

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the US History Social Studies Course.

## United States History - Unit Number 1- Concepts in US History

<b>Elaborated Unit Focus</b>	<p>This unit will provide students with the building blocks and vocabulary to be successful in US History. Students will examine the following concepts as they relate to United States History.</p> <ul style="list-style-type: none"> <li>• Beliefs and Ideals</li> <li>• Conflict and Change</li> <li>• Culture</li> <li>• Distribution of Power</li> <li>• Individuals, Groups, and Institutions</li> <li>• Location</li> <li>• Movement and Migration</li> <li>• Production, Distribution, and Consumption</li> <li>• Rule of Law</li> <li>• Technological Innovation in relation to United States History.</li> </ul>
<b>Connection to Connecting Theme/Enduing Understandings</b>	<p>This unit will serve as an introduction to US History. The themes this unit introduces will be further developed as students engage with historical content throughout the full United States History course.</p>
<b>GSE for Social Studies (standards and elements)</b>	<p>This unit will serve as introduction to US History. It introduces students to broad concepts that will frame the content of the GSE Standards as they are presented in subsequent units.</p>
<b>Connection to Literacy Standards for Social Studies (reading and/or writing)</b>	<p>This unit will utilize the following skills:</p> <ul style="list-style-type: none"> <li>• L11-12RHSS1 – Cite specific textual evidence to support analysis of primary and secondary sources.</li> <li>• L11-12RHSS2 – Determine central ideas of a source.</li> <li>• L11-12RHSS3 – Evaluate explanations for events.</li> <li>• L11 -12RHSS7 – Integrate and evaluate multiple sources of information presented in diverse formats and media.</li> </ul>
<b>Connection to Social Studies Matrices (information processing and/or map and globe skills)</b>	<p>This unit will utilize the following Information Processing Skills:</p> <ol style="list-style-type: none"> <li>1. Compare similarities and differences</li> <li>2. Organize items chronologically</li> <li>3. Identify issues and/or problems and alternate solutions</li> <li>6. Identify and use primary and secondary sources</li> <li>9. Construct charts and tables</li> <li>10. Analyze artifacts</li> <li>11. Draw conclusions and make generalizations</li> <li>12. Analyze graphs and diagrams.</li> </ol>

## Essential Questions and Related Supporting/Guiding Questions

<p><b>Enduring Understanding 1: Beliefs and Ideals</b></p>	<p>How have beliefs influenced the culture of the United States?</p> <ul style="list-style-type: none"> <li>• How has immigration changed the culture and beliefs of the United States over time?</li> <li>• How has the belief in individual rights impacted the United States?</li> <li>• How have the values of Americans influenced our institutions?</li> </ul>
<p><b>Enduring Understanding 2</b></p>	<p>How have government and economic institutions influenced the history of the United States?</p> <ul style="list-style-type: none"> <li>• How has the concept of the rule of law impacted the government of the United States?</li> <li>• How has the distribution of power impacted the government of the United States?</li> <li>• How has the location and population of the United States influenced the American economy as it relates to production, distribution, and consumption?</li> </ul>
<p><b>Enduring Understanding 3</b></p>	<p>How has conflict and change influenced the history of the United States?</p> <ul style="list-style-type: none"> <li>• How have changes in technology created conflict and change in the United States?</li> <li>• How have differences in American beliefs created conflict and change?</li> <li>• How have individuals and groups changed the course of the United States over time?</li> </ul>

## Sample Instructional Activities/Assessments

### Concepts in US History: Conflict and Change

Students will be introduced to the concept of Conflict and Change in US History through a series of primary sources tracing the progression of African American rights in the United States. After completing a chart based on the primary sources, students will summarize their learning through a short writing assignment. See the student handout beginning on the next page.

**GSE Standards and Elements**

n/a – This unit teaches terms and vocabulary that will be used to help students understand themes found in the US History GSE Standards.

**Literacy Standards**

- L11-12RHSS1 – Cite textual evidence to support analysis of primary and secondary sources.
- L11-12RHSS2 – Determine central idea of a primary or secondary source.
- L11-12RHSS10 – Comprehension of complex text.
- L11-12WHST1 – Write arguments focused on discipline-specific content.

**Social Studies Matrices**

- Information Processing Skills:
- 5. Identify sequence of events and cause and effect in a social studies text
  - 7. Interpret timelines
  - 9. Construct charts and tables
  - 11. Draw conclusions and make generalizations

**Enduring Understanding(s)**

Conflict and Change

Name \_\_\_\_\_

Concepts in US History: Conflict and Change

**Background and Directions:** Conflict occurs between different groups throughout US History. Whenever conflict occurs, change is the result. Use the documents below to complete the chart and writing assignment.

**Document 1**

“Representatives and direct Taxes shall be apportioned among the several States which may be included within this Union, according to their respective Numbers, which shall be determined by adding to the whole Number of free Persons, including those bound to Service for a Term of Years, and excluding Indians not taxed, three fifths of all other Persons.”

