

7th Grade History USII 1865 to the Present Curriculum Guide
Lunenburg County Public Schools
June 2014

Marking Period: 1

Days: 30

Reporting Category/Strand: USII.1 Assessed with Other SOL

SOLS USII.1	The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to
Essential Knowledge/Skills/Understandings	<ul style="list-style-type: none"> a) identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1865; b) make connections between the past and the present; c) sequence events in United States history from 1865 to the present; d) interpret ideas and events from different historical perspectives; f) analyze and interpret maps that include major physical features; g) use parallels of latitude and meridians of longitude to describe hemispheric location; h) interpret patriotic slogans and excerpts from notable speeches and documents; i) identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives.
Essential Questions	
Primary Resources	
Essential Vocabulary	

Marking Period: 1

Days: 30

Reporting Category/Strand: Reconstruction to Modern America

SOL USII.3b, c	The student will demonstrate knowledge of the effects of Reconstruction on American life by <ul style="list-style-type: none"> b) describing the impact of Reconstruction policies on the South and North; c) describing the legacies of Abraham Lincoln, Robert E. Lee, and Frederick Douglass.
Essential Knowledge/Skills/Understandings	<p>Reconstruction policies and problems</p> <ul style="list-style-type: none"> • Southern military leaders could not hold office.

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	<ul style="list-style-type: none"> • African Americans could hold public office. • African Americans gained equal rights as a result of the Civil Rights Act of 1866, which also authorized the use of federal troops for its enforcement. • Northern soldiers supervised the South. • The Freedmen’s Bureau was established to aid former enslaved African Americans in the South. • Southerners resented Northern “carpetbaggers,” who took advantage of the South during Reconstruction. • Southern states adopted Black Codes to limit the economic and physical freedom of former slaves. <p>End of Reconstruction</p> <ul style="list-style-type: none"> • Reconstruction ended in 1877 as a result of a compromise over the outcome of the election of 1876. • Federal troops were removed from the South. • Rights that African Americans had gained were lost through “Jim Crow” laws. <p>Abraham Lincoln</p> <ul style="list-style-type: none"> • Reconstruction plan calling for reconciliation • Preservation of the Union was more important than punishing the South <p>Robert E. Lee</p> <ul style="list-style-type: none"> • Urged Southerners to reconcile with Northerners at the end of the war and reunite as Americans when some wanted to continue to fight • Became president of Washington College, which is now known as Washington and Lee University <p>Frederick Douglass</p> <ul style="list-style-type: none"> • Fought for adoption of constitutional amendments that guaranteed voting rights • Was a powerful voice for human rights and civil liberties for all <p>Essential Skills</p> <p>Analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USII.1a)</p> <p>Sequence events in United States history. (USII.1c)</p> <p>Interpret ideas and events from different historical perspectives. (USII.1d)</p>
Essential Questions	What are the basic provisions of the 13th, 14th, and 15th Amendments to the Constitution of the United States?

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Primary Resources	http://mrkash.com/activities/reconstructiongames.html http://www.msroachesplace.com/Reconfling.swf https://www.google.com/search?q=13th+14th+15th+amendments&tbm=isch&tbo=u&source=univ&sa=X&ei=P0-PU5SSBJLQsQTCroHAAg&ved=0C images http://www.pbs.org/tpt/slavery-by-another-name/themes/reconstruction-amendments/
Essential Vocabulary	

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Days: 30

Reporting Category/Strand: Geography

SOL USII.2a	<p>The student will use maps, globes, photographs, pictures, or tables for</p> <p>a) explaining how physical features and climate influenced the movement of people westward;</p> <p>.</p>
Essential Knowledge/Skills/Understandings	<p>(USII.1f) Physical features and climate of the Great Plains</p> <ul style="list-style-type: none"> • Flatlands that rise gradually from east to west • Land eroded by wind and water • Low rainfall • Frequent dust storms <p>Because of new technologies, people saw the Great Plains not as a “treeless wasteland” but as a vast area to be</p>

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Analyze and interpret primary and secondary source documents to increase understanding of events and life in Physical features and climate of the Great Plains

- Flatlands that rise gradually from east to west
- Land eroded by wind and water
- Low rainfall
- Frequent dust storms Because of new technologies, people saw the Great Plains not as a “treeless wasteland” but as a vast area to be settled.

Inventions and adaptations

- Barbed wire
- Steel plows
- Dry farming
- Sod houses
- Beef cattle raising
- Wheat farming
- Windmills
- Railroads

Essential Skills

Analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USII.1a)

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	<p>Analyze and interpret maps that include major physical features. (USII.1f)</p> <p>Reasons for increase westward expansion</p> <ul style="list-style-type: none"> • Opportunities for land ownership • Technological advances, including the Transcontinental Railroad • Possibility of obtaining wealth, created by the discovery of gold and silver • Desire for adventure • Desire for a new beginning for former enslaved African Americans Impact on American Indians • Opposition by American Indians to westward expansion (Battle of Little Bighorn, Sitting Bull, Geronimo) • Forced relocation from traditional lands to reservations (Chief Joseph, Nez Percé) • Reduced population through warfare and disease (Battle of Wounded Knee) • Assimilation attempts and lifestyle changes (e.g., reduction of buffalo population) • Reduced their homelands through treaties that were broken
<p>Essential Questions</p>	<p>How did people's perceptions and use of the Great Plains change after the Civil War? How did people adapt to life in challenging environments?</p>
<p>Primary Resources</p>	<p>fling the teacher westward expansion https://www.google.com/search?q=westward+expansion&tbm=isch&tbo=u&source=univ&sa=X&ei=_VKPU_6rE8jjsASA3oKQCw&sg/ images http://teachers.henrico.k12.va.us/specialist/ganzert_j/socialstudiesonline/StudyMaps/Grade7StudyMaps/USII.2a.pdf http://www.solpass.org/7ss/standards/StudyUSII.2.htm</p>

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Essential Vocabulary	
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Marking Period: 1

