

Chapter 17  
As One Century Ends,  
Another Begins  
Pages 632-673

Section 1  
Twenty-first-Century  
Lifestyles  
Pages 637-644

Section 2  
The Rise of Terrorism  
Pages 645-659

Section 3  
West Virginia Emerges  
from a World-Wide  
Pandemic to Find a Bright  
Future  
Pages 662-671

Chapter Summary  
Page 672

Chapter Review  
Page 673

### Focusing

Write the term *new millennium* on the whiteboard. Ask students to explain what the term means.

### Building Vocabulary

Have students share their definitions of the new millennium. Develop a class definition.

### Recalling

Ask students to examine the Terms, People, and Places in the Chapter Preview. Determine the level of their prior knowledge on these topics.

## CHAPTER 17

# As One Century Ends, Another Begins

### CHAPTER PREVIEW

#### TERMS

millennium, social networking website, blog, al-Qaeda, Taliban, virus, pandemic, COVID-19, vaccine

#### PEOPLE

Osama bin Laden, Allen E. Tackett, Donald Trump, Joe Biden

#### PLACES

Martinsburg, Camp Dawson

The arrival of the new millennium was a period of sharp contrast in West Virginia and the United States. Many problems that had been building through the end of the twentieth century came to the forefront as the twenty-first century began.

As the Cold War with the Soviet Union drew to a close, Americans and West Virginians turned their attention to international terrorism. A number of incidents raised threats to the security of our citizens both abroad and at home. The threats became reality when terrorists launched a direct attack on the United States in 2001.

In addition to security issues, a worldwide pandemic brought new challenges. The COVID-19 pandemic disrupted people's lives and changed how they learned, socialized, worked, and shopped. Before it ended officially on May 11, 2023, West Virginia had recorded 650,556 positive cases and 8,125 deaths. Even though COVID-19 instances continue to be diagnosed, some of which can result in death, advances in vaccine technology, more effective treatments, and growing immunity have prevented major outbreaks of the disease. After the pandemic ended, the federal government passed laws to help states recover from the economic downfalls they experienced during the pandemic.

### Notes

---

---

---

---

---

---

---

---

---

---



**Background:** One World Trade Center, the main building of the rebuilt World Trade Center complex, soars a symbolic 1,776 feet (including its spire). It is the tallest building in the United States and the sixth-tallest building in the world. **Below:** The Twin Towers of the World Trade Center in New York City before their destruction on September 11, 2001. **Bottom:** This aerial view shows the 9/11 Memorial & Museum and the two fountains, one for each fallen tower, which are titled "Reflecting Absence."

## Recalling

Ask students what they know about the attack of September 11, 2001.

## Teacher Note

Go to <https://www.nyhistory.org/blogs/here-is-new-york-photographs-from-911> or another website to find pictures of the destruction in New York City after the attack on 9/11. Ask them to write ten words they would use to describe the photographs. Collect their lists which will be used in another activity.

## Recalling: Critical Thinking

Ask students how important they believe the attack of September 11 is in the history of the early twenty-first century.

Ask them to identify changes that came about as a result of the attack.

## Analyzing Photographs: Comparing and Contrasting

Ask students to look at the pictures in the textbook of New York City today. Focus on the differences in the pictures after the attack.

## Descriptive Writing

Ask students to write a reflection paragraph comparing the city then and now.

## Notes

---

---

---

---

---

---

---

---

---

---

## Using Technology

Have students use a search engine to find additional Signs of the Times. They should share their findings with the class.

## Using Technology: Researching: Discussing

Divide students into groups of three or four to create a Signs of the Times list for this year.

# SIGNS of the TIMES



### HISTORY

In 2000, the Midland Trail Scenic Byway became a National Scenic Byway. On April 15, 2010, 29 miners died in a coal dust explosion at the Massey Energy Big Branch Mine in Montcoal, Raleigh County. In 2017, the first case of COVID-19 was diagnosed in West Virginia, the last state to identify a COVID-19 case.

### GOVERNMENT

In 2001, the legislature passed a law allowing Sunday hunting, subject to a local vote. In 2022, in a landmark case brought by West Virginia, the United States Supreme Court limited the U.S. Environmental Protection Agency from regulating power plant pollution.

### GEOGRAPHY

In 2024, two record-breaking fish were caught. A 2.85-pound, 17.32-inch-long Black Crappie was caught at Woodrum Lake in Jackson County, and a 1.75-pound, 12-inch-long Redear Sunfish was caught at Plum Orchard Lake in Fayette County.

### ECONOMICS

In 2001, the Promise Scholarship was funded. In 2003, West Virginia was one of eight states that collectively produced 95 percent of the nation's wind-generated electricity. Between March 2020 and March 2021, 4,633 West Virginia establishments opened and 4,329 closed, for a net increase of 304. The pandemic created the greatest disruption in the events and exhibitions industry in history. As face-to-face (F2F) group gatherings were banned, event hosts were forced to pivot to virtual events. Society in general was forced to learn Zoom and other virtual meetings software with everyone from schoolchildren to grandparents communicating with teleconferencing tools. Consequently, we have seen an explosion in virtual and hybrid event technology innovation as well as the development of best practices in using them. In 2004, some fifty companies produced 80 percent of the coal in West Virginia.

### EVERYDAY LIFE

**Population:** West Virginia's population was 1,807,021 in 2000; was 1,840,310 in 2010; was 1,791,562 in 2020; was 1,785,249 in 2021; was 1,774,035 in 2022; and was 1,770,071 in 2023.

**Science/Technology:** Technology has been the leader in inventions and change during the 21st century. Some of those innovations include Facebook (2004); YouTube (2005); Twitter (2006); Apple iPhone (2007); Amazon Kindle (2007); Apple iPod (2010); wireless high-speed Internet (2013); TikTok (2016); and Wordly A1 translations in 15 languages (2019).

## Notes

---

---

---

---

---

---

---

---

---

---

Figure 17.1

Timeline: 2000-2025

### Critical Thinking: Evaluating: Discussing

Have students examine the timeline and identify the event they think was the most significant during this time. They should give reasons for their answer.

### Using Technology: Researching

Ask students to research events that occurred between 2000 and the present year that are not on the timeline.



**Background:** Soldiers on patrol in Iraq.

TIMELINE

635

### Notes

---

---

---

---

---

---

---

---

---

---

---

---



## Teacher Note

Explain the word *visualizing* and ask students to read the information on visualizing.

## Acquiring Information

Have students complete Practicing the Skill by answering each question that involves the use of four of the five senses.

## Answers to Practicing the Skill

1. Student answers will vary but may include buildings that were burning and collapsing, people who were running and pushing, twisted metal, fire trucks, and police cars.
2. Student answers will vary but may include people's screams, emergency sirens, and crumbling buildings.
3. Student answers will vary but may include burning debris and smoke.
4. Student answers will vary but may include fear, disbelief, horror, and anguish.

## Categorizing

Give students the list of words they generated in response to examining the photographs on the Internet of the destruction on September 11 from page 633.

Ask them to categorize the words under one of the sensory categories: Sight, Sound, Smell, Touch.

## Comparing and Contrasting

Ask students to compare the list of words they used to answer the Practicing the Skill questions with the list of words they made when looking at the pictures on the Internet. How are they similar?

# Visualizing

## DEFINING THE SKILL

When you read your textbook, you should visualize, or form mental pictures of, the people, places, or events that are described. These images are formed through an activity called deep processing. In deep processing, you think about what an event or place

- sounds like.
- looks like.
- smells like.
- feels like.

## PRACTICING THE SKILL

Copy the graphic organizer below on a separate sheet of paper. Read the description of the September 11, 2001, attack on the United States on pages 645-646. As you read, form a mental picture of the event by listing words to describe what the event sounded, looked, smelled, and felt like on your organizer.



1. What does the event look like?



2. What does the event sound like?



3. What does the event smell like?



4. What does the event feel like?

## Notes

---

---

---

---

---

---

---

---

---

---

## SECTION 1

# Twenty-first-Century Lifestyles

### As you read, look for

- changes in technology;
- the growth of social media;
- changes in movies, television, music, and other entertainment;
- changes in fashion;
- terms: **millennium**, **social networking website**, **blog**.

