

Virginia Standards of Learning – LOC Connections

Kindergarten

HSS.K.1 The student will understand that history relates to events and people of other times and places by

- identifying examples of past events in legends and historical accounts, including Paul Revere's ride and the stories of Johnny Appleseed, Booker T. Washington, and Betsy Ross;
 - The Boston Massacre (America's Library)
http://www.americaslibrary.gov/cgi-bin/page.cgi/es/ma/massacre_1
 - The bloody massacre perpetrated in King Street Boston on March 5th 1770 by a party of the 29th Regt. (engraving drawn by Paul Revere)
[http://memory.loc.gov/cgi-bin/query/r?pp/app:@field\(NUMBER+@band\(cph+3a35950\)\)](http://memory.loc.gov/cgi-bin/query/r?pp/app:@field(NUMBER+@band(cph+3a35950)))
 - Flag Day Celebrated June 14 (America's Library)
http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/modern/birth_1
 - Betsy Ross, 1777 (color print) [http://memory.loc.gov/cgi-bin/query/r?pp/ils:@filreq\(@field\(NUMBER+@band\(cph+3a04731\)\)\)+@field\(COLLID+cph\)\)-](http://memory.loc.gov/cgi-bin/query/r?pp/ils:@filreq(@field(NUMBER+@band(cph+3a04731)))+@field(COLLID+cph))-)
 - Johnny Appleseed Was Born September 26, 1775 (America's Library) http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/revolut/apple_1
- identifying examples of interesting Americans through exposure to biographies of important people of the past, including George Washington, Harriet Tubman, Abraham Lincoln, and Davy Crockett; and
 - Meet Amazing Americans (America's Library)
<http://www.americaslibrary.gov/cgi-bin/page.cgi/aa>
 - Harriet Tubman, full-length portrait, seated in chair, facing front, probably at her home in Auburn, New York (1911 photograph)
[http://memory.loc.gov/cgi-bin/query/r?pp/ils:@filreq\(@field\(NUMBER+@band\(ppmsca+02909\)\)+@field\(COLLID+cph\)\)-](http://memory.loc.gov/cgi-bin/query/r?pp/ils:@filreq(@field(NUMBER+@band(ppmsca+02909))+@field(COLLID+cph))-)
- describing the people and events honored in commemorative holidays, including Columbus Day, Thanksgiving, Independence Day, President's Day, and Lee/Jackson/King Day.
 - Looking Into Holidays Past (Learning Page Activity)
http://lcweb2.loc.gov/learn/features/doc_analysis/index.html
 - Images of Christopher Columbus and His Voyages (Prints and Photographs Image List)
http://www.loc.gov/rr/print/list/080_columbus.html

Grade 1

HSS.1.1 The student will compare everyday life in different places and times

and recognize that people, places, and things change over time through such comparisons as

- current school and community with past school and community; and
 - Schooling: Education on the Frontier – Find out what going to school was like on the Northern Great Plains from 1880-1920.
http://memory.loc.gov/ammem/award97/ndfahtml/hult_school.html
 - George Washington’s School Copybook - Washington was a young teenager when he wrote these school exercises between 1745 and 1748.
<http://www.loc.gov/exhibits/treasures/trr048.html>
 - Lincoln’s Student Sum Book – Abraham Lincoln claimed in his autobiography that all of his formal schooling did not amount to one year. The pioneer schools of Indiana probably did not have access to a math text book. Lincoln, however, managed to acquire a few sheets of paper that he sewed together to form a small math notebook. View a page from this notebook. <http://www.loc.gov/exhibits/treasures/trm133.html>
 - Etiquette for Little Folks – At School (Compare the school rules in this 1856 book to those in your own classroom) [http://memory.loc.gov/cgi-bin/query/r?ammem/svy:@field\(DOCID+@lit\(etiq6\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/svy:@field(DOCID+@lit(etiq6)))
- contemporary American life with American life in previous time periods.

