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ABSTRACT

In its 20th year, History Day in California, a statewide program, is a history-based learning experience for students from grades 4-12. Through participation in History Day, students not only learn about issues, ideas, people, and events in history, but they apply what they have learned through creative and original productions and by developing research and analytical skills as they process the information they gather through research. Students may participate in any of the following categories: historical paper, exhibit, performance, documentary, 4/5th grade poster, or historical Web site. History Day is a performance-based endeavor that fully supports the California state history/social science content standards. The History Day process challenges students to develop higher-order thinking skills. The theme for 2002-2003 History Day in California is "Rights and Responsibilities in History." This guide contains a grade-by-grade list of topic ideas for each subsection of the history/social science content standards. Topics listed in the guide are: "Grade 4--California: A Changing State"; "Grade 5 U.S. History and Geography: Making a New Nation"; "Grade 6 World History and Geography: Ancient Civilizations"; "Grade 7 World History and Geography: Medieval and Early Modern Times"; "Grade 8 U.S. History and Geography: Growth and Conflict"; "Grade 10 World History, Culture, and Geography: The Modern World"; "Grade 11 U.S. History and Geography: Continuity and Change in the Twentieth Century"; and "Grade 12 Principles of American Democracy". (BT)

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CONSTITUTIONAL RIGHTS FOUNDATION 'S
HISTORY DAY IN CALIFORNIA

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History Day in California in Today's Classroom
Meeting the California Content Standards

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HISTORY DAY IN CALIFORNIA

HISTORY DAY IN CALIFORNIA IN TODAY'S CLASSROOM MEETING THE CALIFORNIA CONTENT STANDARDS

INTRODUCTION

History Day in California is a statewide program sponsored by Constitutional Rights Foundation and the California Department of Education in conjunction with National History Day. Now in its twentieth year, History Day is an exciting, history-based learning experience for students from 4-12th grades. Through participation in History Day, students not only learn about issues, ideas, people and events in history, but they apply what they have learned through creative and original productions. Beyond simply memorizing names and dates and reporting on historical events, History Day students develop invaluable research and analytical skills as they process the information gathered through intensive research and draw their own conclusions about their topic's significance in history.

Students may choose to participate in any of the following categories: historical paper, exhibit, performance, documentary, 4/5th grade poster, or historical website. Posters and websites comprise the "California Only" categories in which participants are not eligible to advance to the National History Day competition.

EDUCATIONAL BENEFITS

History Day is a performance-based academic endeavor that fully supports the California History-Social Science Framework and History/Social Science Content Standards. History Day provides students with an opportunity to demonstrate their abilities to apply learned information through authentic assessment in student-outcome products and can easily be integrated into the everyday classroom curriculum. In fact, History Day is an ideal instructional methodology in that it is easily content-adaptable, caters to the specific needs and interests of students of all different levels and abilities, supports high academic standards by including varied methods of participation and interdisciplinary approaches, and inherently produces a progressive stream of student product for evaluation and assessment. History Day allows for not only traditional evaluation methods, but also provides the opportunity for students to engage in peer evaluation, as well as receive outside feedback from history professionals.

The History Day process challenges students to develop higher-order thinking skills. History becomes much more than dates and names when students are required to gather information and then draw their own conclusions, based upon their research, of a topic's significance in history. Because History Day emphasizes such things as **historical context, cause and effect, impact,** and **balanced research**, students are required to think critically about the

information they have collected, analyze the information, and show how their research supports their conclusions. These areas of emphasis directly coincide with, and support, the majority of **the History and Social Science Analysis Skills listed in the Content Standards.** Through the History Day process, students obtain factual knowledge and research skills that match and even surpass those of graduate-level history students.

Beyond the historical content, the intensive research that History Day students undertake also encourages skills that will benefit them in all their future educational endeavors. History Day students learn to distinguish between and properly utilize primary and secondary sources. They learn how to seek out and find source materials from a variety of resources. They learn how to distinguish between useful and non-useful resources. Competition rules require that they develop an annotated bibliography, thus students learn how to create a proper bibliography and to write a proper annotation. They also gain practical skills such as interviewing, writing, editing, teamwork, and public speaking. In addition, students are given an opportunity to exercise their creativity and learn new technical skills such as editing videos, designing websites, creating props and costumes, or constructing exhibit displays. History Day gives students an opportunity to exercise their ingenuity and breeds a sense of ownership in the topic and resulting product because they were able to select it themselves. History Day students often comment on the sense of accomplishment they feel upon seeing the process through from start to finish.