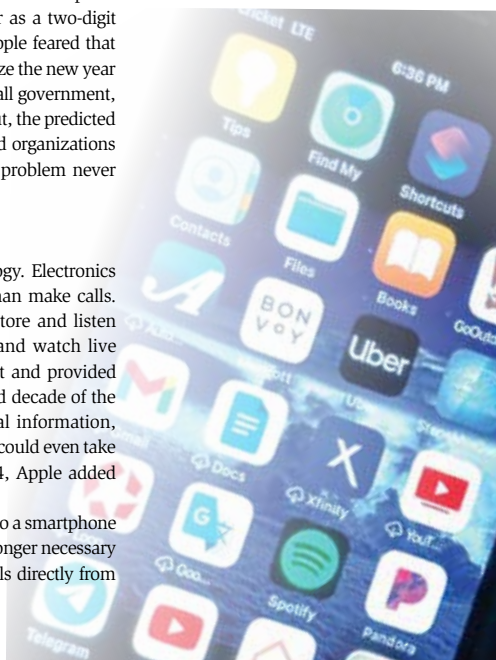
People breathed a sigh of relief when computers did not crash and the world did not come to an end on January 1, 2000. The new **millennium** (a period of one thousand years) began with the “Y2K” (the abbreviation for the year 2000) scare, which resulted from a computer programming numbering system that recognized a year as a two-digit number. For example, “1999” was recorded as “99.” People feared that when January 1, 2000, arrived, computers would recognize the new year as “00,” which could stand for 1900. Some thought that all government, financial, and personal data would be lost. As it turned out, the predicted doom was little more than a media blitz. Companies and organizations upgraded their computer systems, and the anticipated problem never occurred.

### Technology

The 2000s saw continued advancements in technology. Electronics became digital. Mobile phones could do much more than make calls. They allowed people to take and store photographs, store and listen to their favorite music, download and view movies, and watch live television. They also gave people access to the Internet and provided maps and directions to travel destinations. By the second decade of the new millennium, phones also began to collect medical information, including heart rate and blood pressure. By 2018, phones could even take electrocardiographs and send them to a doctor. In 2024, Apple added artificial intelligence (AI) to its iPhone 16.

Smart watches, some of which had required proximity to a smartphone to provide data or calls, became self-sufficient. It was no longer necessary to have your phone, as you could get data and make calls directly from your watch.

**Bottom:** The mobile cell phone is considered a necessity in the 21st century.



SECTION 1: TWENTY-FIRST-CENTURY LIFESTYLES

637

### Content Objectives

**SS.8.26** Demonstrate an understanding of West Virginia in the modern era.

- Analyze the economic, social, and political impact of the late 20th century and 21st-century events on West Virginia

### Discussing

Ask students to discuss:

- Why people feared Y2K.
- How technology changed since the beginning of the new millennium.

## Section 1 Twenty-first Century Lifestyles

## INTRODUCE

### Outline

- A. Technology
- B. Entertainment
- C. Fashion
- D. Literature

### Materials

Textbook, pages 637-644

Teacher Tech Website:

Audio Book

Guided Reading 17-1

Hyperlinks

Lesson Plans

Worksheet: Comparing the Decades

## TEACH

### Focusing

As students enter the room, ask them to respond to this prompt: I use my computer to...

### Discussing

Ask students to discuss the ways they use the computer today.

### Teacher Note

Develop a checklist to determine how technologically literate your students are by providing a list of as many technological devices and applications as possible and asking students to check those they have, know how to use, or use regularly. This list should change from year to year to keep up with the new technology.

## Comparing and Contrasting: Creating a Graph

Ask students how they watch television. Discuss various subscription and satellite services, DirecTV, Dish TV, etc.

Create a graph showing the students' use of various providers.

## Connecting with the Community

Ask students to interview parents, grandparents, friends, etc. to discover how they watched TV as children or teenagers. Ask how many channels and providers were available. Ask students to create a Venn diagram illustrating the similarities and differences between television then and now.



High-definition television (HDTV), which provides more clarity and color depth to images, became more available in the early 2000s. Companies also developed products to deliver HD quality in video players. In 2006, Toshiba released the first HD DVD player. That same year, Blu-ray was introduced as a rival format to the HD player. By 2008, Blu-ray technology won the battle, and the HD DVD player ceased to be produced. Entertainment moved from analog to digital. Digital television resulted in improved hard drive recording and provided an on-screen program guide. Television no longer relies on network programming. With the ability to access the Internet, viewers can use apps to stream content on demand from subscription providers, e.g., Netflix, Hulu, Amazon Video, Fandango, Google Play, and Apple TV. Apps even allow viewers to interact with friends on social media while watching television, enabling them to connect and discuss what is showing.

New uses for the computer evolved in the 2000s. Social networking websites allowed users to share thoughts, pictures, and other items of interest with friends. MySpace, the first global network, was founded in July 2003. From 2005 to 2009, it was the largest social media site. After that time, it lost its popularity to sites like Facebook, Instagram, Twitter, and Snapchat. In 2016, MySpace was sold to Time, Inc., and two years later it claimed to have a database of 1.2 billion users. However, by 2021, only a few loyal users frequented the website. Those who do use it claim they like the fact that it is not a dominant domain.

By comparison, Facebook—which was launched in 2004 as a place to exchange messages; give status updates; and share photos, videos, and links—has continued to grow. Facebook originally was only available to students at Harvard University, but gradually it was extended to college and university students and eventually to high school students. In 2006, anyone at least thirteen years old could become a registered user. Facebook, like other social media sites, has been plagued with complaints about the language, hate messages, and fake news posted by some of its users. Although it has taken measures to address these issues, they still exist.

In 2010, Facebook launched a second social media platform, which it called Instagram. The original focus of Instagram was photos and videos. Users could upload those items, edit them, and share them publicly or with preapproved recipients. In 2018, Instagram had around one billion users, 500,000 of whom used the site daily. Around 80 percent of the users were outside the United States.

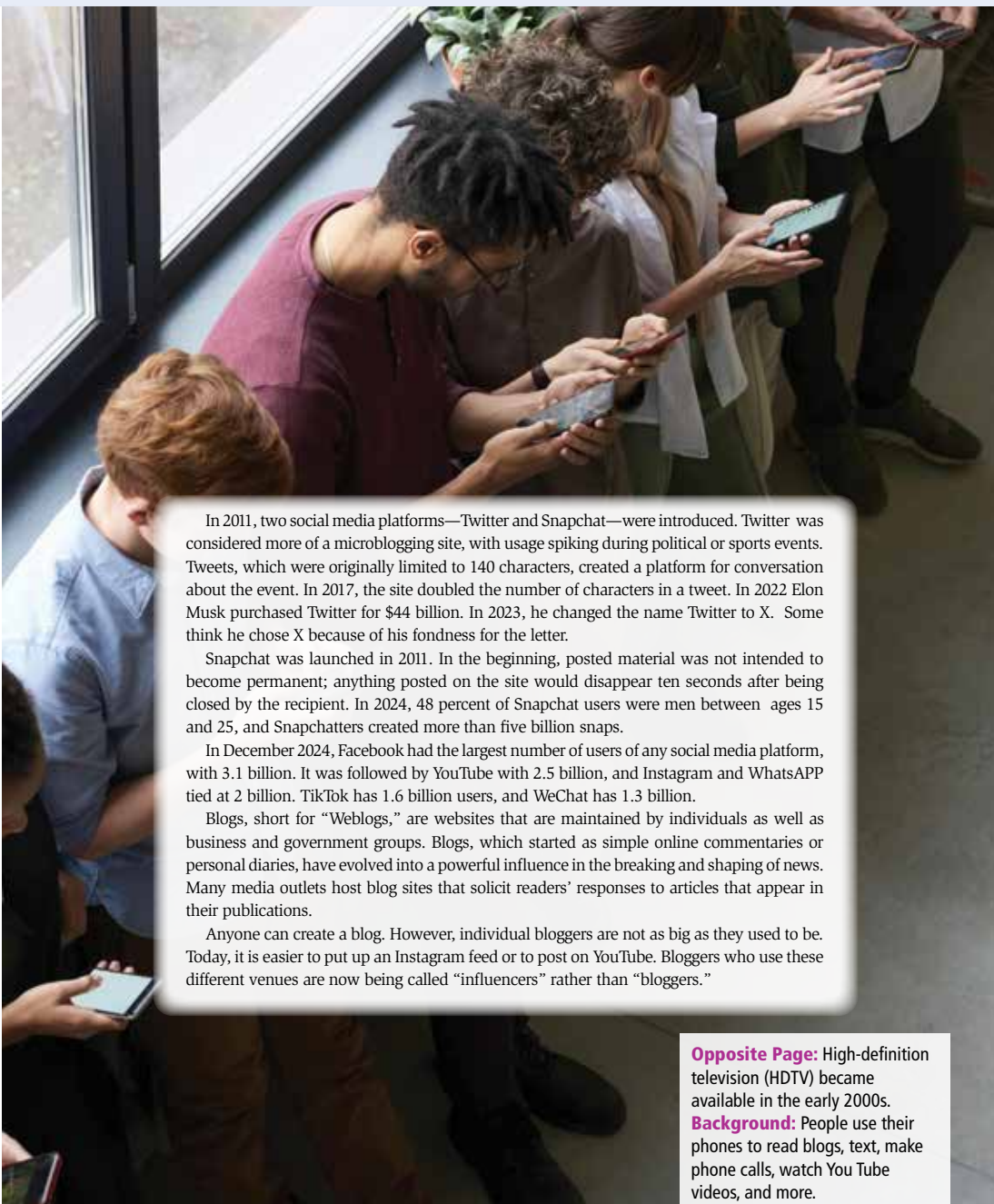
## College- and Career- Readiness Indicators

- Develop questions through investigations.
- Apply disciplinary concepts and tools.
- Evaluate sources and use evidence.
- Communicate conclusions and take informed action.