- *US Constitution, Article I, Section 2, Clause 3 (1787)*

**Document 2**

“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.”

- US Constitution, XIII Amendment (1865)

**Document 3**

No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

- US Constitution, XIV Amendment (1868)

**Document 4**

After the passage of the 13<sup>th</sup> and 14<sup>th</sup> Amendments, Southern state governments passed the Jim Crow Laws. These were segregation laws, designed to create separate societies for Whites and Blacks in the South from 1877 – 1964. A selection of Jim Crow laws appears below.

Separate schools shall be maintained for the children of the white and colored races. (*Mississippi*)

It shall be unlawful for a white person to marry anyone except a white person. Any marriage in violation of this section shall be void. (*Georgia*)

The state librarian is directed to fit up and maintain a separate place for the use of the colored people who may come to the library for the purpose of reading books or periodicals. (*North Carolina*)

The warden shall see that the white convicts shall have separate apartments for both eating and sleeping from the negro convicts. (*Mississippi*)

The conductor of each passenger train is authorized and required to assign each passenger to the car or the division of the car, when it is divided by a partition, designated for the race to which such passenger belongs. (*Alabama*)

All persons licensed to conduct a restaurant, shall serve either white people exclusively or colored people exclusively and shall not sell to the two races within the same room or serve the two races anywhere under the same license. (*Georgia*)

Source: <http://www.learnnc.org/lp/editions/nchist-newcentury/5103>

### **Document 5**

In 1896, the U.S. Supreme Court had declared segregation legal under the doctrine of “separate but equal” in *Plessy v. Ferguson*. As late as 1950, African Americans could not attend White schools in 17 southern states. Black families had challenged segregation for decades, with little success, although a little-noticed 1947 lawsuit ended separate schools for Hispanics in California.

Beginning in the 1930s, the National Association for the Advancement of Colored People (NAACP) traveled throughout the South, systematically gathering evidence and honing legal arguments that segregated schools were never equal and often desperately poor and neglected.

The celebrated lawsuit that reached the Supreme Court as *Brown v. Board of Education of Topeka, Kansas*, began in 1950, when the NAACP recruited 13 black parents to attempt to enroll their children in neighborhood schools. They were denied entrance, and the NAACP filed a lawsuit on their behalf. By the time the case reached the U.S. Supreme Court, *Brown* had been consolidated with similar cases from Delaware, Virginia, South Carolina, and the nation’s capital, the District of Columbia. The chief NAACP attorney was Thurgood Marshall, who became the first African-American member of the Supreme Court a decade later.

In a unanimous 1954 decision, the Supreme Court declared “separate educational facilities are inherently unequal.” Kansas and a few other states complied with the decision, but Southern state school officials defied the Court’s ruling, sparking a nationwide civil rights movement in ensuing years and a confrontation between the state and federal governments.

Source: <http://www.learnnc.org/lp/editions/nchist-postwar/6022>

### **Document 6**

Civil Rights Act of 1964

“To enforce the constitutional right to vote, to confer jurisdiction upon the district courts of the United States to provide injunctive relief against discrimination in public accommodations, to authorize the Attorney General to institute suits to protect constitutional rights in public facilities and public education, to extend the Commission on Civil Rights, to prevent discrimination in federally assisted programs, to establish a Commission on Equal Employment Opportunity, and for other purposes.”

**Conflict and Change: The Evolution of the Rights of African Americans**

Date	Document Name	Summary of Document

Using the documents and the chart above, write one paragraph about the conflict over African American rights in American History. How did this conflict lead to change?

Concepts in US History: Culture

Through a group activity, students will investigate the elements that make up American culture: religion, beliefs, customs, and government. This lesson allows students to access prior knowledge to explore the culture of the United States. The teacher’s procedure for this lesson is below. The student handout is on the next page.

<b>GSE Standards and Elements</b>	n/a – This unit teaches terms and vocabulary that will be used to help students understand themes found in the US History GSE Standards.
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<b>Literacy Standards</b>	L11-12RHSS7 – Integrate and evaluate multiple sources of information presented in diverse formats.
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<b>Social Studies Matrices</b>	<p>Information Processing Skills:</p> <ol style="list-style-type: none"> <li>1. Compare similarities and differences</li> <li>3. Identify issues and/or problems</li> <li>4. Distinguish between fact and opinion</li> <li>9. Construct charts and tables</li> <li>11. Draw conclusions and make generalizations</li> <li>15. Determine adequacy and/or relevance of information</li> </ol>
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<b>Enduring Understanding(s)</b>	Culture
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**Concepts in US History: Culture**  
**What is the culture of the United States?**  
**Teacher Directions**

**Procedure:**

1. Before the lesson, the teacher should put four large pieces of paper with markers around the room.

The papers should be labeled as follows:

Religion

Beliefs

Customs and Traditions

Government

Write “What is the Culture of the United States?” on the board.

2. Begin the lesson with a discussion and definition of each term. Allow the students to record the definitions on their graphic organizer.