In addition, the benefits to History Day teachers are enormous because the program allows teachers to meet their teaching goals while maintaining their students' interest and enthusiasm in learning.

HOW TO USE THIS SUPPLEMENT

This supplement was created to aid teachers and students in selecting a topic for the 2002-2003 History Day in California program. The theme for this year is **Rights and Responsibilities in History**. The pages that follow contain a grade by grade list of topic ideas for each subsection of the History/Social Science Content Standards (for grades 4-12 only). This information is provided to assist students and teachers in identifying and selecting History Day topics directly related to their course of study, and to help better integrate History Day into their everyday history/social science curriculum.

The possible History Day topics included in this supplement are ***merely suggestions*** to assist students and teachers in the difficult task of topic selection. History Day in California does not require that a topic be derived from a student's current curriculum, nor are there any official restrictions on time period or range of impact of a topic. However, the ultimate decision about which topic to choose is up to the student and his/her teacher. It is important to remember that any topic chosen must be related to this year's theme.

SELECTING A TOPIC AND CREATING A RESEARCH PLAN

Students begin work in a History Day entry by choosing a topic, usually starting with a broad preliminary area of interest and then narrowing it down. While investigating potential subjects, students need to determine if there are sufficient primary and secondary sources available to support an entry. They must make sure that their topic is related to the annual theme and that they can explain its significance in history. The flexibility of the theme encourages students to pursue subjects which interest them; many research events or issues related to their family or community. After choosing a topic, students develop a research plan. They must set goals, form hypotheses and create thesis statements of questions to guide their research, and meet deadlines. Both in the details as well as the process, students develop and reinforce positive attitudes about their abilities and potential as learners and persons.

RESEARCHING THE HISTORY DAY ENTRY

While researching their History Day entries, students become empowered, engaged and excited learners. They become historians who do history rather than just read about history in textbooks, in the process mastering historical knowledge and developing historical thinking skills that transfer to other areas of their lives. They begin the research process by identifying and reading secondary sources such as monographs, articles, and encyclopedias. These sources provide students with an overview of their topic and an understanding of its broader historical context. Often, students will contact experts for additional information or suggestions for other sources. After doing this background research, students are then ready to do more in-depth research in primary sources. The quest for primary sources may take them to libraries, museums, archives, historical societies, or historic sites as well as to the internet. They may conduct oral history interviews with participants in the events they are studying. Frequently, they look for non-textual sources such as photographs, maps, videos, and artifacts. Students must then analyze their sources, reconstructing the meaning and evaluating the bias and credibility of each source. They should take notes and keep their notes well organized. They should look critically at their own research and make sure that they have considered all appropriate perspectives; they should identify weak areas that require additional investigation.

DEVELOPING AN INTERPRETATION

Even as they conduct their research, students begin to develop their own interpretation of their topic. They must analyze and synthesis the information they have discovered in their primary sources and construct their own historical narrative, organizing their material chronological or topically. Their interpretation should be balanced, incorporating all relevant perspectives. They should consider the opinions and actions of opponents as well as supporters. Their interpretation should place their subject into historical context – its intellectual, physical, social, and cultural setting. They must also provide historical perspective on their topic, explaining its causes and consequences, or, for a family or local history topic, how it relates to larger events or trends.

CREATING AND PRESENTING THE HISTORY DAY ENTRY

As they do their research and develop their interpretations, students must consider which category is the most appropriate way of presenting their research and analysis. Students present their History Day entries in on of six formats:

Historical Paper – a paper is the traditional for presenting historical research and interpretation. As an alternative to a research paper, students may choose to write a historically based creative paper, such as a fictional diary or an epic poem.

