

## **Implementing Common Core Standards**

8.H.2.2 Summarize how leadership and citizen actions (e.g. the founding fathers, the Regulators, the Greensboro Four, and participants of the Wilmington Race Riots, 1898) influenced the outcome of key conflicts in North Carolina and the United States.

This standard, combined with 8H3.3, form the heart of this unit. Students will continually focus on objective throughout each lesson, allowing for growth to be determined from the beginning of the unit to the end.

8.H.3.3: Explain how individuals and groups have influenced economic, political and social change in North Carolina and the United States.

As above, this standard, in conjunction with 8.H.2.2, is the foundation of the unit. All three strands (economics, political, and social change) are a key component of North Carolina's "progressive paradox."

8.C&G.1.3: Analyze differing viewpoints on the scope and power of state and national governments (e.g. Federalists and anti-Federalists, education, immigration and healthcare).

This objective serves as the basis for Lesson 4 and should serve to help students think abstractly about the differing ideas of progressivism between the citizens and government of North Carolina.

8.C&G.1.4: Analyze access to democratic rights and freedoms among various groups in North Carolina and the United States (e.g. enslaved people, women, wage earners, landless farmers, American Indians, African Americans and other ethnic groups).

This objective can be utilized throughout the unit, especially in Lessons 1, 2, and 6. The struggle for civil rights and racial equality is half of the North Carolina's "progressive paradox."