Religion – Religious and Moral Values

Beliefs – Concepts that people hold to be true and believe are important. Beliefs govern our behavior and our communication with others and influence our attitudes and opinions.

Customs – Practices that are followed by many people in society, including social and family customs. They tend to be passed down and followed from generation to generation.

Government – Principles about how a government should function, how the justice system should function, how power should be limited, and the role of the people.

3. Break the students into four groups. Assign each group to one of the four pieces of paper up around the room. Allow the groups around 2 minutes to discuss each term as it relates to the culture of the United States. Students should write the elements they discuss on each paper. When time is up, allow the groups to move on to the next station until the groups have had an opportunity to discuss each term.

4. When the groups are finished, seat them together. Ask the students to answer the question “What is the Culture of the United States?” in their groups. Using what they’ve discussed at each station and the evidence they’ve recorded, have the group answer the question in one paragraph. When each group has finished, ask them to share their responses.

Name \_\_\_\_\_

Concepts in US History: Culture

What is the Culture of the United States?

Religion	Beliefs	Customs and Traditions	Government
Definition:	Definition:	Definition:	Definition:
Examples from the US:	Examples from the US:	Examples from the US:	Examples from the US:

**Concepts in US History: Distribution of Power**

Students will be introduced to the distribution of power in the United States government using Constitutional checks and balances as followed in the steps a bill takes to become a law. The student handout appears on the next page.

**GSE Standards and Elements**

n/a – This unit teaches terms and vocabulary that will be used to help students understand themes found in the US History GSE Standards.

**Literacy Standards**

L11-12RHSS2 – Determine the central ideas or information of a primary or secondary source.

**Social Studies Matrices**

Information Processing Skills:  
 1. Compare similarities and differences  
 11. Draw conclusions

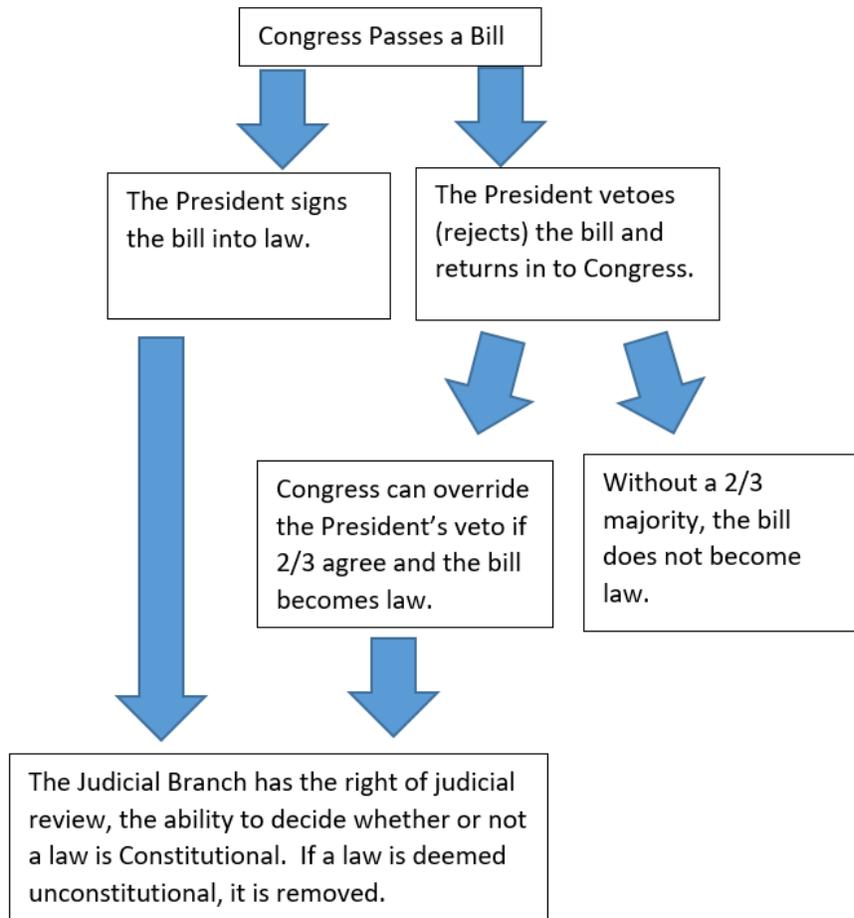
**Enduring Understanding(s)**

Distribution of Power

Name \_\_\_\_\_

Concepts in US History: Distribution of Power

**Background and Directions:** The Constitution of the United States distributes power through the government using a system of checks and balances to ensure that no one person or group gains too much power. Over time, these checks and balances have combined with contemporary values and beliefs to create a balance of power. The chart below presents an example of how power is distributed in the United States government by tracing the process of a bill becoming a law.



1. What role does the legislative branch (Congress) play in passing a law?
2. What role does the executive branch (the President) play in passing a law?
3. What role does the judicial branch play in passing a law?
4. Explain how power is distributed in the procedure to pass laws.