Exhibit – an exhibit is a visual representation of a topic and its significance in history, much like a small museum exhibit. Labels and captions should be used creatively with visual images and objects to enhance the message of the exhibit.

Documentary – a documentary may take the form of a videotape, slide show, Power Point presentation, or similar types of multimedia presentations. It uses images such as film, video, or photographs and audio such as music, excerpts from tapes, and voiceovers to present topic.

Performance – a performance is a dramatic portrayal of a topic and its significance in history. It should be original and creative, not simply an oral report or a recitation of facts.

Website – a website is presentation designed to accommodate the technological advances not fitting within the parameters of the traditional Documentary category. It is designed specifically for students who wish to create computer web site using the latest computer graphics and internet technology.

4/5th Grade Poster – a poster is a visual presentation of a student's research and interpretation of a topic's significance in history. Labels and captions should be used creatively with visual images and objects to enhance the message of the poster.

Every entry must include an annotated bibliography, separated into primary and secondary sources. In every category except papers, students must also write a no more than 500-word process paper explaining how they conducted their research and developed their entries. The process paper concludes with an explanation of how the topic relates to the theme.

GRADE 4
CALIFORNIA: A CHANGING STATE

Standard		POSSIBLE TOPICS
4.1	Students demonstrate an understanding of the Physical and human geographic features that define places and regions in California.	• John Muir, early conservationist • Environment and land use.
4.2	Students describe the social, political, cultural and economic life and interactions among people of California form the pre-Columbian societies to the Spanish mission and Mexican rancho periods.	• Immigration and settlement of Californian Native Americans • European settlements in California • Spanish influence in California • Franciscans • Mexican rule
4.3	Students explain the economic, social, and political life of California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush and California statehood.	• Gold Rush • Mexican War for Independence • California Statehood • Bear Flag Revolt & Republic • Treaty of Guadalupe Hidalgo
4.4	Students explain how California became an agricultural and industrial power by tracing the transformation of the California economy and its political and cultural development since the 1850's.	• Chinese immigrant laborers • Chinese Exclusion Act of 1882 • Impact of massive immigration (Asian, Mexican, European) • Growth of public schools • Rise of the entertainment industry • Aerospace industry boom • Development of freeways • Cesar Chavez and the United Farmworkers
4.5	Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.	• California Constitution and its relationship to the US Constitution • Responsibilities of elected officials

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GRADE 5
UNITED STATES HISTORY AND GEOGRAPHY: MAKING A NEW NATION

	Standard	POSSIBLE TOPICS
5.1	Students describe the major pre-Columbian settlements including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.	• Impact of pre-Columbian societies • Role of the individual in these societies
5.2	Students trace the routes and describe the early explorations of the Americas.	• Protestant Reformation • Spanish Reconquista • Entrepreneurial aspects of early explorers
5.3	Students describe the cooperation and conflict that existed among the Indians and the new settlers.	• The Trail of Tears • Native American experience • Relations between settlers and Indians • Shay's Rebellion • Leaders
5.4	Students understand the political, religious, social, and economical institutions that evolved in the colonial era.	• Founding of colonies • The Great Awakening and other religions • Slavery • Emergence of representative democracies
5.5	Students explain the cause of the American Revolution.	• Individuals of the period and their contributions • Stamp and Townsend Acts • Boston Massacre • Boston Tea Party • Continental Congresses
5.6	Students understand the course and consequences of the American Revolution	• Thomas Jefferson and the Declaration of Independence • Battle of Yorktown • Impact of war
5.7	Students relate the narrative of the people and events associated with the development of the U.S. Constitution and analyze its significance at the foundation of the American republic	• Constitution and the Bill of Rights • Articles of Confederation • State constitutions • The "American Creed"
5.8	Students trace the colonization, immigration and settlement patterns of the American people from 1789 to the mid-1800's, with emphasis on the defining role of economic incentives and the effects of the physical and political geography and transportation systems.	• Trail of Tears • The Texas War for Independence • The Mexican-American War • Women's Suffrage in Wyoming, 1869

