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**2020
Teacher Resource
Guide for
MS AAAS for
Alternate History
Elements**

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2020

Teacher Resource Guide for
MS AAAS for the
Alternate History Elements

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The Standards

The different content strands in social studies combine to give a clear picture of the past and present. Strands also give depth to the social studies curriculum, enabling students to grasp the complexity of events from the past and present and help them acquire critical thinking skills to make informed decisions in the future. The *2020 Mississippi Alternate Academic Achievement Standards for the Alternate History Elements* are comprised of five essential content strands: Civics, Economics, Civil Rights, Geography, and History.

Remaining Material in the Teacher Resource Guide

The remaining materials in the teacher resource guide (performance objectives, real world connections, vocabulary, and resources) were developed through a collaboration of Mississippi teachers, administrators, the Mississippi Department of Education (MDE) Office of Special Education staff, and the Mississippi State University Research and Curriculum Unit staff.

Introduction

The MDE is dedicated to student success, improving student achievement in social studies and establishing communication skills within a technological environment. The Mississippi Alternate Academic Achievement Standards provide a consistent, clear understanding of what students are expected to know and be able to do by the end of each grade level or course. The purpose of the Alternate Standards is to build a bridge from the content in the general education social studies framework to academic expectations for students with the most significant cognitive disabilities. The standards are designed to be rigorous and relevant to the real world, reflecting the knowledge and skills that students need for success in postsecondary settings.

Purpose

In an effort to closely align instruction for students with significant cognitive disabilities who are progressing toward postsecondary settings, the *MS AAAS for the Alternate History Elements* include course-specific standards for social studies. This document is designed to provide a resource for special education teachers with a basis for curriculum development and instructional delivery.

The *Teacher Resource Guide for MS AAAS for the Alternate History Elements* contains prioritized content, which is presented as a matrix to show the continuum of the concept across complexity levels. The matrix shows varying access points to the prioritized content. A student's progression through content contained in the matrix is intended to be fluid. It is not the intent, nor should it be practice, for a student to be exposed to content in a straight vertical line through one of the columns. Every student, regardless of disability, comes to the learning environment with a different set of prior knowledge and experience. For this reason, a student may be able to access some content from the middle complexity level and access other concepts at the more complex level. Teachers should evaluate a student's ability in relation to the content and select the entry point based on that evaluation. Students should not be locked into receiving exposure to all content at the same entry point.

Support Documents and Resources

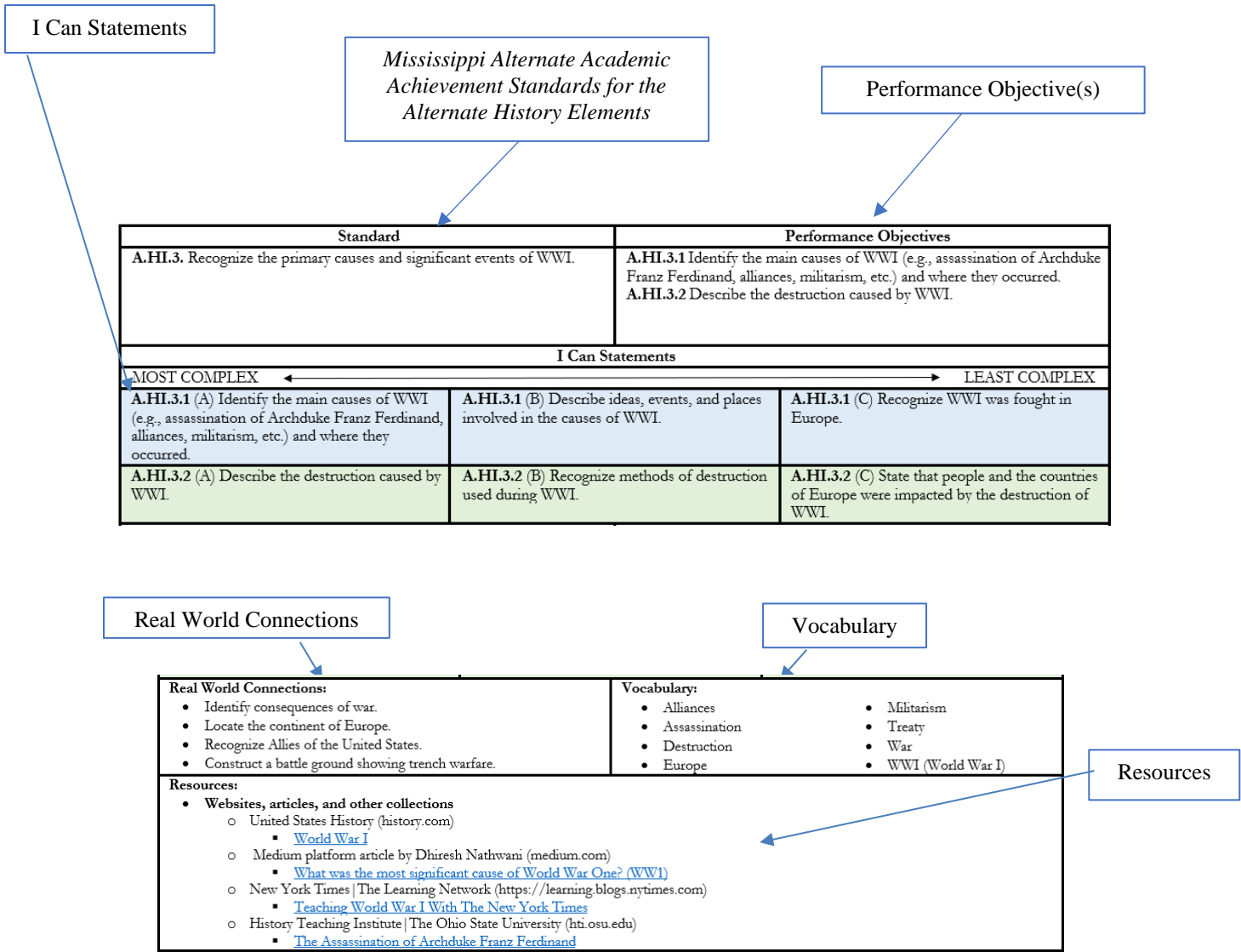
The MDE Office of Special Education aims to provide local districts, schools, and teachers supporting documents to construct standards-based instruction and lessons, allowing them to customize content and delivery methods to fit each student's needs. The teacher resource guide includes suggested resources, instructional strategies, sample lessons, and activities. Additional sample activities and resources for selected standards may be added; this shall be a living document with ongoing updates based on educator feedback. The intent of these resources is to assist teachers in linking their instruction to the prioritized content. The teacher resource guide includes activity adaptations for students with a varying range of abilities within the classroom. The activities and adaptations provided are intended to serve as a model of how students participating in the Mississippi Academic Assessment Program-Alternate (MAAP-A) may receive academic instruction in social studies. There are many ways in which skills and concepts can be incorporated based on students' individual learning styles and needs. Professional development efforts are aligned to the *MS AAAS for the Alternate History Elements* and delivered in accord with teacher resources to help expand expertise in delivering student-centered lessons.

Structure of the *Teacher Resource Guide for MS AAAS for the Alternate History Elements*

The MS AAAS for the Alternate History Elements is a general statement of what students with significant cognitive disabilities should know and be able to do because of instruction. This guide includes statements that describe in precise, measurable terms what learners will be able to do at the end of an instructional sequence; ways educators can link theory to real world activities; focused vocabulary banks; and additional teaching resources.

- **I Can Statement(s):** These statements include the Performance Objective(s) as the *Most Complex* and scaffolds the performance objectives two additional levels (B) and (C) to *Least Complex*. This matrix demonstrates the continuum of the concept across complexity levels. The purpose is to assist teachers in modifying to meet the unique diverse needs of learners with significant cognitive disabilities.
- **Real World Connections:** These items help facilitate learning that is meaningful to students and prepares them for their professional lives outside of school. When teachers move beyond textbook or curricular examples and connect content learned in the classroom to real people, places, and events, students can see a greater relevance to their learning. Real-world connections are used to help students see that learning is not confined to the school, allow them to apply knowledge and skills in real world situations, and personalize learning to increase and sustain student engagement.
- **Vocabulary:** These lists include difficult or unfamiliar words students need to know and understand.
- **Resources:** These resources include instructional strategies, lessons, and activities. Additional sample activities and resources for selected standards may be added; this shall be a living document with ongoing updates based on educator feedback. The intent of these activities is to assist teachers in linking their instruction to the prioritized content.