Days: 30

Reporting Category/Strand: Geography

SOL 2b	b) explaining relationships among natural resources, transportation, and industrial development after 1865;
Essential Knowledge/Skills/Understandings	Transportation resources <ul style="list-style-type: none"> • Moving natural resources (e.g., copper, lead) to eastern factories • Moving iron ore deposits to sites of steel mills (e.g., Pittsburgh) • Transporting finished products to national markets Examples of manufacturing areas <ul style="list-style-type: none"> • Textile industry: New England • Automobile industry: Detroit • Steel industry: Pittsburgh
Essential Questions	How did advances in transportation link resources, products, and markets? What are some examples of manufacturing areas that were located near centers of population?
Primary Resources	Creating America/Chapter 5, pg. 150-179 Industrial Revolution http://app.discoveryeducation.com/search?Ntt=natural+resources+and+transportation&N=18342&N=4294924303&N=4294
Essential Vocabulary	

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Days: 30

Reporting Category/Strand: Geography

SOL USII.4a	The student will demonstrate knowledge of how life changed after the Civil War by
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	<p>a) identifying the reasons for westward expansion, including its impact on American Indians.</p>
<p>Essential Knowledge/Skills/Understandings</p>	<p>Transportation resources</p> <ul style="list-style-type: none"> • Moving natural resources (e.g., copper, lead) to eastern factories • Moving iron ore deposits to sites of steel mills (e.g., Pittsburgh) • Transporting finished products to national markets <p>Examples of manufacturing areas</p> <ul style="list-style-type: none"> • Textile industry: New England • Automobile industry: Detroit • Steel industry: Pittsburgh <p>Essential Skills</p> <p>Make connections between the past and the present. (USII.1b) Sequence events in United States history. (USII.1c) Analyze and interpret maps that include major physical features. (USII.1f)</p>
<p>Essential Questions</p>	<p>How did advances in transportation link resources, products, and markets? What are some examples of manufacturing areas that were located near centers of population?</p>
<p>Primary Resources</p>	<p>Chapter 5 Section 2, pg. 160-165 Indians lost http://app.discoveryeducation.com/search?Ntt=Indians+fight+to+survive&N=18342&N=4294924303&N=4294939055</p>

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Essential Vocabulary	<ul style="list-style-type: none"> • Barbed wire • Steel plows • Dry farming • Sod houses • Beef cattle raising • Wheat farming • Windmills • Railroads
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Marking Period: 1

Days: 30

Reporting Category/Strand: Geography

SOL USII.2c	c) locating the 50 states and the cities most significant to the historical development of the United States.
Essential Knowledge/Skills/Understandings	<p>Essential Knowledge</p> <p>States grouped by region</p> <ul style="list-style-type: none"> • Northeast: Maine, Vermont, New Hampshire, Connecticut, Massachusetts, Rhode Island, New York, New Jersey, Pennsylvania • Southeast: Maryland, Delaware, West Virginia, Virginia, Kentucky, Tennessee, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Louisiana, Arkansas • Midwest: Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, Kansas, Nebraska, South Dakota, North Dakota • Southwest: Texas, Oklahoma, New Mexico, Arizona • Rocky Mountains: Colorado, Utah, Nevada, Montana, Wyoming, Idaho • Pacific: Washington, Oregon California • Noncontiguous: Alaska, Hawaii <p>Cities</p> <ul style="list-style-type: none"> • Northeast: New York, Boston, Pittsburgh, Philadelphia • Southeast: Washington, D.C., Atlanta, New Orleans • Midwest: Chicago, St. Louis, Detroit • Southwest: San Antonio, Santa Fe

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	<ul style="list-style-type: none"> • Western (Rocky Mountains): Denver, Salt Lake City • Pacific: San Francisco, Los Angeles, Seattle • Noncontiguous: Juneau, Honolulu <p>Essential Skills Make connections between the past and the present. (USII.1b) Analyze and interpret maps that include major physical features. (USII.1f) Use parallels of latitude and meridians of longitude to describe hemispheric location. (USII.1g)</p>
Essential Questions	
Primary Resources	<p>name states game http://www.ilike2learn.com/ilike2learn/unitedstates.html</p>
Essential Vocabulary	

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Days: 30

Reporting Category/Strand: Reconstruction to Modern America

SOL USII.4b	<p>The student will demonstrate knowledge of how life changed after the Civil War by</p> <p>b) explaining the reasons for the increase in immigration, growth of cities, and challenges arising from this expansion.</p>
Essential Knowledge/Skills/Understandings	<p>Hope for better opportunities</p> <ul style="list-style-type: none"> • Desire for religious freedom • Escape from oppressive governments • Desire for adventure <p>Reasons why cities grew and developed</p> <ul style="list-style-type: none"> • Specialized industries, including steel (Pittsburgh) and meat packing (Chicago) • Immigration to America from other countries • Movement of Americans from rural to urban areas for job opportunities

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	<p>Rapid industrialization and urbanization led to overcrowded immigrant neighborhoods and tenements.</p> <p>Efforts to solve immigration problems</p> <ul style="list-style-type: none"> • Settlement houses, such as Hull House founded by Jane Addams • Political machines that gained power by attending to the needs of new immigrants (e.g., jobs, housing) <p>Discrimination against immigrants</p> <ul style="list-style-type: none"> • Chinese • Irish <p>Challenges faced by cities</p> <ul style="list-style-type: none"> • Tenements and ghettos • Political corruption (political machines) stunted knowledge of how life changed after the Civil War by <p>Essential Skills</p> <p>Make connections between the past and the present. (USII.1b) Sequence events in United States history. (USII.1c) Interpret ideas and events from different historical perspectives. (USII.1d) Analyze and interpret maps that include major physical features. (USII.1f)</p>
<p>Essential Questions</p>	<p>Why did immigration increase? Why did cities grow and develop? What challenges faced Americans as a result of these social and technological changes?</p>
<p>Primary Resources</p>	<p>http://historypt12.blogspot.com/2012/04/positive-and-negative-effects-of.htm positive and negative</p>

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	effects of industrialization https://www.google.com/#q=images+of+industrial+revolution+in+america
Essential Vocabulary	<ul style="list-style-type: none"> ● industrialization ● Hull House ● Jane Addams ● tenements ● ghetto ● child labor ● urbanization ● political machine ● Boss Tweed

