

MARCH DRAFT DC K-12 SOCIAL STUDIES STANDARDS
Standards which explicitly reference Asia and Asian Americans

Compiled by Chamiya Carnathan and Penelope Morris
Globalize DC #Stop Asian Hate Project

Kindergarten

None

Grade 1: Working and Building Together

1.3 Explain the ways in which different populations, including but not limited to, Latinx, Black, **Asian**, immigrant, religious, and Indigenous communities, have shaped and defined the community of Washington, DC.

1.11 Identify community leaders from the past (e.g. George Washington, Abraham Lincoln, Susan B. Anthony, Harriet Tubman, Dolores Huerta, Dr. Martin Luther King, Jr., Harvey Milk, Wilma Pearl Mankiller, **Lee Yick, and Lili'uokalani**) and compare how each person created change.

Grade 2: This Wide World

2.11 Explain the importance of using water to grow a food source and the importance of developing systems of irrigation in early civilizations, such as Egypt, Kush, **Mesopotamia**, and Olmec.

2.12 Compare examples of how food was grown in ancient civilizations such as Egypt, Kush, **Mesopotamia**, and Olmec to how food is grown by people around the world today.

2.13 Compare the different kinds of jobs or social roles of ancient people in Egypt, Kush, **Mesopotamia**, and Olmec and how they were filled by people of different genders.

2.14 Compare cultural elements of early civilizations, such as forms of writing or art in Egypt, Kush, **Mesopotamia**, and Olmec.

2.15 Compare scientific, religious, and technological innovations of early civilizations, such as the ziggurats of **Mesopotamia**, the pyramids of Egypt and Kush, and Olmec architecture.

2.16 Compare and describe basic features of government of early civilizations, such as the priesthoods and kings of **Mesopotamia**, the pharaohs of Egypt, monarchy of Olmec, and the ruling queens of Kush (e.g., identify patrilineal and matrilineal practices; Hatshepsut was a female pharaoh of Egypt, etc.).

2.17 Locate and identify key geographic characteristics of Central America, South America, **Ancient China**, and Ancient Rome (e.g., bodies of water, landforms, climate, etc.).

2.19 Compare the crops grown in ancient civilizations across the Americas, Ancient Rome, and **Ancient China**.

2.20 Compare the physical structures constructed across the Americas, Ancient Rome, and **Ancient China** and analyze the purposes of these structures (e.g., temples, pyramids, walls, etc.).

2.21 Compare the scientific and technological innovations across the Americas, Ancient Rome, and **Ancient China** (e.g., alphabets and language systems, roads, aqueducts, etc.).

2.22 Describe governing and social structures developed in the Americas, Ancient Rome, and **ancient China**, including female-led kingdoms and matriarchal societies.

2.26 Analyze primary sources to describe at least two of the significant architectural, cultural, and technological innovations of the **Ottoman, Safavid, or Mughal Empires** between 1200 and 1600 CE.

2.28 Compare gender roles and the daily lives of individuals across societies in Africa, Europe, the Americas, and **Asia** between 1200 and 1600, and explain how women exercised power in different contexts.

2.29 Compare the social or political structures of societies in Africa, Europe, the Americas, and **Asia** between 1200 and 1600.

Grade 3: Geography, History, and Cultures of DC

3.26 Explain the reasons for the growth of an **Asian American**, Latinx and Caribbean community in Washington, DC, and efforts taken by different individuals to claim a voice in the city, such as the organization of the Latino festival or the role of community organization.

3.37 Evaluate the legacy of immigration in the District and explain the contributions of different Washingtonians to the cultural landscape of Washington, DC including, but not limited to Latinx, **Asian American**, and African American communities.

Grade 4: American Foundations – Early American Civilizations through the Foundation of the US

None.

Grade 5: Foundations of Modern America

5.7 Evaluate historical perspectives about US imperial expansion including Manifest Destiny and American exceptionalism from multiple perspectives including Indigenous Nations, countries and peoples in the Pacific, Caribbean, **Asia** and Americas.

5.15 Analyze the lived experiences of different immigrant communities between 1850 and 1900, (e.g., religious minority, Irish, German, Mexican, Italian, British, **Southeast Asian, Chinese, and Japanese** communities).

5.16 Identify and describe the lived experiences of people who migrated to the West, including **Asian**, and African Americans, as well as their motivations for movement and their experiences upon arrival.