**Structure of the *Teacher Resource Guide for MS AAAS for the Alternate History Elements*
(Graphic)**



Levels of Support (LOS)

Students with significant cognitive disabilities require varying LOS to engage in academic content. The goal is to move the student along the continuum of assistance toward independence by decreasing the LOS provided and increasing student accuracy within the context of content to demonstrate progress.

The following chart describes the continuum of LOS. Appropriate LOS are important to increase student engagement and student independence and to track student achievement and progress.

Level of Assistance	Definition	Example	Non-Example
Non-Engagement (N)	The student requires assistance from the teacher to initiate, engage, or perform; however, the student actively refuses or is unable to accept teacher assistance.	The student resists the teacher's physical assistance toward the correct answer.	The student does not look at the activity.
Physical Assistance (P)	The student requires physical contact from the teacher to initiate, engage, or perform.	The teacher physically moves the student's hand to the correct answer.	The teacher taps the correct answer and expects the student to touch where he/she tapped.
Gestural Assistance (G)	The student requires the teacher to point to the specific answer.	When presenting a choice of three pictures and asking the student which picture is a triangle, the teacher will point to or tap on the correct picture to prompt the student to indicate that picture.	The teacher moves the student's hand to gesture toward the right answer.
Verbal Assistance (V)	The student requires the teacher to verbally provide the correct answer to a specific item.	The teacher says, "Remember, the main character was George. Point to the picture of the main character."	The teacher says "Who is the main character?" without providing the information verbally.
Model Assistance (M)	The student requires the teacher to model a similar problem/opportunity and answer prior to performance.	The teacher models one-to-one correspondence using manipulatives and then asks the student to perform a similar item.	The teacher completes the exact same activity as the student is expected to perform.
Independent (I)	The student requires no assistance to initiate, engage, or perform. The student may still require other supports and accommodations to meaningfully engage in the content but does not require assistance to participate and respond.	The teacher asks the student, "Who is the main character of the book?" and the student meaningfully responds without any prompting or assistance.	The teacher asks the student, "Who is the main character?" and points to the picture of the main character.

Teacher Resource Guide for MS AAAS for the Alternate History Elements

Standard		Performance Objectives
<p>A.HI.1 Trace the transition of the United States from an agricultural society to an industrial society prior to WWI.</p>		<p>A.HI.1.1 Differentiate between the Agricultural and Industrial Revolutions.</p> <p>A.HI.1.2 Tell how developments in American farming led to important inventions (e.g., iron and steel plows, windmills, barbed wire, sod houses, etc.).</p> <p>A.HI.1.3 Describe how settling the West led to the development of the Transcontinental Railroad.</p> <p>A.HI.1.4 List the inventions that resulted from the Industrial Revolution (e.g., airplanes, lightbulbs, telephones, industrial machines, bridges, skyscrapers, typewriters, etc.).</p> <p>A.HI.1.5 Describe important inventors from this period (e.g., John Deere, Eli Whitney, Charles Townsend, James Hargreaves, James Watt, Thomas Edison).</p> <p>A.HI.1.6 Interpret charts and graphs that illustrate population growth.</p>
I Can Statements		
MOST COMPLEX ←		→ LEAST COMPLEX
A.HI.1.1 (A) Differentiate between the Agricultural and Industrial Revolutions.	A.HI.1.1 (B) Describe aspects of agriculture and industry	A.HI.1.1 (C) Recognize agricultural relates to farming and industrial relates to factories.
A.HI.1.2 (A) Tell how developments in American farming led to important inventions (e.g., iron and steel plows, windmills, barbed wire, sod houses, etc.).	A.HI.1.2 (B) Discuss developments in American farming which led to important inventions.	A.HI.1.2 (C) Identify an invention that led to improvement in farming.
A.HI.1.3 (A) Describe how settling the West led to the development of the Transcontinental Railroad.	A.HI.1.3 (B) Discuss the different modes of transportation to the West.	A.HI.1.3 (C) Recognize people moved west to new land.
A.HI.1.4 (A) List the inventions that resulted from the Industrial Revolution (e.g., airplanes, lightbulbs, telephones, industrial machines, bridges, skyscrapers, typewriters, etc.).	A.HI.1.4 (B) Label the inventions that resulted from the Industrial Revolution (e.g., airplanes, lightbulbs, telephones, industrial machines, bridges, skyscrapers, typewriters, etc.).	A.HI.1.4 (C) Identify an invention from the Industrial Revolution.

<p>A.HI.1.5 (A) Describe important inventors from this period (e.g., John Deere, Eli Whitney, Charles Townsend, James Hargreaves, James Watt, Thomas Edison).</p>	<p>A.HI.1.5 (B) Label important inventors from this period (e.g., John Deere, Eli Whitney, Charles Townsend, James Hargreaves, James Watt, Thomas Edison).</p>	<p>A.HI.1.5 (C) Identify an inventor from this period (e.g., John Deere, Eli Whitney, Charles Townsend, James Hargreaves, James Watt, Thomas Edison).</p>
<p>A.HI.1.6 (A) Interpret charts and graphs that illustrate population growth.</p>	<p>A.HI.1.6 (B) Label graphs that illustrate population growth.</p>	<p>A.HI.1.6 (C) Recognize charts and graphs that illustrate population growth.</p>
<p>Real World Connections:</p> <ul style="list-style-type: none"> • Identify the inventions used in today’s industry and farming. • Recognize the geographic areas of the U.S. that are primarily agricultural and industrial. • Identify their local agricultural and industrial resources. • Visit the tax assessor to view aerial photographs of industrial and agricultural sites in their community. 		<p>Vocabulary:</p> <ul style="list-style-type: none"> • Agriculture • Chart • Factory • Graph • Industry • Inventions • Inventors • Migration • Population • Railroad • Rural • Transcontinental • Transportation • Urban • Westward Expansion
<p>Resources:</p> <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Foundations of Western Culture, University of Wisconsin-Green Bay (foundations.uwgh.org) <ul style="list-style-type: none"> ▪ The Effects of Agriculture on the Industrial Revolution ○ Timetoast Timelines (timetoast.com) <ul style="list-style-type: none"> ▪ Agricultural Inventions In The Industrial Revolution by Chamilton17@mcstangs.org ○ Eric Bond, Sheena Gingerich, Oliver Archer-Antonsen, Liam Purcell, and Elizabeth Macklem. The Industrial Revolution (http://industrialrevolution.sea.ca). <ul style="list-style-type: none"> ▪ Innovations of the Industrial Revolution Agricultural Revolution ○ United States History (history.com) <ul style="list-style-type: none"> ▪ 10 Ways the Transcontinental Railroad Changed America ○ Learnodo Newtonic part of Turiya Infotainment Private Limited, New Delhi, India (learnodo-newtonic.com) <ul style="list-style-type: none"> ▪ 10 Major Inventions of the Industrial Revolution ○ History Crunch (historycrunch.com) <ul style="list-style-type: none"> ▪ Inventions & Inventors of the Industrial Revolution ○ Share My Lesson Free lesson sharing funded by the American Federation of Teachers (sharemylesson.com) 		

COURSE: Alternate History Elements

STRANDS: Civics, Economics, Civil Rights, Geography, and History

- [US History Lesson Plan Templates in High School Social Studies](#)
- [US History Lesson Plan Templates in Middle School Social Studies](#)
- National Education Association (NEA.org)
 - [Transcontinental Telegraph and Railroad, Grades K-5](#)
- Mr. Donn's Site for Kids and Teachers (americanhistory.mrdonn.org)
 - [The Transcontinental Railroad of 1862 - American History](#)
- Interesting Engineering (interestingengineering.com)
 - [27 Industrial Revolution Inventions that Changed the World](#)
- Study.com LLC (subscription required)
 - [The Agricultural Revolution: Timeline, Causes, Inventions & Effects](#)
- **Videos**
 - YouTube by Mr. Beat
 - [Inventions of the Industrial Revolution](#)
 - YouTube by CrashCourse
 - [Westward Expansion: Crash Course US History #24](#)
 - YouTube by Ancient World
 - [The Transcontinental Railroad \(Amazing American History\)](#)