### History

- Analyze connections among events and developments in broader historical contexts.

- Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.
- Analyze multiple factors that influence people's perspectives during different historical eras.
- Analyze how people's perspectives have changed and how those perspectives have influenced what



In 2011, two social media platforms—Twitter and Snapchat—were introduced. Twitter was considered more of a microblogging site, with usage spiking during political or sports events. Tweets, which were originally limited to 140 characters, created a platform for conversation about the event. In 2017, the site doubled the number of characters in a tweet. In 2022 Elon Musk purchased Twitter for \$44 billion. In 2023, he changed the name Twitter to X. Some think he chose X because of his fondness for the letter.

Snapchat was launched in 2011. In the beginning, posted material was not intended to become permanent; anything posted on the site would disappear ten seconds after being closed by the recipient. In 2024, 48 percent of Snapchat users were men between ages 15 and 25, and Snapchatters created more than five billion snaps.

In December 2024, Facebook had the largest number of users of any social media platform, with 3.1 billion. It was followed by YouTube with 2.5 billion, and Instagram and WhatsApp tied at 2 billion. TikTok has 1.6 billion users, and WeChat has 1.3 billion.

Blogs, short for “Weblogs,” are websites that are maintained by individuals as well as business and government groups. Blogs, which started as simple online commentaries or personal diaries, have evolved into a powerful influence in the breaking and shaping of news. Many media outlets host blog sites that solicit readers’ responses to articles that appear in their publications.

Anyone can create a blog. However, individual bloggers are not as big as they used to be. Today, it is easier to put up an Instagram feed or to post on YouTube. Bloggers who use these different venues are now being called “influencers” rather than “bloggers.”

**Opposite Page:** High-definition television (HDTV) became available in the early 2000s.

**Background:** People use their phones to read blogs, text, make phone calls, watch YouTube videos, and more.

SECTION 1: TWENTY-FIRST-CENTURY LIFESTYLES

639

information is available in the historical sources they created.

- Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- Explain multiple causes and effects of events and developments in the past.
- Evaluate the relative influence of various causes of events and developments in the past.
- Organize applicable evidence into a coherent argument about the past.
- Read and comprehend history/social studies texts at or above grade level text complexity band independently and proficiently.
- Write informative/explanatory texts, including narration of historical events.
- Conduct short research projects to answer a question, drawing on several sources.

### Discussing: Creating a Graph

Ask students which social networking sites they use. Make a class list of the sites and create a graph illustrating the results.

### Discussing: Critical Thinking

Put students in groups of three or four and ask them to identify the good and bad aspects of social networking. Ask groups to share information with the class.

Tell them to be prepared to defend their reasons.

### Evaluating

Ask students to create a list of criteria that could be used to evaluate social networking sites. Then, have them use the criteria to evaluate the social networking sites they identified in the first activity.

### Connecting with the Community

Ask students to survey people of different age groups to determine their use of social networking. Ask them if they use social media and, if they do, which site(s) they use.

### Discussing

Ask students to bring the data they collected from the community to share with the class.



## Teacher Note: Using a Smartphone

Have students discuss their favorite music of today. Ask what type of music is the most popular. Have students share a playlist from a smartphone.

(You should set guidelines about what music is appropriate, and you also may want to preview it before playing it.) You might prefer to designate certain days or activities (test days) when students can play the music. Ask them to compare today's music with other decades they have studied.

## Descriptive Writing

Have students write an essay describing how their lives would be different if something happened to wipe out all these technological innovations.

## Critical Thinking: Predicting

Ask students to predict how technology might change in the next ten or twenty years.

## Entertainment

As we moved into the 21st century, various styles of music of the late 20th century, including rock, pop, metal, hip-hop, R&B, EDM, country, and indie, remained popular. As the technology of computers and Internet sharing developed, a variety of those genres started to fuse, resulting in the emergence of new styles. Terms like “contemporary,” “nu,” “revival,” “alternative,” and “post” have been added to various genre titles to differentiate them from past styles, with nu-disco and post-punk revival as notable examples.

The popularity of teen pop carried over from the 1990s with acts such as NSYNC, Backstreet Boys, Britney Spears, and Christina Aguilera dominating the charts in the earlier years of the decade. Previously established pop music artists such as Michael Jackson and Madonna made a comeback in the early 2000s with successful releases such as “Invincible” and “Music.” Contemporary R&B was one of the most popular genres of the decade (especially in the early and mid-2000s) with artists like Usher, Alicia Keys, Beyoncé, and Rihanna. In 2004, the Billboard Year-End Hot 100 had 15 of its top 25 singles as contemporary R&B.

By the end of the decade, a fusion between hip-hop and electronic dance similar to the freestyle music of the late 1980s and early 1990s also became successful. Popular rap movements of the 2000s include crunk, snap, hyphy, and alternative hip-hop.

By the mid-2010s, the style of vocal delivery commonly used in indie music gained widespread popularity among pop artists. The style was often associated with Selena Gomez, Lana Del Rey, Lorde, and Birdy. It was frequently described as “whisper pop,” characterized by subdued vocals, muted notes, and breathy intensity.

Pop acts like Taylor Swift, Justin Bieber, Bruno Mars, Ed Sheeran, Adele, P!nk, Shawn Mendes, Kelly Clarkson, and Maroon 5 each achieved a Number 1 single during the decade. Artists like Sara Bareilles, Jason Mraz, Michael Bublé, Charlie Puth, Colbie Caillat, Christina Perri, and CeeLo Green, incorporated soul, pop rock, and folk into their music.

Throughout the 2010s, hip-hop grew as a genre. In 2017, with the increase in streaming services' influence over the Billboard Hot 100, rap music became the most popular genre in the United States in its 4th decade of growth, surpassing rock and pop music. Artists like Kendrick Lamar, Drake, Future, Chance the Rapper, Nicki Minaj, Travis Scott, Playboi Carti, J. Cole, Gucci Mane, Migos, Young Thug, Lil B, Tyler, the Creator, ASAP Rocky, 21 Savage, Cardi B, Big Sean, Lil Uzi Vert, Lil Yachty, XXXTentacion, and Juice WRLD rose to prominence in this decade. Movements like trap music, cloud rap, drill music, and emo rap also became mainstream.



**Bottom:** After the COVID-19 pandemic, concert tickets were in high demand.

## Notes

---

---

---

---

---

---

---

---

---

---

# Brad Douglas Paisley

Brad Paisley, the only child of Douglas Edward Paisley and Sandra Jean Jarvis Paisley, was born on October 28, 1972, and raised in Glen Dale (Marshall County). Brad credits his maternal grandfather, Warren Jarvis, with introducing him to music. Warren gave Brad his first guitar and taught him to play when he was eight years old.

Brad made his first public performance in his church and later performed at local birthday parties, church functions, and special municipal events. After singing at a local Rotary Club meeting, he was asked to join the weekly lineup of Jamboree USA (now known as the Wheeling Jamboree). For the next eight years, he opened for country singers such as the Judds, Ricky Skaggs, and George Jones. Brad became the youngest person to be inducted into the Jamboree USA Hall of Fame.

After graduating from John Marshall High School in 1991, Brad attended West Liberty State College for two years before being awarded a fully paid ASCAP (American Society of Composers, Authors, and Publishers) scholarship to Belmont University in Nashville, Tennessee.

Starting with his 1999 debut album *Who Needs Pictures*, he has released twelve studio albums and a Christmas compilation on the Arista Nashville label. Paisley has sold over 11 million albums and has won 3 Grammy awards, 14 Academy of Country Music awards, 14 Country Music Association awards, and 2 American Music awards. He has also earned country music's crowning achievement, becoming a member of the Grand Ole Opry.

