

Sunshine State Standards Covered by Reading Comprehension and DBQ

Social Studies:

SS.912.A.2.5 - Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.

SS.912.A.3.12 - Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.

SS.912.A.4.11 - Examine key events and peoples in Florida history as they relate to United States history.

SS.912.A.7.2 - Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.

SS.912.A.7.5 - Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.

SS.912.A.5.10 - Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.

SS.912.A.7.6 - Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.

SS.912.A.7.7 - Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.

SS.912.A.7.12 - Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.

SS.912.C.2.9 - Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.

SS.912.S.1.6 - Distinguish fact from opinion in data sources to analyze various points of view about a social issue.

SS.912.S.5.6 - Identify the factors that influence change in social norms over time.

SS.912.S.6.3 - Describe how collective behavior can influence and change society.

Language Arts:

LAFS.910.RI.1.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LAFS.1112.RI.1.3 - Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

LAFS.1112.RI.3.7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

LAFS.910.RI.2.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

LAFS.910.RI.3.7 - Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

LAFS.910.RH.1.2 - 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.

LAFS.910.RH.1.3 - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

LAFS.1112.RH.3.7 - 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.

LAFS.1112.RH.3.9 - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

LAFS.910.WHST.3.8 - 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.

LAFS.910.WHST.3.9 - Draw evidence from informational texts to support analysis, reflection, and research.

UCLA History Standards:

Civil War and Reconstruction: Standard 3B - The student understands the Reconstruction programs to transform social relations in the South.

Evaluate the goals and accomplishments of the Freedmen's Bureau. [[Hold interpretations of history as tentative](#)]

Describe the ways in which African Americans laid foundations for modern black communities during Reconstruction. [[Hypothesize the influence of the past](#)]

Historical Thinking Standard 3 - The student engages in historical analysis and interpretation.