Grade 8 Louisiana Social Studies

The Modern Era

Social media

Teacher Guide

September 11, 2001

Steve Jobs

Hurricane Katrina

The Modern Era

Teacher Guide

BAYOU BRIDGES
A K-8 Louisiana Social Studies Curriculum

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THE MODERN ERA

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The Modern Era

Teacher Guide

Bayou Bridges Louisiana Social Studies, Grade 8

UNIT 7

Introduction

About This Unit

The Big Idea

Both domestic and foreign events and developments have challenged the United States in the modern era.

Since the 1990s, the United States has faced a variety of changes and challenges, both domestic and foreign. Domestically, the relatively strong economy of the 1990s and early 2000s gave way to the Great Recession of 2007–9. Natural disasters, such as Hurricanes Katrina and Rita, caused widespread devastation. Advances in technology reshaped the way Americans work, get their news, and interact with one another. And the federal government passed reforms in education and health care. The United States also faced many foreign policy challenges, particularly in Africa, the Middle East, and the Balkans. The September 11, 2001, terrorist attacks on the United States changed life for all Americans, leading to wars in Iraq and Afghanistan and the creation of the Department of Homeland Security. The increasing globalization of the world economy also impacted American workers and consumers in many ways.

What Students Should Already Know

Students using Bayou Bridges should already be familiar with:

- post–Civil War westward expansion: causes and groups, effects on Native Americans, conflicts with Native Americans
- post-Reconstruction: rise of Jim Crow, origins of the Civil Rights Movement and leaders
- causes and effects of the Second Industrial Revolution
- causes and effects of populism and the People's Party
- causes and effects of Progressive reform movements
- rise of American imperialism
- causes and effects of the Spanish-American War
- causes and effects of World War I
- political and social change in the postwar United States
- political, social, cultural, and economic changes in the Roaring Twenties
- influences on Louisiana's economy and politics during the early twentieth century
- causes and effects of the Great Depression and government responses
- causes and effects of World War II
- impact of World War II on the Civil Rights Movement, including the Double V campaign, Executive Order 8802, and Executive Order 9981
- ideologies of the United States and Soviet Union
- goals and outcomes of U.S. Cold War policies, including the Marshall Plan, containment, mutually assured destruction, and détente
- causes and outcomes of Cold War conflicts, including the Berlin Blockade and Airlift, Suez Crisis, U-2 incident, Cuban Missile Crisis, Bay of Pigs invasion, and Berlin Wall
- causes and outcomes of the Korean War
- major events of the Vietnam War, including the role of the media and antiwar protests in shaping public opinion
- formation and goals of the North Atlantic Treaty Organization (NATO) and the Warsaw Pact
- Second Red Scare, including Joseph McCarthy and the House Un-American Activities Committee (HUAC)
- causes and outcomes of the space race and nuclear arms race, including the Strategic Arms Limitation Talks and the Strategic Defense Initiative
- factors leading to the collapse of the Soviet Union and the end of the Cold War, including the policies of *perestroika* and *glasnost*
- origins, goals, and methods of the Civil Rights Movement

Time Period Background

This timeline provides an overview of key events related to the content of this unit. Use a classroom timeline with students to help them sequence and relate events that occurred from 1990 to 2010.

1990–91	The Gulf War takes place.
1993–2000	The United States intervenes in Somalia and the Balkans and sustains a series of terrorist attacks.
1994, 1996	President Bill Clinton signs NAFTA and TANF into law.
2000	New technologies such as personal computers and the Internet become prominent.
2001	Terrorists attack the World Trade Center and Pentagon.
2001	The United States invades Afghanistan.
2002	The Department of Homeland Security is created.
2002–3	President Bush signs into law the No Child Left Behind Act and expands funding for prescription drugs for the elderly.
2003	The United States invades Iraq.
2005	Hurricanes Katrina and Rita cause widespread damage.
2007	Louisiana launches the Coastal Master Plan.
2007–9	The United States experiences the Great Recession.
2008	Barack Obama is elected president.
2010	The Affordable Care Act becomes law.

- key figures and organizations of the Civil Rights Movement and their impact
- causes, course, and outcomes of efforts to desegregate transportation
- key events of the Civil Rights Movement, including the March on Washington for Jobs and Freedom, Freedom Summer, and Selma Marches
- writings of Dr. Martin Luther King Jr.
- opposition to the Civil Rights Movement by southern leaders
- Supreme Court decisions, including *Brown v. Board of Education* (1954), *Boynton v. Virginia* (1960), *Bailey v. Patterson* (1962), and *Lombard v. Louisiana* (1963)
- impact and significance of civil rights legislation, including the Twenty-Fourth Amendment, Civil Rights Act of 1964, Voting Rights Act of 1965, and Civil Rights Act of 1968

What Students Need to Learn

- domestic achievements of Bill Clinton, George W. Bush, and Barack Obama
- causes and effects of the Great Recession
- effects of natural disasters and other environmental challenges on Louisiana and the United States
- foreign policy initiatives of Bill Clinton, George W. Bush, and Barack Obama
- causes and effects of the September 11, 2001, and other terrorist attacks on the United States
- globalization and its effects

At a Glance

The most important ideas in Unit 7 are the following:

- Presidents Bill Clinton, George W. Bush, and Barack Obama all pursued different domestic policies regarding issues such as taxation, education, and health care.
- Hurricane Katrina and other natural disasters had enormous economic and political impacts.
- The Great Recession created one of the worst financial crises in the nation's history.
- As Cold War tensions eased, Presidents Bill Clinton, George W. Bush, and Barack Obama faced new and significant foreign policy challenges.

- Terrorist attacks against the United States led the country into two major wars and resulted in the passage of new legislation designed to keep America safer.
- Globalization created both economic benefits and challenges for the United States.
- The United States, along with other nations, attempted to identify and deal with the impact of growing environmental challenges.

What Teachers Need to Know

Each chapter of the Teacher Guide is accompanied by a brief What Teachers Need to Know document that provides background information related to the chapter content. The background information will summarize the chapter content and provide some additional details or explanation. These documents are not meant to be complete histories but rather memory refreshers to help provide context for what students are learning. For fuller, more detailed explanations, see the list of recommended books in this Introduction.

To find the What Teachers Need to Know documents, look for the link to download the Bayou Bridges Online Resources at the beginning of each chapter.

Unit Resources

Student Component

The Modern Era Student Volume—two chapters

The Student Volume provides traditional narrative text and high-quality images that recount important historical themes and events in U.S. history. Interspersed with the text and images are three types of activity boxes. **Think Twice** boxes pose questions for students to answer, either in writing or in oral discussion. These questions prompt a deeper analysis of the text. **Find Out the Facts** boxes prompt students to conduct research on a specified topic. **Writers' Corner** boxes present students with extended writing tasks, such as an essay, a report, or a piece of creative writing. Students can be asked to complete any or all of these activities, either during the reading of each chapter or in the Learning Lab time at each chapter's conclusion. Possible responses to the Think Twice questions are provided in the Answer Key in the Teacher Resources section of this Teacher Guide.

Teacher Components

The Modern Era Teacher Guide—two chapters. The guide includes lessons aligned to each chapter of *The Modern Era* Student Volume, with a daily Check for Understanding and Additional Activities—such as vocabulary practice, primary source analysis, literature connections, and virtual field trips—designed to reinforce the chapter

content. Chapter Assessments, a Performance Task Assessment, and Activity Pages are included in Teacher Resources, beginning on page 36.

- The Chapter Assessments test knowledge of each chapter's content using standard testing formats.
- The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or a written presentation.
- The Activity Pages are designed to support, reinforce, and extend content taught in specific chapters throughout the unit.

The Modern Era Timeline Card Slide Deck—fourteen individual images depicting significant events and individuals related to the United States in the modern era. In addition to an image, each card contains a caption, a chapter number, and the Framing Question, which outlines the focus of the chapter. The Teacher Guide will prompt you, lesson by lesson, as to which card(s) to display. The Timeline Cards will be a powerful learning tool, enabling you and your students to track important themes and events as they occurred within this expansive time period.

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the Timeline Card Slide Deck may be found:

https://www.coreknowledge.org/bayou-bridges-online-resources/

You may wish to print the Timeline Cards to create a physical timeline in your classroom. To do so, you will need to identify available wall space in your classroom on which you can post the Timeline Cards over the course of the unit. The timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls—whatever works best in your classroom setting. Be creative; some teachers hang a clothesline so that the image cards can be attached with clothespins!

1990–91

Chapter 2

1993–2000

Chapter 2

1994, 1996

Chapter 1

2000

Chapter 1

2001

Chapter 2

2001

Chapter 2

2002

Chapter 2

2002–3

Chapter 1

2003

Chapter 2

2005

Chapter 1

2007

Chapter 2

2007–9

Chapter 1

2008

Chapter 1

2010

Chapter 1

The Timeline in Relation to Content in the Student Volume

The events highlighted in the Unit 7 Timeline Cards are in chronological order, but the chapters that are referenced are not. The reason for this is that the Student Volume is organized thematically, not chronologically. One chapter discusses domestic events affecting the United States in the modern era; the other chapter discusses foreign policy events. Many of these events occurred simultaneously, which is reflected in the timeline.

Understanding References to Time in *The Modern Era* Unit

As you read the text, you will become aware that in some instances general time periods are referenced, and in other instances specific dates are cited. That is because the text discusses both trends over time and specific events. For example, foreign policy events during the Clinton administration took place over several years. Conversely, the Affordable Care Act was passed in a specific year, 2010.

Time to Talk About Time

Before you use the timeline, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to promote discussion. This discussion will allow students to explore the concept of time.

1. What is time?
2. How do we measure time?
3. How do we record time?
4. How does nature show the passing of time? (Encourage students to think about days, months, and seasons.)
5. What is a specific date?
6. What is a time period?

7. What is the difference between a specific date and a time period?
8. What is a timeline?

Using the Teacher Guide

Pacing Guide

The Modern Era unit is one of seven history and geography units in the Grade 8 Bayou Bridges Curriculum Series. A total of fifteen days has been allocated to *The Modern Era* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 8 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs, so we have also provided you with a blank pacing guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

Reading Aloud

Cognitive science suggests that even in the later elementary grades and into middle school, students' listening comprehension still surpasses their independent reading comprehension (Sticht, 1984).

For this reason, in the Bayou Bridges Curriculum Series, reading aloud continues to be used as an instructional approach in these grades to ensure that students fully grasp the content presented in each chapter. Students will typically be directed to read specific sections of each chapter quietly to themselves, while other sections will be read aloud by the teacher or student volunteers. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

Learning Lab

Each chapter of the Student Volume includes thought-provoking questions, suggested research activities, and writing prompts. The Learning Lab is time allocated for students to complete these tasks before the chapter is wrapped up. A note at the end of each chapter's Guided Reading Supports prompts the teacher to set aside time for students to finish their assignments. You will also need to set aside time to assess any of the work completed by students in response to the Student Volume prompts.

For more about research activities, download the Bayou Bridges Online Resource "About Developing Student Research Skills":

https://www.coreknowledge.org/bayou-bridges-online-resources

Turn and Talk

After the reading of each section of the chapter, whether silently or aloud, Guided Reading Supports will prompt you to pose specific questions about what students have just read. Rather than simply calling on a single student to respond, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring to life the themes or topics being discussed. This scaffolded approach—reading manageable sections of each chapter and then discussing what has been read—is an effective and efficient way to ensure that all students understand the content before proceeding to the remainder of the chapter.

Talk It Over

Some chapters include an opportunity for discussion or debate, either in the Guided Reading Support or in the Additional Activities. These opportunities will be marked with the debate icon shown above. Before implementing any of these discussions or debates, you may wish to review with students the rules for respectful conversation.

For more about classroom discussions and debates, including an evaluation rubric, download the Bayou Bridges Online Resource "About Class Discussions and Debates":

https://www.coreknowledge.org/bayou-bridges-online-resources/

Building Reading Endurance and Comprehension

The ultimate goal for each student is to be capable of reading an entire chapter independently with complete comprehension of the subject matter. Therefore, while it is important to scaffold instruction as described above to ensure that students understand the content, it is also important to balance this approach by providing opportunities for students to practice reading longer and longer passages entirely on their own.

One or more chapters in each Grade 8 Bayou Bridges unit will be designated as an Independent Reading Lesson, in which students are asked to read an entire chapter on their own before engaging in any discussion about the chapter. A adjacent to a lesson title will indicate that it is recommended that students read the entire chapter independently.

During each Independent Reading Lesson, students should be asked to complete some type of note-taking activity as they read independently to focus their attention on key details in the chapter. They will also respond, as usual, by writing a response to the lesson's Check for Understanding.

It will be especially important for the teacher to review all students' written responses to any Independent Reading Lesson prior to the next day's lesson to ascertain whether all students are able to read and engage with the text independently and still demonstrate understanding of the content.

If one or more students struggle to maintain comprehension when asked to read an entire chapter independently, we recommend that during the next Independent

Reading Lesson opportunity, you pull these students into a small group. Then, while the remainder of the class works independently, you can work with the small group using the Guided Reading Supports that are still included in the Teacher Guide for each lesson.

Picture This

During the reading of each section of the chapter, pause periodically to check student comprehension. One quick and easy way to do this is to have students describe what they see in their minds when reading a particular paragraph. Students who struggle to identify images may need a bit more support.