Marking Period: 1

Days: 30

Reporting Category/Strand: Reconstruction to Modern America

SOL USII.4c	The student will demonstrate knowledge of how life changed after the Civil War by c) describing racial segregation, the rise of “Jim Crow,” and other constraints faced by African Americans and other groups in the post-Reconstruction South.
Essential Knowledge/Skills/Understandings	Racial segregation <ul style="list-style-type: none"> • Based upon race • Directed primarily against African Americans, but other groups also were kept segregated • American Indians were not considered citizens until 1924. “Jim Crow” laws <ul style="list-style-type: none"> • Passed to discriminate against African Americans • Made discrimination practices legal in many communities and states • Were characterized by unequal opportunities in housing, work, education, and government African American responses • Booker T. Washington: Believed equality could be achieved through vocational education; accepted social segregation • W.E.B. DuBois: Believed in full political, civil, and social rights for African Americans.

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	<p>Essential Skills Analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USII.1a) Make connections between the past and the present. (USII.1b) Sequence events in United States history. (USII.1c) Interpret ideas and events from different historical perspectives. (USII.1d)</p>
<p>Essential Questions</p>	<p>What is racial segregation? How were African Americans discriminated against? How did African Americans respond to discrimination and “Jim Crow”?</p>
<p>Primary Resources</p>	<p>http://examples.yourdictionary.com/examples/examples-of-jim-crow-laws.htmexamples of Jim Crow laws, https://www.google.com/search?q=segregation+in+america+timeline&sa=X&espv=2&tbm=isch&tbo=u&source=univ&ei=j2WPU-DCCuHisATzZoHoDA&ved=0CFkQ7Ak&biw=1024&bih=677, images</p>
<p>Essential Vocabulary</p>	<ul style="list-style-type: none"> ● segregation ● discrimination ● prejudice ● Black Codes ● Jim Crow ● <u>Plessy v. Ferguson</u> ● <u>Brown v. Board of Education of Topeka</u> ● Civil Rights Act of 1964 ● Voting Rights Act of 1965

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Days: 30

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Reporting Category/Strand: Reconstruction to Modern America

<p>SOL USII.4d</p>	<p>The student will demonstrate knowledge of how life changed after the Civil War by</p> <p>d) explaining the impact of new inventions, the rise of big business, the growth of industry, and life on American farms;</p>
<p>Essential Knowledge/Skills/Understandings</p>	<p>Inventions that contributed to great change and industrial growth electric lighting and mechanical uses of electricity (Thomas Edison)</p> <ul style="list-style-type: none"> • Telephone service (Alexander Graham Bell) <p>Reasons for the rise and prosperity of big business</p> <ul style="list-style-type: none"> • National markets created by transportation advances • Captains of industry (John D. Rockefeller, oil; Andrew Carnegie, steel; Cornelius Vanderbilt, shipping and railroads) • Advertising • Lower-cost production <p>Factors that resulted in growth of industry</p> <ul style="list-style-type: none"> • Access to raw materials and energy • Availability of work force due to immigration • Inventions • Financial resources <p>Examples of big business</p> <ul style="list-style-type: none"> • Railroads • Oil • Steel <p>Postwar changes in farm and city life</p> <ul style="list-style-type: none"> • Mechanization (e.g., the reaper) reduced farm labor needs and increased production. • Industrial development in cities created increased labor needs. • Industrialization provided new access to consumer goods (e.g., mail order). <p>Negative effects of industrialization</p> <ul style="list-style-type: none"> • Child labor

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	<ul style="list-style-type: none"> • Low wages, long hours • Unsafe working conditions • Rise of organized labor • Formation of unions: Growth of American Federation of Labor • Strikes: Aftermath of Homestead Strike Progressive Movement workplace reforms • Improved safety conditions • Reduced work hours • Placed restrictions on child labor <p>Women's suffrage</p> <ul style="list-style-type: none"> • Increased educational opportunities • Attained voting rights <p>– Women gained the right to vote with passage of the 19th Amendment to the Constitution of the United States of America.</p> <p>– Susan B. Anthony and Elizabeth Cady Stanton worked for women's suffrage.</p> <p>Temperance movement</p> <ul style="list-style-type: none"> • Composed of groups opposed to the making and consuming of alcohol • Supported the 18th Amendment to the Constitution of the United States, prohibiting the manufacture, sale, and transport of alcoholic beverages <p>Essential Skills</p> <p>Make connections between the past and the present. (USII.1b)</p> <p>Sequence events in United States history. (USII.1c)</p> <p>Analyze and interpret maps that include major physical features (USII.1f)</p> <p>Analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USII.1a)</p> <p>Make connections between the past and the present. (USII.1b)</p> <p>Sequence events in United States history. (USII.1c)</p> <p>Interpret ideas and events from different historical perspectives.(USII.1d)</p>
Essential Questions	<p>What inventions created great change and industrial growth in the United States?</p> <p>What created the rise in big business?</p>

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	<p>What factors caused the growth of industry? How did industrialization and the rise in big business influence life on American farms?</p> <p>How did the reforms of the Progressive Movement change the United States? How did workers respond to the negative effects of industrialization?</p>
Primary Resources	<p>4d http://app.discoveryeducation.com/search?Ntt=rise+of+big+business&N=18342&N=4294924303&N=4294939055 <u>Creating America Chapter 7 Section 1, Chapter 6</u></p>
Essential Vocabulary	<ul style="list-style-type: none"> ● Captains of Industry ● philanthropists ● John D. Rockefeller ● Bessemer Process ● Cornelius Vanderbilt ● Andrew Carnegie

Marking Period: 2

Days: 30

Reporting Category/Strand: Reconstruction to Modern America

SOL 4e	<p>e) describing the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, women's suffrage, and the temperance movement.</p>
Essential Knowledge/Skills/Understandings	<p>The student will demonstrate knowledge of how life changed after the Civil War by describing the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, women's suffrage, and the temperance movement.</p>