Standard	Performance Objectives	
A.HI.2 Describe societal problems in America that influenced advancements during the Progressive Movement.	A.HI.2.1 Investigate how women won the right to vote. A.HI.2.2 Discuss the creation and outcomes of the Food and Drug Act (e.g., USDA, food recalls, ingredient labels, etc.). A.HI.2.3 Discuss the importance of the implementation of a graduated income tax (i.e., Citizens' taxes are based on income instead of a flat rate). A.HI.2.4 Describe the progression of voting in America (e.g., secret ballot, primaries, elections, etc.).	
I Can Statements		
MOST COMPLEX ←—————→ LEAST COMPLEX		
A.HI.2.1 (A) Investigate how women won the right to vote.	A.HI.2.1 (B) Discuss events and people that led to women voting (e.g., Women's Suffrage, Susan B. Anthony, etc.).	A.HI.2.1 (C) Recognize women did not always have the right to vote.
A.HI.2.2 (A) Discuss the creation and outcomes of the Food and Drug Act (e.g., USDA, food recalls, ingredient labels, etc.).	A.HI.2.2 (B) Identify the purpose of the departments under the Food and Drug Act (e.g. USDA, FDA, DEA, etc.).	A.HI.2.2 (C) State the name of the department that was created for safety of food and drugs.
A.HI.2.3 (A) Discuss the importance of the implementation of a graduated income tax (e.g., Citizens' taxes are based on income instead of a flat rate.).	A.HI.2.3 (B) Compare tax brackets for different incomes.	A.HI.2.3 (C) Recognize that citizens pay income taxes.
A.HI.2.4 (A) Describe the progression of voting in America (e.g., secret ballot, primaries, elections, etc.).	A.HI.2.4 (B) List early voting practices (e.g., raise hand or say yea or nay, etc.).	A.HI.2.4 (C) Recognize that citizens participate in the voting process.
Real World Connections: <ul style="list-style-type: none"> Recognize that all citizens may register to vote. Identify government agencies that protect all citizens. Illustrate ways the USDA and FDA impact our daily lives (e.g., labels, recalls, etc.). Identify tax information in daily life (e.g. pay stubs, tax returns, etc.). Create a mock election. 	Vocabulary: <ul style="list-style-type: none"> Ballot Flat rate tax Graduated income tax Income Income tax Primary election Rights Suffrage Tax Tax bracket Vote 	

Resources:

• **Websites, articles, and other collections**

- United States History (history.com)
 - [Fight for the Vote | Women's Suffrage](#)
- Khan Academy (khanacademy.org)
 - [The Progressive Era](#)
- U.S. Capital Visitor Center (visitthecapitol.gov)
 - [The Pure Food and Drug Act](#)
- Insider Inc. (businessinsider.com)
 - [The evolution of American voting rights in 242 years shows how far we've come — and how far we still have to go](#)
- Scholastic online teacher resources (Scholastic.com)
 - [History of Voting](#)
- United States History (history.com)
 - [Why We Pay Taxes](#)
- U.S. Government Services and Information (USA.gov)
 - [Explaining Taxes to Kids Lesson Plan](#)
- Kids Discover (kidsdiscover.com)
 - [Activities to Teach Kids About Women's Suffrage](#)
- Share My Lesson free lesson sharing, funded by the American Federation of Teachers (sharemylesson.com)
 - [US History Lesson Plan Templates in High School Social Studies](#)
- Teaching American History: a project of the Ashbrook Center at Ashland University (teachingamericanhistory.org)
 - [Progressive Era Toolkit](#)

• **Videos**

- Study.com LLC (subscription required)
 - [Pure Food and Drug Act of 1906: Definition, Summary & History](#)
- YouTube by Audiopedia
 - [Pure Food and Drug Act](#)
- YouTube by Studies Weekly
 - [The Progressive Movement](#)
- Khan Academy (khanacademy.org)
 - [The Progressives](#)

Standard	Performance Objectives	
A.HI.3 Recognize the primary causes and significant events of WWI.	A.HI.3.1 Identify the main causes of WWI (e.g., assassination of Archduke Franz Ferdinand, alliances, militarism, etc.) and where they occurred. A.HI.3.2 Describe the destruction caused by WWI.	
I Can Statements		
MOST COMPLEX ←	→ LEAST COMPLEX	
A.HI.3.1 (A) Identify the main causes of WWI (e.g., assassination of Archduke Franz Ferdinand, alliances, militarism, etc.) and where they occurred.	A.HI.3.1 (B) Describe ideas, events, and places involved in the causes of WWI.	A.HI.3.1 (C) Recognize WWI was fought in Europe.
A.HI.3.2 (A) Describe the destruction caused by WWI.	A.HI.3.2 (B) Recognize methods of destruction used during WWI.	A.HI.3.2 (C) State that the people and the countries of Europe were impacted by the destruction resulting from WWI.
Real World Connections: <ul style="list-style-type: none"> • Identify consequences of war. • Locate the continent of Europe. • Recognize allies of the United States. • Construct a battleground showing trench warfare. 	Vocabulary: <ul style="list-style-type: none"> • Alliances • Assassination • Destruction • Europe • Militarism • Treaty • War • World War I (WWI) 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ United States History (history.com) <ul style="list-style-type: none"> ▪ World War I ○ Medium platform article by Dhiresh Nathwani (medium.com) <ul style="list-style-type: none"> ▪ What was the most significant cause of World War One? (WW1) ○ New York Times The Learning Network (learning.blogs.nytimes.com) <ul style="list-style-type: none"> ▪ Teaching World War I With The New York Times ○ History Teaching Institute The Ohio State University (hti.osu.edu) <ul style="list-style-type: none"> ▪ The Assassination of Archduke Franz Ferdinand 		

COURSE: Alternate History Elements

STRANDS: Civics, Economics, Civil Rights, Geography, and History

- National History Day, College Park, MD (nhd.org)
 - [Teaching World War I](#)
- National Education Association (NEA.org)
 - [World War 1 Resources, Grades 9-12](#)
- The National WWI Museum and Memorial (theworldwar.org)
 - [Education Resources created by the National WWI Museum and Memorial](#)
- Study.com LLC (subscription required)
 - [The Evolution of Economy: Changes from the Agricultural and Industrial Revolutions](#)
- A multimedia history of World War One by Michael Duffy (firstworldwar.com)
 - [Articles about the First World War](#)
- **Videos**
 - YouTube by Extra Credits
 - [WW1 Christmas Truce: Silent Night - Extra History - #1](#)
 - Thoughtco.com
 - [5 Key Causes of World War I](#)
 - YouTube by Simple History
 - [What Caused the First World War?](#)
 - Study.com LLC (subscription required)
 - [The Evolution of Economy: Changes from the Agricultural and Industrial Revolutions](#)

Standard	Performance Objectives	
A.HI.4 Recall contributions to social change and culture throughout the 1920s and 1930s.	A.HI.4.1 Discuss the establishment of credit in America (e.g., installment plans, putting merchandise on your “tab” at a local store, etc.). A.HI.4.2 List important inventions from the 1920s and 1930s (e.g., radio, cinema, print media, etc.). A.HI.4.3 Trace the change of culture in America during the 1920s and 1930s (e.g., the role of women, jazz music, outdoor athletic events, etc.). A.HI.4.4 Discuss the emergence of gangs and violence related to Prohibition. A.HI.4.5 Describe how the Great Depression led to the development of Social Security benefits.	
I Can Statements		
MOST COMPLEX ←	→ LEAST COMPLEX	
A.HI.4.1 (A) Discuss the establishment of credit in America (e.g., installment plans, putting merchandise on your “tab” at a local store, etc.).	A.HI.4.1 (B) Describe reasons buying on credit exist.	A.HI.4.1 (C) Define credit.
A.HI.4.2 (A) List important inventions from the 1920s and 1930s (e.g., radio, cinema, print media, etc.).	A.HI.4.2 (B) Select multiple inventions from the 1920s and 1930s from a list of inventions.	A.HI.4.2 (C) Recognize an invention from the 1920s and 1930s.
A.HI.4.3 (A) Trace the change of culture in America during the 1920s and 1930s (e.g., the role of women, jazz music, outdoor athletic events, etc.).	A.HI.4.3 (B) Describe the change of culture in America during the 1920s and 1930s (e.g., the role of women, jazz music, outdoor athletic events, etc.).	A.HI.4.3 (C) Name one cultural event from the 1920s and 1930s.
A.HI.4.4 (A) Discuss the emergence of gangs and violence related to Prohibition.	A.HI.4.4 (B) Describe the events and issues leading to and during Prohibition.	A.HI.4.4 (C) Define Prohibition.
A.HI.4.5 (A) Describe how the Great Depression led to the development of Social Security benefits.	A.HI.4.5 (B) Recall issues and events of the Great Depression.	A.HI.4.5 (C) Identify the Great Depression as a period in our history.

