

## ECONOMIC RELATED SOLS

### 2008 SOLs (Includes July 17<sup>th</sup> 2008 final changes to Curriculum Framework)

Prepared by the Virginia Council on Economic Education

October 2009

*VCEE's affiliated university-based Centers for Economic Education have identified sample lessons and resources for each SOL; some are from publications and others are on-line. Teachers who attend Center workshops often receive these resources at no cost. Check [www.vcee.org](http://www.vcee.org) to see what professional development programs are scheduled in your area or contact the Center closest to you if you have questions about a lesson or would like to schedule a workshop.*

## United States History 1865 to the Present (USII)

### Essential Skill USII.1i

USII.1 The student will demonstrate skills for historical and geographical analysis, and responsible citizenship, including the ability to  
 i) identify the costs and benefits of specific choices made including the consequences, both intended and unintended, of the decision and how people and nations responded to positive and negative incentives.

\*Standard USII.1i has been designed to be applied throughout various parts of this entire curriculum. The following suggestions are ways to apply the basic economic concepts to be covered by this overarching standard.

<b>Economic Way of Thinking</b>	<b>Concept Understanding*</b>	<b>Lessons/Activities/Resources</b>
Costs and Benefits	Cost/benefit analysis... is a technique for deciding whether an action should be taken by comparing its benefits and costs. Cost... The effort, loss or sacrifice necessary to achieve or obtain something. Benefits... Monetary or non-monetary gain received because of an action taken or a decision made. Consequences... The outcome of your decision..	<ul style="list-style-type: none"> <li>▪ “Decision Making: Scarcity, Opportunity Cost, &amp; You,” Lesson 1, <u>Personal Decision Making: Focus Economics</u> (CEE* Leet, Charkins, Lang, Lopus, Tamaribuchi 1998)</li> <li>▪ “Give and Take,” Unit 1: Lesson 2, <u>Focus: Middle School Economics</u> (CEE Suiter, Dempsey, Pettit, Reiser 2004)</li> </ul> <p style="text-align: right;">* Council for Economic Education Publication  <a href="http://www.councilforeconed.org/">http://www.councilforeconed.org/</a></p>

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Incentives (Positive and Negative)	An incentive is a cost or benefit that motivates a decision or action by consumers, workers, firms or other participants in the economy. Incentives may be positive (i.e. a reward) or negative (i.e. a fine)	<ul style="list-style-type: none"> <li>• “What Influences My Choices,” Lesson 13 <u>Choices and Changes: In Life, School, and Work Grades 7-8</u> (CEE Davis 2002)</li> <li>• “Why Would Grape Pickers Ask People Not to Buy Grapes?” Lesson 13 <u>United States History Focus on Economics</u> (CEE Wentworth, Craig and Shug 1996)</li> </ul>
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\*Concept Understanding is taken from the National Content Standards...

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## SOLs expressly identified as topics where USII.1i is applied...

SOL	Language	Examples of Application (VCEE)
USII.8e	<p>The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by</p> <p>e) <u>describing how international trade and globalization have impacted American life.</u></p>	<p>What are the costs and benefits of international trade and globalization? How have they impacted American life? Why does the U.S. engage in voluntary trade? What have been the unintended consequences of increasing international trade?</p>
USII.9b	<p>The student will demonstrate knowledge of the key <u>and international</u> issues during the second half of the twentieth <u>and early twenty-first</u> centuries by</p> <p>b) <u>describing the development of new technologies in communication, entertainment, and business</u> and their impact on American life;</p>	<p>What are the costs and benefits of the development of new technologies in communication, entertainment, and business? What role did government play in regulating late 20<sup>th</sup> century businesses? How has globalization impacted the development of business in the U.S.?</p>
USII.9d	<p>The student will demonstrate knowledge of the key <u>and international</u> issues during the second half of the twentieth <u>and early twenty-first</u> centuries by</p> <p>d) <u>examining American foreign policy, immigration, the global environment, and other emerging issues.</u></p>	<p>What are the intended and unintended consequences of American foreign policy in the late 20<sup>th</sup> and early 21<sup>st</sup> Century? What are the costs and benefits of climate change on our global environment? To what incentives do immigrants to the U.S. respond?</p>

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## SOLs identified as topics where USII.1i could/should be applied...