**Concepts in US History: Individuals, Groups, and Institutions**

Students will be introduced to the influence of individuals, groups, and institutions on US History by using primary sources from the Women’s Rights movement as examples. The student handout can be found on the next page.

<b>GSE Standards and Elements</b>	n/a – This unit teaches terms and vocabulary that will be used to help students understand themes found in the US History GSE Standards.
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<b>Literacy Standards</b>	<p>L11-12RHSS1 – Cite textual evidence to support analysis of primary and secondary sources.</p> <p>L11-12RHSS2 – Determine central idea of a primary or secondary source.</p> <p>L11-12RHSS4 – Determine the meaning of words and phrases as they are used in a text.</p> <p>L11-121WHST1 – Write arguments focused on discipline-specific content.</p>
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<b>Social Studies Matrices</b>	<p>Information Processing Skills:</p> <ol style="list-style-type: none"> <li>1. Compare similarities and differences</li> <li>5. Identify main idea, detail, and cause and effect</li> <li>6. Identify and use primary sources</li> <li>11. Draw conclusions</li> </ol>
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<b>Enduring Understanding(s)</b>	Individuals, Groups, and Institutions
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Name \_\_\_\_\_

Concepts in US History: Individuals, Groups, and Institutions

**Background and Directions:** Throughout US History, the actions and beliefs of individuals influenced the creation of powerful groups. These groups often influenced the institution of government through intended and unintended consequences. Complete the activity below to get a better idea of how actions of individuals and groups changed the institution of government by granting women the right to vote alongside men.

**Individual: Abigail Adams**

“I long to hear that you have declared an independency. And, by the way, in the new code of laws which I suppose it will be necessary for you to make, I desire you would remember the ladies and be more generous and favorable to them than your ancestors. Do not put such unlimited power into the hands of the husbands. Remember, all men would be tyrants if they could. If particular care and attention is not paid to the ladies, we are determined to foment a rebellion, and will not hold ourselves bound by any laws in which we have no voice or representation.”

- Abigail Adams in a letter to her husband John Adams, March 31, 1776

1. At the time this letter was written, John Adams was away in Philadelphia working with the Continental Congress. Although the Declaration of Independence had yet to be written, Adams was beginning to think about its creation and Abigail was attempting to influence what might be put in the document. Who does Abigail Adams ask her husband to include in any such document?
2. What does Abigail Adams say this group will do if left out?
3. What might Abigail Adams use as justification for her argument?

**Group: Attendees of the Seneca Falls Convention**

“We hold these truths to be self-evident: that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights governments are instituted, deriving their just powers from the consent of the governed. Whenever any form of government becomes destructive of these ends, it is the right of those who suffer from it to refuse allegiance to it, and to insist upon the institution of a new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness. Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and accordingly all experience hath shown that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same object, evinces a design to reduce them under absolute despotism, it is their duty to throw off such government, and to provide new guards for their future security. Such has been the patient sufferance of the women under this government, and such is now the necessity which constrains them to demand the equal station to which they are entitled. The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyrranny over her. To prove this, let facts be submitted to a candid world.

He has never permitted her to exercise her inalienable right to the elective franchise...”

- Excerpt from *Declaration of Sentiments* as presented to the Seneca Falls Convention, 1848

4. The text of the *Declaration of Sentiments* was modeled after the *Declaration of Independence*. According to the first paragraph, what rights are women prepared to exercise?

5. What right are women asking for at the end of the excerpt?

### **Institution: The US Government**

“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.”

- US Constitution, Amendment XV, 1870

6. What is the intended consequence of this Constitutional Amendment (What right is being granted? What group is being given this right?)

7. What is the unintended consequence of this Constitutional Amendment (What group is being overlooked?)

“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 sex.”

- US Constitution, Amendment XIX, 1919

8. What right is being guaranteed in this Constitutional Amendment?

9. Who is being granted this right?

10. How long did it take to change the unintended consequence of the 15<sup>th</sup> Amendment?

### **Culminating Question**

11. Using the primary sources, describe how the idea of women’s rights and women’s suffrage progressed from a few women who formed a group to create institutional change in the United States.

**Concepts in US History: Location**

Students will review geography skills and prepare to learn about the impact of location on US History through the use of a map skills assignment. Two maps are provided (one for political geography and one for physical geography) as well as a list of items to be labeled. Handouts are provided below.

<b>GSE Standards and Elements</b>	n/a – This unit teaches terms and vocabulary that will be used to help students understand themes found in the US History GSE Standards.
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<b>Literacy Standards</b>	n/a
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<b>Social Studies Matrices</b>	<p>Map and Globe Skills:</p> <p>4. Compare and contrast the categories of natural, cultural, and political features found on maps</p> <p>7. Use a map to explain the impact of geography on historical and current events</p>
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<b>Enduring Understanding(s)</b>	Location
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Concepts in US History: Location

**Directions:** Complete the maps using the instructions below.

Political Map

Label all 50 states

Locate and label the following cities: Atlanta, Boston & Washington, DC

Physical Map

1. Locate and label the following physical features: Appalachian Mountains, Rocky Mountains, Great Plains, Great Lakes, Mississippi River, Ohio River, Potomac River, Rio Grande River, Gulf of Mexico & Chesapeake Bay
2. Use a star to label the following cities: Charleston, New York City, Philadelphia, New Orleans & San Francisco
3. Use a dark circle to label the following historical sites: Jamestown, Trenton, Saratoga, Yorktown, Antietam and Gettysburg

\*In order to full credit, you must properly locate and label each item. No Abbreviations!!!