HSS.1.2 The student will understand through biographies and stories the deeds for which our nation honors leaders from the past, including a variety of political, scientific, social, and military leaders, including

- Benjamin Franklin, George Washington Carver, Jane Addams, and John Paul Jones.
 - Meet Amazing Americans (America’s Library)
<http://www.americaslibrary.gov/cgi-bin/page.cgi/aa>
 - Jump Back in Time (America’s Library)
<http://www.americaslibrary.gov/cgi-bin/page.cgi/jb>

Grade 2

HSS.2.3 The student will compare the tribes of American Indians in Virginia with nomadic (e.g., Sioux) and settled, agricultural tribes (e.g., Pueblo) in other regions in America.

- The history of Virginia, in four parts. I. The history of the first settlement of Virginia, and the government thereof, to the year 1706. II. The natural productions and conveniences of the country, suited to trade and improvement. III. The native Indians, their religion, laws, and customs, in war and peace. IV. The present state of the country, as to the polity of the government, and the improvements of the land, the 10th of June 1720. (Chapter on Indians begins on page 139 – includes illustrations) <http://memory.loc.gov/cgi-bin/ampage?collId=lhbc&fileName=06557//lhbc06557.db&recNum=147>

HSS.2.4 The student will describe our nation as composed of states and locate the following on a map of the United States:

- Washington, D.C.; the states of Virginia, Maryland, West Virginia, North Carolina, Kentucky, and Tennessee; and
- major rivers, mountain ranges, and lakes in the United States.
 - Explore the States (America's Library)
<http://www.americaslibrary.gov/cgi-bin/page.cgi/es>

HSS.2.9 The student will identify examples of the extension of the privileges and responsibilities of citizenship in American history and identify the contributions of individuals and groups, including Abraham Lincoln, Susan B. Anthony, and Martin Luther King, Jr

- Abraham Lincoln (America's Library) <http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/lincoln->
- Susan B. Anthony (America's Library) http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/gilded/susanb_1
- Civil Rights Leader, Martin Luther King, Was Born (America's Library) http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/wwii/king_1

Grade 3

HSS.3.2 The student will describe the discovery of the Americas by Columbus and other European explorers and also the first permanent Spanish, French, and English settlements in North America, with emphasis on

- the people (explorers and their sponsors), their motivations, the obstacles they encountered, and the successes they achieved.
 - Exploration and Explorers Community Center
http://lcweb2.loc.gov/learn/community/cc_exploration.php
 - Images of Christopher Columbus and His Voyages (Prints and Photographs Image List)
http://www.loc.gov/rr/print/list/080_columbus.html
 - Henry Hudson and His Crew Sailed into the River that Would Bear His Name September 3, 1609 http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/colonial/hudson_1

HSS.3.3 The student will describe the settlement of Jamestown and the Virginia colony, with emphasis on

- economic and other reasons that brought settlers to Virginia; and
 - Jamestown was established (America's Library)
http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/colonial/jamestown_1
 - John Smith Became a Leader of Jamestown - September 10, 1608
http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/colonial/smith_1
 - Virginia / discovered and discribed by Captayn John Smith, 1606 ;

- graven by William Hole. (map) [http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@field\(NUMBER+@band\(g3880+ct000377\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/gmd:@field(NUMBER+@band(g3880+ct000377)))
 - Virginia Records Timeline 1553 – 1743 (Thomas Jefferson Papers) http://memory.loc.gov/ammem/collections/jefferson_papers/mtjvatm.html
- the establishment of a representative government, the economy, settlers' interactions with American Indians; and
- the introduction of slavery into Virginia.
 - Virginia Colony to George III of England, April 1, 1772, Petition Against Importation of Slaves from Africa <http://memory.loc.gov/cgi-bin/ampage?collId=mtj1&fileName=mtj1page001.db&recNum=168>
 - Life of George Washington--The farmer / painted by Stearns ; lith. by Régnier, imp. Lemercier, Paris. (1853 lithograph) [http://memory.loc.gov/cgi-bin/query/r?ammem/presp:@field\(NUMBER+@band\(cph+3b52233\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/presp:@field(NUMBER+@band(cph+3b52233)))
 - Narrative of Henry Watson, a fugitive slave. (pamphlet) [http://memory.loc.gov/cgi-bin/query/r?ammem/rbaapcbib:@field\(NUMBER+@band\(rbaapc+32910\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/rbaapcbib:@field(NUMBER+@band(rbaapc+32910)))
 - Voices From the Days of Slavery (two slave narratives from Albemarle County) [http://memory.loc.gov/cgi-bin/query/S?ammem/afcesnbib:@field\(SUBJ+@od1\(Virginia++Albemarle+County\)\)](http://memory.loc.gov/cgi-bin/query/S?ammem/afcesnbib:@field(SUBJ+@od1(Virginia++Albemarle+County)))