5.41 Explain how white supremacist groups founded in the aftermath of emancipation, such as the Ku Klux Klan, enacted terror against Black people and also Jewish, Catholic, Latinx, and **Asian American** communities.

5.45 Describe the causes and consequences of major events of World War II including **Pearl Harbor**, D-Day and the decision to drop the atomic bomb on **Japan**.

5.47 Using primary sources from the perspective of **American citizens of Japanese descent**, analyze the struggles and resistance of those who were incarcerated during World War II.

5.48 Compare the different experiences of servicemembers when they returned to the United States after the war, including white, Black, Latinx, Indigenous and **Asian American servicemen**.

5.50 Evaluate the impact of **Tape v. Hurley**, *Piper v. Big Pine School*, *Mendez v. Westminster* and *Brown v. Board of Education*, *Topeka* on school segregation and the movement for equality.

5.54 Compare the efforts and impact of diverse groups and organizations inspired by the African American Civil Rights movement to address inequalities in American society, including but not limited to: the gay rights movement, the Stonewall Uprising, the American Indian Movement (AIM), the United Farm Workers, the Women's Liberation Movement, the **Asian American Movement**, disability rights movement, the Chicano Movement and Latinx resistance.

Grade 6: World Geography

6.18 Analyze different geographic representations of **Asia**, created by different groups of people over time to support claims about Asian history and geography.

6.19 Analyze maps of **Asia** that represent a variety of environmental (landforms, bodies of water, natural resources) and cultural (languages, borders, religions, etc.) characteristics to assess geographic patterns on the continent.

6.20 Use physical, cultural, and economic maps to draw regions on the **Asian** continent and compare these to the existing regional economic communities.

6.21 Evaluate the reasons for patterns of conflict and cooperation between at least one country or region within **Asia** and another country or region.

6.22 Assess the ways in which changes in land use over time have impacted the economy, ecology, population, exposure to disease or climate change in one region, country, or city within **Asia**.

6.23 Assess how the environmental characteristics of **Asia** influenced the economic development of at least one region or country within **Asia** and the region's or country's role in global trade patterns over time.

6.24 Analyze cultural, political, and economic forces that impact urbanization in at least one city in **Asia** and evaluate the impact of these forces on the structure of that city.

6.25 Analyze the impact of climate change on at least one region, country, or city in **Asia**.

6.26 Evaluate the reasons for, and the impact of, the migration of people within, from, and/or to one region or country within **Asia** over time.

6.27 Explain how changes in transportation and communication technology have influenced the connections between people and affected the spread of at least one idea and/or cultural practices within **Asia** and between **Asia** and other regions.

6.28 Analyze at least one cultural element of a country located in **Asia** (e.g., art, literature, music, dance, cuisine, philosophy, religious or political thought), including its local significance and influence on other societies.

6.29 Identify a Sustainable Development Goal (SDG) and assess options for individual and/or collection options for taking action to address the causes and impacts of challenges facing a region, city or country in **Asia**.

6.54 Analyze different geographic representations of **Oceania**, created by different groups of people over time to support claims about the history and geography of **Oceania**.

6.55 Analyze maps of **Oceania** that represent a variety of environmental (landforms, bodies of water, natural resources) and cultural characteristics (languages, borders, religions, etc.) to assess geographic patterns that make up the continent.

6.56 Use physical, cultural, and economic maps to draw regions on **Oceania** and compare these to the existing region's economic communities.

6.57 Analyze the impact of climate change on at least one region, country, or city within **Oceania**.

6.58 Analyze the reasons for, and consequences of, the migration of people within, from, and/or to at least one region or country within **Oceania** over time, and assess the impact of migration on the region, with specific attention to the role of climate change on migration from **Oceania**.

6.59 Explain how changes in transportation and communication technology influence the connections between people and affect the spread of idea/or cultural practice within **Oceania** and between **Oceania** and other regions.

6.60 Identify a Sustainable Development Goal (SDG) and assess options for individual and/or collection options for taking action to address the causes and impacts of challenges facing a region, city or country in **Oceania**.

Grade 7: US History I

7.58 Evaluate the reasons for **Asian** immigration to the United States, the political, social and economic opportunities and challenges faced by **Asian immigrants** and the ways individuals demonstrated resilience.