Source: [https://upload.wikimedia.org/wikipedia/commons/thumb/c/ca/Blank\\_US\\_map\\_borders.svg/1000px-Blank\\_US\\_map\\_borders.svg.png](https://upload.wikimedia.org/wikipedia/commons/thumb/c/ca/Blank_US_map_borders.svg/1000px-Blank_US_map_borders.svg.png)



Source: <https://geography.byu.edu/SiteAssets/outline%20maps/US%20and%20Canada.pdf>

**Concepts in US History: Movement and Migration**

American History has been shaped by the movement and migration of people. Students will explore this US History concept by reviewing an 1894 US immigration chart. The student handout appears on the next page.

<b>GSE Standards and Elements</b>	n/a – This unit teaches terms and vocabulary that will be used to help students understand themes found in the US History GSE Standards.
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<b>Literacy Standards</b>	L11-12RHSS2 – Determine central idea of a primary or secondary source. L11-12RHSS4 – Determine the meaning of words and phrases as they are used in a text.
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<b>Social Studies Matrices</b>	Information Processing Skills: 1. Compare similarities and differences 6. Identify and use primary and secondary sources 11. Draw conclusions and make generalizations 12. Analyze graphs and diagrams
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<b>Enduring Understanding(s)</b>	Movement and Migration
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Name \_\_\_\_\_  
 Concepts in US History: Movement and Migration

**Background and Directions:** Because the United States is a nation of immigrants, the migration of people and ideas have shaped American beliefs. Use the chart below to answer the following questions.

Source: Immigration and Passenger Movement at Ports of the United States, 1894  
<https://babel.hathitrust.org/cgi/pt?id=uc1.32106005453888;view=1up;seq=17>

**NO. 3.—STATEMENT, BY COUNTRIES, OF THE NUMBER, AGE, AND SEX OF IMMIGRANTS ARRIVED IN THE UNITED STATES DURING THE YEAR ENDING JUNE 30, 1894.**

[Immigrants from British North America and Mexico are not included.]

COUNTRIES OF LAST PERMANENT RESIDENCE.	UNDER 15 YEARS OF AGE.			15 AND UNDER 40 YEARS OF AGE.			40 YEARS OF AGE AND UPWARD.			TOTAL IMMIGRANTS.		
	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
<b>Austria-Hungary:</b>												
Bohemia .....	214	228	442	1,002	982	1,984	47	63	110	1,263	1,273	2,536
Hungary .....	724	699	1,423	8,060	4,196	12,256	650	68	718	9,434	4,963	14,397
Other Austria (except Poland).....	1,511	1,397	2,908	10,778	6,198	16,976	534	154	688	12,823	7,749	20,572
<b>Total Austria-Hungary .....</b>	<b>2,449</b>	<b>2,324</b>	<b>4,773</b>	<b>19,840</b>	<b>11,376</b>	<b>31,216</b>	<b>1,231</b>	<b>285</b>	<b>1,516</b>	<b>23,520</b>	<b>13,985</b>	<b>37,505</b>
Belgium.....	185	186	371	987	571	1,558	58	41	99	1,230	798	2,028
Bulgaria.....				4		4				4		4
Denmark.....	367	296	663	2,656	2,182	4,838	45	35	80	3,068	2,513	5,581
France.....	138	122	260	1,867	1,385	3,252	107	43	150	2,112	1,550	3,662
Germany.....	5,039	4,635	9,674	26,887	20,416	47,303	1,273	1,136	2,409	33,199	26,187	59,386
Greece.....	44	8	52	1,191	30	1,221	77	1	78	1,312	39	1,351
Italy.....	2,613	1,730	4,343	27,866	8,768	36,634	2,661	329	2,990	33,140	10,827	43,967
Malta.....				10	3	13				10	3	13
Montenegro.....				3		3				3		3
Netherlands.....	287	291	578	1,441	765	2,206	50	50	100	1,778	1,106	2,884
Norway.....	534	466	1,000	4,445	3,110	7,555	214	98	312	5,193	3,674	8,867
Poland.....	152	169	321	763	408	1,171	32	28	60	947	605	1,552
Portugal.....	155	62	217	891	853	1,744	44	66	110	1,090	981	2,071
Roumania.....	76	73	149	347	290	637	8	12	20	431	375	806
Russia (except Poland and Finland).....	4,665	4,645	9,310	13,835	11,067	24,902	900	582	1,482	19,400	16,294	35,694
Finland.....	113	122	235	1,273	850	2,123	30	12	42	1,416	984	2,400
Servia.....	1		1	6		6				7		7
Spain.....	21	12	33	571	189	760	25	2	27	617	203	820
Sweden.....	974	1,106	2,080	8,123	7,828	15,951	359	218	577	9,456	9,152	18,608
Switzerland.....	125	120	245	1,905	1,212	3,117	39	16	55	2,069	1,348	3,417
Turkey in Europe.....	21	16	37	148	68	216	11		11	180	84	264
<b>United Kingdom:</b>												
England.....	1,919	1,781	3,700	14,327	10,070	24,397	820	662	1,482	17,066	12,513	29,579
Scotland.....	529	515	1,044	3,365	2,574	5,939	134	137	271	4,028	3,226	7,254
Ireland.....	892	900	1,792	13,348	17,650	30,998	547	567	1,114	14,787	19,117	33,904
Wales.....	105	83	188	584	321	905	23	18	41	712	422	1,134
<b>Total United Kingdom.....</b>	<b>3,445</b>	<b>3,279</b>	<b>6,724</b>	<b>31,624</b>	<b>30,615</b>	<b>62,239</b>	<b>1,524</b>	<b>1,384</b>	<b>2,908</b>	<b>36,593</b>	<b>35,278</b>	<b>71,871</b>

