

**BLACK HISTORY MONTH**  
**High School Correlates to Common Core and NC Essential Standards for Social Studies**  
**Find resources and activities [www.generationnation.org/learn](http://www.generationnation.org/learn)**

GRADE	READING INFORMATION	WRITING	SOCIAL STUDIES
Civics & Econ.	<p>RH-1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH-2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>RH-6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>RH-9 Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>RH-10 Read and comprehend history/social studies texts independently and proficiently.</p>	<p>W-1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>W-6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>W-7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W-8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>W-9 Draw evidence from informational texts to</p>	<p><b>Topics include:</b>            Local Government            State Government            Federal Government            Civic Leadership            Citizen Action            Civic Engagement            Civil Rights            Law            US Constitution            US History            Historical Analysis            Citizenship            Rights and Responsibilities            Public Interest            Contemporary Issues</p> <p>CE.C&amp;G.2.1 Analyze the structures of national, state and local governments in terms of ways they are organized to maintain order, security, welfare of the public and citizen protection.</p> <p>CE.C&amp;G.2.2 Summarize the functions of NC state and local governments within the federal system of government.</p> <p>CE.C&amp;G.2.3 Evaluate the U.S. Constitution as a "living Constitution" in terms of how the words in the Constitution and Bill of Rights have been interpreted and applied throughout their existence.</p> <p>CE.C&amp;G.2.6 Evaluate the authority federal, state and local governments have over individuals' rights and privileges.</p>

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		<p>support analysis, reflection, and research.</p> <p>W-10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>CE.C&amp;G.2.7 Analyze contemporary issues and governmental responses at the local, state, and national levels in terms of how they promote the public interest and/or general welfare.</p> <p>CE.C&amp;G.3.1 Analyze how the rule of law establishes limits on both the governed and those who govern while holding true to the ideal of equal protection under the law.</p> <p>CE.C&amp;G.3.3 Analyze laws and policies in terms of their intended purposes, who has authority to create them and how they are enforced.</p> <p>CE.C&amp;G.3.4 Explain how individual rights are protected by varieties of law.</p> <p>CE.C&amp;G.3.6 Explain ways laws have been influenced by political parties, constituents, interest groups, lobbyists, the media and public opinion.</p> <p>CE.C&amp;G.3.8 Evaluate the rights of individuals in terms of how well those rights have been upheld by democratic government in the US.</p> <p>CE.C&amp;G.4.1 Compare citizenship in the American constitutional democracy to membership in other types of governments.</p> <p>CE.C&amp;G.4.3 Analyze the roles of citizens of NC and the US in terms of responsibilities, participation, civic life and criteria for membership or admission.</p>

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			CE.C&G.4.4 Analyze the obligations of citizens by determining when their personal desires, interests and involvement are subordinate to the good of the nation or state.
AH 1	<p>RH-1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH-2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH-3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH-7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH-9 Integrate information from diverse sources,</p>	<p>W-1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>W-6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>W-7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W-8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and</p>	<p><b>Multiple ways to align. Topics include:</b></p> <p>Local Government State Government Federal Government Civic Leadership Citizen Action Civic Engagement Civil Rights Law US Constitution US History Historical Analysis Citizenship Rights and Responsibilities Public Interest Contemporary Issues</p> <p>AH1.H.1.2      Use Historical Comprehension to: 1. Reconstruct the literal meaning of a historical passage. 2. Differentiate between historical facts and interpretations. 3. Analyze data in maps 4. Analyze visual, literary and musical sources.</p> <p>AH1.H.1.3      Use Historical Analysis and Interpretation to: 1. Identify issues and problems in the past 2. Consider multiple perspectives 3. Analyze cause and effect 4.</p>