USII.3b	<p>The student will demonstrate knowledge of the effects of Reconstruction on American life by</p> <p>b) <u>describing the impact of Reconstruction policies on the South and North;</u></p>	<p>What were the unintended consequences of Reconstruction? What were the costs and benefits of enforcing Reconstruction in the South?</p>
USII.4a	<p>The student will demonstrate knowledge of how life changed after the Civil War by</p> <p>a) identifying the reasons for westward expansion, <u>including its impact on American Indians;</u></p>	<p>What incentives did settlers have for moving west? What were the cost and benefits of making that move?</p>
USII.4b	<p>The student will demonstrate knowledge of how life changed after the Civil War by</p> <p>b) explaining the reasons for the increase in immigration, growth of cities, new inventions, and challenges arising from this expansion;</p>	<p>What incentives did immigrants have to come to the United States? What were the unintended consequences of migration to cities? What were the costs and benefits of industrialization? What were the benefits and costs of industrialization to consumers? How did industrialization impact world trade?</p>
USII.4e	<p>The student will demonstrate knowledge of how life changed after the Civil War by</p> <ul style="list-style-type: none"> <li>describing the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, women's suffrage, and the temperance movement.</li> </ul>	<p>What were the intended and unintended consequences of the 18th amendment - Prohibition?</p> <p>What incentive did employers have for hiring child workers? How did the rise of labor unions impact industry and workers—costs and benefits?</p>

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USII.5a	The student will demonstrate knowledge of the changing role of the United States from the late nineteenth century through World War I by a) explaining the reasons for and results of the Spanish American War;	What were the costs and benefits of fighting the Spanish American War? What were the intended and unintended consequences? What were the economic incentives for the U.S. to go to war?
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USII.6b	The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by b) describing the social <u>and economic</u> changes that took place, including prohibition, and the Great Migration north <u>and west</u> ;	What were the positive and negative incentives for African Americans to move north and west? Describe the movement of people (human resources) from the farms to the factories in terms of incentives and scarcities.
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## Economics related SOL Changes

SOL #	Summary of Language	Lessons/Activities/Resources
USII.4d	<p>The student will demonstrate knowledge of how life changed after the Civil War by</p> <p>d) explaining <u>the impact of new inventions</u>, the rise of big business, the growth of industry, and life on American farms;</p> <p><b>Essential Understandings Identified</b> Between the Civil War and World War I, the United States was transformed from an agricultural to an industrial nation.</p> <p><b>Essential Questions Identified</b> What created the rise in big business?</p> <p>What factors caused the growth of industry?</p> <p>How did industrialization and the rise in big business influence life on American farms?</p> <p><b>Essential Knowledge Identified</b> Reasons for rise and prosperity of big business</p> <ul style="list-style-type: none"> <li>• National markets created by transportation advances</li> <li>• Captains of industry (John D. Rockefeller, oil; Andrew Carnegie, steel; <u>Cornelius Vanderbilt, shipping and railroads; Henry Ford, automobile</u>)</li> <li>• Advertising</li> <li>• Lower-cost production</li> </ul> <p>Factors resulting in growth of industry</p> <ul style="list-style-type: none"> <li>• Access to raw materials and energy</li> <li>• Availability of work force <u>due to immigration</u></li> <li>• Inventions</li> <li>• Financial resources</li> </ul>	<ul style="list-style-type: none"> <li>• “Growth of the U.S. Economy After the Civil War,” Unit 6 Lesson 21 <u>Focus: Understanding Economics in United States History</u> (CEE Shug, Caldwell, Ferrarini 2006)</li> <li>• “The Economic Effects of the 19<sup>th</sup> Century Monopoly,” Unit 6 Lesson 25 <u>Focus: Understanding Economics in United States History</u> (CEE Shug, Caldwell, Ferrarini 2006)</li> <li>• “Industrial Entrepreneurs or Robber Barons,” Unit 6 Lesson 24 <u>Focus: Understanding Economics in United States History</u> (CEE Shug, Caldwell, Ferrarini 2006)</li> </ul>