1. According to the chart, which three countries were responsible for the largest number of immigrants in 1894?
2. Why do you think these people may have chosen to leave their home countries?
3. How would the influx of immigrants impact the culture of the United States?

4. How would the influx of immigrants impact the economy of the United States?

**Concepts in US History: Production, Distribution, and Consumption**

Many periods in US history were greatly influenced by the economic conditions of the time. In this lesson, students will be introduced to the concepts of production, distribution, and consumption and will use modern examples to consider how a society’s location, customs, beliefs, and laws influence these economic factors. The student handout begins on the next page.

<b>GSE Standards and Elements</b>	n/a – This unit teaches terms and vocabulary that will be used to help students understand themes found in the US History GSE Standards.
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<b>Literacy Standards</b>	L11-12RHSS4 – Determine the meaning of words and phrases as they are used in a text.
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<b>Social Studies Matrices</b>	<p>Information Processing Skills:</p> <ol style="list-style-type: none"> <li>1. Compare similarities and differences</li> <li>3. Identify issues and/or problems</li> <li>11. Draw conclusions and make generalizations</li> </ol>
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<b>Enduring Understanding(s)</b>	Production, Distribution, and Consumption
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Name \_\_\_\_\_

Concepts in US History: Production, Distribution, and Consumption

**Background:** The location, customs, beliefs, and laws of a society affect the production, distribution, and consumption of items produced by the society.

**Vocabulary:**

Production – The act of creating an item for which someone would be willing to buy or trade.

Distribution – The act of exchanging items that have been produced for money or another item.

Consumption – The act of using an item that was produced and distributed.

**Directions:** To complete the activity below, consider how each factor contributes to the production, distribution, and consumption of the objects listed below. Consider different regions of the United States and the world as you answer each question.

**Snow Boots**

How would your location impact the production, distribution, and consumption of this item?

How would your customs impact the production, distribution, and consumption of this item?

How would your beliefs impact the production, distribution, and consumption of this item?

How would the laws of your society impact the production, distribution, and consumption of this item?

**Corn**

How would your location impact the production, distribution, and consumption of this item?

How would your customs impact the production, distribution, and consumption of this item?

How would your beliefs impact the production, distribution, and consumption of this item?

How would the laws of your society impact the production, distribution, and consumption of this item?

**Chopsticks**

How would your location impact the production, distribution, and consumption of this item?

How would your customs impact the production, distribution, and consumption of this item?

How would your beliefs impact the production, distribution, and consumption of this item?

How would the laws of your society impact the production, distribution, and consumption of this item?

**Luxury Sports Car**

How would your location impact the production, distribution, and consumption of this item?

How would your customs impact the production, distribution, and consumption of this item?

How would your beliefs impact the production, distribution, and consumption of this item?

How would the laws of your society impact the production, distribution, and consumption of this item?

**Dishwasher**

How would your location impact the production, distribution, and consumption of this item?

How would your customs impact the production, distribution, and consumption of this item?

How would your beliefs impact the production, distribution, and consumption of this item?

How would the laws of your society impact the production, distribution, and consumption of this item?

Concepts in US History: Rule of Law

From the beginning, the United States has been guided by the rule of law. In this lesson, students will be introduced to the concept of rule of law and will understand how the rule of law limits the power of the government and its leaders. The student handout appears on the next page.