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	<p>both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>RH-10 Read and comprehend history/social studies texts independently and proficiently.</p>	<p>audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>W-9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>W-10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Evaluate competing historical narratives and debates among historians 5. Evaluate the influence of the past on contemporary issues</p> <p>AH1.H.2.1 Analyze key political, economic, and social turning points from colonization through Reconstruction in terms of causes and effects (e.g., conflicts, legislation, elections, innovations, leadership, movements, Supreme Court decisions etc.)</p> <p>AH1.H.4.1 Analyze the political issues and conflicts that impacted the United States through Reconstruction and the compromises that resulted (e.g., American Revolution, Constitutional Convention, Bill of Rights, development of political parties, nullification, slavery, states' rights, Civil War).</p>
AH II	<p>RH-1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH-2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH-3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging</p>	<p>W-1 Write arguments focused on <i>discipline-specific content</i>.</p> <p>W-6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>W-7 Conduct short as well as more sustained research projects to answer a question</p>	<p><b>Multiple ways to align. Topics include:</b></p> <p>Local Government State Government Federal Government Civic Leadership Citizen Action Civic Engagement Civil Rights Law US Constitution US History Historical Analysis Citizenship Rights and Responsibilities Public Interest Contemporary Issues</p>

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	<p>where the text leaves matters uncertain.</p> <p>RH-7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH-9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>RH-10 Read and comprehend history/social studies texts independently and proficiently.</p>	<p>(including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W-8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>W-9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>W-10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>AH2.H.1.3 Use Historical Analysis and Interpretation to: 1. Identify issues and problems in the past 2. Consider multiple perspectives 3. Analyze cause and effect 4. Evaluate competing historical narratives and debates among historians 5. Evaluate the influence of the past on contemporary issues</p> <p>AH2.H.2.1 Analyze key political, economic, and social turning points since the end of Reconstruction in terms of causes and effects (e.g., conflicts, legislation, elections, innovations, leadership, movements, Supreme Court decisions, etc.).</p> <p>AH2.H.2.2 Evaluate key turning points since the end of Reconstruction in terms of their lasting impact (e.g., conflicts, legislation, elections, innovations, leadership, movements, Supreme Court decisions, etc.).</p> <p>AH2.H.4.1 Analyze the political issues and conflicts that impacted the United States since Reconstruction and the compromises that resulted (e.g., Populism, Progressivism, working conditions and labor unrest, New Deal, Wilmington Race Riots, Eugenics, Civil Rights Movement, Anti-War protests, Watergate, etc.).</p> <p>AH2.H.4.3 Analyze the social and religious conflicts, movements and reforms that impacted the United States since Reconstruction in terms of participants, strategies, opposition, and results (e.g.,</p>

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			<p>Prohibition, Social Darwinism, Eugenics, civil rights, anti-war protest, etc.).</p> <p>AH2.H.4.4 Analyze the cultural conflicts that impacted the United States since Reconstruction and the compromises that resulted (e.g., nativism, Back to Africa movement, modernism, fundamentalism, black power movement, women's movement, counterculture, Wilmington Race Riots, etc.).</p> <p>AH2.H.5.1 Summarize how the philosophical, ideological and/or religious views on freedom and equality contributed to the development of American political and economic systems since Reconstruction (e.g., "separate but equal", Social Darwinism, social gospel, civil service system, suffrage, Harlem Renaissance, the Warren Court, Great Society programs, American Indian Movement, etc.).</p>

[Founding Documents and Founders' Principles](#)

- Preamble of NC Constitution
- US Constitution (Civil Rights, Voting Rights)
- Writings of Presidents (about civil rights and voting rights; Barack Obama)
- Decisions of Supreme Court (civil rights and voting rights)

