society address systemic inequity and transformational change through individual actions, individual champions, social movements, and local community, national, and global advocacy.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	• Evaluate and argue as to whether businesses are responsible for their workers' well being. • Analyze and give evidence explaining how gender roles are impacted by socio-economic disparities.	**Suffrage -** the right to vote in political elections.

DEFENDING EDUCATION

Grade	**Anchor Standard:** **History 18. Critical Consciousness and Perspectives**	
	Performance Standard(s)	
HS	**9-12.US.30. Analyze the consequences of the continuing westward expansion of the American people after the Civil War.**	
	Sample Concept/Content	**Supporting Questions**
	• The Treaty of Fort Laramie (1868) • The Navajo Treaty (1868) • Chinese Exclusion Act (1882) • The Dawes Severalty Act (1887) • Wounded Knee Massacre • Rise of business in the west	• What role did Westward Expansion, after the Civil War, have in the relocation of Native American Tribes?
	Vertical Alignment	
	Previous Grades: *8.93. Describe demographic shifts because of the Civil War and Reconstruction.*	*High School Connections:* *9-12.ECI.21. Investigate how identity groups and society address systemic inequity and transformational change through individual actions, individual champions, social movements, and local community, national, and global advocacy.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	• Explain the role Westward Expansion had in the relocation of Native American Tribes.	**Westward Expansion -** the 19th-century movement of settlers, agriculture and industry into the American West.

DEFENDING EDUCATION

Grade	Anchor Standard: History 18. Critical Consciousness and Perspectives	
	Performance Standard(s)	
HS	**9-12.US.31. Evaluate the impact of the 14th Amendment on Indigenous people and Asian and European immigrant men and women.** **9-12.US.32. Examine the ways that the Great Migration changed America, exploring the ways that African Americans adapted and resisted.**	
	Sample Concept/Content	**Supporting Questions**
	● 14th amendment ○ Chinese Exclusion Act ○ Exclusion of Indigenous people from citizenship ○ Americanization movements ● Great Migration ○ Economic impact ○ Black businesses and entrepreneurship ○ Cultural and artistic movements	● What have been the long term socioeconomic and cultural effects of the Great Migration?
	Vertical Alignment	
	Previous Grades: *8.93. Describe demographic shifts because of the Civil War and Reconstruction.*	*High School Connections:* *9-12.ECI.21. Investigate how identity groups and society address systemic inequity and transformational change through individual actions, individual champions, social movements, and local community, national, and global advocacy.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	● Explain how the courts interpreted the 14th amendment with regard to immigrant and Indigenous groups. ● Research and support what the long term socioeconomic and cultural effects of the Great Migration has been on African Americans.	**Great Migration -** the mass migration of roughly six million African American people from the American South to Northern, Midwestern, and Western states roughly from the 1910s until the 1970s.

DEFENDING EDUCATION

Grade	Anchor Standard: Ethnic, Cultural, and Identity Studies 20. Diversity and Identity	
	Performance Standard(s)	
HS	**9-12.US.33. Compare and contrast the various origins (Indigenous, forced, voluntary) of identity groups in the United States.**	
	9-12.US.34. Examine the role assimilation plays in the loss of cultural, ethnic, racial, and religious identities and language between 1865 and 1920.	
	Sample Concept/Content	**Supporting Questions**

	• African Slave Trade
	• Indigenous Groups
	• Immigrant Groups
	  ○ Latin America
	  ○ European
	  ○ Asian / Pacific Islander
	• Americanization Movement
	• Native American Boarding Schools
		• How did different identity groups get to the U.S.?
		• In what ways were Native American boarding schools meant to assimilate Native American children into U.S. society?
		• Should "Americanization" be a requirement for U.S. citizenship?

	Vertical Alignment	
	Previous Grades: *8.95. Assess how social policies and economic forces offer privilege or systemic inequity in accessing social, political, and economic opportunity for identity groups in education, government, healthcare, industry, and law enforcement.*	*High School Connections:* *9-12.ECI.19. Examine the role assimilation plays in the loss of cultural, ethnic, racial, and religious identities and language.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	• Research and explain how different identity groups got to the U.S. • Identify and evaluate the efficacy of the ways that Native American Boarding Schools worked to assimilate Native American children into U.S. society. • Evaluate the idea that "Americanization" should be a requirement for U.S. citizenship.	**Americanization -** activities that were designed to prepare foreign-born residents of the United States for full participation in citizenship. **Pacific Islander -** those whose origins are the original peoples of Polynesia, Micronesia, and Melanesia. **Assimilation -** a process by which a person's or group's culture becomes that of another group. **Indigenous** - the original inhabitants and the descendants of a geographical region at the time when people of different cultures or ethnic origins arrived. The new arrivals later became dominant through conquest, occupation, settlement or other means.

DEFENDING EDUCATION

Grade	Anchor Standard: Geography 13. Movement, Population and Systems	
	Performance Standard(s)	
HS	**9-12.US.35. Analyze and predict how locations, places, and regions impact the evolution of human perspective and identity.**	
	Sample Concept/Content	**Supporting Questions**

	• Push and pull factors for immigration
	  ○ Famine
	  ○ Political Instability
	  ○ Economic Opportunity
	• Impact of migration both domestically and internationally
	  ○ Great Migration
	  ○ Kansas Exodus
	  ○ Western Migration
	• Northern industrialization and urbanization
	• Populism and the Grange in the West
		• Why would people migrate?
		• Why did people relocate to America?
		• What impact do mass migrations have on urbanization and industrialization for the newly impacted area?

	Vertical Alignment	
	Previous Grades: *8.29. Define a region by its human and physical characteristics.*	*High School Connections:* *9-12.Geo.19. Evaluate the process of place-making and the development of place-based identity.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	• Analyze and explain the reasons why people would migrate? • Analyze and support a determination for why so many people relocated to America. • Identify and evaluate the impact mass migrations have on urbanization and industrialization for newly impacted areas. • Identify, analyze, and evaluate reasons for domestic migration.	**Push factor** - reasons why people leave their native country. **Pull factor** - reasons why people are pulled into another country. **Migration** - the act of leaving one area for another.

DEFENDING EDUCATION

ASSESSMENT AND SAMPLE TASK GUIDE

The resources provided in this Assessment and Sample Task Guide are meant to provide examples of formative assessments within instruction. They are not compiled for a quiz, test, or summative assessment outside of instruction.

9-12.US.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

9-12.US.27. Evaluate the consequences of the Industrial Revolution.

Students will analyze if businessmen during the industrial era were Captains of Industry or Robber Barons by creating a Janus Figure or a Padlet. They will work in a group of 4. Every student will choose a buissmenan. They will then research in what ways each man was good and in what ways the man had bad business practices.

Sample Task #2

Students will choose either Carnegie, Rockefeller, Vanderbuilt, or J.P. Morgan. They will then research their chosen person. They will come up with five ways in which this man had good business practices (i.e. donating to charity, treating their workers well ect.) or bad business practices (i.e. not paying their workers enough money, treating them poorly ect.). They must also include a description of how they treated minority workers. They will individually decide if their person was a Captain of Industry or a Robber Baron. As a group they will then choose a modern day entrepreneur and will do the same thing.

- Resources:
  - The National Endowment for the Humanities has a page of resources dedicated to the Captains of Industry or Robber Barons debate that students can use to facilitate research

To demonstrate comprehension of what they found, students will either create a Janus Figure that illustrates the pros and cons of their historical figure OR they will create a Padlet with images, GIFs, text, and links that informs others about their historical figure. Somewhere on their product they must include a comparison between their historical figure and a modern day entrepreneur.

Exemplar Student Responses

Student products will vary but should include:

- A clear indication of the person being a “Robber Baron” or a “Captain of Industry”
- Visuals that represent the pros and cons of the individual
- A comparison to a modern-day entrepreneur
  - Students may say something like, “There is a huge similarity between Rockefeller and Jeff Bezos because they both built successful empires by running smaller competitors out of

DEFENDING EDUCATION

business with low prices." or "Carnegie gave a lot of money to philanthropy and so does Bill Gates."

DOK	Blooms
3	Evaluate

Cross-Curricular Connections

CCSS.ELA-LITERACY.RH.11-12.3
Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text?
There is no singular assigned text for this activity, but students will be researching their entrepreneur with an eye toward their treatment of workers and marginalized people.

What supports are provided to teachers to identify blind spots?
Teachers can first complete the activity themselves to provide an example of a finished product and as a way of researching all sides of the debate over the millionaires of the Gilded Age.

How are those groups and individuals portrayed?
Students get to choose how they portray entrepreneurs and workers in this activity, and students will likely have different perspectives on the topic.

Does the text provoke critical questions about cultural and linguistic diversity, especially within marginalized communities?
This activity encourages students to think about wealth inequality and the role that workers play in the ultimate profitability of a company.

How is this text culturally/linguistically responsive?
This activity gives students the space to do their own research and to come to their own conclusions, opening space for important conversations.

VABB Analysis

Validate *The intentional and purposeful legitimization of the home culture and language of the student.*	Affirm *The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by the corporate mainstream.*
How were certain groups of people able to maintain power? **ESR**: Some groups are able to maintain power because they had power in the first place. It's easier to stay on top than it is to climb to the top.	**In addition to Carnegie and Rockefeller, there were Black millionaires at this time as well, like Madam C.J. Walker. Why do you think these people get less attention than their white counterparts?**

DEFENDING EDUCATION

	ESR: I think it's probably because Madam C.J. Walker was Black and a woman, so she probably didn't get the same amount of respect as the other entrepreneurs of the time.
Build *Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.*	**Bridge** *Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.*
Explain any continuities or changes in business practice from the Industrial Revolution and today? **ESR:** Today a lot of workers are still exploited by rich businessmen. For example, Jeff Bezos is one of the richest men in the world, but Amazon workers are still worked very hard for low wages. And just like back then, the billionaires of today are working really hard to prevent their employees from unionizing.	**Are there more opportunities for minorities today in the business realm?** **ESR**: Absolutely there is more opportunity today than there was back then, but that doesn't mean that things are totally equal. Even though there are lots of Black owned businesses, the richest men in the country are still mostly white.

Suggested Student Discourse	
Question	**Method**
Are there more opportunities for minorities today in the business realm?	**Type:** Dialogue **Strategy:** Inner-Outer Circle A dialogue that gives students a chance to talk in the inner circle and act as focused listeners to provide peer feedback on conversational skills/behaviors in the outer circle; This type of dialogue gives students the opportunity to respond to questions and/or discuss information with a variety of peers in a structured manner.

Multi-Layered System of Supports/Suggested Instructional Strategies

In New Mexico we believe that all students deserve access to high-quality grade-level tasks that incorporate historical documents and critical thinking. These universal supports allow all students to analyze primary and secondary sources, develop claims, and evaluate reasoning:

1.) Identify vocabulary words to pre-teach.
   - Vocabulary are words that are more likely to appear in text than speech.
   - Choose words that are not implicitly or explicitly defined within the text.
2.) Create text-based questions to push students to think about historical events in the context, build content knowledge, develop knowledge of vocabulary, or syntax and structure.

DEFENDING EDUCATION

Instructional Supports:	
Vocabulary/Text-Based Questioning:	**Strategies:**
Vocabulary to Pre-Teach: ● Vocabulary to Pre Teach: ● Industrialists ● Robber Barons ● Captains of Industry ● Monopoly ● Unions ● Trusts ● Philanthropy **Text-Based Questioning:** ● Where are you getting this information from and is it reliable? ● What did they make or sell? ● Who were the workers? ● How much did the average worker receive for their labor? ● How many hours a week/day did the laborer work? ● What were conditions like for the workers? ● How wealthy was the captain of industry?	**Universal Supports:** ● Clarify what may be considered good business practices, and what may be bad business practices. **Targeted Supports:** ● Provide sentence stems to help students construct a framework for their response. ● Provide a document guide with targeted questions about what to include on their project. ● Have an example made by the teacher to show students what the teacher is looking for.

DEFENDING EDUCATION

High School U.S. History
Theme 3: Imperialism (1890-1920)

Compelling Question	Inquiry Alignment
How did Imperialism impact America?	**9-12.US.5. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.**
	912.US.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources,and communicate while acknowledging counterclaims and evidentiary weaknesses.

Standards at a Glance

Theme 3: Imperialism (1890–1920)	
Anchor Standard *The student demonstrates an understanding of:*	**Performance Standard** *Therefore, the student is able to:*
History 15. Historical Change, Continuity, Context, and Reconciliation	• 9-12.US.36. Examine U.S. imperialist policies and practices. • 9-12.US.37. Analyze the influence of cultural, literary, and artistic movements between 1890 and 1920.
History 16. Cause and Consequence	• 9-12.US.38. Analyze the causes and course of the growing role of the United States in world affairs from the Civil War to World War I.
History 18. Critical Consciousness and Perspectives	• 9-12.US.39. Evaluate how events during Imperialism impacted people from diverse groups. • 9-12.US.40. Examine ways in which art, journalism, literature, and cultural artifacts served as forms of resistance and contributed to the anti-imperialist movements.
Ethnic, Cultural, and Identity Standards 21. Identity in History	• 9-12.US.41. Examine the impact of historical, cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups between 1890 and 1920.
Geography 14. Human-Environmental Interactions and Sustainability	• 9-12.US.42. Describe how particular historical events and developments shape human processes and systems between 1890 and 1920.

DEFENDING EDUCATION

Grade	Anchor Standard: History 15. Historical Change, Continuity, Context, and Reconciliation	
	Performance Standard(s)	
HS	**9-12.US.36. Examine U.S. imperialist policies and practices.**	
	Sample Concept/Content	**Supporting Questions**

	• Causes
	  ○ Business interests
	  ○ Competition with other powers
	  ○ White Man's Burden
	  ○ Trade
	  ○ Military Bases
	• Policies
	  ○ Big Stick Diplomacy
	  ○ Dollar Diplomacy
	• Annexation of Hawaii
	  ○ Queen Liliuokalani
	  ○ Sanford B. Dole
	• Spanish-American War
		• How did imperialism impact America?
		• How can societies reckon with the colonial roots of the current hegemonic order?
		• How was racism used to justify Imperialism?

	Vertical Alignment	
	Previous Grades: *8.70. Examine the ways in which the United States acquired new territories, including purchases, forced relocation, treaties, annexation, and war.*	*High School Connections:* *9-12.WH.21. Examine how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	• Describe how Imperialism impacted America using illustrative examples such as Hawaii. • Evaluate how societies reckon with the colonial roots of the current hegemonic order. • Analyze when one country should interfere with another. • Infer how racism was used as a justification for imperialism.	**Imperialism** - a policy of extending a country's power and influence through diplomacy or military force. **White Man's Burden** - the use of Social Darwinism to justify imperialism. **Annexation of Hawaii** - when Queen Lilioukalani was taken off of her throne in Hawaii. As a result Hawaii became a territory of the U.S.

DEFENDING EDUCATION

Grade	Anchor Standard: History 15. Historical Change, Continuity, Context, and Reconciliation	
	Performance Standard(s)	
HS	**9-12.US.37. Analyze the influence of cultural, literary, and artistic movements between 1890 and 1920.**	
	Sample Concept/Content	**Supporting Questions**

	• Effects
	  ○ Economic Subjugation
	  ○ Direct and indirect colonial rule
	  ○ Colonial caste system
	  ○ Missionary system
	  ○ Cultural genocide
	• Ongoing colonial struggle
	  ○ The return of the Panama Canal
	  ○ Puerto Rican statehood
	• Military vs. diplomacy
	• America first vs. global intervention
		• What were the effects of colonial rule?
		• What tactics were used by America in order to imperialize?

	Vertical Alignment	
	Previous Grades: *8.39. Examine historical and contemporary cultural, economic, intellectual, political, and social contributions to society by individuals or groups within an identity group.*	*High School Connections:* *9-12.WH.19. Trace political, intellectual, religious, artistic, technological, economic, and social developments in historical periods as well as within individual societies.* *9-12.WH.33. Investigate cultural and historical developments within societies with attention to belief systems, ideologies, the arts, science, and technology.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	• Justify the causes and motivations for Puerto Rican statehood. • Describe direct rule vs. indirect rule. • Evaluate how religion was used as a means to justify imperialism. • Analyze the effects of Imperialism both in the view of America first and in the world. • Compare tactics used by America in order to imperialize.	**Missionary -** someone who spreads their religion to other parts of the world. **Direct rule** - a country imperializes another country and replaces the government with its own. **Indirect rule** - a country imperializes another country and leaves the conquered countries government in place, as long as the government remains compliant.

DEFENDING EDUCATION

Grade	Anchor Standard: History 16. Cause and Consequence	
	Performance Standard(s)	
HS	**9-12.US.38. Analyze the causes and course of the growing role of the United States in world affairs from the Civil War to World War I.**	
	Sample Concept/Content	**Supporting Questions**
	• Purchase of Alaska from Russia • Spanish-American War • Philippine-American War • Open Door Policy • Theodore Roosevelt's Corollary to the Monroe Doctrine • Big Stick Diplomacy • The Platt Amendment • The occupation of Cuba • The Panama Canal • Dollar Diplomacy • United States' involvement in the Mexican Revolution (1910–1920)	• What is the legacy of U.S. imperialism in the Philippines? • In what ways was America's Economic, and government policies changed or expanded during Imperialism? • What impact did The Spanish American war have on American foreign policy?
	Vertical Alignment	
	Previous Grades: *8.70. Examine the ways in which the United States acquired new territories, including purchases, forced relocation, treaties, annexation, and war.*	*High School Connections:* *9-12.WH.21. Examine how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	• Analyze how societies reckon with the colonial roots of the current hegemonic culture. • Evaluate the legacy of the U.S. Imperialism in the Philippines. • Compare and contrast how America's Economic, and government policies changed or expanded during Imperialism. • Infer how the Spanish American war, and American Imperialism have on the sovereignty of: Cuba, Guam, Puerto Rico, and the Philippines.	**Open Door Policy** - called for protection of equal privileges for all countries trading with China and for the support of Chinese territorial and administrative integrity. **Big Stick Policy -** Big Stick ideology, big stick diplomacy, or big stick policy refers to President Theodore Roosevelt's foreign policy: "speak softly and carry a big stick; you will go far." **Roosevelt Corollary** - an addition to the Monroe Doctrine articulated by President Theodore Roosevelt in his State of the Union address in 1904. **Monroe Doctrine -** the Western and Eastern Hemisphere's will not interfere with disputes in the other hemisphere.

DEFENDING EDUCATION

Grade	Anchor Standard: History 18. Critical Consciousness and Perspectives	
	Performance Standard(s)	
HS	**9-12.US.39. Evaluate how events during Imperialism impacted people from diverse groups.** **9-12.US.40. Examine ways in which art, journalism, literature, and cultural artifacts served as forms of resistance and contributed to the anti-imperialist movements.**	
	Sample Concept/Content	**Supporting Questions**

	• Impact of imperialism
	  ○ Inidgenous Hawaiians
	  ○ Filipinos
	  ○ Cubans
	• Anti-imperialism
	  ○ Political cartoons
	  ○ Mark Twain
	  ○ Anti-Imperialist League
	• Effects of imperialism on people of imperialised countries, then and today.
		• How did imperialism impact America?
		• What was resistance to Imperialism?
		• How did imperialism impact people from different groups?

	Vertical Alignment	
	Previous Grades: *8.71. Analyze why and how Indigenous peoples resisted United States territorial expansion.*	*High School Connections:* *9-12.WH.30. Examine historical events from the perspectives of diverse groups, including Indigenous peoples, national, regional, racial, ethnic, class, and gender, sexual orientation, and differently abled.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	• Analyze how imperialism impacted America. • Evaluate resistance to imperialism. • Compare and contrast the impact of imperialism on different groups.	**Anti-imperialism** - opposed forced expansion, believing that imperialism violated the fundamental principle that just republican government must derive from "consent of the governed". **American Anti-Imperialist League** - an organization established on June 15, 1898, to battle the American annexation of the Philippines as an insular area.

DEFENDING EDUCATION

Grade	Anchor Standard: Ethnic, Cultural, and Identity Standards 21. Identity in History	
	Performance Standard(s)	
HS	**9-12.US.41. Examine the impact of historical, cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups between 1890 and 1920.**	
	Sample Concept/Content	**Supporting Questions**

	• Yellow journalism's role in persuading Americans to distrust Spain
	  ○ Evangelina Cosio y Cisneros.
	• Missionaries and the impact of religion on imperialised countries
	  ○ Puerto Rico, Samoa, Guam
	• The impact of imperialism both during the 1800's and today.
	• Economic exploitation
	  ○ Hawaiian Resources (sugarcane)
	  ○ Businessmen who profited from imperialism
	  ○ Bananaland
	  ○ United Fruit Company
	• Political gain for American politics such as Roosevelt and the Rough Riders
		• How did Yellow Journalism persuade Americans?
		• What impact did imperialism have on both the people who were colonized and the colonizers?
		• How did America benefit both economically and politically from imperialism?

	Vertical Alignment	
	Previous Grades: *7.65. Use primary and secondary sources to evaluate the lasting impacts of unequal power relations and disenfranchisement of persons and groups.*	*High School Connections:* *9-12.ECI.18. Examine the impact of historical cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	• Analyze how yellow journalism persuaded Americans. • Evaluate how imperialism had an impact on both the colonizers and the colonized during imperialism. • Assess how the United States benefited both economically and politically from imperialism.	**Rough Riders** - the Rough Riders was a nickname given to the 1st United States Volunteer Cavalry, one of three such regiments raised in 1898 for the Spanish–American War and the only one to see combat. **Bananaland -** a small country that is economically dependent on a single export commodity, such as bananas, and is typically governed by a dictator or the armed forces. **Samoa, Guam, Puerto Rico** - current American territories.

DEFENDING EDUCATION

Grade	Anchor Standard: Geography 14. Human-Environmental Interactions and Sustainability	
	Performance Standard(s)	
HS	**9-12.US.42. Describe how particular historical events and developments shape human processes and systems between 1890 and 1920.**	
	Sample Concept/Content	**Supporting Questions**
	• Annexation of Hawaii, Guam, Samoa, and Puerto Rico • The purchase of Alaska • The continued use of Guantanamo Bay • The continued debate over Puerto Rican statehood	• How did geographical boundaries change during imperialism, and what effect did those changes have? • What is the continuing impact of imperialism today?
	Vertical Alignment	
	Previous Grades: *8.28. Analyze how historic events are shaped by geography.*	*High School Connections:* *9-12.Geo.25. Describe how particular historical events and developments shape human processes and systems in a given place or region over time.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	• Analyze geographical boundaries that changed because of imperialism. • Evaluate the impact of imperialism today.	**Annexation -** the addition of an area or region to a country. **Guantanamo Bay -** a United States military prison located within Guantanamo Bay Naval Base on the coast of Guantánamo Bay in Cuba.

DEFENDING EDUCATION

ASSESSMENT AND SAMPLE TASK GUIDE

The resources provided in this Assessment and Sample Task Guide are meant to provide examples of formative assessments within instruction. They are not compiled for a quiz, test, or summative assessment outside of instruction.

912.US.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources,and communicate while acknowledging counterclaims and evidentiary weaknesses.

9-12.US.36. Examine U.S. imperialist policies and practices.

Students will analyze examples of yellow journalism and examples of anti-imperialism political cartoons.

Sample Task #3

Students will work in partners to craft a presentation that addresses the following topics:

- What was yellow journalism?
- What methods did yellow journalists use to persuade Americans?
- What was the impact of yellow journalism?
- How is yellow journalism similar to "fake news" and "clickbait" headlines today?

To complete the assignment students will follow the steps below:

- They will first be given examples of Yellow Journalism at the beginning of the Spanish American War. They will analyze them by stating how the headlines were persuasive, and how the headlines got people to go against the Spanish. The Yellow journalism examples can be found at this website.
- They will then be given the anti-imperialist political cartoon "Well, I Hardly Know Which to Take First!". They will be asked to analyze the cartoon. They will look at ways in which each was used to persuade Americans.
- They will then look up modern examples of "clickbait" headlines to find similarities between clickbait and yellow journalism.

