

# Teacher Resource Guide

## Social Studies



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## INTRODUCTION TO THE GEORGIA ALTERNATE ASSESSMENT 2.0

### PURPOSE

The Georgia Alternate Assessment 2.0 (GAA 2.0) is designed to meet the requirements of federal and state law. States are required to assess all students, including students with significant cognitive disabilities, and provide access to challenging academic standards. The State Board of Education is required by Georgia law (O.C.G.A. §20-2-281) to adopt assessments designed to measure student achievement relative to the knowledge and skills set forth in the state-adopted content standards. The GAA 2.0 is the state-provided alternate assessment.

The GAA 2.0 is designed to ensure that students with significant cognitive disabilities are given the opportunity to demonstrate achievement of the knowledge, concepts, and skills inherent in grade-level standards. Students are assessed on the Georgia Standards of Excellence Extended Content Standards, also known as the Extended Content Standards, which are aligned to the state-adopted content standards. The Extended Content Standards, however, are reduced in depth, breadth, and complexity in comparison to the state content standards.

The GAA 2.0 Teacher Resource Guides acquaint Georgia educators and other stakeholders with the GAA 2.0 structure and test content. These guides are not intended to replace the state-adopted content standards nor the Extended Content Standards. The guides are a supplemental resource and are provided to complement other instructional resources developed by the local school district or the Special Education Division of the Georgia Department of Education. In principle, the Teacher Resource Guides are intended to be descriptive of the assessment program and should not be considered all-inclusive as it relates to examples of assessment items.

GAA 2.0 test administration protocols and procedures are found in the Test Administration Manual. Teachers and leaders should consider the guidance found in the GAA 2.0 Teacher Resource Guides as informational. These guides do not replace the Test Administration Manual nor other guidance and protocols provided through required Georgia Department of Education training to System Test Coordinators. Test Examiners are required to read the Test Administration Manual and participate in all local test administration and test security training. To access the Test Administration Manual and other assessment resources, visit

[https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA\\_2.aspx](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA_2.aspx).

The Division for Special Education Services and Supports at the Georgia Department of Education provides additional supports and resources that can be accessed at

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/default.aspx>.

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## STUDENT PARTICIPATION

An Individualized Education Program (IEP) team determines how each student with a disability participates in Georgia’s student assessment program. The GAA 2.0 may only be used in cases where a student is unable to participate in the regular assessment, even with maximum accommodations, and the student meets eligibility guidelines. The IEP team will use the Eligibility Criteria to guide and document its assessment decisions. Individual student testing accommodations should be documented within the IEP. GAA 2.0 Eligibility Criteria can be accessed at <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA-2.0-Resources.aspx>.

Students eligible to participate in the GAA 2.0 in grades 3, 4, 6, and 7 are assessed in English Language Arts (ELA) and Mathematics. Eligible students in grade 5 are assessed in ELA, Mathematics, and Science. Eligible students in grade 8 and high school are assessed in ELA, Mathematics, Science, and Social Studies.

The instructional program for high school students with significant cognitive disabilities includes courses that align with the Georgia Milestones End of Course (EOC) assessments. The alignment ensures that content from each EOC-assessed course is included in the GAA 2.0. In this manner, the GAA 2.0 in high school serves as the alternate assessment for the high school assessment program. The GAA 2.0 is administered to high school students for the first time in grade 11 and must occur prior to intended graduation. A student who is retained in/is repeating grade 11 is NOT required to be assessed a second (or more) time using the GAA 2.0. If for some reason a student does not complete the assessment in grade 11, the student may complete it in grade 12. The following chart illustrates the content area tests administered at each grade and in high school.

**GAA 2.0 Assessments**

Grade	ELA	Mathematics	Science	Social Studies
3	X	X		
4	X	X		
5	X	X	X	
6	X	X		
7	X	X		
8	X	X	X	X
High School	X	X	X	X

Visually impaired students who require Braille for their instructional program qualify for the Braille version of the GAA 2.0. Each student requiring a Braille version will receive an individual Braille kit for each content area that will include all the materials necessary to complete the GAA 2.0.

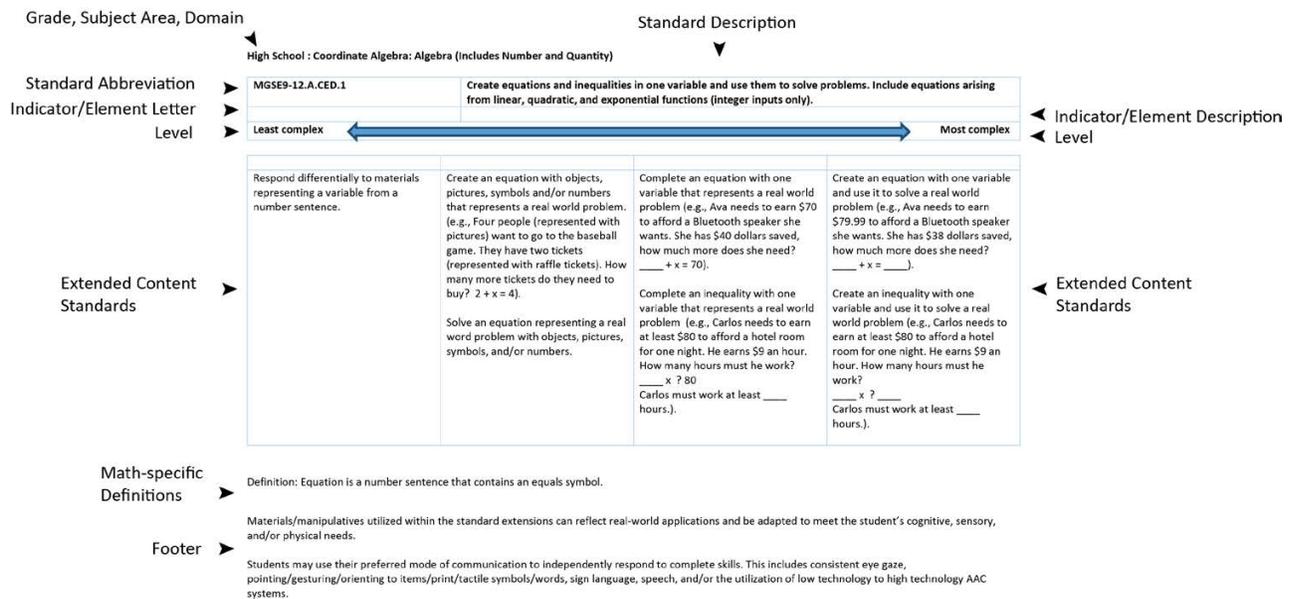
# TEST DESIGN

## TEST CONTENT

The GAA 2.0 assesses the Georgia Standards of Excellence Extended Content Standards which are alternate achievement standards aligned to the state’s general content standards. The Extended Content Standards provide a clear, consistent understanding of what students are expected to know and be able to do. In addition, the alternate academic content standards assist educators in planning for instruction and assessment of students with the most significant cognitive disabilities. Included in the Appendix are the Extended Content Standards assessed on the GAA 2.0 for the content area.

Levels included within the Extended Content Standards show the progression of complexity of skills aligned to the standard. The levels progress from least complex (to the far left) to most complex (to the far right). The least complex level contains skills which are typically thought of as access skills and are appropriate for students with the most significant cognitive disabilities. Skills in this level are targeted for those students who require the greatest degree of adaptation to materials, content, and activities in the school, community, and home environment. The most complex level contains skills closest to the expectations inherent in the associated general education standard. All skills within a level align to the standard and can show student learning within that standard. Tasks on the GAA 2.0 are aligned to level 2, 3, and 4 of the Extended Content Standards.

### Understanding the Format of Extended Content Standards



A sample task is included in this guide. Additional sample tasks along with content-specific vocabulary lists, Achievement Level Descriptors, the Score Interpretation Guide, and other information pertaining to the assessment can be accessed on the GAA 2.0 Resources webpage at <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA-2.0-Resources.aspx>.

## TASK STRUCTURE

Tasks are designed to allow for the flexibility required to meet the needs of the students taking the GAA 2.0. Each task consists of a scenario and three task parts. A scenario or passage is provided at the beginning of each task and serves as an introduction to the topic. The content assessed in each part of a task aligns to a particular complexity level within the associated extended standard in the following table. Part A of a task assesses the knowledge and skills reflected in the second level of the extended standard; Part B assesses content in the third level of the extended standard; and Part C assesses content in the fourth level of the extended standard.

<b>Scenario</b> <ul style="list-style-type: none"> <li>Introduces topic</li> <li>Is relevant and engaging</li> <li>Generally, appears on one page</li> <li>Includes images accompanied by a description</li> </ul>	<b>Part A – Low Complexity/Most Support in Scaffolding</b> <ul style="list-style-type: none"> <li>Short, simple sentences</li> <li>Two answer choices</li> <li>Generally, depth of knowledge level 1</li> <li>Generally, includes graphics</li> </ul>
	<b>Part B – Moderate Complexity/Support in Scaffolding</b> <ul style="list-style-type: none"> <li>Simple and compound sentences</li> <li>Three answer choices</li> <li>Generally, depth of knowledge level 1 or 2</li> <li>Generally, includes graphics</li> </ul>
	<b>Part C – High Complexity/Least Support in Scaffolding</b> <ul style="list-style-type: none"> <li>Simple and compound sentences</li> <li>Three answer choices</li> <li>Generally, depth of knowledge level 2 or 3</li> <li>Generally, does not include graphics</li> </ul>

**Scenario.** The scenario introduces the topic and may reference prior knowledge. The purpose of the scenario is to engage the student and provide relevance regarding the topic.

**Part A: Low Complexity.** The question in Part A represents the most basic presentation of the standard and may assess prerequisite skills. Basic text and simplified graphics support understanding at this level. Two answer options are provided that are generally accompanied by simple graphics.

**Part B: Moderate Complexity.** The question in Part B represents an entry-level skill featuring simple text with some academic language. Three answer options are provided and graphics may be more academic in nature than those provided for Part A.

**Part C: High Complexity.** The question in Part C may require the student to make an inference or require the application of prior learning. Three answer options are provided with each option generally presented as a complete sentence. Graphics are not likely to appear in Part C.

**Scaffolding.** Scaffolding is support that is built into a task to increase a student’s ability to access various levels of complexity within the task. If the student does not respond to a task part as indicated in the Test Examiner Booklet, additional scaffolding will be provided. All scaffolding instructions are provided in the Test Examiner Booklet and provide the student an additional opportunity to show what they know and can do.

## DEPTH OF KNOWLEDGE

Each part of a GAA 2.0 task is developed with a particular emphasis on cognitive complexity, or Depth of Knowledge (DOK), as determined by the extended standard. DOK is measured on a scale of 1 to 4 and refers to the level of cognitive demand required by the learning expectation. The higher the DOK level, the more complex the skill or knowledge a student is expected to demonstrate in completing an activity.

The definitions in the following table illustrate the expectations of the four DOK levels in greater detail. Task parts are not written to DOK Level 4 on the GAA 2.0 because Level 4 activities often require extended time for completion.

### Definitions of Webb’s Depth of Knowledge

<p><b>DOK Level 1 (Recall of Information)</b> requires students to receive or recite facts or to use simple skills or abilities. Students recall information such as a fact, definition, term, or a simple procedure. *Key words that signify Level 1 include <i>identify, recall, recognize, and use</i>.</p>
<p><b>DOK Level 2 (Skill/Concept)</b> requires students to engage in mental processing beyond a habitual response. Students are expected to describe, interpret, or explain important concepts, but not in a complex way. Students are also expected to classify or sort items into meaningful categories. *Key words that signify Level 2 include <i>apply, compare, comprehend, describe, determine, identify, infer, interpret, predict, summarize, and use</i>.</p>
<p><b>DOK Level 3 (Strategic Thinking)</b> requires reasoning, planning, using evidence, and a higher level of thinking than the previous two levels. In most instances, requiring students to explain their thinking is at Level 3. The cognitive demands at Level 3 are complex and abstract. The complexity does not result from the fact that there are multiple answers, a possibility for both Levels 1 and 2, but because the task requires more demanding reasoning. *Key words or phrases that signify Level 3 include <i>analyze, categorize, cite evidence, compare, contrast, draw conclusions, evaluate, explain, generalize, infer, interpret, recognize, summarize, and support</i>.</p>
<p><b>DOK Level 4 (Extended Reasoning)</b> requires deep knowledge and application of significant conceptual understanding. At this level, extended time is probably provided to complete an activity. A project that requires extended time but solely engages students in lower-level DOK tasks is not a Level 4 activity. Students are expected to analyze information and make connections across multiple sources. They are expected to apply information to new tasks or scenarios. *Key words or phrases that signify Level 4 include <i>analyze, describe and illustrate, evaluate, examine and explain, and synthesize</i>.</p>

\*Some key words or phrases can be classified at different depth-of-knowledge levels depending on the context of the item and the complexity of the action.

## ACCESSIBILITY

Tasks may be accommodated to meet the accessibility needs of the diverse students participating in the GAA 2.0 test administration. Accessibility supports provided to a student during state assessments must also be provided during classroom instruction, classroom assessments, and district assessments; however, some instructional accessibility supports may not be appropriate for use on the GAA 2.0 (e.g., hand-over-hand prompting to the correct answer).

The purpose of accessibility supports is to reduce or eliminate the effects of barriers that prevent students from demonstrating what they know and can do. Provision of these supports in the classroom

do not reduce expectations for learning. Instead, accessibility supports – administrative procedures, accommodations, and accessibility tools – empower students with a multitude of choices, enabling them to access instructional and assessment content effectively.

For more information, access the Accessibility and Accommodations manual located in the “For Educators...” section of the the Testing/Assessment webpage at <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/default.aspx>.

## **TEST BLUEPRINTS**

Blueprints are designed to communicate the structure of the Georgia Alternate Assessment 2.0 tests. The blueprints outline the claims and targets assessed on each grade and content area/course test. They also show the extended content standards associated with each target and the percentage of weight allocated to each claim.

Students eligible to participate in GAA 2.0 are assessed in social studies in grade 8 and in high school. Blueprints for this grade level and course are on the following pages. The blueprints can also be accessed at <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA-Blueprints.aspx>.



## Georgia Alternate Assessment 2.0 Social Studies Grade 8 Assessment Blueprint

Claim/Target	Standards Assessed	Weight
<b>Students understand the connections between significant people, places, events, and government policies in the history of Georgia.</b>		<b>30%</b>
Target 1: Explain the importance of key issues and events that led to the Civil War.	SS8H5a	10%
Target 2: Describe events leading to U.S. involvement in World War II.	SS8H9a	10%
Target 3: Describe the role of individuals, groups, and events in the Civil Rights Movement.	SS8H11b	10%
<b>Students understand the geographic and economic characteristics of Georgia and its five regions.</b>		<b>20%</b>
Target 1: Identify Georgia's location in the world.	SS8G1a	10%
Target 2: Distinguish among Georgia's five geographic regions.	SS8G1b	10%
<b>Students understand civic responsibilities and processes that maintain the Georgia state government.</b>		<b>20%</b>
Target 1: Examine the rights and responsibilities of Georgia citizens.	SS8CG1c	10%
Target 2: Explain the rights of juveniles in the justice system.	SS8CG5b	10%
<b>Students understand the interaction of economic concepts.</b>		<b>30%</b>
Target 1: Explain the reasons for a household budget.	SS8E3b	10%
Target 2: Explain the role of income in personal finance, the reasons for savings, and the benefits of savings.	SS8E3a	10%
	SS8E3c	
Target 3: Describe the uses of debt and associated risks.	SS8E3d	10%



## Georgia Alternate Assessment 2.0 Social Studies High School Assessment Blueprint

Claim/Target	Standards Assessed	Weight
<b>Students describe key events that contributed to the development of the United States.</b>		<b>40%</b>
Target 1: Describe English settlement and colonization.	SSUSH1a	10%
Target 2: Examine the influence of key inventions on U.S. infrastructure including, but not limited to, the telegraph, telephone, and electric light bulb.	SSUSH11c	10%
Target 3: Describe the causes, including overproduction, underconsumption, and stock market speculation, that led to the stock market crash of 1929 and the Great Depression.	SSUSH17a	10%
Target 4: Explain the social and political impact of widespread unemployment that resulted in developments such as Hoovervilles.	SSUSH17c	10%
<b>Students explain key documents that contributed to the development of the United States.</b>		<b>30%</b>
Target 1: Explain key features of the United States Constitution.	SSUSH5c	10%
Target 2: Explain how objections to the ratification of the Constitution were addressed in the Bill of Rights.	SSUSH5e	10%
Target 3: Explain the importance of the Reconstruction Amendments.	SSUSH10c	10%
<b>Students evaluate conflicts that influenced the development of the United States.</b>		<b>30%</b>
Target 1: Evaluate the growing economic disparity between the North and the South before the Civil War.	SSUSH9a	10%
Target 2: Analyze the origins of U.S. involvement in World War II.	SSUSH19a	10%
Target 3: Investigate the domestic impact of World War II including war mobilization, as indicated by rationing, wartime conversion, and the role of women and African Americans or Blacks.	SSUSH19d	10%

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## SAMPLE TASK

The sample task in this section is presented in two parts. The first part is the Text Examiner Booklet and the second part is the Student Booklet. Both booklets are utilized during administration of the GAA 2.0 assessment.

### Test Examiner Booklet

The Test Examiner Booklet contains “Say” and “Do” statements that provide a standardized script to follow when administering an assessment task. The information/script in the Test Examiner Booklet will only be seen by the Test Examiner and will not be seen by the student. Test Examiners must follow the script as written.

