

Kids Voting Correlates to the North Carolina Standard Course of Study

UNITED STATES HISTORY



NC Standard Course of Study Competency Goals	Objectives	Kids Voting Classroom Activities: 9-12
<p>Goal 1: The New Nation (1789-1820) – The learner will identify, investigate, and assess the effectiveness of the institutions of the emerging republic.</p>	<p>1.01 Identify the major domestic issues and conflicts experienced by the nation during the Federalist Period.</p> <p>1.02 Analyze the political freedoms available to the following groups prior to 1820: women, wage earners, landless farmers, American Indians, African Americans, and other ethnic groups.</p>	<p><i>American Democracy and Citizenship</i></p> <ul style="list-style-type: none"> Literature: <u>Common Sense, Rights of Man, and Other Essential Writings of Thomas Paine</u> 1.01 <p><i>Suffrage and the Right to Vote</i></p> <ul style="list-style-type: none"> Supreme Court Voting Rights 1.01 <p><i>Active Citizenship</i></p> <ul style="list-style-type: none"> The Election of 1800 1.02
<p>Goal 2: Expansion and Reform (1801-1850) – The learner will assess the competing forces of expansionism, nationalism, and sectionalism.</p>	<p>2.04 Assess political events, issues, and personalities that contributed to sectionalism and nationalism.</p>	<p><i>Elections and the Voting Experience</i></p> <ul style="list-style-type: none"> Leader or Politician? <p><i>American Democracy and Citizenship</i></p> <ul style="list-style-type: none"> It's Party Time! <p><i>Active Citizenship</i></p> <ul style="list-style-type: none"> Koosh Ball Catch
<p>Goal 3: Crisis, Civil War, and Reconstruction (1848-1877) – The learner will analyze the issues that led to the Civil War, the effects of the war, and the impact of Reconstruction on the nation.</p>	<p>3.01 Trace the economic, social, and political events from the Mexican War to the outbreak of the Civil War.</p> <p>3.04 Analyze the political, economic, and social impact of Reconstruction on the nation and identify the reasons why Reconstruction came to an end.</p>	<p><i>Elections and the Voting Experience</i></p> <ul style="list-style-type: none"> Leader or Politician? 3.04 Build Your Voter IQ 3.01 <p><i>American Democracy and Citizenship</i></p> <ul style="list-style-type: none"> Save Your Rights 3.01 <p><i>Active Citizenship</i></p> <ul style="list-style-type: none"> Debate the Issues 3.01, 3.04 Voicing Your Opinion 3.04

<p>Goal 5: Becoming an Industrial Society (1877-1900) – The learner will describe innovations in technology and business practices and assess their impact on economic, political, and social life in America.</p>	<p>5.04 Describe the changing role of government in economic and political affairs.</p>	<p><i>Elections and the Voting Experience</i></p> <ul style="list-style-type: none"> • Selling the Candidates 5.04 <p><i>American Democracy and Citizenship</i></p> <ul style="list-style-type: none"> • Save Your Rights 5.04 <p><i>Active Citizenship</i></p> <ul style="list-style-type: none"> • Voicing Your Opinion 5.04
<p>Goal 7: The Progressive Movement in the United States (1890-1914) – The learner will analyze the economic, political, and social reforms of the Progressive Period.</p>	<p>7.01 Explain the conditions that led to the rise of Progressivism.</p> <p>7.02 Analyze how different groups of Americans made economic and political gains in the Progressive Period.</p>	<p><i>Elections and the Voting Experience</i></p> <ul style="list-style-type: none"> • Voting and Local Government 7.02 <p><i>Suffrage and the Right to Vote</i></p> <ul style="list-style-type: none"> • We, The Women 7.02 • Literature: <u>Voting and the Spirit of American Democracy</u> 7.01, 7.02
<p>Goal 9: Prosperity and Depression (1919-1939) – The learner will appraise the economic, social, and political changes of the decades of “The Twenties” and “The Thirties”.</p>	<p>9.03 Analyze the significance of social, intellectual, and technological changes of lifestyles in the United States.</p> <p>9.04 Describe challenges to traditional practices in religion, race, and gender.</p>	<p><i>Elections and the Voting Experience</i></p> <ul style="list-style-type: none"> • Leader or Politician? 9.03 • Selling the Candidates 9.03 • Voting Simulation 9.03 <p><i>Suffrage and the Right to Vote</i></p> <ul style="list-style-type: none"> • Supreme Court Voting Rights Cases 9.03, 9.04 • 1965 Alabama Literacy Test 9.04 • We, The Women 9.04 • Literature: <u>Voting and the Spirit of American Democracy</u> 9.04
<p>Goal 10: World War II and the Beginning of the Cold War (1930s-1963) – The learner will analyze United States involvement in World War II and the war’s influence on international affairs in following decades.</p>	<p>10.02 Identify military, political, and diplomatic turning points of the war and determine their significance to the outcome and aftermath of the conflict.</p> <p>10.03 Describe and analyze the effects of the war on American economic, social, political, and cultural life.</p> <p>10.05 Assess the role of organizations established to maintain peace and examine their continuing effectiveness.</p>	<p><i>Suffrage and the Right to Vote</i></p> <ul style="list-style-type: none"> • A Game of Cards 10.02, 10.03 <p><i>Active Citizenship</i></p> <ul style="list-style-type: none"> • Koosh Ball Catch 10.05
<p>Goal 11: Recovery, Prosperity, and Turmoil (1945-1980) – The learner will trace economic, political,</p>	<p>11.01 Describe the effects of the Cold War on economic, political, and social life in America.</p>	<p><i>Elections and the Voting Experience</i></p> <ul style="list-style-type: none"> • Leader or Politician? 11.06 • Selling the Candidate 11.02, 11.06 • Build Your Voter IQ 11.01,11.02,