Exemplar Student Responses

Students will discuss how yellow journalism led to Americans turning against the Spanish. They will discuss what techniques were used in order to persuade Americans. They will then be able to connect yellow journalism, and political cartoons today by being able to compare those persuasive techniques to today's journalism. Student presentations may include a statement like, "Yellow journalists used sensationalized headlines to convince Americans to turn against the Spanish." Students may say, "That America was being greedy in taking over other places of the world." They also should comment on how various news sources differ in the telling of current events.

DEFENDING EDUCATION

DOK	Blooms
3	Analyze

Cross-Curricular Connections

CCSS.ELA-LITERACY.RH.11-12.1
Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text?
For Yellow Journalism, the Cubans, the Spanish, and Americans will all be represented. In the political cartoon America, Samoa, and Puerto Rico are all represented.

How are those groups and individuals portrayed?
For Yellow Journalism the Spanish are portrayed as the enemy. The Cubans are portrayed as people who need help while Americans are portrayed as heroes. For the anti-imperialism political cartoon, Americans are portrayed as land hungry imperialists.

Does the text provoke critical questions about cultural and linguistic diversity, especially within marginalized communities?
The documents force students to analyze how different groups who were imperialised were viewed. They will analyze why America was viewed as being the hero, and how those views still affect American colonies today. They will also compare/contrast criticism to imperialism. They will also be able to analyze how groups are still portrayed in the media today.

What supports are provided to teachers to identify blind spots?
If teachers want more resources on teaching media literacy and detecting clickbait, they can use online resources like this one to learn how to teach students to identify misleading headlines.

How is this text culturally/linguistically responsive?
Students will pick a current issue and will look at different headlines about the event, and analyze how the event is presented by different sources. Students will have the ability to pick whatever event they have interest in. They will compare that to how the events of that started the Spanish-American time.

VABB Analysis

Validate *The intentional and purposeful legitimization of the home culture and language of the student.*	Affirm *The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by the corporate mainstream.*
What do the documents reveal about how the media uses different perspectives in order to portray a story? **ESR:** The documents show how the media	**In what ways was the portrayal of America as the hero used to justify imperialism?** **ESR:** By portraying America as the hero it allowed imperialists to make the argument that

DEFENDING EDUCATION

persuaded Americans that imperialism is acceptable. On the other hand, the political cartoon shows the United States as greedy imperialists.	imperialism was beneficial for the countries being taken over.
Build *Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.*	**Bridge** *Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.*
How does imperialism continue to impact people today? **ESR:** Imperialism is still important today because America still owns Guam and Puerto Rico, and some people in Puerto Rico want statehood	**What steps can you take to recognize biased headlines in the future?** **ESR:** I can fact check what the headline is saying from another reliable source. I can also stop to consider who is publishing the article and what their motivation might be for writing the article.

Suggested Student Discourse	
Question	**Method**
In what ways was the viewpoint of America as the hero used to justify imperialism?	**Type:** Discussion **Strategy:** Think Pair Share Collaborative learning strategy where students work together to respond to a prompt, solve a problem, or make a decision by thinking quietly about the prompt, partnering with a classmate, and then discussing the prompt for 2-5 minutes. This strategy is most beneficial in helping students to connect content to real life.

Multi-Layered System of Supports/Suggested Instructional Strategies

In New Mexico we believe that all students deserve access to high-quality grade-level tasks that incorporate historical documents and critical thinking. These universal supports allow all students to analyze primary and secondary sources, develop claims, and evaluate reasoning:

1.) Identify vocabulary words to pre-teach.
   - Vocabulary are words that are more likely to appear in text than speech.
   - Choose words that are not implicitly or explicitly defined within the text.
2.) Create text-based questions to push students to think about historical events in the context, build content knowledge, develop knowledge of vocabulary, or syntax and structure.

DEFENDING EDUCATION

Instructional Supports:	
Vocabulary/Text-Based Questioning:	**Strategies:**
Vocabulary to Pre-Teach: ● Imperialism ● Anti-Imperialism ● Yellow Journalism ● Rough Riders ● Guantanamo Bay ● Spanish-American War ● Banana Land ● Big Stick Policy ● Filipino-American War ● Manifest Destiny ● Roosevelt Corollary ● Panama Canal **Text-Based Questioning:** ● What symbols do you see being used to represent America or imperialized countries in the cartoons? ● What themes do you notice repeated in the yellow journalism headlines?	**Universal Supports:** ● Clarify techniques used in political cartoons and propaganda. **Targeted Supports:** ● Provide sentence stems to help students construct a framework for their response. ● Provide a document guide with targeted questions about the key ideas of each document. ● Have students work in a group during activities for added support. ● Have discussions with the whole group before lessons to review, and then to explain what they will be learning about that day.

DEFENDING EDUCATION

High School U.S. History
Theme 4: Progressivism and World War I

Compelling Question	Inquiry Alignment
How does fear of the unknown lead to war?	**9-12.US.10. Critique the use of claims and evidence in arguments for credibility.**
	9-12.US.11. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

Standards at a Glance

Theme 4: Progressivism and World War I

Anchor Standard *The student demonstrates an understanding of*	**Performance Standard** *Therefore, the student is able to:*
History 15. Historical Change, Continuity, Context, and Reconciliation	• 9-12.US.43. Examine the ethics of the suppression of civil liberties and human rights during times of conflict and war, past and present. • 9-12.US.44. Analyze the role of the United States in the world and the balance of foreign and domestic priorities. • 9-12.US.45. Analyze the influence of cultural, literary, and/or artistic movements during the Progressive Era and World War I.
History 16. Cause and Consequence	• 9-12.US.46. Distinguish between the long-term causes and triggering events that led the United States into World War I. • 9-12.US.47. Explain the course and significance of Woodrow Wilson's wartime diplomacy, including his Fourteen Points, the League of Nations, and the failure of the Versailles Treaty.
History 18. Critical Consciousness and Perspectives	• 9-12.US.48. Evaluate major reform movements and reformers during the Progressive Era. • 9-12.US.49. Evaluate the inclusivity and exclusivity of Progressive Era reform movements. • 9-12.US.50. Analyze the campaign for, and the opposition to, women's suffrage in the late 19th and early 20th centuries. • 9-12.US.51. Analyze the strategies of African Americans to achieve basic civil rights in the early 20th century. • 9-12.US.52. Analyze how ideologies of the progressive movement impacted Indigenous people in the United States.
History 19. Power Dynamics, Leadership, and Agency	• 9-12.US.53. Explain what Progressivism meant in the early 20th century through the ideas, actions, and experiences of Progressive leaders. • 9-12.US.54. Analyze the governmental policies of the Progressive period, determine which problems they were designed to solve, and assess their long- and short-term effectiveness. • 9-12.US.55. Analyze the role of the United States in World War I.
Ethnic, Cultural, and Identity Studies 20. Diversity and Identity	• 9-12.US.56. Examine the impact of historical, cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups during the Progressive Era and World War I. • 9-12.US.57. Examine the role assimilation plays in the loss of cultural, ethnic, racial, and religious identities and language during the Progressive Era and World War I.

DEFENDING EDUCATION

Grade	Anchor Standard: History 15. Historical Change, Continuity, Context, and Reconciliation	
	Performance Standard(s)	
HS	**9-12.US.43. Examine the ethics of the suppression of civil liberties and human rights during times of conflict and war, past and present.** **9-12.US.44. Analyze the role of the United States in the world and the balance of foreign and domestic priorities.**	
	9-12.US.45. Analyze the influence of cultural, literary, and/or artistic movements during the Progressive Era and World War I.	
	Sample Concept/Content	**Supporting Questions**

	• Propaganda and Repression
	  ○ Espionage Act of 1911
	  ○ Committee of Public Information
	  ○ Sedition Acts
	  ○ First Red Scare
	• Opposition to restrictions on liberties
	  ○ Emma Goldman
	  ○ Eugene Debs
	  ○ National Civil Liberties Bureau
	  ○ Pacifism
	  ○ *Schenck v. U.S.*
	• Internationalism
	  ○ Fourteen Points
	  ○ National self-determination
	  ○ Woodrow Wilson
	  ○ America First movement
	• Cultural and Literary movements
	  ○ *The Jungle*
	  ○ *History of the Standard Oil Company*
	  ○ "The Yellow Wallpaper"
		• How can fear lead to war?
		• What are the long term effects of war?
		• How did American culture change in the WWI era?

	Vertical Alignment	
	Previous Grades: *9-12.NMH.30. Interpret data and evidence to conduct periodization of key events and contributions by key people to the events that occurred during the early 20th century.*	*High School Connections:* *9-12.US.39. Evaluate how events during Imperialism impacted people from diverse groups.*

DEFENDING EDUCATION

	Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
	• Describe and evaluate government policies that impacted individual liberties during WWI. • Identify and validate the long term effects of war. • Research propaganda used during wartime and analyze how it can lead to xenophobia. • Describe key works of Progressive Era literature.	**Propaganda** - the systematic spreading of ideas or beliefs reflecting the views and interests of those advocating a doctrine or cause. **Repression** - the action of subduing someone or something by force. **Sedition** - conduct or speech inciting people to rebel against the authority of a state or monarch.

DEFENDING EDUCATION

Grade	Anchor Standard: History 16. Cause and Consequence	
	Performance Standard(s)	
HS	**9-12.US.46. Distinguish between the long-term causes and triggering events that led the United States into World War I.** **9-12.US.47. Explain the course and significance of Woodrow Wilson's wartime diplomacy, including his Fourteen Points, the League of Nations, and the failure of the Versailles Treaty.**	
	Sample Concept/Content	**Supporting Questions**

	• Causes of WWI
	  ○ Imperialism, Alliances, Militarism, Ethnic and ideological conflicts, Propaganda
	  ○ Assasination of Archduke Franz Ferdinand
	• Reasons for U.S. entry
	  ○ Unrestricted submarine warfare
	  ○ Sinking of the *Lusitania*
	  ○ The Zimmerman Telegram
	  ○ The concept of "making the world safe for democracy"
	• Wartime Diplomacy
	  ○ 14 Points
	  ○ Treaty of Versailles
	  ○ Debate over ratification
	  ○ League of Nations
		• What caused World War I?
		• Why was the Versailles Treaty considered a failure?

	Vertical Alignment	
	Previous Grades: *6.44. Explain what led to the emergence of European feudalism.*	*High School Connections:* *9-12.WH.33. Investigate cultural and historical developments within societies with attention to belief systems, ideologies, the arts, science, and technology.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	• Analyze how the militarism of some European countries created distrust and fear in other nations. • Identify and evaluate the role that suspicion of foreign alliances played in building distrust. • Analyze and support the argument of why the Versailles Treaty was considered a failure.	**Imperialism** - a policy of extending a country's power and influence through diplomacy or military force. **Militarism** - the belief or desire of a government or people that a country should maintain a strong military capability and be prepared to use it aggressively to defend or promote national interests.

DEFENDING EDUCATION

Grade	Anchor Standard: History 18. Critical Consciousness and Perspectives	
	Performance Standard(s)	
HS	**9-12.US.48. Evaluate major reform movements and reformers during the Progressive Era.** **9-12.US.49. Evaluate the inclusivity and exclusivity of Progressive Era reform movements.**	
	Sample Concept/Content	**Supporting Questions**

	• Women's Suffrage movement
	  ○ Exclusion of women of color
	• Social Gospel Movement
	  ○ Settlement Houses
	  ○ Jane Addams
	• Muckrakers and investigative journalism
	  ○ *The Jungle*
	  ○ *The History of the Standard Oil Company*
	  ○ *The Shame of the Cities*
	• Labor reform
	  ○ Workers rights
	  ○ Child labor reform
	• Anti-prostitution campaigns
	• Temperance
	• Environmentalism
	  ○ National Parks
	  ○ John Muir
	  ○ U.S. Forest Service
	• Roosevelt's Square Deal
	• Municipal Reform
	• Federal Reserve System
		• What changes emerged from Progressive activism?
		• How inclusive was the Progressive movement?

	Vertical Alignment	
	Previous Grades: *8.90. Analyze the impact of individuals and reform movements that advocated for greater civil rights and liberties throughout early U.S. history.*	*High School Connections:* *9-12.NMH.38. Analyze the civil rights era in New Mexico using multiple perspectives.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	• Explain the different types of reforms that the Progressives advocated for. • Evaluate the success of the Progressive movement in creating social change.	**Progressivism** - a political philosophy in support of social reform. **Reform** - movement to improve unsatisfactory conditions.

DEFENDING EDUCATION

Grade	Anchor Standard: History 18. Critical Consciousness and Perspectives	
	Performance Standard(s)	
HS	**9-12.US.50. Analyze the campaign for, and the opposition to, women's suffrage in the late 19th and early 20th centuries.** **9-12.US.51. Analyze the strategies of African Americans to achieve basic civil rights in the early 20th century.** **9-12.US.52. Analyze how ideologies of the progressive movement impacted Indigenous people in the United States.**	
	Sample Concept/Content	**Supporting Questions**
	● Women's Suffrage ○ National Women's Party ○ National Woman Suffrage Association ○ Leaders: Alice Paul, Carrie Chapman Catt, Ida B. Wells-Barnett ○ Opposition ● African American civil rights ○ Niagara Movement ○ NAACP ○ Leaders: W.E.B. DuBois, Booker T. Washington, Marcus Garvey ● Indigenous people ○ Helen Hunt Jackson, *A Century of Dishonor* ○ Society of American Indians	● How successful were the Progressives at improving life for marginalized groups?
	Vertical Alignment	
	Previous Grades: *8.90. Analyze the impact of individuals and reform movements that advocated for greater civil rights and liberties throughout early U.S. history.*	*High School Connections:* *9-12.NMH.38. Analyze the civil rights era in New Mexico using multiple perspectives.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	● Analyze and justify what it means to have "civil rights". ● Evaluate the success of the Progressives in bringing equality for disadvantaged groups.	**Suffrage** - the right to vote in political elections.

DEFENDING EDUCATION

	Anchor Standard: History 19. Power Dynamics, Leadership, and Agency	
Grade	**Performance Standard(s)**	
HS	**9-12.US.53. Explain what Progressivism meant in the early 20th century through the ideas, actions, and experiences of Progressive leaders.** **9-12.US.54. Analyze the governmental policies of the Progressive period, determine which problems they were designed to solve, and assess their long- and short-term effectiveness.**	
	Sample Concept/Content	**Supporting Questions**

	• Progressive leaders
	  ○ Advocates: Jane Addams, William Jennings Bryan, John Dewey, Robert La Follette, Margaret Sanger, Lewis Hine
	  ○ Muckrakers: Ida Tarbell, Upton Sinclair
	  ○ Presidents: Theodore Roosevelt, William H. Taft, Woodrow Wilson
	• Progressive Policies
	  ○ Bans against child labor
	  ○ Sherman Antitrust Act
	  ○ Pure Food and Drug Act
	  ○ Meat Inspection Act
	  ○ Federal Reserve Act
	  ○ Clayton Antitrust Act
	  ○ Indian Citizenship Act
	• Progressive amendments
	  ○ 16th - 19th
		• What is the appropriate role of the government in regulating business?
		• In what ways do government policies affect societal change?
		• In what ways are progressive policies effective and/or ineffective?

	Vertical Alignment	
	Previous Grades: *8.90. Analyze the impact of individuals and reform movements that advocated for greater civil rights and liberties throughout early U.S. history.*	*High School Connections:* *9-12.NMH.29. Discuss the sequence of events that led to the Great Depression and the implementation of New Deal programs in New Mexico, including the efficacy of the programs for different communities.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	• Analyze what the appropriate role of the government is in regulating business. • Identify and validate the ways government policies affect societal change. • Analyze and evaluate if progressive policies are effective and/or ineffective.	**Progressivism** - a political philosophy in support of social reform.

DEFENDING EDUCATION

	Anchor Standard: History 19. Power Dynamics, Leadership, and Agency	
Grade	**Performance Standard(s)**	
HS	**9-12.US.55. Analyze the role of the United States in World War I.**	
	Sample Concept/Content	**Supporting Questions**

	● US isolationism in the early years of WWI
	● Reasons for United States entry
	  ○ The sinking of the *Lusitania*
	  ○ The Zimmerman Telegram
	● Wartime technology
	  ○ Submarine warfare
	  ○ Long range ballistics
	  ○ Machine guns
	  ○ Airplanes
	  ○ Poison Gas
	  ○ Radios/communications
	● U.S. role
	  ○ American Expeditionary Forces
	  ○ Negotiation of the Treaty of Versailles
	● The Treaty of Versailles
		● Is the United States better served by isolationism or internationalism?
		● What obligation does the U.S. have in foreign conflicts?
		● How did the technological advancements in weaponry change war?

	Vertical Alignment	
	Previous Grades: *8.70. Examine the ways in which the United States acquired new territories, including purchases, forced relocation, treaties, annexation, and war.*	*High School Connections:* *9-12.NMH.32. Demonstrate historical argumentation by using various resources and perspectives to show the impact of World War II on the people of New Mexico and the impact that the state's citizens and resident populations had on the war.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	● Evaluate if the United States is better served by isolationism or internationalism. ● Identify and analyze the obligation that the U.S. has in foreign conflicts. ● Identify and evaluate how the technological advancements in weaponry changed war.	**Isolationism** - a policy of remaining apart from the affairs or interests of other groups, especially the political affairs of other countries. **Internationalism** - a political principle that advocates greater political or economic cooperation among states and nations.

DEFENDING EDUCATION

Grade	Anchor Standard: Ethnic, Cultural, and Identity Studies 20. Diversity and Identity	
	Performance Standard(s)	
HS	**9-12.US.56. Examine the impact of historical, cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups during the Progressive Era and World War I.** **9-12.US.57. Examine the role assimilation plays in the loss of cultural, ethnic, racial, and religious identities and language during the Progressive Era and World War I.**	
	Sample Concept/Content	**Supporting Questions**
	• Extreme Nationalism throughout Europe before the onset of WWI between religious, political, and cultural groups. • Continued segregation and Jim Crow Laws • Americanization movement • Native American assimilation efforts	• Why does hate for a different group lead to inequality? • How did economics lead to the rise of the Nazi Party? • How does assimilation lead to a loss of cultural, racial, ethnic, religious identities, and language?
	Vertical Alignment	
	Previous Grades: *8.73. Examine the role assimilation plays in the loss of cultural, ethnic, racial, and religious identities and language.*	*High School Connections:* *9-12.WH.37. Examine the role colonization, assimilation, and syncretism play in the evolution of cultural, ethnic, racial, and religious identities and language.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	• Analyze how hate for a different group can lead to inequality. • Evaluate and support the idea of how assimilation leads to a loss of cultural, racial, ethnic, religious identities, and language.	**Extreme nationalism** - an extreme form of nationalism in which a country asserts or maintains detrimental hegemony, supremacy, or control over other countries (usually through coercion) to pursue its interests. **Cultural Assimilation** - a process by which a person's or group's culture becomes that of another group.

DEFENDING EDUCATION

ASSESSMENT AND SAMPLE TASK GUIDE

The resources provided in this Assessment and Sample Task Guide are meant to provide examples of formative assessments within instruction. They are not compiled for a quiz, test, or summative assessment outside of instruction.

9-12.US.11. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

9-12.US.52. Analyze how ideologies of the progressive movement impacted Indigenous people in the United States.

In this sample task students are asked to compare turn of the century Indigenous issues to modern Indigenous protests.

Sample Task #4

By this time students would have been given an introduction to the Progressive Era and movements during that time. Students will begin by looking at reservation camps from the National Archives catalog. (Picture 1, Picture 2 , Picture 3 and in groups of 3-5, make a list of similarities of each picture. They will then write these on the board and as a group, we will answer the question, "What does this tell us about the living conditions of Indian Reservation?" Students will then read, "Indians of Alcatraz: Proclamation to the Great White Father." In their original groups, students will compare Alcatraz Island to the living conditions of reservations that we concluded from before. Then students, in their groups, will answer the questions:

1. What progressive idea might have motivated this protest?
2. How are their tactics similar to tactics used by progressive reformers?
3. Who is the audience for this proclamation?
4. What is the purpose for this proclamation? (What do the protestors want?)
5. Did the protest work? Why or why not?
6. What is a counterclaim to the protest and wants of the protestors?

In order to answer question 4, students will need to research current reservation conditions. We will then make preparations for a Socratic seminar in which each group will argue each of the questions.

Exemplar Student Responses

A strong student response will include the following:

- A list of the similarities of the early reservation pictures and what this says about the living conditions of reservations
    - Flat lands
    - No greenery
    - No water

DEFENDING EDUCATION

- Etc.

- A list of comparisons between Alcatraz Island and reservations, as directly quoted from the proclamation:
  - It is isolated from modern facilities, and without adequate means of transportation.
  - It has no fresh running water.
  - The sanitation facilities are inadequate.
  - There are no oil or mineral rights.
  - There is no industry and so unemployment is very great.
  - There are no health care facilities.
  - The soil is rocky and non-productive and the land does not support game.
  - There are no educational facilities.
  - The population has always been held as prisoners and kept dependent upon others.
- Answers to the group questions with verbal citations to validate their answers before and during the socratic seminar:
  - What progressive idea might have motivated this protest?
    - Ex: The Society of American Indians
  - How are their tactics similar to tactics used by progressive reformers?
    - Ex: Public protest, written documents
  - Who is the audience for this proclamation?
    - Ex: President Nixon, U.S. Congress, American People, etc
  - What is the purpose for this proclamation? (What do the protestors want?)
    - Ex: Better living conditions, their original land back, to make people aware of what reservations are really like, etc.
  - Did the protest work? Why or why not?
    - Ex: No, because of current reservation conditions; Yes, because more people are aware of the living conditions on reservations.
  - What is a counterclaim to the protest and wants of the protestors?
    - Ex: They didn't want Alcatraz anyway, it would mean moving lots of people for them to get their original land back, racism, etc.

DOK	Blooms
3	Evaluate

Cross-Curricular Connections

CCSS.ELA-LITERACY.RH.11-12.2
Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text?
The author of the "Proclamation to the Great White Father" was college student Richard Oakes from the Mohawk Nation. He was one of 16 original Native American college students to occupy Alcatraz Island in 1969 to protest for tribal sovereignty.

How are those groups and individuals portrayed?
The main protagonists in the document are the Native American college students that occupied Alcatraz

DEFENDING EDUCATION

Island for 19 months, from 1969 to 1971. They are portrayed as educated about past injustices of the U.S. government and are able to sarcastically compare current reservation living conditions to that of an abandoned jail that the U.S. deemed to be "unlivable." However, president Nixon and other lawmakers of 1969 were portrayed as complacent of the problems faced by Native Amercians.

Does the text provoke critical questions about cultural and linguistic diversity, especially within marginalized communities?
The document forces students to ask questions about how Native Americans were treated during the early U.S. history of forced reservations and the absurdity of how their land was taken from them. It also makes them see the past and present living conditions of reservations and allows students the opportunity to form their own opinions.

What supports are provided to teachers to identify blind spots?
The pictures come from the National Archives Catalog and within that site there are other writings and pictures related to Native American causes, past and present.

How is this text culturally/linguistically responsive?
The proclamation has a tone of sarcasm and clearly shows the anger and frustration of the Native American people. It shows what a reservation is truly like and displays how the U.S. government understands that but has done nothing to remedy it.