The Test Examiner Booklet also contains the “next page” icons: . These icons indicate when the Test Examiner should present the next page of a task in the Student Booklet to the student. There are no “next page” icons shown when a Test Examiner needs to turn the page to begin a new Task Part.

### Student Booklet

The Student Booklet contains student-facing assessment materials including graphics and answer choices. It contains only the information and graphics that the student needs to answer the question and does not include the Test Examiner’s directions and administration information. The Student Booklet has perforations that allow individual pages to be pulled out as needed to accommodate for student access.

A grade 8 sample task is provided. The sample task can be used with students to familiarize them with the structure of tasks on the assessment. Additional sample tasks are located on the GAA 2.0 Resources webpage at <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA-2.0-Resources.aspx>.

**The sample task contained in this guide is the property of the Georgia Department of Education.**

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**GRADE 8 SAMPLE TASK  
TEST EXAMINER BOOKLET**

GRADE	STANDARD	TARGET
8	SS8CG5B	Explain the rights of juveniles in the justice system.

**Social Studies Grade 8**

**Task 1**

Scenario

*DO: Point to the picture.*

**SAY: This picture shows a Georgia juvenile court. Georgia has a special justice system for juvenile offenders.**



**A Georgia Juvenile Court**

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**Social Studies Grade 8**

**Task 1**

Part A. Low complexity/High support

**SAY: Which person would have a trial in the juvenile court system?**

*DO: Point to the answer options as you read them.*

**SAY: A boy who is 12 years old. A man who is 45 years old.**

**A**



**a boy who is 12 years old**

**B**



**a man who is 45 years old**

---

**Social Studies Grade 8****Task 1**

*If the student responds to Part A by selecting answer option A, record the student's response and present Part B.*

*If the student responds to Part A by selecting answer option B, record the student's response, provide the scaffolding below, and then ask the question again.*

*If the student does not respond to Part A, record "no response," provide the scaffolding below, and then ask the question again.*

**SAY: A juvenile is a person under the age of 18.**

**Which person would have a trial in the juvenile court system?**

*DO: Point to the answer options as you read them.*

**SAY: A boy who is 12 years old. A man who is 45 years old.**

*Record the student's response and then present Part B.*

*If the student does not respond, record "no response" and then present Part B.*

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**Social Studies Grade 8**

**Task 1**

Part B. Moderate complexity/Moderate support

**SAY: What is one right of juveniles in the justice system?**

*DO: Point to the answer options as you read them.*

**SAY: To get a loan to start a business. To choose the school they will attend. To have an attorney to represent them.**



**Social Studies Grade 8**

**Task 1**

**B**



**to choose the school they will attend**

The illustration shows a two-story school building with a series of windows. To the left of the building is a tall flagpole with the American flag flying. In front of the building, three people are walking. To the right of the building is a school bus. The entire scene is enclosed in a rectangular frame.

**C**



**to have an attorney to represent them**

The illustration shows a man in a suit standing and talking to two people seated at a table. The man in the suit is gesturing with his hands as if speaking. The two people at the table are listening. The entire scene is enclosed in a rectangular frame.

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**Social Studies Grade 8**

**Task 1**

*If the student responds to Part B by selecting answer option C, record the student's response and present **Part C**.*

*If the student responds to Part B by selecting answer option A or B, record the student's response, provide scaffolding by covering the answer option that the student selected, and then ask the question again.*

*If the student does not respond to Part B, record "no response," provide scaffolding by covering answer option A, and then ask the question again.*

*DO: Cover the answer option selected by the student OR answer option A if the student did not respond.*

**SAY: What is one right of juveniles in the justice system?**

*DO: Point to the remaining answer options as you read them.*

*Record the student's response and then present Part C.*

*If the student does not respond, record "no response" and then present Part C.*

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**Social Studies Grade 8****Task 1**

Part C. High complexity/Low support

**SAY: Which describes a right of a juvenile in custody?**

*DO: Point to the answer options as you read them.*

**SAY: The juvenile must not be placed with adults. The juvenile must not live near a friend. The juvenile must not do homework.**

**A**

**The juvenile must not be placed with adults.**

**B**

**The juvenile must not live near a friend.**

**C**

**The juvenile must not do homework.**

*If the student responds to Part C by selecting answer option A, record the student's response and present **the next task**.*

*If the student responds to Part C by selecting answer option B or C, record the student's response, provide the scaffolding below, and then ask the question again.*

*If the student does not respond to Part C, record "no response," provide the scaffolding below, and then ask the question again.*

**SAY: Juveniles are children and must be kept safe while in custody.**

**Which describes a right of a juvenile in custody?**

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**Social Studies Grade 8**

**Task 1**

*DO: Point to the answer options as you read them.*

**SAY: The juvenile must not be placed with adults. The juvenile must not live near a friend. The juvenile must not do homework.**

*Record the student's response and then present the next task.*

*If the student does not respond, record "no response" and then present the next task.*

# GRADE 8 SAMPLE TASK STUDENT BOOKLET

Social Studies Grade 8

Task 1 Scenario 1



**A Georgia Juvenile Court**

1

**A**



**a boy who is 12 years old**

Task 1 Part A1

**B**



**a man who is 45 years old**

Task 1 Part A1

A



**to get a loan to start a business**

Task 1 Part B1

B



**to choose the school they will attend**

Task 1 Part B1

C



**to have an attorney to represent them**

Task 1 Part B1

**Social Studies Grade 8**

**Task 1 Part C1**

**A**

**The juvenile must not be placed with adults.**

Task 1 Part C1

**B**

**The juvenile must not live near a friend.**

Task 1 Part C1

**C**

**The juvenile must not do homework.**

Task 1 Part C1

**4**

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## TEST ADMINISTRATION TIPS

### SCHEDULING

The Test Examiner should be the individual who is most familiar with a student's academic performance. The Test Examiner must carefully consider scheduling options to allow students to achieve optimal performance. When scheduling testing, it may be helpful to consider the following:

- The best day of the week for testing
- The best time of day for testing
- When medications are given and how they might affect a student's ability to take a test
- Meeting the student's needs (e.g., food, physical activity) prior to testing so that the student is calm and ready to begin
- Avoiding triggers that could prompt behavioral issues
- Planning for a quiet environment with few to no interruptions
- Informing students and parents of upcoming testing times and changes to schedule

When scheduling, consider the student's needs. Every student is unique when it comes to staying on task. Test examiners may pause testing to take a break at any time, planned or unplanned. The assessment is not timed and can be paused for a variety of reasons, including frustration, lack of engagement, refusal, etc. The Test Examiner may pause and resume the administration as often as necessary during the entire administration window. The administration should take place in an area that is free from distractions.

### PRESENTATION OF TEST MATERIAL

It is essential that the Test Examiner thoroughly prepare for administration of the test. The student's presentation mode should be determined prior to administering each task. Materials such as eye gaze boards, manipulatives, and other supports should be identified and created well in advance of each content area test session. Manipulatives and motivators should be within reach of the Test Examiner. Place items so they are also appropriately accessible to the student. Individualized instructional supports such as classroom geo blocks and other manipulatives can be used during assessment if they do not change what is being assessed. Arrange furniture and equipment in a manner that facilitates a student's comfort and supports the student's communication mode. Ensure equipment is in proper working order before assessment begins. Response options should only be cut apart if there is a disability-based need to do so and should be placed on the work surface exactly as they appear in the Test Examiner Booklet. Be sure appropriate staff (e.g., a paraprofessional teacher who has received test administration and test security training) is on hand to assist when necessary.

### PLAN FOR THE STUDENT'S RESPONSE MODE

Tasks may be accommodated to vary the response mode to meet the needs of diverse students participating in the GAA 2.0 test. The student's response mode should be determined prior to the administration of each task. If the student requires anything other than the Student Booklet to respond, such as an AAC device, it is important to make sure it is available during testing. Student access needs should be considered in planning for how the student will respond.

Students are allowed to respond in a variety of ways during the assessment. Students can use their preferred mode of communication to complete the test. When preparing for test sessions, teachers should consider how the student communicates in the classroom. Teachers should ensure that the response mode selected does not cue an answer choice during the assessment.

Students may respond in any of the following ways on the GAA 2.0:

- Student selects a response (circles, stamps, checks, or in some other way marks an answer).
- Student gives a verbal or signed response.
- Student produces a written response.
- Student points, gestures, or touches an answer option.
- Student hands the Test Examiner a manipulative.
- Student uses assistive technology (AT) or AAC, such as switches or eye gaze.

Redirection strategies are permitted when they are used to refocus the student. These strategies should be a part of the student's daily instruction. Redirection strategies should not cue the correct answer. Some examples of redirection strategies appropriate for use during administration of the GAA 2.0 assessment include directing the student to look at the task, answer the question, and pay attention.

## **MANIPULATIVES**

Manipulatives support meaningful participation in both instruction and assessment. They are used by students to independently show what they know and can do. Manipulatives should not be utilized solely during assessment. To the contrary, test examiners should ensure students use manipulatives in daily instruction throughout the year. Manipulatives should not in any way impact the integrity of the assessment.

Students with visual impairments who need tactile materials may access the assessment using a Braille test form. Additional guidance for assessing students who are Blind, Deaf, or Deaf-Blind is provided during the annual test administration training facilitated by local System Test Coordinators and can also be found in the Georgia Alternate Assessment Test Administration Manual.

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## CLASSROOM BEST PRACTICES

### CREATING FORMATIVE ASSESSMENTS

Quality formative assessments have the potential to provide purpose, value, and accuracy to both teacher instruction and student learning. While formative assessment practices foster opportunities for students to demonstrate existing knowledge and skills, they likewise unveil student misconceptions and areas for growth. Teachers should formatively assess students using a variety of approaches, employing a cycle of continuous feedback. When teachers provide timely feedback, students are encouraged to persevere and take greater ownership of their learning. Creating and implementing effective assessments should be an ongoing process for continued growth and student achievement. The following are five necessary components of effective formative assessments:

**1. Determine the relevant content to be assessed.**

Identify the relevant content to be assessed by developing detailed learning objectives and learning targets. Learning objectives are derived from the standards and are broad statements of intended learning that describe what the student should know and be able to do. Learning targets are part of the standard in lesson-sized chunks that are teachable and assessable and show how well students are progressing towards mastery of the learning objectives.

Outlining clear learning targets provides a roadmap for teacher instruction. Effective teachers develop standards-aligned learning targets that are clear and student-friendly to best meet the diverse needs of students. Identifying appropriate learning objectives and targets concurrently prior to developing classroom assessments will later ensure accuracy between assessment results and the degree to which students have achieved the intended learning outcomes.

**2. Develop and align assessment items to learning objectives and content standards.**

For assessments to serve their intended purpose, test items should be written to align to learning objectives and content standards. When developing an assessment, each objective should be covered with enough quality learning opportunities to provide a reliable gauge of student knowledge. The Extended Content Standards provide guidance to educators by identifying skills that align to the Georgia Standards of Excellence. They provide a clear, consistent understanding of what students are expected to know and what they should be able to do, and also show the progression of complexity of skills aligned to the state content standards. Content vocabulary is inherent in the language of the Extended Content Standards and should be included when developing assessment items. Content vocabulary should be introduced, reviewed, and practiced with students during daily instruction.

A list of content-specific words to supplement the language of the standards can be found at <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA-2.0-Resources.aspx>.

Using or developing an assessment blueprint is one planning method to ensure an assessment and the items on it are covering the intended learning objectives. The GAA 2.0 blueprints outline the claims, targets, and extended content standards that will be assessed on the test for each grade level and

content area. Blueprints convey the structure of an assessment and are not intended to be used for instructional planning purposes.

### **3. Identify and avoid biases.**

Bias in assessment is caused by language or context that prevent members of certain groups from demonstrating the knowledge or skill being measured. A common, often unintended bias in test development is the assumption that students have knowledge other than the specific skills and objectives that are being assessed. When creating assessments, biases should be identified and avoided as they may affect student performance and skew results.

### **4. Blend assessments into teaching.**

Effective teachers use assessment as a tool to adjust and improve instruction. They create opportunities for non-threatening, formative assessment as an integral part of the teaching and learning process. Formative assessment may occur daily or even multiple times throughout the day in order to identify students' strengths and needs in real time. Effective teachers address learning misconceptions, or misunderstandings, more immediately by deliberately and routinely administering targeted assessments.

### **5. Review results and plan for growth.**

Assessment results provide necessary feedback to students and teachers about which concepts students have mastered, which ones they are still developing and how they are progressing towards achieving learning goals. Reviewing assessment results help students and teachers determine mastery as well as opportunities for growth. This is an important step in the process of correcting student misconceptions and directing future learning. Providing results in a timely manner makes the feedback more meaningful.

Carefully developed assessments can be incredibly effective tools for teaching and learning. Well-planned, clearly written formative assessments that are utilized frequently and without bias, provide necessary information to gauge quality of instruction and student progress towards learning targets. Data from formative assessments also strengthens planning next steps for continued student growth.

### **Professional Learning Resource**

A blended model of professional learning titled *Formative Instructional Practices (FIP)*<sup>1</sup> is currently offered to all Georgia educators. This resource assists educators in applying *FIP* to improve teaching and student learning. *FIP* online content includes evidence-based instruction and assessment processes that assist teachers *and* students in collecting and responding to evidence of learning in ways that facilitate greater student learning. A key expectation of *FIP* is that teachers develop the skills to guide students to take ownership of their own learning. Research has proven that *FIP* processes, when used appropriately during teaching and learning, increase student achievement. The following chart comes from the "Formative Instructional Practices: Reaching Students with Disabilities" module.

### Tips for Classroom Assessment

Inclusive Assessment	Includes Every Student
Precisely Designed Items	Focus test items only on the learning targets that have been taught. Use a test blueprint to assure adequate coverage of targets. Remove irrelevant information and poor distractors.
Accessible, Non-Biased Items	Remove any items that introduce a bias of any kind.
Amenable to Accommodations	The test design facilitates the use of needed accommodations.
Simple, Clear, and Intuitive Instructions and Procedures	All instructions and procedures are simple, clear, and presented in understandable language.
Maximum Readability and Comprehensibility	Sentence length and number of difficult words are kept to a minimum to produce readability and comprehensible text.
Maximum Legibility	Assure that all text, tables, figures, illustrations, and response formats can be easily deciphered.

## DIFFERENTIATING INSTRUCTION

Effective teachers differentiate and personalize instruction to meet the diverse needs, abilities, and preferences of students. Instead of using uniform strategies for all students, effective teachers design instruction to motivate each individual student. They communicate content in such a way that each student can comprehend based on their individual prior learning and ability. Because students learn in a variety of ways and at a variety of rates, teachers also should deliver their lessons with appropriate variety.

Effective teachers adapt instruction to meet individual student needs, which requires careful assessment and planning for all students in the classroom. Differentiation requires that teachers be clear about what students should know, understand, and be able to do as a result of learning. A repertoire of instructional approaches is needed to facilitate flexible student-centered instruction. Research supports that teachers can differentiate at least three classroom elements according to students' readiness and preference as reflected in the following table. (*Teacher Keys Effectiveness System: Implementation Handbook, Fact Sheet #4 – Performance Standard 4: Differentiated Instruction*, <https://www.gadoe.org/School-Improvement/Teacher-and-Leader-Effectiveness/Documents/TKES%20LKES%20Documents/TKES%20Fact%20Sheets%202017-2018.pdf>).

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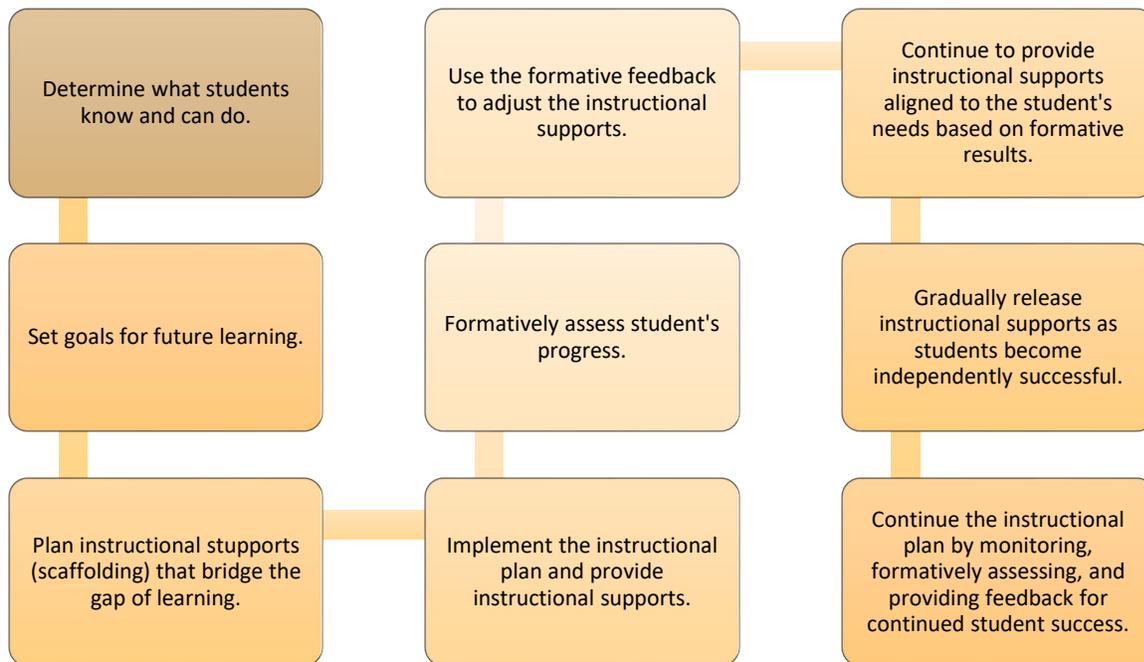
1. "Georgia FIP: The Keys to Student Success," Assessment and Accountability Division, Georgia Department of Education, accessed July 22, 2021, <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GeorgiaFIP.aspx>.