Grade 4 Virginia Studies 1607 to Present

HSS.4.3 The student will explain the economic, social, and political life of the Virginia colony, with emphasis on

- its political and economic relationship to England and other nations;
- characteristics and contributions of various groups of people;
- the role of money, banking, saving, and credit in colonial Virginia;
- reasons for, and Virginia's role in, the American Revolution;
- The American Revolution and Its Era (look for Virginia maps) <http://memory.loc.gov/ammem/gmdhtml/armhtml/armhome.html>
- the backgrounds, motivations, and contributions of George Washington, George Wythe, Thomas Jefferson, James Madison, James Monroe, Patrick Henry, and other prominent Virginians in the Revolutionary era; and
 - George Washington (America's Library) <http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/wash>
 - Thomas Jefferson (America's Library) <http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/jefferson>
 - James Madison (America's Library) http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/nation/locbooks_1
 - James Monroe (America's Library)

- [bin/query/r?ammem/lhbtnbib:@field\(NUMBER+@band\(lhbtn+28434\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/lhbtnbib:@field(NUMBER+@band(lhbtn+28434)))
- Letters from the South and West by Arthur Singleton (Letter From Virginia - 1816 description of the area) [http://memory.loc.gov/cgi-bin/query/r?ammem/lhbtn:@field\(DOCID+@lit\(lhbtn21522div5\)\) - 215220057](http://memory.loc.gov/cgi-bin/query/r?ammem/lhbtn:@field(DOCID+@lit(lhbtn21522div5)) - 215220057)
- A journey in the seaboard slave states: with remarks on their economy / by Frederick Law Olmstead. (1856 book) [http://memory.loc.gov/cgi-bin/query/r?ammem/lhbtnbib:@field\(NUMBER+@band\(lhbtn+35036\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/lhbtnbib:@field(NUMBER+@band(lhbtn+35036)))
- Peculiarities of American cities. By Captain Willard Glazier (1883 book featuring descriptions of many cities including Washington, Richmond, Baltimore, Etc.) [http://memory.loc.gov/cgi-bin/query/r?ammem/lhbtnbib:@field\(NUMBER+@band\(lhbtn+19738\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/lhbtnbib:@field(NUMBER+@band(lhbtn+19738)))

Grade 5 United States History to 1877

HSS.5.6 The student will describe growth and change in America from 1801 to 1861, with emphasis on

- territorial exploration, expansion, and settlement, including the Louisiana Purchase, the Lewis and Clark expedition, the acquisition of Florida, Texas, Oregon, and California;
 - Lewis and Clark Community Center
http://lcweb2.loc.gov/learn/community/cc_lewisandclark.php
 - Fill Up the Canvas...Rivers of Words: Exploring With Lewis and Clark (Learning Page Activity)
<http://memory.loc.gov/learn/features/lewisandclark/index.html>
 - Journeys West (Learning Page lesson plan)
<http://memory.loc.gov/learn/lessons/01/west/index.html>
 - "California as I Saw It": First-Person Narratives of California's Early Years, 1849-1900 (Learning Page Collection Connections)
<http://memory.loc.gov/ammem/ndlpedu/collections/cab/index.html>
 - Traveling on the Overland Trails (American Memory Timeline)
<http://memory.loc.gov/learn/features/timeline/expref/oregtral/oregont.html>

HSS.5.7 The student will identify causes, key events, and effects of the Civil War and Reconstruction, with emphasis on