VABB Analysis

Validate *The intentional and purposeful legitimization of the home culture and language of the student.*	**Affirm** *The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by the corporate mainstream.*
What does the document reveal about how the Progressive era inspired the protest of the Native American college students? **ESR:** This document was written by college student Richard Oakes, a Mohawk Nation tribal member. He became an example of how education about the US's plans to "civilize" Native Amricans, and the protest era during the time, came together as a perfect catalyst for the protest. It is also an example of the continued fight begun by the Society of American Indians in 1911 and their fight for sovereignty and better reservation conditions.	**How does the "Proclamation to the Great White Father'' disprove some of the racist and stereotypical beliefs about Native Amercians?** **ESR:** When students are comparing reservation conditions from the photos to Alcatraz Island, they are actually recognizing the stereotype of how American Indians live. The Proclamation shows the antithesis to the Native American stereotype in that students will see and read the works of educated Native people and perhaps even question why their own views of Native Americans are so skewed.
Build *Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.*	**Bridge** *Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.*

DEFENDING EDUCATION

What do you think the reservation living conditions were, and are like, for Native Americans? **ESR:** Students may remark about their own stereotypical beliefs about Native Amercians and why they know what reservations are like, without understanding how they know those things. Hopefully they will understand how little has changed for American Indians since the formation of the U.S. and since the Progressive Era that helped to inspire the Indians of Alcatraz protestors.	**What actions can you take now or in the future to change the stereotype of Native Americans?** **ESR:** Student responses may vary, but they may mention outreach to tribal elders in their area, taking a Native American history class, researching early U.S. treaties that took land from Native Americans, etc.

Suggested Student Discourse	
Question	**Method**
How does the "Proclamation to the Great White Father " disprove some of the racist and stereotypical beliefs about Native Amercians?	**Strategy:** Discussion **Method:** The Snowball Discussion Also known as a pyramid discussion, this strategy allows students to begin in pairs, responding to a prompt with their partner. After each partner has shared their ideas, the pair joins another pair, creating a group of four. Pairs share their ideas with the pair they just joined. Next, groups of four join together to form groups of eight, and so on, until the whole class is joined up in one large discussion.

Multi-Layered System of Supports/Suggested Instructional Strategies

In New Mexico we believe that all students deserve access to high-quality grade-level tasks that incorporate historical documents and critical thinking. These universal supports allow all students to analyze primary and secondary sources, develop claims, and evaluate reasoning:

1.) Identify vocabulary words to pre-teach.
   - Vocabulary are words that are more likely to appear in text than speech.
   - Choose words that are not implicitly or explicitly defined within the text.
2.) Create text-based questions to push students to think about historical events in the context, build content knowledge, develop knowledge of vocabulary, or syntax and structure.

Instructional Supports:	
Vocabulary/Text-Based Questioning:	**Strategies:**

Vocabulary to Pre-Teach:
- Vocabulary to Pre-Teach:
  - Reservation
  - Alcatraz
	Universal Supports:
	- Make sure students understand what a reservation looks like, from when they were created, to today.

DEFENDING EDUCATION

	○ Treaty ○ Protest ○ Deplorable **Text-Based Questioning:** ● What tone is being conveyed by the writers of the text? ● How does the description of Alcatraz compare to that of a reservation? ● How does the text show the irony of how the Native Americans were treated in early American history?	**Targeted Supports:** ● Provide text-based questions to help students navigate the text. ● Have students create a T-Chart with a partner to cite evidence of the comparison of Alcatraz to that of a Native American Reservation.

DEFENDING EDUCATION

High School U.S. History
Theme 5: Conflicts and Transitions (1920-1929)

Compelling Question	Inquiry Alignment
How did the United States respond to new ideas about society?	9-12.US.3. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

Standards at a Glance

Theme 5: Conflicts and Transitions (1920–1929)	
Anchor Standard *The student demonstrates an understanding of:*	**Performance Standard** *Therefore, the student is able to:*
History 15. Historical Change, Continuity, Context, and Reconciliation	• 9-12.US.58. Explore the change between traditionalism and modernity in U.S. society in the past and compare it to today.
History 16. Cause and Consequence	• 9-12.US.59. Assess how new technology in transportation, communication, and finance impacted U.S. society.
History 18. Critical Consciousness and Perspectives	• 9-12.US.60. Evaluate how the events of the 1920s impacted people from diverse groups. • 9-12.US.61. Explore the arts, entrepreneurship, and philanthropy of the Harlem Renaissance and its connections to the Great Migration. • 9-12.US.62. Evaluate the passage of the 19th Amendment from the perspective of diverse groups in U.S. society. • 9-12.US.63. Examine the ways in which gender role norms changed and stayed the same in the United States in the 1920s.
History 19. Power Dynamics, Leadership, and Agency	• 9-12.US.64. Examine the conflict between traditionalism and modernity as manifested in the major political and economic events in the first two decades of the 20th century.
Geography 14. Human-Environmental Interactions and Sustainability	• 9-12.US.65. Analyze how the forces of cooperation and conflict within and among people, nations, and empires influence the division and control of the Earth's surface and resources.
Ethnic, Cultural, and Identity Studies 22. Community Equity Building	• 9-12.US.66. Examine historical and contemporary cultural, economic, political, and social contributions to society by individuals or groups within an identity group. • 9-12.US.67. Examine the impact of historical, cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups between 1920 and 1929.

DEFENDING EDUCATION

Grade	Anchor Standard: History 15. Historical Change, Continuity, Context, and Reconciliation	
	Performance Standard(s)	
HS	**9-12.US.58. Explore the change between traditionalism and modernity in U.S. society in the past and compare it to today.**	
	Sample Concept/Content	**Supporting Questions**

	• Roaring 20's
	• Religious fundamentalism
	  ○ Scopes Trial
	  ○ Billy Sunday
	• Feminism
	  ○ Flappers
	  ○ Birth control movement
	• Prohibition
	  ○ Temperance movement
	  ○ Anti-Saloon League
	  ○ 18th amendment
	  ○ Consequences
	• Norman Rockwell (Influence)
		• What were the causes and effects of Prohibition?
		• What were the impacts of religious fundamentalism in the 1920s?

	Vertical Alignment	
	Previous Grades: *7.36. Describe the relationship between cultural heritage(s) and personal identity or identities.*	*High School Connections:* *9-12.WH.33. Investigate cultural and historical developments within societies with attention to belief systems, ideologies, the arts, science, and technology.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	• Analyze ideas about modern ideas and traditional ideals during the 1920's. • Explain the causes and effects of Prohibition. • Analyze what made the 1920's roaring. • Evaluate the differences between Urban and Rural during the 1920's.	**Roaring 20's** - a time of booming economy during the 1920's. **Prohibition** - the banning of the selling and buying of alcohol in the 1920's. **18th amendment** - banned the selling and buying of alcohol. **21st amendment** - repealed the 18th amendment. **Anti-Saloon League** - pushed for the ban of alcohol. **Scopes trial** - a trial over evolution being taught in schools.

DEFENDING EDUCATION

	Anchor Standard: History 16. Cause and Consequence	
Grade	**Performance Standard(s)**	
HS	**9-12.US.59. Assess how new technology in transportation, communication, and finance impacted U.S. society.**	
	Sample Concept/Content	**Supporting Questions**

	• Vaccines
	• Automobiles
	  ○ Henry Ford
	  ○ Assembly line
	• Consumerism
	  ○ Radio
	  ○ Refrigerator
	• Moving pictures / Nickelodeons
		• What impact did the advent of affordable automobiles, and the invention of assembly lines have on society?
		• How did radio alter how information was communicated in America?

	Vertical Alignment	
	Previous Grades: *8.86. Evaluate the impact of science and technology during the Civil War period.*	*High School Connections:* *9-12.Econ.39. Explain the effect of advancements in technology and training on economic growth and standards of living across diverse groups and circumstances.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	• Evaluate how vaccine innovations changed society in the 1920's. • Analyze the effect of affordable automobiles and assembly lines on society. • Infer how radio changed how information was communicated in the U.S.	**Assembly line** - a production process that breaks the manufacture of a good into steps that are completed in a pre-defined sequence. **Henry Ford** - founder of the Ford Motor Company, and the inventor of the assembly line.

DEFENDING EDUCATION

Grade	Anchor Standard: History 18. Critical Consciousness and Perspectives	
	Performance Standard(s)	
HS	**9-12.US.60. Evaluate how the events of the 1920s impacted people from diverse groups.** **9-12.US.61. Explore the arts, entrepreneurship, and philanthropy of the Harlem Renaissance and its connections to the Great Migration.**	
	Sample Concept/Content	**Supporting Questions**

	• Harlem Renaissance
	  ○ Langston Hughes
	  ○ Zora Neale Hurston
	  ○ Philanthropy
	  ○ Josephine Baker
	  ○ Eubie Blake
	  ○ Louis Armstrong
	  ○ Marcus Garvey
	  ○ Paul Robeson
	• The New Negro
	• "Black Wall Street"
	• Race massacres
	  ○ Tulsa Race Massacre
	  ○ Rosewood Massacre
		• How did the United States respond to new ideas about society?
		• How were diverse groups in the north and south impacted by the 1920's?

	Vertical Alignment	
	Previous Grades: *8.97. Investigate the causes and effects of diverse ideologies on politics, society, and culture that are associated with immigration and migration.*	*High School Connections:* *9-12.WH.34. Analyze the complex relationship between dominant cultures and minority groups throughout world history, including but not limited to constructions of race, ethnicity, gender, sexual orientation, differently abled, nationality, class, religion, reactions, and long-term effects of oppression.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	• Analyze how the United States responded to new ideas about society. • Evaluate how diverse groups were impacted during the 1920's in different regions in the United states.	**Harlem Renaissance** - an intellectual and cultural revival of African American music, dance, art, fashion, literature, theater, politics and scholarship centered in Harlem, Manhattan, New York City, spanning the 1920s and 1930s. **Great Migration** - the mass migration of roughly six million African American people from the American South to Northern, Midwestern, and Western states roughly from the 1910s until the 1970s.

DEFENDING EDUCATION

Grade	Anchor Standard: History 18. Critical Consciousness and Perspectives	
	Performance Standard(s)	
HS	**9-12.US.62. Evaluate the passage of the 19th Amendment from the perspective of diverse groups in U.S. society.** **9-12.US.63. Examine the ways in which gender role norms changed and stayed the same in the United States in the 1920s.**	
	Sample Concept/Content	**Supporting Questions**

	• Gender and sexuality
	  ○ The new women
	  ○ Flappers
	  ○ Margaret Sanger
	  ○ Equal Rights Amendment
	  ○ Charles William Haines
	  ○ Mae West's "The Drag,
	  ○ Gertrude Stein
	  ○ Djuna Barns
		• In what ways did women's lives change during the 1920's? In what ways did they stay the same?

	Vertical Alignment	
	Previous Grades: *8.100. Analyze the development of the women's suffrage movement over time and its legacy.*	*High School Connections:* *9-12.WH.34. Analyze the complex relationship between dominant cultures and minority groups throughout world history, including but not limited to constructions of race, ethnicity, gender, sexual orientation, differently abled, nationality, class, religion, reactions, and long-term effects of oppression.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	• Compare how women's lives changed during the 1920's and the ways in which they stayed the same.	**Flappers** - young women known for their energetic freedom, embracing a lifestyle viewed by many at the time as outrageous, immoral or downright dangerous. Now considered the first generation of independent American women, flappers pushed barriers in economic, political and sexual freedom for women.

DEFENDING EDUCATION

Grade	Anchor Standard: History 19. Power Dynamics, Leadership, and Agency	
	Performance Standard(s)	
HS	**9-12.US.64. Examine the conflict between traditionalism and modernity as manifested in the major political and economic events in the first two decades of the 20th century.**	
	Sample Concept/Content	**Supporting Questions**

	• Political
	  ○ First Red Scare
	  ■ Palmer Raids
	  ■ Sacco and Vanzetti
	  ○ 1924 immigration restriction
	  ○ Eugenics
	  ○ *Buck v. Bell*
	• Evolution
	  ○ H.L. Mencken
	  ○ Scopes Trial
	  ○ Darwin's *On the Origin of Species*
	  ○ Christian fundamentalism
	• 18th amendment
	• Economic
	  ○ Assembly line
	  ○ Automobile
	  ○ Electrification of factories
	  ○ Advertising
	  ○ Radio
	  ○ Buying on credit or margin
		• How were various immigrant groups treated in the U.S. after WW1 and why?
		• How were politics impacted during the 1920's?
		• How did consumerism change during the 1920's?

	Vertical Alignment	
	Previous Grades: *7.36. Describe the relationship between cultural heritage(s) and personal identity or identities.*	*High School Connections:* *9-12.WH.33. Investigate cultural and historical developments within societies with attention to belief systems, ideologies, the arts, science, and technology.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	• Infer how various immigration and minority groups were treated in the U.S. after WWI and the reasoning behind that treatment. • Analyze the debate of science versus religion during the 1920's. • Evaluate how scandals impacted politics	***Buck v. Bell*** - a 1927 Supreme Court case in which the Court ruled that state statutes permitting involuntary sterilization did not violate the Due Process clause of the 14th Amendment **Red Scare -** a period marked by a widespread fear of far-left extremism, including but not limited to

DEFENDING EDUCATION

	during the 1920's. ● Assess how consumerism changed during the 1920's and how those changes affected the economy.	Bolshevism and Anarchism. **Buying on margin** - when an investor buys an asset by borrowing the balance from a bank or broker. **Eugenics** - the study of how to arrange reproduction within a human population to increase the occurrence of heritable characteristics regarded as desirable. **Teapot Dome Scandal** - a bribery scandal involving the administration of United States President Warren G. Harding from 1921 to 1923. **Palmer Raids** - a series of raids conducted in November 1919 and January 1920 by the United States Department of Justice under the administration of President Woodrow Wilson to capture and arrest suspected socialists, especially anarchists and communists, and deport them from the United States.

DEFENDING EDUCATION

Grade	Anchor Standard: Geography 14. Human-Environmental Interactions and Sustainability	
	Performance Standard(s)	
HS	**9-12.US.65. Analyze how the forces of cooperation and conflict within and among people, nations, and empires influence the division and control of the Earth's surface and resources.**	
	Sample Concept/Content	**Supporting Questions**

	• Russian Revolution
	  ○ Fear of communism
	  ○ Nativism
	• Labor restrictions in the 1920s
	  ○ Labor unions
	  ○ American Plan
	• The growth of Harlem, and other ethnic enclaves reflected culture in art, literature, and gastronomy during the 1920's
	• Ethnic enclaves
		• How did laborers resist corporate mistreatment?
		• How did enclaves grow during the 1920's and continue to reflect varying cultures and perspectives?

	Vertical Alignment	
	Previous Grades: *7.23. Demonstrate how early humans compete and cooperate to gather and use resources.*	*High School Connections:* *9-12.Geo.31. Evaluate how economic globalization and the scarcity of resources contribute to conflict and cooperation within and among countries.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	• Explain how the rise of communism in Russia impacted domestic American policies. • Analyze how laborers resisted mistreatment during the 1920's. • Formulate how enclaves grew during the 1920's and continued to reflect varying cultures and perspectives.	**Communism -** a philosophical, social, political, and economic ideology and movement whose goal is the establishment of a socioeconomic order structured upon the ideas of common or social ownership of all property and the absence of social classes. **Strikes -** a refusal to work organized by a body of employees as a form of protest, typically in an attempt to gain a concession or concessions from their employer. **Enclaves -** a place or group that is different in character from those surrounding it. **Nativism -** the policy of protecting the interests of native-born or established inhabitants against those of immigrants.

DEFENDING EDUCATION

Grade	Anchor Standard: Ethnic, Cultural, and Identity Studies 22. Community Equity Building	
	Performance Standard(s)	
HS	**9-12.US.66. Examine historical and contemporary cultural, economic, political, and social contributions to society by individuals or groups within an identity group.** **9-12.US.67. Examine the impact of historical, cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups between 1920 and 1929.**	
	Sample Concept/Content	**Supporting Questions**

	• Ku Klux Klan
	• Lynchings
	• The Snyder Act
	• Eugenics
	• The Palmer Raids
	• Organized crime
	  ○ Bootlegging
	  ○ Al Capone
	• Modern v. traditional views
	  ○ Changing roles of women
	  ○ Science vs. religion
		• How were minorities treated during the 1920's?
		• How did prohibition lead to an increase of crime during the 1920's?

	Vertical Alignment	
	Previous Grades: *7.65. Use primary and secondary sources to evaluate the lasting impacts of unequal power relations and disenfranchisement of persons and groups.*	*High School Connections:* *9-12.ECI.18. Examine the impact of historical cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	• Assess various ways in which minorities were mistreated during the 1920's. • Evaluate how prohibition led to more crime during the 1920's and the role that crime played in the economy, the culture, and politics during the 1920's.	**Bootlegging -** the illegal manufacture, distribution, or sale of alcohol. **Klu Klux Klan -** a terrorist group that used intimidation and violence to preserve white supremacy. **Lynching -** an extralegal murder, especially by hanging, for an alleged offense. **Snyder Act -** granted U.S. citizenship to the Indigenous peoples of the United States.

DEFENDING EDUCATION

ASSESSMENT AND SAMPLE TASK GUIDE

The resources provided in this Assessment and Sample Task Guide are meant to provide examples of formative assessments within instruction. They are not compiled for a quiz, test, or summative assessment outside of instruction.

9-12.US.3. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

9-12.US.66. Examine historical and contemporary cultural, economic, political, and social contributions to society by individuals or groups within an identity group.

9-12.US.67. Examine the impact of historical, cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups between 1920 and 1929.

Students will analyze various aspects of the 1920's by completing a gallery walk. They will fill out a sheet as a group asking them about the various parts of the 1920's.

Sample Task #5

Students will complete a 1920's gallery walk. They will look at various aspects of 1920's cultures. The gallery walk will be divided into the following sections: Harlem Renaissance/Jazz Age, Rise of the KKK and Great Migration, Consumerism, women in the 20's, Scopes Monkey Trial, Crime during the 1920's.

Evaluate various aspects of life during the 1920's.

Documents used can include:

- Various advertisements for consumerism
- Pictures of flappers as well as a graph that shows divorce rates for the 1920's
- Statistics about women getting the right to vote, as well as people who were against flappers.
- Lyrics for jazz songs and art from the Harlem Renaissance
- For the rise of the KKK students will look at political cartoons
- Graphs about population shifts to the North
- Excerpts from William Jennings Bryan's testimony as well as pictures from the Scopes Monkey Trial
- Documents about Al Capone and bootlegging.

After examining all of the documents, students need to evaluate whether more things changed or stayed the same in the 1920s and whether the nickname "The Roaring Twenties" is accurate.

Exemplar Student Responses

DEFENDING EDUCATION

Students will be able to use various documents in order to understand various groups' perspectives during the 1920's.

Students will be able to analyze what changed in the 1920's, as well as what stayed the same. They may say, "While women got more rights they still were limited in their job occupations." They may say that for African Americans it was better in the North but they were still discriminated against." Students can argue that the label "The Roaring Twenties" was or was not appropriate. Answers may say, "The Roaring Twenties is not an appropriate name for the time, because 'roaring' has a positive connotation, and there were still lots of challenges for immigrants and minorities."

DOK	Blooms
3	Analyze

Cross-Curricular Connections

CCSS.ELA-LITERACY.RH.11-12.1
Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text?
The text represents all sides of the 1920s, including women, minorities, and those who opposed equality for those groups.

How are those groups and individuals portrayed?
Women are portrayed as having agency and deserving full equality. African Americans are portrayed as educated, artistic, and intellectually equal to other Americans.

Does the text provoke critical questions about cultural and linguistic diversity, especially within marginalized communities?
These resources remind students of the great religious, racial, and social diversity that existed in America in the 1920s.

What supports are provided to teachers to identify blind spots?
The resources provided offer context on the time period and allow flexibility for the teacher to choose sources that are most appropriate for their students.

How is this text culturally/linguistically responsive?
These resources eschew a one-dimensional view of America in the 1920s to allow students to see the contributions of people from all backgrounds.

DEFENDING EDUCATION

VABB Analysis

Validate *The intentional and purposeful legitimization of the home culture and language of the student.*	**Affirm** *The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by the corporate mainstream.*
What do these documents in the station tell you about African Americans, and women's lives during the 1920's. How did they change, how did they stay the same? **ESR:** Students will be able to analyze how The Great Migration, The Harlem Renaissance, all impacted African Americans. Students will also be able to analyze how women getting the right to vote changed their lives. They will also be able to analyze how Flappers rebelled against the norms of traditional views of women**.**	**How does the Harlem Renaissance go against racist ideals held by the KKK in the South?** **ESR:** In Harlem the North African American culture is celebrated and made an impact culturally. Meanwhile in the South, African Americans were being targeted and lynched. It is important for students to see that culture was celebrated during this time. It is also important for them to see that there was extreme racism in the South.
Build *Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.*	**Bridge** *Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.*
Are there any parallels between the 1920's and today? **ESR:** Students will be able to see where African American culture is still celebrated through music. Also, there are currently varying views on women's roles in society.	**How far have we come in terms of appreciating culture? How far do we still need to go? How are advertisements used now compared to the past?** **ESR:** Students may discuss how culture needs to be appreciated more. Students may also discuss how advertisements now can be geared more towards minorities than they were in the past.

Suggested Student Discourse

Question	**Method**
Are there any parallels between the 1920's and today?	**Type:** Dialogue **Strategy:** Conver'stations' A small-group dialogue strategy that gives students exposure to more of their peers' ideas and prevents the stagnation that can happen when a group doesn't happen to have the right chemistry.

BEYOND EDUCATION

Multi-Layered System of Supports/Suggested Instructional Strategies

In New Mexico we believe that all students deserve access to high-quality grade-level tasks that incorporate historical documents and critical thinking. These universal supports allow all students to analyze primary and secondary sources, develop claims, and evaluate reasoning:

1.) Identify vocabulary words to pre-teach.
   - Vocabulary are words that are more likely to appear in text than speech.
   - Choose words that are not implicitly or explicitly defined within the text.

2.) Create text-based questions to push students to think about historical events in the context, build content knowledge, develop knowledge of vocabulary, or syntax and structure.

Instructional Supports:	
Vocabulary/Text-Based Questioning:	**Strategies:**
Vocabulary to Pre-Teach: • Union • Strike • Capitalism • Consumerism • Production • Consumption **Text-Based Questioning:** • What do these documents in the station tell you about African American, and Women's lives during the 1920's. How did they change, how did they stay the same? • How does the Harlem Renaissance go against racist ideals held by the KKK in the South • Are there any parallels between the 1920's and today? • Students may discuss how culture needs to be appreciated more. Students may also discuss how advertisements now can be geared more towards minorities then they were in the past.	**Universal Supports:** • Provide a notes organizer with space for students to take notes on each source **Targeted Supports:** • Provide sentence stems to help students construct a framework for their response. • Provide a document guide with targeted questions about the key ideas of each document. • Have students work in a group during station activities in order to clarify any information. Have discussions with the whole group before lessons to review, and then to explain what they will be learning about that day.

DEFENDING EDUCATION

High School U.S. History
Theme 6: The Great Depression and the New Deal (1929-1941)

Compelling Question	Inquiry Alignment
What responsibility does a government have to the well-being of its citizens?	9-12.US.8. Construct explanations using reasoning, correct sequence, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given their purpose.
	9-12.US.12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school contexts.

Standards at a Glance

Theme 6: The Great Depression and the New Deal (1929–1941)	
Anchor Standard *The student demonstrates an understanding of:*	**Performance Standard** *Therefore, the student is able to*
History 15. Historical Change, Continuity, Context, and Reconciliation	• 9-12.US.68. Evaluate New Deal programs and their impact on diverse groups of people in America. • 9-12.US.69. Analyze the influence of cultural, literary, and/or artistic movements between 1929 and 1941.
History 16. Cause and Consequence	• 9-12.US.70. Describe the multiple causes and consequences of the global and the U.S. depression of the 1930s. • 9-12.US.71. Assess the impact and legacy of New Deal relief, recovery, and reform programs.
History 18. Critical Consciousness and Perspectives	• 9-12.US.72. Examine the lives and experiences of Latinos and other diverse groups and the relationship of the United States to Mexico.
Ethnic, Cultural, and Identity Studies 20. Diversity and Identity	• 9-12.US.73. Examine the impact of historical, cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups between 1929 and 1941.
Geography 14. Human-Environmental Interactions and Sustainability	• 9-12.US.74. Analyze how the forces of cooperation and conflict within and among people, nations, and empires influence the division and control of Earth's surface and resources.