**How to Differentiate**

<b>Content</b>	What do we want our students to know? How do we present the curriculum so that all children can learn the content?	Differentiation can take the form of varying the modalities in which students gain access to important learning, for example by: <ul style="list-style-type: none"> <li>(a) listening, reading, and doing;</li> <li>(b) presenting content in incremental steps, like rungs on a ladder, resulting in a continuum of skill building tasks; and</li> <li>(c) offering learners a choice in the complexity of content with which they will begin a learning task that matches their current level of understanding and from which every learner can experience academic success.</li> </ul>
<b>Process</b>	What do we want our students to be able to do? How can we integrate basic and higher-level thinking skills into the curriculum?	Differentiation takes the form of grouping flexibly, for example, by: <ul style="list-style-type: none"> <li>(a) varying from whole class, to collaborative groups, to small groups, to individuals, and</li> <li>(b) providing incentives to learn based on a student’s individual interests and current level of understanding.</li> </ul>
<b>Product</b>	What do we want our students to create? How can we teach them to become more self-directed learners?	Differentiation can also take the form of varying assessment methods, such as: <ul style="list-style-type: none"> <li>(a) providing students a menu of choices that may include oral responses, interviews, demonstrations and reenactments, portfolios, and formal tests;</li> <li>(b) keeping each learner challenged at his or her level of understanding with content at or slightly above his or her current level of functioning; and</li> <li>(c) allowing students to have some choice in the means in which they can express what they know—for example, writing a story, drawing a picture, or telling about a real-life experience that involves what is being taught.</li> </ul>

## SCAFFOLDING

The following design provides a process for implementation of instructional scaffolding. Note that the strategies presented are not exhaustive. Teachers should consider the highly variable individual needs of students when determining how to effectively and appropriately scaffold instruction.



## CURRICULUM MODIFICATION AND ADAPTATION

Curriculum modification involves adjustment of content, instruction, and/or learning outcomes to meet the diverse needs of learners. A student's physical, social, and temporal environment can be altered to promote participation, engagement, and learning. Materials can also be modified so that learners can participate in classroom activities as independently as possible. The following are example curriculum modification strategies that can be used in the classroom:

- Secure worksheet to a clipboard if the learner has difficulty stabilizing the paper and writing on it at the same time.
- Modify the response required from the learner (e.g., one word rather than a phrase/sentence).
- Make the materials larger or brighter (e.g., highlighting where to write the answer, making the words larger on a worksheet).
- Simplify a complicated task by breaking it down into smaller parts or by reducing the number of steps.
- Allow the learner to complete the first two steps of a new task rather than the entire task.
- Model the correct response.
- Imitate the learner's play.
- Use praise and encouragement.

- Sit behind the learner during circle time to teach motions to a song (e.g., hand over hand).
- Provide visual support by purposefully arranging events or materials within an activity.
- Provide the steps needed to complete an activity (e.g., using a picture board).

Curriculum adaptation is a modification of instructional methods and intended goals of student performance. Adapting curriculum does not change the content but may *slightly change* the conceptual difficulty of the curriculum. Adaptations usually require more teacher effort and time than simply changing instructional methods or access as in an accommodation. If providing multi-level instruction, adapting a lesson may not always be necessary. The following list provides guidance as it relates to curriculum planning and types of adaptations that could be considered in developing the appropriate strategy for an individual student:

- Identify the student’s individual educational goals and objectives to be emphasized during general education activities.
- Communicate the expectations for the student’s performance in general education activities.
- Determine what to teach (content of the general education unit study).
- Determine how to teach and consider whether, without modification, the student can actively participate and achieve the same essential outcomes as non-disabled peers. If the student cannot achieve the same outcomes, select appropriate modifications.
- Select instructional arrangement.
- Utilize student-specific teaching strategies.
- Select curricular goals specific to the lesson.
- Design the physical and social classroom environment around the student’s needs.
- Plan modified materials.
- Provide supports and supervision arrangements.
- Evaluate/collect data of the effectiveness of the modifications.

Modifying and adapting curriculum is essential to teaching students with disabilities if they are to access the grade level curriculum. Adaptation and modification strategies should be based on student-specific data related to supports (e.g., reduced complexity, partial physical assistance, fewer response choices) that are necessary for each individual student.

## **INQUIRY IN SOCIAL STUDIES**

Social Studies inquiry involves students "doing" social studies, rather than merely reading and memorizing facts. Teaching social studies with inquiry means infusing everyday instruction with the following:

- questions (higher order thinking questions from both students and teachers)
- SWIRL (speaking, writing, illustrating, reading, and listening)
- source analysis (documents, artifacts, songs, images)
- civic & civil discourse (debate, discussion, taking informed action)
- disciplinary thinking (doing the work of historians, geographers, economists, and political scientists)

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**Resources**

The “College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History” published by the National Council for Social Studies provides a more in-depth description of the four dimensions of social studies inquiry. A digital copy of the C3 Framework is available here:

<https://www.socialstudies.org/standards/c3>

**STUDENT RESPONSE TEMPLATES**

The following student response templates are provided as a resource to support instruction and assessment practices in the classroom. Teachers should provide opportunities for students to respond to questions in a variety of ways throughout the academic year. Many of these response templates are used on the GAA 2.0. For editable versions of the student response templates go to

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/Eligibility%20Areas/ID/Assessment%20Response%20Templates%202019.pptx>.

**A.**



**B.**



**C.**



**D.**



A.



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B.

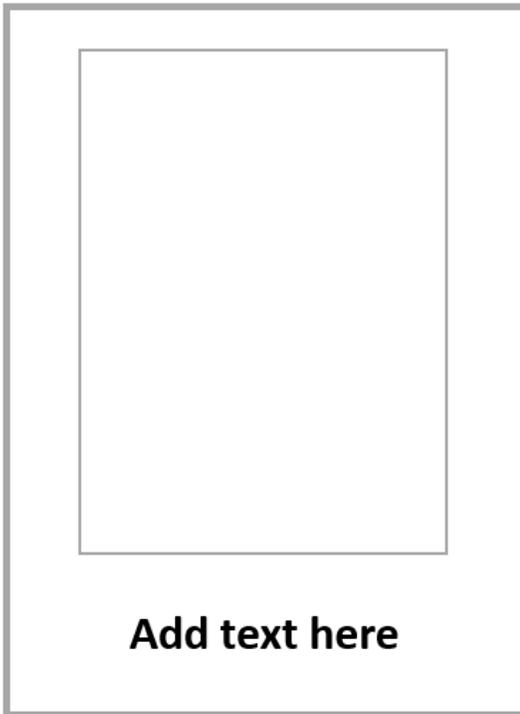


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C.

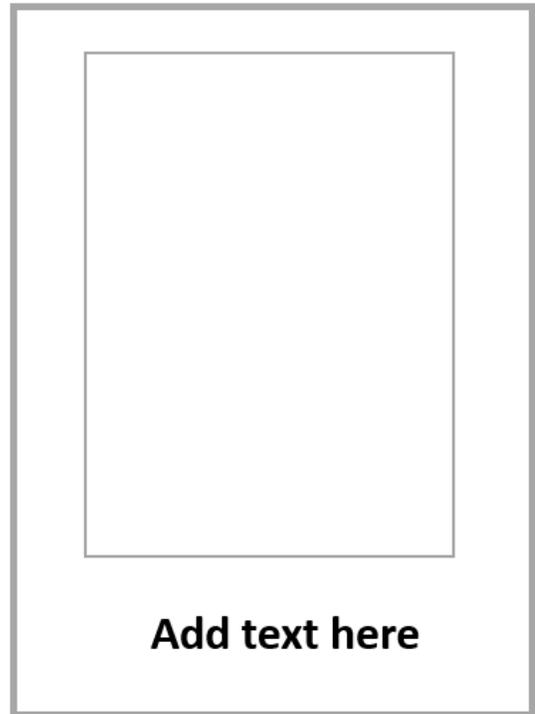


**A**



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**B**



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**A**



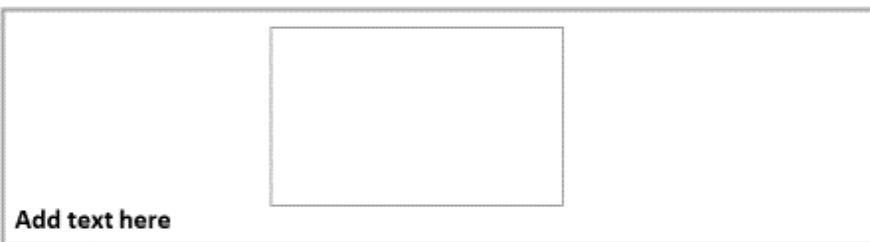
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**A**  **B**  **C** 

**A**



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**A**



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## APPENDIX

The Social Studies Extended Content Standards assessed on the GAA 2.0 are presented in this section. The *Teacher Notes* that follow each group of standards are either excerpted or adapted from the *Georgia Standards of Excellence Curriculum Frameworks*. The Social Studies frameworks can be accessed in full for each grade and course at <https://www.georgiastandards.org/Georgia-Standards/Pages/Social-Studies.aspx>.

The *Teacher Notes* are not an exhaustive list of strategies to be implemented in the classroom. Instead, the *Teacher Notes* should be deemed a resource from which educators can make modifications based on the highly variable individual needs of students who require instruction using the Extended Content Standards, while still preserving the intent of the standard. For additional support teaching students with the most significant cognitive disabilities, visit <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Significant%20Cognitive%20Disabilities.aspx>.

## GRADE 8 SOCIAL STUDIES

<b>SS8H5</b>	<b>Analyze the impact of the Civil War on Georgia.</b>		
	a. Explain the importance of key issues and events that led to the Civil War; include slavery, states' rights, nullification, Compromise of 1850 and the Georgia Platform, the Dred Scott case, Abraham Lincoln's election in 1860, and the debate over secession in Georgia.		
<b>Least complex</b>			<b>Most complex</b>
Respond differentially to identify the importance of key issues that led to the Civil War.	Define slavery, secession, debate, and election.	Describe a key issue or event that led to the Civil War (i.e., slavery, Abraham Lincoln's election in 1860, and the debate over secession in Georgia).	Identify an explanation of the importance of a key issue or event that led to the Civil War (i.e., slavery, Abraham Lincoln's election in 1860, and the debate over secession in Georgia).
Respond differentially to identify the importance of key events that led to the Civil War.	Identify a key issue or event that led to the Civil War (i.e., slavery, Abraham Lincoln's election in 1860, and the debate over secession in Georgia).		

**Teacher Notes:**

Due to the rules of the Trustees, slavery was not allowed in Georgia until the early 1750's. Once it was legalized, slavery grew quickly due to Georgia's agriculture-based economy. However, slavery grew exponentially with the invention of the cotton gin. The South's economic dependence on cotton led to a change of attitude about the evils of slavery. While many of the nation's founding fathers disliked slavery and hoped that later generations would find a way to end it, their sons and grandsons began to defend slavery as a necessary good and began infringing on the rights of those who spoke out against it in the South.

In turn, many in the North, led by the writings of abolitionists such as Frederick Douglass, William Lloyd Garrison, and Harriet Beecher Stowe, began to despise slavery and call for its end. Others simply became uncomfortable with its existence in the nation's borders and disagreed with its expansion. The gap between the two regions widened every time the U.S. gained more territory. The South hoped for slavery to expand into the new territories while many in the North wanted it, at the very least, to be contained to where it already existed. As with the other slave states, Georgia wanted slavery to expand and was distrustful of the abolitionist movement taking place in the North.

A major conflict in the history of the United States, from its creation to the present, is the issue of states' rights. States' rights regard the amount of power a state government has in relation to the amount of power held by the federal government in making decisions. Early in the United States' history, the Articles of Confederation gave the individual states too much power and the nation could not even tax the states for revenue. All of the signers of the U.S. Constitution knew that the federal government needed to have more power than it had under the Articles of Confederation to run the country effectively. However,, once the Constitution was ratified, there were several instances before the Civil War that caused the country to almost break apart due to the issue of states' rights. While the argument for states' rights during the Civil War was often based on a state's right to have slavery, there were other times in the nation's history that issues tied to states' rights became major concerns. For example, during the War of 1812 there was talk in New England about secession. This was because the New England states were losing money with their inability to trade with Britain.

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Another states' rights issue occurred in Georgia. Georgia lost the Worcester v. Georgia case but refused to release the missionaries or stop pushing for Cherokee removal. This test of states' rights proved that a state could do as it pleased if there was not a unified attempt to by the federal government or other states to stop them.

The issues of slavery, tied with the concept of states' rights, left a huge rift in the country. Controversy after controversy widened this gap, and for almost 40 years, members of the U.S. Congress tried to close wounds with compromises and acts that amounted to temporary Band-Aids. Though these acts and compromises kept the country together in the short term, as Abraham Lincoln said, "A house divided against itself cannot stand." Over time, a physical war between the North and South appeared to be almost inevitable.

The first compromise was called the Missouri Compromise, an agreement between the northern and southern states about allowing Missouri to enter the Union. The issue with this compromise focused on disrupting the balance of power between the slave and free states in Congress. Allowing Missouri to enter as a slave state and Maine to enter as a free state enabled the balance of power to remain the same for almost 30 years as states were entered into the Union in free and slave pairings. This pattern changed in 1850 when California, due to the Gold Rush, had a population large enough to apply for statehood. With no slave state available to balance the entry of a free one, major conflict ensued between the North and South. The South, which had a smaller population than the North, was fearful that losing the balance of power in the Senate would one day give the North the opportunity to end slavery. Talk of secession was prevalent in the South and the Civil War almost started a decade earlier than it did. However, Senators Henry Clay and Stephen A. Douglas wrote the Compromise of 1850, a bill that both groups grudgingly agreed to approve.

Though there were several provisions in the Compromise of 1850, the two most important were that California was admitted as a free state resulting in a power imbalance in both the House and Senate. In turn, Northern congressmen agreed to pass the Fugitive Slave Act, which guaranteed the return of any runaway enslaved people to their owners if they were caught in the North. There was much protest in the North to this act, but the southern leaders believed it would protect the institution of slavery.

While debate over the Compromise of 1850 was raging in Congress, prominent Georgia politicians were deciding if the state should accept the terms of the Compromise. If passed, it would give the free states more representation in the US Senate and end the balance of power that had been established for 30 years. Led by Alexander Stephens, Robert Toombs, and the promise of the passage of the Fugitive Slave Act, Georgia provided a response to the compromise, known as the Georgia Platform. This document outlined southern rights as well as the South's devotion to the Union. It established Georgia's conditional acceptance of the Compromise of 1850. With Georgia leading the way, other southern states also accepted the Compromise preventing a civil war for 11 years.

The Dred Scott Case (1857) ended in a Supreme Court ruling that greatly favored the southern view of slavery and lead to a greater ideological divide between the North and South. Dred Scott was a slave who was taken by his master to the free states of Illinois and Wisconsin. Upon his return to Missouri, Scott sued the state based on the belief that his time spent in the free states made him a free man.

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When the case made it to the Supreme Court, the court ruled on the side of Missouri. The Court went on to declare that enslaved people and freed blacks were not citizens of the United States and did not have the right to sue in the first place. It's interesting to note that Georgia native, Justice James Moore Wayne, was instrumental in rendering this decision as he concurred with Chief Justice Taney. Maintaining his loyalty to the United States, Wayne remained on the Court for the duration of the war even though the Confederacy deemed him a traitor and seized his property. He was the only justice from the Deep South to remain on the Court during the war years.

The final situation that plunged the United States into the Civil War was Abraham Lincoln's election in 1860. Due to the dramatic sectionalism that was dividing the country, four presidential candidates ran for office in 1860. These men were Abraham Lincoln, John Breckenridge, John Bell, and Stephen Douglas. Because of the issue of slavery, Northern and Southern Democrats split into two parties with the nominee for the North being Stephen Douglas and the nominee for the South was John Breckenridge. John Bell was the candidate for the Constitutional Union Party whose primary concern was to avoid secession. Lincoln was the nominee of the Republican Party, a party that began in 1854 and whose primary goal was to prevent the expansion of slavery. Georgia would ultimately stand with candidate John Breckenridge. Lincoln was not on the ballot in Georgia as he was not in most southern states.

Lincoln won the election of 1860 with 180 electoral votes (152 electoral votes were needed to win at that time). After the election, the southern states, believing that Lincoln's ultimate goal was to end slavery, voted one by one to secede from the Union. Georgia, after a three-day debate, voted to leave the Union on January 19, 1861.

In 1861, there was a spirited debate over secession in the Georgia General Assembly to determine if Georgia should join its southern brethren in breaking away from the Union. Though there were strong supporters for both sides of the issue, Georgia eventually seceded from the Union after several other southern states. Georgia was part of the Confederacy from 1861-1865.

During the debate, there were those who did not want to leave the Union, including representatives from the northern counties, small farmers, non-slave holders, and most importantly Alexander Stephens, who gave an eloquent speech against secession. On the other side, were large farmers and slave holders, Georgia Governor Joseph E. Brown, and powerful and influential men such as Robert Toombs, who had a social and economic stake in the continuation of the institution of slavery. In an early vote for secession, the Assembly was split 166 to 130 in favor of secession. However, in the end, the General Assembly voted 208 to 89 in favor of seceding from the union.