Primary Sources

Most chapters include a Student Volume feature and Additional Activities built around the exploration of primary sources. Primary sources are an essential part of understanding history. They are a window to the past and provide a deeper understanding of the human experience. Students are encouraged to explore these sources through the structured activities provided in each chapter.

For more about primary sources, download the Bayou Bridges Online Resource "About Teaching with Primary Sources":

https://www.coreknowledge.org/bayou-bridges-online-resources/

To facilitate student engagement with these primary sources, a Primary Source Analysis Activity Page has been provided in the Teacher Resources for this unit. You may also wish to explore the primary source analysis worksheets from the National Archives, the UCI History Project, the Library of Congress, and the U.S. House of Representatives Archives, links to which can be found in the Online Resources for this unit.

Framing Questions

At the beginning of each Teacher Guide chapter, you will find a Framing Question, also found at the beginning of each Student Volume chapter. The Framing Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Framing Questions, by chapter, are:

Chapter	The Framing Question
1	What are the most pressing questions facing the United States in the years ahead?
2	Which conflicts that occurred at the end of the twentieth century and beginning of the twenty-first affected the United States most significantly?

Core Vocabulary

Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Volume are listed at the beginning of each Teacher Guide chapter, in the order in which they appear in the Student Volume. Student Volume page numbers are also provided. The vocabulary, by chapter, are:

Chapter	Core Vocabulary
1	"centrist wing," gerrymandering, partisanship, "confirmation bias," mortgage, repossess, community organizer, medical insurance, subsidy, "preexisting medical condition"
2	genocidal, embassy, caliphate, reconfigure, surveillance, warrant, "preemptive attack," globalization, offshoring, drone

Activity Pages

The following Activity Pages can be found in Teacher Resources, pages 49–55. They are to be used with the chapter specified for either Guided Reading Support, Additional Activities, or homework. Be sure to make sufficient copies for your students prior to conducting the guided reading or activities.

- Chapter 1—Letter to Family (AP 1.1)
- Chapters 1–2—Primary Source Analysis (AP 1.2)
- Performance Task—Claims and Evidence (AP 1.3)
- Chapter 1—Domain Vocabulary: Chapter 1 (AP 1.4)
- Chapter 2—World Map (AP 2.1)
- Chapter 2—Domain Vocabulary: Chapter 2 (AP 2.2)

Additional Activities and Website Links

A link to Additional Activities may be found at the end of each chapter in this Teacher Guide. While there are multiple suggested activities for this unit, you should choose activities to complete based on your available instructional time and your students' interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.

Many chapters include activities marked with a . This icon indicates a preferred activity. We strongly recommend including these activities in your lesson planning.

A Special Note About *The Freedom Framework*

A critical goal of the Bayou Bridges Curriculum Series, of which these materials are a part, is to ensure that students acquire the foundational knowledge needed to become literate citizens able to contribute to a democratic society.

We have therefore included an important feature in every U.S. history unit called "The Freedom Framework," readily distinguished by an icon of the American flag. The specific knowledge, questions, and activities identified by this icon denote opportunities to engage students and deepen their understanding of the historical events, laws, and structure of the U.S. government.

Books

Bildner, Phil. *Marvelous Cornelius: Hurricane Katrina and the Spirit of New Orleans*. San Francisco: Chronicle Books, 2015.

Brown, Don. *Drowned City: Hurricane Katrina and New Orleans*. Illustrated by Don Brown. New York: Clarion Books, 2017.

Brown, Don. *In the Shadow of the Fallen Towers*. Illustrated by Christian Robinson. New York: HarperCollins Children's Books/Clarion Books, 2021.

Gratz, Alan. *Ground Zero*. New York: Scholastic Press, 2021.

Rhodes, Jewell Parker. *Towers Falling*. New York: Little, Brown Books for Young Readers, 2016.

Rubin, Sean. *This Very Tree: A Story of 9/11, Resilience, and Regrowth*. New York: Macmillan Children's Publishing Group/Henry Holt, 2021.

Sanders, Gaye. *The Survivor Tree: Oklahoma City's Symbol of Hope and Strength*. Illustrated by Pamela Behrend. Oklahoma City, OK: The RoadRunner Press, 2018.

Tarshis, Lauren. *I Survived Hurricane Katrina, 2005*. Illustrated by Scott Dawson. New York: Scholastic Paperbacks, 2011.

The Modern Era Sample Pacing Guide

For schools using the Bayou Bridges Social Studies Curriculum

TG—Teacher Guide; SV—Student Volume; AP—Activity Page

Week 1

The Modern Era

Day 1	Day 2	Day 3	Day 4	Day 5
"Domestic Issues of the Modern Era" Core Lesson (TG & SV, Chapter 1)	"Domestic Issues of the Modern Era" Core Lesson (TG & SV, Chapter 1) "Domain Vocabulary: Chapter 1" (TG, Chapter 1 Additional Activities, AP 1.4)	"Primary Source: President Bush on Hurricane Katrina (2005)" (TG & SV, Chapter 1, AP 1.2) and "Primary Source: President Obama's First Inaugural Address (2009)" (TG & SV, Chapter 1, AP 1.2)	Chapter 1 Learning Lab	"PRIMARY SOURCE ACTIVITY: NAFTA Editorial Cartoon" (TG, Chapter 1 Additional Activities)

Week 2

The Modern Era

Day 6	Day 7	Day 8	Day 9	Day 10
"Can You Gerrymander?" (TG, Chapter 1 Additional Activities)	Chapter 1 Assessment	"Foreign Issues of the Modern Era" Core Lesson (TG & SV, Chapter 2)	"Foreign Issues of the Modern Era" Core Lesson (TG & SV, Chapter 2) "Domain Vocabulary: Chapter 2" (TG, Chapter 2 Additional Activities, AP 2.2)	"Primary Source: President George W. Bush's Address to the Nation on 9/11" (TG & SV, Chapter 2, AP 1.2) "Where in the World?" (TG, Chapter 2 Additional Activities, AP 2.1)

Week 3

The Modern Era

Day 11	Day 12	Day 13	Day 14	Day 15
Chapter 2 Learning Lab	"PRIMARY SOURCE ACTIVITY: Iraq and Afghanistan Editorial Cartoon" (TG, Chapter 2 Additional Activities)	Chapter 2 Assessment	Unit 7 Performance Task Assessment	Unit 7 Performance Task Assessment

The Modern Era Pacing Guide

_____'s class

(A total of fifteen days has been allocated to *The Modern Era* unit in order to complete all Grade 8 history and geography units in the Bayou Bridges Curriculum Series.)

Week 1

Day 1	Day 2	Day 3	Day 4	Day 5
The Modern Era				

Week 2

Day 6	Day 7	Day 8	Day 9	Day 10
The Modern Era				

Week 3

Day 11	Day 12	Day 13	Day 14	Day 15
The Modern Era				

CHAPTER 1

TOPIC: Domestic Issues of the Modern Era

The Framing Question: What are the most pressing questions facing the United States in the years ahead?

Primary Focus Objectives

- ✓ Explain how domestic events and developments of the modern era have affected American society since 1990. **(8.17.a)**
- ✓ Describe the effects and consequences of natural disasters for Louisiana and the United States, including Hurricanes Katrina and Rita in 2005. **(8.17.c)**
- ✓ Describe important issues of the 2008 presidential election and the significance of the election of the first African American president, Barack Obama. **(8.17.d)**
- ✓ Understand the meaning of the following domain-specific vocabulary: "centrist wing," *gerrymandering*, *partisanship*, "confirmation bias," *mortgage*, *repossess*, *community organizer*, *medical insurance*, *subsidy*, and "preexisting medical condition."

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource "About Domestic Issues of the Modern Era":

https://www.coreknowledge.org/bayou-bridges-online-resources/

Materials Needed

Activity Pages

AP 1.1
AP 1.2

- individual student copies of Letter to Family (AP 1.1)
- individual student copies of Primary Source Analysis (AP 1.2)
- Electoral College maps for 1992 and 1996 from the Internet

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific links to the maps may be found:

https://www.coreknowledge.org/bayou-bridges-online-resources/

Core Vocabulary (Student Volume page numbers listed below)

"centrist wing" (phrase) a part of a political party or an organization that holds moderate views **(3)**

Example: The centrist wing of the party tried to find middle ground between conservatives and liberals.
Variations: centrist wings

gerrymandering, n. the practice of manipulating the boundaries of an electoral constituency so as to favor one party or class **(5)**

Example: The politician proposed gerrymandering the district to make sure he could be reelected.
Variations: gerrymander (v.), gerrymandered (adj.)

partisanship, n. the state of choosing one political party, cause, or person over others due to personal affiliation, regardless of other factors **(5)**

Example: People expect the Senate to look at the issue carefully and without partisanship.
Variations: partisan (n.), partisan (adj.)

"confirmation bias" (phrase) the tendency to look for information or to interpret information in a way that is consistent with a person's existing beliefs **(7)**

Example: Because of his confirmation bias, my grandpa only watches news programs that tell him what he already believes.
Variations: confirmation biases

mortgage, n. a loan for the purchase of a house or building, which can be forfeited in case of nonpayment **(12)**

Example: The young couple took out a mortgage to purchase their first house.
Variations: mortgages, mortgage (v.), mortgaged (adj.)

repossess, v. to take possession of something due to lack of payment **(12)**

Example: The bank planned to repossess the house when the couple could not pay back the loan.
Variations: repossesses, repossessing, repossessed, repossession (n.), repossessed (adj.)

community organizer, n. a person whose job is to coordinate efforts and campaigning carried out by local residents to promote the interests of their community **(14)**

Example: The community organizer worked hard to make sure the city built a new park in the neighborhood.
Variations: community organizers

medical insurance, n. insurance that covers an individual's expenses related to health care **(16)**

Example: My medical insurance paid the hospital bills when I broke my arm.

subsidy, n. financial assistance given by a government to a person, group, or company **(17)**

Example: The city offered a subsidy to the business if the owner agreed to expand operations.
Variations: subsidies, subsidize (v.), subsidized (adj.)

"preexisting medical condition" (phrase) a health problem that existed before the date that new health coverage starts **(17)**

Example: I have had asthma since I was a child, but I was able to get medical insurance despite that preexisting medical condition.
Variations: preexisting medical conditions

The Core Lesson 35 min

Introduce *The Modern Era* Student Volume 5 min

Distribute copies of *The Modern Era* Student Volume. Suggest students take a few minutes to look at the cover and flip through the Table of Contents and the images in the book. Ask students to brainstorm individual words or simple phrases describing what they notice in the Table of Contents and various illustrations; record this information in a list on the board or chart paper. Students will likely mention photos of various historical figures, maps, and Hurricane Katrina.

Introduce "Domestic Issues of the Modern Era" 5 MIN

Remind students that the Cold War with the Soviet Union shaped U.S. policy at home and overseas for nearly forty years. After the collapse of the Soviet Union and the end of the Cold War, the United States faced new challenges. Point out the word *domestic* in the chapter title, and explain that it means related to one's home or one's own country. Note that in this chapter, students will read about the country's domestic challenges, or the challenges it faced at home.

Call students' attention to the Framing Question. Tell students to look for examples and information that will help them understand which important questions and issues the United States will face in the years ahead.

Guided Reading Supports for "Domestic Issues of the Modern Era" 25 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"Challenges Ahead and Powerful Voices" and "President Bill Clinton," pages 2–4

Scaffold understanding as follows:

Read the sections on pages 2–4 aloud.

CORE VOCABULARY—Point out the phrase "centrist wing," and explain its meaning. Call attention to the word *moderate* in the definition. Explain that when used in reference to politics, *moderate* means not having extreme views or having views that fall in the middle, between the extremes.

SUPPORT—Display the Electoral College maps for the 1992 and 1996 elections. Explain that Clinton won both elections. Have students find Louisiana on the maps. Did Clinton win or lose Louisiana? (*He won the state both times.*) Point out Arkansas, just north of Louisiana. Explain that this is Clinton's home state. Ask students to compare the two maps. What do the maps show about Clinton's support from one election to the next? (*Possible answers: It stayed about the same. It stayed strong. It grew slightly.*) **(8.1, 8.3, 8.4, 8.17)**

SUPPORT—Explain to students that the term *flat* in the first paragraph means "unchanging" or "not growing."

SUPPORT—Explain that President Clinton not only cut spending but also was able to balance the federal budget and create a budget surplus.

SUPPORT—Temporary Assistance for Needy Families (TANF) is a time-limited program that helps families when parents or other relatives cannot provide for the family's basic needs. The federal government provides grants to individual states, which run their own TANF programs. By federal law, families can receive benefits under TANF for no more than five years.

After reading the text, ask the following questions:

LITERAL—To which political party did Bill Clinton belong? **(8.17, 8.17.a)**

» Bill Clinton belonged to the Democratic Party.

EVALUATIVE—How was Bill Clinton able to reduce federal spending? **(8.1, 8.2, 8.17, 8.17.a)**

» With the Cold War over, Clinton was able to cut military spending, which reduced overall federal spending.

INFERENTIAL—How do you think the "Contract with America" and the "Republican Revolution" impacted Bill Clinton's presidency? **(8.7.b, 8.7.c, 8.17, 8.17.a)**

» In 1994, Republicans took control of Congress and proposed the Contract with America, which called for lower taxes, smaller government, and welfare reform. Because Republicans controlled Congress, Clinton (who was a Democrat) had to work with them to pass legislation. The Republican Revolution caused Clinton to say that "the era of big government is over" and probably influenced his signing of TANF, which was a Republican-created welfare bill.