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Essential Questions	Why did immigration increase? Why did cities grow and develop? What challenges faced Americans as a result of these social and technological changes?
Primary Resources	Creating America Chapter 8 pg. 234-253. http://app.discoveryeducation.com/search?Ntt=Progressive+Era&N=18342&N=4294924303&N=&N=4294938968&N=4294936622&N= , video on the Progressive Movement
Essential Vocabulary	

Marking Period: 2

Days: 30

Reporting Category/Strand: Turmoil and Change

SOL USII.5a	The student will demonstrate knowledge of the changing role of the United States from the late nineteenth century through World War I by a) explaining the reasons for and results of the Spanish American War
Essential Knowledge/Skills/Understandings	Reasons for the Spanish American War <ul style="list-style-type: none"> • Protection of American business interests in Cuba • American support of Cuban rebels to gain independence from Spain • Rising tensions between Spain and the United States as a result of the sinking of the USS Maine in Havana Harbor • Exaggerated news reports of events (yellow journalism) Results of the Spanish American War <ul style="list-style-type: none"> • The United States emerged as a world power. • Cuba gained independence from Spain. • The United States gained possession of the Philippines, Guam, and Puerto Rico.

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	<p>Essential Skills Analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USII.1a) Sequence events in United States history. (USII.1c)</p>
<p>Essential Questions</p>	<p>What were the reasons for the Spanish American War? What were the results of the Spanish American War?</p>
<p>Primary Resources</p>	<p>Spanish American War video segment, <u>Creating America</u> Chapter 9 Section 2, pg. 260-265</p> <p>http://app.discoveryeducation.com/search?Ntt=Spanish+American+War&N=18342&N=4294924303&N=4294938926#sellItemsP</p>
<p>Essential Vocabulary</p>	

Marking Period:

Days:

Reporting Category/Strand: Turmoil and Change

<p>SOL 5b</p>	<p>The student will demonstrate knowledge of the changing role of the United States from the late nineteenth century through World War I by</p> <p>b) describing Theodore Roosevelt's impact on the foreign policy of the United States.</p>
<p>Essential Knowledge/Skills/Understandings</p>	<p>The Roosevelt Corollary to the Monroe Doctrine</p> <ul style="list-style-type: none"> • asserted the United States' right to interfere in the economic matters of other nations in the Americas • claimed the United States' right to exercise international police power • advocated Big Stick Diplomacy (building the Panama Canal). <p>Essential Skills Analyze and interpret primary and secondary source documents to increase</p>

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	understanding of events and life in United States. (USII.1a) Make connections between the past and the present. (USII.1b)
Essential Questions	What were Theodore Roosevelt's foreign policies? What was Theodore Roosevelt's impact on the foreign policy of the United States?
Primary Resources	<u>Creating America</u> , Chapter 9 Section 3, pg 266-271. http://app.discoveryeducation.com/search?Ntt=theodore+roosevelt&N=18342&N=4294924303&N=&N=4294938968&N=4294936622&N=4294939 , images
Essential Vocabulary	

Marking Period: 2

Days: 30

Reporting Category/Strand: Turmoil and Change

SOL USII.5c	The student will demonstrate knowledge of the changing role of the United States from the late nineteenth century through World War I by c) explaining the reasons for the United States' involvement in World War I and its international leadership role at the conclusion of the war.
Essential Knowledge/Skills/Understandings	Reasons for United States involvement in World War I <ul style="list-style-type: none"> • Inability to remain neutral • German submarine warfare: Sinking of the Lusitania • United States economic and political to Great Britain • The Zimmermann Telegram Major Allied Powers <ul style="list-style-type: none"> • British Empire • France

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	<ul style="list-style-type: none"> • Russia • Serbia • Belgium • United States <p>Central Powers</p> <ul style="list-style-type: none"> • German Empire • Austro-Hungarian Empire • Bulgaria • Ottoman Empire <p>United States leadership as the war ended</p> <ul style="list-style-type: none"> • At the end of World War I, President Woodrow Wilson prepared a peace plan known as the Fourteen Points that called for the formation of the League of Nations, a peacekeeping organization. • The United States decided not to join the League of Nations because the United States Senate failed to ratify the Treaty of Versailles. <p>Essential Skills</p> <p>Analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USII.1a) Sequence events in United States history. (USII.1c) Interpret ideas and events from different historical perspectives.(USII.1d)</p>
<p>Essential Questions</p>	<p>What were the reasons for the United States' becoming involved in World War I? Who were the Allies? Who were the Central Powers? In what ways did the United States provide international leadership at the conclusion of the war?</p>
<p>Primary Resources</p>	<p>world war I http://app.discoveryeducation.com/search?Ntt=world+war+I&N=18342&N=4294939055, world war I, Creating America, Chapter 10 Sections 1, 2, 3, 4.</p>

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Essential Vocabulary	<ul style="list-style-type: none"> ● isolationism ● neutrality ● Zimmermann Telegram ● <u>HMS Lusitania</u> ● unrestricted submarine warfare ● convoy system
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Marking Period: 3

Days: 30

Reporting Category/Strand: Civics and Economics

SOL USII.6a	<p>The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by</p> <p>a) explaining how developments in factory and labor productivity, transportation (including the use of the automobile), communication, and rural electrification changed American life and standard of living.</p>
Essential Knowledge/Skills/Understandings	<p>Results of improved transportation brought about by affordable automobiles</p> <ul style="list-style-type: none"> • Greater mobility • Creation of jobs • Growth of transportation-related industries (road construction, oil, steel, automobile) • Movement to suburban areas <p>Invention of the airplane</p> <ul style="list-style-type: none"> • The Wright brothers <p>Use of the assembly line</p> <ul style="list-style-type: none"> • Henry Ford, automobile • Rise of mechanization

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	<p>Communication changes</p> <ul style="list-style-type: none"> • Increased availability of telephones • Development of the radio and broadcast industry • Development of the movies <p>Ways electrification changed American life</p> <ul style="list-style-type: none"> • Labor-saving products (e.g., washing machines, electric stoves, water pumps) • Electric lighting • Entertainment (e.g., radio) • Improved communications <p>Essential Skills</p> <p>Make connections between the past and the present. (USII.1b) Interpret ideas and events. (USII.1d)</p>
Essential Questions	<p>How was social and economic life in the early twentieth century different from that in the late nineteenth century? What factors increased factory and labor productivity?</p>
Primary Resources	Thomas Edison
Essential Vocabulary	