DEFENDING EDUCATION

Grade	Anchor Standard: History 15. Historical Change, Continuity, Context, and Reconciliation	
	Performance Standard(s)	
HS	**9-12.US.68. Evaluate New Deal programs and their impact on diverse groups of people in America.** **9-12.US.69. Analyze the influence of cultural, literary, and/or artistic movements between 1929 and 1941.**	
	Sample Concept/Content	**Supporting Questions**

	• Welfare state vs. Liberal state
	• Social safety net
	  ○ Social Security Administration (SSA)
	• New Deal jobs programs
	  ○ Civilian Conservation Corps (CCC)
	  ○ Civil Works Administration (CWA)
	• Recovery programs
	  ○ Farm Security Administration (FSA)
	  ○ National Industrial Recovery Act of 1933 (NIRA)
	• Segregation in New Deal jobs programs
	• Impact of Federal Housing Administration on communities of color
	  ○ Redlining
	• Lost Generation
	• Dorothea Lange photography
		• How effective was the New Deal?
		• In what ways did many of the New Deal programs exclude certain groups?
		• How did radio impact American culture?
		• In what ways did movies affect American culture?

	Vertical Alignment	
	Previous Grades: *8.98. Analyze the benefits and challenges that are associated with rapidly growing urban areas because of industrialization.*	*High School Connections:* *9-12.NMH.29. Discuss the sequence of events that led to the Great Depression and the implementation of New Deal programs in New Mexico, including the efficacy of the programs for different communities.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	• Compare the effectiveness of the New Deal. • Identify and support an argument of how the New Deal programs excluded certain groups. • Be able to explain and cite information on how the radio impacted American culture. • Analyze the impact of motion pictures on creating, influencing, and displaying American Culture.	**Welfare state -** a system whereby the government undertakes to protect the health and well-being of its citizens, especially those in financial or social need, by means of grants, pensions, and other benefits. **Social safety net -** government programs with the goal to provide a support system that "catches" families as they fall into poverty while still encouraging work.

DEFENDING EDUCATION

Grade	Anchor Standard: History 16. Cause and Consequence	
	Performance Standard(s)	
HS	**9-12.US.70. Describe the multiple causes and consequences of the global and the U.S. depression of the 1930s.**	
	Sample Concept/Content	**Supporting Questions**

	• Depression Causes
	  ○ fall in stock market and commodities prices
	  ○ Restrictive monetary and trade policies
	  ○ Overproduction
	  ○ Stock speculation
	  ○ Unequal distribution of income
	  ○ Unstable credit system
	• Depression Consequences
	  ○ Bank closures
	  ○ Business failures
	  ○ Unemployment
	  ○ Migration
	  ○ Decline of personal income
	  ○ Decline in trade
		• What caused the Great Depression?
		• How did the Great Depression affect already marginalized people?

	Vertical Alignment	
	Previous Grades: *5.19. Using examples from the Western Hemisphere, explore and illustrate the role of scarcity historically and today.*	*High School Connections:* *9-12.NMH.29. Discuss the sequence of events that led to the Great Depression and the implementation of New Deal programs in New Mexico, including the efficacy of the programs for different communities.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	• Explain the causes of the Great Depression. • Describe consequences of economic instability in the 1930s.	**The Great Depression -** a severe worldwide economic depression that took place mostly during the 1930s, beginning in the United States.

DEFENDING EDUCATION

Grade	Anchor Standard: History 16. Cause and Consequence	
	Performance Standard(s)	
HS	**9-12.US.71. Assess the impact and legacy of New Deal relief, recovery, and reform programs.**	
	Sample Concept/Content	**Supporting Questions**

	• Economic Policies
	  ○ Reconstruction Finance Corporation
	  ○ Tariffs
	  ○ Tight monetary policy
	• Relief and Recovery
	  ○ Jobs Programs - Civilian Conservation Corps
	  ○ Public arts - Works Progress Administration
	  ○ Infrastructure - Civil Works Administration, Tennessee Valley Authority
	• Economic Reform
	  ○ Agricultural Adjustment Act, Federal Deposit Insurance Corporation, Social Security, U.S. Securities Exchange Commission, The Wagner Act of 1935
		• What role should the government play in managing the economy?
		• What are the lasting effects of New Deal programs today?
		• In what ways does economic decline lead to xenophobia?

	Vertical Alignment	
	Previous Grades: *5.19. Using examples from the Western Hemisphere, explore and illustrate the role of scarcity historically and today.*	*High School Connections:* *9-12.NMH.29. Discuss the sequence of events that led to the Great Depression and the implementation of New Deal programs in New Mexico, including the efficacy of the programs for different communities.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	• Analyze and support an argument of what role the government should play in managing the economy. • Explain the lasting effects of New Deal programs today by showing examples of them today. • Explain how the Great Depression affected already marginalized people.	**The New Deal -** the New Deal was a series of programs and projects instituted during the Great Depression by President Franklin D. Roosevelt that aimed to restore prosperity to Americans. **Infrastructure -** the basic physical and organizational structures and facilities (e.g. buildings, roads, power supplies) needed for the operation of a society or enterprise.

DEFENDING EDUCATION

Grade	Anchor Standard: History 18. Critical Consciousness and Perspectives	
	Performance Standard(s)	
HS	**9-12.US.72. Examine the lives and experiences of Latinos and other diverse groups and the relationship of the United States to Mexico.**	
	Sample Concept/Content	**Supporting Questions**

	• Mexico and the borderlands
	  ○ Bracero program
	  ○ Farm workers
	  ○ Mexican repatriation and deportation
		• In what ways does the relationship between the U.S. and Mexico change whenever the U.S. faces an economic depression, and what causes those changes?
		• How does deportation of Latinos hurt the American economy in both the short and long term?

	Vertical Alignment	
	Previous Grades: *7.69. Categorize causes and consequences of the U.S. military invasion of Mexico and New Mexico.*	*High School Connections:* *9-12.NMH.14. Dissect the Treaty of Guadalupe Hidalgo and evaluate how the different people of New Mexico were addressed and impacted by the document.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	• Support an argument using credible sources explaining the ways the relationship between the U.S. and Mexico change whenever the U.S. faces an economic depression. • Analyze how the deportation of Latinos hurt the American economy in both the short and long term.	**Latino -** an American English neologism, sometimes used to refer to people of Latin American cultural or ethnic identity in the United States. **Mexican repatriation -** the repatriation and deportation of Mexicans and Mexican-Americans to Mexico from the United States during the Great Depression between 1929 and 1939. **Bracero program -** a series of diplomatic accords between Mexico and the United States that permitted millions of Mexican men to work legally in the United States on short-term labor contracts.

DEFENDING EDUCATION

Grade	Anchor Standard: Ethnic, Cultural and Identity Studies 20. Diversity and Identity	
	Performance Standard(s)	
HS	**9-12.US.73. Examine the impact of historical, cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups between 1929 and 1941.**	
	Sample Concept/Content	**Supporting Questions**

	• The Great Migration of southern African Americans to northern states
	• Impact of the Great Depression on people of color
	  ○ "Last hired, first fired"
	• Unequal implementation of New Deal programs
	  ○ Negative impact of livestock reduction on Diné people in New Mexico
	• Mexican repatriation
	• The rise of Marxism
	• Anti-Jewish Propaganda
		• How did the Great Migration change politics in the south?
		• What were the long-term effects of the Great Migration on Northern state's politics?
		• How and why did the Great Depression lead to a rise in Marxism?

	Vertical Alignment	
	Previous Grades: *8.92. Describe how white supremacist groups' organizations in the United States arose with the intention of maintaining the oppression of specific groups through informal institutions.*	*High School Connections:* *9-12.US.28. Analyze social, political, and economic reasons groups migrated to and within the United States, including push and pull factors.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	• Explain how the Great Migration changed politics in the south. • Evaluate and support an argument explaining the long-term effects of the Great Migration on Northern state's politics. • Analyze how and why the Great Depression led to a rise in Marxism.	**The Great Migration -** the mass migration of roughly six million African American people from the American South to Northern, Midwestern, and Western states roughly from the 1910s until the 1970s. **Marxism -** the political and economic theories of Karl Marx and Friedrich Engels, later developed by their followers to form the basis for the theory and practice of communism.

DEEPENING EDUCATION

Grade	Anchor Standard: Geography 14. Human-Environmental Interactions and Sustainability	
	Performance Standard(s)	
HS	**9-12.US.74. Analyze how the forces of cooperation and conflict within and among people, nations, and empires influence the division and control of Earth's surface and resources.**	
	Sample Concept/Content	**Supporting Questions**

	• The Dust Bowl
	• Causes of the Dust Bowl
	  ○ Poor Agriculture Practices
	  ○ Soil erosion
	  ○ Poor crop rotation
	  ○ Overfarming
	• Impacts
	  ○ Mass migration
	  ○ Decreased agricultural output
	  ○ Worsened the Great Depression
	• Solutions
	  ○ Planting prairie grass
	  ○ Farm Security Administration
		• How did poor farming techniques and drought lead to the Dust Bowl?
		• How did the Dust Bowl impact people?

	Vertical Alignment	
	Previous Grades: *6.28. Describe how people impact the local environment.*	*High School Connections:* *9-12.NMH.31. Analyze the causes and effects of the Dust Bowl in New Mexico and how it changed or eliminated communities.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	• Analyze how poor farming techniques and drought led to the Dust Bowl. • Evaluate and cite support for explaining the ways the Dust Bowl changed state populations. • Identify the New Deal programs that were meant to alleviate the agricultural crisis during the Great Depression and evaluate how successful they were.	**The Dust Bowl -** the name given to the drought-stricken Southern Plains region of the United States, which suffered severe dust storms during a dry period in the 1930s. **Crop rotation -** the practice of planting different crops sequentially on the same plot of land to improve soil health, optimize nutrients in the soil, and combat pest and weed pressure.

DEFENDING EDUCATION

ASSESSMENT AND SAMPLE TASK GUIDE

The resources provided in this Assessment and Sample Task Guide are meant to provide examples of formative assessments within instruction. They are not compiled for a quiz, test, or summative assessment outside of instruction.

9-12.US.74. Analyze how the forces of cooperation and conflict within and among people, nations, and empires influence the division and control of Earth's surface and resources.

9-12.US.3. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

In this sample task, students will compare and contrast pictures from the Dust Bowl to today's pictures.

DEFENDING EDUCATION

Sample Task #6

Students will research the causes and effects of the Dust Bowl in the midwest United States during the 1920's and choose one picture that represents the event. They will then find a compatible picture from today that shows negative environmental changes happening now. Students will then research the current picture showing environmental change, (looking for what current factors are causing it; drought, extreme weather, etc.) and finally, they will present each picture and explain how they are alike, the causes of the environmental damage, and what can be done to solve those issues.

Exemplar Student Responses

A strong student response should include the following:

- A picture that represents the Dust Bowl.
- An explanation of at least one cause and one effect of the Dust Bowl.
- An explanation of how the Dust Bowl affected the lives of those in it.
- A picture from today that represents negative environmental changes.
    - An explanation of where the picture is from and what is causing the damage.
- A comparison of the two pictures and an explanation of how they are alike.

DOK	Blooms
2	Compare

Cross-Curricular Connections

CCSS.ELA-LITERACY.W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text?
People from the Midwest, specifically farmers and those from lower socioeconomic areas.

How are those groups and individuals portrayed?
They are portrayed in a sympathetic way, showing young children covered in dirt, adults looking very sad, and clearly displays the divide between the wealthy and poor.

Does the text provoke critical questions about cultural and linguistic diversity, especially within marginalized communities?
The text from Britannica discusses the poverty levels of farmers during the time in the midwest United States. It makes the reader question why the government ignored the problem and how the Dust Bowl affected minority groups.

What supports are provided to teachers to identify blind spots?
The text from Britannica includes definitions for words, such as erosion, and has links to more information about the causes and effects of the Dust Bowl if needed.

How is this text culturally/linguistically responsive?
The pictures and text show the lives of the people during the Dust Bowl. The pictures show the struggles, the pain, and the problems that the people had to face. It also shows the clear divide between wealth and poverty.

VABB Analysis

Validate *The intentional and purposeful legitimization of the home culture and language of the student.*	Affirm *The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by the corporate mainstream.*
What do the pictures of the Dust Bowl tell you about the people affected by it? **ESR:** The pictures show that the people looked like farmers because many of the men were wearing overalls and they were working in fields and riding tractors. Many of the pictures also show the houses that the people affected by the Dust Bowl lived in and they look really small, have no windows, and some even have no floors. The shabby clothes they were wearing and their small houses show that the people affected by the Dust Bowl were poor.	**How do the Dust Bowl pictures affirm the idea that many farmers during the time were marginalized?** **ESR:** The government helped to create the cause of the Dust Bowl because of overfarming done by large corporations. Some of the pictures show the people holding up signs directly asking the government for help.
Build	**Bridge**

DEFENDING EDUCATION

Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.	*Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.*
What do you think the generational impacts of the Dust Bowl are for those that were directly impacted by it? **ESR:** Some of the farms might have been abandoned so they couldn't be passed down from the parents to their children. Many of the farmers might have also gone bankrupt because they couldn't afford to pay for their land and poverty can affect future generations in that it halts opportunity.	**What actions can you and the community take now to prevent another severe environmental disaster?** **ESR:** Education about what is happening around the world with climate change could motivate people to make a change. I could write to Congress and tell them the issue and start a recycling program at my school. I could also join a program already in existence and help spread their message to prevent global warming.

Suggested Student Discourse	
Question	**Method**
How did the Dust Bowl impact people?	**Strategy:** Discussion **Method:** Think-Pair-Share Collaborative learning strategy where students work together to respond to a prompt, solve a problem, or make a decision by thinking quietly about the prompt, partnering with a classmate, and then discussing the prompt for 2-5 minutes. This strategy is most beneficial in helping students to connect content to real life.

Multi-Layered System of Supports/Suggested Instructional Strategies

In New Mexico we believe that all students deserve access to high-quality grade-level tasks that incorporate historical documents and critical thinking. These universal supports allow all students to analyze primary and secondary sources, develop claims, and evaluate reasoning:

1.) Identify vocabulary words to pre-teach.
   - Vocabulary are words that are more likely to appear in text than speech.
   - Choose words that are not implicitly or explicitly defined within the text.
2.) Create text-based questions to push students to think about historical events in the context, build content knowledge, develop knowledge of vocabulary, or syntax and structure.

Instructional Supports:	
Vocabulary/Text-Based Questioning:	**Strategies:**
Vocabulary to Pre-Teach: - Cause and effect - Climate change - Midwest	**Universal Supports:** - Make sure students understand what caused the dust bowl: overfarming, no crop-rotation, drought, etc.

DEFENDING EDUCATION

● Depression ● Crop rotation ● Drought **Text-Based Questioning:** ● What people does this picture represent? ● How is the current picture similar to the one from the Dust Bowl? ● What has been done to prevent another environmental disaster?	**Targeted Supports:** ● Provide sentence stems to help students construct a framework for their response. ● Provide a document guide with targeted questions about the pictures they are looking at. ● Have students create a comparison chart in which to evaluate the similarities within the pictures from the dust bowl to the ones today.

DEFENDING EDUCATION

High School U.S. History
Theme 7: World War II

Compelling Question	Inquiry Alignment
How do societies recover from the unintended consequences of war?	**912.US.10. Critique the use of claims and evidence in arguments for credibility.**

Standards at a Glance

Theme 7: World War II

Anchor Standard *The student demonstrates an understanding of:*	**Performance Standard** *Therefore, the student is able to*
History 15. Historical Change, Continuity, Context, and Reconciliation	• 9-12.US.75. Analyze the similarities, differences, and connections between the racial social order in the United States, Germany, and other countries during World War II. • 9-12.US.76. Analyze the influence of cultural, literary, and artistic movements during World War II.
	• 9-12.US.77. Explore the legacy of "othering" in the United States, including boarding schools, internment camps, and detention centers.
History 16. Cause and Consequence	• 9-12.US.78. Explain the reasons for U.S. involvement in World War II and the key actions and events leading up to declarations of war against Japan and Germany. • 9-12.US.79. Explain the rise of fascism and the forms it took in Germany and Italy, including ideas and policies that led to the Holocaust, also known as Shoah. • 9-12.US.80. Analyze the events that led to World War II, the major battles of the war, use of nuclear weapons, and the Holocaust, also known as Shoah. • 9-12.US.81. Analyze the consequences of World War II, including the conferences of Allied leaders following the war and the development of human rights. • 9-12.US.82. Assess the social, political, and economic transformation of the United States during World War II.
History 18. Critical Consciousness and Perspectives	• 9-12.US.83. Evaluate how the events during World War II impacted people from diverse groups. • 9-12.US.84. Examine the ways in which gender roles changed and stayed the same during World War II.
Ethnic, Cultural, and Identity Studies 20. Diversity and Identity	• 9-12.US.85. Examine the impact of historical, cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups during World War II. • 9-12.US.86. Assess how social policies and economic forces offer privilege or systemic inequity in accessing social, political, and economic opportunity for identity groups in education, government, healthcare, industry, and law enforcement.
Geography 13. Movement, Population and Systems	• 9-12.US.87. Predict future social, political, economic, cultural, religious, spiritual, and environmental opportunities as well as obstacles associated with movement, population, decision making, and perspectives in World War II. • 9-12.US.88. Describe how particular historical events and developments shaped human processes and systems in World War II.

DEFENDING EDUCATION

Grade	Anchor Standard: History 15. Historical Change, Continuity, Context, and Reconciliation	
	Performance Standard(s)	
HS	**9-12.US.75. Analyze the similarities, differences, and connections between the racial social order in the United States, Germany, and other countries during World War II.** **9-12.US.76. Analyze the influence of cultural, literary, and artistic movements during World War II.**	
	9-12.US.77. Explore the legacy of "othering" in the United States, including boarding schools, internment camps, and detention centers.	
	Sample Concept/Content	**Supporting Questions**

	• Mentions of American racial policy in *Mein Kampf*
	• America as a "defender of democracy"
	• The juxtaposition of African American soldiers fighting fascism in Europe and returning to the Jim Crow south
	• The importance of Navajo code talkers vs. the efforts of the U.S. government to break down Diné culture
	• Boarding school family separation
	• Forced adoptions of Indigenous children
	• American internment camps for Japanese
	• Cultural and artistic movements
	  ○ Norman Rockwell's "Four Freedoms"
	  ○ Woody Guthrie
		• What is *Mein Kampf*? How does it apply to different periods of time in history?
		• How is fascism and Jim Crow similar?

	Vertical Alignment	
	Previous Grades: *8.64. Evaluate the role of racial social constructs in the structures and functions of 21st-century American society.*	*High School Connections:* *9-12.NMH.32. Demonstrate historical argumentation by using various resources and perspectives to show the impact of World War II on the people of New Mexico and the impact that the state's citizens and resident populations had on the war.* *9-12.WH.34. Analyze the complex relationship between dominant cultures and minority groups throughout world history, including but not limited to constructions of race, ethnicity, gender, sexual orientation, differently abled, nationality, class, religion, reactions, and long-term effects of*

DEFENDING EDUCATION

		oppression.
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	• Evaluate *Mein Kampf* and compare it to different periods of time in history. • Compare and contrast Fascism and Jim Crow.	***Mein Kampf* -** book written by Adolf Hitler outlining his worldview, including his racial beliefs. **Boarding schools -** a school where students reside during the semester. **Internment camps -** camps where Japanese Americans were relocated during WW2. **Segregation -** legal segregation of races.

DEFENDING EDUCATION

Grade	Anchor Standard: History 16. Cause and Consequence	
	Performance Standard(s)	
HS	**9-12.US.78. Explain the reasons for U.S. involvement in World War II and the key actions and events leading up to declarations of war against Japan and Germany.** **9-12.US.79. Explain the rise of fascism and the forms it took in Germany and Italy, including ideas and policies that led to the Holocaust, also known as Shoah.**	
	Sample Concept/Content	**Supporting Questions**
	● American involvement ○ Attack on Pearl Harbor ○ European fascism ○ Japanese militarism ● Policies ○ Atlantic Charter ○ Lend-lease Act ○ Oil embargo ○ The Munich Conference / Appeasement ● Rise of Fascism ○ Extreme nationalism ○ Economic desperation ○ Treaty of Versailles ○ German rearmament and militarization of the Rhineland ○ Annexation of Austria and Czechoslovakia ○ Antisemitism ○ Germany's Nuremberg Laws	● What were the U.S. international policies at the beginning of the war? ● How did Hitler and Mussolini come to power?
	Vertical Alignment	
	Previous Grades: *8.7. Categorize and sequence significant people, places, events, and ideas in history using both chronological and conceptual graphic organizers.*	*High School Connections:* *9-12.WH.18. Identify significant transformative moments in world history, analyze the reasons behind their transformative nature, and explain how they continue to shape contemporary global interactions.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**

DEFENDING EDUCATION

	• Evaluate the U.S. international policies at the beginning of the war. • Explain the factors that led to the rise of fascism in Europe.	**Fascism** - a form of far-right, authoritarian ultranationalism, characterized by dictatorial power, forcible suppression of opposition, and strong regimentation of society and the economy that rose to prominence in early 20th-century Europe. **Pearl Harbor** - a Japanese Attack on American soil. **Neutrality Acts** - the Neutrality Acts were laws passed in 1935, 1936, 1937, and 1939 to limit U.S. involvement in future wars. **Lend Lease Act** - permitted the president to "sell, transfer title to, exchange, lease, lend, or otherwise dispose of, to any such government [whose defense the President deems vital to the defense of the United States]". **Oil Embargo** - when there is a stop of trade on oil, such as when the United States cut off oil shipments to Japan prior to World War II.

DEFENDING EDUCATION

Grade	Anchor Standard: History 16. Cause and Consequence	
	Performance Standard(s)	
HS	**9-12.US.80. Analyze the events that led to World War II, the major battles of the war, use of nuclear weapons, and the Holocaust, also known as Shoah.**	
	Sample Concept/Content	**Supporting Questions**

	• Major events in Europe
	  ○ Invasion of Poland
	  ○ D-Day
	  ○ Battle of the Bulge
	  ○ The Holocaust / Shoah
	• Major events in the Pacific
	  ○ Hiroshima
	  ○ Island hopping
	  ○ Manhattan Project/Trinity Test
	  ○ Battle of Midway
	  ○ Bombings of Nagasaki and Hiroshima
	  ○ Battle of Okinawa
	  ○ Battle of Iwo Jima
	• Post-War
	  ○ Yalta Conference
	  ○ Potsdam Conference
		• What were different military tactics during the war?
		• What were key battles during World War II?

	Vertical Alignment	
	Previous Grades: *8.7. Categorize and sequence significant people, places, events, and ideas in history using both chronological and conceptual graphic organizers.*	*High School Connections:* *9-12.WH.18. Identify significant transformative moments in world history, analyze the reasons behind their transformative nature, and explain how they continue to shape contemporary global interactions.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	• Analyze different military tactics during the war. • Evaluate key battles during WW2. • Evaluate the timeline of the development of nuclear weapons from the Manhatten Project to the dropping of the bombs.	**Manhattan Project -** development of nuclear weapons by the U.S. **Island Hopping** - a U.S. strategy that targeted key islands and atolls to capture and equip with airstrips, bringing B-29 bombers within range of the enemy homeland, while hopping over strongly defended islands, cutting off supply lanes and leaving them to wither.