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GRADE 6
WORLD HISTORY AND GEOGRAPHY: ANCIENT CIVILIZATIONS

Standard		POSSIBLE TOPICS
6.1	Students describe what is known through archaeological studies of the early and cultural development of mankind from the Paleolithic Era to the agricultural revolution.	• Agricultural Revolution – pastoralism • Hunter-gatherer societies • Human adaptation to the environment
6.2	Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.	• Egyptian art and trade • Hammurabi's Code • Development of written languages • Queen Hatshepsut and Ramses the Great • Evolution of language and writing
6.3	Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.	• Monotheism • Judaism • Exodus
6.4	Students analyze the geographic, political, economic, religious, and social structures of the early civilization of Ancient Greece.	• Rise of city-states and relationship to geography • Role of Greek mythology and literature • Persian Empire and Persian Wars • Alexander the Great, Socrates, Plato, Aristotle • Fall of Greece to Rome
6.5	Students analyze the geographic, political, economic, religious, and social structures of the early civilization of India.	• Aryan invasions • Brahmanisim and Hinduism • The caste system • Buddha • Maurya Empire
6.6	Students analyze the geographic, political, economic, religious, and social structures of the early civilization of China.	• Confucius and his teachings • Shang, Qin, Han Dynasties • Movement of Buddhism
6.7	Students analyze the geographic, political, economic, religious, and social structures of the development of Rome.	• Rise of the Roman Republic and Roman Law • Transition from Republic to empire • Caesar • Migration of Jewish people • Origin and Spread of Christianity • Legacy of Roman empire and its results

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GRADE 7
WORLD HISTORY AND GEOGRAPHY: MEDIEVAL AND EARLY MODERN TIMES

	Standard	POSSIBLE TOPICS
7.1	Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.	• Strengths, weaknesses, and legacy of Rome • Byzantine Empire • Eastern Orthodox and Roman Catholic civilizations
7.2	Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.	• Islam and its relation to Christianity and Judaism • Origins of Islam • Muhammad • Arabic language • Trade in Arab society • Arab society
7.3	Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.	• Reunification of China • Tang and Sung Dynasties • Mongols • Ming Dynasty • Historical influence of tea, paper, wood-block printing, the compass, and gunpowder.
7.4	Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.	• Niger River area • Ghana and Mali Empires • Development of West Africa • Growth of Arabic language • Caravan trading • Written and oral historic traditions
7.5	Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.	• Influence of China and Korea on Japan • The reign of Prince Shotuku • The Lord-vassal system • Military society and the Samurai
7.6	Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.	• Geography of Europe and Eurasian land and its relationship to way of life • Spread of Christianity north • Feudalism • Developments of medieval English legal and constitutional practices • The Crusades • Bubonic Plague • The role of the Catholic Church • Muslim rule in the Iberian Peninsula
7.7	Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.	• Relationship of the physical land environment and civilizations-Mayan, Aztec, Incan • Rise of empires and conquest of Aztec and Incas by Spain • Meso-American achievements
7.8	Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.	• Revival of classic learning and new interest in humanism • Role of Florence in Renaissance

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		• The "Silk Road" • Advancements made during the Renaissance – the people (Shakespeare, da Vinci, etc.)
7.9	Students analyze the historical developments of the Reformation.	• Problems of the Catholic Church • Martin Luther • The Protestants • Counter-Reformation • Golden-age of cooperation between Jews and Muslims in medieval Spain
7.10	Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.	• Roots of the Scientific Revolution • New theories and inventions
7.11	Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).	• The Great Voyages • Exchange of natural materials • Origins of Modern Capitalism • Enlightenment and is relation to earlier movements • Magna Carta