LITERAL—Why was Bill Clinton impeached during his second term? What was the outcome? **(8.17, 8.17.a)**

» Bill Clinton was impeached during his second term for lying to a grand jury and for obstruction of justice. He was not found guilty by the Senate and remained in office.

"Party Politics," pages 4–6

Scaffold understanding as follows:

Invite students to read the section on pages 4–6 independently.

CORE VOCABULARY—Point out the vocabulary terms *gerrymandering* and *partisanship*, and explain their meanings.

SUPPORT—Although strong majorities of conservative and liberal voters do fall within certain regions in the country, there is certainly a mix in every state. Among voters, political affiliations can have many reasons. Some voters are loyal to a party no matter who the candidates are or what the platform is. For other voters, the changing economic landscape informs their choice. This can occasionally be seen when states "flip" from one party to another in a presidential election.

After students read the text, ask the following questions:

LITERAL—What is gerrymandering? **(8.17, 8.17.a)**

» Gerrymandering is a practice in which state legislatures draw up the boundaries of voting districts in a way that might give one political party or class an unfair advantage.

LITERAL—Which parts of the country tend to support the Republican Party? Which parts tend to support the Democratic Party? **(8.17, 8.17.a)**

» The Republican Party is especially strong in rural areas across much of the South and Midwest. The Democratic Party is strong in urban areas in Northeast, Mid-Atlantic, and West Coast states.

EVALUATIVE—Generally speaking, which political party is favored by conservatives? Which is favored by moderates and liberals? **(8.17, 8.17.a)**

» Conservatives tend to favor the Republican Party, while moderates and liberals tend to favor the Democratic Party.

LITERAL—Around what percentage of the U.S. population consists of immigrants? Where do most of those immigrants come from? **(8.17, 8.17.a)**

» Around 13 percent of the U.S. population consists of immigrants. More than half come from Mexico and other Latin American countries.

"The Economy at Home," page 6

Scaffold understanding as follows:

Have students read the section on page 6 with a partner.

After students read the text, ask the following questions:

LITERAL—In the early twenty-first century, which group of Americans saw their income grow? **(8.17, 8.17.a)**

» In the early twenty-first century, the top 10 percent of income earners saw their income grow.

EVALUATIVE—Based on the text, what do you think the phrase "hollowing out of the middle class" means? **(8.17, 8.17.a)**

» Possible answer: The phrase "hollowing out of the middle class" refers to the disappearance of middle-class manufacturing jobs and the growing economic divide in the United States. In 1970, 25 percent of Americans worked in manufacturing; by 2016, only 10 percent did. The income of wealthy Americans is rising; the income of lower- and middle-income earners is largely flat.

"Advancements in a New Millennium," pages 6–7

Scaffold understanding as follows:

Note: The technologies described in this section are still evolving, and their effects may not be completely understood or determined. Keep that in mind as you move through this content with your students.

Have students read the section on pages 6–7 independently.

SUPPORT—Point out that Elon Musk bought Twitter in 2022 and later changed its name to X.

SUPPORT—If necessary, explain that a *meme* is a typically humorous image, video, or piece of text that is copied and spread rapidly by Internet users, sometimes with slight variations. *Cyberbullying* refers to the use of electronic communication to bully a person, typically by sending intimidating or threatening messages.

CORE VOCABULARY—Point out the phrase "confirmation bias," and explain its meaning.

SUPPORT—Discuss some everyday examples of confirmation bias, such as following social media accounts that express similar views to one's own or seeking out news sources that do the same. Scientific studies have shown that people tend to remember stories and details that support their beliefs better than they remember stories and details that go against their beliefs.

After students read the text, ask the following questions:

LITERAL—How many American families owned a personal computer in 2000? In 2010? **(8.4, 8.17, 8.17.a)**

» In 2000, about half of American families owned a personal computer. In 2010, three-quarters did.

EVALUATIVE—According to the text, what are some problems that have been caused by social media? **(8.17, 8.17.a)**

» The text suggests that social media has caused an increase in the spread of misinformation, cyberbullying, racist memes, and confirmation bias. Social media may also be shaping human relations in a negative way, as well as hurting the self-esteem of young people.

"President George W. Bush," pages 8–9

Scaffold understanding as follows:

Invite volunteers to read the section on pages 8–9 aloud.

SUPPORT—Remind students that they read about George H. W. Bush in the previous unit, *The Postwar Era*.

SUPPORT—Call attention to the phrase "compassionate conservative" in the second paragraph. Explain that a compassionate conservative is a political conservative who is motivated by concern for disadvantaged people but supports policies based on personal responsibility and limited government.

After the volunteers read the text, ask the following questions:

EVALUATIVE—Why do you think the 2000 presidential election was controversial? **(8.7.a, 8.7.c, 8.17, 8.17.a)**

» The 2000 presidential election was controversial because George W. Bush received fewer popular votes than his opponent, Al Gore, and won the Electoral College vote after the Supreme Court stopped a recount in Florida that gave him that state's electoral votes.

LITERAL—What did George W. Bush's administration do? **(8.17, 8.17.a)**

» The Bush administration cut taxes, relaxed environmental standards for industry, opened new areas in Alaska to drilling for oil and gas, and appointed conservatives John Roberts and Samuel Alito to the Supreme Court. Bush also supported legislation that expanded the federal government's funding for prescription drugs and supported the No Child Left Behind Act, which sought to improve student achievement in school.

Note: The Department of Homeland Security was also formed under Bush's administration. Students will read about that in the next chapter.

EVALUATIVE—How did the 2006 midterm elections reduce President Bush's ability to pursue his agenda? **(8.2, 8.17, 8.17.a)**

» In the 2006 midterm elections, Democrats won control of both houses of Congress. This reduced President Bush's ability to pursue his agenda, as he was a Republican.

"Natural Disasters," pages 9–11

Scaffold understanding as follows:

Note: Please be sensitive to your students' own experiences with hurricanes and other natural disasters when teaching this section.

Have students read the section on pages 9–11 with a partner.

SUPPORT—If time permits, ask students to compare the impact of Hurricane Katrina to that of the Mississippi River flood of 1927, which they read about in Unit 4, *Prosperity and Decline*. **(8.1, 8.2, 8.3, 8.7.c, 8.17, 8.17.a, 8.17.c)**

SUPPORT—Tell students that Hurricane Wilma hit southern Florida in October 2005. Wilma caused an estimated $24 billion in damage and was responsible for at least twenty-three deaths.

SUPPORT—Call attention to the map on page 11. Ask: How was the path of Hurricane Rita similar to the path of Hurricane Katrina? How was it different? (*Both Rita and Katrina hit Louisiana and continued their paths north. Katrina also hit Florida and took a more direct aim at New Orleans; Rita did not hit Florida but hit southwestern Louisiana.*) **(8.4, 8.5, 8.17, 8.17.a, 8.17.c)**

After students read the text, ask the following questions:

EVALUATIVE—How did Hurricane Katrina impact the 2006 midterm elections? **(8.2, 8.17, 8.17.a, 8.17.c)**

» Many people were unhappy with the Bush administration's handling of the federal government's response to Hurricane Katrina. These people may have chosen to vote for Democrats in the 2006 election, as opposed to voting for Republicans like George W. Bush.

LITERAL—How much damage was caused by Hurricane Katrina? **(8.17, 8.17.a, 8.17.c)**

» Hurricane Katrina caused at least $108 billion in damage and was responsible for 1,392 deaths.

EVALUATIVE—How did Hurricane Katrina impact the population of New Orleans? **(8.2, 8.17, 8.17.a, 8.17.c)**

» Many residents who were evacuated from the city because of the hurricane never returned. Katrina caused the population of New Orleans to decrease by 29 percent between the fall of 2005 and 2011.

EVALUATIVE—What are some reasons why 2005 was the most active hurricane season in U.S. history at the time? **(8.2, 8.17, 8.17.a, 8.17.c)**

» The reason 2005 was the most active hurricane season is that hurricanes were formed in part due to rising sea temperature combined with warmer ocean currents, which allowed the storms to intensify more quickly.

"The Great Recession," pages 11–13

Scaffold understanding as follows:

Have students read the first two paragraphs of the section on pages 11–13 independently.

CORE VOCABULARY—Point out the vocabulary terms *mortgage* and *repossess*, and explain their meanings.

SUPPORT—A recession is a period of significant economic decline, often defined as a fall in gross domestic product (GDP) in two successive quarters. The National Bureau of Economic Research (NBER) measures recessions by examining indicators such as nonfarm payrolls, industrial production, and retail sales. A recession may last for only a few months, but the economy may take years to recover.

SUPPORT—A housing bubble is a market condition in which housing prices rise beyond what most economists believe is reasonable or sustainable, typically caused by increased demand for housing combined with a limited supply. Speculation, or buying property with the expectation of selling it for a profit, also often plays a role in the creation of a housing bubble.

SUPPORT—A derivative is a kind of financial contract whose value depends on an underlying asset, group of assets, or benchmark. Derivatives can be used to hedge price risk and for risky speculative trading. The Commodity Futures Modernization Act of 2000 prevented regulation of the derivative market. As a result, investment in derivatives skyrocketed. Derivatives in the mortgage market were a major cause of the Great Recession.

Have students read the remainder of the section on page 13 independently.

SUPPORT—Among other things, the Troubled Assets Relief Program (TARP) authorized the federal government to buy mortgage-backed securities and bank stocks.

SUPPORT—Remind students that unemployment reached more than 30 percent during the Great Depression in the 1930s.

SUPPORT—Elaborate on what it means to be "too big to fail." Large banks sometimes made risky investments because they knew if the risk paid off, their shareholders would benefit, and if it did not, other people would pay the price—not the bank or its shareholders. This imbalance is sometimes called the "moral hazard problem."

After students read the text, ask the following questions:

EVALUATIVE—What type of loan was at the center of the Great Recession? **(8.17, 8.17.a)**

» Mortgages—loans made to pay for houses—were at the center of the Great Recession because banks made risky investments and allowed Americans to borrow more than they could afford.

LITERAL—What did the federal government do in response to the Great Recession? **(8.17, 8.17.a)**

» Congress passed the Troubled Assets Relief Program (TARP), and the U.S. Treasury Department and Federal Reserve poured hundreds of billions of dollars into America's banks and financial institutions.

LITERAL—How did the Great Recession affect Americans? **(8.17, 8.17.a)**

» The Great Recession affected Americans by causing millions of people to lose their jobs, raising the unemployment rate to 10 percent.

LITERAL—What does it mean to say that some banks were "too big to fail"? **(8.17, 8.17.a)**

» "Too big to fail" means that the collapse of the banks would lead to the collapse of the entire economy.

"President Barack Obama," pages 13–15

Scaffold understanding as follows:

Have students read the section on pages 13–15 with a partner.

CORE VOCABULARY—Point out the vocabulary term *community organizer*, and explain its meaning.

SUPPORT—Tell students that Barack Obama appointed the first Hispanic American member of the Supreme Court, Sonia Sotomayor.

After students read the text, ask the following questions:

LITERAL—What brought Barack Obama to the attention of Americans? **(8.17, 8.17.d)**

» In 2004, Obama's speech at the Democratic National Convention caught the attention of millions of Americans.

EVALUATIVE—Why was the election of Barack Obama as president significant? **(8.17, 8.17.d)**

» Obama was the first African American president.

"Response to Recession," pages 15–16

Scaffold understanding as follows:

Invite volunteers to read the section on pages 15–16 aloud.

SUPPORT—Explain that TARP began under the George W. Bush administration and continued under the Obama administration.

After the volunteers read the text, ask the following questions:

LITERAL—What did the Obama administration do in response to the Great Recession? **(8.2, 8.17, 8.17.a, 8.17.d)**

» In response to the Great Recession, the Obama administration poured hundreds of billions of dollars into the relief program TARP. It cut taxes, extended unemployment benefits, and funded jobs in education and infrastructure projects such as roads and bridges. It also invested in green energy. The Obama administration also gave $10 billion in loans to U.S. automakers to save those companies and their employees' jobs.

EVALUATIVE—How was the Consumer Financial Protection Bureau (CFPB) related to the causes of the Great Recession? **(8.2, 8.17, 8.17.a, 8.17.d)**

» The Great Recession was caused in large part by the granting of unwise—and sometime fraudulent—mortgage loans. The aim of the CFPB was to protect consumers from future mortgage and credit card fraud to ensure that another mortgage meltdown would not occur.

"The Affordable Care Act," pages 16–17

Scaffold understanding as follows:

Read the section on pages 16–17 aloud.

CORE VOCABULARY—Point out the vocabulary terms *medical insurance* and *subsidy* and the phrase "preexisting medical condition," and explain their meanings.

SUPPORT—Ensure that students understand that medical insurance is also called health insurance. In addition, when politicians and media personalities refer to health care, they

are often speaking about health or medical insurance rather than actual medical care by a doctor or hospital.

SUPPORT—Explain to students that before passage of the Affordable Care Act (ACA), insurance companies could deny coverage to individuals with a preexisting medical condition, charge more for their premiums, or exclude the preexisting condition from coverage.

After reading the text, ask the following questions:

EVALUATIVE—What was the purpose of the Affordable Care Act? **(8.17, 8.17.a, 8.17.d)**

» The purpose of the Affordable Care Act was to ensure that all Americans could be covered by medical insurance and make it easier for people to afford health care.