DEFENDING EDUCATION

Grade	Anchor Standard: History 16. Cause and Consequence
	Performance Standard(s)
HS	**9-12.US.81. Analyze the consequences of World War II, including the conferences of Allied leaders following the war and the development of human rights.** **9-12.US.82. Assess the social, political, and economic transformation of the United States during World War II.**

Sample Concept/Content	Supporting Questions
● Consequences of World War II ○ Nuremberg Trials ○ Occupation of Japan ○ Universal Declaration of Human Rights ○ Creation of Israel ○ Creation of the United Nations ● Social ○ Double V Campaign ○ No-strike pledge ○ Rosie the Riveter / Women in the workplace ● Political ○ Office of Wartime Information ○ Increased executive power ○ Selective Service Act ● Economic ○ "Arsenal of Democracy" ○ War Production Board ○ The war's stimulus to economic growth ○ Office of Price Administration	● What were the long-term impacts of World War II? ● What role did The Yalta and Potsdam conferences play at the end of World War II?
Vertical Alignment	
Previous Grades: *7.76. Identify causes and consequences of U.S. government policies that impacted the territory of New Mexico.*	*High School Connections:* *9-12.WH.18. Identify significant transformative moments in world history, analyze the reasons behind Change, Continuity, their transformative nature, and explain how they continue to shape contemporary global interactions.* *9-12.WH.23. Identify and evaluate multiple causes and effects of historical events within world history.*
Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**

DEFENDING EDUCATION

	• Explain how World War II led to more international cooperation through the United Nations and the Nuremberg Trials. • Describe ways in which the United States changed during World War II.	**Universal Declaration of Human Rights** - an international document adopted by the United Nations General Assembly that enshrines the rights and freedoms of all human beings. **Double V Campaign** - a slogan and drive to promote the fight for democracy in overseas campaigns and at the home front in the United States for African Americans. **Arsenal of Democracy** - refers to the collective efforts of American industry in supporting the Allies, which tended to be concentrated in the established industrial centers of the U.S., such as Detroit, Cleveland, Chicago, New York, Philadelphia, and Pittsburgh.

DEFENDING EDUCATION

Grade	Anchor Standard: History 18. Critical Consciousness and Perspectives	
	Performance Standard(s)	
HS	**9-12.US.83. Evaluate how the events during World War II impacted people from diverse groups.** **9-12.US.84. Examine the ways in which gender roles changed and stayed the same during World War II.**	
	Sample Concept/Content	**Supporting Questions**
	● African Americans ○ Greater demands for civil rights ○ A. Philip Randolph ○ Executive Order 8802 ○ Tuskegee Airmen ● Women ○ Large numbers of women in the workforce of munitions industries ○ Non-combat military work ● Native Americans ○ Involved in the production of the nuclear bomb in Los Alamos on the San Ildefonso Pueblo in New Mexico ○ Impacts of the Manhattan Project on Native Peoples ○ Navajo Code Talkers ● Japanese Americans and Japanese nationals ○ American internment of Japanese and Japanese-Americans and its lasting legacy ● American Civilians ○ Downwinders ● LGBTQ ○ Persecution in the Holocaust ○ Pink triangle badges in concentration camps	● What roles did minorities play in WW2? ● How did Internment camps affect Japanese Americans? ● What were the effects of nuclear testing on American soil?
	Vertical Alignment	
	Previous Grades: *8.81. Identify and explore how current traditions,*	*High School Connections:* *9-12.WH.23. Identify and evaluate multiple causes*

DEFENDING EDUCATION

	rights, and norms of identity groups have changed or are changing over time.	*and effects of historical events within world history.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	• Evaluate the roles minorities played in WW2. • Analyze how internment camps affected Japanese Americans. • Evaluate the effects of nuclear testing on American soil.	**Internment camps -** camps Japanese Americans were forced to move to during WW2. **Executive Order 9066 -** authorized the relocation of all persons deemed a threat to national security from the west coast. **Tuskegee Airmen -** 332nd Fighter Group became part of the 15th Air Force, escorting American bombers as they flew over Italy. **Rosie the Riveter -** propaganda used by the U.S. government to encourage women to go to work. **Navajo Code Talker -** a code talker was a person employed by the military during wartime to use a little-known language as a means of secret communication. **Downwinder -** those impacted by the Trinity Site nuclear test.

DEFENDING EDUCATION

Grade	Anchor Standard: Ethnic, Cultural and Identity Studies 20. Diversity and Identity	
	Performance Standard(s)	
HS	**9-12.US.85. Examine the impact of historical, cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups during World War II.** **9-12.US.86. Assess how social policies and economic forces offer privilege or systemic inequity in accessing social, political, and economic opportunity for identity groups in education, government, healthcare, industry, and law enforcement.**	
	Sample Concept/Content	**Supporting Questions**

	• Japanese Internment
	  ○ Executive Order 9066
	  ○ *Korematsu v. US*
	• Zoot Suit Riots
	• *Bracero* Program
	• Military Segregation
	  ○ Tuskegee Airmen
	• Japanese-American and German-American discrimination
	• Women in the workforce
	• Double V Campaign
	• Desegregation of defense industries
	  ○ A. Philip Randolph
	  ○ Executive 8802
		• How did World War III impact individual liberties in the United States?

	Vertical Alignment	
	Previous Grades: *8.95. Assess how social policies and economic forces offer privilege or systemic inequity in accessing social, political, and economic opportunity for identity groups in education, government, healthcare, industry, and law enforcement.*	*High School Connections:* *9-12.ECI.18. Examine the impact of historical cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	• Explain how Japanese and German Americans were treated during World War III. • Identify ways in which World War II expanded opportunity for marginalized groups.	**Internment** - being confined as a prisoner, especially for political or military reasons. **Executive Order 9066** - authorized the relocation of all persons deemed a threat to national security from the west coast. **Executive Order 8802** - required the desegregation of factories engaged in defense production.

DEFENDING EDUCATION

Grade	Anchor Standard: Geography 13. Movement, Population and Systems	
	Performance Standard(s)	
HS	**9-12.US.87. Predict future social, political, economic, cultural, religious, spiritual, and environmental opportunities as well as obstacles associated with movement, population, decision making, and perspectives in World War II.** **9-12.US.88. Describe how particular historical events and developments shaped human processes and systems in World War II.**	
	Sample Concept/Content	**Supporting Questions**

	• Migration north for factory jobs
	• Forced migration of Japanese-Americans from the west coast to internment camps
	• Rise of the Sunbelt
	  ○ Defense Industries
	  ○ Military training installations
	  ○ Atomic testing sites
		• How did World War II impact settlement patterns in the United States?

	Vertical Alignment	
	Previous Grades: *8.99. Identify immigration and emigration factors that motivated groups to move to and within the United States during time periods of mass immigration.*	*High School Connections:* *9-12.Geo.25. Describe how particular historical events and developments shape human processes and systems in a given place or region over time.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	• Explain how World War II accelerated the migration of Americans toward the Sunbelt.	**Sunbelt** - the region of the southern United States from California to Florida.

DEFENDING EDUCATION

ASSESSMENT AND SAMPLE TASK GUIDE

The resources provided in this Assessment and Sample Task Guide are meant to provide examples of formative assessments within instruction. They are not compiled for a quiz, test, or summative assessment outside of instruction.

9-12.US.83. Evaluate how the events during World War II impacted people from diverse groups.

9-12.US.84. Examine the ways in which gender roles changed and stayed the same during World War II.

Students will analyze internment camps from the perspective of a Japanese American by participating in a game found on Mission U.S. They will evaluate the questions: what was life like in internment camps for Japanese Americans?

Sample Task #7

Students will go to Mission U.S. and will complete the "Prisoner in My Homeland" mission. This mission puts students in the shoes of someone who was in the internment camps. They will play the game from the perspective of a Japanese American put into the camps. As they play the mission, they will create a timeline of events that happen to them as they play.

- **Note**: Students will have to create a Mission U.S. account before playing.

After they are done they will write a one page reflection of what they learned about internment camps, and how Japanese Americans were treated during WW2.

Exemplar Student Responses

Student timelines can include events like:

- January, 1942 - My family was forced to relocate.
- January, 1942 - We took a bus ride to the camp.
- March, 1942 - I had to sign a loyalty oath.
- August, 1942 - I started attending classes held at the camp.

Student reflections may say something like, "I can't believe Americans were treated like this. Their living conditions were not very sanitary and they did not have the freedom to move around like other Americans did." "This is similar to how other minorities were treated abroad during WW2."

DOK	Blooms
3	Analyze

Cross-Curricular Connections

CCSS.ELA-LITERACY.RH.11-12.3
Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

DEFENDING EDUCATION

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text?
The game focuses on the experiences of Japanese Americans during World War II.

How are those groups and individuals portrayed?
Japanese Americans are portrayed as victims of unjust government policies during World War II.

Does the text provoke critical questions about cultural and linguistic diversity, especially within marginalized communities?
This activity encourages students to put themselves in the position of a Japanese American during World War II, which can help them develop empathy for people who were discriminated against during the conflict.

What supports are provided to teachers to identify blind spots?
There is a teachers' guide to using the "Stranger in my Homeland" activity that can be found here.

How is this text culturally/linguistically responsive?
This activity is interactive and allows students to see the consequences of Japanese internment firsthand.

VABB Analysis

Validate *The intentional and purposeful legitimization of the home culture and language of the student.*	**Affirm** *The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by the corporate mainstream.*
How were Japanese Americans marginalized during WW2? **ESR**: Japanese Americans were forced to live in internment camps, even though they were American citizens and hadn't committed a crime. They also had to sign loyalty oaths and they seemed to be targeted more than Italian or German immigrants.	**In what ways was the internment of Japanese Americans a violation of the protections enshrined in the Bill of Rights?** **ESR:** According to the Constitution all American citizens have the right to due process and a trial in front of a jury of their peers before being punished for a crime, but Japanese American people didn't get any of that.
Build *Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.*	**Bridge** *Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.*
What were the effects of internment camps? **ESR:** Japanese Americans who were put into camps lost everything. When they were let out of the camps they had to rebuild and a lot of them	**In 2021 the #StopAsianHate hashtag went viral. What similarities and differences exist between Asian American discriminiation now and in World War II?**

BEYOND EDUCATION

lost their homes and businesses as a result of their imprisonment.	**ESR**: Stereotypes about Asian American people still exist, and a lot of times they don't get the same attention that other minority groups do.

Suggested Student Discourse	
Question	**Method**
What were the effects of internment camps?	**Strategy:** Discussion **Method:** Snowball Discussion Also known as a pyramid discussion, this strategy allows students to begin in pairs, responding to a prompt with their partner. After each partner has shared their ideas, the pair joins another pair, creating a group of four. Pairs share their ideas with the pair they just joined. Next, groups of four join together to form groups of eight, and so on, until the whole class is joined up in one large discussion

Multi-Layered System of Supports/Suggested Instructional Strategies

In New Mexico we believe that all students deserve access to high-quality grade-level tasks that incorporate historical documents and critical thinking. These universal supports allow all students to analyze primary and secondary sources, develop claims, and evaluate reasoning:

1.) Identify vocabulary words to pre-teach.
   - Vocabulary are words that are more likely to appear in text than speech.
   - Choose words that are not implicitly or explicitly defined within the text.
2.) Create text-based questions to push students to think about historical events in the context, build content knowledge, develop knowledge of vocabulary, or syntax and structure.

Instructional Supports:	
Vocabulary/Text-Based Questioning:	**Strategies:**
Vocabulary to Pre-Teach: - Internment Camps - Executive Order 9066 - Evacuation - Executive Order 9066 **Text-Based Questioning:** - What events happened to Japanese Americans during WW2 on the homefront?	**Universal Supports:** - Clarify what internment camps were and why they were created. **Targeted Supports:** - Provide sentence stems to help students construct a framework for their response. - Provide a timeline template to help them with their timeline during the mission.

DEFENDING EDUCATION

High School U.S. History
Theme 8: The Cold War (1945-1975)

Compelling Question	Inquiry Alignment
Can countries with opposing values peacefully coexist?	9-12.US.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. 9-12.US.11. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

Standards at a Glance

Theme 8: The Cold War (1945–1975)	
Anchor Standard *The student demonstrates an understanding of:*	**Performance Standard** *Therefore, the student is able to:*
History 15. Historical Change, Continuity, Context, and Reconciliation	• 9-12.US.89. Examine the short- and long-term effects of Central Intelligence Agency involvement in Latin America. • 9-12.US.90. Analyze the impact of Cold War rhetoric and ideology on social movements and activists in the United States.
History 16. Cause and Consequence	• 9-12.US.91. Analyze the causes, conflicts, and consequences of the Cold War. • 9-12.US.92. Evaluate the policy of containment as a response by the United States to Soviet expansionist policies. • 9-12.US.93. Analyze how U.S. foreign policy during the Cold War shaped conflicts in Asia and the Americas. • 9-12.US.94. Analyze the roots of domestic communism and anti-communism in the 1950s as well as the origins and consequences of and the resistance to McCarthyism.
History 18. Critical Consciousness and Perspectives	• 9-12.US.95. Evaluate how the events during the Cold War impacted people from diverse groups. • 9-12.US.96. Examine the ways in which gender roles changed and stayed the same between 1945 and 1975.
History 19. Power Dynamics, Leadership, and Agency	• 9-12.US.97. Summarize U.S. diplomatic and military policies during the Cold War.
Geography 13. Movement, Population, and Systems	• 9-12.US.98. Predict future social, political, economic, cultural, religious, spiritual, and environmental opportunities as well as obstacles associated with movement, population, decision making, and perspectives between 1945 and 1975. • 9-12.US.99. Describe how particular historical events and developments shaped human processes and systems between 1945 and 1975.
Geography 14. Human-Environmental Interactions and Sustainability	• 9-12.US.100. Analyze how the forces of cooperation and conflict within and among people, nations, and empires influence the division and control of Earth's surface and resources.

DEFENDING EDUCATION

Grade	Anchor Standard: History 15. Historical Change, Continuity, Context, and Reconciliation	
	Performance Standard(s)	
HS	**9-12.US.89. Examine the short- and long-term effects of Central Intelligence Agency involvement in Latin America. 9-12.US.90. Analyze the impact of Cold War rhetoric and ideology on social movements and activists in the United and States.**	
	Sample Concept/Content	**Supporting Questions**

	• US Foreign policy in Latin America
	  ○ US Support for Fulgencio Batista in Cuba
	  ■ Castro assassination attemps
	  ■ Bay of Pigs Invasion
	  ○ Guatemalan revolution 1954
	  ○ Arbenz and the CIA
	  ○ Contras and Sandinistas in Nicaragua
	  ○ Overthrow of Salvador Allende in Chile
	  ○ CIA organized coups, assassinations, and fraudulent elections
	• Impact of the Cold War Civil Liberties
	  ○ The Second Red Scare
	  ○ House Un-American Activities Committee
	  ■ Red Baiting
	  ■ Hollywood 10
	  ■ Targeting Civil Rights leaders
	  ○ COINTELPRO
	  ○ Decline of labor unions
	  ■ Taft-Hartley Act
	  ■ “Right to Work” Laws
	  ○ The Lavender Scare
	  ■ Executive Order 10450
		• What impact does U.S. Foreign Policy play in the world?
		• What were the domestic impacts of the Cold War?

	Vertical Alignment	
	Previous Grades: *8.13. Engage in discussion, debate, or academic conversation analyzing multiple viewpoints on public issues.*	*High School Connections:* *9-12.Civ.32. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles,*

DEFENDING EDUCATION

		constitutional rights, and human rights.
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	• Describe the impact of the Cold War on U.S. foreign relations in South America. • Explain how fear of Communism impacted the burgeoning Civil Rights movement. • Describe ways the Cold War impacted organized labor in the United States.	**Operation Condor** - an organized campaign by South American rulers to eliminate left-wing opponents through extralegal methods. **Red baiting** - harassing or persecuting someone on account of known or suspected communist sympathies.

DEFENDING EDUCATION

	Anchor Standard: **History 16. Cause and Consequence**
Grade	**Performance Standard(s)**
HS	**9-12.US.91. Analyze the causes, conflicts, and consequences of the Cold War.**
	9-12.US.92. Evaluate the policy of containment as a response by the United States to Soviet expansionist policies. **9-12.US.93. Analyze how U.S. foreign policy during the Cold War shaped conflicts in Asia and the Americas.**

Sample Concept/Content	Supporting Questions

● Communism vs. Capitalism
● Democracy vs. Authoritarianism
● Mutual Defense Alliances
  ○ NATO and Warsaw Pact
● Containment
  ○ George Kennan's "Long Telegram" from Moscow
● Marshall Plan
● Berlin Blockade and Airlift (1948-1949)
● "Fall" of China (1949)
● Korean War
  ○ Division of Korea, DMZ
● Vietnam War
  ○ Domino Theory
  ○ Support for Ngô Đình Diệm
  ○ Ho Chi Minh and the Viet Cong
  ○ Gulf of Tonkin Resolution
  ○ Tet Offensive
  ○ Paris Peace Accords (1973)
  ○ War Powers Act
● Arms race
  ○ 1949 Soviet acquisition of an atomic weapon
● Space Race
  ○ *Sputnik*, National Defense Education Act, Moon Landing
● Increased U.S. Funding to Latin America
  ○ Alliance for Progress
  ○ Peace Corps
● CIA Interventions in Latin America
	● How successful was the policy of containment during the Cold War?
	● What actions did the United States take to prevent the expansion of communism?

Vertical Alignment	

DEFENDING EDUCATION

	Previous Grades: *8.13. Engage in discussion, debate, or academic conversation analyzing multiple viewpoints on public issues.*	*High School Connections:* *9-12.WH.23. Identify and evaluate multiple causes and effects of historical events within world history.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	● Identify foreign policies intended to prevent the expansion of Communism in Europe, Asia, and Latin America. ● Evaluate the success of American containment policy during the Cold War.	**Containment** - the American policy to prevent the spread of communism that was originally described in George Kennan' "Long Telegram from Moscow." **Domino Theory** - the belief that if one country falls to communism, others will follow.

DEFENDING EDUCATION

Grade	Anchor Standard: History 16. Cause and Consequence	
	Performance Standard(s)	
HS	**9-12.US.94. Analyze the roots of domestic communism and anti-communism in the 1950s as well as the origins and consequences of and the resistance to McCarthyism.**	
	Sample Concept/Content	**Supporting Questions**

	• Communist Party USA
	  ○ Advocacy for labor and civil rights
	  ○ International Workers of the World (Wobblies)
	  ○ Hollywood / Celebrities
	• Second Red Scare Origins
	  ○ Alger Hiss
	  ○ Ethel and Julius Rosenberg
	• J. Edgar Hoover
	  ○ FBI surveillance
	• Joseph McCarthy
	  ○ McCarthyism
	  ○ Wheeling, WV Speech
	  ○ Army-McCarthy Hearings
	• Resistance to McCarthyism
	  ○ Edward R. Murrow
	  ○ *The Crucible*
		• What caused the heightened fear of domestic communism in the 1940s and 1950s?
		• What were the consequences of Joseph McCarthy's anti-communist crusade in the 1950s?

	Vertical Alignment	
	Previous Grades: *9-12.NMH.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources while acknowledging counterclaims and evidentiary weaknesses.*	*High School Connections:* *9-12.WH.21. Examine how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	• Define McCarthyism. • Explain how the U.S. government attempted to identify communist "subversives" and evaluate the success of this effort. • Describe the public response to the heightened paranoia of the Second Red Scare.	**McCarthyism** - a vociferous campaign against alleged communists in the U.S. government and other institutions carried out under Senator Joseph McCarthy in the period 1950–54.

DEFENDING EDUCATION

Grade	Anchor Standard: History 18. Critical Consciousness and Perspectives	
	Performance Standard(s)	
HS	**9-12.US.95. Evaluate how the events during the Cold War impacted people from diverse groups.**	
	Sample Concept/Content	**Supporting Questions**

	• Southern Red Scare
	  ○ Association of Civil Rights Groups with communism to discredit the movement.
	  ○ FBI surveillance of Civil Rights leaders.
	• Indigenous communities
	  ○ Uranium mining and Navajo miners.
	  ○ Nuclear Testing in the Marshall Islands, Bikini Atoll, and Pacific Region impact on local population and environment.
	• Cold War Conformity
	• The Lavender Scare
	  ○ Executive Order 10450
		• How did the Cold War impact marginalized communities?

	Vertical Alignment	
	Previous Grades: *8.96. Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy.*	*High School Connections:* *9-12.ECI.18. Examine the impact of historical cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	• Explain how segregationists attempted to link the Civil Rights movement with Communism. • Describe the culture of fear and conformity that was prevalent in the 1950s.	**Lavender Scare** - a branch of the Second Red Scare that involved the dismissal of homosexual people from government service. **Executive Order 10450** - passed by Dwight D. Eisenhower, this order charged the heads of federal agencies to investigate employees for security risks, which led to the dismissal of thousands of gay and lesbian people from government jobs.

DEFENDING EDUCATION

Grade	Anchor Standard: History 18. Critical Consciousness and Perspectives	
	Performance Standard(s)	
HS	**9-12.US.96. Examine the ways in which gender roles changed and stayed the same between 1945 and 1975.**	
	Sample Concept/Content	**Supporting Questions**
	● Social Conformity in the 1950s ○ Nuclear Family ○ Traditional Gender Roles ● Second-Wave Feminism ○ *The Feminine Mystique* ○ *Roe v. Wade* ○ National Organization for Women (NOW) ○ Shirley Chisolm ○ Title IX ○ Equal Rights Amendment ■ Bella Abzug ■ Phyllis Schlafly	● What social or cultural factors led to the rise of second-wave feminism in the 1970s?
	Vertical Alignment	
	Previous Grades: *8.96. Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy.*	*High School Connections:* *9-12.ECI.18. Examine the impact of historical cultural, economic, political, religious, and social factors that resulted in unequal power relations among identity groups.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	● Explain gender norms during the 1950s and 1960s. ● Evaluate the success of second-wave feminism in the 1970s.	**Title IX** - an addition to the Educational Amendments of 1972 that prohibits sex discrimination in any federally-funded educational program or activity. **Equal Rights Amendment** - proposed amendment to the United States Constitution stating, “Equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex.”

DEFENDING EDUCATION

Grade	Anchor Standard: History 19. Power, Dynamics, Leadership, and Agency	
	Performance Standard(s)	
HS	**9-12.US.97. Summarize U.S. diplomatic and military policies during the Cold War.**	
	Sample Concept/Content	**Supporting Questions**

	• Diplomatic Policies
	  ○ Detente
	  ○ SALT I and II
	• Military Policies
	  ○ Containment
	  ○ Truman Doctrine
	  ○ New Look
	  ○ Brinkmanship
	  ○ Massive Retaliation
	  ○ Flexible Response
	  ○ Regime Change
	  ■ Iran
	  ■ Congo
		• What strategies did presidents use to counter the global expansion of communism during the Cold War?

	Vertical Alignment	
	Previous Grades: *9-12.NMH.3. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.*	*High School Connections:* *9-12.WH.21. Examine how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	• Evaluate the relative success of different Cold War military strategies. • Explain the reasons for the growing American involvement in Vietnam in the 1960s.	**Brinkmanship** - the political practice of pursuing a dangerous policy to the limits of safety before stopping. **Massive Retaliation** - a military doctrine and nuclear strategy in which a state commits itself to retaliate in much greater force in the event of an attack. **Flexible Response** - Kennedy's defense strategy that relied on multiple options for responding to the Soviet Union, discouraged massive retaliation, and encouraged mutual deterrence.

DEFENDING EDUCATION

Grade	Anchor Standard: Geography 13. Movement, Population and Systems
	Performance Standard(s)
HS	**9-12.US.98. Predict future social, political, economic, cultural, religious, spiritual, and environmental opportunities as well as obstacles associated with movement, population, decision making, and perspectives between 1945 and 1975.** **9-12.US.99. Describe how particular historical events and developments shaped human processes and systems between 1945 and 1975.**

Sample Concept/Content	Supporting Questions
● Suburbanization ○ Levittown ○ "White Flight" ○ Conformity ○ Rebellion ■ Beats ■ Rock and Roll ● Migration to the Sunbelt ○ Defense industries ○ Affordable housing ○ Increasing political importance of Sunbelt states ● The Interstate Highway Act ● Inequality in Housing Policy ○ Redlining ○ Housing Covenants ○ De Facto Segregation	● How did the shift toward the suburbs impact American society? ● How did Cold War policies accelerate the shift toward the suburbs?
Vertical Alignment	
Previous Grades: *8.28. Analyze how historic events are shaped by geography.*	*High School Connections:* *9-12.Geo.25. Describe how particular historical events and developments shape human processes and systems in a given place or region over time.*
Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
● Describe the culture of suburban communities in Cold War era America. ● Explain how white flight and suburbanization exacerbated racial inequities. ● Identify how federal policies like the Interstate Highway Act led to demographic shifts in America.	**Sunbelt** - the region of the southern United States from California to Florida. **Redlining** - the discriminatory practice of denying home loans or other financial services to residents of certain areas based on their race or ethnicity.