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<p><b>Examples of big business</b></p> <ul style="list-style-type: none"><li>• Railroads</li><li>• Oil</li><li>• Steel</li></ul> <p><b>Postwar changes in farm and city life</b></p> <ul style="list-style-type: none"><li>• Mechanization (e.g., the reaper) had reduced farm labor needs and increased production.</li><li>• Industrial development in cities created increased labor needs.</li></ul> <p>Industrialization provided access to consumer goods (e.g., mail order).</p>	
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<p>USII.4e</p>	<p>The student will demonstrate knowledge of how life changed after the Civil War by</p> <p>e) describing the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, women’s suffrage, and the temperance movement.</p> <p><b>Essential Understandings Identified</b> The effects of industrialization led to the rise of organized labor and important workplace reforms.</p> <p><b>Essential Questions Identified</b> How did the reforms of the Progressive Movement change the United States?  How did workers respond to the negative effects of industrialization?</p> <p><b>Essential Knowledge Identified</b> <b>Negative effects of industrialization</b></p> <ul style="list-style-type: none"> <li>• Child labor</li> <li>• Low wages, long hours</li> <li>• Unsafe working conditions</li> </ul> <p><b>Rise of organized labor</b></p> <ul style="list-style-type: none"> <li>• Formation of unions—Growth of American Federation of Labor</li> <li>• Strikes—Aftermath of Homestead Strike</li> </ul> <p><b>Progressive Movement workplace reforms</b></p> <ul style="list-style-type: none"> <li>• Improved safety conditions</li> <li>• Reduced work hours</li> <li>• Placed restrictions on child labor</li> </ul> <p><b>Women’s suffrage</b></p> <ul style="list-style-type: none"> <li>• Increased educational opportunities</li> <li>• Attained voting rights</li> </ul> <p>Women gained the right to vote with passage of the 19th Amendment to the Constitution of the United States of America. Susan B. Anthony and <u>Elizabeth Cady Stanton</u> worked for women’s suffrage.</p>	<ul style="list-style-type: none"> <li>• “Who Should Make the Food Safe?” Lesson 29 <u>Focus:: Understanding Economics in U.S. History</u> (CEE Shug, Caldwell, Ferrarini, 2006)</li> </ul>
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	<p><b>Temperance Movement</b></p> <ul style="list-style-type: none"> <li>Composed of groups opposed to the making and consuming of alcohol</li> <li>Supported 18th Amendment prohibiting the manufacture, sale, and transport of alcoholic beverages</li> </ul>	
USII.6a	<p>The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by</p> <p>a) explaining how developments in <u>factory and labor productivity and transportation</u> (including the use of the automobile), communication, and electrification changed American life;</p> <p><b>Essential Understandings Identified</b> The effects of industrialization led to the rise of organized labor and important workplace reforms.</p> <p><b>Essential Questions Identified</b> How did the reforms of the Progressive Movement change the United States?</p> <p>How did workers respond to the negative effects of industrialization?</p> <p><b>Essential Knowledge Identified</b> Use of the assembly line</p> <ul style="list-style-type: none"> <li>Henry Ford, <u>automobile</u></li> <li>Rise of mechanization</li> </ul>	<ul style="list-style-type: none"> <li>“Who Should Make the Food Safe?” Lesson 29 <u>Focus:: Understanding Economics in U.S. History</u> (CEE Shug, Caldwell, Ferrarini, 2006)</li> </ul>