INFERENTIAL—What are the benefits of guaranteeing medical insurance coverage for people with preexisting conditions? **(8.17, 8.17.a, 8.17.d)**

» People with long-term health problems can get insurance that will make it easier for them to afford medical care. This care and treatment might make it easier for them to hold down a job and reduce the need to use emergency rooms. Also, having insurance makes it less likely they will have excessive medical debt.

Primary Source Feature: "President Bush on Hurricane Katrina (2005)," page 18

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 18.

Introduce the source by reviewing what students read about Hurricane Katrina. Explain that this excerpt comes from a September 2005 speech delivered by President George W. Bush regarding disaster relief.

Invite volunteers to read the source aloud.

SUPPORT—As needed, explain the references in the speech to Jamestown, Plymouth, Chicago, San Francisco, and the Dust Bowl. The colonies of Jamestown and Plymouth were covered in Grade 6. Students will have read about the Dust Bowl in Unit 4, *Prosperity and Decline*. The Great Chicago Fire began on October 8, 1871, and burned for two days, destroying a large portion of the city and taking almost three hundred lives. The San Francisco earthquake of April 18, 1906, leveled nearly four square miles of the city (10 km^2), left 250,000 people homeless, and killed up to 3,000 people.

Activity Page

AP 1.2

Distribute Primary Source Analysis (AP 1.2), and have students complete the Activity Page with a partner.

After students have completed the Activity Page, ask the following questions:

LITERAL—Why was the city of New Orleans nearly empty? **(8.2, 8.6, 8.6.a, 8.17, 8.17.a, 8.17.c)**

» Hurricane Katrina had caused great damage to the city, forcing most residents to abandon their homes.

EVALUATIVE—Why does President Bush say that Americans should feel proud even in the wake of such a catastrophe? **(8.6, 8.6.a, 8.6.b, 8.17, 8.17.a, 8.17.c)**

» Many acts of courage and kindness occurred as a result of the storm. The Coast Guard and other personnel rescued thousands of people, and other groups took displaced people into their homes.

EVALUATIVE—Which American values does President Bush cite in the speech? **(8.6, 8.6.a, 8.17, 8.17.a, 8.17.c)**

» President Bush cites values such as courage, kindness, strength, religious faith, and determination.

INFERENTIAL—Why do you think President Bush cites past catastrophes such as the Great Chicago Fire and the San Francisco earthquake? **(8.6, 8.6.a, 8.17, 8.17.a, 8.17.c)**

» He is pointing out to Americans that the country has undergone hardships before and has risen above them, becoming stronger than ever in the process.

Primary Source Feature: "President Obama's First Inaugural Address (2009)," page 19

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 19.

Introduce the source by reviewing what students read about the election of Barack Obama in 2008. Explain that this excerpt comes from Obama's speech at his January 2009 inauguration.

Invite volunteers to read the source aloud.

SUPPORT—Explain the meanings of the following terms as they are encountered in the text:

adversaries, n. opponents or rivals

instruments, n. tools or implements used to do particular tasks

grudgingly, adv. in a reluctant or resentful manner

creed, n. a set of beliefs or aims that guide someone's actions

Activity Page

AP 1.2

Distribute Primary Source Analysis (AP 1.2), and have students complete the Activity Page independently.

After students have completed the Activity Page, ask the following questions:

EVALUATIVE—When Obama says, "Our economy is badly weakened," which historical event is he referring to? **(8.6, 8.6.a, 8.17, 8.17.a, 8.17.d)**

» Obama is referring to the Great Recession.

EVALUATIVE—Obama says that American health care is too costly. What legislation did he propose to help fix this problem? **(8.2, 8.6, 8.6.a, 8.17, 8.17.a, 8.17.d)**

» Obama proposed the Affordable Care Act to help fix this problem.

LITERAL—According to Obama, what are some core American values? **(8.6, 8.6.a, 8.17, 8.17.a, 8.17.d)**

» According to Obama, some core American values are honesty and hard work, courage and fair play, tolerance and curiosity, and loyalty and patriotism.

INFERENTIAL—What is the "creed" that Obama refers to? **(8.6, 8.6.a, 8.17, 8.17.a, 8.17.d)**

» The creed that Obama refers to is the ideals of freedom and equality stated in the Declaration of Independence and the U.S. Constitution.

EVALUATIVE—Obama says that sixty years ago, his father might not have been served in a local restaurant. Which historical situation is he describing? **(8.2, 8.6, 8.6.a, 8.17, 8.17.a, 8.17.d)**

» Obama is describing segregation and Jim Crow laws.

LEARNING LAB—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.

Timeline Card Slide Deck

- Show students the Chapter 1 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity that they notice. **(8.1)**
- Review and discuss the Framing Question: "What are the most pressing questions facing the United States in the years ahead?"

Check for Understanding 10 min

Ask students to:

- Write a short answer to the Framing Question: "What are the most pressing questions facing the United States in the years ahead?"
  - » Key points students should cite include: party politics and increasing political partisanship; changes in population and population distribution; income inequality and the state of the economy; the impact of technology on political and social life, especially smartphones and the Internet; issues surrounding natural disasters and extreme weather; welfare, health care, and tax reform.
- Choose two of the Core Vocabulary terms ("centrist wing," *gerrymandering*, *partisanship*, "confirmation bias," *mortgage*, *repossess*, *community organizer*, *medical insurance*, *subsidy*, or "preexisting medical condition"), and write a sentence using the terms.

To wrap up the lesson, ask several students to share their responses.

Activity Page

AP 1.1

Note: Distribute copies of Letter to Family (AP 1.1) for students to take home.

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

https://www.coreknowledge.org/bayou-bridges-online-resources/

CHAPTER 2

TOPIC: Foreign Issues of the Modern Era

The Framing Question: Which conflicts that occurred at the end of the twentieth century and beginning of the twenty-first affected the United States most significantly?

Primary Focus Objectives

- ✓ Explain how foreign events and developments of the modern era have affected American society. **(8.17.a)**
- ✓ Explain how the relationship between the United States and the Middle East affected events and developments during the modern era. **(8.17.b)**
- ✓ Describe the significance of September 11, 2001. **(8.17.b)**
- ✓ Analyze the impact of globalization on the United States and the world. **(8.17.a)**
- ✓ Describe the environmental challenges faced by Louisiana and the world. **(8.17.a)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *genocidal*, *embassy*, *caliphate*, *reconfigure*, *surveillance*, *warrant*, "preemptive attack," *globalization*, *offshoring*, and *drone*.

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource "About Foreign Issues of the Modern Era":

https://www.coreknowledge.org/bayou-bridges-online-resources/

Materials Needed

Activity Page

AP 1.2

- individual student copies of Primary Source Analysis (AP 1.2)
- world map from the Internet
- map of the Balkans from the Internet

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific links to the maps may be found:

https://www.coreknowledge.org/bayou-bridges-online-resources/

Core Vocabulary (Student Volume page numbers listed below)

genocidal, adj. referring to the deliberate and systematic extermination or attempted extermination of an entire group of people based on race, religion, ethnicity, nationality, or other characteristics **(23)**

Example: The violent group promotes genocidal hatred.
Variations: genocide (n.)

embassy, n. the official building in a foreign country in which an ambassador and staff work **(24)**

Example: When I was in France, I visited the American embassy in Paris.
Variations: embassies

caliphate, n. historically, the rule or reign of a caliph or chief Muslim ruler **(25)**

Example: The ruler's caliphate lasted about forty years.
Variations: caliphates, caliph (n.)

reconfigure, v. to rearrange or change the structure of something **(27)**

Example: The United States was forced to reconfigure its foreign affairs after the terrorist attack.
Variations: reconfigures, reconfiguring, reconfigured, reconfigured (adj.), reconfiguration (n.)

surveillance, n. close observation **(27)**

Example: The alleged criminal was under police surveillance.
Variations: surveillance (adj.), surveil (v.)

warrant, n. a document from a judge that authorizes law enforcement officials to search, make an arrest, or seize items **(28)**

Example: The sheriff needed a warrant before he could search my car.
Variations: warrants

"preemptive attack" (phrase) an attack on others to prevent them from attacking first **(29)**

Example: The army launched a preemptive attack on the suspected terrorist group.
Variations: preemptive attacks

globalization, n. the growth of a worldwide economy that includes free trade and the use of inexpensive labor markets in other countries **(29)**

Example: Thanks to globalization, consumers can choose from a wide variety of products from around the world.
Variations: globalize (v.), globalized (adj.)

offshoring, n. the policy of moving some jobs or functions of a company overseas to places where labor is less expensive **(29)**

Example: The offshoring of jobs at the local factory caused the city's unemployment rate to rise.
Variations: offshore (v.)

drone, n. an aircraft that is controlled remotely instead of manned by people **(30)**

Example: The technician controlling the drone flew it over the battlefield and took pictures of enemy positions.
Variations: drones

The Core Lesson 35 min

Introduce "Foreign Issues of the Modern Era" 5 min

Review what students read about U.S. domestic issues in Chapter 1. Explain that while the United States was experiencing those domestic challenges, it was also dealing with international issues and challenges. Emphasize that the events described in this chapter occurred at the same time as the events described in Chapter 1.

Call students' attention to the Framing Question. Tell students to look for details that help them determine which international conflicts of the modern era have impacted the United States most significantly.

Guided Reading Supports for "Foreign Issues of the Modern Era" 30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"From Peace to War" and "Post–Cold War Conflicts," pages 20–24

Scaffold understanding as follows:

Read the section "From Peace to War" and the first three paragraphs of the section "Post–Cold War Conflicts" on pages 20–23 aloud.

SUPPORT—Remind students that the Cold War ended in 1991 with the collapse of the Soviet Union.

Note: The name *Schwarzkopf* is pronounced (/shwartz*koff/). Say the name aloud, and have students repeat it after you.

SUPPORT—Call attention to the map of the Middle East on page 22. Ask: Which countries border Iraq? (*Iraq is bordered by Iran*, *Turkey*, *Syria*, *Jordan*, *Saudi Arabia*, *and Kuwait*.) What are the two largest Middle Eastern nations by size? (*Saudi Arabia and Iran*) Based on the map, why do you think the military conflict described in the Student Volume was called the Gulf War? (*The war took place in the vicinity of the Persian Gulf.*) Why might control of the Persian Gulf be important to the oil-producing nations of the Middle East? (*Oil tankers use the Persian Gulf to transport oil from the region to other parts of the world.*) **(8.4, 8.5, 8.17, 8.17.a, 8.17.b)**

SUPPORT—Display the world map. Point out the location of the Middle East. Note its location as a crossroads of Europe, Asia, and Africa.

Read the remainder of the section "Post–Cold War Conflicts" on pages 23–24 aloud.

CORE VOCABULARY—Point out the vocabulary term *genocidal*, and explain its meaning.

SUPPORT—Explain that the word *genocide* was first used to describe the Holocaust, which students read about in Unit 5, *The World at War*. Now it is used to refer to any deliberate and systematic extermination or attempted extermination of an entire group of people based on race, religion, ethnicity, nationality, or other characteristics.

SUPPORT—Display the world map. Have students find the continent of Africa, and then direct them to find Rwanda in the center of the continent. Note Rwanda's small size compared to many other African nations. Explain that the Rwandan genocide affected many of the countries that surrounded it, including Burundi, Tanzania, and Uganda, as refugees fled looking for safety.

SUPPORT—Display the world map, and point out the location of the Balkans (north of Greece, between Italy and the Black Sea). Then display the map of the Balkans. Explain to students that the European nation of Yugoslavia (shown in orange on the inset map) was created after World War I when Croat, Slovenian, and Bosnian territories that had been part of the Austro-Hungarian Empire united with the Serbian kingdom. After World War II, the country was dominated by communist dictator Josip Tito. When the Cold War ended, the cultural, ethnic, and religious differences among the various groups that had been cobbled together to form Yugoslavia began to create tensions between them. Violence broke out between different ethnic groups seeking to establish themselves as independent, sovereign nations. Today, the former Yugoslavia has dissolved into seven separate nations: Bosnia and Herzegovina, Croatia, Kosovo, Montenegro, North Macedonia, Serbia, and Slovenia.

CORE VOCABULARY—Point out the vocabulary term *embassy*, and explain its meaning.

SUPPORT—Direct students to the map of the Middle East on page 22, and have them find Yemen. **(8.5)**

After reading the text, ask the following questions:

LITERAL—What was Operation Desert Storm? **(8.17, 8.17.a, 8.17.b)**

» Operation Desert Storm was a military operation intended to liberate Kuwait from Iraqi control after Iraq seized the smaller country for its oil fields.

EVALUATIVE—What was unusual about this military action? **(8.17, 8.17.a, 8.17.b)**

» For the first time, the American-led UN forces employed "smart bombs" that could strike precise targets. There were few American casualties but many Iraqi deaths.

EVALUATIVE—Why didn't President Clinton order American forces into Rwanda to stop the genocidal violence there? How might Operation Rescue Hope have influenced his decision not to intervene in Rwanda? **(8.17, 8.17.a, 8.17.b)**

» President Clinton did not believe the American people would support a military intervention in Rwanda. A few years earlier, nineteen Americans had been killed during Operation Restore Hope, which aimed to restore stability to Somalia. Because of the failure of Operation Restore Hope, many Americans no longer supported such interventions.

LITERAL—What was accomplished by the Dayton Accords? **(8.17, 8.17.a, 8.17.b)**

» The Dayton Accords ended hostilities in the Balkans between three ethnic groups—Bosnian Muslims, Serbs, and Croats—and the Yugoslav army.