DEFENDING EDUCATION

Grade	Anchor Standard: Geography 14. Human-Environmental Interactions and Sustainability	
	Performance Standard(s)	
HS	**9-12.US.100. Analyze how the forces of cooperation and conflict within and among people, nations, and empires influence the division and control of Earth's surface and resources.**	
	Sample Concept/Content	**Supporting Questions**

	• Multinational Agreements
	  ○ North Atlantic Treaty Organization
	  ○ United Nations
	  ○ Warsaw Pact
	• Soviet Expansion and Consolidation
	  ○ Soviet Union
	  ○ Prague Spring
	  ○ Afghanistan
	• American Policies
	  ○ Marshall Plan
	  ○ Alliance for Progress
	  ○ Peace Corps
		• How did the Cold War reshape global alliances?

	Vertical Alignment	
	Previous Grades: *7.61. Describe how the movement of people influenced the division and control of resources.*	*High School Connections:* *9-12.Geo.32. Analyze how the forces of cooperation and conflict within and among people, nations, and empires influence the division and control of Earth's surface and resources.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	• Explain the purpose of a mutual defense agreement. • Compare and contrast methods used by the United States and the Soviet Union to spread their influence globally.	**Prague Spring** - a period of political liberalization and mass protest in the Czechoslovak Socialist Republic that led to an invasion by Soviet bloc countries. **Alliance for Progress** - a ten-year, multibillion dollar American policy aimed at establishing economic cooperation between the U.S. and Latin America.

DEFENDING EDUCATION

ASSESSMENT AND SAMPLE TASK GUIDE

The resources provided in this Assessment and Sample Task Guide are meant to provide examples of formative assessments within instruction. They are not compiled for a quiz, test, or summative assessment outside of instruction.

9-12.US.91. Analyze the causes, conflicts, and consequences of the Cold War.

9-12.US.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

In this task, students will analyze reasons for opposition to the Vietnam War.

Sample Task #8

If desired, the teacher can begin by sharing Gallup Polling data indicating the declining support for the Vietnam War from 1965-1973. To complete this task, students will examine a set of primary and secondary sources:

- 1970 Draft Chart or PBS's video on race and class in The Draft
- History Channel Summary of the Pentagon Papers
- History Channel's brief summary of the My Lai Massacre
- Watch Walter Kronkite's post-Tet Offensive Broadcast
- One of the following protest songs: "Lyndon Told the Nation" or "Feelin' Like I'm Fixin' to Die Rag"

Upon examining these sources, students must make a product that represents what they think was the most significant reason for opposition to the Vietnam War. To demonstrate their knowledge they can create one of the following products:

- Create a poster that they think would fit at an anti-war rally with an accompanying paragraph explaining the specific historical context for their poster.
- Write a protest song similar to the examples they listened to with lyrics that explain why they oppose the war.
- Write a letter to Lyndon Johnson from the point of view of an American citizen in 1968 explaining your perspective about the Vietnam War.
- Write a "letter to the editor" of a local newspaper criticizing the anti-war movement and offering alternate reasons to support the war.

Exemplar Student Responses

Responses will vary, but strong student responses should offer specific historical detail about at least one reason that Americans opposed the war. Reasons they may discuss include, but are not limited to:

- Opposition to the draft
- The release of the *Pentagon Papers*

DEFENDING EDUCATION

- Human rights violations like the My Lai Massacre
- Feeling like government officials lied or covered up the truth of the war
- The Tet Offensive
- Negative media coverage of the war
- The lack of progress toward victory over the Viet Cong

DOK	Blooms
3	Evaluate

Cross-Curricular Connections

CCSS.ELA-LITERACY.RH.11-12.7
Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text?
The provided sources come from varying perspectives, including mainstream media sources, songwriters, and secondary sources, but they represent the views of a plurality of Americans, particularly by 1973. Young people's voices are particularly notable in the document set.

How are those groups and individuals portrayed?
The document set includes differing sources and perspectives to allow students to draw their own conclusions; however, many of the sources are critical of President Lyndon B. Johnson and other policymakers who were responsible for the escalation of the Vietnam War.

Does the text provoke critical questions about cultural and linguistic diversity, especially within marginalized communities?
These sources may provoke questions about the ethics of warfare as a whole, particularly conflicts in developing countries.

What supports are provided to teachers to identify blind spots?
If educators feel unprepared to teach the complex history of the Vietnam War, PBS offered a webinar on teaching the Vietnam War that educators may find useful.

How is this text culturally/linguistically responsive?
Because the task examines multiple perspectives and requires the synthesis of information, students get to hear multiple viewpoints while coming to their own conclusions about the conflict.

VABB Analysis

Validate *The intentional and purposeful legitimization of the home culture and language of the student.*	Affirm *The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by the corporate mainstream.*
In the Vietnam War, young people could defer	**The Vietnam War was happening at the same**

DEFENDING EDUCATION

service in the military if they were enrolled in college. Do you agree with this exemption? Why or why not? **ESR:** I think it's good to allow people to stay home to finish their college education, because America needs skilled and educated people to keep the country going even when we're at war." "I think it's unfair that college students got out of service in Vietnam because not all people can afford college, and so it feels like wealthy people could buy their way out of service while low income people had to go and fight.	**time as the Civil Rights movement. Do you think the activism of the Civil Rights movement had any impact on the Vietnam War?** **ESR:** The Civil Rights movement may have impacted the Vietnam War because people were already out marching and protesting against segregation that it prepared them to march and protest against the Vietnam War.
Build *Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.*	**Bridge** *Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.*
Do you think large marches and demonstrations like the ones held during the Vietnam War have any effect on public policy? **ESR:** Yes, I think marches and protests make a difference. The U.S. eventually pulled out of Vietnam because people disapproved of the war. And today people protest for racial justice, climate change, and gender equality, which puts pressure on politicians to act.	**What do you think is the most effective way that citizens can show approval or disapproval for laws and policies?** **ESR:** The most effective thing a person can do is to vote so that their voice is heard, but they could also attend a march, hold a fundraiser, call their congressman, or share about it on social media.

Suggested Student Discourse	
Question	**Method**
Can countries with opposing values peacefully coexist?	**Type:** Discussion **Strategy:** Turn and Talk A routine that increases opportunities for all students to participate in discussion simultaneously in order to make predictions or process new learning in a low risk environment.

Multi-Layered System of Supports/Suggested Instructional Strategies

In New Mexico we believe that all students deserve access to high-quality grade-level tasks that incorporate historical documents and critical thinking. These universal supports allow all students to analyze primary and secondary sources, develop claims, and evaluate reasoning:

1.) Identify vocabulary words to pre-teach.
   - Vocabulary are words that are more likely to appear in text than speech.

DEFENDING EDUCATION

- Choose words that are not implicitly or explicitly defined within the text.

2.) Create text-based questions to push students to think about historical events in the context, build content knowledge, develop knowledge of vocabulary, or syntax and structure.

Instructional Supports:	
Vocabulary/Text-Based Questioning:	**Strategies:**
Vocabulary to Pre-Teach: ● Selective Service Act ● Tet Offensive **Text-Based Questioning:** ● Based on the sources, which generation of people was most opposed to the Vietnam War? Why do you think that is? ● What themes do you see that span across multiple documents?	**Universal Supports:** ● Offer students an organizer with a note-taking section for each source. **Targeted Supports:** ● Provide guided reading/watching questions. ● Provide a sample template for the letter to the president to guide students.

DEFENDING EDUCATION

High School U.S. History
Theme 9: Civil Rights and People Power Movements

Compelling Question	Inquiry Alignment
How has the United States government worked both for and against social change?	**9-12.US.5. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.**
	9-12.US.11. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

Standards at a Glance

Theme 9: Civil Rights and People Power Movements	
Anchor Standard *The student demonstrates an understanding of:*	**Performance Standard** *Therefore, the student is able to:*
History 15. Historical Change, Continuity, Context, and Reconciliation	• 9-12.US.101. Examine how evolving global and domestic understanding of and respect for universal human rights affected the development of the civil rights movement in the United States. • 9-12.US.102. Analyze issues related to race relations in the United States since the passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965. • 9-12.US.103. Evaluate the role of McCarthyism on the civil rights movement. • 9-12.US.104. Evaluate the influence of 1960s cultural and artistic movements from past to present day.
History 16. Cause and Consequence	• 9-12.US.105. Analyze the origin, goals, and outcomes of civil rights groups in the 1950s and the 1960s and their influence on contemporary civil rights movements. • 9-12.US.106. Evaluate resistance to integration in white communities, protests to end segregation, and Supreme Court decisions on civil rights.
History 18. Critical Consciousness and Perspectives	• 9-12.US.107. Evaluate how the events of the civil rights movement impacted people from diverse groups. • 9-12.US.108. Analyze the causes, course, and impact on U.S. politics and society of new social and political movements, including consideration of the role of protest, advocacy organizations, and active citizen participation.
History 19. Power Dynamics, Leadership, and Agency	• 9-12.US.109. Analyze the important policies and events that took place during the presidencies of John F. Kennedy, Lyndon Johnson, and Richard Nixon.
Ethnic, Cultural, and Identity Studies 22. Community Equity Building	• 9-12.US.110. Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy.

UNDERSTANDING EDUCATION

Grade	Anchor Standard: History 15. Historical Change, Continuity, Context, and Reconciliation	
	Performance Standard(s)	
HS	**9-12.US.101. Examine how evolving global and domestic understanding of and respect for universal human rights affected the development of the civil rights movement in the United States.** **9-12.US.102. Analyze issues related to race relations in the United States since the passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965.**	
	Sample Concept/Content	**Supporting Questions**

	• Global human rights
	  ○ Universal Declaration of Human Rights
	• Historical and modern racial inequities
	  ○ Housing, health outcomes, wealth, incarceration
	• Election of Barack Obama
	• Civil Rights Act of 1964
	• Voting Rights Act of 1965
	• Fair Housing Act of 1968
	• Affirmative action
	  ○ *Regents of the University of California v. Bakke*
		• What are the ways in which people work to transform society?
		• How can individuals create significant change in society?
		• How does legislation impact the lives of marginalized people such as blacks, gays, Indigenous peoples and the poor?

	Vertical Alignment	
	Previous Grades: *6.19. Identify how differences and similarities between diverse groups impact perspectives. between equality, equity, justice, freedom, human rights, and order in U.S. representative democracy.*	*High School Connections:* *9-12.Civ.17. Evaluate multiple sources and cite evidence investigating the relationships between equality, equity, justice, freedom, human rights, and order in U.S. representation.* *9-12.NMH.39. Compare organizations engaged in civil rights work.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	• Explain ways in which people work to transform society. • Give examples of how individuals create significant change in society. • Provide examples of how voting rights ensure fair elections past and present.	**Affirmative action** - the practice or policy of favoring individuals belonging to groups known to have been discriminated against previously. **Integration -** the act or process of uniting different things or uniting people from different races in an attempt to give people equal rights. **Disparities -** a noticeable and usually significant difference or dissimilarity such as gender or economic/income disparities.

DEFENDING EDUCATION

Grade	Anchor Standard: History 15. Historical Change, Continuity, Context, and Reconciliation	
	Performance Standard(s)	
HS	**9-12.US.103. Evaluate the role of McCarthyism on the civil rights movement.** **9-12.US.104. Evaluate the influence of 1960s cultural and artistic movements from past to present day.**	
	Sample Concept/Content	**Supporting Questions**
	● McCarthyism and the Second Red Scare ○ Harassment and surveillance of civil rights figures ○ Paul Robeson ○ Bayard Rustin ○ Attempts to link civil rights activism with communism ● The Lavender Scare ○ Executive Order 10450 ● Cultural Movements ○ Hippie culture ○ Motown ○ Pop Art ○ Woodstock	● How did national fear of communist subversion impact the civil rights movement? ● In what ways did the anti-gay government campaign and barring of gays and lesbians from working for the government impact their lives? ● What role do the arts, music and dance play in a democracy?
	Vertical Alignment	
	Previous Grades: *6.19. Identify how differences and similarities between diverse groups impact perspectives. between equality, equity, justice, freedom, human rights, and order in U.S. representative democracy.*	*High School Connections:* *9-12.Civ.17. Evaluate multiple sources and cite evidence investigating the relationships between equality, equity, justice, freedom, human rights, and order in U.S. representation.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	● Identify how the anti-gay government campaign and barring of gays and lesbians from working for the government impacted the lives of lesbians and gays in the 1950's. ● List ways civil rights play in a democracy. ● List ways the arts, music and dance play in a democracy.	**Red Scare -** a period of intense fear of communism that led to violations of civil liberties. **Lavender Scare -** a branch of the Second Red Scare that involved the dismissal of homosexual people from government service. **Executive Order 10450** - passed by Dwight D. Eisenhower, this order charged the heads of federal agencies to investigate employees for security risks, which led to the dismissal of thousands of gay and lesbian people from government jobs.

DEFENDING EDUCATION

Grade	Anchor Standard: History 16. Cause and Consequence	
	Performance Standard(s)	
HS	**9-12.US.105. Analyze the origin, goals, and outcomes of civil rights groups in the 1950s and the 1960s and their influence on contemporary civil rights movements.**	
	9-12.US.106. Evaluate resistance to integration in white communities, protests to end segregation, and Supreme Court decisions on civil rights.	
	Sample Concept/Content	**Supporting Questions**

	• Origins of the civil rights movement
	  ○ World War II veterans/Double V
	  ○ *Brown v. Board of Education*
	  ○ *Mendez v. Westminster*
	  ○ World War II persecution of minorities
	  ○ Successes of other movements
	• Goals of civil rights movement
	  ○ Desegregation
	  ○ Voting rights
	  ○ Economic opportunity
	  ○ Visibility
	  ○ Self-determination
	• Outcomes of civil rights movements
	  ○ Desegregation of buses and schools
	  ○ Civil Rights Act of 1964
	  ○ Voting Rights Act
	  ○ Fair Housing Act
	  ○ March on Washington for Jobs and Freedom
	• Freedom Riders
	• Stonewall Uprising
	• Alcatraz occupation
	• Resistance to integration
	  ○ Little Rock Central High School
	  ○ Redlining
	  ○ Housing covenants
		• What are the ways in which people work to transform society?
		• How do Supreme Court decisions impact the lives of Americans?
		• Is it possible for individuals to transform society?

	Vertical Alignment	

DEFENDING EDUCATION

	Previous Grades: *8.96. Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy.*	*High School Connections:* *9-12.WH.30. Examine historical events from the perspectives of diverse groups, including Indigenous peoples, national, regional, racial, ethnic, class, and gender, sexual orientation, and differently abled.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	● List the strategies Bayard Rustin used to organize the 1963 March on Washington for jobs and freedom. ● Analyze Martin Luther King Jr.'s "I Have A Dream" speech. Link his speech to the Black Lives Matter movement today. ● Explain how the 1969 Stonewall Uprising sparked the gay rights movement in the United States. ● Discuss how the Supreme Court Decision, *Brown v. Board of Education*, impacted public schools and segregation. ● Compare and contrast the 1963 March on Washington with the 1969 Stonewall Uprising.	**March on Washington** - a massive protest march that occurred in August 1963, when some 250,000 people gathered in front of the Lincoln Memorial in Washington, D.C. to draw attention to continuing challenges and inequalities faced by African Americans a century after emancipation. **Sit-in** - a form of direct action that involves one or more people occupying an area for protest, often to promote political, social or economic change. **Stonewall Uprising** - demonstrations by the gay and trans community in response to a police raid at the Stonewall Inn in Greenwich Village, NYC, that was a catalyst for the gay rights movement in the United States. **Freedom Riders** - Civil Rights Activists who rode interstate buses into the segregated South United States in 1961.

DEFENDING EDUCATION

Grade	Anchor Standard: History 18. Critical Consciousness and Perspectives	
	Performance Standard(s)	
HS	**9-12.US.107. Evaluate how the events of the civil rights movement impacted people from diverse groups.** **9-12.US.108. Analyze the causes, course, and impact on U.S. politics and society of new social and political movements, including consideration of the role of protest, advocacy organizations, and active citizen participation.**	
	Sample Concept/Content	**Supporting Questions**
	● Civil Rights Organizations and Leaders ○ Key groups: NAACP, SCLC, SNCC, CORE ○ Key people: Rosa Parks, Martin Luther King Jr., Medgar Evers, Fannie Lou Hamer, Malcolm X, Bayard Rustin, John Lewis ● Black Power Movement ○ Black Panther Party ○ Angela Davis, Kwame Ture ● Chicano Movement ○ Groups: Brown Berets, Las Adelitas de Aztlán ○ Leaders: David Sanchez, Carlos Montes ● Women's Movement ○ Leaders: Betty Friedan, Gloria Steinem ○ National Organization for Women ○ Equal Rights Amendment ○ Opposition ■ Phyllis Schlafly ○ Title IX ○ *Roe v. Wade* ● LGBTQ Movement ○ Groups: The Daughters of Bilitis, The Mattachine Society ○ Leaders: Silvia Rivera, Harvey Milk ○ The Gay Pride Movement ○ AIDS crisis ● Disability Rights Movement ○ The Education for All Handicapped Children Act	● How have civil rights movements impacted people from diverse groups such as the LGBTQ, disabled, Indigenous and people of color communities? ● What are some causes, courses and impacts of the role of protest? ● What are some causes, courses and impacts of advocacy organizations? ● What are some causes, courses and impacts of active citizen participation?

DEFENDING EDUCATION

	○ The Americans with Disabilities Act (1990) ● Environmentalism ○ Rachel Carson's *Silent Spring* ○ Creation of the EPA ○ Clean Air Act ● César Chávez and Dolores Huerta ● American Indian Movement ○ 1973 Wounded Knee occupation	
	Vertical Alignment	
	Previous Grades: *8.96. Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy.*	*High School Connections:* *9-12.WH.30. Examine historical events from the perspectives of diverse groups, including Indigenous peoples, national, regional, racial, ethnic, class, and gender, sexual orientation, and differently abled.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	● Discuss how the Black civil rights movement has impacted the Black community. ● Evaluate how the LGBTQ civil rights movement has impacted the LGBTQ community. ● Analyze how the disabled civil rights movement has impacted the disabled community. ● Evaluate how the indigneous civil rights movement has impacted the Indigenous community. ● Discuss how the women's civil rights movement has impacted the women's community.	**LGBTQ+** - Lesbian, Gay, Bisexual, Transgender, queer or questioning. **The Daughters of Bilitis -** the first lesbian civil and political rights organization in the United States. **The Mattachine Society** - the first gay-rights organization in the United States. **Brown Berets** - a pro-Chicano organization that emerged in the late 1960s during the Chicano Movement. **Las Adelitas de Aztlán** - a short-lived Mexican American female civil rights organization. **Equal Rights Amendment** - a proposed amendment to the United States Constitution designed to guarantee equal legal rights for all American citizens regardless of sex. **American Indian Movement** - a Native American grassroots movement founded in July 1968 in Minneapolis, Minnesota, initially centered in urban areas to address systemic issues of poverty, discrimination, and police brutality against Native Americans.

DEFENDING EDUCATION

Grade	Anchor Standard: History 19. Power Dynamics, Leadership, and Agency	
	Performance Standard(s)	
HS	**9-12.US.109. Analyze the important policies and events that took place during the presidencies of John F. Kennedy, Lyndon Johnson, and Richard Nixon.**	
	Sample Concept/Content	**Supporting Questions**

	• Key events
	  ○ Montgomery Bus Boycott
	  ○ Desegregation of Little Rock Central High School
	  ○ Sit-in movement
	  ○ Freedom Rides
	  ○ March on Washington
	  ○ Selma March
	  ○ Grape Boycott
	  ○ Assassination of Dr. Martin Luther King, Jr.
	  ○ Stonewall uprising
	• Civil Rights Policy
	  ○ Desegregation of the Armed Forces,
	  ○ *Brown v. Board of Education*
	  ○ Civil Rights Act of 1964
	  ○ Voting Rights Act of 1965
	  ○ Affirmative action.
	• Key events during Kennedy's presidency
	  ○ Cuban Missile Crisis
	  ○ Bay of Pigs invasion
	  ○ Kennedy's assassination
	• Key events during Johnson's presidency
	  ○ The Great Society programs
	  ○ Civil rights legislation
	  ○ the Vietnam War and anti-war movements, the 1965 Immigration and Nationality Act
	• Key events during Nixon's presidency
	  ○ The creation of the Environmental Protection Agency,
	  ○ diplomacy with China
	  ○ Détente with the Soviet Union
	  ○ The Watergate scandal
	  ○ Nixon's resignation
		• What are a few examples of important policies or events that took place during the presidency of John F. Kennedy, Lyndon Johnson and Richard Nixon?
		• What important events or policies can determine one's presidency.

	Vertical Alignment	

DEFENDING EDUCATION

	Previous Grades: *8.91. Demonstrate why different people may have different perspectives of the same historical event and why multiple interpretations should be considered to avoid historical linearity and inevitability.*	*High School Connections:* *9-12.Civ.26. Evaluate public policies in terms of intended and unintended outcomes and related consequences.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	● Analyze the policies and events that took place during the presidency of John F. Kennedy. ● Evaluate the policies and events that took place during the presidency of Lyndon Johnson. ● Analyze the policies and events that took place during the presidency of Richard Nixon and evaluate the impact of the Watergate Trials.	**Montgomery Bus Boycott** - a political and social protest campaign against the policy of racial segregation on the public transit system of Montgomery, Alabama. **Grape Boycott of 1965** - a boycott of grapes grown at ranches with UFW contracts to draw attention to mistreatment of workers. **United Farm Workers (UFW)** - a labor union for farmworkers in the United States.

DEFENDING EDUCATION

Grade	Anchor Standard: Ethnic, Cultural and Identity Studies 22. Community Equity Building	
	Performance Standard(s)	
HS	**9-12.US.110. Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy.**	
	Sample Concept/Content	**Supporting Questions**
	• Edith Windsor - the LGBTQ champion and Marriage Equality. • Greta Thunberg - climate activist and global climate movement. • Delores Huerta - Farmer Worker Movement, Women's Rights, and Unions	• How can individual champions impact social movements?
	Vertical Alignment	
	Previous Grades: *8.96. Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy.*	*High School Connections:* *9-12.ECI.21. Investigate how identity groups and society address systemic inequity and transformational change through individual actions, individual champions, social movements, and local community, national, and global advocacy.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	• Explore why Edith Windsor is seen as an individual champion for the gay community. • Evaluate why Greta Thunberg is seen as a youth activist for addressing climate change. • Analyze why Dolores Huerta is considered a great social justice advocate.	**Climate change** - a change in global or regional climate patterns, attributed largely to the increased levels of atmospheric carbon dioxide produced by the use of fossil fuels.

DEFENDING EDUCATION

ASSESSMENT AND SAMPLE TASK GUIDE

The resources provided in this Assessment and Sample Task Guide are meant to provide examples of formative assessments within instruction. They are not compiled for a quiz, test, or summative assessment outside of instruction.

9-12.US.105. Analyze the origin, goals, and outcomes of civil rights groups in the 1950s and the 1960s and their influence on contemporary civil rights movements.

9-12.US.106. Evaluate resistance to integration in white communities, protests to end segregation, and Supreme Court decisions on civil rights.

9-12.US.5. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims

In this sample task, students will compare the tactics and achievements of the African American civil rights movement and the LGBTQ+ movement.