COURSE: Alternate History Elements

STRANDS: Civics, Economics, Civil Rights, Geography, and History

<p>Real World Connections:</p> <ul style="list-style-type: none">• Identify laws governing drinking age and distribution.• Compare different media types (e.g. social, newspapers, radio, etc.).• Identify Social Security benefits and requirements.• Describe how gangs and violence are still impacting our culture.	<p>Vocabulary:</p> <ul style="list-style-type: none">• Benefits• Credit• Culture• Gangs• Great Depression• Installment plan• Jazz• Media• Prohibition• Social Security Administration• Violence
<p>Resources:</p> <ul style="list-style-type: none">• Websites, articles, and other collections<ul style="list-style-type: none">○ Khan Academy (khamacademy.org)<ul style="list-style-type: none">▪ Movies, radio, and sports in the 1920s○ Social Security Administration (ssa.gov)<ul style="list-style-type: none">▪ Information for Educators○ United States History (history.com)<ul style="list-style-type: none">▪ Roaring Twenties○ Public Broadcasting Service (PBS.org)<ul style="list-style-type: none">▪ Prohibition: Lesson Plans○ Library of Congress Teaching with Primary Sources (loc.gov/teachers/classroommaterials)<ul style="list-style-type: none">▪ The Great Depression: Lesson Plan○ National Endowment for Humanities – EDSITEment (edsitement.neh.gov)<ul style="list-style-type: none">▪ Lesson 2: The Social Security Act• Videos<ul style="list-style-type: none">○ Mississippi Public Broadcasting- MPB<ul style="list-style-type: none">▪ U.S. History Videos	

Standard		Performance Objectives	
<p>A.HI.5 Recognize the main causes, leaders, and lasting effects of WWII.</p>		<p>A.HI.5.1 Identify the main causes and significant events of WWII (e.g., Germany invades Poland, Pearl Harbor, Normandy, atomic bombs, the Holocaust, etc.) and where they occurred.</p> <p>A.HI.5.2 Identify significant WWII leaders (e.g., Adolph Hitler, Mussolini, Joseph Stalin, Franklin D. Roosevelt, Harry S. Truman, Dwight D. Eisenhower, George S. Patton, etc.).</p> <p>A.HI.5.3 Demonstrate an understanding of the lasting effects of WWII (e.g., space race, Cold War, arms race, etc.).</p>	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<p>A.HI.5.1 (A) Identify the main causes and significant events of WWII (e.g., Germany invades Poland, Pearl Harbor, Normandy, atomic bombs, the Holocaust, etc.) and where they occurred.</p>	<p>A.HI.5.1 (B) Relate causes and/or events to their locations during WWII.</p>	<p>A.HI.5.1 (C) State the event that brought the U.S. into WWII (i.e., bombing Pearl Harbor).</p>	
<p>A.HI.5.2 (A) Identify significant WWII leaders (e.g., Adolph Hitler, Mussolini, Joseph Stalin, Franklin D. Roosevelt, Harry S. Truman, Dwight D. Eisenhower, George S. Patton, etc.).</p>	<p>A.HI.5.2 (B) Identify two significant WWII leaders (e.g., Adolph Hitler, Mussolini, Joseph Stalin, Franklin D. Roosevelt, Harry S. Truman, Dwight D. Eisenhower, George S. Patton, etc.).</p>	<p>A.HI.5.2 (C) Tell the name of the U.S. President during the majority of WWII (i.e. Franklin D. Roosevelt).</p>	
<p>A.HI.5.3 (A) Demonstrate an understanding of the lasting effects of WWII (e.g., space race, Cold War, arms race, etc.).</p>	<p>A.HI.5.3 (B) Discuss the lasting effects of WWII (e.g., space race, Cold War, arms race, etc.).</p>	<p>A.HI.5.3 (C) Select one of the lasting effects of WWII (e.g., space race, Cold War, arms race, etc.).</p>	
<p>Real World Connections:</p> <ul style="list-style-type: none"> Identify space exploration. Recognize nuclear weapons and different arms that currently exist. Describe the effects of the war on the Jewish population. Tour the Smithsonian virtually. 		<p>Vocabulary:</p> <ul style="list-style-type: none"> Arms race Atomic bomb Cold War Dictator Holocaust Nazi Nuclear war Pearl Harbor President Space Race 	
<p>Resources:</p> <ul style="list-style-type: none"> Websites, articles, and other collections 			

COURSE: Alternate History Elements

STRANDS: Civics, Economics, Civil Rights, Geography, and History

- United States History (history.com)
 - [World War II](#)
- The Balance (thebalance.com)
 - [The Economic Impact of World War II](#)
- The Aerospace Corporation (aerospace.org)
 - [A Brief History of Space Exploration](#)
- United States History (history.com)
 - [The Space Race](#)
- Primary Homework Help by Mandy Barrow (primaryhomeworkhelp.co.uk)
 - [The Allies](#)
- **Activities**
 - Zachary S Laub personal homepage (https://www2.bc.edu/zachary-s-laub)
 - [WW2 Facts WW2 Picture My Family's History](#)
 - Khan Academy (khamacademy.org)
 - [The Start of the Space Race](#)
 - Students of History created by Luke Rosa (studentsofhistory.com)
 - [7 Best World War 2 Activities for Secondary](#)
 - Scholastic online teacher resources (Scholastic.com)
 - [Attack on Pearl Harbor Teaching Guide](#)
- **Videos**
 - YouTube by Extra Credits
 - [WW1 Christmas Truce: Silent Night - Extra History - #1](#)
 - Khan Academy (khamacademy.org)
 - [Beginning of World War II](#)
 - YouTube by Simple History
 - [The Space Race \(1955-1975\)](#)
 - YouTube by SouthCarolinaETV
 - [Episode 4: The Space Race, Part 1 | History in a Nutshell](#)
 - National Archives Foundation (docsteach.org)
 - [Bring History to Life with Access to Primary Resources from the National Archives.](#)

Standard		Performance Objectives	
<p>A.HI.6 Recall issues that impacted society and the environment from the 1960s-1990s.</p>		<p>A.HI.6.1 Tell how environmental issues such as pollution led to conservation efforts (e.g., Earth Day, recycling, Environmental Protection Agency, etc.).</p> <p>A.HI.6.2 Discuss how discrimination issues led to laws that protected individual rights (e.g., Title IX, The Americans with Disabilities Act, etc.).</p> <p>A.HI.6.3 Trace the development of the Great Society programs (e.g., Medicare, Medicaid, Head Start, WIC, etc.).</p>	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<p>A.HI.6.1 (A) Tell how environmental issues such as pollution led to conservation efforts (e.g., Earth Day, recycling, Environmental Protection Agency, etc.).</p>	<p>A.HI.6.1 (B) Relate types of pollution to specific environmental issues (e.g. sea of plastic in the ocean, space trash, personal littering, chemical pollution of waterways, oil spills, etc.).</p>	<p>A.HI.6.1 (C) Define conservation.</p>	
<p>A.HI.6.2 (A) Discuss how discrimination issues led to laws that protected individual rights (e.g., Title IX, The Americans with Disabilities Act, etc.).</p>	<p>A.HI.6.2 (B) Illustrate issues that led to laws which protect individual rights (e.g., Title IX, The Americans with Disabilities Act, etc.).</p>	<p>A.HI.6.2 (C) Define one type of discrimination.</p>	
<p>A.HI.6.3 (A) Trace the development of the Great Society programs (e.g., Medicare, Medicaid, Head Start, WIC, etc.).</p>	<p>A.HI.6.3 (B) Categorize Great Society Programs by their purpose (e.g., health care, education, nutrition, etc.).</p>	<p>A.HI.6.3 (C) Identify the Great Society Programs.</p>	
<p>Real World Connections:</p> <ul style="list-style-type: none"> • Perform conservation practices. • Complete self-advocacy activities (e.g. SSI, MDRS, registration for IDs, ADA). • Visit Medicaid, WIC, and/or Social Security offices. • Construct posters for school to promote recycling, Earth Day, etc. 		<p>Vocabulary:</p> <ul style="list-style-type: none"> • Anti-poverty programs • Conservation • Disability • Discrimination • Environmental issues • Great Society programs • Individual rights • Pollution • Poverty • Recycling • Socioeconomics 	
<p>Resources:</p> <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Environmental History (environmentalhistory.org) 			