LITERAL—Which group was responsible for the bombing of the World Trade Center parking garage and the attack on the USS *Cole*? Who was the leader of this group? **(8.17, 8.17.a, 8.17.b)**

» The Islamic terrorist group al-Qaeda was responsible for these actions. The leader of al-Qaeda was Osama bin Laden.

"September 11, 2001," pages 25–27

Scaffold understanding as follows:

Have students read the section on pages 25–27 with a partner.

SUPPORT—Although the September 11, 2001, attacks (also known as 9/11) were carried out not by Americans but by foreign Islamic terrorists, and despite President Bush's words that Muslim Americans were not at fault, some Muslims, Arabs, Sikhs, and people of South Asian descent became victims of hate crimes and violence as a direct result of the attacks. Islamic education centers and mosques were also vandalized.

SUPPORT—Explain to students that the use of the word *intelligence* in the second paragraph refers to the collection of information that has military or political value.

CORE VOCABULARY—Point out the vocabulary term *caliphate*, and explain its meaning.

SUPPORT—Explain that even though President Bush declared a "war against terrorism," Congress never issued a formal declaration of war.

SUPPORT—Point out the word *terrorism* in the third paragraph of the section. Explain that terrorism is the unlawful use of violence and intimidation, especially against civilians, in the pursuit of political aims.

CORE VOCABULARY—Point out the vocabulary terms *reconfigure* and *surveillance*, and explain their meanings.

SUPPORT—Tell students that U.S. troops remained in Afghanistan for twenty years, finally withdrawing in 2021. When U.S. troops withdrew, the Taliban returned to power. The Afghan War was the longest war in American history.

After students read the text, ask the following questions:

LITERAL—On September 11, 2001, four planes were hijacked. What happened to them? **(8.17, 8.17.a, 8.17.b)**

» One plane crashed into the Pentagon, two crashed into the World Trade Center towers, and one—which was likely headed for the U.S. Capitol or the White House—crashed in a field in Pennsylvania.

EVALUATIVE—What did the September 11 terrorist attacks have in common with the earlier terrorist attacks on the parking garage at the World Trade Center and the USS *Cole*? **(8.1, 8.2, 8.3, 8.17, 8.17.a, 8.17.b)**

» All of these attacks were carried out by the militant Islamic extremist group al-Qaeda, led by Osama bin Laden.

LITERAL—How did President Bush respond to the attacks? **(8.17, 8.17.a, 8.17.b)**

» He declared a "war on terrorism" and focused the U.S. military on the fight against Islamic terrorism in the Middle East. He initiated bombings of the mountains in Afghanistan and ousted the Taliban from the Afghan government.

"The Iraq War, 2003," pages 27–28

Scaffold understanding as follows:

Invite volunteers to read the section on pages 27–28 aloud.

SUPPORT—Explain to students that Baghdad is the capital city of Iraq.

SUPPORT—Tell students that the word *insurgent* means a person who is fighting against the established government in their own country. The phrase "insurgent factions" in the third paragraph refers to different groups of rebels in Iraq, all of whom had different visions for what the new Iraqi government should look like after Saddam Hussein lost power.

After the volunteers read the text, ask the following questions:

EVALUATIVE— Which claim started the Iraq War? Was the claim correct? **(8.17, 8.17.a, 8.17.b)**

» The claim that Iraq had weapons of mass destruction started the Iraq War, but no such weapons were ever found.

LITERAL—When was the Iraq War largely concluded? **(8.17, 8.17.a, 8.17.b)**

» The Iraq War was largely concluded by late 2011.

"Homeland Security," pages 28–29

Scaffold understanding as follows:

Have students read the section on pages 28–29 independently.

CORE VOCABULARY—Point out the vocabulary term *warrant* and the phrase "preemptive attack," and explain their meanings.

TALK IT OVER—Point out that the USA PATRIOT Act allowed law enforcement to collect information without a warrant, something that is contrary to traditional law enforcement practices. Read the Fourth Amendment to the U.S. Constitution to students:

> The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Discuss the federal government's ability to use warrantless wiretaps. Is it a reasonable step to detect terrorist plans before they are enacted, or is it an unfair violation of the Fourth Amendment? **(8.7, 8.7.a, 8.7.b, 8.7.c, 8.7.d, 8.17.a, 8.17.b)**

SUPPORT—Al-Qaeda, the Islamic State, and other terrorist groups are examples of groups that practice stateless terrorism. They have a cause and a name, but the groups are not affiliated with the government of any one country. In fact, they often move between countries to avoid capture. This means that traditional diplomacy and policies, such as trade sanctions, are not viable means of dealing with threats from these organizations.

After students read the text, ask the following questions:

LITERAL—What changes to the federal government's surveillance power were started by the USA PATRIOT Act? **(8.17.a, 8.17.b)**

» The USA PATRIOT Act allowed detention or deportation of immigrants suspected of links with terrorism, warrantless wiretaps and collection of cell phone records, and more.

LITERAL—What is the role of the director of national intelligence? **(8.17.a, 8.17.b)**

» The director of national intelligence oversees all of the U.S. intelligence agencies, including the FBI, CIA, and DHS.

"The Economy on the World Stage," pages 29–30

Scaffold understanding as follows:

Have students read the section on pages 29–30 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *globalization* and *offshoring*, and explain their meanings.

SUPPORT—As manufacturing moved overseas, so did many jobs that had provided a stable, middle-class living for Americans who did not have college degrees. Communities that depended mainly on manufacturing jobs were especially affected. Job losses due to factory closures affected the entire community, as those who were employed at well-paying jobs suddenly lost their ability to spend in the community. If time permits, refer back to "The Economy at Home" section on pages 6–7 in Chapter 1, particularly the part that discusses the "hollowing out of the middle class."

After students read the text, ask the following questions:

EVALUATIVE—In what ways have globalization and offshoring benefited Americans? In what ways have they not benefited Americans? **(8.2, 8.17, 8.17.a)**

» Possible answer: Because of globalization and offshoring, American consumers benefit from lower-cost products from overseas. However, globalization and offshoring have also resulted in the loss of American manufacturing jobs and are partly responsible for the growing economic divide in the United States.

LITERAL—How has increased trade with the United States impacted the poverty rate in China? **(8.17, 8.17.a)**

» China's trade with the United States has grown the Chinese economy. In 1981, around 85 percent of China's people lived in extreme poverty. In recent years, that figure has fallen to less than 2 percent.

"U.S. Foreign Policy Under President Barack Obama," page 30

Scaffold understanding as follows:

Read the section on page 30 aloud.

CORE VOCABULARY—Point out the vocabulary term *drone*, and explain its meaning.

SUPPORT—Explain that *the Levant* is an old-fashioned name for the Middle East. Also explain that ISIL (Islamic State of Iraq and the Levant) is sometimes referred to as ISIS (Islamic State of Iraq and Syria).

After reading the text, ask the following questions:

EVALUATIVE—How did Barack Obama's foreign policy ideas change once he became president? **(8.3, 8.17.a, 8.17.b)**

» Obama had criticized President Bush's foreign policy during his presidential campaign, but once he became president, Obama continued with the deployment of U.S. military personnel in Iraq and Afghanistan. He also continued the nation's policies on domestic government surveillance.

LITERAL—What technology did President Obama use in counterterrorism efforts? **(8.17.a, 8.17.b)**

» President Obama used drone strikes against terrorist targets.

"Environmental Challenges," pages 30–31

Scaffold understanding as follows:

Have students read the section on pages 30–31 independently.

After students read the text, ask the following questions:

EVALUATIVE—Why does the increasing world population create environmental challenges? **(8.2, 8.17, 8.17.a)**

» As Earth's population increases, providing basic human needs such as water, clean air, healthy food, and shelter becomes more challenging.

LITERAL—In addition to rising world population, what are some other environmental challenges facing the world? **(8.17, 8.17.a)**

» The world faces environmental challenges such as sea level rise, coastal erosion, and saltwater intrusion.

LITERAL—What is the Coastal Master Plan? **(8.17, 8.17.a, 8.17.c)**

» The Coastal Master Plan is a plan created by the state of Louisiana to combat rising sea levels and shoreline destruction. The plan aims to rebuild barrier islands to protect the mainland from storms, create oyster reefs to slow the rate of erosion, and repair and recreate wetlands.

Primary Source Feature: "President George W. Bush's Address to the Nation on 9/11," page 32

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 32.

Introduce the source by reviewing what students read about the September 11 attacks. Explain that one of the president's jobs is to address the nation during times of crisis. On 9/11, after news of the attacks became known, President Bush did just that. This excerpt comes from that speech.

Invite volunteers to read the source aloud.

Activity Page

AP 1.2

Distribute Primary Source Analysis (AP 1.2), and have students complete the Activity Page with a partner.

After students have completed the Activity Page, ask the following questions:

LITERAL—According to President Bush, what were the 9/11 terrorists attacking? **(8.6, 8.6.a, 8.17.a, 8.17.b)**

» President Bush says the terrorists were attacking American citizens, the American way of life, and America's freedom.

EVALUATIVE—How does President Bush contrast the actions of the terrorists with the actions of American citizens on 9/11? **(8.6, 8.6.a, 8.17.a, 8.17.b)**

» He compares the evil actions of the terrorists ("the very worst of human nature") with "the best of America"—the rescue workers and the people who donated blood or tried to help attack victims in some way.

INFERENTIAL—Why do you think the president makes a point of saying that the American economy will continue to function? **(8.6, 8.6.a, 8.17.a, 8.17.b)**

» Possible answer: He wants to encourage Americans not to be afraid and to carry on with their regular lives as much as possible.

EVALUATIVE—What does President Bush mean when he says the United States "will make no distinction between the terrorists who committed these acts and those who harbor them"? **(8.6, 8.6.a, 8.17.a, 8.17.b)**

» Possible answer: President Bush means that the United States will take action not only against the specific individuals who planned and carried out the 9/11 attacks but also against anyone who protects them or hides them.

EVALUATIVE—How does the president ask Americans to respond to the 9/11 attacks? **(8.6, 8.6.a, 8.17.a, 8.17.b)**

» He asks that all Americans unite to defend freedom and to fight those who would threaten it.

LEARNING LAB—Before concluding the chapter, allow students adequate time to complete their Student Volume Think Twice questions, Find Out the Facts research prompts, and writing assignments. You may also wish to schedule time for students to discuss or present their work, as well as create a writing assignment portfolio.

Timeline Card Slide Deck

- Show students the Chapter 2 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity they notice. **(8.1)**
- Review and discuss the Framing Question: Which conflicts that occurred at the end of the twentieth century and beginning of the twenty-first affected the United States most significantly?

Check for Understanding 10 min

Ask students to:

Write a short answer to the Framing Question:

- Which conflicts that occurred at the end of the twentieth century and beginning of the twenty-first affected the United States most significantly?
  - » Key points students should cite include: the 1990–91 Gulf War; events in Somalia, Rwanda, and the Balkans; the actions of militant Islamic extremists, particularly the 9/11 attacks, and their effects, including the wars in Afghanistan and Iraq and the creation of the Department of Homeland Security.
- Choose two of the Core Vocabulary terms (*genocidal*, *embassy*, *caliphate*, *reconfigure*, *surveillance*, *warrant*, "preemptive attack," *globalization*, *offshoring*, or *drone*), and write a sentence using the terms.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

https://www.coreknowledge.org/bayou-bridges-online-resources/

UNIT 7

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Answer Key: *The Modern Era* 62

A. On your own paper, write the letter(s) that provides the best answer.

1. President Bill Clinton could best be described as a political _____. **(8.17, 8.17.a)**

a) conservative
b) extremist
c) moderate
d) liberal

2. Use the table to answer the question.

A	B
rural South rural Midwest	urban Northeast urban Mid-Atlantic urban West Coast

This table identifies patterns of the early twenty-first century. Which of the following correctly identifies the table headings? **(8.4, 8.17, 8.17.a)**

a) A: Regions Favoring Republicans; B: Regions Favoring Democrats
b) A: Regions with Economic Growth; B: Regions with Economic Decline
c) A: Regions with Population Growth; B: Regions with Population Decline
d) A: Regions Supporting the Affordable Care Act; B: Regions Opposing the Affordable Care Act

3. Use the image to answer the question.

Which statements are supported by the image? Select the **two** correct answers. **(8.6, 8.6.a, 8.6.b, 8.17, 8.17.a)**

a) Most immigrants to the United States face great hostility and discrimination.
b) American culture in the modern era has become far more diverse than in past decades.
c) By the 2010s, about 20 percent of immigrants to the United States were from India and other parts of Asia.
d) By the 2010s, more Americans lived in the suburbs than lived in either urban areas or rural areas of the country.
e) By the 2010s, more than half of all immigrants to the United States were from Mexico and other Latin American nations.

4. Which of the following illustrates confirmation bias? **(8.17, 8.17.a)**

a) Kate tries to avoid buying consumer products that are not manufactured in the United States.
b) Jorge usually watches news programs and visits websites that express opinions he agrees with.
c) Hannah will vote for the person she thinks is the best for the job, regardless of their political party.
d) Andre uses social media every day to communicate with friends and to conduct business.