### **Resources**

Carey, Anthony G. "Secession." New Georgia Encyclopedia. 02 August 2016. Web. 11 November 2016.  
<http://www.georgiaencyclopedia.org/articles/history-archaeology/secession>

Providing a detailed summary of Georgia's role in secession, this article describes the difficult decision of the cooperationists (pro-Union) and the secessionists (pro-separation).

Insoe, John C. "Georgia in 1860." New Georgia Encyclopedia. 03 August 2016. Web. 11 November 2016. <http://www.georgiaencyclopedia.org/articles/history-archaeology/georgia-1860>

This article provides a description of Georgia’s population, class and wealth structure, agriculture, and industrial development in 1860, just as the Civil War is gaining momentum.

Justice, George. "Georgia Secession Convention of 1861." New Georgia Encyclopedia. 02 August 2016. Web. 11 November 2016. <https://www.georgiaencyclopedia.org/articles/government-politics/georgia-secession-convention-1861>

This article provides a detailed account of the proceedings of Georgia’s journey toward secession. It lists other resources and provides pictures of the actual Secession Ordinance.

Osborn, Kyle. "Georgia and the Sectional Crisis." New Georgia Encyclopedia. 02 August 2016. Web. 11 November 2016. <https://www.georgiaencyclopedia.org/articles/history-archaeology/georgia-and-sectional-crisis>

This article provides a detailed analysis of Georgia’s role in the developing sectional crisis before the Civil War. Also addressed is the Georgia Platform and the Election of 1860.

Georgia Public Broadcasting staff. "Virtual Learning Journey: Slavery and Freedom". Georgia Public Broadcasting. 21 April 2021. <https://www.gpb.org/education/virtual/owens-thomas-house>

This virtual journey explores the complexities of slavery and freedom in antebellum Savannah through the lens of the Owens-Thomas House & Slave Quarters. Students can learn about the connections between the institution of slavery and the global economy and discover how one city can teach us about society and culture before the Civil War. Key concepts are presented through interactive elements like primary source letters and images, navigable maps, videos, and a virtual walking tour.

Young, Jeffrey R. "Slavery in Antebellum Georgia." New Georgia Encyclopedia. 17 October 2016. Web. 11 November 2016. <https://www.georgiaencyclopedia.org/articles/history-archaeology/slavery-antebellum-georgia>

This article provides a detailed account of slavery and its impact in Georgia.

<b>SS8H9</b>		<b>Describe the role of Georgia in WWII.</b>	
	a.	Describe key events leading up to American involvement in World War II; include the Lend-Lease Act and the bombing of Pearl Harbor.	
<b>Least complex</b>	←—————→		<b>Most complex</b>
Respond differentially to identify key events leading up to American involvement in World War II.	Identify Japan as a nation involved in key events leading up to American involvement in World War II.	Identify key events (e.g., Lend-Lease Act, the bombing of Pearl Harbor) leading up to American involvement in World War II.	Describe key events (e.g., Lend-Lease Act, the bombing of Pearl Harbor) leading up to American involvement in World War II.
Communicate key events leading up to American involvement in World War II.	Identify World War II. Define allies.	Identify American allies during World War II.	

Teacher Notes:

When World War II erupted in September 1939, many Americans saw it as a “European” problem and hoped to stay out of the conflict. As Germany continued to be victorious and take over nation after

nation, the U.S. Georgia Studies Teacher Notes for the Georgia Standards of Excellence in Social Studies Georgia Department of Education 12.21.2020 Y Page 81 of 160 continued to watch from the sidelines. In the Pacific, Japan was taking over large portions of China and other countries of Southeast Asia, and the U.S. continued to remain neutral.

Though America officially stayed out of the fight until December 7, 1941, President Roosevelt and the U.S. Congress were anything but neutral. Fearing a victory by Japan and Germany, the U.S. lent support to allies who were at war with the Japanese and the Germans. The U.S. sent billions of dollars in supplies to the United Kingdom, France, the Soviet Union, and China. In exchange, these allied countries gave the U.S. the privilege to use military bases in their countries if necessary. The Lend-Lease Act was passed by Congress in February of 1941 and signed into law by Roosevelt in March. For the next four years, the U.S. continued to supply the countries supplies and military equipment while taking part in the war as well. Though there was considerable opposition to the Lend-Lease Act by opponents of war, this program successfully helped Great Britain defend against German invasion.

One of the most tragic events in America's history was the Japanese surprise attack on the Navy base in Pearl Harbor, Hawaii. On December 7, 1941, over 300 Japanese planes attacked Pearl Harbor in hopes of crippling the U.S. military in order to further their plan to take over more land in the Pacific. In the attack, over 2000 Americans were killed and the U.S. lost over 150 ships. While the attack accomplished its goal of damaging the U.S. Navy, it also changed the vast majority of opinions about staying out of the war. On December 8, 1941, in a moving speech, President Roosevelt called December 7, "a day that will live in infamy" and asked Congress to declare war on Japan, which it did. A few days later, Germany and Italy declared war on the U.S., which America responded in turn. From December 8, 1941, until victory in 1945, America fought a two-front war against Japan, Germany, and Italy.

### Resources

Hatfield, Edward A. "World War II in Georgia." New Georgia Encyclopedia. 23 December 2016. Web. 26 January 2017. <https://www.georgiaencyclopedia.org/articles/history-archaeology/world-war-ii-georgia>

Hatfield provides an overview of the impact of World War II on the state of Georgia. Focuses include Georgia's economy and war efforts as well as the impact of politics and its impact on civil rights.

History.com Staff. "Lend-Lease Act." History.com, A&E Television Networks, 2009, [www.history.com/topics/world-war-ii/lend-lease-act](http://www.history.com/topics/world-war-ii/lend-lease-act)

This History website provides a succinct description of the Lend-Lease Act. A link to a video is provided.

History.com Staff. "Pearl Harbor." History.com, A&E Television Networks, 2009, <https://www.history.com/topics/world-war-ii/pearl-harbor>

Providing a description of events that happened at Pearl Harbor, this site also includes multiple videos that provide visual impact of the destruction of the attack.

SS8H11	<b>Evaluate the role of Georgia in the modern civil rights movement.</b>		
	b. Describe the role of individuals (Martin Luther King, Jr. and John Lewis), groups (SNCC and SCLC) and events (Albany Movement and March on Washington) in the Civil Rights Movement.		
Least complex	←—————→		Most complex
<p>Respond differentially to identify the role of individuals, groups, and events in the Civil Rights Movement.</p> <p>Communicate a response to identify the role of individuals, groups, and events in the Civil Rights Movement.</p>	<p>Identify individuals in the Civil Rights Movement (i.e., Martin Luther King, Jr., John Lewis).</p> <p>Identify groups in the Civil Rights Movement (i.e., Student Nonviolent Coordinating Committee (SNCC), Southern Christian Leadership Conference (SCLC)).</p> <p>Identify events in the Civil Rights Movement (i.e., the March on Washington).</p>	<p>Identify the role of a specific individual, group, or event in the Civil Rights Movement.</p>	<p>Describe the role of specific individuals, groups, or events in the Civil Rights Movement.</p>

Teacher Notes:

Essential to the success of the Civil Rights Movement was leadership. While many leaders were working to effectively seek change, Georgians Martin Luther King, Jr. and John Lewis were at the forefront of the movement.

Arguably, **Dr. Martin Luther King, Jr.** (1929-1968) is the most well-known Georgian for his tireless leadership in the Civil Rights Movement. His work and his devotion to non-violent protest earned him the Nobel Peace Prize and led to the national holiday created in his honor.

Born in Atlanta, King graduated from high school at the age of 15, and began his college studies at Morehouse College, a historically black institution of higher learning. As the son and grandson of ministers, King eventually chose the same profession. He earned his Ph.D. in Divinity from Boston University. It was there that he met his wife, Coretta Scott.

In 1954, King accepted an offer to become the pastor of Dexter Avenue Baptist Church in Montgomery, Alabama. A year later, he found himself serving as the spokesperson for the successful Montgomery Bus Boycott. When Alabama prosecuted King for violating the state's anti-boycotting statute, his attorneys transformed a hostile courtroom into an empowering forum in which the target of state power fared better politically than the state itself. Without the suit and the eventual support of the Supreme Court, the boycott may well have ended without attaining any of its goals, a result that may have been cruelly discouraging. Eventually, the Supreme Court made segregation on Montgomery busses unconstitutional. After the successful boycott, King, along with other civil rights groups, attempted a similar action in Albany, Georgia that was considered to be less successful. According to the New Georgia Encyclopedia, King's short career seemed to follow this pattern of brilliant victories such as the March on Washington, his creation of the Southern Christian Leadership Conference (SCLC), his voter registration campaign in Selma, Alabama (which ultimately led to the Voting Rights Act of 1965) and winning the Nobel Peace Prize. However, these victories were followed by unsuccessful campaigns such as his focus on discrimination in Chicago, Illinois.

Nonetheless, King was instrumental in ending segregation and changing America's views on race and racial equality. Unfortunately, while he did not live to see the fruits of his labor, his efforts and leadership have led to an America where some of the ideals from his I Have a Dream speech have been met. Martin Luther King, Jr. is the only African American or Black to have a federal holiday named in his honor. Also, he is the only African American or Black and non-president to have a memorial created in his honor on the National Mall in Washington D.C.

**U. S. Representative John Lewis** (b. 1940), born to sharecroppers in Pike County, Alabama, Lewis became an integral part of Georgia's history through his leadership in the Civil Rights Movement. Active in the 1960's sit-ins to protest Jim Crow laws, Lewis also participated in the Freedom Rides of the early 1960's. He became the chair of the new organization, the Student Nonviolent Coordinating Committee (SNCC - pronounced "snick"), an Atlanta-based organization of young college students devoted to civil rights change. With Dr. King, Lewis was a keynote speaker at the 1963 March on Washington for Jobs and Freedom. In 1965, Lewis also led over 600 marchers across the Edmund Pettus Bridge in Selma, Alabama only to be beaten by Alabama state troopers. Television coverage of this Bloody Sunday event brought much needed attention to the Civil Rights Movement.

In the late 1960's and 70's, Lewis continued his dedication to seeking civil rights through voter registration and volunteer programs. Elected to the Atlanta City Council in 1981, he advocated for ethics in government and community preservation. In November 1986, Lewis was elected to the United States Congress from the Fifth Congressional District where he continues to serve today. Lewis has won numerous awards through the years that reflect his dedication to seeking civil rights for all. He has co-authored MARCH, a trilogy of graphic novels for young people to help explain the Civil Rights Movement.

The **Student Nonviolent Coordinating Committee** (SNCC - pronounced "snick") was an important element in the struggle for civil rights. The SNCC was one of the major civil rights organizations of the 1960's. A national organization formed in North Carolina, it worked with the Southern Leadership Conference and focused on orchestrating peaceful, non-violent protest. The group, made up of high school and college-aged students, became known for sit-ins, freedom rides, and the "freedom summer" in Mississippi.

In Georgia, the group began its focus on the cities of Albany and Atlanta. In Albany, the group was at the forefront of the **Albany Movement**, which many considered to be unsuccessful. However, the Albany Movement was beneficial in helping the group later organize more successful protests. In Atlanta, the group organized successful sit-ins in 1960. After moving their focus from Mississippi back to Atlanta in 1964, the group was victorious in helping African Americans or Blacks gain several General Assembly seats in the reapportionment election. An example of this was the election of Julian Bond, who was the SNCC's communications director. Bond retained his seat in the General Assembly for 20 years.

The **Southern Christian Leadership Conference** (SCLC) was created in 1957 in Montgomery, Alabama in reaction to the Montgomery Bus Boycott. Led by Dr. Martin Luther King, Jr., who was living in Montgomery at the time, the organization eventually was supported by Southern religious leaders. The headquarters for the SCLC was moved to Atlanta. Filing class-action lawsuits against the federal

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government for sustaining segregated employee cafeterias, the SCLC planned rallies, marches, and boycotts to end such scenarios. The SCLC organized protests (the Albany Movement) and opportunities for the economic improvement of African Americans or Blacks throughout the South. Though active throughout the Civil Right Movement, the SCLC continues to strive to change and impact lives. Never forgetting its original goal of civil rights equality, the SCLC today focuses on causes such as health care, prison reform, fair treatment of refugees, and job site safety.

**The Albany Movement.** After the success of the Montgomery Bus Boycott in 1955, civil rights leaders in other southern cities sought to challenge segregation laws. One of the cities selected was Albany, in southwest Georgia. Starting in the fall of 1961, members of SNCC and the local community began to protest the segregationist policies of the city. Massive resistance from whites and the police department led to over 500 protesters landing in jail. However, unlike Montgomery, many of Albany’s black middle class did not initially support the protests. In turn, police Chief Laurie Pritchett used non-violent tactics to arrest, but not harm the protestors.

To draw more national attention to the cause, the SNCC invited Martin Luther King, Jr. to take part in the protest. Though arrested many times, King was released from jail almost immediately (though against his will). Chief Pritchett also made sure he had enough room to imprison all the protestors and worked with other counties to send the demonstrators to their jails as well. In the end, most of the protestors were jailed leaving very few to protest.

By the summer of 1962, King viewed **the Albany Movement** as a failed attempt to desegregate an entire community, but a valuable learning experience. He used what he learned, including the power of protest songs, in his successful Birmingham campaigns. However, the African American or Black citizens of Albany believed that they had accomplished much. According to the New Georgia Encyclopedia, after King and the members of SNCC left the city, black voter registration led to a run-off election for an African American or Black nominee for a county commission seat. More importantly, the next spring the county commission removed all segregation statutes from their books. In 1998, the Albany Civil Rights Institute opened to commemorate the Civil Rights Movement and the role Albany played.

**The March on Washington.** In 1963, over 250,000 civil rights activists gathered in Washington D.C. to promote their cause and push for civil rights legislation. During the March on Washington for Jobs and Freedom, Martin Luther King, Jr. gave what is arguably his most famous speech: “I Have a Dream.” The March on Washington encouraged the passage of the Civil Rights Acts of 1964 and The Voting Rights Act of 1965, and made King the most well-known spokesperson of the Civil Rights Movement.

Throughout the 1960’s, civil rights activists for the Student Non-Violent Coordinating Committee (SNCC) and the Southern Christian Leadership Conference (SCLC) continued to target Georgia. In 1963, Savannah became one of the most integrated cities in the South, due to the efforts of the National Association for the Advancement of Colored People (NAACP). Soon after, Atlanta Mayor Ivan Allan, Jr., Coca-Cola president Robert Woodruff, and other business leaders, worked with civil rights leaders to ensure that Atlanta desegregated peacefully. In the 1970’s, Governor Jimmy Carter called for an end to discrimination in Georgia, and African-Americans or Blacks such as Maynard Jackson and Andrew Young

were elected to high political office. Still, Georgia was slow to change its segregationist policies, especially in the rural areas of the state.

### Resources

Cooksey, Elizabeth B. "Southern Christian Leadership Conference (SCLC)." New Georgia Encyclopedia. 02 August 2016. Web. 19 March 2017. <https://www.georgiaencyclopedia.org/articles/arts-culture/southern-christian-leadership-conference-sclc>

This article provides information about the origins, early years, and efforts in Georgia by the SCLC. It also addresses post-civil rights movement work. Seven other resources are identified as well.

Helm, Frances. "Black Leaders of the Civil Rights Movement." New Georgia Encyclopedia. 02 May 2016. Web. 19 March 2017. <https://www.georgiaencyclopedia.org/special-collections/black-leaders-civil-rights-movement>

This site is part of the Special Collections of the New Georgia Encyclopedia. It provides photographic images of African American or Black leaders of the Civil Rights Movement including, Martin Luther King, Jr., John Lewis, Andrew Young, and many others.

Holliman, Irene V. "Student Nonviolent Coordinating Committee (SNCC)." New Georgia Encyclopedia. 28 February 2017. Web. 17 March 2017. <https://www.georgiaencyclopedia.org/articles/history-archaeology/student-nonviolent-coordinating-committee-sncc>

This article details the efforts of the SNCC in Albany and Atlanta. Other articles are included as resources.

Huff, Christopher A. "Student Movements of the 1960s." New Georgia Encyclopedia. 28 February 2017. Web. 17 March 2017. <https://www.georgiaencyclopedia.org/articles/history-archaeology/student-movements-1960s>

This article provides information regarding movements supported by college students in the 1960's. The Civil Rights Movement, University of Georgia activism, student antiwar protests and other movements are outlined. Other print resources are provided as well.

Kirk, John A. "Martin Luther King Jr. (1929-1968)." New Georgia Encyclopedia. 20 January 2017. Web. 17 March 2017. <https://www.georgiaencyclopedia.org/articles/arts-culture/martin-luther-king-jr-1929-1968>

Information about the work of Martin Luther King, Jr. is provided in this article. Other resources are identified as well.

Lewis, John. "Congressman John Lewis." Congressman John Lewis. U. S. House of Representatives, n.d. Web. Mar. 2017. <https://johnlewis.house.gov/>

This website is the official site of Representative John Lewis. It provides biographical information as well as current information about his ongoing work in Congress.

"Martin Luther King Jr. - Biography". Nobelprize.org. Nobel Media AB 2014. Web. 19 Mar 2017. [http://www.nobelprize.org/nobel\\_prizes/peace/laureates/1964/king-bio.html](http://www.nobelprize.org/nobel_prizes/peace/laureates/1964/king-bio.html)

This official site of the Nobel Prize Organization provides a biography on Martin Luther King, Jr.