COURSE: Alternate History Elements

STRANDS: Civics, Economics, Civil Rights, Geography, and History

- [Environmental history timeline](#)
- Penn State University Press (psupress.org)
 - [Environmental Politics and Policy, 1960s–1990s](#)
- The National Academies Press (nap.edu)
 - [Influence of American NGOs on Environmental Decisions and Policies: Evolution Over Three Decades](#)
- National Network Information, Guidance, and Training on the Americans with Disabilities Act (adata.org)
 - [What is the Americans with Disabilities Act \(ADA\)?](#)
- Organization of American Historians (archive.oah.org)
 - [Earth Day and the Environmental Movement](#)
- Education.com
 - [Earth Day Worksheets & Printables](#)
- Technology Incorporated (teach-nology.com)
 - [Printable Earth Day Worksheets](#)
- TeacherVision part of the FEN Learning family of educational websites (teachervision.com)
 - [Earth Day Teacher Resources](#)
- **Videos**
 - YouTube by Tec-Ed
 - [Equality, sports, and Title IX - Erin Buzuvis and Kristine Newhall](#)
 - YouTube by Richard Nixon Foundation
 - [Title IX: 37 Words That Changed Everything](#)
 - YouTube by ADANationalNetwork
 - [Americans with Disabilities Act](#)
 - Khan Academy (khamacademy.org)
 - [Medicaid](#)

Standard		Performance Objectives	
<p>A.HI.7 Recognize the impact of the Civil Rights Movement on social and political change in the United States.</p>		<p>A.HI.7.1 Identify the people and events related to the Civil Rights Movement (e.g., segregation, Rosa Parks, Martin Luther King, Jr., Emmett Till, Freedom Summer, Freedom Riders, Bloody Sunday, Civil Rights Act, etc.).</p>	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
<p>A.HI.7.1 (A) Identify the people and events related to the Civil Rights Movement (e.g., segregation, Rosa Parks, Martin Luther King, Jr., Emmett Till, Freedom Summer, Freedom Riders, Bloody Sunday, Civil Rights Act, etc.).</p>	<p>A.HI.7.1 (B) Recognize the people and events related to the Civil Rights Movement (e.g., segregation, Rosa Parks, Martin Luther King, Jr., Emmett Till, Freedom Summer, Freedom Riders, Bloody Sunday, Civil Rights Act, etc.).</p>	<p>A.HI.7.1 (C) Select an event or person from the Civil Rights Movement (e.g., segregation, Rosa Parks, Martin Luther King, Jr., Emmett Till, Freedom Summer, Freedom Riders, Bloody Sunday, Civil Rights Act, etc.).</p>	
<p>Real World Connections:</p> <ul style="list-style-type: none"> Recognize that discrimination based on race is unlawful. Discuss days of remembrance related to the Civil Rights Movement and Black History. Entertain a speaker who discusses civil rights. 		<p>Vocabulary:</p> <ul style="list-style-type: none"> Civil rights Civil Rights Act Freedom Riders Integration Segregation 	
<p>Resources:</p> <ul style="list-style-type: none"> Websites, articles, and other collections <ul style="list-style-type: none"> United States History (history.com) <ul style="list-style-type: none"> Civil Rights Movement SparkNotes by Barnes & Noble (sparknotes.com) <ul style="list-style-type: none"> The Civil Rights Era (1865–1970) United States History for Kids by Siteseen Limited (american-historama.org) <ul style="list-style-type: none"> The Civil Rights Movement AARP Politics and Society (AARP.org/politics-society) <ul style="list-style-type: none"> Boycotts, Movements and Marches Study.com LLC (subscription required) <ul style="list-style-type: none"> What are Civil Liberties? - Definition, Examples & Cases Civil Rights Movement Activities for Kids 			

COURSE: Alternate History Elements

STRANDS: Civics, Economics, Civil Rights, Geography, and History

- Teaching for Change: Building Social Justice Starting in the Classroom (teachingforchange.org)
 - [Lessons on the Civil Rights Movement](#)
- Students of History by Luke Rosa (studentsofhistory.com)
 - [Civil Rights Movement Timeline Activity](#)
- Scholastic online teacher resources (scholastic.com)
 - [Civil Rights Movement, Game 1: A History Mystery Activity](#)
- Share My Lesson free lesson sharing, funded by the American Federation of Teachers (sharemylesson.com)
 - [US History Lesson Plan Templates in High School Social Studies](#)
- **Videos**
 - YouTube by Virginia is for Lovers
 - [Birthplace of the Student Civil Rights Movement](#)
 - YouTube by Kids Academy
 - [Civil Rights Act of 1964 | Montgomery Bus Boycott for Kids | Rosa Parks and Martin Luther King](#)
 - Education World online resources, Colchester, CT (educationworld.com)
 - [Best Instructional Videos: American Civil Rights Movement](#)

Standard		Performance Objectives	
A.HI.8 Identify issues and events in America from the 1990s to present.		A.HI.8.1 Identify important technological advancements during the 1990s and 2000s (e.g., Internet, personal computers, cell phones, etc.). A.HI.8.2 Discuss terrorism and its effects on the United States (e.g., Oklahoma City bombing, September 11, War in Afghanistan, Patriot Act, etc.). A.HI.8.3 Discuss the significance of the 2008 presidential election (e.g., first African American president elected, etc.).	
I Can Statements			
MOST COMPLEX ←		→ LEAST COMPLEX	
A.HI.8.1 (A) Identify important technological advancements during the 1990s and 2000s (e.g., Internet, personal computers, cell phones, etc.).	A.HI.8.1 (B) Describe important technological advancements during the 1990s and 2000s (e.g., Internet, personal computers, cell phones, etc.).	A.HI.8.1 (C) Illustrate one technological advancement.	
A.HI.8.2 (A) Discuss terrorism and its effects on the United States (e.g., Oklahoma City bombing, September 11, War in Afghanistan, Patriot Act, etc.).	A.HI.8.2 (B) Explain the effects of terrorism on society.	A.HI.8.2 (C) Name one terror attack on the U.S.	
A.HI.8.3 (A) Discuss the significance of the 2008 presidential election (e.g., first African American president elected, etc.).	A.HI.8.3 (B) Explain the historical impact of the 2008 presidential election.	A.HI.8.3 (C) Name the person who won the 2008 presidential election.	
Real World Connections: <ul style="list-style-type: none"> • Use modern technology. • Recognize the effect of terrorism in their daily lives (e.g., tightened security at various places, active wars, increased government surveillance, etc.) • Recognize the diversity of the electoral choices. 		Vocabulary: <ul style="list-style-type: none"> • Election • Internet • Patriot Act • Patriotism • Significance • Society • Technology • Terrorism 	
Resources: <ul style="list-style-type: none"> • Websites, articles, and other collections <ul style="list-style-type: none"> ○ Dictionary.com <ul style="list-style-type: none"> ▪ Terrorism 			

COURSE: Alternate History Elements

STRANDS: Civics, Economics, Civil Rights, Geography, and History

- Wikipedia.org
 - [2008 United States presidential election](#)
- Ford Motor Company (ford.com)
 - [Why Was the Election of 2008 Important?](#)
- United States History (history.com)
 - [Barack Obama elected as America's first black president](#)
- Tes Blendspace (tes.com/lessons)
 - [Technological advancements in America: 1950s to Present by Angellica Jones](#)
- Quizlet.com
 - [Election 2008 Flashcards](#)
- U.S. News & World Report (usnews.com)
 - [5 Reasons Why the 2008 Election Is Historic](#)
- Public Broadcasting Service (PBS)
 - [Roots of Terrorism Teachers Guide](#)
- **Videos**
 - YouTube by History Channel
 - [Why Was the Election of 2008 Important? | History](#)
 - YouTube by Business Insider
 - [Relive the Historic Moment Obama Won the 2008 Election](#)

APPENDIX A: Glossary

Agriculture: The science and art of cultivating plants and livestock. Agriculture was the key development in the rise of sedentary human civilization, whereby farming of domesticated species created food surpluses that enabled people to live in cities. The history of agriculture began thousands of years ago.