Grade 8: Action Civics

None

World History I

WH1.16 Explain how the development of cities in Africa, **Asia**, Europe, and the Americas led to common characteristics of early complex societies including social hierarchies, governments and laws, specialization, and writing between 10,000 BCE and 500 BCE.

WH1.17 Analyze how early religions and belief systems shaped the political, legal, economic, and social structure of states in Africa, **Asia**, and the Americas between 10,000 BCE and 500 BCE.

WH1.19 Analyze archeological and primary source materials to make a claim about daily life for different individuals within Africa, **Asia**, and the Americas between 10,000 BCE and 500 BCE.

WH1.20 Compare and contrast the reasons for the decline of complex agrarian societies in **Asia**, Africa, and the Americas between 10,000 BCE and 500 BCE.

WH1.22 Compare and contrast the tenets of various belief systems that developed in ancient empires and how they spread, including Christianity, **Islam, Buddhism, Judaism, Hinduism, and Confucianism**.

WH1.23 Compare the emergence of empires across Africa, **Asia**, Europe, and the Americas including their methods of consolidating and maintaining power between 800 BCE and 700 CE.

WH1.24 Analyze the ways in which ancient empires in Africa, **Asia**, Europe, and the Americas, were governed, including decision-making, means of promoting the common good, and the relationship between people and their government 800 BCE and 700 CE.

WH1.25 Assess the importance and enduring legacy of major governmental, technological, religious, and cultural achievements of ancient empires in Europe, **Asia**, the Americas, and Africa between 800 BCE and 700 CE.

WH1.26 Compare and contrast social hierarchies of ancient empires in Africa, **Asia**, Europe, and the Americas and the ideologies that guided them between 800 BCE and 700 CE.

WH1.29 Analyze the emergence of complex, interregional networks of trade throughout Afro-**Eurasia** and how trade networks led to the diffusion and evolution of ideas, resources, and technologies between 800 BCE and 700 CE.

WH1.33 Analyze the political changes and continuities in the societies and dynasties that emerged after the decline of ancient empires in Africa, **Asia**, Europe, and the Americas between 400-1200 CE.

WH1.35 Analyze the role of religion, belief systems, and culture in the governance and maintenance of societies in Africa, **Asia**, and Europe between 400-1200 CE.

WH1.36 Explain the ways geography influenced the development of economic, political, religious, and cultural centers in Africa, **Asia**, the Americas, and Europe and how the centers facilitated population and cultural diffusion between 400-1200 CE.

WH1.39 Evaluate the economic, political, religious, cultural, and social impacts of population and cultural diffusion in Africa, **Asia**, the Americas, and Europe due to trade, military expansion, and migration between 400-1200 CE.

WH1.40 Evaluate the impact of intellectual and technological innovations from **Asia** on the development of societies in Africa and Europe between 400-1200 CE.

WH1.42 Analyze the factors that contributed to the expansion and/or emergence of powerful nation-states and empires in **Asia**, Europe, Africa, and the Americas between 1000 CE and 1600 CE.

WH1.43 Compare and contrast the methods rulers used to legitimize and consolidate power within **Asia**, Europe, Africa, and the Americas, including bureaucracies, religion, militarism, feudalism, architecture, taxation, and art between 1000 CE and 1600 CE.

WH1.44 Analyze the impact of centralizing power on both trade and conflict between and within states and empires in **Asia**, Europe, Africa and the Americas between 1000 CE and 1600 CE.

WH1.45 Compare and contrast how states and empires in **Asia**, the Americas, Africa, and Europe addressed issues of cultural diversity, religious diversity, and conflict within their societies, including an analysis of the rise of Sikhism between 1000 CE and 1600 CE.

WH1.48 Explain the causes and effects of technological innovations and early urbanization on societies in **Asia**, Europe, Africa, and the Americas between 1000 CE and 1600 CE.

World History II

WH2.1 Evaluate the utility of the writings of **Ibn Battuta, Marco Polo, and Zheng He** for understanding the lives and customs of different people across Afro-**Eurasia**.

WH2.2 Analyze geographic features of Afro-**Eurasia**, Sub-Saharan Africa, the Americas, and **Oceania** in the early 1400s, including impact on of native crops, bodies of water, landforms, and climate on the development of societies in each region.

WH2.3 Compare the different size and relative isolation of different regional networks across Afro-**Eurasia**, Sub-Saharan Africa, the Americas and **Oceania** in 1400.