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Moye, J. T. "John Lewis (b. 1940)." New Georgia Encyclopedia. 16 January 2017. Web. 17 March 2017. <https://www.georgiaencyclopedia.org/articles/government-politics/john-lewis-1940-2020>

This article shares information about Lewis’s early life, his civil rights activism, and his eventual service in the political arena. Other print resources are provided.

Tuck, Stephen. "Civil Rights Movement." New Georgia Encyclopedia. 19 October 2016. Web. 17 March 2017. <http://www.georgiaencyclopedia.org/articles/history-archaeology/civil-rights-movement>

This article describes the history of the Civil Rights Movement, starting with the movement in the Reconstruction years through recent years. Twelve resources are provided to help with understanding this years-long movement.

<b>SS8G1</b>		<b>Describe Georgia’s geography and climate.</b>	
a. Locate Georgia in relation to region, nation, continent, and hemispheres.			
<b>Least complex</b>		<b>Most complex</b>	
Respond differentially to locate Georgia in relation to region, nation, and continent.  Touch or manipulate items to locate Georgia.	Identify Georgia as a state by name or shape.	Locate Georgia on a regional and national map.	Locate Georgia in relation to the continents.

Teacher Notes:

The state of Georgia is located in the southeastern United States. It is located on the continent of North America, and it is in the Northern (latitude) and Western (longitude) Hemispheres.

Though knowing Georgia’s location appears rather simple it may be worth going over this information in depth with your students. For example, since Georgia is often referred to as a Southern State sometimes students will mistakenly answer that it is located in the Southern Hemisphere.



Georgia in the Southeastern USA



Northern Hemisphere



Western Hemisphere

<b>SS8G1</b>	<b>Describe Georgia's geography and climate.</b>			
	b.	Distinguish among the five geographic regions of Georgia in terms of location, climate, agriculture, and economic contribution.		
<b>Least complex</b>				<b>Most complex</b>
Respond differentially to distinguish among the five geographic regions of Georgia in terms of location, climate, agriculture, and economic contribution.  Touch or manipulate items to distinguish among the five geographic regions of Georgia in terms of location, climate, agriculture, and economic contribution.	Identify the five geographic regions of Georgia in terms of location, climate, agriculture, and economic contribution.  Define climate, agriculture, and economic contributions.  Identify icons on a map and/or map key that represent climate, agriculture, and economic contributions.	Describe the five geographic regions of Georgia in terms of location, climate, agriculture, and economic contribution.  Use a map to identify the climate, agriculture, or economic contribution of a geographic region of Georgia.	Compare and contrast the five geographic regions of Georgia in terms of location, climate, agriculture, and economic contribution.	

Teacher Notes:

The state of Georgia is divided into five geographic regions. In the north, there are three small mountainous regions, each with a differing topography. In the middle of the state is the hilly Piedmont area which is home to many of Georgia's largest cities including Atlanta. Finally, the state is dominated by the Coastal Plain region, which takes up three-fifths of Georgia. The Coastal Plain, which is divided into an inner and outer section, was actually covered by water millions of years ago.

**The Appalachian Plateau Region**

**Location:** This region is located in northwest Georgia; known as the TAG corner (the region connects with Tennessee and Alabama).

**Physical Characteristics:** This region features flat or gently sloping land sitting above surrounding valleys.

**Climate:** The climate of this region has cooler temperatures due to its higher elevation (1800-2000 feet above sea level) and northern latitude. Summer temperatures can reach to the 80's and occasionally the 90's while during the winter months, temperatures span from the 20's to the 40's. During winter months, some snow (average of 5 inches per year) and ice cover the region.

**Agriculture:** Agriculture is limited due to poor soil. However, some corn and soybeans are produced in this region.

**Economic Contributions:** The most profitable industries in this region include tourism and forestry. The production of coal and limestone are productive as well. This region is the only known source of coal in the state.

**Interesting Features:** Located in Georgia's smallest region are Cloudland Canyon and Lookout Mountain. No significant rivers are located in the Appalachian Plateau region. Caving is a popular pastime; however, most caves are located on private property.

**The Valley and Ridge Region (or Ridge and Valley Region)**

**Location:** Located in northern Georgia, this region lies between the Appalachian Plateau region and the Blue Ridge region.

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**Physical Characteristics:** Long, parallel ridges separated by wide, fertile valleys. While ridges can appear to be mountains, the ridges range in height from 700 to 1600 feet above sea level.

**Climate:** The climate is similar to that of the Appalachian Plateau region. The climate of this region has cooler temperatures due to its higher elevation and northern latitude. Summer temperatures can reach to the 80's and occasionally the 90's while during the winter months, temperatures span from the 20's to the 40's. During winter months, some snow and ice cover the region.

**Agriculture:** Approximately 4% of the valleys is farmed and used as pastures. Crops include corn, soybeans, wheat, and cotton. Hardwood and pine timber is harvested as well.

**Economic Contributions:** Textiles and carpets are produced in this region. Some mining occurs as well.

**Interesting Features:** Dalton, Georgia is the "carpet capital of the world." Numerous caves are located in this region.

### The Blue Ridge Region

**Location:** This region is located in the northeastern corner of Georgia. Physical Characteristics: The Blue Ridge Mountains are the highest in the Appalachian Highlands (between 2000 and 5000 feet). Brasstown Bald (4784 feet above sea level), Georgia's highest peak, is located in this region. The beginning of the Appalachian Trail is marked by Springer Mountain (3782 feet). The name of this region comes from the blue haze that seems to envelop the mountains.

**Climate:** Like the other regions with high elevation, the Blue Ridge region features cooler weather in the summer and winter months than the southern portion of the state. It is the region that has the highest precipitation rate at over 80 inches of rain per year. As a result, the major rivers, including the Chattahoochee and Savannah Rivers, originate in the Blue Ridge region.

**Agriculture:** Small farms, located in the region's valleys, produce apples, corn, and vegetables. Pastures are home to large animals.

**Economic Contributions:** Historically, mining has been important to the economy of the region. Gold mining opportunities have encouraged tourists to enjoy the region. The harvesting of timber is profitable for the region.

**Interesting Features:** Brasstown Bald, Georgia's highest peak, and the beginning of the Appalachian Trail brings tourists to the region. Dahlonega, the home to the United States' first gold rush, offers mining opportunities to willing tourists.

### The Piedmont Region

**Location:** The Piedmont region is located in the central part of the state and occupies approximately 30% of the land in the state. The Appalachian Mountain regions (Appalachian Plateau, Valley and Ridge, and the Blue Ridge) are north of the Piedmont while the Fall Line separates the Piedmont from its southern neighbor, the Coastal Plain. (Note: More information on the Fall Line is found in notes for SS8G1c)

**Physical Characteristics:** The Piedmont is characterized by gently rolling hills. The term Piedmont means "foot of the hills". Also, featured in this region are major rivers flowing toward the Coastal Plain. These rivers tend to be shallow and can feature waterfalls or rapids. Red clay, formed when water mixes with the iron rust, is a characteristic of this region.

**Climate:** This region's climate can be steamy and hot in the summers and can deliver snow in the winters. Temperatures can reach into the 90's in the summers and into the 20's during the winter months.

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**Agriculture:** This region is home to significant agricultural production. Crops produced include cotton, soybeans, and wheat. Poultry/eggs, hogs, and cattle/beef are products of this region.

**Economic Contributions:** Timber is harvested in the Piedmont region. This highly industrialized region is devoted to the production of a diverse type of products, including carpet milling, aircraft and automobile manufacturing, and poultry processing. While agriculture is still economically important in this region, animal products such as poultry, eggs, and beef are dominant.

**Interesting Features:** The Piedmont region is the second largest in the state. This region features the urban cities of Atlanta, Columbus, Macon, and Augusta among others. Tornadoes can exact destruction in this region.

### **The Coastal Plain Region**

**Location:** The Coastal Plain region is the southernmost region in the state.

**Physical Characteristics:** This region, 60% of the state, can be divided into two regions: the Inner Coastal Plain and the Outer Coastal Plain. The Inner Coastal Plain (in the western part of the region) is the agricultural heartland of the state. The Outer Coastal Plain includes the coast of Georgia and the Okefenokee Swamp. Major rivers flow through this region to the Georgia coast or the Gulf of Mexico.

**Climate:** This region of Georgia is characterized by hot, steamy summers and cool winters. Snowfall and ice are less likely to occur in this region.

**Agriculture:** The Inner Coastal Plain features fertile soil that produces peanuts, peaches, soybeans, cotton, Vidalia onions, and pecans. Other row crops are grown as well. The Outer Coastal Plain is less fertile due to the sandy soil. However, pine trees are harvested. Some row crops are produced in this region in areas away from the coast.

**Economic Contributions:** The pulp and paper industry is prominent in this region. Commercial fishing and seafood processing occurs in coastal regions. Tourism and recreation are important to the barrier islands and coastal towns. The impact of agriculture on the state's economy is critical. The deep-water ports of Savannah and Brunswick and the inland ports of Bainbridge and Columbus connect Georgia products with global markets.

**Interesting Features:** The barrier islands protect mainland Georgia from hurricanes. In recent years, tornadoes have wreaked havoc on this region.

### **Resources**

Chowns, Timothy. "Appalachian Plateau Geologic Province." New Georgia Encyclopedia. 28 July 2016. Web. March 2017. <http://www.georgiaencyclopedia.org/articles/science-medicine/appalachianplateau-geologic-province>

This article provides an in-depth analysis of the geology of the Appalachian Plateau region. Other resources are identified.

Chowns, Timothy. "Valley and Ridge Geologic Province." New Georgia Encyclopedia. 02 August 2016. Web. March 2017. <https://www.georgiaencyclopedia.org/articles/science-medicine/valley-and-ridge-geologic-province>

This article provides an in-depth analysis of the geology of the Valley and Ridge region. Other resources are identified.

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Frazier, William J. "Coastal Plain Geologic Province." New Georgia Encyclopedia. 28 July 2016. Web. March 2017. <https://www.georgiaencyclopedia.org/articles/science-medicine/coastal-plain-geologic-province>

This article provides an in-depth analysis of the geology of the Coastal Plains region. Other resources are identified.

Geography - Geographic Regions of Georgia - GeogialInfo. Digital Library of Georgia, 2017. Web. Mar. 2017. <http://geogialinfo.galileo.usg.edu/topics/geography/article/geographic-regions-of-georgia>

This article describes the five regions of Georgia.

"Georgia Geography from NETSTATE." Georgia Geography from NETSTATE. NetState, 25 Feb. 2016. Web. Mar. 2017. [http://www.netstate.com/states/geography/ga\\_geography.htm](http://www.netstate.com/states/geography/ga_geography.htm)

This list features characteristics of Georgia's regions. There are advertisements in this website.

Hanley, Thomas. "Piedmont Geologic Province." New Georgia Encyclopedia. 20 October 2016. Web. March 2017. <http://www.georgiaencyclopedia.org/articles/science-medicine/piedmont-geologicprovince>

This article provides an in-depth analysis of the geology of the Piedmont region. Other resources are identified.

Kirkman, L. K. "Upper Coastal Plain." New Georgia Encyclopedia. 02 August 2016. Web. March 2017. <http://www.georgiaencyclopedia.org/articles/geography-environment/upper-coastal-plain>

This article provides insight into the physical environment of the Inner (Upper) Coastal Plain. Other print resources are identified.

LaTour, Timothy E. "Blue Ridge Geologic Province." New Georgia Encyclopedia. 19 October 2016. Web. 21 March 2017. <http://www.georgiaencyclopedia.org/articles/science-medicine/blue-ridgegeologic-province>

This article provides an in-depth analysis of the geology of the Blue Ridge region. Other resources are identified.

Sand, Janice. "Georgia Overview." Natural Resources Spatial Analysis Lab. Natural Resources Spatial Analysis Lab, 2017. Web. Mar. 2017. <http://narsal.uga.edu/gap/georgia/#ridgeandvalley>

This article provides general information about the five regions of Georgia.

Seabrook, Charles. "Lower Coastal Plain and Coastal Islands." New Georgia Encyclopedia. 11 October 2016. Web. March 2017. <http://www.georgiaencyclopedia.org/articles/geographyenvironment/lower-coastal-plain-and-coastal-islands>

This article provides insight into the physical environment of the Outer (Lower) Coastal Plain. Other print resources are identified.

Usery, E. L. "Geographic Regions of Georgia: Overview." New Georgia Encyclopedia. 31 May 2016. Web. March 2017. <http://www.georgiaencyclopedia.org/articles/geography-environment/geographicregions-georgia-overview>

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This overview provides general information about the five regions of Georgia. Other print materials are identified.

<b>SS8CG1</b>	<b>Describe the foundations of Georgia's government.</b>		
	c. Describe the rights and responsibilities of citizens according to the Georgia Constitution.		
<b>Least complex</b>	←—————→		<b>Most complex</b>
Respond differentially to match one or more rights and one or more responsibilities of citizens according to the Georgia Constitution.  Communicate a response to match one or more rights and one or more responsibilities of citizens according to the Georgia Constitution.	Identify the Georgia Constitution.  Identify the rights and responsibilities of citizens according to the Georgia Constitution (i.e., Rights - right to assemble; right to petition; right to vote; right to trial by jury Responsibilities - serving on a jury, paying taxes).	Identify the rights and responsibilities of citizens according to the Georgia Constitution (i.e., right to life, liberty, and property; equal protection; freedom of speech; freedom of the press).	Describe the rights and responsibilities of citizens according to the Georgia constitution.

Teacher Notes:

### The Rights of Citizens

Both the Georgia and U.S. Constitutions include a Bill of Rights outlining the rights of every citizen. For the most part, both documents have similar rights and freedoms, such as freedom of religion, freedom of speech, and the freedom of the press.

### The Responsibilities of Citizens

In addition to rights, citizens of the state and nation also have civic responsibilities. Some of these responsibilities include:

- Paying taxes
- Serving on juries
- Voting

### Resources

Bratcher, Stewart D. "Georgia Bill of Rights." New Georgia Encyclopedia. 18 July 2016. Web. March 2017. <http://www.georgiaencyclopedia.org/articles/government-politics/georgia-bill-rights>

This article provides the historical background of the Georgia Bill of Rights. Three additional print resources are identified.

Stakes, Mary E. "Government and Laws: Overview." New Georgia Encyclopedia. 03 August 2016. Web. March 2017.

<https://www.georgiaencyclopedia.org/articles/government-politics/government-and-laws-overview>

Stakes provides insight into the origins of Georgia's state government, milestones in state government, the structure of Georgia's state government and local government in Georgia. Other print resources are identified.

Wilkes, Donald E. "Writ of Habeas Corpus." New Georgia Encyclopedia. 25 July 2016. Web. 28 March 2017. <http://www.georgiaencyclopedia.org/articles/government-politics/writ-habeas-corpus>  
 This article describes the use of the writ in Georgia and provides examples of how the writ is applied in courts of law. Other print resources are listed.

<b>SS8CG5</b>		<b>Explain how the Georgia court system treats juvenile offenders.</b>	
		b. Describe the rights of juveniles involved in the juvenile justice system.	
<b>Least complex</b>	←————→		<b>Most complex</b>
Respond differentially to identify the rights of juveniles within the Georgia court system.  Communicate a response to identify the rights of juveniles within the Georgia court system.	Define a juvenile.  Identify the juvenile justice system.	Identify the rights of juveniles involved in the justice system.	Describe the rights of juveniles involved in the justice system.

**Teacher Notes:**

Every county in Georgia has a juvenile court. More protective of the child rather than punitive (punishment oriented), the juvenile courts are charged with doing what is best for the child and for society. Unlike adults, in order for a juvenile to be taken into custody, the law enforcement officer must only have reasonable suspicion to believe that the juvenile committed an offense.

When a juvenile is taken into custody, he or she has several rights. The rights that are afforded to juveniles include:

- The right not to have their names or photographs made public.
- The right to not self-incriminate and to be counseled on what self-incrimination is.
- The right not to be placed with adult offenders.
- Notice of charges.
- Counsel.
- Confront and cross-examine witnesses.
- Transcript of proceedings.
- Appellate review.
- Proof beyond a reasonable doubt.
- No double jeopardy.

**Resources**

"Criminal Justice and the Juvenile." Georgia Public Broadcasting. Georgia Public Broadcasting, 05 Feb. 2009. Web. Mar. 2017. [http://www.gpb.org/georgiastories/stories/criminal\\_justice\\_and\\_the\\_juvenile](http://www.gpb.org/georgiastories/stories/criminal_justice_and_the_juvenile)  
 This video provides information about the juvenile justice process in Georgia. A study guide for the teacher is provided.

Wood, Gwen Y. "Judicial Branch: Overview." New Georgia Encyclopedia. 27 September 2016. Web. 29 March 2017.

<https://www.georgiaencyclopedia.org/articles/government-politics/judicial-branch-overview>

This article provides insight into all the courts created by Georgia’s constitution. Other print materials are referenced.

<b>SS8E3</b>		<b>Explain the principles of effective personal money management.</b>	
		a. Explain that income is the starting point for personal financial management.	
<b>Least complex</b>	←—————→		<b>Most complex</b>
Respond differentially to identify real-life examples of income.  Communicate a response to identify real-life examples of income.	Define income.	Identify sources or types of income.	Describe income as money earned through employment and investments.  Provide real-life examples of income as the first step of a personal financial management plan.

**Teacher Notes:**

Developing a personal financial management plan is unique to every individual. Spending and saving goals should be considered in making a realistic, workable plan. Perhaps the most important factor when first developing a financial plan should be the individual’s income. Income is the money received (coming in) for labor or services, the sale of property or goods, from financial investments, or other services. Knowing monthly income allows the individual to know how much money is available to take care of expenditures (to spend). This allows the individual to maintain control of his money and helps to achieve long- and short-term financial goals.