Alliances: A union or association formed for mutual benefit, especially between countries or organizations

Anti-poverty programs: Measures that raise, or are intended to raise, ways of enabling the poor to create wealth for themselves as a means of ending poverty forever

Arms race: When two or more nations participate in interactive or competitive increases in “persons under arms” as well as “war material.” A competition between two or more states to have superior armed forces; a competition concerning production of weapons, the growth of a military, and the aim of superior military technology. The term is also used to describe any long-term escalating competitive situation where each competitor focuses on outdoing the others.

Assassination: The murder of a prominent person, usually for political, religious, or monetary reasons

Atomic Bomb: Nuclear weapon (also called an atom bomb, nuke, atomic bomb, nuclear warhead, A-bomb, or nuclear bomb); an explosive device that derives its destructive force from nuclear reactions, either fission (fission bomb) or from a combination of fission and fusion reactions (thermonuclear bomb). Both bomb types release large quantities of energy from relatively small amounts of matter. Since they are weapons of mass destruction, the proliferation of nuclear weapons is a focus of international relations policy.

Ballot: A device used to cast votes in an election; may be a piece of paper or electronic application

Benefits: Support for citizens of the society provided by a welfare program. Welfare is a type of government support for the citizens of that society. Welfare may be provided to people of any income level, as with social security (and is then often called a social safety net), but it is usually intended to ensure that people can meet their basic human needs, such as food and shelter.

Chart: A graphical representation of data, in which the data is represented by symbols, such as bars in a bar chart, lines in a line chart, or slices in a pie chart. A chart can represent tabular numeric data, functions, or some kinds of qualitative structure, and provides different information.

Civil rights: A class of rights that protect individuals' freedom from infringement by governments, social organizations, and private individuals. They ensure one's entitlement to participate in the civil and political life of the society and state without discrimination or repression.

Civil Rights Act: May refer to several acts of the United States Congress, including:

- Civil Rights Act of 1866, extending the rights of emancipated slaves by stating that any person born in the United States regardless of race is a U.S. citizen

- Civil Rights Act of 1871, prohibiting race-based violence against African Americans (see also, Enforcement Acts, three Acts in 1870-1871)
- Civil Rights Act of 1875, prohibiting discrimination in “public accommodations”, which was found unconstitutional in 1883 as Congress could not regulate conduct of individuals
- Civil Rights Act of 1957, establishing the Civil Rights Commission
- Civil Rights Act of 1960, establishing federal inspection of local voter registration polls
- Civil Rights Act of 1964, prohibiting discrimination based on race, color, religion, sex, and national origin by federal and state governments as well as some public places
- Civil Rights Act of 1968, prohibiting discrimination in sale, rental, and financing of housing based on race, creed, and national origin
- Civil Rights Act of 1990, would have made it easier for plaintiffs to win civil rights cases; was vetoed by President George H. W. Bush
- Civil Rights Act of 1991, providing the right to trial by jury on discrimination claims and introducing the possibility of emotional distress damages, while limiting the amount that a jury could award

Cold War: The Cold War was a period of geopolitical tension between the Soviet Union and the US and their respective allies, the Eastern Bloc and the Western Bloc, after World War II. The period is generally considered to span the 1947 Truman Doctrine to the 1991 dissolution of the Soviet Union.

Conservation: Prevention of wasteful use of a resource

Credit: The trust which allows one party to provide money or resources to another party wherein the second party does not reimburse the first party immediately (thereby generating a debt), but promises either to repay or return those resources (or other materials of equal value) at a later date. The resources provided may be financial (e.g. granting a loan), or they may consist of goods or services (e.g. consumer credit). Credit encompasses any form of deferred payment.

Culture: An umbrella term which encompasses the social behavior and norms found in human societies, as well as the knowledge, beliefs, arts, laws, customs, capabilities and habits of the individuals in these groups.

Destruction: Refers to damage to an object, system, being, or idea, as in legal damages and physical vandalism

Dictator: A political leader who possesses absolute power. A dictatorship is a state ruled by one dictator or by a small clique. The word originated as the title of a magistrate in the Roman Republic appointed by the Senate to rule the republic in times of emergency.

Disability: A physical or mental condition that limits a person's movements, senses, or activities

Discrimination: The unjust or prejudicial treatment of different categories of people or things, especially on the grounds of race, age, or sex

Election: A formal and organized choice by vote of a person for a political office or other position

Environmental issues: Harmful effects of human activity on the biophysical environment. Environmental protection is a practice of protecting the natural environment on the individual, organizational, or governmental levels for the benefit of both the environment and humans.

Europe: A continent in the northern hemisphere, separated from Africa on the south by the Mediterranean Sea and from Asia on the east roughly by the Bosphorus, the Caucasus Mountains, and the Ural Mountains. Europe contains approximately 10 percent of the world's population. It consists of the western part of the landmass of which Asia forms the eastern (and greater) part and includes the British Isles, Iceland, and most of the Mediterranean islands.

Factory: A building or group of buildings where goods are manufactured or assembled chiefly by machine.

Flat rate tax: A flat tax is a tax system with a constant marginal rate, usually applied to individual or corporate income. A true flat tax would be a proportional tax, but implementations are often progressive and sometimes regressive depending on deductions and exemptions in the tax base. There are various tax systems that are labeled “flat tax” even though they are significantly different.

Freedom Riders: Freedom Riders were civil rights activists who rode interstate buses into the segregated Southern United States in 1961 and subsequent years to challenge the non-enforcement of the United States Supreme Court decisions *Morgan v. Virginia* and *Boynton v. Virginia*, which ruled that segregated public buses were unconstitutional. The Southern states had ignored the rulings, and the federal government did nothing to enforce them. The first Freedom Ride left Washington, D.C. on May 4, 1961, and was scheduled to arrive in New Orleans on May 17.

Gangs: A group or society of associates, friends or members of a family with a defined leadership and internal organization that identifies with or claims control over territory in a community and engages, either individually or collectively, in illegal and possibly violent behavior. Gangs arose in America by the middle of the 19th century and were a concern for city leaders from the time they appeared. Some members of criminal gangs are “jumped in” (by going through a process of initiation) or must prove their loyalty and right to belong by committing certain acts, usually theft or violence. A member of a gang may be called a “gangster,” or less specifically, a “thug.”

Graduated income tax: A graduated income tax, also referred to as a progressive tax, is a tax structure that imposes increasingly higher tax rates on higher-earning individuals or businesses. Essentially, under this kind of system, the more you make, the more you pay. In contrast, a flat tax is one rate for all.

Graph: A diagram showing the relation between variable quantities, typically of two variables, each measured along one of a pair of axes at right angles. A graph is a structure amounting to a set of objects in which some pairs of the objects are in some sense “related.” Typically, a graph is depicted in diagrammatic form as a set of dots or circles for the vertices, joined by lines or curves for the edges. Graphs are one of the objects of study in discrete mathematics.

Great Depression: The Great Depression was a severe worldwide economic depression that took place mostly during the 1930s, beginning in the US. The timing of the Great Depression varied across nations; in most countries, it started in 1929 and lasted until the late 1930s. It was the longest,

deepest, and most widespread depression of the 20th century. The Great Depression is commonly used as an example of how intensely the world's economy can decline.

Great Society programs: A set of domestic programs in the United States launched by Democratic President Lyndon B. Johnson in 1964-65. "Great Society" was coined during a 1964 speech by President Lyndon B. Johnson at the University of Michigan and came to represent his domestic agenda. The main goal of this agenda was the total elimination of poverty and racial injustice.

Holocaust: Also known as the Shoah, was the World War II genocide of the European Jews. Between 1941 and 1945, across German-occupied Europe, Nazi Germany and its collaborators systematically murdered some six million Jews, around two-thirds of Europe's Jewish population. The murders were carried out in pogroms and mass shootings; by a policy of extermination through work in concentration camps; and in gas chambers and gas vans in German extermination camps, chiefly Auschwitz, Belzec, Chelmno, Majdanek, Sobibór, and Treblinka in occupied Poland.