WH2.4 Analyze the impact of the exchange of natural resources, disease, technology, ideas, goods and religious practices on at least three different societies across Afro-Eurasia in the 14th and 15th centuries.

WH2.7 Analyze the impact of navigation techniques and the exchange of natural resources on at least two societies across Oceania in the 14th and 15th centuries.

WH2.8 Compare the nomadic lifestyle and culture of the Mongolian Empire and the pastoral agricultural lifestyle of the Khoisan people of southern Africa to lifestyles and cultures of sedentary-city states.

WH2.9 Compare the political and social structures created by Islam in the Songhai Empire of Western Africa; Christianity and the Catholic Church in Europe; Confucianism, Buddhism, and Daoism in Ming China.

WH2.10 Explain the impact of large-scale systems of trade across Afro-Eurasia on the growth of militaries, communication networks, and technological advancements (including sailing knowledge) and how large-scale systems of trade armed societies for global engagement.

WH2.11 Evaluate the purposes and impact of the naval expeditions of the Ming Dynasty in China and evaluate the reasons for the retraction of naval expeditions.

WH2.19 Analyze the impact of global interaction and European colonization on at least two societies in Oceania, including the islands and Pacific Rim.

WH2.21 Analyze the political reasons for the rise of Shi'ism as a state religion in Iran and the impact of the architecture and philosophy in the region.

WH2.23 Analyze the conditions that lead to the development and rise of Sikhism in India, its core tenets, including the role of women, and explain how Muslim persecution and the Hindu caste system impacted the evolution and spread of Sikhism.

WH2.24 Analyze primary sources to explain how Chinese and Japanese elites regarded Jesuit missionaries and the impact of Chinese and Japanese culture and politics on the reception of Christianity.

WH2.26 Analyze the context for the evolution of political philosophy between 1500 and 1750 including the reasons for the Enlightenment and Confucian Reformation, and compare the philosophies of John Locke, Wang Yangming, and Zera Yacob.

WH2.28 Analyze the factors that led to the expansion and consolidation of the Tokugawa Shogunate in Japan and evaluate the role of social hierarchy, centralized bureaucracy and isolationism in centralizing and maintaining power.

WH2.29 Analyze the factors that led to the expansion and consolidation of the Qing Dynasty in China and evaluate the role of policies toward ethnic and cultural diversity in centralizing and maintaining power.

WH2.30 Analyze the factors that led to the expansion and consolidation of the Mughal Empire in India and evaluate the role of religious tolerance, centralized administration and military power in centralizing and maintaining power.

WH2.31 Analyze the factors that led to the expansion and consolidation of the Ottoman Empire, including the role of religion, arts and architecture in centralizing and maintaining power.

WH2.32 Analyze the factors that led to the expansion and consolidation of the Russian Empire during the 16th, 17th and 18th and evaluate the role of serfdom, the military system, and conscription in centralizing and maintaining political power

WH2.43 Analyze the impact of industrialization during the **Meiji Restoration in Japan**, using primary and secondary sources to explore the social, economic, and political changes that occurred during this period.

WH2.50 Evaluate the methods of and resistance to European colonialism in one society within **Southeast Asia**.

WH2.51 Evaluate the motivations for and impact of **Japanese** imperialism on **Chinese and Korean** society.

WH2.52 Analyze the effects and legacy of settler colonialism in countries such as Kenya and **Australia**, including the displacement and marginalization of indigenous peoples, the exploitation of natural resources and the suppression of traditional cultural practices and analyze the role of resistance movements on the struggle for independence and self-determination.

WH2.53 Analyze the Opium Wars' impact on **China's** political, economic and social systems and evaluate the global consequences of the **Opium Wars**.

WH2.54 Evaluate the effects of the political, economic and social changes that occurred during the Meiji period on **Japanese** society and evaluate the significance of the **Meiji Restoration**.

WH2.55 Analyze the economic, social and political conditions in **China** that led to the **Boxer Uprising**, evaluate the Qing Dynasty's response and examine its impact on China's relationships with other countries.

WH2.57 Compare the causes and consequences of the Boer War, **Boxer Rebellion and Sepoy Rebellion** on the lives of individuals in South Africa, **China and India**.

WH2.60 Analyze the causes of World War I in Africa, **Asia**, Europe, and the Americas, including the role of new technology, alliances, and nationalism.