Marking Period: 3

Days: 30

Reporting Category/Strand: Turmoil and Change

SOL USII.6b	<p>The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by</p> <p>b) describing the social and economic changes that took place, including prohibition and the Great Migration north and west.</p>
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<p>Essential Knowledge/Skills/Understandings</p>	<p>Prohibition was imposed by a constitutional amendment that made it illegal to manufacture, transport, and sell alcoholic beverages.</p> <p>Results of prohibition</p> <ul style="list-style-type: none"> • Speakeasies were created as places for people to drink alcoholic beverages. • Bootleggers made and smuggled alcohol illegally and promoted organized crime. • Repealed by the 21st Amendment. <p>Great Migration north and west</p> <ul style="list-style-type: none"> • Jobs for African Americans in the South were scarce and low paying. • African Americans faced discrimination and violence in the South. • African Americans moved to cities in the North and Midwest in search of better employment opportunities. • African Americans also faced discrimination and violence in the North and Midwest. <p>Essential Skills</p> <p>Interpret ideas and events from different historical perspectives. (USII.1d)</p> <p>Analyze and interpret maps that include major physical features. (USII.1f)</p>
<p>Essential Questions</p>	<p>What was prohibition, and how effective was it?</p> <p>Why did African Americans migrate to northern cities?</p> <p>What were the economic changes during the early twentieth century?</p>
<p>Primary Resources</p>	
<p>Essential Vocabulary</p>	

Marking Period: 3

Days: 30

Reporting Category/Strand: Turmoil and Change

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<p>SOL USII.6c</p>	<p>The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by</p> <p>c) examining art, literature, and music from the 1920s and 1930s, with emphasis on Langston Hughes, Duke Ellington, Georgia O’Keeffe, and the Harlem Renaissance.</p>
<p>Essential Knowledge/Skills/Understandings</p>	<p>Cultural climate of the 1920s and 1930s</p> <ul style="list-style-type: none"> • Art: Georgia O’Keeffe, an artist known for urban scenes and, later, paintings of the Southwest • Literature: F. Scott Fitzgerald, a novelist who wrote about the Jazz Age of the 1920s; John Steinbeck, a novelist who portrayed the strength of poor migrant workers during the 1930s • Music: Aaron Copland and George Gershwin, composers who wrote uniquely American music <p>Harlem Renaissance</p> <p>African American artists, writers, and musicians based in Harlem revealed the freshness and variety of African American culture.</p> <ul style="list-style-type: none"> • Art: Jacob Lawrence, a painter who chronicled the experiences of the Great Migration through art • Literature: Langston Hughes, a poet who combined the experiences of African and American cultural roots • Music: Duke Ellington and Louis Armstrong, jazz musicians; Bessie Smith, a blues singer <p>The popularity of these artists spread beyond Harlem to the rest of society.</p> <p>Cultural climate of the 1920s and 1930s</p> <ul style="list-style-type: none"> • Art: Georgia O’Keeffe, an artist known for urban scenes and, later, paintings of the Southwest • Literature: F. Scott Fitzgerald, a novelist who wrote about the Jazz Age of the 1920s; John Steinbeck, a novelist who portrayed the strength of poor migrant workers during the 1930s • Music: Aaron Copland and George Gershwin, composers who wrote uniquely American music <p>Harlem Renaissance</p> <p>African American artists, writers, and musicians based in Harlem revealed the freshness and variety of African American culture.</p>

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	<ul style="list-style-type: none"> • Art: Jacob Lawrence, a painter who chronicled the experiences of the Great Migration through art • Literature: Langston Hughes, a poet who combined the experiences of African and American cultural roots • Music: Duke Ellington and Louis Armstrong, jazz musicians; Bessie Smith, a blues singer <p>The popularity of these artists spread beyond Harlem to the rest of society. Analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USII.1a) Sequence events in United States history. (USII.1c) Interpret ideas and events from different historical perspectives. (USII.1d)</p>
Essential Questions	<p>Who were the leaders in art, literature, and music during the 1920s and 1930s? What were the contributions of these leaders? How did the Harlem Renaissance influence American life?</p>
Primary Resources	
Essential Vocabulary	

Marking Period: 4

Days: 30

Reporting Category/Strand: Civics and Economics

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<p>SOL USII.6d</p>	<p>The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by</p> <p>d) identifying the causes of the Great Depression, its impact on Americans, and the major features of Franklin D. Roosevelt’s New Deal.</p>
<p>Essential Knowledge/Skills/Understandings</p>	<p>Causes of the Great Depression</p> <ul style="list-style-type: none"> • People overspeculated on stocks, using borrowed money that they could not repay when stock prices crashed. • The Federal Reserve failed to prevent the collapse of the banking system. • High tariffs discouraged international trade. <p>Impact on Americans</p> <ul style="list-style-type: none"> • A large number of banks and other businesses failed. • One-fourth of workers were without jobs. • Large numbers of people were hungry and homeless. • Farmers’ incomes fell to low levels. <p>Major features of the New Deal</p> <ul style="list-style-type: none"> • Social Security • Federal work programs • Environmental improvement programs • Farm assistance programs • Increased rights for labor
<p>Essential Questions</p>	<p>What were the causes of the Great Depression? How were the lives of Americans affected by the Great Depression? What were the major features of the New Deal?</p>
<p>Primary Resources</p>	

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Essential Vocabulary	<ul style="list-style-type: none">● Prohibition● 18th Amendment● 21st Amendment● tariffs● Social Security● unemployment● AFL (American Federation of Labor)● Samuel Gompers● Georgia O’Keefe● Jacob Lawrence● Duke Ellington● Louis Armstrong● Bessie Smith● Langston Hughes● Harlem Renaissance● Aaron Copland● F. Scott Fitzgerald● George Gershwin● Great Migration