- economic and philosophical differences between the North and South, as exemplified by men such as Daniel Webster and John C. Calhoun;
 - John C. Calhoun was born (America's Library)
http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/revolut/calhoun_1
 - Daniel Webster on slavery. Extracts from some of the speeches of Mr. Webster, on the subject of slavery; together with his great compromise speech, of March 7, 1850, entire, and the Boston memorial, on the subject of slavery, drawn up by Mr. Webster. (1861 publication)
[http://memory.loc.gov/cgi-bin/query/r?ammem/rbaapcbib:@field\(NUMBER+@band\(rbaapc+33100\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/rbaapcbib:@field(NUMBER+@band(rbaapc+33100)))

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- John C. Calhoun's speech to the United States Senate against the Compromise of 1850, 4 March 1850. (Words and Deeds in American History Collection) [http://lcweb2.loc.gov/cgi-bin/query/r?ammem/mcc:@field\(DOCID+@lit\(mcc/009\)\)](http://lcweb2.loc.gov/cgi-bin/query/r?ammem/mcc:@field(DOCID+@lit(mcc/009)))
- Independence for Liberia (America's Story) http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/reform/liberia_2
- events leading to secession and war;
 - Civil War and Reconstruction (American Memory Timeline) <http://memory.loc.gov/learn/features/timeline/civilwar/civilwar.html>
- leaders on both sides of the war including Abraham Lincoln, Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Frederick Douglass, and William Lloyd Garrison;
 - Jefferson Davis Elected President of the Confederate States of America (America's Library) http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/civil/davis_1
 - Frederick Douglass (America's Library) <http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/douglass>
 - Ulysses S. Grant Was Born (America's Library) http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/nation/grant_1
 -
- critical developments in the war, including major battles, the Emancipation Proclamation, and Lee's surrender at Appomattox;
 - Civil War Maps (Learning Page collection connections) <http://memory.loc.gov/ammem/ndlpedu/collections/cwmaps/>
- life on the battlefield and on the homefront;
 - The Civil War Through a Child's Eye (Learning Page Lesson) <http://memory.loc.gov/learn/lessons/99/civilwar/index.html>
 - The Mathew Brady Bunch: Civil War Newspapers (Learning Page Lesson) <http://memory.loc.gov/learn/lessons/98/brady/home.html>
- basic provisions and postwar impact of the 13th, 14th, and 15th Amendments to the United States Constitution; and
 - From Slavery to Civil Rights: A Timeline of African American History (Learning Page Activity) <http://memory.loc.gov/learn/features/civilrights/flash.html>
 - African American Odyssey: Reconstruction and It's Aftermath (Exhibition) <http://memory.loc.gov/ammem/aahtml/exhibit/aopart5.html>
 - the Fourteenth Amendment (Today in History) <http://memory.loc.gov/ammem/today/jul28.html>
- the impact of Reconstruction policies on the South.

HSS.5.8 The student will interpret patriotic slogans and excerpts from notable speeches and documents in United States history up to 1877,

including

- "Give me liberty or give me death", "Remember the Alamo", "E Pluribus Unum", the Gettysburg Address, the Preamble to the Constitution, and the Declaration of Independence.
 - American Treasures of the Library of Congress: Top Treasures (Exhibition) <http://www.loc.gov/exhibits/treasures/tr00.html>
 - Patrick Henry Was Born (America's Library) http://www.americaslibrary.gov/cgi-bin/page.cgi/jb/colonial/henry_1
 - Sam Houston Defends the Alamo (America's Library) http://www.americaslibrary.gov/cgi-bin/page.cgi/es/tx/houston_1
 - The Gettysburg Address (Exhibition) <http://www.loc.gov/exhibits/gadd/>

Grade 6 United States History: 1877 to Present

HSS.6.1 The student will explain how, following the Civil War, massive immigration, combined with the rise of big business, heavy industry, and mechanized farming transformed American life, with emphasis on

- Western settlement and changing federal policy toward the Indians;
 - The Rise of Industrial America (American Memory Timeline) <http://memory.loc.gov/learn/features/timeline/riseind/riseof.html>
 - Progressive Era to New Era (American Memory Timeline) <http://memory.loc.gov/learn/features/timeline/progress/progress.html>
 - Prosperity and Thrift: The Coolidge Era and Consumer Economics (Learning Page Collection Connection) <http://memory.loc.gov/ammem/ndlpedu/collections/coolidge/>
- why various immigrant groups came to America, some of the obstacles they faced, and the important contributions they made; and
- Immigration (American Memory Feature) <http://lcweb2.loc.gov/learn/features/immig/introduction.html>
 - the growth of American cities, including the impact of racial and ethnic conflict and the role of political machines.