In May 2016, Brad was selected as one of 30 artists to perform on "Forever Country," a mash-up track of "Take Me Home, Country Roads"; "On the Road Again"; and "I Will Always Love You," which celebrated 50 years of the CMA awards. A month later, West Virginia experienced a devastating flood that killed over 20 people and destroyed entire small towns. When Paisley visited the Elk River area a week after the flood, he was appalled at the destruction he saw. As Paisley toured the flood-damaged Herbert Hoover High School, he saw a buckled gym floor and damaged and mud-covered hallways and classrooms. It was the band room, however, that really got his attention. The flood-damaged instruments, including guitars, made such an impression that he immediately set up a GoFundMe page and kicked off the donations with \$100,000 of his own money. That fund eventually made more than \$1 million.

Paisley did not believe the time was right for a concert, but he promised one day it would happen. No one could have predicted that it would take seven years for students to have a new school. When the 2016-2017 school year began, the high school and middle school students shared the Elkview Middle School building. High school students attended classes in the morning and middle school students went in the afternoon. The next school year, high school students attended classes in temporary portables, never thinking they would be in those classrooms for the next five years.

On August 19, 2023, seven years after the flood, a state-of-the-art Herbert Hoover High School held its grand opening and dedication. True to his word, Brad Paisley participated in the dedication and ribbon-cutting ceremony. Afterwards, Brad attended a football scrimmage on the new field against his alma mater, John Marshall High School. To end the amazing day, he fulfilled his 2016 promise and performed after the scrimmage in the new stadium's end zone.

On September 29, 2023, Paisley released the first four tracks of his new album, *Son of the Mountains*. The album, described as an ode to his home state and the place that shaped him, includes a video made in southern West Virginia. It is Paisley's first album since 2017's *Love and War*.



## Using Technology: Researching

Ask students to use a search engine to find biographical information on Brad Paisley. Find facts about his high school experience at John Marshall High School in West Virginia.

## Using Technology: Teacher Note

Play some of Brad Paisley's music. Go to <https://www.youtube.com/watch?v=5DwJEhyGeO8> to see a short video of Brad Paisley singing "Son of the Mountains" on the Today Show in 2023.

There are several additional videos on YouTube.

## Using Technology: Teacher Note

You may want to go to <https://www.youtube.com/watch?v=wBBVrd6VtUs> to see a video with footage of the tragic flood that destroyed Herbert Hoover High School.

The video ends with the triumphant day a new school opened seven years later. Some segments included Brad Paisley's involvement in the event.

## Using Technology: Researching

Ask students to find biographies of other West Virginians in the entertainment field.

## Notes

---

---

---

---

---

---

---

---

---

---

## Building Vocabulary

Ask students to define COVID-19.

## Recalling: Critical Thinking

Ask students how COVID-19 affected the music and movie industries.

## Discussing

Ask students how reality television is different from regular television. Ask if they have watched any of the reality shows mentioned and, if so, ask which one(s) they like best.

**Below:** Enjoying movies and other events in person was welcomed after the isolation of COVID-19.

The beginning of the 2020s decade was a difficult time for the music industry, as the COVID-19 pandemic resulted in widespread concert cancellations due to risks of mass infection. However, by mid-2023, the music industry recorded its highest annual revenue ever (\$8.4 billion), propelled by increased growth of streaming subscriptions. Taylor Swift, Dua Lipa, Billie Eilish, Ariana Grande, Olivia Rodrigo, Harry Styles, Sabrina Carpenter, and Doja Cat have been some of the leading music artists of the 2020s. In July 2023, 76 percent of United States adults surveyed said they watched short videos on TikTok and YouTube.

Movies continued to be a favorite type of entertainment. Some of the most critically acclaimed movies included *Gladiator*, *A Beautiful Mind*, *The Fellowship of the Ring*, *Finding Nemo*, *Million Dollar Baby*, *Walk the Line*, *Flags of Our Fathers*, *No Country for Old Men*, *Slum Dog Millionaire*, *Avatar*, *Toy Story 3*, *The Social Network*, *American Sniper*, *Fences*, *La La Land*, *Moonlight*, *The Shape of Water*, *Top Gun: Maverick*, *The Boy and the Heron*, *Barbie*, and *Dune, Part 2*.

Reality and game shows became popular on television. The most popular reality shows included *American Idol*, *America's Got Talent*, *Dancing with the Stars*, *Keeping Up with the Kardashians*, *Project Runway*, *Shark Tank*, *Survivor*, *The Amazing Race*, *The Bachelor*, *The Bachelorette*, and *The Summit*. Popular game shows were *Deal or No Deal*, *Family Feud*, *Jeopardy*, *Let's Make a Deal*, *Password*, *Press Your Luck*, *The Price Is Right*, *The Wall*, and *\$100,000 Pyramid*. Among the most watched weekly offerings were *Abbot Elementary*, *Black-ish*, *Bull*, *Chicago Fire*, *CSI*, *CSI Miami*, *Desperate Housewives*, *Elsbeth*, *Ghosts*, *Grey's Anatomy*, *Matlock*, *Seal Team*, and *The Big Bang Theory*. Popular original series included *The Crown*, *Game of Thrones*, *House of Dragons*, *Only Murders in the Building*, *Outlander*, *Pretty Little Liars*, *Succession*, *The Bear*, *The Handmaid's Tale*, and *Yellowstone*.



## Notes

---

---

---

---

---

---

---

---

---

---





## Discussing

Ask students how they prefer to dress. Are there any styles or brands of clothing they prefer?

## Discussing

If they remember their experiences during COVID-19, ask if there was any particular way they dressed during that time.

## Fashion

Fashion in the early 2000s took elements of the past and mixed them with current trends to form something new. Fashion choices of the 2000s included Juicy Couture tracksuits, Chloé Paddington bags, low risers, bedazzled bottoms, and ribbed tank tops. Dresses over jeans were a distinct combo look, as well as skinny scarves, wide and flashy belts, pocketless jeans, Von Dutch hats, tank tops over other shirts, and tube tops. Uggs were favored alongside chunky necklaces, Livestrong bracelets, pashminas, and skull scarves. Boho vibes using flowy maxiskirts and ruffle details were also common.

In the 2010s, fashion was covered in different shades of millennial pink. Out on the streets, sneaker wedges and skinny jeans dominated. Accessories included fanny packs, merch shirts, and fringe details. High-stretch and pocketless leggings also emerged and were worn for various social occasions. Loafers with fur and ankle boots were staple footwear options, while deconstructed denim was popular as well. Key accessories during this time included headbands, novelty handbags, and floppy hats.

The aftermath of the COVID pandemic changed fashion for many in the 2020s. The increased time at home created more demand for sweatpants and comfy clothing. Pops of color emerged through the rise and comeback of tie-dye. Sweatsuits became popular for online and home events, while biker shorts and chunky orthopedic shoes became a go-to option. Crocs were normalized, and cashmere pieces were embraced for their cozy, comfy touch. Zoom tops were prioritized, and their necklines became a focal point. This made Peter Pan collars, square necklines, and turtlenecks a popular option.

**Top:** Fashion trends, like grunge, were popular in the 1990s.

## Notes

---

---

---

---

---

---

---

---

---

---



Building Vocabulary

Ask students to define the word genre.

Discussing

Ask students if they have a favorite book. Ask them to share why the book is their favorite.

Assessing: Formative

Assign Comparing the Decades worksheet.

ASSESS

Answers to Reviewing the Section

Reviewing the Content

- 1. Answers will vary.
- 2. Answers will vary.
- 3. Answers will vary.

Using the Content

Answers will vary.

Extending the Literacy Skill

Answers will vary.

Closure

Ask students in which decade—from the 2000s through the current year—they would have preferred to live. They should name the decade and give one reason for their choice.



**Above:** Author J. K. Rowling’s fantasy series, *Harry Potter*, was published from 1997-2007.  
**Opposite Page:** The second Twin Tower being struck by a plane on September 11, 2001.

Literature

The major genres of 21st-century literature include poetry, drama, creative nonfiction, blogs, mobile phone text poems, chick lit, speculative fiction, flash fiction, and graphic novels. Some works of literature during the 21st century include *Atonement* by Ian McEwan (2002); *The Da Vinci Code* by Dan Brown (2003); *Millennium Trilogy* by Stieg Larsson, who was the first author to sell more than one million Kindle ebooks (2010); *The Ickabog*, a fairy tale offered in free online installments during the COVID-19 pandemic in the United Kingdom, by J. K. Rowling (2020); *The Night Watchman* by Louise Erdrich (2020); *Diary of a Wimpy Kid: The Deep End* by Jeff Kinney (2022); and *The Year We Learned to Fly* by Jacqueline Woodson (2022).

