



# Alice Coachman: From hard times to great heights

## Standards & Learning Objectives

### A.P. U.S. History

**THEME 1: AMERICAN AND NATIONAL IDENTITY (NAT)**

**THEME 5: POLITICS AND POWER (PCE)**

**THEME 7: AMERICAN AND REGIONAL CULTURE (ARC)**

**THEME 8: SOCIAL STRUCTURES (SOC)**

**KC-7.1** Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system.

**KC-7.1.I** The United States continued its transition from a rural, agricultural economy to an urban, industrial economy led by large companies.

**KC-7.1.III** During the 1930s, policymakers responded to the mass unemployment and social upheavals of the Great Depression by transforming the U.S. into a limited welfare state, redefining the goals and ideas of modern American liberalism.

**KC-7.3** Participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation's proper role in the world.

**KC-7.3.II** World War I and its aftermath intensified ongoing debates about the nation's role in the world and how best to achieve national security and pursue American interests.

**KC-7.3.III** U.S. participation in World War II transformed American society, while the victory of the United States and its allies over the Axis powers vaulted the U.S. into a position of global, political, and military leadership. Politics and Power PCE Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.

**KC-7.1.II.A** Some Progressive Era journalists attacked what they saw as political corruption, social injustice, and economic inequality, while reformers, often from the middle and upper classes and including many women, worked to effect social changes in cities and among immigrant populations.

**KC-7.1.II.B** On the national level, Progressives sought federal legislation that they believed would effectively regulate the economy, expand democracy, and generate moral reform. Progressive amendments to the Constitution dealt with issues such as prohibition and women's suffrage.

**KC-7.1.II.D** The Progressives were divided over many issues. Some Progressives supported Southern segregation, while others ignored its presence. Some Progressives advocated expanding popular participation in government, while others called for greater reliance on professional and



technical experts to make government more efficient. Progressives also disagreed about immigration restriction.

**KC-7.2.I.D** In the 1920s, cultural and political controversies emerged as Americans debated gender roles, modernism, science, religion, and issues related to race and immigration. Social Structures SOC Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.

**KC-8.2.I** Seeking to fulfill Reconstruction-era promises, civil rights activists and political leaders achieved some legal and political successes in ending segregation, although progress toward racial equality was slow.

### NCSS Themes

- 1 CULTURE
- 2 TIME, CONTINUITY, AND CHANGE
- 3 PEOPLE, PLACES, AND ENVIRONMENTS
- 4 INDIVIDUAL DEVELOPMENT AND IDENTITY
- 5 INDIVIDUALS, GROUPS, AND INSTITUTIONS

### National Physical Education Standard 5:

The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

### Learning Objectives:

#### At the end of this lesson:

Students will be able to identify the first African-American woman to win the Olympic gold medal.

Students will be able to describe how gender roles have changed over time.

Identify what a HBCU (Historically Black College or University) is and why they were and are important.

Students will be able to explain historical reasons why the Olympics have been cancelled or postponed.

### Vocabulary

Exacerbated

Sharecropper

Irrepressible

Segregation

Prowess

Resourceful

Advocate

Pioneering

Multifaceted

Austerity

Endorsement

Reverberate

Trailblazer



### College, Career, and Civic Life (C3) Standards

**D2.Civ.5.9-12.** Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.

**D2.Civ.6.9-12.** Critique relationships among governments, civil societies, and economic markets

**D2.Civ.7.9-12.** Apply civic virtues and democratic principles when working with others.

**D2.Civ.8.9-12.** Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.

**DD2.Civ.10.9-12.** Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

**D2.Civ.14.9-12.** Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

### History

**D2.His.1.9-12.** Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

**D2.His.2.9-12.** Analyze change and continuity in historical eras.

**D2.His.3.9-12.** Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

**D2.His.4.9-12.** Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

**D2.His.5.9-12.** Analyze how historical contexts shaped and continue to shape people's perspectives.

**D2.His.12.9-12.** Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.

**D2.His.14.9-12.** Analyze multiple and complex causes and effects of events in the past.

**D2.His.16.9-12.** Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

### Data Sources

**D3.1.9-12.** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.



ELA

**D4.1.9-12.** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

**D4.2.9-12.** Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).

**D4.6.9-12.** Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

**D4.7.9-12.** Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.