Founding Documents	Number	Official Description( from spreadsheet)	Topic	Website
	2 (iii)	The United States Constitution	<ul style="list-style-type: none"> <li>• 15<sup>th</sup> Amendment of the U.S. Constitution</li> <li>• 13<sup>th</sup> Amendment to the U.S. Constitution</li> <li>• Jim Crow/ Black Codes</li> <li>• Brown vs. Board of Education</li> </ul>	<p><a href="http://loc.gov/rr/program/bib/ourdocs/15thamendment.html">http://loc.gov/rr/program/bib/ourdocs/15thamendment.html</a></p> <p><a href="http://www.archives.gov/historical-docs/document.html?doc=9&amp;title.raw=13th%20Amendment%20to%20the%20U.S.%20Constitution%3A%20Abolition%20of%20Slavery">http://www.archives.gov/historical-docs/document.html?doc=9&amp;title.raw=13th%20Amendment%20to%20the%20U.S.%20Constitution%3A%20Abolition%20of%20Slavery</a></p> <p><a href="http://www.history.com/topics/black-codes">http://www.history.com/topics/black-codes</a></p> <p><a href="http://www.history.com/topics/civil-rights-movement">http://www.history.com/topics/civil-rights-movement</a></p> <p><a href="http://www.pbs.org/wnet/supreme-court/rights/landmark_brown.html">http://www.pbs.org/wnet/supreme-court/rights/landmark_brown.html</a></p> <p><a href="http://www.uscourts.gov/education-al-resources/get-involved/federal-court-activities/brown-board-education-re-enactment/history.aspx">http://www.uscourts.gov/education-al-resources/get-involved/federal-court-activities/brown-board-education-re-enactment/history.aspx</a></p>
	2 (x)	Act of the Congress of the United States	<ul style="list-style-type: none"> <li>• 15<sup>th</sup> Amendment of the U.S. Constitution</li> <li>• Voting Rights Act of 1965</li> <li>• 13<sup>th</sup> Amendment of the U.S. Constitution</li> <li>• Fugitive Slave Act/Law</li> </ul>	<p><a href="http://loc.gov/rr/program/bib/ourdocs/15thamendment.html">http://loc.gov/rr/program/bib/ourdocs/15thamendment.html</a></p> <p><a href="http://www.ourdocuments.gov/doc.php?flash=true&amp;doc=100">http://www.ourdocuments.gov/doc.php?flash=true&amp;doc=100</a></p> <p><a href="http://www.archives.gov/historical-docs/document.html?doc=9&amp;title.raw=13th%20Amendment%20to%20the%20U.S.%20Constitution%3A%20Abolition%20of%20Slavery">http://www.archives.gov/historical-docs/document.html?doc=9&amp;title.raw=13th%20Amendment%20to%20the%20U.S.%20Constitution%3A%20Abolition%20of%20Slavery</a></p> <p><a href="http://www.history.com/topics/civil-rights-act">http://www.history.com/topics/civil-rights-act</a></p>

			<ul style="list-style-type: none"> <li>• Civil Rights Act of 1964</li> <li>• Black Codes/Jim Crow</li> </ul>	<a href="http://www.history.com/topics/black-codes">http://www.history.com/topics/black-codes</a>  <a href="http://www.history.com/topics/civil-rights-movement">http://www.history.com/topics/civil-rights-movement</a>
	2 (viii)	the writings, speeches, documents, and proclamations of the founding fathers and Presidents of the United States	<ul style="list-style-type: none"> <li>• Civil Right Act of 1964</li> <li>• Emancipation Proclamation</li> <li>• Abraham Lincoln</li> </ul>	<a href="http://www.jfklibrary.org/JFK/JFK-in-History/Civil-Rights-Movement.aspx">http://www.jfklibrary.org/JFK/JFK-in-History/Civil-Rights-Movement.aspx</a>  <a href="http://www.trumanlibrary.org/whistlestop/study_collections/desegregation/large/lessons/dseg.html">http://www.trumanlibrary.org/whistlestop/study_collections/desegregation/large/lessons/dseg.html</a>  <a href="http://presidentialrecordings.rotunda.upress.virginia.edu/essays?series=CivilRights">http://presidentialrecordings.rotunda.upress.virginia.edu/essays?series=CivilRights</a>  <a href="http://www.history.com/topics/civil-rights-act">http://www.history.com/topics/civil-rights-act</a>  <a href="http://www.history.com/topics/emancipation-proclamation">http://www.history.com/topics/emancipation-proclamation</a>  <a href="http://www.history.com/topics/abraham-lincoln">http://www.history.com/topics/abraham-lincoln</a>
	2 (ix)	decisions of the Supreme Court of the United States	<ul style="list-style-type: none"> <li>• Brown vs. Board of Education</li> <li>• Dred Scott Case</li> </ul>	<a href="http://www.pbs.org/wnet/supreme-court/rights/landmark_brown.html">http://www.pbs.org/wnet/supreme-court/rights/landmark_brown.html</a>  <a href="http://www.uscourts.gov/educational-resources/get-involved/federal-court-activities/brown-board-education-re-enactment/history.aspx">http://www.uscourts.gov/educational-resources/get-involved/federal-court-activities/brown-board-education-re-enactment/history.aspx</a>  <a href="http://www.pbs.org/wgbh/aia/part4/4h2933.html">http://www.pbs.org/wgbh/aia/part4/4h2933.html</a>
	2 (A)	The Creator-endowed	<ul style="list-style-type: none"> <li>• Brown vs. Board of</li> </ul>	<a href="http://www.pbs.org/wnet/supreme-court/rights/landmark_brown.html">http://www.pbs.org/wnet/supreme-court/rights/landmark_brown.html</a>