Reviewing the Section

Reviewing the Content

- 1. What movies have you seen that could be added to the list in the textbook?
- 2. What music do you prefer?
- 3. How is the clothing you wear similar to or different from that described in the textbook??

Using the Content

Use a search engine, like Google, to find an event that occurred in West Virginia during one of the decades in this chapter (2000s, 2010s, or 2020s). Write a short report describing the event.

Extending the Literacy Skill

Reread the information on the three time periods described in the section. Copy the following chart onto a separate piece of paper. Then, in the appropriate column, write sensory words that come to mind when you form a mental image of each time period. Finally, choose one of the decades and use your sensory words to write two or three paragraphs describing that period of time.

2000s	2010s	2020s

Notes

## SECTION 2

# The Rise of Terrorism

### As you read, look for

- the events of September 11, 2001, and the response of the United States and West Virginia;
- the causes and results of Operation Iraqi Freedom;
- new negotiations with North Korea;
- terms: **al-Qaeda, Taliban.**

**The new millennium marked a rise in terrorism** (an act of violence aimed at demoralizing or intimidating others). In 2000, George W. Bush became president in an election marked by charges of voting irregularities and challenges to election results. Bush was the son of President George H. W. Bush. When the elder Bush was president, he had to deal with the United States' first military operation since Vietnam. But his son, George W., had to deal with a much more serious crisis—a devastating attack on American soil.

### Operation Enduring Freedom

Although there were instances of terrorism after the 1993 bomb explosion in the World Trade Center parking garage, it was an event in 2001 that changed America forever. It was 8:45 a.m. on September 11, 2001. Millions of Americans were finishing breakfast, driving their children to school, dressing for or heading to work, and either listening to the radio or watching morning TV news shows. One minute later, at 8:46 a.m., all that changed.

News reports said that an American Airlines plane filled with passengers had flown into the North Tower of New York City's World Trade Center. Fire and thick smoke poured out of the top floors of the building. People were shocked by what they thought was a terrible accident. Minutes later, cameras caught a second passenger jet as it flew into the South Tower at 9:03 a.m. Instantly, any notion that these incidents were accidental was forgotten. The United States had been attacked, and it was not over yet.

As stunned Americans watched the World Trade Center burning, American Airlines Flight 77 bound for Los Angeles was hijacked. It left Dulles International Airport in Washington, DC, crossed the Potomac River, and crashed into the Pentagon, the symbol of the nation's military establishment. One hundred twenty-four people were killed on the ground, and seventy-six were injured. All the passengers and crew of Flight 77 were killed.



### Connecting with the Community

Tell students that some events are so universal in their impact that they define the times. People remember vividly where they were and what they were doing, even many years later.

Ask students to interview five people about their memories of September 11, 2001. Ask them to share the stories they hear with the class.

### Content Objectives

**SS.8.26** Demonstrate an understanding of West Virginia in the modern era.

- Analyze the economic, social and political impact of the late twentieth century and twenty-first-century events on West Virginia (e.g., terrorism, Gulf War, Iraq War and War in Afghanistan).

## Section 2 The Rise of Terrorism

## INTRODUCE

### Outline

- A. Operation Enduring Freedom
- B. Operation Iraqi Freedom
- C. Reevaluating Foreign Relations

### Materials

Textbook, pages 645-659

Teacher Tech Website:

Audio Book

Guided Reading 17-2

Hyperlinks

Lesson Plans

Worksheets: *Statement by George W. Bush on September 11, 2001 Attacks, Timeline of Events of September 11, 2001*

## TEACH

### Focusing

Ask students to define the term terrorism.

### Building Vocabulary

Develop a class definition for terrorism.

## Discussing: Critical Thinking

Ask students to describe the differences between reactions to long periods of sustained fear (the Cold War) and shorter periods of more intense fear (the first months after 9/11).

How does the body react to these emotions? Do we become desensitized to such threats? What coping mechanisms do people use to deal with threats and fears?

## Critical Thinking

Ask students why they think the World Trade Center and Pentagon were chosen as the targets for the terrorists.

## Teacher Note

A good resource for information and materials focusing on the September 11 attack can be found at <http://911digitalarchive.org>.

**Right:** The site of the United Flight 93 crash in Pennsylvania. **Below Left:** Dust-covered victims near the Twin Towers. **Below Right:** The Twin Towers after they fell. **Opposite Page:** In the 21st century, artificial intelligence (AI) is being used by many areas of society including the workforce.



Most of the thirty-seven passengers on a fourth flight—United Flight 93—were businessmen who left Newark International Airport at 8:41 a.m. en route to San Francisco, California. By 9:35, with the Twin Towers and the Pentagon in flames, a thickly accented voice came over the Flight 93 intercom, saying, “This is your captain. There is a bomb on board. We are returning to the airport.” Three men had taken control of the plane. When several passengers called spouses and friends to tell them they were being hijacked, they learned of the other events of the morning. Realizing that their hijacked plane was about to be used as a weapon, a number of the passengers rushed the hijackers and the cockpit. There was silence for a few minutes, then the telephones went dead. The airplane crashed in a rural area in southwestern Pennsylvania, about 80 miles southeast of Pittsburgh, killing all aboard. No one knows the intended target of the hijackers; possibilities include the nation’s Capitol, the White House, or even Camp David, the presidential retreat. Whatever the terrorists had planned, the brave men and women aboard Flight 93 stopped it and, in so doing, perhaps saved hundreds of lives.

At 9:59 a.m., as millions were glued to their television sets, the South Tower of the World Trade Center collapsed, killing those occupants still in the building and the firefighters, police officers, Port Authority officers, and rescue personnel who had been trying to save those trapped inside. Twenty-nine minutes later, at 10:28 a.m., the North Tower fell. A total of 2,774 people were killed, and over 2,000 were injured. At about 5:30 p.m., a third tower in the World Trade Center Complex collapsed; the next day, another building within the complex collapsed.



646

CHAPTER 17: AS ONE CENTURY ENDS, ANOTHER BEGINS

## College- and Career- Readiness Indicators

- Develop questions through investigations.
- Apply disciplinary concepts and tools.
- Evaluate sources and use evidence.
- Communicate conclusions and take informed action.

## History

- Analyze connections among events and developments in broader historical contexts.

- Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.
- Analyze multiple factors that influence people’s perspectives during different historical eras.
- Analyze how people’s perspectives have changed and how those perspectives have influenced what information is available in the historical sources they created.

# The Growth of Artificial Intelligence

The history of artificial intelligence (AI) began hundreds of years ago with myths, stories, and rumors of artificial beings endowed with intelligence. The ideas for today's AI were planted by philosophers who attempted to describe the process of human thinking as the mechanical manipulation of symbols. Because computer science is the foundation upon which AI research thrives, a digital programmable computer in the 1940s caused scientists to become more excited about continuing research on AI. In 1950, Alan Turing, a renowned computer scientist and mathematician, published a landmark paper, "Computing Machinery and Intelligence," in which he speculated about the possibility of creating machines that think. In the paper, he noted that "thinking" is difficult to define. He devised his famous Turing Test, which recognized thinking as a machine's ability to carry on a conversation (over a teleprinter) indistinguishable from a conversation with a human being. The term is frequently applied to the project of developing systems that have intellectual processes characteristic of humans, such as the ability to reason, discover meaning, generalize, or learn from experience. Since their development in the 1940s, digital computers have been programmed to carry out very complex tasks—such as discovering proofs for mathematical theorems or playing chess—with great proficiency. John McCarthy first used the term Artificial Intelligence (AI) at a conference held at Dartmouth College in 1956.

AI has gone from the 1960s, when an industrial robot (Unimate) was used on a company assembly line to transport die castings and weld those parts on automobiles, to 1997, when IBM's chess-playing computer (Deep Blue) defeated reigning chess legend Garry Kasparov in a battle of Man versus Machine. Two more recent AI applications include Amper, developed in 2017 as the first artificially intelligent musician, producer, and composer to create and put out an album. A Generative Pre-Trained Transformer (GPT-3), introduced in 2020, is used for automated conversations, such as responding to any text that a person types into the computer with a new, appropriate piece of text. It requires a few input texts to develop accurate machine-generated text. GPT-3 can create sentence patterns in addition to human language texts and produce text summaries.