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<p>USII.6b</p>	<p>The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by</p> <p>b) describing the social <u>and economic</u> changes that took place, including prohibition, and the Great Migration north <u>and west</u>;</p> <p><b>Essential Understandings Identified</b> Reforms in the early twentieth century could not legislate how people behaved. Economic conditions and violence led to the migration of people.</p> <p><b>Essential Questions Identified</b> What was Prohibition, and how effective was it?  Why did African Americans migrate to northern cities?  What were the economic changes during the early twentieth century?</p> <p><b>Essential Knowledge Identified</b> Prohibition was imposed by a constitutional amendment that made it illegal to manufacture, transport, and sell alcoholic beverages.</p> <p><b>Results of Prohibition</b></p> <ul style="list-style-type: none"> <li>• Speakeasies were created as places for people to drink alcoholic beverages.</li> <li>• Bootleggers smuggled illegal alcohol and promoted organized crime.</li> <li>• <u>Repealed by the 21<sup>st</sup> Amendment.</u></li> </ul> <p><b>Great Migration north <u>and west</u></b></p> <ul style="list-style-type: none"> <li>• Jobs for African Americans in the South were scarce and low paying.</li> <li>• African Americans faced discrimination and violence in the South.</li> <li>• African Americans moved to <del>northern</del> cities in <u>the North and Midwest</u> in search of better employment opportunities.</li> <li>• African Americans also faced discrimination and violence in the North <u>and Midwest.</u></li> </ul>	<ul style="list-style-type: none"> <li>• “Prohibition Then: MADD Today,” Lesson 9 <u>Focus:: Understanding Economics in U.S. History</u> (CEE Shug, Caldwell, Ferrarini, 2006)</li> </ul>
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<p>USII.6d</p>	<p>The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by</p> <p>d) identifying the causes of the Great Depression, its impact on Americans, and the major features of Franklin D. Roosevelt's New Deal.</p> <p><b>Essential Understandings Identified</b> The optimism of the 1920s concealed problems in the American economic system and attitudes about the role of government in controlling the economy.</p> <p>The Great Depression had a widespread and severe impact on American life.</p> <p>Franklin Roosevelt's New Deal used government programs to help the nation recover from the Depression.</p> <p><b>Essential Questions Identified</b> What were the causes of the Great Depression? How were the lives of Americans affected by the Great Depression? What were the major features of the New Deal?</p> <p>Essential Knowledge Identified <b>Causes of the Great Depression</b></p> <ul style="list-style-type: none"> <li>• People overspeculated on stocks, using borrowed money that they could not repay when stock prices crashed.</li> <li>• The Federal Reserve failed to prevent the collapse of the banking system.</li> <li>• High tariffs <del>strangled</del> <u>discouraged</u> international trade.</li> </ul> <p><b>Impact on Americans</b></p> <ul style="list-style-type: none"> <li>• A large number of banks and businesses failed.</li> <li>• One-fourth of workers were without jobs.</li> <li>• Large numbers of people were hungry and homeless.</li> <li>• Farmers' incomes fell to low levels.</li> </ul>	<ul style="list-style-type: none"> <li>• “WHATDUNIT? THE GREAT DEPRESSION MYSTERY” Unit 7 Lesson 1 <u>United States History: Eyes on the Economy - Through the 20th Century</u> (CEE Shug, Caldwell, Wentworth, Kraig, Highsmith 1993)</li> </ul>
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	<p><b>Major features of the New Deal</b></p> <ul style="list-style-type: none"> <li>• Social Security</li> <li>• Federal work programs</li> <li>• Environmental improvement programs</li> <li>• Farm assistance programs</li> <li>• Increased rights for labor</li> </ul>	
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<p>USII.8b</p>	<p>The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by</p> <p>b) describing the conversion from a wartime to a peacetime economy;</p> <p><b>Essential Understandings Identified</b> Following World War II, Americans prospered due to an expanding economy stimulated by America’s involvement in the war.</p> <p><b>Essential Questions Identified</b> What contributed to the prosperity of Americans following World War II?</p> <p><b>Essential Knowledge Identified</b> <b>Reasons for rapid growth of American economy following World War II</b></p> <ul style="list-style-type: none"> <li>• With rationing of consumer goods over, business converted from production of war materials to consumer goods.</li> <li>• Americans purchased goods on credit.</li> <li>• The work force shifted back to men, and most women returned to family responsibilities.</li> <li>• Labor unions merged and became more powerful; workers gained new benefits and higher salaries.</li> <li>• As economic prosperity continued and technology boomed, the next generation of women re-entered the labor force in large numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• “Women in the Workforce,” Lesson 34 Unit 8 <u>Focus:: Understanding Economics in U.S. History</u> (CEE Shug, Caldwell, Ferrarini, 2006)</li> </ul>