**Resources**

Caldwell, Miriam. "5 Steps to Managing Your Personal Finances." The Balance. The Balance, 2017. Web. Apr. 2017. <https://www.thebalance.com/manage-your-personal-finances-2385812>

This article provides information for financial goal setting and creating and managing a budget. Links to other articles are provided. Some advertisements are found on this site.

Ravenscraft, Eric. "How to Start Managing Your Money, For Those Who Never Learned Growing Up." Lifehacker.com, 12 May 2015. Web. Apr. 2017. <http://lifelifehacker.com/how-to-manage-your-money-for-those-who-never-learned-g-1703892260>

This resource provides information about managing money basics.

<b>SS8E3</b>		<b>Explain the principles of effective personal money management.</b>	
		b. Describe the reasons for and the benefits of a household budget.	
<b>Least complex</b>	←—————→		<b>Most complex</b>
Respond differentially to identify the reasons for and the benefits of a household budget.  Communicate a response to identify the reasons for and the benefits of a household budget.	Identify and/or define income.  Identify and/or define expenditure.  Identify and/or define a household budget.	Identify the reasons for or benefits of a household budget.	Describe the reasons for or benefits of a household budget.

Teacher Notes:

Individuals should create household budgets and start tracking expenses as soon as they begin their first fulltime job. There are many reasons for creating a household budget. Creating a budget for spending and saving helps to monitor financial resources so that an individual does not become over-extended. A budget offers an organized way to establish short and long-term savings opportunities. By carefully monitoring the budget, an individual can adjust expenses and savings if there is a change in income or expenditures. A budget helps to compare annual income with annual expenses in order to meet financial goals.

The benefits of creating a household budget are diverse. An individual gains increased financial freedom when in control of personal finances. A budget encourages an individual to save so that long-term financial goals can be achieved. Budgets help adapt to changes in financial circumstances, whether it be an emergency, loss of a job, or extended sickness. Budget analysis allows an individual to understand where money is spent and to identify unnecessary expenditures.

**Resources**

“Five Things You Need to Know about Money and Budgeting.” Money Management International, 2016. Web. Mar. 2017. <https://www.moneymanagement.org/Budgeting-Tools/CreditArticles/Money-and-Budgeting/Five-Things-You-Need-to-Know-About-Money-and-PersonalBudgeting.aspx>

This short webpage provides a list of budgeting strategies to encourage financial stability.

“Make a Personal Budget and Keep Track of Spending.” Money Management International, 2016. Web. Mar. 2017. <https://www.moneymanagement.org/Budgeting-Tools/Credit-Articles/Money-andBudgeting/Make-a-Personal-Budget-and-Keep-Track-of-Spending.aspx>

This webpage details steps in creating a budget. Also provided is a link to a budget worksheet.

<b>SS8E3</b>		<b>Explain the principles of effective personal money management.</b>	
		c. Describe the reasons for and the benefits of savings.	
<b>Least complex</b>	←—————→		<b>Most complex</b>
Respond differentially to identify the reasons for and the benefits of savings.  Communicate a response to identify the reasons for and the benefits of savings.	Identify and/or define savings.	Identify the reasons for or a benefit of savings.	Describe the reasons for or benefits of savings.

Teacher Notes:

Savings is the portion of income not spent on current expenditures. Because a person does not know what will happen in the future, saving money should be a priority to make provisions for unexpected events or emergencies that might occur. **Reasons for saving** include:

- Providing a cushion for emergencies. The sudden loss of income, unexpected medical expenses, or the breakdown of a necessary appliance can strain a budget and savings can help avoid going into debt.

- Planning for retirement. Adequate savings and/or investments often take the place of the income that you will no longer get from your job, or when you retire.
- Longer life expectancy. As a result of advances in geriatric medicine and public health, people are living longer and need additional income on which to live.
- Volatility of Social Security. Social Security should not be considered the primary source of retirement income and, therefore, savings can be used to supplement income.
- Education. Costs for private and public education rise every year and savings can provide a means to meet the increased financial demands.
- Making large, expensive purchases. Savings can assist in the purchase of items that are too costly to purchase with monthly income. Buying major appliances, purchasing an automobile, or paying for a vacation can all be paid for by saving a portion of income.

Without savings, unexpected events can result in large financial burdens.

Benefits of saving money are diverse. Savings can provide a “financial backstop,” encourage feelings of security, and peace of mind. **Benefits of saving** include:

- Provides seed money. Allows for higher-yielding investments in stocks, bonds, and mutual funds.
- Encourages a sense of control over life events. Saving money to live a better, more fulfilling life can be a great motivator.
- Lowers the stress level. Financial security decreases health concerns.
- A positive example for children. Children learn strong lessons when they observe parents saving for the future.
- Wealth building. Being able to accumulate wealth provides the opportunity to multiply wealth through investments.
- The ability to pursue opportunities. Whether it is a personal dream, family travel, or a job opportunity in a foreign country, financial success through saving can make opportunities a reality.

### Resources

Caldwell, Miriam. “7 Reasons You Need to Save Your Money.” The Balance. About, Inc., 2017. Web. Mar. 2017. <https://www.thebalance.com/learn-the-most-important-reasons-to-save-money-2386123>

This list of seven reasons to save provides valid information that can lead to financial security.

“The Importance of Saving Money.” Pocket Smart. Pocket Smart, 2013. Web. Apr. 2017.

[http://pocketsmart.org/financial\\_management/save/](http://pocketsmart.org/financial_management/save/)

This site provides a list of important reasons for saving money.

“What is Savings and Why is it Important?” Family Economics and Finance Education, Dec. 2010. PDF. The University of Arizona. Mar. 2017.

<http://financeintheclassroom.org/downloads/WhatSavingswhyimportant.pdf>

This document defines the term saving, how to save, and when to begin saving

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SS8E3		Explain the principles of effective personal money management.	
		d. Describe the uses of debt and associated risks.	
Least complex		Most complex	
<p>Respond differentially to identify types of debt.</p> <p>Respond differentially to identify debt risks.</p> <p>Communicate a response to identify types of debt.</p>		<p>Define debt, credit, interest, and bankruptcy.</p> <p>Identify uses of debt.</p> <p>Identify the risks of debt.</p> <p>Describe uses of debt.</p> <p>Describe debt risks using real-life examples.</p>	

Teacher Notes:

**Debt** is an amount of money borrowed by one party from another party. While we typically think of debt as a negative consequence of poor planning or circumstances beyond one’s control, debt can provide positive opportunities for individuals. **Acceptable uses of debt** include purchasing a home (mortgage), advancing education, starting or expanding a business, and fulfilling dreams. However, fulfilling a dream is not a license to debt-finance lavish spending without regard for the future. Debt allows for the delayed payment for goods or opportunities and usually comes with a cost, known as interest (an additional amount you pay to use borrowed money). For example, if you finance a vehicle for \$20,000 with an interest rate of 3% for a 60-month period, the entire loan total would be \$21,562. The interest would amount to \$1,562.

**Associated risks of debt** include having to make payments on a loan even when you are not financially able to make the payment. Credit ratings can be adversely affected because as you borrow more, the risk to the lender increases, so you'll pay a higher interest rate on subsequent loans. **Bankruptcy** (a legal proceeding involving a person or business that is unable to repay outstanding debts) is a very real concern with uncontrolled debt. In certain occupations, including the military, industrial, and medical research, prolonged excessive debt will cause negative impacts that can lead to dismissal from a job. Unchecked debt can lead to stress and other health related issues, including stroke, hypertension, and mental health issues.

Identifying areas of debt is important so that it can be managed before it becomes detrimental to financial security.

**Resources**

“Georgia’s Debt Clock.” State of Georgia Debt Clock. N.p., 2017. Web. Apr. 2017. <http://www.usdebtclock.org/state-debt-clocks/state-of-georgia-debt-clock.html>  
 Interesting to use with a classroom of students. Also has a world debt clock tab.

Naylor, Tabitha Jean. “4 Good Reasons to Go Into Debt.” Benzinga, 1 Aug. 2014. Web. Apr. 2017. <https://www.benzinga.com/general/topics/14/08/4749498/4-good-reasons-to-go-into-debt>  
 This article lists four acceptable reasons for debt. Some advertisements are included on this webpage.

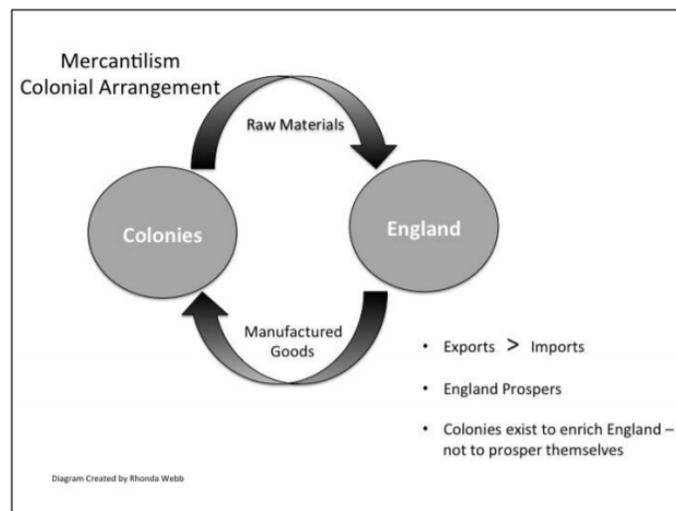
## HIGH SCHOOL UNITED STATES HISTORY

<b>SSUSH1</b>	<b>Compare and contrast the development of English settlement and colonization during the 17th Century.</b>		
	a. Investigate how mercantilism and trans-Atlantic trade led to the development of colonies.		
Least complex			Most complex
	Identify mercantilism, trans-Atlantic trade, raw materials, manufactured goods, and colonies.	Describe mercantilism, trans-Atlantic trade, and colonies.  Describe why England developed colonies.  Identify a benefit of mercantilism.  Identify the roles of the trans-Atlantic trade and colonies in mercantilism.	Identify the effects or importance of mercantilism, trans-Atlantic trade, and colonies.  Describe the roles of the trans-Atlantic trade and colonies in mercantilism.

**Teachers Notes:**

Although many English colonists came to North America searching for religious or political opportunity, it was economic opportunity that fueled the ambition of other English colonists, as well as their mother country. Investors sought financial returns for their colonial ventures. England sought to extract resources from North America in order to compete with their European rivals for wealth and power. By the 1650s, England was heavily entrenched in trans-Atlantic trade based on mercantilism.

**Mercantilism** is an economic theory based on reducing a country’s imports while expanding its exports in order to maximize wealth. In the highly competitive European world of the sixteenth and seventeenth centuries, wealth equated to power. Thus, mercantilism inspired European governments, including England, to promote American colonies as sources of raw materials not readily available in the mother country. Some of the most important resources England plucked from its colonies included lumber, sugar, wool, tobacco, rice, and indigo. These raw materials were then used in England to produce manufactured goods for export to other European countries and back to the colonists in North America.



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A favorable trade balance resulted for England in the colonial arrangement. Raw materials that were scarce in England were acquired from their colonial possessions. Simultaneously, the colonies were a ready market for the manufactured products produced in England from the raw materials. The trans-Atlantic trade network that resulted led to various colonial labor arrangements and restrictive policies to ensure England maximized its mercantilist potential.

England implemented a series of Navigation Acts in the mid-1600s to ensure a favorable trade arrangement with the colonies. The laws were designed to keep England's own colonies from competing with their mother country by mandating three fundamental criteria for trans-Atlantic trade. First, all goods shipped to or from English North America had to travel on English ships. Second, any goods being imported to the colonies from Europe had to first be processed through an English port. And third, most colonial resources could only be exported to England. The Navigation Acts restricted the profits colonists could receive for their products, hindered the development of large-scale manufacturing in the colonies, and forced colonists to pay high prices for goods they were only allowed to purchase from England. One positive effect of the Navigation Acts on the colonies was the emergence of ship building as a viable industry in New England. Since the Navigation Acts required all goods to travel on English ships, there was an instant demand for more ships to be built from the lumber readily available in North America. Another effect of the Navigation Acts was increased smuggling of goods into North America by colonists who sought their own lucrative trade practices- regardless of legality.

A good document to use with students concerning the reasons for England's interest in colonizing North America is Richard Hakluyt's 1584 essay, *Discourse of Western Planting*. Excerpts from this document have been compiled by the National Humanities Center and can be accessed at <http://nationalhumanitiescenter.org/pds/amerbegin/exploration/text5/hakluyt.pdf>.

England's trans-Atlantic trade flourished under the mercantilist system. Trans-Atlantic trade, sometimes referred to as Triangular Trade, often took a three-step voyage around the Atlantic rim. First, English ships loaded with rum, cloth, and other manufactured goods sailed to Africa, where they were traded for Africans as part of the slave trade. Then, in the Middle Passage (discussed further in SSUSH2), the slaves were transported on a brutal voyage to the Americas and sold there as a forced labor commodity to colonial landowners. The third step of the journey transported American raw materials to England to be made into the manufactured goods that would start the cycle again. An illustration of the Triangular Trade model can be accessed at [https://simple.wikipedia.org/wiki/Triangular\\_trade#/media/File:Triangle\\_trade2.png](https://simple.wikipedia.org/wiki/Triangular_trade#/media/File:Triangle_trade2.png).

Colonial labor was critical for the production of materials England needed for a profitable mercantilist system. Labor needs were first filled through the use of indentured servants and then later by permanently enslaved Africans. Indentured servants were typically lower-class Englishmen who could not afford to pay for the voyage to North America but saw life in the colonies as an opportunity for economic advancement they would otherwise never have in England. Indentured servants worked for a landowner in exchange for their passage to North America. The landowner obtained labor and the indentured servant obtained the future opportunity to own land after working off their debt over a period of approximately four to seven years.

Tensions began to develop over the continual need to supply land to newly freed indentured servants. African slaves were introduced as a labor source beginning in 1619 (discussed in SSUSH2). Eventually, plantation owners came to rely on African slaves as a more profitable and renewable source of labor.

England developed resource-producing colonies in North America primarily to fuel mercantilism and to amass wealth and power over their European rivals. The resulting trans-Atlantic trade system was regulated through Navigation Acts and led to various labor sources being used by colonists to meet the resource demands of England.

**Resources**

From Raw Materials to Riches: Mercantilism and the British North American Colonies is a simulation lesson produced by the Federal Reserve Bank’s Educational Resources division. Students interpret primary sources through simulation in order to better evaluate the strengths and weaknesses of the mercantilist policies used by England in the colonies.

<https://www.stlouisfed.org/education/mercantilism-and-the-british-north-american-colonies>

SSUSH11	Examine connections between the rise of big business, the growth of labor unions, and technological innovations.		
	c. Examine the influence of key inventions on U.S. infrastructure, including but not limited to the telegraph, telephone, and electric light bulb.		
Least complex		Most complex	
Respond differentially to identify key inventions that influenced U.S. infrastructure.	Identify key inventions that influenced U.S. infrastructure.	Describe the influence of key inventions on U.S. infrastructure in terms of enhanced safety and connectivity across great distances.	Describe the influence of key inventions on U.S. infrastructure in terms of efficiency and productivity.

**Teacher Notes:**

The infrastructure of the United States was changed over time by various inventions. Some of the most important inventions were influenced by the conduction of electric current that was realized in the 1830s. Transmitting electric current enabled instant communication by way of telegraph transmission and later the telephone. In the 1870s, Thomas Edison changed American businesses and homes with the invention of the electric light bulb. The effects of technological advances forever changed how people lived and worked.

The changes in communication, as well as the expansion of railroads, helped to better connect the quickly expanding West with the industrializing East. The transfer of information, resources, and marketable goods connected all regions of the United States. **Telegraph** communication was the first nationwide information transmitter. Samuel Morse invented the technology in 1832. The telegraph machine received coded messages across electric wires connecting long distances. Morse Code is the system of dots and dashes that correspond to letters of the alphabet. Telegraph operators decoded the messages sent instantaneously across the telegraph wires. With the development of telegraph

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technology, business could be more efficiently conducted between industrial centers in the East and their sources for raw materials in the South and West. The Civil War was the first war conducted with the use of widespread telegraph connectivity. Abraham Lincoln and his Secretary of War Edwin Stanton received almost daily updates at the Washington DC telegraph office from various fighting fronts and were able to coordinate the entire war based on real time information from the field.

In 1876, Alexander Graham Bell further expanded on the telegraph's capability for instant communication. He invented the **telephone**, which allowed for voice - to - voice communication over electric wires. As was true for the telegraph, the telephone impacted the United States by allowing instant communication. With the invention of the telephone, conversations were more efficient and true discussion between individuals in distant locations was made possible.

Thomas Edison was one of the most famous and successful American inventors. He invented a wide variety of technologies and held over 1,000 patents. Edison established the concept of industrial research, which allowed him to develop and expand his wide-ranging ideas. He founded a research laboratory in Menlo Park, New Jersey that was staffed by engineers and technicians under his direction.

One of Edison's most revolutionary inventions was the **electric light bulb**. Not only did this development allow factories to be lit and operate twenty-four hours a day, but the light bulb also illuminated buildings, streets, and neighborhoods across the United States. The light bulb was developed in the 1870s and quickly replaced the more dangerous and expensive lamp oils that burned for illumination.

With greater technological innovation, such as the telegraph, telephone, and electric light bulb came greater connectivity and productivity for the development of industry in the United States. The late nineteenth century was a time of great change in the way people lived and conducted business in part because of these inventions. Communities invested in the technology that in turn cut costs to individuals. The United States became a contending industrial producer during the same period in part because of the efficient production of products and ease of communication for business across great distances.