5. Use the table to answer the question.

Actions of the George W. Bush Administration
• opened new areas to oil and gas drilling in Alaska
• appointed John Roberts and Samuel Alito to the Supreme Court
• supported legislation that expanded funding for prescription drugs for elderly Americans

Which of the following correctly completes the table? **(8.17, 8.17.a)**

a) sponsored the Affordable Care Act
b) supported the No Child Left Behind Act
c) wrote the "Contract with America" agenda
d) signed the North American Free Trade Agreement

6. Use the map to answer the question.

What was a direct consequence of the events shown on the map? **(8.2, 8.5, 8.17, 8.17.a, 8.17.c)**

a) The population of New Orleans decreased dramatically.
b) The American economy was hit by the Great Recession.
c) Republicans gained seats in Congress in the 2006 midterm election.
d) Most African Americans in the South began to support the Democratic Party.

7. What was the root cause of the Great Recession? **(8.2, 8.17, 8.17.a)**

a) loss of American manufacturing jobs to offshoring
b) excessive mortgage lending to unqualified borrowers
c) the growing income gap between rich and poor Americans
d) tariffs that increased the price of imported consumer goods

8. Which presidents struggled to control the Great Recession? **(8.17, 8.17.a, 8.17.d)**

a) Bill Clinton and Barack Obama
b) Bill Clinton and George W. Bush
c) George W. Bush and Barack Obama
d) George H. W. Bush and George W. Bush

9. Which important legislation was passed during Barack Obama's presidency? **(8.17, 8.17.a, 8.17.d)**

a) the No Child Left Behind Act
b) the Affordable Care Act
c) the USA PATRIOT Act
d) the Voting Rights Act

10. Use the excerpt to answer the question.

That we are in the midst of crisis is now well understood. Our nation is at war against a far-reaching network of violence and hatred. Our economy is badly weakened, a consequence of greed and irresponsibility on the part of some, but also our collective failure to make hard choices and prepare the nation for a new age. Homes have been lost, jobs shed, businesses shuttered. Our health care is too costly, our schools fail too many—and each day brings further evidence that the ways we use energy strengthen our adversaries and threaten our planet. . . .

Our challenges may be new. The instruments with which we meet them may be new. But those values upon which our success depends—honesty and hard work, courage and fair play, tolerance and curiosity, loyalty and patriotism—these things are old. These things are true. They have been the quiet force of progress throughout our history.

—Barack Obama, First Inaugural Address, January 21, 2009

Based on the speech, which issues do you think voters were most concerned with coming into the 2008 presidential election? **(8.6, 8.6.a, 8.7, 8.7.a, 8.7.c, 8.17, 8.17.a, 8.17.d)**

a) climate change, education, and crime
b) election fraud, global warming, and immigration
c) the War on Terror, income inequality, and civil rights
d) the Great Recession, education, and medical insurance reform

11. Use the excerpt to answer the question.

In the life of this nation, we have often been reminded that nature is an awesome force, and that all life is fragile. We're the heirs of men and women who lived through those first terrible winters at Jamestown and Plymouth, who rebuilt Chicago after a great fire, and San Francisco after a great earthquake, who reclaimed the prairie from the Dust Bowl of the 1930s. Every time, the people of this land have come back from fire, flood, and storm to build anew—and to build better than what we had before. Americans have never left our destiny to the whims of nature—and we will not start now.

—George W. Bush, "President Discusses Hurricane Relief in Address to Nation," September 15, 2005

What is the main purpose of this passage from President Bush's speech? **(8.6, 8.6.a, 8.7, 8.7.a, 8.7.c, 8.17, 8.17.a, 8.17.c)**

a) to ask Americans to donate to charities that will assist flood victims
b) to urge Americans to begin to take action on environmental challenges
c) to reassure Americans that the federal government will provide hurricane relief
d) to remind Americans that the nation has faced and overcome adversity in the past

B. On your own paper, write a well-organized paragraph in response to the following prompt:

What was the most important piece of domestic legislation passed under either the Clinton, Bush, or Obama administration? Make a claim that answers the question, and support it with evidence from the chapter. **(8.7.a, 8.7.b, 8.7.c, 8.7.d, 8.17, 8.17.a, 8.17.d)**

A. On your own paper, write the letter(s) that provides the best answer.

1. Use the map to answer the question.

Which nations shown on the map were the key players in the Gulf War of 1990–91? Select the **two** correct answers. **(8.5, 8.17, 8.17.b)**

a) Iran
b) Iraq
c) Kuwait
d) Syria
e) Turkey

2. Use the timeline to answer the question.

Which of the following events should be placed as the last event on the timeline? **(8.17, 8.17.b)**

a) attack on the USS *Cole*
b) Operation Desert Storm
c) U.S. drone targeting of terrorist targets
d) bombing of the World Trade Center garage

3. In the 1990s, ethnic hostilities in the Balkans involved Bosnian Muslims, Croats, and _____. **(8.17, 8.17.b)**

a) Czechs
b) Hutus
c) Serbs
d) Tutsis

Use the image to answer questions 4 and 5.

4. The event shown in the image shaped the presidency of _____. **(8.6, 8.6.a, 8.17, 8.17.b)**

a) Bill Clinton
b) Barack Obama
c) George W. Bush
d) George H. W. Bush

5. Which of the following was an immediate effect of the event shown in the image? **(8.2, 8.6, 8.6.a, 8.17, 8.17.b)**

a) the war in Afghanistan
b) "Black Hawk down"
c) the Dayton Accords
d) Operation Desert Storm

6. Why was the USA PATRIOT Act controversial? **(8.17, 8.17.b)**

a) It did almost nothing to stop further terrorist attacks in the United States.
b) It cost billions of dollars to administer, requiring a sharp tax increase.
c) Some Americans believed that it severely undermined their freedoms.
d) Law enforcement was required to obtain warrants to investigate suspected terrorists.

7. Which of the following is an example of globalization? **(8.17, 8.17.a)**

a) An automaker gives its workers a 5-percent wage increase.
b) Congress raises tariffs on imports to protect domestic industries.
c) A U.S. computer company offshores its manufacturing operations to Mexico.
d) The U.S. government negotiates a new trade agreement with China.

8. Use the table to answer the question.

Foreign Policy Under President Barack Obama
• used drone strikes against terrorist targets
• ordered counterattacks against ISIL
• located and killed Osama bin Laden

Which of the following correctly completes the table? **(8.17, 8.17.b)**

a) drove Saddam Hussein's Iraqi army from neighboring Kuwait
b) negotiated the Dayton Accords to end hostilities in the Balkans
c) ordered an attack against Somali warlords to restore stability in that country
d) continued deployment of U.S. military personnel in Iraq and Afghanistan

9. One possible consequence of an increase in world population is _____. **(8.17, 8.17.a)**

a) less reliance on technology
b) air and water pollution
c) an overall decrease in sea levels
d) fewer hurricanes and tornadoes in the United States

10. Use the excerpt to answer the question.

The search is underway for those who are behind these evil acts. I've directed the full resources of our intelligence and law enforcement communities to find those responsible and to bring them to justice. We will make no distinction between the terrorists who committed these acts and those who harbor them. . . .

—George W. Bush, Address to the Nation, September 11, 2001

Who is President Bush referring to in this passage? **(8.6, 8.6.a, 8.17, 8.17.a, 8.17.b)**

a) the Islamic State of Iraq and the Levant (ISIL)
b) the leaders of al-Qaeda
c) the government of Iran
d) Somali warlords

B. On your own paper, write a well-organized paragraph in response to the following prompt:

Global terrorism was the most important factor shaping U.S. foreign policy in the modern era.

Use evidence from the chapter to support or refute this claim. **(8.7.a, 8.7.b, 8.7.c, 8.7.d, 8.17, 8.17.a, 8.17.b)**

Performance Task: *The Modern Era*

Teacher Directions: The United States has faced a wide variety of challenges in the modern era, both domestic and international.

Activity Page

AP 1.3

Ask students to write an essay in response to the following prompt. Encourage students to use information from their Student Volume and Additional Activities in their responses. Have students use Claims and Evidence (AP 1.3) to organize their thoughts and plan their essays.

Prompt:

Which challenges of the modern era were greater: the domestic challenges or the international ones? State a claim and support it with evidence from the unit. **(8.7, 8.7.a, 8.7.b, 8.7.c, 8.7.d, 8.17, 8.17.a, 8.17.b)**

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started.

Sample Claim:	The international challenges America has faced in the modern era have been greater than the domestic challenges.
Reason:	International events often put American lives at risk. They also have a profound impact on the American economy and even impact natural disasters faced by the United States.
Evidence:	Even before the terrorist attacks of September 11, 2001, international events drew the United States into numerous armed conflicts in the modern era. Operation Desert Storm and Operation Restore Hope both put American lives on the line. The cost of military operations has been very high. Several terrorist attacks in the late 1990s also killed many Americans. The 9/11 attacks were one of the deadliest attacks in American history. This time, the violence did not occur overseas—it happened on American soil. Thousands of Americans were hurt or killed. The 9/11 attacks resulted in two wars, in Afghanistan and Iraq, that lasted for years and cost the country a great deal of money and lives. The attacks also led to the creation of the Department of Homeland Security and the passage of the USA PATRIOT Act, which many critics believe undermined the freedom of the American people. In addition to the impact of terrorism on the United States, globalization and offshoring have had an enormous impact on the country. American consumers benefit from lower-cost products imported from other countries, but many American workers have also lost their jobs due to offshoring. Finally, environmental challenges around the world impact the United States. Sea level rise, coastal erosion, and saltwater intrusion require intervention. These environmental challenges impact national and global political decisions. Such issues are global, and the countries of the world must work together to address them. This is not something the United States can do on its own. For these reasons, it seems clear that the international challenges America has faced in the modern era have been greater than the domestic challenges.

Counterclaim and Answer:	Domestic challenges have greatly impacted the United States in the modern era. The Great Recession put millions of people out of work, and many others lost their homes. Gerrymandering and political partisanship have hurt our democracy as people harden into their beliefs. Confirmation bias, fueled by the Internet and cable TV news networks, makes the problem even worse. In addition, there is a growing gap between rich and poor Americans as the "hollowing out of the middle class" continues. Millions of Americans also lack medical insurance, which is a major problem. Finally, natural disasters such as Hurricanes Katrina, Rita, and Wilma killed many Americans and caused billions of dollars in property damage. These challenges, however, are not nearly as serious as the loss of life resulting from the rise in international terrorism. The country has always faced natural disasters (e.g., the Mississippi River flood of 1927) and economic crises (e.g., the Great Depression). These kinds of events are not new. But the threat of terrorism is something rather new, and it has even reached America itself. This is a far more significant development than political disputes or temporary economic downswings. In addition, we now live in a global world. Things that happen overseas impact the United States more now than in the past. We are more closely connected economically to other countries than ever before; events in other countries can profoundly impact American jobs and the availability of consumer goods.

Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of their essays using the rubric.

Students should not be evaluated on the completion of Claims and Evidence (AP 1.3), which is intended to be a support for students as they think about their written responses.

3	Response is accurate, detailed, and persuasive. It addresses all parts of the prompt. The claim is clearly stated, well developed, and fully supported with relevant information that includes both content knowledge and source details. The response demonstrates sound, cohesive reasoning and analysis, making insightful and well-explained connections between the claim, information, and evidence. The writing is clearly articulated and focused and demonstrates strong understanding of the United States in the modern era; a few minor errors in spelling, grammar, or usage may be present. Response may cite some or all of the following details: • the rise of terrorism around the world, culminating in the 9/11 terrorist attacks on the United States and the subsequent responses (e.g., military action, USA PATRIOT Act) • the impact of globalization and offshoring on the American economy, including greater consumer choices and the decrease in U.S. manufacturing jobs • the impact of natural disasters such as Hurricanes Katrina, Rita, and Wilma • the causes and effects of the Great Recession and the growing gap in the United States between the wealthy and the middle/working class • the impact of technology—especially smartphones and the Internet—on American society, including political partisanship and confirmation bias • the impact of environmental challenges, such as population growth, sea level rise, coastal erosion, and saltwater intrusion
2	Response is mostly accurate, is somewhat detailed, and addresses the prompt. The claim is clearly stated and sufficiently supported and developed with some relevant information that includes both content knowledge and source details. The response demonstrates a general understanding of the United States in the modern era, with analysis and reasoning that are somewhat cohesive and sound but may be uneven. Connections between the claim, information, and evidence are made, but some explanations may be missing or unclear. The writing is organized and demonstrates control of conventions, but some minor errors may be present.
1	Response shows effort but is incomplete or limited and only partially addresses the prompt. The claim may be inaccurate or vague, but it is supported by at least one piece of relevant supporting information or evidence. The response shows some understanding of the United States in the modern era, but analysis and reasoning, while accurate, are vague, incomplete, or lacking connections. The writing may also exhibit issues with organization, focus, and/or control of standard English grammar.
0	Response is too brief or unclear to evaluate. It lacks an identifiable claim, accurate or relevant supporting information, and accurate analysis or reasoning. The response demonstrates minimal or no understanding of the United States in the modern era. The writing may exhibit major issues with organization, focus, and/or control of standard English grammar.

Name _____ Date _____

Performance Task Activity: *The Modern Era*

Which challenges of the modern era were greater: the domestic challenges or the international ones? Write an essay that states a claim and supports it with evidence from the unit.

Use Claims and Evidence (AP 1.3) and the lines below to take notes and organize your thoughts. Remember to include details from the chapters and primary sources in *The Modern Era*, as well as from the sources and resources in the unit activities.