Marking Period: 4

Days: 30

Reporting Category/Strand: Turmoil and Change

SOL USII.7a	The student will demonstrate knowledge of the major causes and effects of American involvement in World War II by a) identifying the causes and events that led to American involvement in the war, including the attack on Pearl Harbor.
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<p>Essential Knowledge/Skills/Understandings</p>	<p>Causes of World War II</p> <ul style="list-style-type: none">• Political instability and economic devastation in Europe resulting from World War I:<ul style="list-style-type: none">– Worldwide depression– High war debt owed by Germany– High inflation– Massive unemployment• Rise of Fascism:<ul style="list-style-type: none">– Fascism is political philosophy in which total power is given to a dictator and individual freedoms are denied and nationalism and, often, racism are emphasized.– Fascist dictators included Adolf Hitler (Germany), Benito Mussolini (Italy), and Hideki Tojo (Japan).– These dictators led the countries that became known as the Axis Powers. <p>The Allies</p> <ul style="list-style-type: none">• Democratic nations (the United States, Great Britain, Canada) were known as the Allies. The Soviet Union joined the Allies after being invaded by Germany.• Allied leaders included Franklin D. Roosevelt and, later, Harry S. Truman (United States), Winston Churchill (Great Britain), and Joseph Stalin (Soviet Union). <p>Gradual change in American policy from neutrality to direct involvement</p> <ul style="list-style-type: none">• Isolationism (Great Depression, legacy of World War I)• Economic aid to Allies• Direct involvement in the war <p>War in the Pacific</p> <ul style="list-style-type: none">• Rising tension developed between the United States and Japan because of Japanese aggression in East Asia.• On December 7, 1941, Japan attacked the United States at Pearl Harbor without warning.• The United States declared war on Japan.• Germany declared war on the United States. <p>Essential Skills</p> <p>Make connections between the past and the present. (USII.1b) Sequence events in United States history. (USII.1c) Interpret ideas and events from different historical perspectives. (USII.1d)</p>
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	Analyze and interpret maps that include major physical features. (USII.1f)
Essential Questions	How did post-World War I Europe set the stage for World War II? How did the rise of fascism affect world events following World War I? How did American policy toward events in Europe and Asia change over time?
Primary Resources	
Essential Vocabulary	<ul style="list-style-type: none"> ● fascism ● dictator ● blitzgreig ● appeasement ● Hideki Tojo ● Joseph Stalin ● Adolf Hitler ● Benito Mussolini ● Axis Powers ● Allied Powers

Marking Period: 4

Days: 30

Reporting Category/Strand:

SOL 7b	The student will demonstrate knowledge of the major causes and effects of American involvement in World War II by b) locating and describing the major events and turning points of the war in Europe and the Pacific.
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<p>Essential Knowledge/Skills/Understandings</p>	<p>Major events and turning points of World War II</p> <ul style="list-style-type: none">• Germany invaded Poland, setting off war in Europe. The Soviet Union also invaded Poland and the Baltic nations.• Germany invaded France and captured Paris.• Germany bombed London, and the Battle of Britain began.• The United States gave Britain war supplies and old naval warships in return for military bases in Bermuda and the Caribbean (Lend Lease).• Japan bombed Pearl Harbor.• After Japan bombed Pearl Harbor, Germany declared war on the United States.• The United States declared war on Japan and Germany.• The United States was victorious over Japan in the Battle of Midway. This victory was the turning point of the war in the Pacific.• Germany invaded the Soviet Union. The Soviet Union defeated Germany at Stalingrad, marking the turning point of the war in Eastern Europe.• American and other Allied troops landed in Normandy, France, on D Day to begin the liberation of Western Europe.• The United States dropped two atomic bombs on Japan (Hiroshima and Nagasaki) in 1945, forcing Japan to surrender and ending World War II. <p>The Holocaust</p> <ul style="list-style-type: none">• Anti-Semitism• Aryan supremacy• Systematic attempt to rid Europe of all Jews• Tactics:<ul style="list-style-type: none">– Boycott of Jewish stores– Threats– Segregation– Imprisonment and killing of Jews and others in concentration camps and death camps• Liberation by Allied forces of Jews and others who survived in concentration camps
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	<p>Essential Skills Sequence events in United States history. (USII.1c) Interpret events from different historical perspectives. (USII.1d) Analyze and interpret maps that include major physical features. (USII.1f)</p>
Essential Questions	<p>What were the major events and turning points of World War II? What was the Holocaust?</p>
Primary Resources	
Essential Vocabulary	

Marking Period: 4

Days: 30

Reporting Category/Strand: Turmoil and Change

SOL 7c	<p>The student will demonstrate knowledge of the major causes and effects of American involvement in World War II by c) describing the impact of the war on the home front.</p>
Essential Knowledge/Skills/Understandings	<p>American involvement in World War II brought an end to the Great Depression. Factories and workers were needed to produce goods to win the war. Thousands of American women took jobs in defense plants during the war (e.g., Rosie the Riveter). Americans at home supported the war by conserving and rationing resources. The need for workers temporarily broke down some racial barriers (e.g., hiring in defense plants), although discrimination against African Americans continued.</p>

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	<p>While many Japanese Americans served in the armed forces, others were treated with distrust and prejudice, and many were forced into internment camps.</p> <p>Essential Skills Make connections between the past and the present. (USII.1b) Sequence events in United States history. (USII.1c) Interpret ideas and events from different historical perspectives. (USII.1d)</p>
Essential Questions	<p>How did Americans at home support the war effort? What effect did the war have on race relations in America?</p>
Primary Resources	
Essential Vocabulary	

Marking Period: 5

Days: 30

Reporting Category/Strand: Civics and Economics

SOL 8b	<p>The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by</p> <p>b) describing the conversion from a wartime to a peacetime economy.</p>
Essential Knowledge/Skills/Understandings	<p>Reasons for rapid growth of the American economy following World War II</p>