DEFENDING EDUCATION

Sample Task #9

Over the course of the unit, students will watch Martin Luther King Jr's "I Have a Dream" Speech, and read his "Letter from a Birmingham Jail". Students read Malcom X's speech, The Ballot or The Bullet. They also watch the documentary or segments of the film, "Stonewall Uprising," on PBS and Sylvia Rivera's speech, "Y'all Better Quiet Down" from the 1973 New York City Christopher Street Liberation Day Rally. Students also read "The Hope Speech" by Harvey Milk given on June 25th, 1978 on the steps of the San Francisco City Hall.

Using the documents and documentary clips, compare and contrast how successful African American and LGBTQ+ leaders were at expanding the rights of each group in the United States. This also includes comparing and contrasting tactics from Civil Rights/LGBTQ+ groups and their leaders from the civil rights periods in the past through current movements.

Exemplar Student Responses

A strong student response would include at least two of the following:

1. Compare and contrast leaders from the Civil Rights and LGBTQ movements.
    a. For example: A direct quote or citation from a speech or letter from either MLK or Malcolm X and from either the words of Sylvia Rivera or Harvey Milk.
2. Compare and contrast tactics used by Civil Rights and LGBTQ groups to achieve their goals.
    a. For example: References to sit-ins, boycotts, marches, other forms of protest, and running for political office.
3. Compare and contrast the outcomes, successes, failures of each group to the present day.
    a. For example: The Equality Act has not become law. This would provide consistent and explicit non-discrimination protections for LGBTQ people across key areas of life,

including employment, housing, credit, education, public spaces and services, federally funded programs, and jury service.

b. For example: The John Lewis Voting Rights Advanced Act has not become law would strengthen voting rights by expanding and strengthening the government's ability to respond to voting discrimination.

c. For example: The LGBTQ success regarding the landmark 2015 Supreme Court Ruling for Marriage Equality.

DOK	Blooms
3	Compare/Contrast

Cross-Curricular Connections

CCSS.ELA-LITERACY.RH.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the texts and documentaries?
Personal accounts of Martin Luther King Jr, Malcolm X, Sylvia Rivera, and Harvey Milk's civil rights being attacked by the state and federal laws, including police brutality.

How are those groups and individuals portrayed?
They are shown as dynamic leaders and representatives of their group's causes and demand for equal rights, and also as taking huge risks [such as assasination] to speak up publicly for those rights.

Does the text provoke critical questions about cultural and linguistic diversity, especially within marginalized communities?
The documents and documentaries force students to think about and question racism, homophobia, and heterosexism and how they continue to impact the daily lives of African American and LGBTQ people. This will require students to confront the violent reality of the reality of political violence during that time for marginalized groups, including the high risk stakes these leaders faced because they were brave enough to speak out publicly and how leaders of today face the same stakes.

What supports are provided to teachers to identify blind spots?
Links to all readings, speeches and documentaries from both the African American and LGBTQ leaders and civil rights movements. These primary sources are a valuable resource for educators.

How is this text culturally/linguistically responsive?
These texts and resources offer first hand experiences from Martin Luther King, Jr, Malcolm X, Silvia Rivera, and Harvey Milk; African-American and LGBTQ activists. All seeking justice and rights for their people.

DEEPENDING EDUCATION

VABB Analysis

Validate *The intentional and purposeful legitimization of the home culture and language of the student.*	**Affirm** *The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by the corporate mainstream.*
What do the sources reveal about the challenges of black and LGBTQ people during the 1950's and 1960's? **ESR:** The sources reveal similar struggles and lack of civil rights each group faced and still face today. For example, Dr. King and Malcom X discuss a lack of voting rights and police brutality. Silvia Rivera and Harvey Milk also discuss job discrimination, a lack of equality, and police brutality.	**How do the speeches and words of African American and LGBTQ leaders during the civil rights movement highlight discimination in the United States?** **ESR:** The media and government played a role in misrepresenting African Americans and gay Americans to the public. Racism, homophobia, and heterosexism added to the discrimination. An example is the belief or the idea that gay people were less human, less intelligent and not worthy of rights as straight Americans were at the time. The words of activists like Harvey Milk and Silva Rivera bring to the public eye the lack of equal rights and struggles of the LGBTQ community. When Harvey Milk was elected to public office, it showed gays were equally as smart as their straight peers, and they were capable of education, self-government, and holding political office; it offered equal opportunity.
Build *Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.*	**Bridge** *Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.*
What do you think the generational impacts were of the violence and intimidation that African Americans and Gay Americans experienced during the Civil Rights movement? What might the impacts have been on the children and grandchildren of these people? **ESR:** Students may mention that violence, police brutality, or lack of access to economic resources and lack of job opportunities could lead to generational poverty or low socio-economic status. They may also hypothesize that voter intimidation led to decreased African American voting rates into the future. Students may also predict that Gay Americans were more visible in	**What actions can you take now or in the future to encourage people in your community to exercise their rights such as voting, running for political office, and seeking job or career opportunities?** **ESR:** Student responses may vary, but they may mention volunteering for a campaign, encouraging all people to vote, offering rides to the polls, or other civic action that reduces barriers to voting. In addition, students may mention focusing on qualified candidates running for office from marginalized groups.

DEFENDING EDUCATION

society in the generations after the Civil Rights movements.	

Suggested Student Discourse	
Question	**Method**
How do the speeches and words of African American and LGBTQ+ leaders during the civil rights movement highlight discimination in the United States?	**Type:** Deliberation **Strategy:** Street Law: Deliberations A highly scaffolded civil discussion, which demands engaged participation from every student in the room, used to explore controversial topics, ensure a "best case fair hearing" for the issue, followed by informed decision making, and build consensus among students.

Multi-Layered System of Supports/Suggested Instructional Strategies

In New Mexico we believe that all students deserve access to high-quality grade-level tasks that incorporate historical documents and critical thinking. These universal supports allow all students to analyze primary and secondary sources, develop claims, and evaluate reasoning:

1.) Identify vocabulary words to pre-teach.
   - Vocabulary are words that are more likely to appear in text than speech.
   - Choose words that are not implicitly or explicitly defined within the text.
2.) Create text-based questions to push students to think about historical events in the context, build content knowledge, develop knowledge of vocabulary, or syntax and structure.

Instructional Supports:	
Vocabulary/Text-Based Questioning:	**Strategies:**
Vocabulary to Pre-Teach: - Stonewall Uprising - The John Lewis Voting Rights Advanced Act - The Civil Rights Act of 1964 - Civil Rights - Protest - Activism - Ballot - 1970 First Gay Pride Marches in the USA **Text-Based Questioning:** - What challenges did African Americans and LGBTQ people face after the civil rights movement of the 1960's? - How does the rise of African American and LGBTQ office holders relate to the 1960's civil rights movement? - How does visibility of African Americans	**Universal Supports:** - Clarify the use of abbreviations such as LGBTQ+. **Targeted Supports:** - Provide sentence stems to help students construct a framework for their response. - Provide a document guide with targeted questions about the key ideas of each document. - Have students create a T-Chart with a partner to cite evidence of expanding political rights and shrinking political rights for African Americans and LGBTQ Americands during the Civil Rights movement.

DEFENDING EDUCATION

	and LGBTQ Americans in the movies, politics, business and education relate to the civil rights movement of the 1960's?	

DEFENDING EDUCATION

High School U.S. History
Theme 10: Rise of Conservatism and Liberalism (1968-2008)

Compelling Question	Inquiry Alignment
What role should a government play in defining, promoting, or maintaining morality?	9-12.US.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

Standards at a Glance

Theme 10: Rise of Conservatism and Liberalism (1968–2008)

Anchor Standard *The student demonstrates an understanding of:*	**Performance Standard** *Therefore, the student is able to:*
History 15. Historical Change, Continuity, Context, and Reconciliation	• 9-12.US.111. Assess the short- and long-term social and political impacts of conservatism and liberalism in the United States. • 9-12.US.112. Examine the short- and long-term impacts of criminal justice policy implemented during the presidencies of Ronald Reagan and Bill Clinton. • 9-12.US.113. Examine the push-pull relationship between liberalism and conservatism in the United States over time. • 9-12.US.114. Evaluate whether the Cold War definitively ended in 1991.
History 16. Cause and Consequence	• 9-12.US.115. Analyze the social, political, and economic conditions of the 1960s and 1970s that led to a rise in Conservatism and its overall impact on society. • 9-12.US.116. Analyze how Communist economic policies and U.S.-sponsored resistance to Soviet military and diplomatic initiatives contributed to the fall of the Berlin Wall in 1989 and the dissolution of the Soviet Union in 1991.
History 18. Critical Consciousness and Perspectives	• 9-12.US.117. Evaluate how major world events between 1968 and 2008, such as 9/11, and the rise of global terrorism impacted people from diverse groups. • 9-12.US.118. Examine the ways in which gender roles changed and stayed the same between 1968 and 2008. • 9-12.US.119. Evaluate the significance of the federal 1990 Americans with Disabilities Act. • 9-12.US.120. Examine the experiences, activism, and legislation impacting the LGBTQIA+ community.
History 19. Power Dynamics, Leadership, and Agency	• 9-12.US.121. Analyze the rise of conservatism and liberalism in U.S. politics and society.
Ethnic, Cultural, and Identity Studies 22. Community Equity Building	• 9-12.US.122. Examine historical and contemporary cultural, economic, intellectual, political, and social contributions to society by individuals or groups within an identity group.

BLENDING EDUCATION

Grade	Anchor Standard: History 15. Historical Change, Continuity, Context, and Reconciliation	
	Performance Standard(s)	
HS	**9-12.US.111. Assess the short- and long-term social and political impacts of conservatism and liberalism in the United States.**	
	9-12.US.112. Examine the short- and long-term impacts of criminal justice policy implemented during the Reconciliation presidencies of Ronald Reagan and Bill Clinton. **9-12.US.113. Examine the push-pull relationship between liberalism and conservatism in the United States over time.** **9-12.US.114. Evaluate whether the Cold War definitively ended in 1991.**	
	Sample Concept/Content	**Supporting Questions**

	• Impacts of conservatism
	  ○ Southern Strategy
	  ○ Growth of the National Rifle Association
	  ○ Expansion of military spending
	  ○ Tax cuts / supply side economics
	  ○ Deregulation
	  ○ Proposition 13
	  ○ Decline of unions
	• Impacts of liberalism
	  ○ Expanded social safety net
	  ○ Deficit spending
	  ○ Affordable Care Act
	• Politics
	  ○ Watergate
	  ○ Reagan Revolution
	  ○ Clinton impeachment
	  ○ Iran-Contra Affair
	• Criminal justice policy
	  ○ 3-Strikes Laws
	  ○ Mandatory minimum sentencing
	  ○ Mass incarceration
	  ○ Prison industrial complex
	• Cold War
	  ○ Democratization of eastern Europe
	  ○ Russian expansion into Ukraine
		• What is an example of a social or political impact conservatism had in the United States?
		• What is an example of a social or political impact liberalism had in the United States?
		• What is an example of an impact of the criminal justice policy implemented during the Reagan or Clinton presidency?

	Vertical Alignment	

DEFENDING EDUCATION

	Previous Grades: *8.89. Discuss the impact of significant legislation and judicial precedents in formally perpetuating systemic oppression.*	*High School Connections:* *9-12.Civ.26. Evaluate public policies in terms of intended and unintended outcomes and related consequences.* *9-12.Civ.28. Evaluate the U.S. justice system over time and its impacts on policy, society, economics, and individual rights.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	● Analyze the long-term and short term impacts of the NRA. ● Evaluate income inequality. ● Discuss the current incarceration process and prison systems.	**Proposition 13** - a ballot initiative approved by voters in 1978 that amended the California Constitution to place limits on property taxes.

DEFENDING EDUCATION

Grade	Anchor Standard: History 16. Cause and Consequence	
	Performance Standard(s)	
HS	**9-12.US.115. Analyze the social, political, and economic conditions of the 1960s and 1970s that led to a rise in Conservatism and its overall impact on society.** **9-12.US.116. Analyze how Communist economic policies and U.S.-sponsored resistance to Soviet military and diplomatic initiatives contributed to the fall of the Berlin Wall in 1989 and the dissolution of the Soviet Union in 1991.**	
	Sample Concept/Content	**Supporting Questions**

	• Reasons for the rise of conservatism
	  • Stagflation
	  • Vietnam War
	  • Crime rates
	  • Cold War
	  • Iran Hostage Crisis
	  • Rise of evangelical Christian involvement in politics
	  • Backlash against women's liberation, anti-war, and civil rights movements
	• Reasons for the fall of communism
	  • *Glasnost*
	  • *Perestroika*
	  • Military spending
	  • Pro-democracy activism in eastern Europe
		• What social, political, or economic conditions of the 1960's and 1970's led to the rise of Conservatism in society?
		• What was the impact on society of this rise in Conservatism?
		• How did Communist economic policies and US-sponsored resistance to Soviet military and diplomatic initiatives contribute to the fall of the Berlin Wall in 1989 and dissolution of the Soviet Union in 1991?

	Vertical Alignment	
	Previous Grades: *8.8. Formulate a claim based on evidence from primary and secondary sources in response to a question.*	*High School Connections:* *9-12.Civ.21. Evaluate the way America's the United States' founding principles and constitutional structures have influenced initiatives and revisions to foreign policy over time.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	• Explain the social, political or economic conditions of the 1960's and 1970' s that led to the rise of Conservatism in society. • Discuss the impact on society of this rise in conservatism. • Explain the events that led up to the fall of the Berlin Wall in 1989	**Conservatism -** the holding of political views that favor free enterprise, private ownership, and socially traditional ideas. **Berlin Wall -** A wall that separated West Berlin, Germany, from East Germany, which surrounded it until 1989.

DEFENDING EDUCATION

Grade	Anchor Standard: History 18. Critical Consciousness and Perspectives	
	Performance Standard(s)	
HS	**9-12.US.117. Evaluate how major world events between 1968 and 2008, such as 9/11, and the rise of global terrorism impacted people from diverse groups. 9-12.US.118. Examine the ways in which gender roles changed and stayed the same between 1968 and 2008. 9-12.US.119. Evaluate the significance of the federal 1990 Americans with Disabilities Act.**	
	9-12.US.120. Examine the experiences, activism, and legislation impacting the LGBTQIA+ community.	
	Sample Concept/Content	**Supporting Questions**

	• End of the Cold War
	  ○ Fall of the Berlin Wall
	• The Gulf War
	  ○ Operation Desert Storm
	• *Obergefell v. Hodges*
	• *Roe v. Wade*
	• The AIDS epidemic
	  ○ ACT UP
	• Police policies in urban areas of USA
	  ○ War on Drugs
	  ○ Police brutality
	  ○ 1992 L.A. riots
	• 9/11 Terrorist Attacks
	  ○ Invasion of Afghanistan
	  ○ Invasion of Iraq
	  ○ Abu Ghraib scandal
	  ○ Detention of prisoners at Guantanamo Bay
	  ○ USA PATRIOT Act
	• Americans with Disabilities Act
	• LGBTQIA+ movement
	  ○ 1969 Stonewall Uprising and the gay movement
	  ○ 1977 Harvey Milk elected to the San Francisco Board of Supervisors as an "out" elected official
	  ○ Repeal of *Don't Ask, Don't Tell*
	  ○ James Byrd and Matthew Shepard Hate Crimes Prevention Act
		• What impact did 9/11 have on diverse groups in America?
		• What is the significance of the 1990 Americans with Disability Act?
		• Why is the experience, activism and legislation impacting the LGBTQIIA+ community an important part of U.S. history?

	Vertical Alignment	

DEFENDING EDUCATION

	Previous Grades: *8.96. Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy.*	*High School Connections:* *9-12.ECI.21. Investigate how identity groups and society address systemic inequity and transformational change through individual actions, individual champions, social movements, and local community, national, and global advocacy.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	● Discuss key gay rights events and activists that impacted society. ● Compare and contrast the disability movement and the LGBTQ movement. ● Analyze the strategies members of ACT UP used to raise awareness during the AIDS epidemic. ● Write about the changes in gender roles since the 1960's.	**Disability -** any condition that makes it more difficult for a person to do certain activities or effectively interact with the world around them. **ACT UP** - AIDS Coalition to Unleash Power is an international, grassroots political group working to end the AIDS epidemic. **AIDS -** Acquired Immune Deficiency Syndrome. **Terrorism -** the unlawful use of violence and intimidation, especially against civilians, in the pursuit of political aims. **PFLAG -** Parents and Friends of Lesbians and Gays**.**

DEFENDING EDUCATION

Grade	Anchor Standard: History 19. Power, Dynamics, Leadership, and Agency	
	Performance Standard(s)	
HS	**9-12.US.121. Analyze the rise of conservatism and liberalism in U.S. politics and society.**	
	Sample Concept/Content	**Supporting Questions**

	• Rise of Conservatism
	  ○ Inflation
	  ○ Iran Hostage Crisis
	  ○ OPEC oil crisis
	  ○ Air Traffic Control strike
	  ○ Boston busing protests
	  ○ Rise of the religious right
	  ○ Phyllis Schlafly
	  ○ Policies: Tax cuts, Supply side economics, Deregulation, Anti-communist foreign policy, Foreign interventionism
	  ○ TEA Party movement
	• Liberalism
	  ○ Affordable Care Act
	  ○ Criminal justice reform
	  ○ Infrastructure funding
	  ○ First Black president, first Black and South Asian vice president, first Black woman and first Hispanic woman on the Supreme Court
		• How has conservatism impacted U.S. politics and society?
		• How has liberalism impacted U.S. politics and society?

	Vertical Alignment	
	Previous Grades: *8.13. Engage in discussion, debate, or academic conversation analyzing multiple viewpoints on public issues.*	*High School Connections:* *9-12.Civ.19. Distinguish historical and current types and systems of government in the United States and in diverse regions in the world.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	• Analyze how conservatism has impacted U.S. politics and society. • Evaluate how liberalism has impacted U.S. politics and society.	**Conservatism -** political view that favors free enterprise, private ownership, and socially traditional ideas. **Liberalism -** political view that favors civil liberty and equality with support for social justice and a "checked-and-validated" market economy.

DEFENDING EDUCATION

Grade	Anchor Standard: Ethnic, Cultural, and Identity Studies 22. Community Equity Building	
	Performance Standard(s)	
HS	**9-12.US.122. Examine historical and contemporary cultural, economic, intellectual, political, and social contributions to society by individuals or groups within an identity group.**	
	Sample Concept/Content	**Supporting Questions**

	• Stonewall Uprising
	  ○ Silvia Rivera
	• Womens' Equality in Sports and LGBTQ equality
	  ○ Billie Jean King
	• LGBTQ+ movement
	  ○ Edith Windsor
	• African American rights movement
	  ○ Martin Luther King, Jr.
	  ○ Malcolm X
	  ○ John Lewis
	  ○ Black Lives Matter
	• The Disability Revolution
	  ○ Judy Heumann
	  ○ Capital Crawl
	• Farmer Workers Movement
	  ○ Cesar Chavez
	  ○ Dolores Huerta
	• Women's movement
	  ○ Gloria Steinem
	  ○ Bella Abzug
	  ○ Betty Friedan
	• Indigenous rights movement
	  ○ Winona LaDuke
		• Explain how an individual can champion a social movement or cause in society?
		• What are patterns or similarities of social movements such the LGBTQ, disability, Black civil rights movements?
		• What role or responsibility does the government have in protecting the rights of all people?

	Vertical Alignment	
	Previous Grades: *8.39. Examine historical and contemporary cultural, economic, intellectual, political, and social contributions to society by individuals or groups within an identity group.*	*High School Connections* *9-12.ECI.20. Examine historical and contemporary cultural, economic, intellectual, political, and social contributions to society by individuals or groups within an identity group.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**

DEFENDING EDUCATION

	• Analyze examples of LGBTQ champions for equality. • Evaluate examples of disability rights champions. • Discuss examples of champions for civil rights for blacks. • Evaluate examples of champions for women's equality. • Analyze examples of champions for the Indigenous movement.	**Capital Crawl** - a protest in which activists abandoned their wheelchairs and crawled up the Capitol steps to raise awareness for disability rights.

DEFENDING EDUCATION

ASSESSMENT AND SAMPLE TASK GUIDE

The resources provided in this Assessment and Sample Task Guide are meant to provide examples of formative assessments within instruction. They are not compiled for a quiz, test, or summative assessment outside of instruction.

9-12.US.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

9-12.US.119. Evaluate the significance of the federal 1990 Americans with Disabilities Act.

9-12.US.122. Examine historical and contemporary cultural, economic, intellectual, political, and social contributions to society by individuals or groups within an identity group.

In this activity students will learn about the disability rights movement by examining historical footage.

Sample Task #10

- Watch the footage from the historic 1990 American with Disabilities Act.
- Watch the footage of the famous Capital Crawl at the Capitol.
- Read the story of Judy Huemann, a champion for the disabled.
- Reference the 1990 Americans with Disabilities Act.

Using the documents and documentaries as a guide, evaluate how successful the Disability Movement was at expanding the rights and opportunities for people with disabilities in the United States before and after the 1990 Americans with Disabilities Act.

Exemplar Student Responses

A strong student response would include at least two of the following:

- A direct citation from The 1990 Americans with Disabilities Act.
  - “This legislation made it a violation of federal law to discriminate against people with disabilities.”
- A direct citation from the story about Judy Huemann, a disability activist, and the history of the movement, such as:
  - "What if I got the teaching license, and I didn't do a good job, was that going to be a bad mark for disabled individuals?”
  - "We had been fighting very hard for many years to get the rules [to] where they were. So we said, if the regulations were not signed by a certain day there would be demonstrations around the country in nine or 10 cities."
- Specific examples from the readings and historic footage demonstrating:

DEFENDING EDUCATION

- Hardships for disabled Americans up to 1990.
- Rights for disabled Americans easing these hardships from 1990-present day.

DOK	Blooms
3	Analyze

Cross-Curricular Connections

CCSS.ELA-LITERACY.RH.11-12.3
Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text and historic footage?
A champion of the disabed civil rights movement, Judy Huemann, and other activists and their supporters are tasked with protesting and working for decades together to go from no protection under the law to rights for disabled Americans.

How are those groups and individuals portrayed?
The main protagonists in the documents and historical footage are the leaders of the disability movement who are being unjustly harassed and denied equal protection under the law. Stories of the disabled highlight their position as victims of injustice, the act of protesting in an attempt to hold the government responsible for providing equal protection under the law to all Americans, including the disabled. The 1990 Americans with Disabilities Act provides the disabled with the often-overlooked equal opportunities such as in employment, transportation, and public accommodations. Disabled and able-bodied legislators helped to pass key civil rights legislation from 1990 through the present day.

Does the text provoke critical questions about cultural and linguistic diversity, especially within marginalized communities?
The documents and historic footage force students to ask questions about how ableism continues to impact the daily lives of the disabled before and after the 1990 Americans with Disabilities Act, and requires them to confront the violent reality of hardships of the disabed even after the signing of the 1990 Americans with Disabilities Act which may evoke questions about the implementation of the Act and civil rights in America today.

What supports are provided to teachers to identify blind spots?
The documents and historic footage including the 1990 Americans with Disabilities Act, provide teachers resources to learn more if they desire to see more of the experiences of diabled Americans before and after the 1990 Americans with Disabilities Act.

How is this text culturally/linguistically responsive?
Taken together, these texts and the historic footage reflect the nuance and complexity of the experience of the diabled before and after the 1990 Americans with Disabilities Act. We see tactics such as sit ins and the Capital Crawl in that are examples of how the diabled and their allies used to seek justice and rights to combat the discrimination the disabled experienced.