By 2024, artificial intelligence had become a reliable tool in the workforce. It is incorporated into search engines, algorithms, and customer support chatbots—analyzing and processing data and simplifying complex processes. The adoption of AI tools is expected to rise in the coming years.

Some industries benefiting from AI include health care, retail, IT and telecom, banking, financial services, insurance, automotive, advertising and media, and manufacturing. The health care sector was among the early adopters of AI, which improved the accuracy and efficiency of diagnosis, treatments, and forecasting. In 2023, around 80 percent of small business owners in the United States were optimistic about AI deployments in their business. It has also become more involved in cybersecurity. As it learns more about the attacks and vulnerabilities that occur over time, it becomes more potent in launching preventive measures against cyberattacks.



## Discussing: Critical Thinking

Ask students what they think of AI. Is it mostly good or mostly bad? Have them give reasons for their choices.

## Using Technology: Researching

Put students in pairs to research one of the areas where AI is being used to find the most current information on its use.

Ask the students to share their findings with the class.

## Discussing

Ask students if they have personally used any form of AI. If so, ask them to share their experiences.

- Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- Explain multiple causes and effects of events and developments in the past.
- Evaluate the relative influence of various causes of events and developments in the past.
- Organize applicable evidence into a coherent argument about the past.
- Read and comprehend history/social studies texts at or above grade level text complexity band independently and proficiently.
- Write informative/explanatory texts, including narration of historical events.
- Conduct short research projects to answer a question, drawing on several sources.



## Analyzing Photographs: Critical Thinking

Ask students to examine the photograph of the damage to the Pentagon. Why was the Pentagon one of the terrorists' targets? What other sites in Washington, DC might have been the targets of the plane that was taken down by its passengers in Pennsylvania? How might additional attacks in Washington have changed the aftermath of the attacks?

### Teacher Note

Go to [www.youtube.com/watch?v=YMiQEUBux3o](https://www.youtube.com/watch?v=YMiQEUBux3o) to access a video of President George W. Bush's speech to the American people after the attacks on 9/11. Ask students to describe the tone of the speech. What did the president say about the character of the American people?

### Teacher Note

Assign worksheets, *Statement of George W. Bush on the September 11, 2001 Attack and Timeline of Events of September 11, 2001*.



**Top:** Damage to the Pentagon caused by the third plane during the terrorist attack on September 11, 2001. **Right:** President George W. Bush addresses the country after the terrorist attacks.

Immediately after September 11, President George W. Bush declared a national emergency and called upon Congress to give him war powers. He put all the nations of the world on notice—they either supported the United States in the fight against terrorism or they supported terrorism. Average citizens reacted in different ways. Some withdrew into the safety of their homes, wanting to be close to family and friends. Others wanted to help the victims and their families. Some stood in long lines to give blood, while others collected or donated money for the survivors of the attacks and their families. American flags became a sought-after commodity as citizens looked for ways to display their support and love for their country.



### Notes

---

---

---

---

---

---

---

---

---

---



The United States determined that **al-Qaeda** (an extremist group of Islamist terrorists) was responsible for the September 11 attacks. Al-Qaeda was based in Afghanistan, where it was protected by the **Taliban** (the fundamentalist political and religious rulers of Afghanistan between 1996 and 2001). U.S. government leaders gave the Taliban an ultimatum to close terrorist training camps, hand over al-Qaeda leaders, and return all foreign nationals who had been unjustly detained in Afghanistan.

When the Taliban government refused the ultimatum, President Bush led a coalition of seventy nations in an attack on al-Qaeda leader Osama bin Laden's camps in Afghanistan. The operation, called "Enduring Freedom," began on October 7, 2001. On December 22, 2001, America's military leaders met in the Afghan capital of Kabul for a ceremony marking the inauguration of the Afghan interim government, only seventy-eight days after the beginning of combat operations. By the end of March 2002, the Taliban had been removed from power, and the al-Qaeda network in Afghanistan had been destroyed. Osama bin Laden was killed in Pakistan on May 2, 2011, by a United States Special Operations Military Unit.



**Top:** U.S. Army 1st Lieutenant Aaron Malcolm and his company commander, Captain Albert "Paco" Bryant, discuss the best route for a foot patrol toward Lackey Village in the Shigal Valley, Afghanistan. **Below:** Al-Qaeda and its leader Osama bin Laden were held responsible for the September 11, 2001, attacks on the United States.

## Using Technology: Researching

Have students use a search engine to find information on al-Qaeda and Osama bin Laden. Ask why he was so difficult to capture.

## Critical Thinking

Ask students if they think the United States reacted to 9/11 in ways the terrorists anticipated. Have them give specific examples.

## Notes

---

---

---

---

---

---

---

---

---

---



## Recalling

Ask students what four presidents were in office during Operation Enduring Freedom. (Bush, Obama, Trump, Biden)

## Using Technology: Researching

Three different presidents were in office when discussions about bringing the troops home were discussed. Ask students to use a search engine to find information on the controversial manner used to remove troops from Afghanistan.

Information can be found at: <https://foreignaffairs.house.gov/getting-answers-on-afghanistan-withdrawal/>.

Ask students what they think could have been done differently.

## Recalling

Besides manufacturing military parts and equipment, ask students how West Virginia was used as a training ground for troops going to Afghanistan.

## Critical Thinking

After reading about Operation Enduring Freedom, ask students if the United States was justified in going to Afghanistan. In what ways did troops from the United States help the people living there?



**Top:** A U.S. Army crew chief surveys the area over Jalalabad, Afghanistan. **Below:** A plane from the Martinsburg-based 167th Airlift Wing flying over Harpers Ferry.



The U.S. combat mission in Afghanistan continued until December 2014. At that time, most troops returned home. After 2014, the name of the operation in Afghanistan was changed to Operation Freedom Sentinel. The troops who remained were there to assist in stabilizing the Afghan government, providing training for its military, and monitoring counterterrorist operations against the Taliban and other insurgents.

President Obama predicted that all U.S. troops would be removed by 2017. President Trump changed the U.S. strategy in Afghanistan when he became president. Instead of bringing the remaining troops home in 2017, he sent more troops there. In January 2021, he began a reduction in troops to 2,500. President Joe Biden completed the withdrawal by the end of August 2021. After the chaotic withdrawal of the U.S. military from Afghanistan, the Taliban once again ruled the country.

West Virginians, as they had always done, were ready to serve the nation. Three months after the first U.S. troops engaged in combat, some 600 West Virginians had been deployed to serve their country. By February 2002, that number had risen to 1,100, giving West Virginia the distinction of ranking third in the nation in terms of per capita active-duty deployment following September 11. The Martinsburg-based 167th Airlift Wing flew missions in Afghanistan that included transporting war detainees as well as the bodies of United States servicemen killed in action. Fifteen West Virginians lost their lives through August 15, 2011.

## Notes

---

---

---

---

---

---

---

---

---

---

America's war on terrorism involved more than just military operations. Shortly after the September 11 attack, West Virginia Senator Robert Byrd was instrumental in passing an \$8.3 billion homeland defense package. This money was intended to increase protection against further acts of terrorism on American soil. Even before September 11, Senator Byrd had helped secure funding for a Homeland Defense Initiative Study. The study had recommended in March 2001 that two training centers be established to address potential threats against the United States, such as airplane hijacking. One of the centers, at the National Guard's Camp Dawson near Kingwood in Preston County, was the same location West Virginia Adjutant General Allen E. Tackett proposed for a center where teams could come together to plan and participate in simulated disasters. After September 11, more funds were allocated to the Camp Dawson project, and the first phase of its operation began in early 2002.

Before September 11, the Memorial Tunnel on the West Virginia Turnpike, which had been closed when the turnpike was upgraded to interstate standards, was converted into an antiterrorist training center. It became part of the Center for National Response and has provided opportunities for emergency workers to be trained to locate and rescue survivors from a collapsed high-rise building as well as from an underground parking garage where hazardous materials may be leaking. Some say this simulated site closely resembles conditions at the World Trade Center.

Another step in fighting the war on terrorism was the creation of the Department of Homeland Security in 2002. Homeland Security is responsible for our nation's overall safety, including maintaining our borders and protecting critical installations at home and abroad. Funding from Homeland Security grants resulted in the creation of West Virginia Regional Response Teams. The teams, which include representatives from fire services, emergency medical services, and law enforcement, are trained to respond to all hazard and natural disaster emergencies in six regions across the state.



**Top:** The Memorial Tunnel now provides training for emergency workers. **Below:** CBRNE (Chemical, Biological, Radiological, Nuclear, and High-Yield Explosive) training at Camp Dawson's Volkstone Training Facility.