Name _____ Date _____

Activity Page 1.1

Use with Chapter 1

Letter to Family

During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies program, your child will be learning about domestic and foreign issues facing the United States in the modern era. They will learn about the domestic and foreign policy agendas of Bill Clinton, George W. Bush, and Barack Obama. They will also learn about the economic challenges faced by the United States in the modern era and the increasing influence of technology in American society.

In this unit, students will compare and contrast the accomplishments and political stances of the Clinton, Bush, and Obama administrations; examine the increasing partisanship in U.S. politics and the role social media has played in promoting such partisanship; analyze economic changes at home and abroad, including the causes and effects of the Great Recession; describe the impact of natural disasters and environmental challenges on Louisiana, the United States, and the world; and study conflicts in post–Cold War America, including the 9/11 terrorist attacks and America's response to them.

As part of their exploration, students will also learn a little bit about the growing threat of terrorism around the world. This information is presented in a factual, age-appropriate way rather than in a manner that suggests the value or correctness of any particular culture or group. The goal is to foster understanding of people and communities that may be different from those with which students are familiar.

Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.

Name _____ Date _____

Activity Page 1.2 Use with Chapters 1–2

Primary Source Analysis

SOURCE:	
CONTENT What type of document is it? What does it say? Briefly summarize it.	
CREATION Who created this source? When?	
COMMUNICATION What is the purpose of the source? Who is the intended audience?	
CONTEXT What was going on where and when this was created?	
CONNECTION How does this source relate to the context? How does it relate to what you already know?	
CONSIDERATION What point of view is being expressed? What examples of bias or judgment does it include, if any?	
CONCLUSION Draw a conclusion about the source. How does it help answer the Framing Question? How does it contribute to your understanding of history?	

Name _____ Date _____

Activity Page 1.3 Use with Performance Task

Claims and Evidence

STATE THE CLAIM *What opinion or position are you defending?*

STATE THE REASON *Why should someone agree with this claim?*

IDENTIFY THE EVIDENCE *What details from the text and sources support the reason?*

RECOGNIZE A COUNTERCLAIM *What different opinion or position might someone have? What argument might be used against you?*

ANSWER THE COUNTERCLAIM *How will you disprove the counterclaim?*

Name _____ Date _____

Activity Page 1.4 Use with Chapter 1

Domain Vocabulary: Chapter 1

Using your own paper, write the letter that matches the definition of each term.

1.	centrist wing	**a)**	the state of choosing one political party, cause, or person over others due to personal affiliation, regardless of other factors
2.	gerrymandering	**b)**	a person whose job is to coordinate efforts and campaigning carried out by local residents to promote the interests of their community
3.	partisanship	**c)**	insurance that covers an individual's expenses related to health care
4.	confirmation bias	**d)**	a part of a political party or an organization that holds moderate views
5.	mortgage	**e)**	the tendency to look for information or to interpret information in a way that is consistent with a person's existing beliefs
6.	repossess	**f)**	to take possession of something due to lack of payment
7.	community organizer	**g)**	a health problem that existed before the date that new health coverage starts
8.	medical insurance	**h)**	the practice of manipulating the boundaries of an electoral constituency so as to favor one party or class
9.	subsidy	**i)**	financial assistance given by a government to a person, group, or company
10.	preexisting medical condition	**j)**	a loan for the purchase of a house or building, which can be forfeited in case of nonpayment

Name _____ Date _____

World Map

Name _____ Date _____

Activity Page 2.2 Use with Chapter 2

Domain Vocabulary: Chapter 2

Use the terms in the Word Bank to complete the crossword puzzle. Leave out the space in two-word terms.

genocidal preemptive attack embassy globalization

caliphate offshoring reconfigure drone

surveillance warrant

Across:

3. the official building in a foreign country in which an ambassador and staff work
4. a document from a judge that authorizes law enforcement officials to search, make an arrest, or seize items
5. to rearrange or change the structure of something
6. referring to the deliberate and systematic extermination or attempted extermination of an entire group of people based on race, religion, ethnicity, nationality, or other characteristics
7. the growth of a worldwide economy that includes free trade and the use of inexpensive labor markets in other countries
9. close observation

Down:

1. the policy of moving some jobs or functions of a company overseas to places where labor is less expensive
2. an attack on others to prevent them from attacking first
8. an aircraft that is controlled remotely instead of manned by people
10. historically, the rule or reign of a caliph or chief Muslim ruler

Name _____ Date _____

Activity Page 2.2 (*continued*) Use with Chapter 2

2023 Louisiana Student Standards for Social Studies:

Grade 8

8.1 Explain ideas, events, and developments in the history of the United States of America from 1877 to 2008 and how they progressed, changed, or remained the same over time.

8.2 Analyze connections between events and developments in U.S. history within their global context from 1877 to 2008.

8.3 Compare and contrast events and developments in U.S. history from 1877 to 2008.

8.4 Use geographic representations and historical data to analyze events and developments in U.S. history from 1877 to 2008, including environmental, cultural, economic, and political characteristics and changes.

8.5 Use maps to identify absolute location (latitude, and longitude) and describe geographic characteristics of places in Louisiana, North America, and the world.

8.6 Use a variety of primary and secondary sources to:

- **a)** Analyze social studies content.
- **b)** Evaluate claims, counterclaims, and evidence.
- **c)** Compare and contrast multiple sources and accounts.
- **d)** Explain how the availability of sources affects historical interpretations.

8.7 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, social studies content knowledge, and clear reasoning and explanations to:

- **a)** Demonstrate an understanding of social studies content.
- **b)** Compare and contrast content and viewpoints.
- **c)** Analyze causes and effects.
- **d)** Evaluate counterclaims.

8.8 Analyze the causes and effects of technological and industrial advances during the late nineteenth century and the early twentieth century.

- **a)** Analyze factors that contributed to and effects of the growth of the industrial economy, including capitalism and the growth of free markets, mass production, agricultural advancements, the government's laissez-faire economic policy, and the rise of corporations.
- **b)** Explain the social and economic effects of innovations in technology, transportation, and communication during the late 1800s and early 1900s, including the expansion of railroads, electricity, and telephone.
- **c)** Explain how industrialists and corporations revolutionized business and influenced the U.S. economy and society, with an emphasis on business practices (vertical and horizontal integration, formation of monopolies/trusts), development of major industries (oil, steel, railroad, banking), and the role of entrepreneurs, including Andrew Carnegie, J.P. Morgan, John D. Rockefeller, Cornelius Vanderbilt, and Madam C.J. Walker.

8.9 Analyze the social, political, and economic changes that developed in the United States during the late nineteenth and early twentieth century.

- **a)** Explain how industrialization influenced the movement of people from rural to urban areas and the effects of urbanization.

b) Explain the causes and effects of immigration to the United States during the late 1800s and early 1900s, and compare and contrast experiences of immigrants.

c) Describe the working conditions and struggles experienced by the labor force that led to the labor movement (child labor, hours, safety, wages, standard of living), and evaluate the effectiveness of efforts to improve conditions.

d) Describe the reasons for and effects of the rise of Populism in the United States and Louisiana during the late 1800s, including the role of the Grange, Farmers' Alliance, and People's Party.

e) Analyze the causes and outcomes of the Progressive movement and the role of muckrakers, including the Meat Inspection Act, Pure Food and Drug Act, Seventeenth Amendment, Thomas Nast, Ida Tarbell, Upton Sinclair, and Jacob Riis.

f) Analyze the government's response to the rise of trusts and monopolies, including the passage of the Interstate Commerce Act of 1887, the Sherman Antitrust Act of 1890, and the Clayton Antitrust Act of 1914.

g) Describe important ideas and events of presidential administrations during the late 1800s and early 1900s, with emphasis on Theodore Roosevelt's administration and his support for trust busting, regulation, consumer protection laws, and conservation.

h) Explain the origins and development of Louisiana public colleges and universities, including land grant institutions, Historically Black Colleges and Universities, and regional universities.

i) Analyze the events leading to Plessy v. Ferguson (1896) and the consequences of the decision, including changes to the Louisiana Constitution.

j) Explain the emergence of the Jim Crow system and how it affected Black Americans.

k) Explain the goals and strategies used by civil rights leaders of the late 1800s and early 1900s, and analyze differing viewpoints of key figures and groups, including W.E.B. DuBois and the Niagara Movement, Booker T. Washington, NAACP, Mary Church Terrell, and Ida B. Wells.

8.10 Analyze ideas and events related to the expansion of the United States during the late nineteenth century and early twentieth century.

a) Explain the motivations for migration to and settlement of the West by various groups, including Exodusters, and how their motivations relate to the American Dream.

b) Analyze Frederick Turner's "The Significance of the Frontier in American History."

c) Analyze how lives of Native Americans changed as a result of westward expansion and U.S. policies, including extermination of the buffalo, reservation system, Dawes Act, and assimilation.

d) Analyze the causes and effects of conflict between Native Americans and the U.S. government and settlers during the late nineteenth century and early twentieth century, including the Battle of Little Bighorn and Wounded Knee and subsequent treaties.

e) Analyze the events leading to and effects of the U.S. acquisition of Hawaii.

f) Analyze the ideas and events leading to the Spanish-American War and the short- and long-term outcomes, including the terms of the Treaty of Paris (1898), U.S. acquisition of Spanish territories, and emergence of the United States as a world power.

g) Analyze foreign policy achievements of Theodore Roosevelt, including the construction of the Panama Canal and use of the Great White Fleet.

8.11 Analyze the causes, course and consequences of World War I.

a) Describe the causes of World War I, including militarism, alliances, imperialism, nationalism, and the assassination of Archduke Franz Ferdinand.

b) Explain the reasons for the initial U.S. policy of neutrality and isolationism.

c) Analyze the events leading to U.S. involvement in World War I, including German submarine warfare, the sinking of the Lusitania, and the Zimmerman Telegram.

d) Analyze how the United States mobilized for war and ways the American people contributed to the war effort on the home front and abroad, with an emphasis on military service, role of women and minority groups, liberty bonds, and victory gardens.

e) Explain how the U.S. government directed public support and responded to dissent during World War I, including through the use of wartime propaganda, Committee on Public Information, Espionage Act, Sedition Act, and Schenck v. United States (1919).

f) Explain how military strategies and advances in technology affected warfare and the course of World War I, including trench warfare, airplanes, machine guns, poison gas, submarines, and tanks.

g) Describe the goals of leaders at the Paris Peace Conference, comparing Woodrow Wilson's Fourteen Points, and the Treaty of Versailles.

h) Explain the reaction of the U.S. Senate to the Treaty of Versailles and League of Nations, and describe the return to isolationism after the war.

8.12 Analyze the political, social, cultural and economic effects of events and developments during the early twentieth century.

a) Differentiate between the benefits and detriments of capitalism and communism, and explain how the concepts affected society during the early 1900s, including the Bolshevik Revolution and the first Red Scare.

b) Describe the causes and consequences of Prohibition and the Eighteenth Amendment, including bootlegging and organized crime, and the repeal with the Twenty-First Amendment.

c) Explain how advances in transportation, technology, and media during the early twentieth century changed society and culture in the United States, including the automobile, radio, and household appliances.

d) Explain the importance of the woman's suffrage movement and events leading to the passage of the Nineteenth Amendment, including the role of key figures such as Susan B. Anthony, Lucy Burns, Carrie Chapman Catt, Alice Paul, Elizabeth Cady Stanton, Lucy Stone, and Ida B. Wells.

e) Explain the causes and effects of social and cultural changes of the 1920s and 1930s on the United States, and describe the influence of notable figures of the Harlem Renaissance (Louis Armstrong, Duke Ellington, Ella Fitzgerald, Langston Hughes, Zora Neale Hurston, Sargent Claude Johnson, Augusta Savage) and cultural figures (Amelia Earhart, Ernest Hemingway, Jacob Lawrence, Jesse Owens, and Babe Ruth).

f) Explain how various factors affected Louisiana's economy during the early twentieth century, including booms in the timber, oil, and gas industries.

g) Describe the causes of the Great Mississippi River Flood of 1927, and explain how the disaster and government response affected Louisianans.

h) Analyze Louisiana politics in the early twentieth century, including the role of Huey Long's career in both Louisiana and national politics.

i) Analyze causes and effects of changes to the Louisiana Constitution over time, with emphasis on revisions from 1879 to 1974.

j) Explain the causes and effects of migration and population shifts in the United States during the early twentieth century, including the Great Migration.

k) Analyze factors leading to and consequences of social and economic tensions in the early twentieth century, including the 1918 influenza outbreak, recession and inflation, labor strikes, resurgence of the Ku Klux Klan, Chicago riot of 1919, and the Tulsa Massacre.

8.13 Analyze the causes and effects of the Great Depression.

a) Explain the causes of the Great Depression, with an emphasis on how bank failures, buying stock on margin, overextension of credit, overproduction, high tariffs and protectionism, and the 1929 stock market crash contributed to the economic crisis.

b) Explain the effects of the Great Depression on people, including rising unemployment, foreclosures, growth of "Hoovervilles," and soup kitchens.

c) Describe the causes and effects of the Dust Bowl, including agricultural practices, drought, and migration.

d) Describe the government response to the Great Depression, comparing the reaction of the Hoover and Roosevelt administrations.

e) Analyze the purpose and effectiveness of the New Deal, including the Civilian Conservation Corps (CCC), Tennessee Valley Authority (TVA), Agricultural Adjustment Act, National Recovery Administration, Public Works Administration, Glass-Steagall Act, Federal Deposit Insurance Corporation (FDIC), Securities Exchange Act (SEC), National Housing Act, Works Progress Administration (WPA), and the Social Security Act (SSA).