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<p>USII.8c</p>	<p>The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by</p> <p>c) identifying the role of America’s military and veterans in defending freedom during the Cold War, including the wars in Korea and Vietnam, the Cuban Missile Crisis, the collapse of communism in Europe, and the rise of new challenges;</p> <p><b>Essential Understandings identified</b>  The United States and the Soviet Union emerged from World War II as world powers, triggering a rivalry over ideology and national security.</p> <p>Since World War II, the United States has been directly involved in various conflicts that reflected the divisions created by Cold War tensions and hostilities.</p> <p>The tension between the free world and the communist world caused divisiveness at home and abroad.</p> <p>The Cold War was the central organizing principle in foreign affairs for 40 years.</p> <p><b>Essential Questions Identified</b>  How and why did the Cold War begin?</p> <p>What have been the major conflicts and confrontations involving America in the post-World War II era?</p> <p>How did Cold War tensions cause divisiveness at home?</p> <p>How did communism collapse in Europe?</p> <p>How were the challenges after the Cold War different from earlier challenges?</p>	<ul style="list-style-type: none"> <li>• “When the Boys Came Marching Home,” Lesson 33 Unit 8  <u>Focus:: Understanding Economics in U.S. History</u> (CEE Shug, Caldwell, Ferrarini, 2006)</li> </ul>
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<p><b>Essential Knowledge Identified</b></p> <p><b>Terms to know</b></p> <ul style="list-style-type: none"> <li>• Cold War: State of tension between the United States and the Soviet Union without actual fighting that divided the world into two camps.</li> </ul> <p><b>Origins of the Cold War</b></p> <ul style="list-style-type: none"> <li>• Differences in goals and ideologies between the United States and the Soviet Union (the two superpowers)—The United States was democratic and capitalist; the Soviet Union was dictatorial and communist.</li> <li>• The Soviet Union’s domination over Eastern European countries</li> <li>• American policy of containment (to stop the spread of communism)</li> <li>• North Atlantic Treaty Organization (NATO) versus Warsaw Pact</li> </ul> <p><b>Major conflicts in the post-World War II era</b></p> <ul style="list-style-type: none"> <li>• South Korea and the United States resisted Chinese and North Korean aggression. The conflict ended in a stalemate.</li> <li>• The Cuban Missile Crisis occurred when the Soviet Union placed missiles in Cuba. The Soviets removed the missiles in response to a U.S. blockade.</li> <li>• The United States intervened to stop the spread of communism into South Vietnam (Domino Theory). Americans were divided over whether the United States should be involved militarily in Vietnam. The conflict ended in a cease-fire agreement in which U.S. troops withdrew.</li> </ul> <p><b>Collapse of Communism in Europe</b></p> <ul style="list-style-type: none"> <li>• Breakup of the Soviet Union into independent countries</li> <li>• Destruction of Berlin Wall</li> </ul> <p><b>New challenges</b></p> <ul style="list-style-type: none"> <li>• Role of U.S. military intervention</li> <li>• Environmental challenges</li> </ul> <p>Global issues, including trade, jobs, diseases, <u>energy</u></p>	
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USII.8e	<p>The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by</p> <p>e) <u>describing how international trade and globalization have impacted American life.</u></p> <p><b>Essential Understandings Identified</b>  <u>Between the end of World War II and the present, the world has been marked by an increase in globalization and interdependence.</u></p> <p><b>Essential Questions Identified</b>  <u>How has globalization impacted American life?</u></p> <p><b>Essential Knowledge Identified</b>  <u>Globalization is the linking of nations through trade, information, technologies, and communication.</u></p> <p><u>Globalization involves:</u></p> <ul style="list-style-type: none"> <li>• <u>Increased integration of different societies</u></li> </ul> <p><u>Impact of globalization on American life:</u></p> <ul style="list-style-type: none"> <li>• <u>Improvement of all communications (e.g., travel, telecommunications/Internet )</u></li> <li>• <u>Availability of a wide variety of international goods and services</u></li> <li>• <u>Outsourcing of jobs</u></li> </ul>	<ul style="list-style-type: none"> <li>• “Why Restrict Trade,’ Lesson 9 <u>the Wide World of Trade</u> ( CEE McCorkle, Mezaros, Suiter, Watts 2003)</li> <li>• “U.S. and World Trade: Past and Present,” Lesson 5 <u>Focus: Globalization</u> (CEE Bosshardt, Mesaros, Odorzynski, VanFossen, Watts 2006)</li> </ul>