WH2.61 Evaluate the role of imperial nations and empires in World War I, including the role of Ethiopia, **China**, **Japan** and Brazil.

WH2.62 Evaluate the causes, course and consequences of the **Armenian genocide**.

WH2.63 Evaluate the experience of soldiers, including **Chinese** workers, in World War I and the impact of World War I on the political, social and economic structures of different countries.

WH2.65 Analyze the political, economic and social changes in the 1920s, including the rise of communism, the dismantling of Ottoman, Austro-Hungarian and German empires, the Irish Civil War, the **Chinese Civil War** and the nationalization of countries in Latin America.

WH2.66 Analyze the factors that lead to the rise of totalitarian states and the erosion of individual liberties in the 1920s and 1930s, including the rise of fascism in Russia, Germany, **Japan**, and Italy.

WH2.67 Analyze the causes and events of World War II in Africa, **Asia**, Europe and the Americas.

WH2.68 Analyze the history, causes and consequences of discrimination against religious minorities in Europe, **Asia**, Africa and Latin America, including antisemitism.

WH2.70 Analyze the reasons for the consequences of human rights violations during World War World War II, including the **Nanjing Massacre, Japanese War Crimes in Manchuria and the Philippines**, actions of the Red Army, the dropping of the **atomic bomb** and the cooperative global response of the Universal Declaration of Human Rights.

WH2.75 Evaluate the campaign for Independence in **India** and the factors that led to the establishment of Indian sovereignty including the reasons for and impact of the **Partition of India**.

WH2.76 Analyze the impact of the **Chinese Communist Revolution** on China, the world, and the global spread of communism, including its historical background, political and economic developments, and relationship between **Taiwan and China**.

WH2.80 Evaluate the efficacy of the ideologies and methodologies of at least three nationalist leaders including **Mahatma Gandhi** and **Ho Chi Minh**.

WH2.81 Evaluate the causes and consequences of proxy wars during the Cold War from the perspective of the inhabitants of **Afghanistan, North and South Korea, or Vietnam**.

WH2.82 Analyze the reasons for the rise of the **Khmer Rouge** in Cambodia and analyze the course and consequences of the **Cambodian Genocide**.

WH2.83 Analyze the causes and effects of the **Iranian Revolution** and evaluate its impact on Iran and the global community.

WH2.90 Evaluate the reasons for the rise of rivalry between **Saudi Arabia and Iran**, including the historical and religious factors and the role of international actors, and assess the impact on regional and global politics in the 21st century.

WH2.95 Evaluate the various motives and impacts of wars in the **Middle East** (i.e., **Persian Gulf War, Invasion of Kuwait, the war in Iraq**) on regional stability and government.

WH2.96 Examine the conditions that led to social movements across the world and the impact they had locally and globally, including the **Arab Spring** and student demonstrations in Latin America.

US History II

US2.11 Analyze legislative actions intended to spur westward settlement between 1860 and 1880 — including but not limited to the Homestead Act and the Transcontinental Railroad Act — and the impact it had on the land and people of the Western region of the United States, with a particular focus on the lives and acts of resistance of Native Americans and **Chinese immigrants** or **Chinese Americans**.

US2.16 Evaluate the reasons for, and consequences of, the rise in **Asian**, European, and Latin American immigration to the United States in the late 19th and early 20th century including the experiences of different individuals and efforts to establish thriving communities.

US2.17 Analyze the reasons for, and consequence of, rising nativism in the late 18th and early 19th centuries, including the passage of the **Chinese Exclusion Act** and the Immigration Act of 1924, and violence and discrimination against different communities, including **Asian**, Italian and Jewish communities.

US2.30 Analyze the history, culture, and government structure of at least two countries prior to American intervention (e.g. **Hawaii**, the **Philippines**, Puerto Rico, etc.).

US2.31 Analyze the domestic debates and decisions regarding foreign intervention and the United States' emergence as an imperial power (e.g., the Spanish-American War, **Philippine-American War**, intervention in Latin America, and the annexation of **Hawaii**).

US2.32 Analyze reasons for and efforts of different nations to maintain or regain economic and political freedoms following American Intervention using primary sources from the perspective of native communities (e.g. **Hawaiians**, **Filipinos**, etc.)