SECTION 2: THE RISE OF TERRORISM

## Critical Thinking

Ask students how important it is to provide government funding for homeland security. How should federal money be allocated to the states? How should the money be spent?

## Critical Thinking

Ask students if they believe the United States government was justified in making the Department of Homeland Security a cabinet post. Ask them to find the name of the current secretary of Homeland Security.

## Discussing

Ask students to discuss the role of private citizens in homeland security:

- What types of emergencies might they expect?
- Why should they be prepared?
- How should they be prepared?
- Other than being watchful, is there anything else that the average citizen can do as a precaution against future attacks?

## Notes

---

---

---

---

---

---

---

---

---

---

---

---



## Critical Thinking

Ask if the United States was justified in going into Iraq. Why or why not? What have we learned from the experience? In what ways did troop intervention help the people of Iraq?

## Comparing and Contrasting

Have students use a Venn diagram to compare the interventions in Afghanistan and Iraq.

## Connecting with the Community

Interview someone who fought in Iraq. Ask them to explain the climate and culture of the region.

## Answer to Map 17.1 Skill:

Iran, Turkey, Syria, Jordan, Saudi Arabia, and Kuwait



Map 17.1

Iraq

Map Skill: Name Iraq's neighbors.

## Operation Iraqi Freedom

Following the attacks on September 11, 2001, the United States became more concerned about nations that might have weapons of mass destruction that could be used by terrorists throughout the world. One such nation was Iraq.

In September 2002, President Bush addressed the United Nations about the danger posed by Iraq and that country's violations of UN resolutions. In November 2002, the UN Security Council unanimously adopted Resolution 1441 warning Iraq that it faced "serious consequences" if it continued to violate the various UN resolutions. On March 19, 2003, President Bush addressed the nation to explain that our nation

was at war once again—involved in an operation that was dubbed "Operation Iraqi Freedom." Wirt County resident PFC Jessica Lynch and other members of the 507 Maintenance Company were ambushed and captured outside Nasiriyah, Iraq, on March 23, 2003. She was rescued by U.S. forces from a hospital a week later.

Less than two months later, on May 1, President Bush declared the combat phase of the war with Iraq ended, although the Iraqis still needed our help to regain control of their country. Iraq's dictator, Saddam Hussein, was finally captured by U.S. troops in December 2003 and hanged for crimes against humanity on December 30, 2006.

Although Saddam Hussein was gone and Iraq had



## Notes

---

---

---

---

---

---

---

---

---

---

a new government, U.S. troops remained in Iraq. The cost of supporting the continued presence of these troops in Iraq became an issue during the presidential election of 2008. The two major contenders for the Democratic nomination called for bringing the troops home, but disagreed on when that should be done. Barack Obama, who was the party's nominee and eventually elected president, favored a timeline that called for the earliest possible withdrawal of troops from a war that he believed never should have been fought.

On September 1, 2010, Operation Iraqi Freedom became Operation New Dawn to reflect the reduced role U.S. troops would play in the country. President Obama announced that virtually all U.S. troops would be removed from Iraq by the end of 2011. On December 15, 2011, U.S. troops lowered the flag of command over Baghdad, officially ending the U.S. military mission in Iraq. However, U.S. troops remained until December 18, 2011.



**Top:** Iraq's dictator, Saddam Hussein, was captured by U.S. troops in December 2003. **Above:** Soldiers lowering the U.S. flag ending the mission in Iraq. **Opposite Page:** U.S. tanks in Baghdad, Iraq.

## Recalling

Ask students how long the combat phase of the war with Iraq lasted and how long the United States kept troops there.

## Critical Thinking

Ask students if the United States should have kept troops in Iraq after the combat phase was over.

Tell them to defend their point of view.

## Notes

---

---

---

---

---

---

---

---

---

---

## Critical Thinking

Ask students how Donald Trump changed the country's foreign relations when he became president. Why was he opposed to giving money to foreign countries?

## Recalling

Ask students to give specific examples of how foreign relations changed.

## Critical Thinking

Ask students what consequences might result from the change in the direction of our foreign policy.

## Persuasive Writing

Ask students to write a persuasive essay in favor of or in opposition to the changes in our foreign policy.

## Reevaluating Foreign Relations

When Donald Trump ran for president in 2016, he was identified by his red baseball cap and the slogan "America First." He warned that the country was spending too much money in support of the defense of others. Trump complained that the United States had spent trillions of dollars to build a strong military to defend countries in Europe and Asia. He called for those countries to pay the cost of this defense or be prepared to defend themselves. To support his position, he reported that only four of the twenty-eight members of NATO (North Atlantic Treaty Organization) contributed the required 2 percent of their Gross Domestic Product for defense. Trump repeatedly called for allied countries—including Germany, Israel, Japan, Saudi Arabia, and South Korea—to pay the United States for helping protect their nations. He suggested that his willingness to defend a country might depend on how much that country was willing to contribute to its own defense.

Trump did not favor alliances that might result in our country's becoming involved in foreign affairs. He said he would not enter into any agreement that reduced the United States' ability to control its own affairs. He promoted his "America First" agenda by distancing the country from a number of foreign political and economic agreements. Although West Virginia is affected by all national agreements, it is affected by some more than others.

After Donald Trump became president, U.S. relations with foreign countries changed. Trump seemingly preferred nations that the United States had not considered friends in the past. He praised the leaders of Russia, China, and North Korea, while distancing himself from the leaders of Germany, the United Kingdom, France, and Canada, some of the United States' strongest allies in the past. In his inaugural address, President Trump again proclaimed that his foreign policy would put "America First." His opponents feared that his message meant the United States would retreat from global relationships. But even as he criticized foreign aid to defend allies, including NATO, and criticized projects like the F-35 jet fighter, he called for an increase in military spending. In fact, he increased the U.S. defense budget by \$54 billion, bringing the total budget for the military to \$639 billion in 2018.

One of Trump's first orders as president was to withdraw the United States from the TPP (Trans-Pacific Partnership). This agreement, aimed at slowing China's growing economic power, was signed by the United States and eleven other nations—including Japan, Canada, and Mexico—who agreed to lower tariffs among themselves.



**Bottom:** President Donald Trump disembarks Marine One on the aircraft carrier Gerald Ford at Newport News, Virginia, on March 2, 2017.

654

CHAPTER 17: AS ONE CENTURY ENDS, ANOTHER BEGINS

## Notes

---

---

---

---

---

---

---

---

---

---

# Focus on Technology

## FOCUS:

Allow students to improve their writing by using AI writing assistance as they rewrite a description of an event in West Virginia history.

## ACTIVITY:

Ask students to use a search engine to find several events that occurred in West Virginia during the 2020s. After finding several events, have them choose one of those events to research. They should take notes from at least three different sources describing the event. When they complete the research, they will use AI writing assist software as they write their own article. The software will make suggestions for ways to make their writing better, which will help them become better writers in the future.



## Discussing

Ask students if they have used AI writing assistance software in the past. If so, ask them to share their experiences.

## Critical Thinking

Ask students to evaluate the AI software they used to complete this assignment.

## Discussing

Ask students what changes the software recommended, e.g., verbs, adjectives, phrases, etc..

## Notes

---

---

---

---

---

---

---

---

---

---



## Recalling

Ask students to describe how President Trump changed NAFTA when he became president in 2016.

**NOTE:** Refer to Chapter 4.

## Comparing and Contrasting

Ask students how the new agreement that replaced NAFTA compares with the old one.

**NOTE:** You may want students to use a Venn diagram.

**Top:** This flag displays the NAFTA logo.

**Bottom:** Outgoing Mexican President Enrique Peña Nieto, U.S. President Donald Trump, and Canadian Prime Minister Justin Trudeau signed the United States-Mexico-Canada agreement during the G20 summit in Buenos Aires, Argentina, on November 30, 2018.



NAFTA (North American Free Trade Agreement) was another agreement that President Trump opposed and hoped to renegotiate by the end of his first year in the White House. The agreement was introduced by President George H. W. Bush and signed into law by President Bill Clinton in December 1992. This agreement, whose purpose was to make North America more competitive in global markets, provided trade without tariffs (free trade) among Canada, Mexico, and the United States. In its twenty-six years of existence, it quadrupled trade among the three partners, but in the process, between 500,000 and 750,000 jobs were lost. Trump claimed the agreement had resulted in a trade deficit (buying more and selling fewer goods, resulting in less income) in the United States. Meetings to revise the document began in 2017. When it appeared negotiations were moving slowly, Trump imposed a 35 percent tariff on steel and a 10 percent tariff on aluminum in Canada, Mexico, and the European Union in May 2018. Canada responded by placing a tariff of \$126 billion on U.S. products. In August 2018, a new agreement was finally negotiated with Mexico. On September 30, 2018, Canada reached an agreement, and the old NAFTA became the “new” United States-Mexico-Canada agreement. The presidents of the three countries signed the agreement on November 30, 2018. Their signatures, however, did not make the agreement binding.