HSS.6.2 The student will analyze and explain Americans' responses to industrialization and urbanization, with emphasis on

- muckraking literature and the rise of the Progressive Movement;
 - American Treasures: The Muckrakers (Exhibition) <http://www.loc.gov/exhibits/treasures/trm140.html>
- women's suffrage and temperance movements, and their impact on society;
 - Voices for Votes: Suffrage Strategies (Learning Page lesson) <http://memory.loc.gov/learn/lessons/00/suffrage/index.html>
 - Women's Suffrage in the Progressive Era (American Memory Timeline) <http://memory.loc.gov/learn/features/timeline/progress/suffrage/suffr>

[age.html](#)

- child labor, working conditions, and the rise of organized labor;
 - Child Labor in America (Learning Page lesson)
<http://memory.loc.gov/learn/lessons/98/labor/plan.html>
 - National Child Labor Committee Collection (Prints and Photographs) <http://memory.loc.gov/pp/nclchtml/nclcabt.html>
 - Labor in America (Learning Page Community Center)
http://memory.loc.gov/learn/community/cc_labor.php
- political changes at the local, state, and national levels; and
- improvements in standards of living, life expectancy, and living conditions.

HSS.6.3 The student will describe and analyze the changing role of the United States in world affairs between 1898 and 1930, with emphasis on

- The Spanish-American War;
 - The Spanish American War in Motion Pictures (American Memory Collection) <http://memory.loc.gov/ammem/sawhtml/sawhome.html>
- The Panama Canal
 - the Story of the Panama Canal (1927 film) [http://memory.loc.gov/cgi-bin/query/r?ammem/papr:@field\(NUMBER+@band\(trmp+4175s7\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/papr:@field(NUMBER+@band(trmp+4175s7)))
- Theodore Roosevelt's "Big Stick Diplomacy;"
 - Theodore Roosevelt: His Life and Times on Film (American Memory Collection)"
http://memory.loc.gov/ammem/collections/troosevelt_film/index.html
- The United States' role in World War I;
 - U.S.Participation in the Great War (American Memory Timeline)
<http://memory.loc.gov/learn/features/timeline/progress/wwone/wwone.html>
 - American Leaders Speak: Recordings From World War I and the 1920 Election (Learning Page Collection Connections)
<http://memory.loc.gov/ammem/ndlpedu/collections/nforum/>
- the League of Nations;
 - To the American people: from the National committee on the tenth anniversary of the League of nations. (1929 leaflet)
[http://memory.loc.gov/cgi-bin/query/r?ammem/rbpebib:@field\(NUMBER+@band\(rbpe+24201200\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/rbpebib:@field(NUMBER+@band(rbpe+24201200)))
 - On League of Nations (audio recording) [http://memory.loc.gov/cgi-bin/query/r?ammem/nfor:@field\(DOCID+@range\(90000048+90000049\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/nfor:@field(DOCID+@range(90000048+90000049)))
- tariff barriers to world trade.

Grade 7 Civics and Economics

HSS.7.1 The student will compare historical documents such as

- The Charters of the Virginia Company of London, the Virginia Declaration of Rights, the Virginia Statute of Religious Freedom, the Declaration of Independence, the Articles of Confederation, and the Constitutions of the United States and Virginia, as amended, with emphasis on their treatment

of

- fundamental political principles including constitutionalism and limited government, rule of law, democracy and republicanism, sovereignty, consent of the governed, separation of powers, checks and balances, and federalism; and
- fundamental liberties, rights, and values including religion, speech, press, assembly and petition, due process, equality under the law, individual worth and dignity, majority rule and minority rights, etc.

Grade 8 World History to 1000 A.D.