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GRADE 8
UNITED STATES HISTORY AND GEOGRAPHY: GROWTH AND CONFLICT

Standard		POSSIBLE TOPICS
8.1	Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.	• American Revolution • The Great Awakening • Declaration of Independence • Worldwide effect of American Revolution
8.2	Students analyze the political principles underlying the US Constitution and compare the enumerated and implied powers of the federal government	• Magna Carta, English Bill of Rights, Mayflower Compact • Federalist Papers • U.S. Constitution
8.3	Students understand the foundation of the American political system and the ways which citizens participate in it.	• Jefferson v. Hamilton • Whiskey Rebellion • Free press • Shays' Rebellion
8.4	Students analyze the aspirations and ideals of the people of the new nation.	• Rise of Capitalism • American daily life • Implication of famous people and their words (Washington, Jefferson, Adams)
8.5	Students analyze US foreign policy in the early Republic.	• War of 1812 • Mexican-American War • Monroe Doctrine • Native Americans and treaties with U.S. Government
8.6	Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.	• Industrialization • "Free" blacks of the north • Women's Suffrage Movement: Elizabeth Cady Stanton, Susan B. Anthony and Margaret Fuller • The Lowel Mill girls • Irish immigrants and Great Irish Famine
8.7	Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.	• Northern and southern African-Americans • 1831 Slave Revolts • Nat Turner • Harriet Tubman and the underground railroad
8.8	Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.	• Cherokees' "Trail of Tears" • Lewis and Clark expedition • Pioneer women • Jacksonian democracy • Texas War • Mexican-American War
8.9	Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.	• John Brown and the armed resistance • Harriet Tubman and the Underground Railroad • Dred Scott v. Sandford
8.10	Students analyze the multiple causes, key events, and complex consequences of the Civil War.	• Civil War • Military leaders • Abraham Lincoln – Gettysburg Address and Emancipation Proclamation
8.11	Students analyze the character and lasting consequences of Reconstruction.	• Freedmen's Bureau • Racial segregation and Jim Crow laws • Effect of the Ku Klux Klan

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		• Thirteenth, Fourteenth and Fifteenth Amendments
8.12	Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.	• Federal Indian policy • Plessy v. Ferguson • Grangerism and Populism • Labor Movement and Samuel Gompers • Chinese Exclusive Act of 1882 • The influx of immigrants • Social Darwinism • Child labor • National Woman Suffrage Association and Carrie Chapman Catt

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GRADE 10
WORLD HISTORY, CULTURE, AND GEOGRAPHY: THE MODERN WORLD

Standard		POSSIBLE TOPICS
10.1	Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.	• U.S. Constitution influence in the contemporary world • Plato's Republic
10.2	Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.	• The effects of the Enlightenment on democratic revolutions in England, France, the US and Latin America • The global impact of the American Revolution • Napoleon and the spread of nationalism
10.3	Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.	• The Industrial Revolution • Labor • Labor Unions • Capitalism – Utopianism, Social democracy, Socialism, Communism • Charles Dickens and social criticism
10.4	Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.	• Social Darwinism • Imperialism • Colonialism
10.5	Students analyze the cause and course of the First World War.	• War • Russian Revolution • Armenian genocide plans by Ottoman Empire • Growth of nationalism, imperialism and militarism leading to WWI
10.6	Students analyze the effects of the First World War.	• The Balfour Declaration and the creation of the state of Israel • The Treaty of Versailles • Woodrow Wilson and his Fourteen Points • The influence of WWI to literature and art
10.7	Students analyze the rise of totalitarian governments after World War I.	• The Russian Revolution • Lenin, Stalin, Hitler • Fascism and Communism
10.8	Students analyze the cause and consequences of World War II.	• The Holocaust • Military and governmental leaders • The Warsaw Revolt • The Normandy Invasion • Attack on Pearl Harbor • Japanese American Internment
10.9	Students analyze the international developments in the post-World War II world.	• Marshall Plan, Truman Doctrines • Yalta Pact • Cold War • U.S. contributions to post-war recovery of Germany and Japan • Korean War • Vietnam War • Chinese Civil War • Rise of the Jewish state
10.10	Students analyze instances of nation-building in the	• Trends and history of these regions

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	contemporary world: The Middle East, Africa, Mexico, Latin America, and China.	
10.11	Students analyze the integration of countries into the world economy and the information, technological, and communications revolution.	• Growth of technology

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GRADE 11
UNITED STATES HISTORY AND GEOGRAPHY: CONTINUITY AND CHANGE IN THE TWENTIETH CENTURY