Income: Money received, especially on a regular basis, for work or through investments

Income tax: Tax levied by a government directly on income, especially an annual tax on personal income

Individual rights: Collective rights, are rights held by a group rather than by its members severally. In contrast, individual rights are held by individual people. Even if they are group-differentiated, they remain individual rights if the right-holders are the individuals themselves. Group rights have historically been used both to infringe upon and to facilitate individual rights, and the concept remains controversial.

Industry: Economic activity concerned with the processing of raw materials and manufacture of goods in factories

Installment plan: An arrangement for payment by installments. An arrangement whereby a customer agrees to a contract to acquire an asset by paying an initial installment (e.g. 40% of the total) and repays the balance of the price of the asset plus interest over a period of time. Also described as closed-end leasing or rent to own.

Integration: The actions or process of integrating, such as: incorporation as equals into society or an organization of individuals of different groups (such as races)

Internet: A global computer network providing a variety of information and communication facilities, consisting of interconnected networks using standardized communication protocols

Inventions: A unique or novel device, method, composition or process. The invention process is a process within an overall engineering and product development process. It may be an improvement upon a machine or product or a new process for creating an object or a result. An invention that achieves a completely unique function or result may be a radical breakthrough. Such works are novel and not obvious to others skilled in the same field. An inventor may be taking a big step toward success or failure.

Inventors: A person who invented a process or device or who invents things as an occupation. Ten of the greatest inventors who helped change the world are as follows:

1. Thomas Edison (1847–1931) - Edison filed over 1,000 patents. He developed and innovated a wide range of products from the electric light bulb to the phonograph and motion picture camera.
2. The Wright Brothers - Successfully designed, built, and flew the first powered aircraft, showing that man could fly. The airplane is one of the most important inventions of Twentieth Century.
3. Benjamin Franklin (1705–1790) - Discovered electricity and invented the Franklin stove.
4. Nikola Tesla (1856–1943) - Serbian-born scientist who emigrated to the US. He was a brilliant scientist who played a key role in the development of AC electricity, through the AC induction motor, transformer, and Tesla coil. His method of AC electricity has been the template for global electricity use.
5. Charles Babbage (1791–1871) – Created the first mechanical computer, which proved to be the prototype for future computers. Considered to be the ‘Father of Computers.’
6. James Watt (1736–1819) - Inventor of the steam engine, which was critical in the industrial revolution. His invention of a separate condensing chamber greatly improved the efficiency of steam.
7. Alexander Bell (1847–1922) - Credited with inventing the first practical telephone. Also worked on optical telecommunications, aeronautics, and hydrofoils.
8. Leonardo Da Vinci (1452–1519) - Invented models that proved workable 3-500 years later.
9. Galileo (1564–1642) - Developed a powerful telescope and confirmed revolutionary theories about the nature of the world. Also developed an improved compass.
10. Tim Berners Lee - Developed the http:// protocol for the internet, making the World Wide Web freely available.

Jazz: A type of music of Black American origin characterized by improvisation, syncopation, and usually a regular or forceful rhythm, emerging at the beginning of the 20th century. Brass and woodwind instruments and piano are particularly associated with jazz, although guitar and occasionally violin are also used; styles include Dixieland, swing, bebop, and free jazz.

Media: The main means of mass communication (broadcasting, publishing, and the Internet) regarded collectively.

Migration: The movement of people from one place to another with the intentions of settling, permanently or temporarily, at a new location (geographic region). The movement is often over long distances and from one country to another, but internal migration is also possible; indeed, this is the

dominant form globally. People may migrate as individuals, in family units or in large groups. There are four major forms of migration: invasion, conquest, colonization, and immigration.

Militarism: The belief or desire of a government or people that a country should maintain a strong military capability and be prepared to use it aggressively to defend or promote national interests.

Nazi: The ideology and practices associated with the Nazi Party—officially the National Socialist German Workers' Party—in Nazi Germany, and of other far-right groups with similar ideas and aims.

Nuclear war: A military conflict or political strategy in which nuclear weaponry is used to inflict damage on the enemy. Nuclear weapons are weapons of mass destruction; in contrast to conventional warfare, nuclear warfare can produce destruction in a much shorter time and can have a long-lasting radiological warfare result. A major nuclear exchange would have long-term effects, primarily from the fallout released, and could also lead to a “nuclear winter” that could last for decades, centuries, or even millennia after the initial attack.

Patriot Act: An Act of the United States Congress that was signed into law by U.S. President George W. Bush on October 26, 2001. The title of the Act is a contrived three-letter initialism preceding a seven-letter acronym, which in combination stand for Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism Act of 2001. The history of the USA PATRIOT Act involved many parties who opposed and supported the legislation, which was proposed, enacted and signed into law 45 days after the September 11 terrorist attacks in 2001. The USA PATRIOT Act, though approved by large majorities in the U.S. Senate and House of Representative, was controversial, and parts of the law were invalidated or modified by successful legal challenges over constitutional infringements to civil liberties.

Patriotism: The quality of being patriotic; devotion to and vigorous support for one's country

Pearl Harbor: The attack on Pearl Harbor was a surprise, preemptive military strike by the Imperial Japanese Navy Air Service upon the United States against the naval base at Pearl Harbor in Honolulu, Territory of Hawaii on Sunday morning, December 7, 1941. The attack led to the United States' formal entry into World War II the next day. The Japanese military leadership referred to the attack as the Hawaii Operation and Operation AI, and as Operation Z during its planning.

Pollution: The introduction of contaminants into the natural environment that cause adverse change. Pollution can take the form of chemical substances or energy, such as noise, heat, or light. Pollutants, the components of pollution, can be either foreign substances/energies or naturally occurring contaminants. Pollution is often classed as point source or nonpoint source pollution.

Population: All the inhabitants of a particular town, area, or country

Poverty: Not having enough material possessions or income for a person's needs. Poverty may include social, economic, and political elements. Absolute poverty is the complete lack of the means necessary to meet basic personal needs, such as food, clothing and shelter. The threshold at which absolute poverty is defined is always about the same, independent of the person's permanent location or era.

President: The elected head of a republican state

Primary election: The process by which voters can indicate their preference for their party's candidate, or a candidate in general, in an upcoming general election, local election, or by-election, with the goal of narrowing the field of candidates. Depending on the country and administrative divisions within the country, voters might consist of the general public in what is called an open primary, or the members of a political party in what is called a closed primary. In addition to these, there are other variants on primaries (which are discussed below) that are used by many countries holding elections throughout the world.

Prohibition: The prevention by law of the manufacture and sale of alcohol, especially in the United States between 1920 and 1933

Railroad: A track or set of tracks made of steel rails along which passenger and freight trains run. The oldest known, man/animal-hauled railways date back to the 6th century BC in Corinth, Greece. Rail transport then commenced in mid-16th century in Germany in the form of horse-powered funiculars and wagonways. Modern rail transport commenced with the British development of the steam locomotives in the early 19th century. Thus, the railway system in Great Britain is the oldest in the world. The first steam locomotive to carry passengers on a public rail line was the Stockton and Darlington Railway in 1825. With steam engines, one could construct mainline railways, which were a key component of the Industrial Revolution. Also, railways reduced the costs of shipping, and allowed for fewer lost goods, compared with water transport, which faced occasional sinking of ships. The change from canals to railways allowed for “national markets” in which prices varied very little from city to city. The invention and development of the railway in the United Kingdom was one of the most important technological inventions of the 19th century. The world's first underground railway, the Metropolitan Railway (part of the London Underground), opened in 1863. In the 1880s, electrified trains were introduced, leading to electrification of tramways and rapid transit systems. Starting during the 1940s, the non-electrified railways in most countries had their steam locomotives replaced by diesel-electric locomotives, with the process being almost complete by the 2000s. During the 1960s, electrified high-speed railway systems were introduced in Japan and later in some other countries. Many countries are in the process of replacing diesel locomotives with electric locomotives, mainly due to environmental concerns. Other forms of guided ground transport outside the traditional railway definitions, such as monorail or maglev, have been tried but have seen limited use. Following a decline after World War II due to competition from cars and airplanes, rail transport has had a revival in recent decades due to road congestion and rising fuel prices, as well as governments investing in rail as a means of reducing CO2 emissions in the context of concerns about global warming.