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USII.9b	<p>The student will demonstrate knowledge of the key <u>and international</u> issues during the second half of the twentieth <u>and early twenty-first</u> centuryies by b) <u>describing the development of new technologies in communication, entertainment, and business and their impact on American life;</u></p> <p><b>Essential Understandings Identified</b>  <u>New technologies in communication, entertainment, and business have dramatically affected American life?</u></p> <p><b>Essential Questions Identified</b>  <u>How have new technologies in communication, entertainment, and business affected American life?</u></p> <p><b>Essential Knowledge Identified</b>  <b>Industries benefiting from new technologies</b></p> <ul style="list-style-type: none"> <li>• Airline industry—<u>Jets engines</u></li> <li>• Automobile industry and interstate highway system</li> <li>• Entertainment and news media industry</li> <li>• Exploration of space</li> <li>• Computer industry</li> <li>• Satellite system - Telecommunications (pagers, cell phones, television)</li> <li>• Internet</li> </ul> <p><b>Impact of new technologies on American life</b></p> <ul style="list-style-type: none"> <li>• Increased domestic and international travel for business and pleasure</li> <li>• Greater access to news and other information</li> <li>• Cheaper and more convenient means of communication</li> <li>• Greater access to heating and air-conditioning <u>improved the quality of life and encouraged population growth in certain areas of the country</u></li> <li>• Decreased regional variation, resulting from nationwide access to entertainment and information provided by national television and radio programming, Internet services, computer games</li> </ul>	<ul style="list-style-type: none"> <li>• “The Knowledge –and Technology-Based Economy of Today,” Lesson 38 Unit 10 <u>Focus:: Understanding Economics in U.S. History</u> (CEE Shug, Caldwell, Ferrarini, 2006)</li> <li>• Virginia Trade and Shipping  Adapted directly from “Port to Port: A Ship’s Journey”  Nauticus Online Curricula for Teachers.  <a href="http://www.nauticus.org/ccurric.html">http://www.nauticus.org/ccurric.html</a>  Modified by Ruth Cookson</li> </ul>
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USII.9c	<p>The student will demonstrate knowledge of the key <u>and international</u> issues during the second half of the twentieth <u>and early twenty-first</u> centuries by <u>c) identifying how individual citizens from the time period influenced America scientifically, culturally, academically, and economically;</u></p> <p><b>Essential Understandings Identified</b>  <u>Individual citizens have influenced America scientifically, culturally, academically, and economically.</u></p> <p><b>Essential Questions Identified</b>  <u>How have individual citizens influenced America scientifically, culturally, academically, and economically?</u></p> <p><b>Essential Knowledge Identified</b>  <u>Economic:</u></p> <ul style="list-style-type: none"> <li>• <u>Bill Gates – computer technology</u></li> <li>• <u>Ray Kroc – franchising</u></li> <li>• <del><u>Sam Walton – retailing</u></del></li> </ul>	<ul style="list-style-type: none"> <li>• “Entrepreneurship in Our Market System,” Lesson 7 <u>Entrepreneurship in the U.S. Economy</u> (CEE Stafford, Allen and Clow 1994)</li> <li>• “Entrepreneurs Choose Different Types of Business Organization,” Lesson 18 <u>Entrepreneurship in the U.S. Economy</u> (CEE Stafford, Allen and Clow 1994)</li> </ul>
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<p>USII.9d</p>	<p>The student will demonstrate knowledge of the key <u>and international</u> issues during the second half of the twentieth <u>and early twenty-first centuries</u> by d) <u>examining American foreign policy, immigration, the global environment, and other emerging issues.</u></p> <p><b>Essential Understandings Identified</b>  <u>American foreign policy, immigration policies, energy policies, environmental policies affect both people in the United States and in other countries.</u></p> <p><b>Essential Questions Identified</b>  <u>How have American foreign policy, immigration policies, energy policies, environmental policies affected both people in the United States and in other countries?</u></p> <p><b>Essential Knowledge Identified</b>  <u>Foreign Policy:</u></p> <ul style="list-style-type: none"> <li>• <u>Increase in terrorist activities</u></li> <li>• <u>Conflicts in the Middle East</u></li> <li>• <u>Changing relationships with nations</u></li> </ul> <p><u>Immigration:</u></p> <ul style="list-style-type: none"> <li>• <u>Changing immigration patterns, e.g., Hispanic Americans, Asian Americans</u></li> <li>• <u>More people want to immigrate to the United States than are allowed by law</u></li> </ul> <p><u>Global environment:</u></p> <ul style="list-style-type: none"> <li>• <u>Policies to protect the environment</u></li> <li>• <u>Global climate change</u></li> <li>• <u>Conservation of water and other natural resources</u></li> </ul> <p><u>Other Issues:</u></p> <ul style="list-style-type: none"> <li>• <u>World health issues (global pandemics)</u></li> </ul>	<ul style="list-style-type: none"> <li>• “The Economics of Racial Discrimination,” Lesson 35 Unit 9 <u>Focus:: Understanding Economics in U.S. History</u> (CEE Shug, Caldwell, Ferrarini 2006)</li> <li>• “The Hispanic Americans,” Lesson 37 Unit 10 <u>Focus:: Understanding Economics in U.S. History</u> (CEE Shug, Caldwell, Ferrarini, 2006)</li> <li>• “World Trade After World War II: The EU, NAFTA and the WTO,” Lesson 39 Unit 10 <u>Focus:: Understanding Economics in U.S. History</u> (CEE Shug, Caldwell, Ferrarini,)</li> </ul>
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