### Resources

Thomas Edison's Menlo Park Museum includes background information on Edison's research laboratory and resources for teachers. <http://www.menloparkmuseum.org>

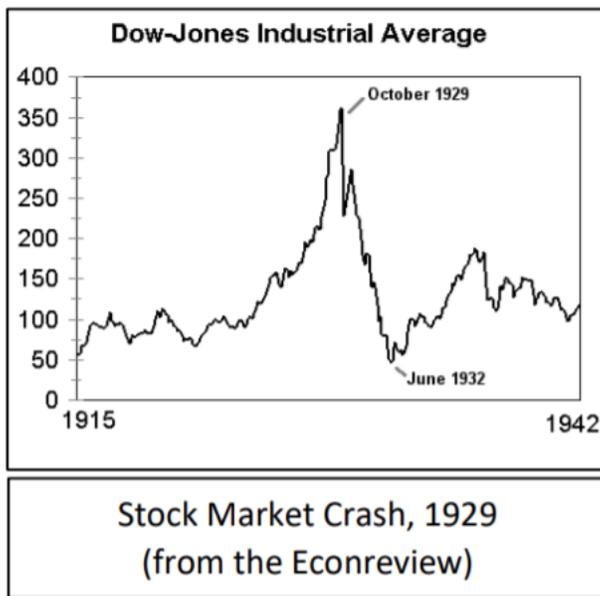
SSUSH17	<b>Analyze the causes and consequences of the Great Depression.</b>		
	a. Describe the causes, including overproduction, underconsumption, and stock market speculation that led to the stock market crash of 1929 and the Great Depression.		
Least complex	←—————→		Most complex
Respond differentially to identify economic causes of the Great Depression.	Identify the economic factors that led to the Great Depression.	Identify the economic factors that led to the stock market crash of 1929.  Describe the economic factors that led to the Great Depression.	Describe the economic factors that led to the stock market crash of 1929.

Teacher Notes:

While many European nations suffered a post-World War I recession, the United States did not. American businesses, farms, and banks profited greatly during World War I by selling products to European markets. However, by 1929, the economic boom for the United States was over and the Great Depression began. There are numerous causes that together led to the severity of the Great Depression.

The causes of the Great Depression were:

1. Industrial **overproduction** - Industries increased their productive capacity to produce and sell more goods. As a result, a supply surplus was created. This problem became exacerbated by Europe's struggling post-war market. The European countries could not buy as much American made product due to their own financial difficulties. The United States had more goods than consumers.
2. Consumer overspending - With cash to spend after the war, Americans went on a spending spree. The development of the national consumer market in the United States and the advent of consumer credit further encouraged spending. After the Stock Market collapse in October 1929, consumers quit spending except for absolute necessities creating a surplus of goods in the marketplace. This caused **under-consumption**, which deepened the economic slowdown.
3. "Get rich quick" attitudes - Investors sought to maximize their wealth through speculation in real estate and the stock market. To obtain capital for expansion, companies began to offer more shares of stock for sale. Seeing growing demand for stock translate into growing value of stock shares, speculators began to buy and sell stocks quickly to profit from the rising market. Buyers were allowed to borrow money to purchase stocks with as little as 10% down. The gamble for buyers paid off as long as stock prices continued to rise. When the prices fell, these stock buyers were in debt to their stockbrokers with no way to pay off what they owed. Eventually, the speculators began to sell off stock to make profits and touched off a run on selling. The large numbers of stocks sold at the same time led to the **Stock Market Crash** of October 1929.



4. Disparity in Wealth - While many Americans prospered during the 1920s, some economic sectors did not. Farmers lost income throughout the 1920s because European markets stopped buying American farm goods. Coal mining suffered as oil began to replace coal as a fuel. In general, workers' wages failed to keep pace with prices during the period. As a result, an unequal distribution of wealth developed. The richest 1% of the American population owned approximately 40% of the country's wealth.
5. Banking Panic - As unemployment increased, depositors began to withdraw more and more of their savings from their bank. Lacking sufficient reserves, banks were forced to call in loans, which in turn touched off a wave of bankruptcies. Unable to collect outstanding loans, banks began to fail. In all, 9,000 banks failed during the 1930s. Many people lost their life savings. The bank failures led to a demand for more cash in the economy, which contradicted the Federal Reserve policy of the era. The shortage of cash in circulation worsened the effects of the economic downturn.

With all of these factors in play simultaneously, the Great Depression began and continued to get worse. A capitalist system naturally has dips in the economic cycle. However, the events of the 1920s (overproduction, under-consumption, and the Stock Market Crash) made the crisis far more severe than a normally occurring downturn.

### Resources

The Federal Reserve Bank offers a number of good lessons related to the causes of the Great Depression. Each lesson relates the economic concepts to the study of historical content.

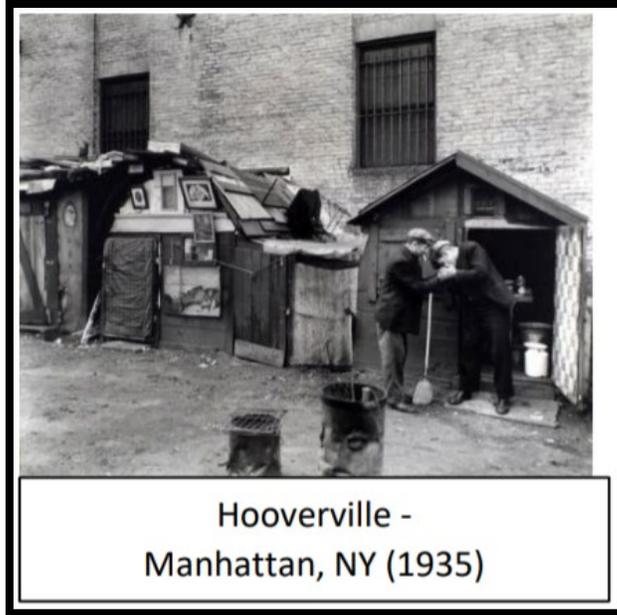
<https://www.stlouisfed.org/the-great-depression/curriculum/lesson-plans>

<b>SSUSH17</b>	<b>Analyze the causes and consequences of the Great Depression.</b>		
	c. Explain the social and political impact of widespread unemployment that resulted in developments such as Hoovervilles.		
<b>Least complex</b>	←—————→		<b>Most complex</b>
Respond differentially to identify social impacts of widespread unemployment during the Great Depression.	Identify social impacts of widespread unemployment during the Great Depression.	Identify political impacts of widespread unemployment during the Great Depression.  Describe social impacts of widespread unemployment during the Great Depression.  Identify the responses of local communities to widespread unemployment during the Great Depression (e.g., soup kitchens, Hoovervilles).	Describe political impacts of widespread unemployment during the Great Depression.  Describe the responses of local communities to widespread unemployment during the Great Depression (e.g., soup kitchens, Hoovervilles).

Teacher Notes:

By 1933, twenty-five percent of the labor force was unemployed in the United States and millions more could only find part time jobs. In 1932, Fortune Magazine reported that 34 million people belonged to families with no regular, full-time wage earner. There were two million homeless people migrating around the country. Women and minorities were especially hard hit. Women, many of whom were single parents, were often fired because many businesses felt jobs should go to men first. Blacks were often the first laid-off only to be replaced by White workers. Children were often malnourished.

While there were some public assistance programs and private charities, they were quickly overwhelmed by the sheer numbers of those who needed assistance. Men abandoned their families to search for work and, when they were unable to find a job, did not return home out of shame. Some teenagers were asked to leave home and find a job to support themselves when their families were increasingly unable to do so. Homeless families, lacking shelter, used cardboard and packing crates to create encampments called Hoovervilles. The name was meant to cast criticism on President Hoover and his handling of the economic crisis.



While in office, Herbert Hoover attempted to diminish the impact of the Great Depression by creating work relief programs that included the construction of the Golden Gate Bridge and the Boulder (later Hoover) Dam. He attempted to slow home foreclosures by asking the Federal government to guarantee home loans. However, his programs appeared to the public as too little, too late. He had been reluctant to involve the government early in the economic crisis. It was not until the situation was severe that he began to act and at that point his efforts had minimal impact.

In 1932, Hoover ran for re-election. The Democratic candidate for President was Franklin D. Roosevelt, who publicly blamed Hoover for the Great Depression. Hoover lost the election by a very wide margin, obtaining only 39.7% of the popular vote compared to Roosevelt's 57.4%.

### Resources

The Herbert Hoover Presidential Library offers information regarding the President's approach to the Great Depression. Included on the site is background information, documents, and images.

<https://hoover.archives.gov/exhibits/great-depression>

The History Channel provides information, images, and video clips describing conditions in Hoovervilles and their development. <http://www.history.com/topics/hoovervilles>

SSUSH5	Investigate specific events and key ideas that brought about the adoption and implementation of the United States Constitution.		
	c. Explain the key features of the Constitution, including the Great Compromise, limited government, and the Three-Fifths Compromise.		
Least complex			Most complex
Respond differentially to identify the key features of the Constitution, including the Great Compromise, limited government, and the Three-Fifths Compromise.	Identify the Great Compromise, limited government, and the Three-Fifths Compromise.	Describe the Great Compromise, limited government, or the Three-Fifths Compromise.	Identify the purpose and/or importance of the Great Compromise, limited government, or the Three-Fifths Compromise.
Communicate a response to identify the key features of the Constitution, including the Great Compromise, limited government, and the Three-Fifths Compromise.			

Teacher Notes:

The new United States Constitution was written by state delegates who met in Philadelphia from May through September of 1787 at the Constitutional Convention. The original purpose of the convention was to revise the flawed Articles of Confederation but soon the decision was made to create a new government structure. The proceedings were kept private among the delegates until the details had been worked out and a final draft was ready to be sent to the states for ratification. The group of fifty-five delegates chose George Washington to preside over the convention. Throughout the summer of 1787, the delegates debated contending plans for the new government framework that pitted groups of states against one another. The compromises that were negotiated during the Constitutional Convention became the basis for the United States Constitution.

Despite the fact that most delegates to the Constitutional Convention believed the government designed by the Articles of Confederation had to be replaced, many still feared a strong central government. To reassure people that the new government would not be too powerful, the framers of the Constitution created a **limited government** with divided powers. The framers were greatly influenced by the ideas of the framed French political thinker Charles de Montesquieu. Powers were divided in two ways within the new government. First, power was divided between national and state governments. Second, power in the federal government was shared between three branches. The power of the executive branch was weakened because it was shared with the legislative and judicial branches. For example, the legislature can override a presidential veto of a bill, and the Supreme Court can rule that a bill signed by the president is unconstitutional. This safeguard against an abuse of power gives each branch of government a way to check and balance the power of the other branches. Even though the delegates uniformly believed in the limited government approach to creating the new government structure, there were significant issues that divided them when deliberating the details. One great issue facing the delegates to the Constitutional Convention was how to apportion representation in the new government's legislature. Under the Articles of Confederation, each state had one vote, which put each state on equal footing regardless of population. States with large populations wanted more influence in the government and supported James Madison's proposal known as the Virginia Plan. Under Madison's proposed government plan, representation in the nation's legislature would be proportional to each state's population. Thus, states like Virginia would have greater

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representation and voting power in the federal legislature. Virginia's population in 1797 was the largest of any state with approximately 692,000. The next closest state in terms of population was Pennsylvania with approximately 494,000. Virginia, and other large states, believed it was appropriate for them to have a stronger voice in making policy than a small state like Delaware, with a population of only 59,000 people.

States with smaller populations were reluctant to abandon the equality they had with larger states under the structure of the Articles of Confederation. To counter Madison's Virginia Plan, the small states supported the New Jersey Plan that featured a legislative branch in which all states were equally represented. Essentially, the New Jersey Plan would have maintained the government structure from the Articles of Confederation but expanded the powers Congress would have over the states. The result of the two proposals was a divided Constitutional Convention in which the large states and small states both vied for legislative power.

Compromise was essential for the Constitutional Convention to succeed in satisfying the contending viewpoints on the framework for a new government. Delegates to the Constitutional Convention settled the issue of representation in Congress by approving the **Great Compromise**. This compromise helped save the Constitution by settling the dispute between states with large populations and states with small populations. The compromise called for the creation of a legislature with two chambers, a bicameral legislature. There would be a House of Representatives in one chamber, with representation based on population. The second chamber would be a Senate, with equal representation for all states. Proposed legislation had to achieve a majority vote by both chambers of the legislature before being passed on to the newly created executive branch to be signed into law.

Another divisive and controversial issue that confronted delegates at the Constitutional Convention was slavery. Though slavery existed in all the states, southern states depended on slave labor because their economies were based on producing cash crops. When it became clear that states with large populations might have more representatives in the new national government, states with large populations of enslaved people demanded to be allowed to count slaves as a part of their population. Northern states resisted. Both sides compromised and agreed to the provisions of the Three-Fifths Compromise in the final plan for the new government. The **Three-Fifths Compromise** allowed states to count three-fifths of their slaves when calculating their entire population. Also, to protect the practice of slavery, states with large numbers of slaves demanded that the compromise include provisions for the new government to allow for the continuation of the slave trade for 20 years and for northern states to return runaway slaves to their owners.

The deliberations and negotiations concerning the key issues of representation, limited government, and slavery lasted through the summer of 1787. Thirty-nine of the fifty-five delegates signed the final draft of the new United States Constitution on September 17, 1787. The proposed Constitution was then sent to each state for ratification at state conventions.

### Resources

The Ashbrook Center has compiled resources related to the Constitutional Convention. In addition to an overview of the convention's proceedings, there are documents related to delegate attendance,

correspondence, and committee assignments. There is a section devoted to teacher resources and plans for teaching about the Constitutional Convention. Delegate biographies are also included that give better insight on why certain state representatives took particular sides on the issues being debated. <http://teachingamericanhistory.org/convention/>

<b>SSUSH5</b>	<b>Investigate specific events and key ideas that brought about the adoption and implementation of the United States Constitution.</b>		
	e. Explain how objections to the ratification of the Constitution were addressed in the Bill of Rights.		
<b>Least complex</b>	←————→		<b>Most complex</b>
Respond differentially to identify key protections within the Bill of Rights.	Identify key protections within the Bill of Rights (i.e., the right to assemble, the freedom of speech).	Identify key protections within the Bill of Rights (i.e., the right to a trial by jury, protections against self-incrimination).  Describe key protections within the Bill of Rights (i.e., the right to assemble, the freedom of speech).	Describe key protections within the Bill of Rights (i.e., the right to a trial by jury, protections against self-incrimination).  Describe key issues solved by the Bill of Rights (i.e., power of states, rights of the people).

**Teacher Notes:**

One of the principal reasons that the American colonists revolted against the British government was the colonists' belief that Parliament had abridged colonial rights as guaranteed to them under the English Bill of Rights. When the Constitution was drafted, the Anti-Federalists felt that a strong central government could also infringe upon civil liberties. The Anti-Federalists would not ratify the new Constitution without the inclusion of a bill to protect citizen rights.

The Federalists indicated that they would support the addition of a Bill of Rights as one of the first orders of business in the new government if the Anti-Federalists would ratify the Constitution in its current form. The deal resolved the impasse, and the Constitution was ratified by the required nine states upon New Hampshire's vote on June 21, 1788, thus putting the new United States Constitution into effect. The remaining states soon followed.

As was pledged during the ratification process, James Madison introduced a proposal to the new federal Congress for a Bill of Rights in June 1789. The proposal was approved separately by both houses of Congress by September 1789 and ratified by the states by April 1792. The negotiation between the Federalists and Anti-Federalists had succeeded in getting the Constitution ratified and the Bill of Rights was added as promised.

An examination of the Bill of Rights should emphasize that the first nine rights deal with key individual protections. These rights include the right of free expression, assembly, protections against self-incrimination, and the right to a trial by a civilian jury (as opposed to the hated Admiralty Courts). To protect these individual rights, Madison limited the power of the federal government in the Tenth Amendment by reserving any un-enumerated rights to the states. The rights guaranteed in the Bill of

Rights remedied the objections Anti-Federalists had to the original Constitution, which they feared did not protect citizens from the potential abuse of power by the federal government.

**Resources**

The Bill of Rights Institute offers teachers detailed lesson plans and resources for teaching about the first ten amendments to the Constitution. There are documents, lessons, and commentary about the content of the amendments and the process used to add them to the Constitution.

<https://www.billofrights.org/primary-sources/bill-of-rights>

iCivics is a good resource for teachers to use when teaching about the Bill of Rights. Interactive lessons are offered that include documents and situational experiences for students to consider how the rights guaranteed in the Bill of Rights would apply.

<https://www.icivics.org/teachers/lesson-plans/youve-got-rights>

<b>SSUSH10</b>		<b>Identify legal, political, and social dimensions of Reconstruction.</b>	
		c. Describe the significance of the Thirteenth, Fourteenth, and Fifteenth amendments.	
<b>Least complex</b>	←—————→		<b>Most complex</b>
Respond differentially to identify an amendment.  Communicate a response to identify an amendment.	Define amendment.  Identify the Thirteenth, Fourteenth, and Fifteenth amendments.	Describe the Thirteenth, Fourteenth, and Fifteenth amendments.	Identify the significance of the Thirteenth, Fourteenth, and Fifteenth amendments.

**Teacher Notes:**

The Thirteenth, Fourteenth, and Fifteenth amendments are collectively referred to as the Reconstruction Amendments. They effectively ended slavery, extended citizenship, and allowed voting rights for former (male) slaves. These amendments are significant because they establish a federal mandate concerning the end of slavery in the United States. Even with these amendments to the United States Constitution, many states in the South passed Black Codes, or Jim Crow Laws, that restricted Blacks and denied them true equality.