		inalienable rights of the people	<ul style="list-style-type: none"> <li>• Education</li> <li>• Emancipation Proclamation</li> <li>• Black Codes/Jim Crow</li> </ul>	<a href="http://www.uscourts.gov/education/al-resources/get-involved/federal-court-activities/brown-board-education-re-enactment/history.aspx">http://www.uscourts.gov/education/al-resources/get-involved/federal-court-activities/brown-board-education-re-enactment/history.aspx</a>  <a href="http://www.history.com/topics/emancipation-proclamation">http://www.history.com/topics/emancipation-proclamation</a>  <a href="http://www.history.com/topics/black-codes">http://www.history.com/topics/black-codes</a>  <a href="http://www.history.com/topics/civil-rights-movement">http://www.history.com/topics/civil-rights-movement</a>
	2 (C)	Frequent and free elections in a representative government	<ul style="list-style-type: none"> <li>• Voting Right of 1965</li> <li>• Black Codes/Jim Crow</li> </ul>	<a href="http://www.ourdocuments.gov/doc.php?flash=true&amp;doc=100">http://www.ourdocuments.gov/doc.php?flash=true&amp;doc=100</a>  <a href="http://www.history.com/topics/black-codes">http://www.history.com/topics/black-codes</a>  <a href="http://www.history.com/topics/civil-rights-movement">http://www.history.com/topics/civil-rights-movement</a>
	2 (E)	Equal justice under the law	<ul style="list-style-type: none"> <li>• Civil Rights Act of 1964</li> <li>• Emancipation Proclamation</li> <li>• Black Codes/Jim Crow</li> </ul>	<a href="http://www.history.com/topics/civil-rights-act">http://www.history.com/topics/civil-rights-act</a>  <a href="http://www.history.com/topics/emancipation-proclamation">http://www.history.com/topics/emancipation-proclamation</a>  <a href="http://www.history.com/topics/black-codes">http://www.history.com/topics/black-codes</a>  <a href="http://www.history.com/topics/civil-rights-movement">http://www.history.com/topics/civil-rights-movement</a>
	2 (F)	Private property rights	<ul style="list-style-type: none"> <li>• Fugitive Slave Law/Act</li> <li>• Sharecropping</li> </ul>	<a href="http://www.history.com/topics/sharecropping">http://www.history.com/topics/sharecropping</a>  <a href="http://www.history.com/topics/fred-erick-douglass">http://www.history.com/topics/fred-erick-douglass</a>

			<p>g/ 40 acres and mule</p> <ul style="list-style-type: none"> <li>• Fredrick Douglas</li> </ul>	
	2 (I)	Individual rights as set forth in the Bill of Rights	<ul style="list-style-type: none"> <li>• March on Washington</li> <li>• Black Codes/Jim Crow</li> </ul>	<a href="http://www.history.com/topics/march-on-washington">http://www.history.com/topics/march-on-washington</a> <a href="http://www.history.com/topics/black-codes">http://www.history.com/topics/black-codes</a> <a href="http://www.history.com/topics/civil-rights-movement">http://www.history.com/topics/civil-rights-movement</a>
	2 (J)	Individual responsibility	<ul style="list-style-type: none"> <li>• Black Codes/Jim Crow</li> </ul>	<a href="http://www.history.com/topics/black-codes">http://www.history.com/topics/black-codes</a> <a href="http://www.history.com/topics/civil-rights-movement">http://www.history.com/topics/civil-rights-movement</a>