<b>GSE Standards and Elements</b>	n/a – This unit teaches terms and vocabulary that will be used to help students understand themes found in the US History GSE Standards.
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<b>Literacy Standards</b>	L11-12RHSS1 – Cite textual evidence to support analysis of primary and secondary sources. L11-12RHSS4 – Determine the meaning of words and phrases as they are used in a text.
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<b>Social Studies Matrices</b>	Information Processing Skills: 5. Identify main idea, detail, and cause and effect 6. Identify and use primary and secondary sources 9. Construct charts and tables 11. Draw conclusions and make generalizations
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<b>Enduring Understanding(s)</b>	Rule of Law
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Name \_\_\_\_\_

Concepts in US History: Rule of Law

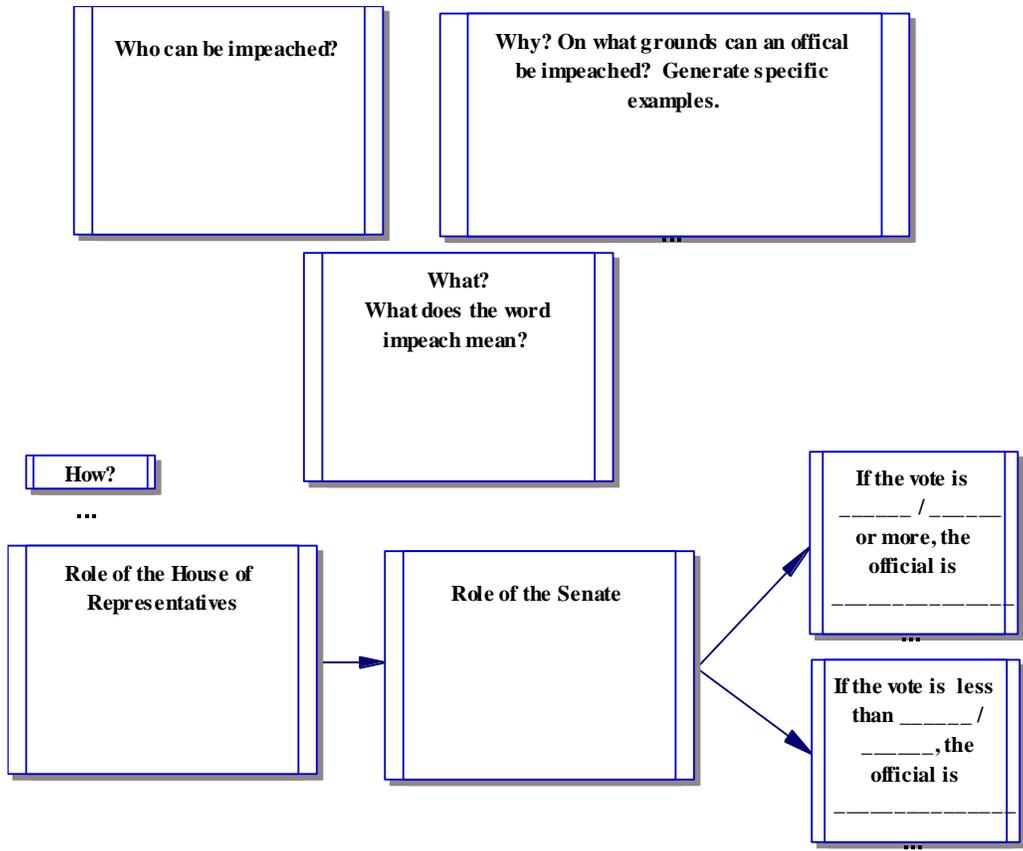
**Background and Directions:** The Rule of Law in a democratic nation establishes a set of procedures for making laws and policies that impact a nation and its citizens. The Rule of Law also limits the power of the government by ensuring that the laws and procedures also apply to government leaders and officials – no one is above the law.

The Rule of Law is established in the US Constitution. An example of the Constitution's Rule of Law framework is the document's establishment of a procedure for removing government officials who have broken the law. Read the following excerpts from the Constitution and complete the graphic organizer.

**Article I, Section 2** of the United States Constitution says, in part, *“The House of Representatives shall have the sole power of Impeachment.”*

**Article I, Section 3** of the United States Constitution says, in part *“The Senate shall have the sole Power to try all Impeachments. When sitting for that Purpose, they shall be on Oath or Affirmation. When the President of the United States is tried the Chief Justice shall preside: And no person shall be convicted without the Concurrence of two thirds of the members present.”*

**Article II, Section 4** of the United States Constitution says, *“The President, Vice President and all civil Officers of the United States, shall be removed from office on Impeachment for, and Conviction of, Treason, Bribery, or other high Crimes and Misdemeanors.”*



Concepts in US History: Technological Innovation

Technological innovation greatly impacted the economic and social development of the United States. In this lesson, students will examine how the invention of railroad transportation impacted American Indians as an example of the influence technological innovation had on American history.

**GSE Standards and Elements**

n/a – This unit teaches terms and vocabulary that will be used to help students understand themes found in the US History GSE Standards.