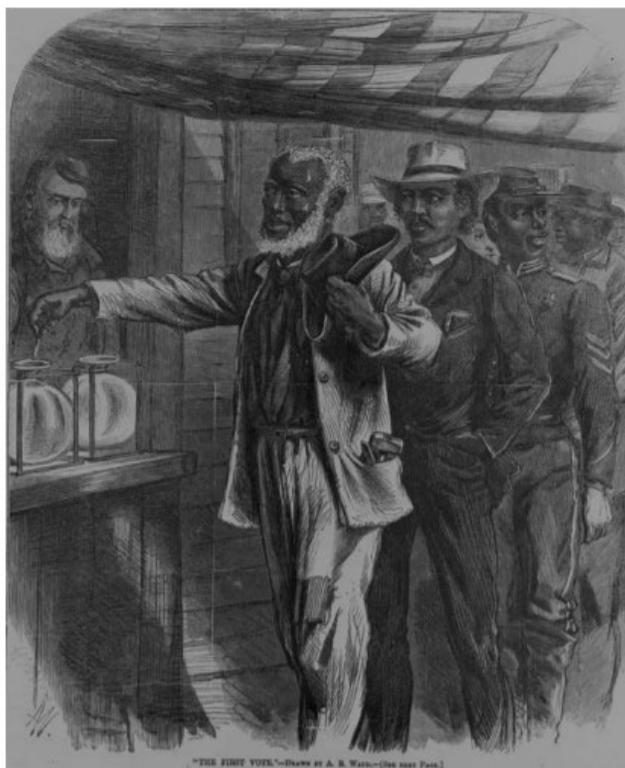
The **Thirteenth Amendment** was adopted in 1865 and is very direct concerning the end of slavery in the United States. The amendment reads, "Neither slavery nor involuntary servitude, except as a punishment for a crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction." Because the amendment ended slavery, it made null the provisions for slavery within the original Constitution. The overturned policies included a fugitive slave clause requiring runaway slaves to be returned to their owners and the 3/5 Compromise concerning the count of slaves as part of a state's population for representation in the Congress.

The **Fourteenth Amendment** was adopted in 1868 and is a little more complex than the Thirteenth amendment, which banned slavery. There are two main provisions in the amendment. First, it declares that all people born or naturalized to the United States are citizens. As a Reconstruction Amendment,

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this provision meant that former slaves were indeed citizens of the United States. The second provision of the Fourteenth Amendment requires that states protect the rights of all United States citizens. States are expected to provide equal protection of the laws and due process of law. This particular amendment is still often used by civil rights activists to defend against discrimination.

The **Fifteenth Amendment** was adopted in 1869. The text of this amendment is also very brief. The amendment reads, “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.” The second section adds, “The Congress shall have the power to enforce this article by appropriate legislation.” The Fifteenth Amendment did little to limit the effects of poll taxes, the grandfather clause, and literacy tests implemented in Southern states to block Blacks from voting after Reconstruction ended. It was not until the 1950s and 1960s that Black Codes were struck down by Supreme Court rulings and Congressional legislation. An example of legislation that struck down discriminatory state policies was the Voting Rights Act of 1965 passed by the United States Congress.



"The First Vote"

The Thirteenth, Fourteenth, and Fifteenth Amendments are together known as the Reconstruction amendments. They were intended to establish policy at the national level regarding the end of slavery and the process for ensuring a protection of rights for former slaves. Even with the power of these amendments, the Black population of the United States did not experience true equality until almost 100 years later with the passage of the Civil Rights Act of 1964 and the Brown v. Board of Education Supreme Court ruling in 1954.

**Resources**

The Gilder Lehrman Institute of American History features an essay on the Reconstruction amendments entitled “The Reconstruction Amendments: Official Documents as Social History.” The essay, by noted historian Eric Foner, does a good job of explaining the amendments in the context of how they affected history.

<https://www.gilderlehrman.org/history-by-era/reconstruction/essays/reconstruction-amendmentsofficial-documents-social-history>

<b>SSUSH9</b>		<b>Evaluate key events, issues, and individuals related to the Civil War.</b>	
		a. Explain the importance of the growing economic disparity between the North and the South through an examination of population, functioning railroads, and industrial output.	
<b>Least complex</b>	←————→		<b>Most complex</b>
Respond differentially to identify the importance of the growing economic disparity between the North and the South.  Communicate a response to identify the importance of the growing economic disparity between the North and the South.	Identify North, South, population, railroads, and industry.  Identify characteristics of the North and the South.	Identify the reasons for the growing economic disparity between the North and the South based on specific economic characteristics.  Describe the characteristics of the North and the South.	Describe the growing economic disparity between the North and the South based on specific characteristics.  Identify the importance of the growing economic disparity between the North and the South.

**Teacher Notes:**

The North and South were vastly different regions in terms of their physical and economic resources at the time of the Civil War. Fighting the Civil War challenged both sides to field, equip, and maintain a military for the duration of the lengthy and costly war. The North had a better resume at the outset for conducting the war. There was a larger population in the North from which to draw soldiers, a more extensive transportation system to move resources, and much greater industrial output to equip soldiers to fight. The South was decidedly at a disadvantage in each of these categories. It would seem from the data that the war would be a swift and decisive victory for the North. The war was ultimately a Union victory, but it was hard fought and lengthy. The South made up for its shortcomings through strong military leadership that relied on efficiency and strategy to prolong the war.

The disparity between the North and the South had been many decades in the making. With the advent of the Industrial Revolution, the two regions developed differently. The North evolved into a more industrial economy with larger cities and a larger immigrant population to work in the factories for cheap wages. The North's wealth from industrial production was growing substantially by the mid-19th century. The South remained largely agricultural. Cotton was King, as the demand for Southern grown cotton was in high demand by Northern textile factories and other world markets. However, most farmers in the South were small-scale farmers and only a small percentage engaged in the large plantation operations that produced the greatest wealth.

Northern wealth from industrial production accumulated in cash assets. Southern wealth was often tied up in land and slave investments. Therefore, when the Civil War began, the North was better able to

fund the military operation based on more available cash, the sale of government bonds, and taxation. The South struggled to finance the war and tried desperately, but without success, to secure a foreign alliance to supplement the Confederate operation. The Union blockade of the Southern coastline limited the ability of the South to export cotton during the war, which further hurt Confederate finances. The South printed large quantities of paper money to fund the war, with dangerous inflationary consequences. The factors of population, infrastructure, and industrial production reflect a wide gap between the North and South at the time of the Civil War. In each area, the North was in a favorable position to fight the war.

The table below reflects data concerning the economic disparity between the North and South.

	Northern Economy	Southern Economy
Foundation	Industry and Trade	Agriculture
Manufacturing Resources	<ul style="list-style-type: none"> <li>92% of US Industrial Output</li> <li>Abundant resources to produce weapons, military supplies, and equipment</li> </ul>	<ul style="list-style-type: none"> <li>8% of US Industrial Output</li> <li>Minimal resources to produce weapons</li> <li>Soldiers often fought with their personal equipment</li> </ul>
Food Production	Over twice as much food production compared to the South	Limited food production due to vast cotton cultivation
Employment and Property Ownership	<ul style="list-style-type: none"> <li>Many citizens owned no property and worked for someone else</li> <li>Even in large-scale farming regions, machines reduced the need for agricultural workers</li> </ul>	<ul style="list-style-type: none"> <li>Southern economy depended on the production of cash crops (cotton, rice, corn, and tobacco)</li> <li>Required human labor and depended on slavery</li> <li>Most farmers were small farmers and owned no slaves</li> </ul>
Population	<ul style="list-style-type: none"> <li>71% of US population</li> <li>Of the population in the North, 99% was free and 1% slave</li> <li>Large enough to assemble an army capable of defending the North</li> </ul>	<ul style="list-style-type: none"> <li>29% of US population</li> <li>Of the population in the South, 67% free and 33% slave</li> <li>Too few free men to assemble an army capable of defending the Confederacy</li> </ul>
Railroads	<ul style="list-style-type: none"> <li>71% of US railroad network</li> <li>Efficient rail transport system</li> <li>Able to transport troops, supplies, and food</li> </ul>	<ul style="list-style-type: none"> <li>29% of US railroad network</li> <li>Inefficient rail transport system</li> <li>Poor capacity to transport troops, supplies, and food</li> </ul>
Exports and Views on Tariff	<ul style="list-style-type: none"> <li>34% of US exports</li> <li>Favored high tariffs on imported goods to protect Northern industries and workers' jobs</li> </ul>	<ul style="list-style-type: none"> <li>66% of US exports (however, this cotton export was cut off by Union blockade during the war)</li> <li>Favored low (or no) tariffs on imported goods to keep the prices of manufactured goods more affordable</li> </ul>

**Resources**

National Park Service offers a full comparison of the Union and Confederate "Industry and Economy During the Civil War." The document compares the Union's advantages in manpower, factories, and railroads during the Civil War.

<https://www.nps.gov/articles/industry-and-economy-during-the-civil-war.htm>

<b>SSUSH19</b>	<b>Examine the origins, major developments, and the domestic impact of World War II, including the growth of the federal government.</b>		
	a. Investigate the origins of U.S. involvement in the war including Lend-lease and the Japanese attack on Pearl Harbor.		
<b>Least complex</b>			<b>Most complex</b>
Respond differentially to identify the origins of U.S. involvement in World War II.	Identify Japan as a nation involved in key events leading up to American involvement in World War II.	Identify key events (e.g., Lend-Lease Act, the bombing of Pearl Harbor) leading up to American involvement in World War II.	Describe key events (e.g., Lend-Lease Act, the bombing of Pearl Harbor) leading up to American involvement in World War II.
Communicate a response to identify the origins of U.S. involvement in World War II.	Identify World War II.  Define allies.	Identify American allies during World War II.	Identify the importance of the bombing of Pearl Harbor.

**Teacher Notes:**

The United States was cautious in its initial involvement in World War II. The events in Europe threatened American allies and trade. Danger was spreading through Europe in the 1930s with the rise of dictators, who desired to expand their influence by taking over vast areas. Many Americans were reluctant to get involved in this European conflict after the events of World War I. It was not until Japan attacked the United States at Pearl Harbor that there was unified support for America’s entry into the war.

Part of the public reluctance to get involved in the war resulted from a mid-1930s Congressional investigation, which indicated banking and munitions interests helped push the United States to enter World War I for their own financial gain. This evidence led Congress to pass a series of neutrality laws that made it illegal to sell arms or make loans to nations at war. The fourth of these acts was passed in 1939 as a recognition of the increasing threat Nazi power posed to Western European democracies. The 1939 Neutrality Act permitted the sale of any materials, including arms, to nations at war on a cash and carry basis. This was a way for the United States to help restrict the spread of Nazi influence while at the same time remaining neutral.

The cash and carry provision meant that buyers would have to pay cash and send their own ships to American ports to pick up the supplies they were purchasing from the United States. The British and the French were the only countries financially in a position to meet the criteria of the cash and carry Policy. This arrangement kept American ships from being sunk by the German submarines patrolling the Atlantic Ocean.

The Roosevelt administration opposed the proposals because he believed that the laws might restrict the United States if Europe or China needed help in the future. However, the president had no choice

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but to sign the Neutrality Acts into law because he needed to ensure that Congress would pass the remaining parts of his New Deal legislation. Even though the United States was declaring neutrality in World War II, the nation was still supporting the Allied Powers through the transfer of goods.

The cash and carry provision lasted until early 1941. By that time, Great Britain was strained financially to meet the criteria for the cash and carry policy. Nine months before Pearl Harbor, Congress passed the Lend-Lease Act, which created a pathway for American goods to still support the British war effort even though they were short on cash. Under the new provisions of Lend-Lease, the United States could lend military equipment and supplies to any nation the president said was vital to the defense of the United States. Roosevelt approved \$1 billion in Lend-Lease aid to Great Britain in October 1941. When the United States entered World War II, \$50 billion worth of equipment and supplies had already been sent to Great Britain, France, the Soviet Union, and China. These nations became allies of the United States after the attack at Pearl Harbor led to the American declaration of war.



Dr. Seuss Cartoon - 1941

The December 7, 1941 attack on the United States at Pearl Harbor evolved from Japan's desire to conquer all of Asia for its own use. Japan was, and still is, a resource-poor nation. In order to keep its industries going and to feed its people, the Japanese government began a policy of expansion in the 1890s. Japan's military targeted the weaker nations of China and Korea and captured territory from both nations. The United States was angered by Japan's aggression in China. Under U.S. policy, all nations should be able to trade freely in China and respect their territorial integrity. Japan invaded Manchuria in 1931 and engaged China in a full-scale war in 1937. China was quickly conquered, except for the southwestern provinces.

The neutrality laws of the early 1930s prevented the United States from giving aid to the Chinese. However, the passage of the Lend-Lease Law in 1939, allowed the United States to lend money to the

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Chinese war effort. In 1940, Germany conquered France and the Netherlands and threatened Great Britain. The conquered nations also had rich colonial holdings in Asia. Japan sensed these colonies would be easy to acquire and positioned its military to conquer the entire region. In September 1940, the Japanese occupied French Indochina threatening British Malaysia, the Dutch East Indies, and the American Philippines. The United States immediately placed an embargo on airplane parts and aviation fuel. The United States also re-positioned the Pacific fleet from San Diego to the Hawaiian Islands. In July 1941, the United States placed a total financial and oil embargo on Japan.

The Japanese felt they were being directly threatened by the United States and began to plan operations for the takeover of the East Indies, Malay Peninsula, and the Philippines. To prevent any counterattack, the Japanese military felt it was necessary to destroy the American Pacific fleet. On the morning of December 7, 1941, the Japanese navy launched a surprise attack on the United States Navy base at Pearl Harbor, Hawaii. Over 2,400 Americans were killed and 1,178 more were wounded, 19 ships were damaged, and over 300 aircraft were destroyed. The Japanese attack brought the United States officially into World War II.



Pearl Harbor – December 7, 1941

### Resources

The History Channel features information about the Pearl Harbor attack. The site contains background information, video clips, and images for teachers to use with students.

<http://www.history.com/topics/world-war-ii/pearl-harbor>

SSUSH19	<b>Examine the origins, major developments, and the domestic impact of World War II, including the growth of the federal government.</b>		
	d. Investigate the domestic impact of the war including war mobilization, as indicated by rationing, wartime conversion, and the role of women and African Americans or Blacks.		
Least complex	←—————→		Most complex
Respond differentially to identify the domestic impact of World War II.	Identify rationing as a domestic impact of the war.	Identify wartime conversion as a domestic impact of the war.	Describe wartime conversion as a domestic impact of the war.
Communicate a response to identify the role of women during World War II.	Identify the role of women during World War II.	Describe rationing as a domestic impact of the war.	
Communicate a response to identify the role of African Americans or Blacks during World War II.	Identify the role of African Americans or Blacks during World War II.	Describe the role of women during World War II.	
		Describe the role of African Americans or Blacks during World War II.	

Teacher Notes:

When the United States fully and officially engaged in World War II, the nation went into a total war effort. To orchestrate the conversion of privately owned manufacturing companies to supply the United States' war effort, the Roosevelt administration created the War Production Board. The War Production Board's responsibility was to regulate the production and allocation of materials and fuel. The board stopped the production of non-essential goods, such as automobiles, and imposed a rationing system for gasoline and rubber. Civilian industrial plants soon began producing war goods in great quantities. Plants that produced silk ribbons instead produced parachutes; typewriter plants produced machine guns. Ford, General Motors, and other automobile manufacturers produced great numbers of airplanes, tanks, trucks, and artillery pieces. One of the most remarkable feats was the creation of the Liberty Ship by Kaiser Aluminum. These ships were created in an assembly line fashion such that eventually a single cargo ship could be produced in just 42 days.



Poster from the Office of War Information - 1942

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Food rationing began in 1942. Items such as sugar, meat, butter, canned vegetables, and fruits all required coupons (also known as rationing stamps). Allotments were based on family size. Families that were able, planted Victory Gardens to supplement their diets. Rationing of gasoline, sugar, and tires led to some black-market deals, although most Americans bore the hardships with a good spirit. Consumers knew everyone was in the same position and the goods they gave up were destined for servicemen and women overseas.

At the outbreak of the war, women who already had jobs found that the choices of occupation and the rate of pay suddenly changed for the better. Women served in many different capacities during the course of World War II. Some women served in the military. There were 216,000 women who volunteered for service in the various branches of the Armed Services. In order to meet the demand for labor, the United States government began a campaign to lure women into the workforce. The government created a fictional ideal woman known as "Rosie the Riveter" to appeal to women's patriotism. Women worked in many different areas including munitions, aircraft plants, shipyards, and in more traditional positions as clerks and secretaries. By the war's end, 18 million women had entered the work force.

Black workers, despite receiving training in government approved programs, were denied access to defense jobs. Many employers refused to hire Black workers. They believed that Blacks could not be trained for complex mechanics jobs or for aircraft construction. A. Philip Randolph, a Black labor organizer, had created the Brotherhood of Sleeping Car Porters to fight discrimination in 1925. Randolph and other Black leaders met with President Roosevelt in September 1940. They presented the President with a memorandum urging his administration to take action to desegregate the armed forces and to end discriminatory hiring practices in industries with government contracts. The administration declined the request.

### **Resources**

The Digital Public Library features a document set and teaching guide entitled "World War II: Women on the Homefront." The site includes images, video clips, background information, and a teaching guide. <https://dp.la/primary-source-sets/world-war-ii-women-on-the-home-front/additional-resources>