HSS.8.2 The student will compare selected ancient river civilizations, including Egypt, Mesopotamia, the Indus Valley, and Shang China, and other ancient civilizations (such as the Hebrew and Phoenician kingdoms and the Persian Empire), in terms of

- location in time and place;
- the development of social, political, and economic patterns;
- the development of religious traditions; and
- the development of language and writing.
 - World Treasures of the Library of Congress: Beginnings
<http://www.loc.gov/exhibits/world/>

Grade 9 World History 1000 A.D. to Present

HSS.9.9 The student will analyze and explain the effects of the Industrial Revolution, in terms of

- the rise of industrial economies and their link to imperialism and colonialism;
- how scientific and technological changes, including the inventions of Watt, Bessemer, and Whitney, brought about massive social and cultural change;
- the emergence of capitalism and free enterprise as a dominant economic pattern;
- responses to capitalism including utopianism, socialism, and communism;
- how the status of women and children reflected changes in society;
- the evolution of work and labor, including the slave trade, mining and manufacturing, and the union movement;
- applying economic reasoning and cost-benefit analysis to societal issues; and
- the transformation of Asia and Africa by expanding European commercial power.

HSS.9.10 The student will analyze major historical events of the 20th century, in terms of

- causes and effects of World War I and World War II;
- the Russian Revolution;
- the rise, aggression, and human costs of totalitarian regimes in the Soviet Union, Germany, Italy, and Japan;

- the political, social, and economic impact of worldwide depression in the 1930's;
- the Nazi Holocaust and other examples of genocide;
- new technologies, including atomic power, and their influence on the patterns of conflict;
- economic and military power shifts since 1945, including the rise of Germany and Japan as economic powers;
- revolutionary movements in Asia and their leaders, including Mao Zedong and Ho Chi Minh;
- how African and Asian countries achieved independence from European colonial rule, including India under Gandhi and Kenya under Kenyatta and how they have fared under self- rule;
- regional and political conflicts including Korea and Vietnam; and
- the beginning and end of the Cold War and the collapse of the Soviet Union.

Grade 10 World Geography

HSS.10.1 The student will use maps, globes, photographs, and pictures to analyze the physical and human landscapes of the world in order to

- recognize the different map projections and explain the concept of distortion;
- show how maps reflect particular historical and political perspectives;
- apply the concepts of scale, orientation, latitude and longitude;
- create and compare political, physical, and thematic maps of countries and regions; and
- identify regional climatic patterns and weather phenomena and relate them to events in the contemporary world.

Grade 11 United States History

HSS.11.1 The student will analyze and explain the contacts between American Indians and European settlers during the Age of Discovery, in terms of

- economic and cultural characteristics of the groups;
- motives and strategies of the explorers and settlers;
- impact of European settlement on the American Indians; and
- legacies of contact, cooperation, and conflict from that period.

HSS.11.7 The student will analyze the impact of immigration on American life, in terms of

- contributions of immigrant groups and individuals; and
- ethnic conflict and discrimination.

Grade 12 United States and Virginia Government

HSS.12.4 The student will summarize landmark Supreme Court interpretations of the United States Constitution and its amendments, with

emphasis on

- basic freedoms, due process, equal protection of the law, and government powers.
 - We the People (Learning Page Community Center)
http://lcweb2.loc.gov/learn/community/cc_wethepeople.php
- and will analyze the historical trends and contemporary patterns of United States Supreme Court decisions
 - “With an Even Hand” Brown V. Board at Fifty (Exhibition)
<http://www.loc.gov/exhibits/brown/>
 - The Harry A. Blackmun Papers
<http://www.loc.gov/rr/mss/blackmun/>

HSS.12.11 The student will describe campaigns for national, state, and local elective office, including

- the nominating process;
- campaign funding and spending;
- the influence of media coverage, campaign advertising, and public opinion polls;
- demographic causes and political effects of reapportionment and redistricting;
- voter turnout and the constituencies of the major political parties; and
- the Electoral College.
 - Elections (Learning Page Community Center)
http://lcweb2.loc.gov/learn/community/cc_elections.php