US.34 Assess the contemporary political, social, and economic impact of American imperialism on different territories and governments (e.g., the **Philippines**, **Marshall Islands**, Puerto Rico, **Guam**, **American Samoa**, etc.).

US2.43 Analyze the events that led to the United States' participation in World War II, including the bombing of **Pearl Harbor**, explaining its impact on the course and outcome of the war.

US2.47 Critique the reasons for the incarceration of **Japanese Americans** while drafting Japanese men to serve in the Army during World War II and evaluate the consequence of the decision, including ways in which Japanese Americans resisted internment.

US2.48 Analyze the reasons for and the consequences of the United States decision to drop the **atomic bomb**, including the human and environmental impact of the decision.

US2.50 Analyze the different experiences of servicemen in World War II, as well as the different experiences upon returning to the United States for white servicemen versus Black, Latinx, Indigenous, and **Asian-American servicemen** and their access to postwar economic opportunities.

US2.55 Evaluate the reasons for and success of containment policies enacted by the United States, including conflicts and proxy wars in Latin America, **Southeast Asia** and the Middle East.

US.56 Analyze the policies that led to the **Vietnam War**, and evaluate the social, political, and economic impacts of the invasion on Vietnam and the United States

US2.57 Evaluate the reasons for and impact of opposition to US intervention in foreign countries during the Cold War, including the **anti-Vietnam War movement**.

US2.59 Evaluate the impact of Jim Crow and other discriminatory laws in the North and South on the lived experiences of different individuals, including but not limited to Black, Latinx, and **Asian Americans** across different gender and socioeconomic contexts.

US2.61 Evaluate the reasons for, and consequences of, the Immigration and Nationality Act of 1965, with specific attention to the experiences of **Asian**, African, and Latinx immigrants.

US2.69 Analyze the contributions of different groups to the Civil Rights Movement and how it inspired and intersected with various other civil rights movements and events, including but not limited to, the gay rights movement, the Stonewall Uprising, the American Indian Movement (AIM), the United Farm Workers, the Women's Liberation Movement, the **Asian American Movement**, disability rights movement, Chicano Movement Latinx resistance and the anti-war movements.

US2.75 Evaluate the legacy of American foreign policy after the collapse of the Soviet Union, including conflicts in Latin America, and the **Middle East**.

US2.78 Analyze the consequences of the terrorist attacks of **Sept. 11, 2001**, on global and domestic policy, including foreign and domestic surveillance, the rise of anti-Muslim hate and violence and discrimination against communities such as but not limited to **Sikh** and **Arab Americans**.

US2.80 Analyze the claims that led to the 2003 **U.S. invasion of Iraq**, and evaluate the social, political, and economic impacts of the invasion on Iraq and the United States

Government and Civics

GC.17 Evaluate how the right to citizenship have evolved over time, including the impact of *United States v. Bhagat Singh Thind*, *United States v. Wong Kim Ark*, and the current rights of citizens living in US territories.

GC.34 Evaluate the use of the court system to achieve or restrict equality historically, including an analysis of *Dred Scott v. Sandford*, *Plessy v. Ferguson*, *Brown v. Board of Education of Topeka*, *Mendez v. Westminster*, *Loving v. Virginia*, *Obergefell v. Hodges* and *Korematsu v. United States*.

DC History and Government

DC.20 Evaluate the impact of city planning and federal policy on the geography of Washington, DC in the late 19th and early 20th century, including the city's alley dwellings and local efforts at housing reform and the development and displacement of the city's first Chinatown.

DC.23 Analyze the reasons for the growth of the Asian American community in Washington, DC, and evaluate the methods used by the community to resist displacement resulting from urban planning and federal policy.

DC.33 Evaluate the reasons for and impact of immigration to Washington, D.C. at the end of the 20th century, including the impact of immigration from Central America, Asia, and Africa.

DC.36 Evaluate the roles different grassroots community organizations played in fighting for the expansion of political and economic power in the District and nation from the mid- to late 20th century including local organizing for tenant protections, LGBTQ rights, and immigrant rights; national struggles for welfare rights and against poverty; and international fights against the Vietnam War, Apartheid and U.S. imperialism in Latin America.

DC.38 Use a case study approach to evaluate the history of at least two different communities in Washington, DC and how the communities have grown and changed over time (e.g., Chinatown, Columbia Heights, Mt. Pleasant, Shaw, Southwest, Anacostia).