**Literacy Standards**

- L11-12RHSS1 – Cite textual evidence to support analysis of primary and secondary sources.
- L11-12RHSS2 – Determine central idea of a primary or secondary source.
- L11-12RHSS3 – Evaluate various explanations for actions or events and determine which explanation best matches the textual evidence.
- L11-12RHSS4 – Determine the meaning of words and phrases as they are used in a text.
- L11-121WHST1 – Write arguments focused on discipline-specific content.

**Social Studies Matrices**

- Information Processing Skills:
- 3. Identify Issues or Problems
  - 5. Identify main idea, detail, and cause and effect
  - 6. Identify primary and secondary sources
  - 9. Construct charts and tables
  - 11. Draw conclusions and make generalizations

**Enduring Understanding(s)**

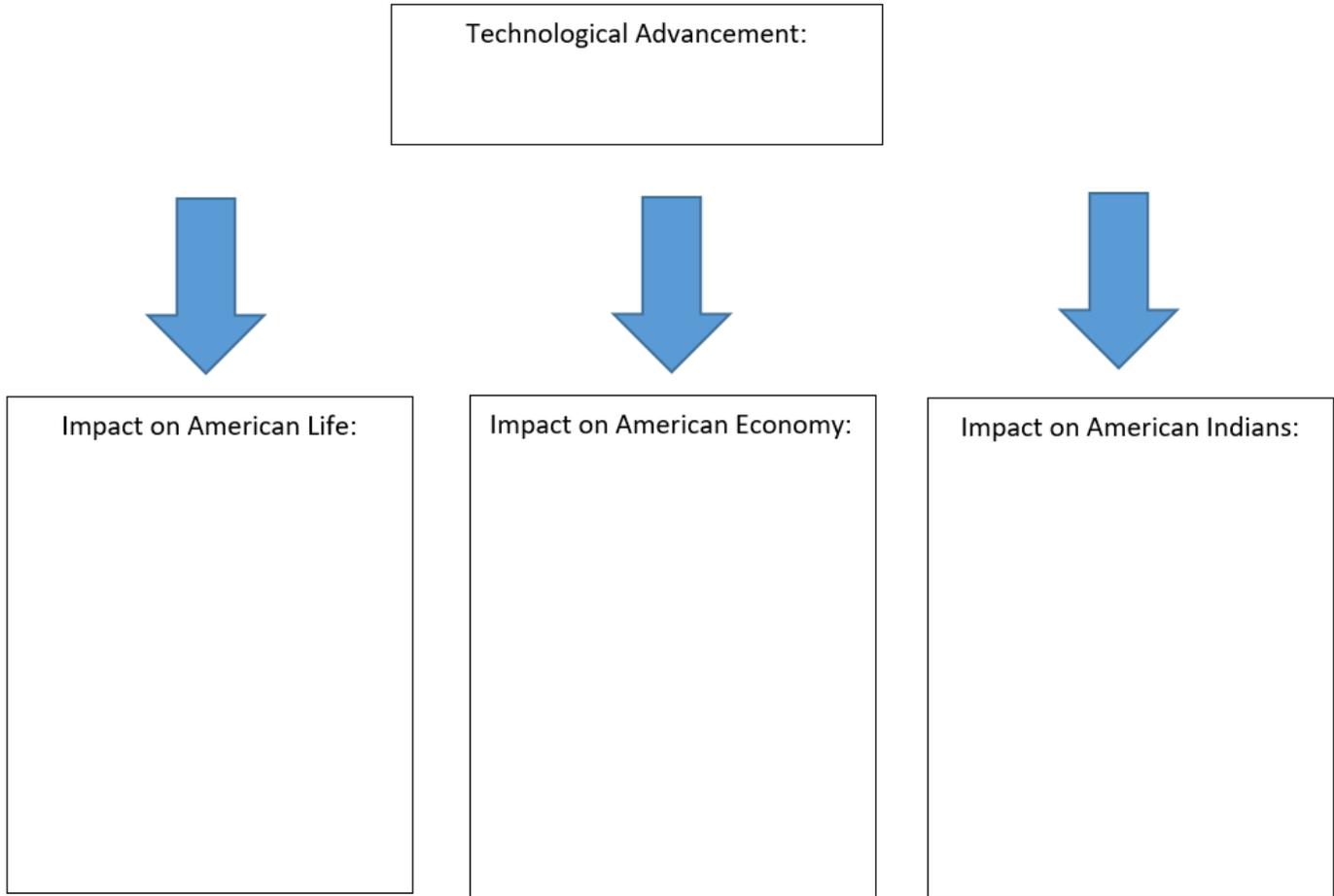
Technological Innovation

Name \_\_\_\_\_

Concepts in US History: Technological Innovation

**Background and Directions:** United States history has been greatly influenced by advances in technology. While these advances in technology have served to lift the American economy and standard of living, they nearly always have unintended consequences.

Read the following article: <https://www.pbs.org/wgbh/americanexperience/features/tcrr-reports/>  
After reading the article, complete the graphic organizer and writing assignment below.



In one paragraph, compare and contrast the positive and negative impacts of this technological advancement upon the United States.