Recycling: The process of converting waste materials into new materials and objects. It is an alternative to “conventional” waste disposal that can save material and help lower greenhouse gas emissions. Recycling can prevent the waste of potentially useful materials and reduce the consumption of fresh raw materials, thereby reducing energy usage, air pollution (from incineration), and water pollution (from landfilling). Recycling is a key component of modern waste reduction and is the third component of the “Reduce, Reuse, and Recycle” waste hierarchy.[1][2] Thus, recycling aims at environmental sustainability by substituting raw material inputs into and redirecting waste outputs out of the economic system.

Rights: Moral or legal entitlement to have or obtain something or to act in a certain way

Rural: Relating to, or characteristic of the countryside rather than the town

Segregation: After the United States abolished slavery, Black Americans continued to be marginalized through enforced segregated and diminished access to facilities, housing, education—and opportunities. The action or state of setting someone or something apart from other people or things or being set apart. Segregation is the practice of requiring separate housing, education and other services for people of color. Segregation was made law several times in 18th and 19th-century America as some believed that Black and White people were incapable of coexisting. In 1875 the outgoing Republican-controlled House and Senate passed a Civil Rights bill outlawing discrimination in schools, churches and public transportation. But the bill was barely enforced and was overturned by the Supreme Court in 1883. In 1896, the Supreme Court ruled in *Plessy v. Ferguson* that segregation was constitutional. The ruling established the idea of “separate but equal.” The case involved a mixed-race man who was forced to sit in the Black-designated train car under Louisiana’s Separate Car Act. After the United States abolished slavery, Black Americans continued to be marginalized through enforced segregated and diminished access to facilities, housing, education—and opportunities. Segregation soon became official policy enforced by a series of Southern laws. Through so-called Jim Crow laws (named after a derogatory term for Blacks), legislators segregated everything from schools to residential areas to public parks to theaters to pools to cemeteries, asylums, jails and residential homes. There were separate waiting rooms for Whites and Blacks in professional offices and, in 1915, Oklahoma became the first state to even segregate public phone booths. Colleges were segregated and separate Black institutions like Howard University in Washington, D.C. and Fisk University in Nashville, Tennessee were created to compensate. Virginia’s Hampton Institute was established in 1869 as a school for Black youth, but with White instructors teaching skills to relegate Blacks in service positions to Whites.

Significance: The quality of being worthy of attention; importance

Social Security Administration: An independent agency of the U.S. federal government that administers Social Security, a social insurance program consisting of retirement, disability, and survivors' benefits. To qualify for most of these benefits, most workers pay Social Security taxes on their earnings; the claimant's benefits are based on the wage earner's contributions. Otherwise benefits such as Supplemental Security Income are given based on need.

Society: The aggregate of people living together in an ordered community. A society is a group of individuals involved in persistent social interaction, or a large social group sharing the same spatial or social territory, typically subject to the same political authority and dominant cultural expectations. Societies are characterized by patterns of relationships (social relations) between individuals who share a distinctive culture and institutions; a given society may be described as the sum of such relationships among its constituent of members. In the social sciences, a larger society often exhibits stratification or dominance patterns in subgroups.

Socioeconomics: The social science that studies how economic activity affects and is shaped by social processes. In general, it analyzes how societies progress, stagnate, or regress because of their local or regional economy, or the global economy. Societies are divided into 3 groups: social, cultural and economic.

Space Race: The Space Race was a 20th-century competition between two Cold War rivals, the Soviet Union and the United States, to achieve firsts in spaceflight capability. It had its origins in the

ballistic missile-based nuclear arms race between the two nations that occurred following World War II. The technological advantage required to rapidly achieve spaceflight milestones was necessary for national security and mixed with the symbolism and ideology of the time. The Space Race led to pioneering efforts to launch artificial satellites, unscrewed space probes of the Moon, Venus, and Mars, and human spaceflight in low Earth orbit and to the Moon.

Suffrage: The right to vote in public, political elections (although the term is sometimes used for any right to vote). Suffrage is often conceived in terms of elections for representatives. However, suffrage applies equally to referenda and initiatives. Suffrage describes not only the legal right to vote, but also the practical question of whether a question will be put to a vote. In most democracies, eligible voters can vote in elections of representatives. Voting on issues by referendum may also be available. In the United States, some states such as California and Washington have exercised their shared sovereignty to offer citizens the opportunity to write, propose, and vote on referendums and initiatives; other states and the federal government have not. Suffrage is granted to qualifying citizens once they have reached the voting age. What constitutes a qualifying citizen depends on the government's decision. Resident non-citizens can vote in some countries, which may be restricted to citizens of closely linked countries (e.g., Commonwealth citizens and European Union citizens) or to certain offices or questions. The modern sense of 'right to vote' was originally US (dating from the late 18th century).

Tax: A compulsory financial charge or some other type of levy imposed upon a taxpayer (an individual or legal entity) by a governmental organization in order to fund various public expenditures. A failure to pay, along with evasion of or resistance to taxation, is punishable by law. Taxes consist of direct or indirect taxes and may be paid in money or its equivalent.

Tax bracket: Currently there are seven tax brackets for most ordinary income: 10%, 12%, 22%, 24%, 32%, 35%, and 37%. The United States has a progressive tax system, which means that as you move up the pay scale, you also move up the tax scale.

Technology: The application of scientific knowledge for practical purposes, especially in industry. Technology is the sum of techniques, skills, methods, and processes used in the production of goods or services or in the accomplishment of objectives, such as scientific investigation. Technology can be the knowledge of techniques, processes, and the like, or it can be embedded in machines to allow for operation without detailed knowledge of their workings. Systems applying technology by taking an input, changing it according to the system's use, and then producing an outcome are referred to as technology systems or technological systems.

Terrorism: The unlawful use of violence and intimidation, especially against civilians, in the pursuit of political aims. The use of intentional violence for political or religious purposes. It is used in this regard primarily to refer to violence during peacetime or in the context of war against non-combatants. The terms "terrorist" and "terrorism" originated during the French Revolution of the late 18th century but gained mainstream popularity in the 1970s during the conflicts of Northern Ireland, the Basque Country and Palestine. The increased use of suicide attacks from the 1980s onwards was typified by the September 11 attacks in New York City and Washington, D.C. in 2001.

Transcontinental: Extending or going across a continent. The First Transcontinental Railroad was a 1,912-mile continuous railroad line constructed between 1863 and 1869 that connected the existing

eastern US rail network at Council Bluffs, Iowa with the Pacific coast at the Oakland Long Wharf on San Francisco Bay.

Transportation: The action of transporting someone or something. A means of conveyance or travel from one place to another.

Treaty: A formally concluded and ratified agreement between countries

Urban: A characteristic of a town or city. Urban culture is often referred to as the culture of towns and cities.

Violence: Behavior involving physical force intended to hurt, damage, or kill someone or something

Vote: A formal indication of a choice between two or more candidates or courses of action, expressed typically through a ballot or a show of hands or by voice

War: A state of armed conflict between different nations or states or different groups within a nation or state

Westward Expansion: In the American Old West, overland trails were a popular means of travel used by pioneers and immigrants throughout the 19th century, and especially between 1829 and 1870 as an alternative to sea and railroad transport. These immigrants began to settle North America west of the Great Plains as part of the mass overland migrations of the mid-19th century. Settlers emigrating from the eastern United States were spurred by various motives, among them religious persecution and economic incentives, to move to destinations in the far west. Many routes were used, including the Oregon Trail, California Trail, and Mormon Trail. After the end of the Mexican American War in 1849, vast new American conquests again enticed mass immigration. Legislation like the Donation Land Claim Act and significant events like the California Gold Rush further lured people to travel overland to the west.

WWI (World War I): Also known as the First World War or the Great War, was a global war originating in Europe that lasted from 28 July 1914 to 11 November 1918. Contemporaneously described as “the war to end all wars”, it led to the mobilization of more than 70 million military personnel, including 60 million Europeans, making it one of the largest wars in history. It is also one of the deadliest conflicts in history, with an estimated nine million combatant and seven million civilian deaths as a direct result of the war, while resulting genocides and the resulting 1918 influenza pandemic caused another 50 to 100 million deaths worldwide.