8.14 Describe the causes, course, and consequences of World War II.

a) Explain the rise and spread of militarism and totalitarianism internationally, examining the similarities and differences between the ideologies of Imperial Japan, fascist Italy and Nazi Germany, and the communist Soviet Union, as well as the origins and effects of violence and mass murder in the 1930s and 1940s as demonstrated by the Nanjing Massacre, the Holodomor, the Holocaust, and treatment of political opponents and prisoners of war during World War II.

b) Describe the acts of aggression leading to World War II in both Europe and Asia, and explain the effectiveness of policies and reactions, including the policy of appeasement towards Nazi Germany.

c) Describe the causes of World War II, and analyze events that led to U.S. involvement in World War II, with emphasis on the attack on Pearl Harbor.

d) Describe the role of alliances during World War II, including the Allies and Axis Powers.

e) Explain the significance of major military actions and turning points during World War II in the Atlantic Theater (Battle of The Atlantic, Operation Torch, Battle of Normandy/Operation Overlord, Battle of The Bulge, Battle of Berlin) and the Pacific Theater (Battle of Bataan and Bataan Death March, Doolittle Raid, Battle of the Coral Sea, Battle of Midway, Battle of Leyte Gulf, Battle of Iwo Jima, Battle of Okinawa).

f) Describe the roles and importance of key figures of World War II, including leaders from the United States (Franklin D. Roosevelt, Harry S. Truman, Dwight D. Eisenhower, George Patton, Douglas MacArthur), Great Britain (Sir Winston Churchill), France (Charles de Gaulle), the Soviet Union (Joseph Stalin), Germany (Adolf Hitler), Italy (Benito Mussolini), and Japan (Michinomiya Hirohito, Hideki Tojo).

g) Explain the causes and consequences of the Holocaust, including antisemitism, Nuremberg Laws restricting civil rights, resistance efforts, experiences of people including Anne Frank, concentration camp system, liberation of camps by the Allies, and Nuremberg trials.

h) Describe the Tuskegee Study conducted on Black Americans from the 1930s to 1972.

i) Explain the causes and effects of Japanese internment in the United States during World War II.

j) Explain the sacrifices and contributions of U.S. soldiers during World War II such as the Tuskegee Airmen, the 442nd Regimental Combat team, the 101st Airborne, Cajun "Frenchies", the Women's Army Corps (WAC), and the Navajo Code Talkers.

k) Analyze how Louisiana contributed to the war effort during World War II and the effects of the war on Louisiana, including the role of the Louisiana Maneuvers, Higgins Boats in the success of the Allies, and prisoner of war (POW) camps in Louisiana.

l) Explain how life in the United States changed during and immediately after World War II, with an emphasis on wartime production and the workforce, rationing, conservation, victory gardens, financing through war bonds, propaganda campaigns, and the Servicemen's Readjustment Act (GI Bill).

m) Explain the events that led to, and the conditions of the surrender of the Axis Powers in Europe and Asia, and describe the United States' critical role in the Allied victory.

n) Describe the importance of the Manhattan Project and development of atomic bombs, and analyze the decision to use them.

o) Explain how key decisions from Allied conferences during World War II, including the Atlantic Charter, Tehran, Yalta, and Potsdam, affected the course of the war and postwar world.

8.15 Analyze causes, major events, and key leaders of the Civil Rights Movement from 1954 to 1968.

a) Analyze events during and immediately after World War II leading to the civil rights movement, including Executive Order 8802 and Executive Order 9981.

b) Explain the origins and goals of the civil rights movement of the 1950s and 1960s, and how segregation (de jure and de facto) affected African Americans and influenced the movement.

c) Analyze how the murder of Emmett Till affected support for the civil rights movement.

d) Analyze the importance of the Brown v. Board of Education (1954) decision and subsequent efforts to desegregate schools, including those of the Little Rock Nine at Central High School in Arkansas, Ruby Bridges at William Frantz Elementary in Louisiana, and James Meredith at the University of Mississippi.

e) Analyze the cause, course, and outcome of efforts to desegregate transportation, including the Baton Rouge Bus Boycott, Montgomery Bus Boycott, and Freedom Rides.

f) Evaluate the effectiveness of methods (civil disobedience, boycotts, sit-ins, marches, drives) during the civil rights movement, including during the 1960 Greensboro sit-ins, 1963 demonstrations in Birmingham, 1963 March on Washington, 1964 Freedom Summer, and 1965 Selma Marches.

g) Analyze works of civil rights leaders, including Dr. King's "Letter from Birmingham Jail" and his "I Have a Dream" speech, and explain how the ideas expressed in the works influenced the course of the civil rights movement.

h) Explain the role and importance of key individuals and groups of the civil rights movement, including the Congress of Racial Equality (CORE), Dr. Martin Luther King Jr., Rosa Parks, the Southern Christian Leadership Conference (SCLC), the Student Nonviolent Coordinating Committee (SNCC), Medgar Evers, Shirley Chisholm, Fannie Lou Hamer, and Malcolm X.

i) Explain reactions to the civil rights movement by opposing individuals and groups, including George Wallace and Leander Perez.

j) Analyze the role of the Supreme Court in advancing civil rights and freedoms during the 1950s and 1960s, including the court cases of *Brown v. Board of Education* (1954), *Boynton v. Virginia* (1960), and *Bailey v. Patterson* (1962).

k) Evaluate legislation and amendments passed in response to the civil rights movement, including the Twenty-Fourth Amendment, Civil Rights Act of 1964, Voting Rights Act of 1965, and Civil Rights Act of 1968.

8.16 Explain the causes, course, and consequences of the Cold War.

a) Explain how the ideologies of communism in the Soviet Union and capitalism in the United States influenced the Cold War and global tensions from 1945–1989.

b) Evaluate the effectiveness of U.S. policies, programs, and negotiation efforts in accomplishing their intended goals, including the Marshall Plan, containment and related doctrines, mutual assured destruction, détente, Strategic Arms Limitation Talks (SALT I and II), and Strategic Defense Initiative (Star Wars program).

c) Analyze Cold War crises and conflicts and how they contributed escalating tensions, including the Berlin Blockade and Airlift, Korean War, Suez Crisis, U-2 Incident, Cuban Missile Crisis, Bay of Pigs Invasion, Berlin Crisis of 1961, and Vietnam War, Soviet-Afghan War.

d) Describe the role of organizations and alliances during the Cold War, including the United Nations, NATO, and the Warsaw Pact.

e) Explain how events during the Cold War affected American society, including the Second Red Scare and McCarthyism.

f) Explain how advances in technology and media during the mid- to late twentieth century changed society and public perception, including newspapers and television, the space race, and the nuclear arms race.

g) Explain events and policies leading to the end of the Cold War and collapse of the Soviet Union under the leadership of President Reagan, including political and economic pressures, policies of glasnost and perestroika, and the fall of the Berlin Wall.

8.17 Describe the importance of key ideas, events, and developments of the modern era.

a) Explain how events and developments of the modern era have affected American society.

b) Explain how relationships between the United States and Middle East affected events and developments during the modern era, including Persian Gulf Wars, 1993 World Trade Center bombing, terrorist attacks on September 11, 2001, the War on Terrorism, and the establishment of the Department of Homeland Security.

c) Describe the effects of natural disasters on Louisiana and the United States, including hurricanes Katrina and Rita.

d) Describe important issues of the 2008 presidential election and the significance of the election of Barack Obama.

Answer Key: *The Modern Era*

Student Volume Questions

Chapter 1

p. 4 Think Twice It was possible to cut military spending because with the end of the Cold War came fewer threats of war.

p. 7 Think Twice People spend a lot of time on social media, and it can make them depressed or vulnerable to bullies. It can also be a great way to communicate with people who are far away and has proved useful in political organizing.

p. 11 Think Twice The people of New Orleans were likely traumatized that their homes, belongings, and in many cases sources of income were all destroyed. The rest of the state likely empathized with the residents of their state's largest city and were also in shock that something so tragic and on such a large scale could happen so close to home.

p. 16 Think Twice Lowering interest rates helps people secure affordable loans. Securing loans for making purchases can help jumpstart a slow economy.

p. 16 Think Twice Preexisting conditions could be any condition one might have, even a condition someone was born with. With this new law, people would not have to worry about whether their insurance company would pay for medical care, no matter when the condition or disease started.

Chapter 2

p. 24 Think Twice Domestically, Americans may have been fatigued from acts of diplomacy and still scarred from Somalia, or they may have come to support the efforts when they realized the scope of what was happening in Rwanda. Internationally, far fewer Rwandans may have been killed, and other countries may have been motivated to step in and help as well.

p. 28 Think Twice Such a large invasion could have been seen as threatening. People may not have wanted to celebrate the people who came into their homeland from other countries.

p. 30 Think Twice Automation, globalization, and offshoring might have led to fewer jobs in the United States, especially for workers who did not have college degrees.

p. 30 Think Twice Some people were likely pleased with a preemptive attack and glad no American pilots were needed, while others were likely upset at the nearly four thousand lives that were lost in the process.

Chapter Assessments

Chapter 1

A. 1. c **2.** a **3.** b, e **4.** b **5.** b **6.** a **7.** b **8.** c **9.** b **10.** d **11.** d

B. Students should clearly state an accurate claim and support it with relevant evidence, such as details about the North American Free Trade Agreement; the No Child Left Behind Act; various legislation passed to deal with the Great Recession, such as TARP and/or the Dodd-Frank Act; or the Affordable Care Act. Answers should include explanations of how the evidence supports the claim.

Chapter 2

A. 1. b, c **2.** a **3.** c **4.** c **5.** a **6.** c **7.** c **8.** d **9.** b **10.** b

B. Students should clearly support or refute the claim using relevant evidence, such as the immediate and ongoing impacts of terrorist attacks against the United States, particularly 9/11; the potential environmental impacts of the planet's growing population; the effect of globalization on the U.S. economy and foreign relations; and a comparison of the overall threats that terrorism, environmental challenges, and globalization pose to the United States. Answers should include explanations of how the evidence supports the claim.

Activity Pages

Primary Source Analysis (AP 1.2): Chapter 1 Primary Source Feature 1

Source: President Bush on Hurricane Katrina (2005)

Content: The document is a speech. Bush talks about Hurricane Katrina and the devastation it has caused, remarks on how people have come together to help one another, and reminds Americans that they have overcome problems before.

Creation: President George W. Bush gave the speech in 2005.

Communication: The purpose of the source is to remind Americans that the country has faced other disasters like Hurricane Katrina and has come out stronger than ever. The intended audience is the American people.

Context: At the time of the speech, Hurricane Katrina had devastated parts of Louisiana, especially the city of New Orleans. Millions of people were displaced by the storm.

Connection: The speech expresses concern for those affected by the storm, praises relief efforts, and looks to past challenges Americans have faced and overcome.

Consideration: The point of view is optimistic. Bush wants Americans to stand strong in the midst of the terrible destruction Katrina has caused.

Conclusion: Over time, people rebuilt their lives, and the city of New Orleans again began to prosper.

Primary Source Analysis (AP 1.2): Chapter 1 Primary Source Feature 2

Source: President Obama's First Inaugural Address (2009)

Content: The document is a speech. Obama talks about the Great Recession and other problems facing the country and says that Americans can work together to solve these problems.

Creation: President Barack Obama gave the speech in 2009.

Communication: The purpose of the source is to tell Americans what the new president intends to do to solve some of the country's problems. The intended audience is the American people.

Context: At the time of the speech, the United States was going through the Great Recession, and many people did not have medical insurance.

Connection: The speech brings up the economic (and other) problems the country is facing and offers some possible solutions.

Consideration: The point of view is optimistic. Obama was the first African American president, and he suggests that his election is a sign that Americans can work together to overcome hardships and problems.

Conclusion: America continues to face some of the challenges Obama mentions in his speech: economic issues, health care coverage, and school failures. Americans need to continue to work together to solve these issues.

Primary Source Analysis (AP 1.2): Chapter 2 Primary Source Feature

Source: President George W. Bush's Address to the Nation on 9/11

Content: The document is a speech that discusses the 9/11 terrorist attacks on the United States and America's response to the attacks.

Creation: President Bush gave the speech on September 11, 2001.

Communication: The purpose of the speech is to reassure Americans that the people who carried out the 9/11 attacks will be brought to justice and that America will win the war on terrorism. The American people are the intended audience.

Context: The speech was given on the day of the 9/11 terrorist attacks.

Connection: The source is about the attacks. It tells a bit about what happened and what the government intends to do about it.

Consideration: The point of view is firm and determined. President Bush assures Americans that they will win the war on terror and that they should not be discouraged or afraid.

Conclusion: The speech shows that events and people in other countries can have a big impact on the United States. The rise of terrorism around the country shaped the United States in many ways. Several wars were fought to combat terrorism, and laws were passed to help protect the country from future attacks.

Domain Vocabulary: Chapter 1 (AP 1.4)

1. d

2. h

3. a

4. e

5. j

6. f

7. b

8. c

9. i

10. g

Domain Vocabulary: Chapter 2 (AP 2.2)

Across

3. embassy
4. warrant
5. reconfigure
6. genocidal
7. globalization
9. surveillance

Down

1. offshoring
2. preemptive attack
8. drone
10. caliphate

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