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	<ul style="list-style-type: none"> • With rationing of consumer goods over, businesses converted from production of war materials to consumer goods. • Americans purchased goods on credit. • The work force shifted back to men, and most women returned full time to family responsibilities. • Labor unions merged and became more powerful; workers gained new benefits and higher salaries. • As economic prosperity continued and technology boomed, the next generation of women entered the labor force in large numbers. <p>Essential Skills Make connections between the past and the present. (USII.1b)</p>
Essential Questions	What contributed to the prosperity of Americans following World War II?
Essential Vocabulary	
Essential Vocabulary	

Marking Period: 5

Days: 30

Reporting Category/Strand: United States since World War II

SOL 8c	<p>The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by</p> <p>c) identifying the role of America’s military and veterans in defending freedom during the Cold War, including the wars in Korea and Vietnam, the Cuban missile crisis, the collapse of communism in Europe, and the rise of new challenges.</p>
Essential Knowledge/Skills/Understandings	<p>Terms to know</p> <ul style="list-style-type: none"> • Cold War: The state of tension without actual fighting between the United States and the Soviet Union, which divided the world into two camps <p>Origins of the Cold War</p>

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	<ul style="list-style-type: none"> • Differences in goals and ideologies between the United States and the Soviet Union (the two superpowers). The United States was democratic and capitalist; the Soviet Union was dictatorial and communist. • The Soviet Union's domination over Eastern European countries • American policy of containment (to stop the spread of communism) • North Atlantic Treaty Organization (NATO) versus Warsaw Pact <p>Major conflicts in the post-World War II era</p> <ul style="list-style-type: none"> • South Korea and the United States resisted Chinese and North Korean aggression. The conflict ended in a stalemate. • The Cuban Missile Crisis occurred when the Soviet Union placed missiles in Cuba. The Soviets removed the missiles in response to a U.S. blockade of Cuba. • The United States intervened to stop the spread of communism into South Vietnam (Domino Theory). Americans were divided over whether the United States should be involved militarily in Vietnam. The conflict ended in a cease-fire agreement in which U.S. troops withdrew. <p>Collapse of communism in Europe</p> <ul style="list-style-type: none"> • Breakup of the Soviet Union into independent countries • Destruction of the Berlin Wall <p>New challenges</p> <ul style="list-style-type: none"> • Role of United States military intervention • Environmental challenges • Global issues, including trade, jobs, diseases, energy <p>Essential Skills</p> <p>Analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USII.1a)</p> <p>Make connections between the past and the present. (USII.1b)</p> <p>Sequence events in United States history. (USII.1c)</p> <p>Interpret ideas and events from different historical perspectives. (USII.1d)</p> <p>Analyze and interpret maps that include major physical features. (USII.1f)</p>
Essential Questions	<p>How and why did the Cold War begin?</p> <p>What have been the major conflicts and confrontations involving America in the post-World War II era?</p> <p>How did Cold War tensions cause divisiveness at home?</p> <p>How did communism collapse in Europe?</p> <p>How were the challenges after the Cold War different from earlier challenges?</p>
Primary Resources	
Essential Vocabulary	

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Marking Period: 5

Days: 30

Reporting Category/Strand: United States since World War II

<p>SOL USII.8a</p>	<p>The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by</p> <p>a) describing the rebuilding of Europe and Japan after World War II, the emergence of the United States as a superpower, and the establishment of the United Nations.</p>
<p>Essential Knowledge/Skills/Understandings</p>	<p>Much of Europe was in ruins following World War II. Soviet forces occupied most of Eastern and Central Europe and the eastern portion of Germany. The United States felt it was in its best interest to help rebuild Europe and prevent political and economic instability.</p> <p>Rebuilding efforts</p> <ul style="list-style-type: none"> • The United States instituted George C. Marshall’s plan to rebuild Europe (the Marshall Plan), which provided massive financial aid to rebuild European economies and prevent the spread of communism. • Germany was partitioned into East and West Germany. West Germany became democratic and resumed self-government after a few years of American, British, and French occupation. East Germany remained under the domination of the Soviet Union and did not adopt democratic institutions. • Following its defeat, Japan was occupied by American forces. It soon adopted a democratic form of government, resumed self-government, and became a strong ally of the United States. <p>Establishment of the United Nations</p> <ul style="list-style-type: none"> • The United Nations was formed near the end of World War II to create a body for the nations of the world to try to prevent future global wars. <p>Essential Skills</p> <p>Analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history. (USII.1a)</p> <p>Make connections between the past and the present. (USII.1b)</p> <p>Sequence events in United States history. (USII.1c)</p> <p>Interpret ideas and events from different historical perspectives. (USII.1d)</p>
<p>Essential Questions</p>	<p>How did the United States help rebuild postwar Europe and Japan?</p>
<p>Primary Resources</p>	

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Essential Vocabulary	

Marking Period: 6

Days: 30

Reporting Category/Strand: Civics and Economics

SOL USII.8d	The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by d) describing the changing patterns of society, including expanded educational and economic opportunities for military veterans, women, and minorities.
Essential Knowledge/Skills/Understandings	<p>Factors leading to changing patterns in United States society</p> <ul style="list-style-type: none"> • Strong economy (healthy job market, increased productivity, increased demand for American products) • Greater investment in education • The “Baby Boom,” which led to changing demographics • Interstate highway system • Evolving role of women (expected to play a supporting role in the family while increasingly working outside the home) • Role of Eleanor Roosevelt in expanding human rights • African Americans’ aspirations for equal opportunities <p>Policies and programs expanding educational and employment opportunities</p> <ul style="list-style-type: none"> • G.I. Bill of Rights gave educational, housing, and employment benefits to veterans. • Truman desegregated the armed forces. • Civil Rights legislation led to increased educational, economic, and political opportunities for women and minorities. <p>Essential Skills</p> <p>Make connections between the past and the present. (USII.1b) Sequence events in United States history. (USII.1c) Interpret ideas and events from different historical perspectives. (USII.1d) Interpret slogans and documents. (USII.1h)</p>

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Essential Question	What factors led to changing patterns of society in the post-World War II era? What policies and programs expanded educational and employment opportunities for the military, women, and minorities?
Primary Resources	
Essential Vocabulary	