<p>and social developments and assess their significance for the lives of Americans during this time period.</p>	<p>11.02 Trace major events of the Civil Rights Movement and evaluate its impact.</p> <p>11.03 Identify major social movements including, but not limited to, those involving women, young people, and the environment, and evaluate the impact of these movements on the United States' society.</p> <p>11.06 Identify political events and the actions and reactions of the government officials and citizens, and assess the social and political consequences.</p>	<p>11.03, 11.06</p> <ul style="list-style-type: none"> • Registration Simulation 11.01,11.02, 11.03, 11.06 • Registering New Voters 11.01,11.02, 11.03, 11.06 <p><i>American Democracy and Citizenship</i></p> <ul style="list-style-type: none"> • Experiencing America 11.01,11.02, 11.03, 11.06 • Voter Survey 11.01,11.02, 11.03, 11.06 <p><i>Suffrage and the Right to Vote</i></p> <ul style="list-style-type: none"> • In the Right 11.01,11.02, 11.03, 11.06 • 1965 Alabama Literacy Test 11.01,11.02, 11.03, 11.06 • Voting Rights Act of 1965 11.01,11.02, 11.03, 11.06 • Literature: <u>Voting and the Spirit of American Democracy</u> 11.01,11.02, 11.03, 11.06 <p><i>Active Citizenship</i></p> <ul style="list-style-type: none"> • Public Agenda 11.01,11.02, 11.03, 11.06 • Choosing An Issue 11.01,11.02, 11.03, 11.06 • Creative Expressions 11.01,11.02, 11.03, 11.06
<p>Goal 12: The United States since the Vietnam War (1973-Present) – The learner will identify and analyze trends in domestic and foreign affairs of the United States during this time period.</p>	<p>12.02 Evaluate the impact of recent constitutional amendments, court rulings, and federal legislation on United States' citizens.</p> <p>12.04 Identify and assess the impact of social, political, and cultural changes in the United States.</p>	<p><i>Elections and the Voting Experience</i></p> <ul style="list-style-type: none"> • Build Your Voter IQ 12.04 • Registration Simulation 12.04 • Registering New Voters 12.04 <p><i>American Democracy and Citizenship</i></p> <ul style="list-style-type: none"> • Register Your Opinion 12.02, 12.04 <p><i>Suffrage and the Right to Vote</i></p> <ul style="list-style-type: none"> • In the Right 12.04 • Nelson Mandela Votes in the Election of 1994 12.04 • Literature: <u>Voting and the Spirit of American Democracy</u> 12.04 <p><i>Active Citizenship</i></p> <ul style="list-style-type: none"> • Public Agenda 12.02, 12.04 • Letter to the Editor 12.02, 12.04