Standard		POSSIBLE TOPICS
11.1	Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.	• Enlightenment • American Revolution • Declaration of Independence • Civil War • Reconstruction
11.2	Students analyze the relationship among the rise of industrialization, large scale rural-to-urban migration, and massive form Southern and Eastern Europe.	• Industrial Revolution and industrialization • The populist and progressives • Americanization movement • Children's Bureau • Social Darwinism • The influx of European immigrants
11.3	Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.	• Social reform movements • The Great Awakening and The Second Great Awakening • Social Gospel Movement • Persecution of Mormons, Anti-Catholic sentiment, anti-sentiment • Establishment and Free Exercise clause of the First Amendment
11.4	Students trace the rise of the United States to its role as a world power in the twentieth century.	• Open Door Policy • Spanish-American War • Panama Revolution and Panama Canal • World War I on the home front • The role of the U.S. in world affairs after WWII
11.5	Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.	• Presidents Harding, Coolidge, and Hoover • The Palmer Raids • The Ku Klux Klan • The ACLU, NCAACP, ADL • Passage of the 18th Amendment, the Volstead Act (Prohibition) • Passage of the 19th Amendment • Marcus Garvey and the Universal Negro Improvement Association • Harlem Renaissance • Growth of Popular culture through technology
11.6	Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.	• Garment Workers and the Triangle Fire • The Great Depression • The Dust Bowl • Frank Roosevelt and the New Deal • Organized labor movements • Cesar Chavez • Social Security Act
11.7	Students analyze America's participation in World War II.	• Isolationism • Bombing of Pearl Harbor • Harry Truman and the decision to drop the atomic bomb

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		• Korematsu v. US-Japanese Internment
11.8	Students analyze the economic boom and social transformation of post-World War II America.	• Mexican immigration into California • The California Master Plan and public education reform • From blue collar to white collar work • Increased power of the presidency
11.9	Students analyze U.S. foreign policy since World War II.	• The Vietnam and Korean Wars • Joseph McCarthy and McCarthyism • NATO • The Cold War • Nuclear weapon build-up • The GI Bill of Rights • Ronald Reagan and the end of the Cold War • United States and the Middle East
11.10	Students analyze the development of federal civil rights and voting rights.	• Civil rights cases: Dred Scott v. Sandford, Plessy v. Ferguson, Brown v. Board of Education, University of Berkeley v. Bakke, Proposition 209 • Little Rock desegregation • Martin Luther King, Jr., Malcolm X, Thurgood Marshall, Rosa Parks • Civil Rights Act of 1964 • Voting Rights Act of 1965 • SNCC, sit-ins, The Black Panthers • Women's Suffrage Movement – Elizabeth Stanton and Susan Anthony
11.11	Students analyze the major social problems and domestic policy issues in contemporary American Society.	• Poverty • Immigration • Race-relations • Role of women in U.S. society • Urbanization • Agricultural subsidies

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GRADE 12
PRINCIPLES OF AMERICAN DEMOCRACY

Standard		POSSIBLE TOPICS
12.1	Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.	• Federalism • Federalist Paper Number 10, 51, 78 – James Madison • The U.S. Constitution – Bill of Rights • Machiavelli, Locke, etc.
12.2	Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.	• Bill of Rights and individual rights • Economic rights • Civic responsibility • Voting
12.3	Students evaluate and take and defend positions on what the fundamental values and principles of civil society are, their interdependence, and the meaning and importance of those values and principles for a free society.	• Individual opportunity • Historic role of religion and religious institutions • Democracy vs. non-democratic governments
12.4	Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.	• Rights and responsibilities of the federal government
12.5	Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.	• Brown v. Board of Education • Plessy v. Ferguson • Regents of the University of California v. Bakke • Roe v. Wade
12.6	Students evaluate issues regarding campaigns for national, state, and local elective offices.	• Growth of political parties • Voting methods • Civic participation • Voting trends
12.7	Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.	• Ninth and Tenth Amendments • Lawmaking • Scope of Presidential power • State vs. Federal Governmental powers • Local vs. State governmental powers
12.8	Students evaluate and take and defend positions of the influence of the media on American public life.	• Free and responsible press • The growth and role of electronic media • Use of media by government
12.9	Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.	• Distribution of governmental power worldwide • Rise of Communism • Rise of Dictatorships • Responsibility of government to the people it governs

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