Marking Period: 6

Days: 30

Reporting Category/Strand: Civics and Economics

SOL USII.8e	The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by e) describing how international trade and globalization have impacted American life.
Essential Knowledge/Skills/Understandings	Globalization is the linking of nations through trade, information, technologies, and communication. Globalization involves increased integration of different societies. Impact of globalization on American life <ul style="list-style-type: none"> • Improvement of all communications (e.g., travel, telecommunications, Internet) • Availability of a wide variety of foreign-made goods and services • Outsourcing of jobs Essential Skills Identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives. (USII.1i)
Essential Questions	How has globalization impacted American life?
Primary Resources	
Essential Vocabulary	

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Marking Period: 6

Days: 30

Reporting Category/Strand: United States since World War II

<p>SOL USII.9a</p>	<p>he student will demonstrate knowledge of the key domestic and international issues during the second half of the twentieth and early twenty first centuries by</p> <p>a) examining the Civil Rights Movement and the changing role of women.</p>
<p>Essential Knowledge/Skills/Understandings</p>	<p>Some effects of segregation</p> <ul style="list-style-type: none"> • Separate educational facilities and resources for white and African American students • Separate public facilities (e.g., restrooms, drinking fountains, restaurants) • Social isolation of races <p>Civil Rights Movement</p> <ul style="list-style-type: none"> • Opposition to Plessy v. Ferguson: “Separate but equal” • Brown v. Board of Education: Desegregation of schools • Martin Luther King, Jr.: Passive resistance against segregated facilities; “I have a dream...” speech • Rosa Parks: Montgomery bus boycott • Organized protests, Freedom Riders, sit-ins, marches • Expansion of the National Association for the Advancement of Colored People (NAACP) • Civil Rights Act of 1964 • Voting Rights Act of 1965 <p>Changing role of women</p> <ul style="list-style-type: none"> • Workplace disadvantages: <ul style="list-style-type: none"> – Discrimination against women in hiring practices – Lower wages for women than for men doing the same job • Improved conditions: <ul style="list-style-type: none"> – National Organization for Women (NOW) – Federal legislation to force colleges to give women equal athletic opportunities • The Equal Rights Amendment, despite its failure, and a focus on equal opportunity employment created a wider range of options and advancement for women in business and public service.
<p>Essential Questions</p>	<p>What were some effects of segregation on American society? How did the African American struggle for equality become a mass movement? How did the law support the struggle for equality for African Americans? How were women disadvantaged in the workplace?</p>

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	What actions were taken to improve conditions for women?
Primary Resources	
Essential Vocabulary	

Marking Period: 6

Days: 30

Reporting Category/Strand: United States since World War II

SOL USII.9b	<p>The student will demonstrate knowledge of the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by</p> <p>b) describing the development of new technologies in communication, entertainment, and business and their impact on American life.</p>
Essential Knowledge/Skills/Understandings	<p>Industries benefiting from new technologies</p> <ul style="list-style-type: none"> • Airline industry (jet engine) • Automobile industry and interstate highway system • Entertainment and news media industries • Exploration of space • Computer industry • Satellite systems, telecommunications (pagers, cell phones, television) • Internet <p>Impact of new technologies on American life</p> <ul style="list-style-type: none"> • Increased domestic and international travel for business and pleasure • Greater access to news and other information • Cheaper and more convenient means of communication • Greater access to heating and airconditioning <p>improved the quality of life and encouraged population growth in certain areas of the country.</p> <ul style="list-style-type: none"> • Decreased regional variation resulting from nationwide access to the same entertainment and information provided by national television and radio programming, Internet services, and computer games <p>Essential Skills</p> <p>Make connections between the past and the present. (USII.1b)</p> <p>Sequence events in United States history. (USII.1c)</p> <p>Identify the costs and benefits of specific choices made, including the consequences, both intended and</p>

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	unintended, of the decisions and how people and nations responded to positive and negative incentives. (USII.1i)
Essential Questions	Which industries benefited the most from the new technologies? What impact did new technologies have on American life? How have new technologies in communication, entertainment, and business affected American life?
Primary Resources	
Essential Vocabulary	

Marking Period: 6

Days: 30

Reporting Category/Strand: United States since World War II

SOL USII.9c	The student will demonstrate knowledge of the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by c) identifying representative citizens from the time period who have influenced America scientifically, culturally, academically, and economically.
Essential Knowledge/Skills/Understandings	<p>Science</p> <ul style="list-style-type: none"> • Charles Drew: Medicine (plasma) • J. Robert Oppenheimer: Physics (Manhattan Project team) <p>Culture</p> <ul style="list-style-type: none"> • Frank Lloyd Wright: Architecture • Martha Graham: Dance <p>Academics</p> <ul style="list-style-type: none"> • Henry Louis Gates: History • Maya Angelou: Literature <p>Economics</p> <ul style="list-style-type: none"> • Bill Gates: Computer technology (Microsoft) • Ray Kroc: Franchising (McDonald's)

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Essential Questions	How have representative citizens influenced America scientifically, culturally, academically, and economically?
Primary Resources	
Essential Vocabulary	

Marking Period: 6

Days: 30

Reporting Category/Strand: United States since World War II

SOL USII.9d	The student will demonstrate knowledge of the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by d) examining American foreign policy, immigration, the global environment, and other emerging issues.
Essential Knowledge/Skills/Understandings	<p>Foreign policy</p> <ul style="list-style-type: none"> • Increase in terrorist activities • Conflicts in the Middle East • Changing relationships with nations <p>Immigration</p> <ul style="list-style-type: none"> • Changing immigration patterns (e.g., Hispanic Americans, Asian Americans) • More people want to immigrate to the United States than are allowed by law. <p>Global environment</p> <ul style="list-style-type: none"> • Policies to protect the environment • Global climate change • Conservation of water and other natural resources <p>Other issues</p> <ul style="list-style-type: none"> • Energy issues (dependence on foreign oil) • World health issues (global pandemics) <p>Essential Skills</p> <p>Identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives. (USII.1i)</p>
Essential Questions	How have American foreign policy, immigration policies, energy policies, and environmental policies affected people both in the United States and in other countries?

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Primary Resources	
Essential Vocabulary	