DEFENDING EDUCATION

VABB Analysis

Validate	Affirm
The intentional and purposeful legitimization of the home culture and language of the student.	*The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by the corporate mainstream.*
What does the document reveal about the challenges that the diabled faced in the years after the 1990 Americans With Disabilities Act? **ESR:** These documents mention many challenges that disabled people faced after the 1990 Americans With Disabilities Act including discrimination in school, lack of access to public buildings and transportation, and lack of opportunity in the workplace. Judy Huemann states that still today students with disabilities are regulated to a separate classroom and not receiving appropriate education, where learning is not going on where it needs to. She also raises awareness about the incarceration of young disabled individuals. Other documents and films reveal every single state has at some point enforced legalized segregation of persons with disabilities, people with only minor disabling conditions were shut away for life in custodial institutions and states prohibited marriage between disabled people and forced them to be sterilized. All of these stories indicate that even though the 1990 Americans With Disabilities Act was law, people living with disabilities were not being treated equally in the U.S.A.	**How do these stories of the history of the disability movement disprove some of the ableist beliefs in the United States?** **ESR:** Politicians and leaders often assumed that people living with disabilities were inferior to able-bodied Americans. This belief included the idea that people with disabilities were only capable of simple, manual labor or that they were innately less intelligent than able-bodied Americans. The number of people living with disabilities in the workforce, as elected leaders and as educators after the 1990 Americans With Disabilities Act, shows that people living with disabilities were equally as smart as those able-bodied, and they were capable of education, self-government, and skilled work if offered equal opportunity.
Build	**Bridge**
Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.	*Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.*

DEFENDING EDUCATION

What do you think the generational impacts were of the violence and intimidation that people living with disabilities experienced before the 1990 Americans With Disabilities Act? What might the impacts have been on the children and grandchildren of those who were living with disabilities before 1990? **ESR:** Students may mention that discrimination leads to limited opportunities in education, the workforce, basic health care and politics for example. Students may also hypothesize that voter intimidation led to decreased African American voting rates into the future. Students may also predict that Americans living with disabilities had more opportunities generations after 1990.	**What actions can you take now or in the future to encourage people to honor the 1990 Americans with Disabilities Act and be more inclusive of those living with disabilities in their community?** **ESR:** Student responses may vary, but they may mention volunteering for a campaign for a person living with disabilities running , encouraging people to be more inclusive of those living with disabilities in their community, offering rides to the polls to people with disabilities, or any other civic action that reduces barriers to opportunities for those living with disabilities.

Suggested Student Discourse	
Question	**Method**
What does the document reveal about the challenges that the diabled faced in the years after the 1990 Americans With Disabilities Act?	**Type:** Discussion **Strategy:** The Snowball Discussion Also known as a pyramid discussion, this strategy allows students to begin in pairs, responding to a prompt with their partner. After each partner has shared their ideas, the pair joins another pair, creating a group of four. Pairs share their ideas with the pair they just joined. Next, groups of four join together to form groups of eight, and so on, until the whole class is joined up in one large discussion.

Multi-Layered System of Supports/Suggested Instructional Strategies

In New Mexico we believe that all students deserve access to high-quality grade-level tasks that incorporate historical documents and critical thinking. These universal supports allow all students to analyze primary and secondary sources, develop claims, and evaluate reasoning:

1.) Identify vocabulary words to pre-teach.
   - Vocabulary are words that are more likely to appear in text than speech.
   - Choose words that are not implicitly or explicitly defined within the text.
2.) Create text-based questions to push students to think about historical events in the context, build content knowledge, develop knowledge of vocabulary, or syntax and structure.

Instructional Supports:	
Vocabulary/Text-Based Questioning:	**Strategies:**

DEFENDING EDUCATION

Vocabulary to Pre-Teach:

- Disability
- The 1990 Americans with Disabilities Act
- The Capital Crawl [March 1990]

Text-Based Questioning:

- What challenges did the disabled community face after the 1990 Americans with Disabilities Act?
- How does the rise of the disabled in politics, sports, education and business relate to the 1990 Americans With Disabilities Act?
- How did political participation and protesting change after the 1990 Americans With Disabilities Act?

Universal Supports:

- Clarify the use of ableism and disability.

Targeted Supports:

- Provide sentence stems to help students construct a framework for their response.
- Provide a document guide with targeted questions about the key ideas of each document.
- Have students create a T-Chart with a partner to cite evidence of expanding rights and shrinking rights for the disabled after the 1990 Americans With Disabilities Act.

DEFENDING EDUCATION

High School U.S. History
Theme 11: The United States in a Global Age (2008-Present)

Compelling Question	Inquiry Alignment
What are the greatest challenges facing the United States in the 21st century?	9-12.US.11. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

Standards at a Glance

Theme 11: The United States in a Global Age (2008–Present)	
Anchor Standard *The student demonstrates an understanding of:*	**Performance Standard** *Therefore, the student is able to*
History 15. Historical Change, Continuity, Context, and Reconciliation	• 9-12.US.123. Analyze the influence of cultural, literary, and artistic movements between 2008 and the present. • 9-12.US.124. Analyze major trends, issues, and advances to address healthcare disparities in the past, present, and future.
History 18. Critical Consciousness and Perspectives	• 9-12.US.125. Evaluate how the events between 2008 and the present impact people from diverse groups. • 9-12.US.126. Examine the ways in which gender roles changed and stayed the same between 2008 and the present.
Ethnic, Cultural, and Identity Studies 22. Community Equity Building	• 9-12.US.127. Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy. • 9-12.US.128. Evaluate the role of racial social constructs in the structure and function of 21st-century U.S. society.
Geography 14. Human-Environmental Interactions and Sustainability	• 9-12.US.129. Assess how social, economic, political, and environmental developments at global, national, regional, and local levels affect the sustainability of modern and traditional cultures.
History 19. Power Dynamics, Leadership, and Agency	• 9-12.US.130. Evaluate the role of the United States in contemporary global issues. • 9-13 US.131. Evaluate the impacts of contemporary global issues on the United States. • 9-12.US.132. Analyze the current state and health of U.S. democracy. • 9-12.US.133. Analyze some of the major technological and social trends and issues of the late 20th and early 21st centuries. • 9-12.US.134. Evaluate the effectiveness of the federal government's response to international and domestic terrorism in the 21st century. • 9-12.US.135. Examine contemporary civil and human rights struggles and successes. • 9-12.US.136. Analyze U.S. government policies to reduce climate disruption.

DEFENDING EDUCATION

Grade	Anchor Standard: History 15. Historical Change, Continuity, Context, and Reconciliation	
	Performance Standard(s)	
HS	**9-12.US.123. Analyze the influence of cultural, literary, and artistic movements between 2008 and the present.** **9-12.US.124. Analyze major trends, issues, and advances to address healthcare disparities in the past, present, and and future.**	
	Sample Concept/Content	**Supporting Questions**

	• Cultural movements
	  ○ Hip hop culture, social media, youth activism
	• Artistic movements
	  ○ Festivals (Coachella, Burning Man), New media arts, Minimalism
	• Healthcare Disparities
	  ○ Health insurance access
	  ○ Rising cost of healthcare
	  ○ Disparities in care for Black and white Americans
	  ○ Vaccine hesitancy
	  ○ Impact of Affordable Care Act
		• How have cultural, literary, and artistic movements impacted American culture since 2008?
		• What are some disparities in our healthcare system today?

	Vertical Alignment	
	Previous Grades: *8.95. Assess how social policies and economic forces offer privilege or systemic inequity in accessing social, political, and economic opportunity for identity groups in education, government, healthcare, industry, and law enforcement.*	*High School Connections:* *9-12.Civ.41. Analyze historic inequalities and evaluate proposed solutions to correct them.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	• Explain how cultural, literary, and artistic movements impacted American culture since 2008. • Outline the impact of the Affordable Care Act on the American healthcare system. • Explain disparities in our healthcare system today.	**#MeToo -** is a social movement against sexual abuse, sexual harassment in which people publicize their experiences of sexual abuse or sexual harassment. **Black Lives Matter -** an international human rights movement, originating in the African-American community, that campaigns against violence and systemic racism towards Black people. **Disparity -** a social or economic condition that's considered unfairly unequal.

DEFENDING EDUCATION

Grade	Anchor Standard: History 18. Critical Consciousness and Perspectives
	Performance Standard(s)
HS	**9-12.US.125. Evaluate how the events between 2008 and the present impact people from diverse groups.** **9-12.US.126. Examine the ways in which gender roles changed and stayed the same between 2008 and the present.**

Sample Concept/Content	Supporting Questions
● Key events since 2008 ○ Election of Barack Obama ○ Increased representation of marginalized groups in government ■ Pete Buttigieg ■ Kamala Harris ■ Ketanji Brown Jackson ■ Deb Haaland ○ Ending of wars in Afghanistan and Iraq ○ Great Recession ○ January 6 insurrection ○ Marriage equality ■ *Obergefell v. Hodges* ○ 2020 racial justice protests ○ COVID-19 pandemic ● Gender roles ○ Representation of women in government ○ #MeToo movement	● How have underrepresented groups [such as LGBTQ, people of color and the disabled] moved into leadership and power positions in the US..? ● How do historically underrepresented groups such as women of color, LGBTQ and Indigenous people offerse diverse views of society? ● Explore how gender roles have stayed the same and changed in the past 15 years.

Vertical Alignment	
Previous Grades: *8.12. Examine how and why diverse groups have been denied equality and opportunity both institutionally and informally.*	*High School Connections:* *9-12.WH.27. Effectively use and integrate evidence from diverse sources to evaluate and develop historical claims.*

Students Who Demonstrate Understanding Can...	Vocabulary for Teacher Development
● Discuss how underrepresented groups [such as LGBTQ, people of color and the disabled] have moved into leadership and power positions in the U.S. ● Present how historically underrepresented	**Great Recession** - the sharp decline in economic activity during the late 2000s. It is considered the most significant downturn since the Great Depression. **Gender roles** - Social role encompassing a range of

DEFENDING EDUCATION

	groups such as women of color, LGBTQ and Indigenous people offerse diverse views of society. For example, VP Harris, Transportation Secretary Buttigieg, Interior Secretary Haaland and Supreme Court Justice Brown. ● Write about how gender roles have stayed the same and changed in the past 15 years.	behaviors and attitudes that are generally considered acceptable, appropriate, or desirable for people based on their actual or perceived sex or sexuality.

DEFENDING EDUCATION

	Anchor Standard: **Ethnic, Cultural, and Identity Studies 22. Community Equity Building**	
Grade	**Performance Standard(s)**	
HS	**9-12.US.127. Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy.** **9-12.US.128. Evaluate the role of racial social constructs in the structure and function of 21st-century U.S. society.**	
	Sample Concept/Content	**Supporting Questions**

	• Modern advocacy movements
	  ○ Occupy Wall Street
	  ○ Black Lives Matter
	  ○ #MeToo Movement
	  ○ March for our Lives
	  ○ TEA Party
	  ○ Sunrise movement
	• Racial constructs
	  ○ Police brutality
	  ○ Mass incarceration
	  ○ Wealth gap
	  ○ Health disparities
		• How have racial disparities persisted after the election of Barack Obama?

	Vertical Alignment	
	Previous Grades: *8.96. Investigate how identity groups and society address systemic inequity through individual actions, individual champions, social movements, and local community, national, and global advocacy.*	*High School Connections:* *9-12.ECI.21. Investigate how identity groups and society address systemic inequity and transformational change through individual actions, individual champions, social movements, and local community, national, and global advocacy.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	• Describe different activist movements in the twenty-first century. • Explain the ways race still influences a person's life experience.	**Wealth gap** - the difference in assets among different racial and ethnic groups, reflecting disparities in opportunities and resources.

DEFENDING EDUCATION

Grade	Anchor Standard: Geography 14. Human-Environmental Interactions and Sustainability	
	Performance Standard(s)	
HS	**9-12.US.129. Assess how social, economic, political, and environmental developments at global, national, regional, and local levels affect the sustainability of modern and traditional cultures.**	
	Sample Concept/Content	**Supporting Questions**

	• Climate change and impacts
	  ○ Wildfires
	  ○ Water scarcity
	  ○ Stronger hurricanes
	• Modern sustainability issues
	  ○ Water access
	  ■ Standing Rock protests
	  ■ Privatization and commodification of water supplies
	  ○ Fossil fuel use
	  ○ Single-use plastics
	  ○ Impact of animal agriculture
	  ○ Deforestation
		• What factors are contributing to climate change in the modern era?

	Vertical Alignment	
	Previous Grades: *7.19. Describe how environmental factors affect human activities and resource use.* *8.41. Critique the ideas and belief systems related to land- and resource-use among Indigenous peoples and Europeans.*	*High School Connections:* *9-12.Geo.29. Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.* *9-12.Geo.33. Assess how social, economic, political, and environmental developments at global, national, regional and local levels affect the sustainability of modern and traditional cultures.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	• Identify contributing causes of climate change. • Describe impacts of climate change on communities across the United States.	**Water privatization** - when private corporations buy or operate public water utilities. **Water commodification** - the attempt to turn water into a product from which "owners" can reap maximum profits at public expense.

DEFENDING EDUCATION

Grade	Anchor Standard: History 19. Power, Dynamics, Leadership, and Agency	
	Performance Standard(s)	
HS	**9-12.US.130. Evaluate the role of the United States in contemporary global issues.** **9-13 US.131. Evaluate the impacts of contemporary global issues on the United States.**	
	9-12.US.132. Analyze the current state and health of U.S. democracy.	
	9-12.US.133. Analyze some of the major technological and social trends and issues of the late 20th and early 21st centuries.	
	Sample Concept/Content	**Supporting Questions**

	• Contemporary global issues
	  ○ Russian invasion of Ukraine
	  ○ January 6 insurrection
	  ○ COVID-19 pandemic
	  ○ Israeli-Palestinian conflict
	• Contemporary challenges
	  ○ Economic inequality
	  ○ Education disparities
	  ○ Health care reform
	  ○ Climate change
	  ○ Global competition
	  ○ Migration
	  ○ Nuclear proliferation
	• Threats to U.S. democracy
	  ○ Minoritarian rule
	  ○ Political polarization
	  ○ Voter suppression
	  ○ Misinformation/disinformation
	• Technological and social trends
	  ○ Social media
	  ○ Smartphones
	  ○ Streaming platforms
		• How healthy is America's democracy?
		• How has technology impacted daily life in the twenty-first century?

	Vertical Alignment	
	Previous Grades: *7.76. Identify causes and consequences of U.S. government policies that impacted the territory of New Mexico.*	*High School Connections:* *9-12.Civ.38. Use historical data and evidence related to various actors' interests and motivations to determine their influence on contemporary issues.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**

DEFENDING EDUCATION

	• Describe America's response to key global developments in the twenty-first century. • Evaluate the health of America's democracy. • Explain what the 2021 insurrection at the Capital reflects about the state of our Democracy.	**Climate Disruption** - current rise in Earth's average temperature and related large-scale shifts in weather patterns. **Insurrection** - an organized attempt by a group of people to defeat their government and take control of their country, usually by violence.

DEFENDING EDUCATION

Grade	Anchor Standard: History 19. Power, Dynamics, Leadership, and Agency	
	Performance Standard(s)	
HS	**9-12.US.134. Evaluate the effectiveness of the federal government's response to international and domestic terrorism in the 21st century.** **9-12.US.135. Examine contemporary civil and human rights struggles and successes.**	
	9-12.US.136. Analyze U.S. government policies to reduce climate disruption.	
	Sample Concept/Content	**Supporting Questions**

	• Government responses to international and domestic terrorism
	  ○ USA PATRIOT Act
	  ○ Overt and covert military operations
	  ○ Congressional attempts to pass a domestic terrorism bill
	• Contemporary civil Rights
	  ○ LGBTQ+ movement, *Obergefell v. Hodges,* Standing Rock protests, Black Lives Matter protests, COVID-19 Hate Crimes Act, Emmett Till Antilynching Act, police reform, First Step Act
	• U.S. climate policies
	  ○ Funding for renewable energy
	  ○ Paris Climate Accords
		• What are a few examples of contemporary civil and human rights struggles and successes such as LGBTQIA, Asian American and Black?
		• How has the United States government tried to reduce climate change?

	Vertical Alignment	
	Previous Grades: *7.76. Identify causes and consequences of U.S. government policies that impacted the territory of New Mexico.*	*High School Connections:* *9-12.Civ.38. Use historical data and evidence related to various actors' interests and motivations to determine their influence on contemporary issues.*
	Students Who Demonstrate Understanding Can...	**Vocabulary for Teacher Development**
	• Give examples of contemporary civil and human rights struggles and successes such as LGBTQIA, Asian-American and Black communities. • Outline major U.S. government policies to reduce climate change. • Analyze how climate change threatens the	**First Step Act** - a bipartisan criminal justice bill aimed at reforming federal prisons and sentencing laws in order to reduce recidivism, decreasing the federal inmate population, and maintaining public safety. **COVID-19 Hate Crimes Act** - aims to make the reporting of hate crimes more accessible at the local

DEFENDING EDUCATION

	future of humankind.	and state levels by boosting public outreach and ensuring reporting resources are available online in multiple languages.

DEFENDING EDUCATION

ASSESSMENT AND SAMPLE TASK GUIDE

The resources provided in this Assessment and Sample Task Guide are meant to provide examples of formative assessments within instruction. They are not compiled for a quiz, test, or summative assessment outside of instruction.

9-12.U.S.132. Analyze the current state and health of U.S. democracy.

9-12. US.131. Evaluate the impacts of contemporary global issues on the United States.

In this sample task students will use America's founding documents and current events to evaluate the health of America's democracy.

Sample Task #11

For this activity students need access to the Declaration of Independence and the U.S Constitution

- Students will read Amanda Gorman's poem "The Hill We Climb" which discusses America's unfinished "Great Experiment"
- They also read about the history of the January 6, 2021 Capital Riot
- Watch the NBS new footage of the 2021 Capital Riots
- They also read about the Russian Invasion of Ukraine in Global Conflict Tracker

Using the documents and rock song lyrics as a guide, evaluate the state and health of democracy in the United States before and after the January 6, 2021 Capital Insurrection and after the Russian Invasion of Ukraine in 2022.

Exemplar Student Responses

- A strong student response would include at least two of the following:
- A direct citation from the Declaration of Independence or the U.S. Constitution:
  - **"**We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed."
- A direct quote from the history of the January 6, 2021 Capital Insurrection, such as:
  - "On January 6, 2021, insurrectionists stormed the U.S. Capitol in an attempt to prevent the certification of the 2020 presidential election results."
  - "That president's successor, and many of his supporters, now insists that he must be allowed to remain in power despite having lost his re-election campaign, arguing that his opponent's victory is illegitimate regardless of the results, and demanding that votes from predominantly Black constituencies in swing states be thrown out."

DEFENDING EDUCATION

- Specific lines from the poem:
  - "If we're to live up to our own time, then victory won't lie in the blade, but in all the bridges we've made."
  - "But while democracy can be periodically delayed, it can never be permanently defeated."

DOK	Blooms
3	Analyze

Cross-Curricular Connections

CCSS.ELA-LITERACY.RH.11-12.4
Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text

Culturally and Linguistically Responsive Teaching and Learning

Who is represented in the text?
The authors of the federal documents are the founding fathers writing about democracy, civil liberties and self-governance. The Amanda Gorman poem points out the "hill" America is still climbing with an optimistic view for the future. The history of the Capital Riot and Invasion of Ukraine highlight the fragile state of democracy in the U.S.A. and around the world. Also represented in the text are people who were involved in the Capital Riot and those who tried to stop it and hold those accountable.

How are those groups and individuals portrayed?
Various people are portrayed in the documents from the framers or writers of the Constitution, to capital rioters and those attempting to hold them accountable, and groups involved in the Russian invasion of Ukraine. All stories reveal the fragile state of democracy in the United States of America.

Does the text provoke critical questions about cultural and linguistic diversity, especially within marginalized communities?
The document and song force students to ask questions about how democracy continues to be at risk in the United States and world. The freedom of those in America and Ukraine after the 2021 Capital Insurrection and Russian invasion of Ukraine are two events that reveal the rights and safety of women, immigrants, children, and the LGBTQ community are at risk. The documents require students to confront the violent reality of the post Capital insurrection era and war in western Europe violence, which may evoke questions about democracy in our country and world.

What supports are provided to teachers to identify blind spots?
The Declaration of Independence, U.S. Constitution, other documents and the grammy winning song provide information for the teachers who can explore if they desire to see a wider range of documents relating to democracy in peril.

Validate	Affirm
The intentional and purposeful legitimization of the home culture and language of the student.	*The intentional and purposeful effort to reverse the negative stereotypes, images, and representations of marginalized cultures and languages promoted by the*

DEFENDING EDUCATION

	corporate mainstream.
What do the documents reveal about the challenges that America faces in the years after the 2021 Capital Insurrection? **ESR:** The documents mention several challenges that America faces including domestic violence or terrorism , propaganda, a weak democracy, and voter suppression. The document and video footage of the Capital Insurrection shows domestic terrorists storming the Capital, threatened to politicians who support the results of the 2020 Presidential Election. Rioters attempted to delay the ratification of the 2020 Presidential Election for Joe Biden against Donald Trump.	**How does the NBC news footage during the 2021 Capital Insurrection disprove some of the beliefs that it was not violent or a threat to our democracy?** **ESR:** The news footage was shot live during the 2021 Capital Insurrection. It shows Americans armed with weapons and military-type gear storming the Capital, breaking glass, defacing sacred art, political statues and podiums on and in our Capital building in Washington, DC.
Build *Create the connections between the home culture/language and the school culture/language through instruction for success in school and the broader social context.*	**Bridge** *Create opportunities for situational appropriateness that provides the academic and social skills that students will need to have success beyond school culture.*
What do you think the generational impacts were of the violence and intimidation that our political leaders such as Vice President Mike Pence or Representative Alexandria Ocasio-Cortez experienced during the Capital Insurrection of 2021? What might the impacts be on the future of Presidential elections, the health of our democracy, and the safety of our political leaders? **ESR:** Students may mention that this violence or lack of respect for our democratic process could lead to cracks in our democracy and Americans' faith in our country. They may also hypothesize that voter intimidation will lead to decreased voting rates in the future. Students may also predict that Americans may fear future domestic terrorism.	**What actions can you take now or in the future to encourage people to peacefully participate in our democracy?** **ESR:** Student responses may vary, but they may mention volunteering for a campaign, encouraging people to vote, offering rides to the polls, or other civic action that reduces barriers to voting. Students may also mention the importance of knowing your basic rights and freedoms or civil rights. The importance of the FBI in protecting America from foreign and domestic terrorism. Also, students may mention the importance or power of song and music in society as protest.

Suggested Student Discourse	
Question	**Method**
How does the NBC news footage during the 2021 Capital Insurrection disprove some of the beliefs that it was not violent or a threat to our democracy?	**Type:** Dialogue **Strategy:** Inner-Outer Circle A dialogue that gives students a chance to talk in the inner circle and act as focused listeners to provide peer feedback on conversational skills/behaviors in

DEEPENING EDUCATION

	the outer circle; This type of dialogue gives students the opportunity to respond to questions and/or discuss information with a variety of peers in a structured manner.

Multi-Layered System of Supports/Suggested Instructional Strategies

In New Mexico we believe that all students deserve access to high-quality grade-level tasks that incorporate historical documents and critical thinking. These universal supports allow all students to analyze primary and secondary sources, develop claims, and evaluate reasoning:

1.) Identify vocabulary words to pre-teach.
   - Vocabulary are words that are more likely to appear in text than speech.
   - Choose words that are <u>not</u> implicitly or explicitly defined within the text.

2.) Create text-based questions to push students to think about historical events in the context, build content knowledge, develop knowledge of vocabulary, or syntax and structure.

Instructional Supports:	
Vocabulary/ Text-Based Questioning:	**Strategies:**
Vocabulary to Pre-Teach: • Vocabulary to Pre Teach: • Democracy • Insurrection • Terrorism • Capital Building • Protest **Text-Based Questioning:** • What challenges does America face after the 2021 Capital Insurrection and/or the Russian Invasion of Ukraine? • How does the rise of domestic terrorism and/or authoritarianism threaten democracy in the USA and/or around the world? • How did political participation and the political process change after the 2021 Capital Insurrection in the USA?	**Universal Supports:** • Clarify the use of abbreviations such as "FBI." **Targeted Supports:** • Provide sentence stems to help students construct a framework for their response. • Provide a document guide with targeted questions about the key ideas of each document or video footage. • Have students create a T-Chart with a partner to cite evidence of cracks in democracy ,health of our voting system and safety from terrorism.

DEFENDING EDUCATION