656

CHAPTER 17: AS ONE CENTURY ENDS, ANOTHER BEGINS

## Notes

---

---

---

---

---

---

---

---

---

---



President Trump touted the new trade agreement as a signature accomplishment. Known as the United States-Mexico-Canada Agreement, it had to be passed by the legislatures in the three countries before it could go into effect. Mexico's legislature supported the agreement, although some members had concerns over President Trump's previous use of tariffs to coerce the country to change its border laws. Canada supported the changes. The United States legislature provided the greatest obstacle to its passage. Democratic senators raised concerns over Mexico's enforcement of labor rights and environmental law. Eventually, Congress worked through its concerns and passed the agreement.

Mexico was the first country to approve the agreement, and the United States was the last. The United States-Mexico-Canada Agreement officially replaced The North American Free Trade Agreement on July 1, 2020. The new agreement created a more level playing field for American workers, including improved rules of origin for automobiles and trucks. It benefitted American farmers, ranchers, and agribusinesses by modernizing and strengthening the food and agriculture trade in North America. It provided new protections and ensured opportunities for trade in the US service sector. It also addressed digital trade, anticorruption, and good regulatory practices while providing protections for small and medium-sized enterprises.

**Background:** US Vice President Mike Pence speaks about the USMCA at a Uline distribution center in Pleasant Prairie, Wisconsin in 2019.

## Teacher Note

Go to <https://foreignpolicy.com/gt-essay/understanding-trumps-trade-war-china-trans-pacific-nato/> for some background information about President Trump's changing trade policies.

**NOTE:** This article from 2019, may be used as a prediction and then compared with Trump's trade policies in 2025. One source of new policies may be found at <https://mountainstatespotlight.org/2024/12/16/tariff-trade-economy-import-tax/>.

## Using Technology: Critical Thinking

Ask students to use a search engine to find the most current information on how West Virginia is being affected by the changes created by President Trump's tariffs.

## Notes

---

---

---

---

---

---

---

---

---

---

## Recalling: Critical Thinking

Ask students to discuss the meetings between President Trump and North Korean leader Kim Jong-un.

What advice would they give the president as he negotiates with the Korean leader in the future?

## Using Technology: Researching

Ask students to find updated information on President Trump's negotiations with North Korean leader Kim Jong-un.

## Critical Thinking

Ask students what action the United States should take if Kim Jong-un refuses to give up his nuclear program.



**Background:** North Korea's leader, Kim Jong-un, in front of a ballistic missile (a rocket-propelled weapon that uses projectile motion to deliver a payload to a target).

Besides trade deals, President Trump moved the United States in a direction that, until that time, did not seem possible. Trump became the first sitting U.S. president to meet with a leader of North Korea, a communist country known for its increasingly powerful nuclear program. Relations between Donald Trump and North Korea's leader, Kim Jong un, were initially unfriendly. One time when the president threatened to send an armada (fleet of ships) to the Korean Peninsula, North Korea responded with a missile test, which failed. A couple of months later, North Korea tested two long-range missiles with the capability of reaching Alaska. President Trump responded by threatening "fire and fury like the world has never seen." In 2018, North Korea seemed to be rethinking its policies. Kim Jong-un indicated he was willing to discuss the country's nuclear and missile program. As a token of his willingness to meet with President Trump in Singapore in June, Kim released three U.S. citizens who were being held in North Korean prisons. The Singapore meeting occurred on June 12. A statement released after the meeting reported that the two nations had agreed to peaceful relations and security guarantees for South Korea. Included in the agreement was North Korea's promise to work toward denuclearizing the Korean Peninsula. As an act of goodwill, the remains of several U.S. soldiers from the Korean War were returned to the United States. In return, President Trump ordered the suspension of joint military exercises with South Korea until a more permanent agreement was reached. Trump continued to have conversations with Kim Jong-un. On February 26, 2019, President Trump and Kim Jong-un held a second historic meeting in Hanoi, Vietnam. And, in June 2019 the two leaders met in North Korea. This visit marked the first time an American president had visited North Korea.

## Notes

---

---

---

---

---

---

---

---

---

---



Another major issue facing President Trump was the country's southern border with Mexico. The president had announced that a wall would be built between the two countries and Mexico would pay for it. To that end, Trump demanded Congress allocate \$5.7 billion to construct the wall. A dispute with Congress over Trump's demand for \$5.7 billion for the wall resulted in a thirty-five-day shutdown of the federal government, the longest to date. When Congress rejected the funding request, the president declared a national emergency in February, allowing him to divert funding from other sources, including the military. Trump issued his first veto to block a congressional resolution that would have prevented the move. Other immigration issues resulted in President Trump's announcement of an agreement with Guatemala that would require asylum seekers to remain there, rather than wait in the United States while their claims were processed, or they may face deportation. The deal was challenged in Guatemalan court, but similar arrangements with El Salvador and Honduras were soon announced. The moves come after Trump launched a new program that required asylum seekers to wait in Mexico while their cases were processed in U.S. immigration courts. The President used the threat of tariffs to pressure Mexico to step up its border security efforts. By the end of 2020, the Trump administration would put world issues aside as they faced a greater domestic issue. A pandemic spread across the world, causing illness and death to millions of people.

### Reviewing the Section

#### Reviewing the Content

1. What happened on September 11, 2001?
2. Where did Operation Enduring Freedom take place?
3. From what two trade agreements did Donald Trump withdraw after becoming president in 2017?

#### Using the Content

Write a letter to then President Donald Trump advising him on how the United States should handle conflicts in the Middle East.

#### Extending the Literacy Skill

Create a simple T-chart on a separate sheet of paper. Label one side of the T-chart "Operation Enduring Freedom" and the other side "Operation Iraqi Freedom." Use sensory terms to describe how each sounded, felt, smelled, looked, and tasted.

Operation Enduring Freedom	Operation Iraqi Freedom

## Using Technology: Researching

Ask students to use a search engine to find current issues facing President Trump in his second term.

Make a class list of those issues and keep them for future reference. Use this assignment each year to keep the content updated.

## ASSESS

### Answers to Reviewing the Section

#### Reviewing the Content

1. The United States was attacked by terrorists. The Twin Towers were destroyed and the Pentagon received substantial damage.
2. Afghanistan
3. TPP and NAFTA

#### Using the Content

Check students' letters.

#### Extending the Literacy Skill

Check students' charts.

### Closure

Ask students how the events in this section have impacted their lives.

### Notes

---

---

---

---

---

---

---

---

---

---

### Section 3

## West Virginia Emerges from a Worldwide Pandemic to Find a Bright Future

## INTRODUCE

### Outline

- A. The Beginning of the COVID-19 Pandemic
- B. West Virginia's Response to COVID-19
- C. Rebuilding the Nation after COVID-19
- D. A Final Note

### Materials

Textbook, pages 660-671

Teacher Tech Website:

Audio Book

Guided Reading 17-3

Hyperlinks

Lesson Plans

Worksheets: A COVID-19

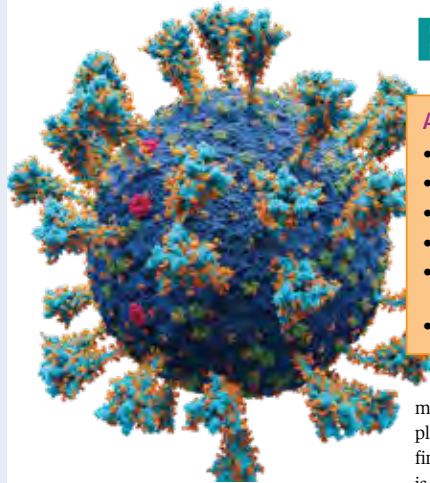
Diary, What is West Virginia's Future? What's in the News, Come Home to West Virginia, West Virginia from A to Z

## TEACH

### Focusing

Ask students to define the word pandemic. Ask how a pandemic differs from the flu season.

**Below:** Severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2) is the virus that caused COVID-19.



### SECTION 3

## West Virginia Emerges from a Worldwide Pandemic to Find a Bright Future

### As you read, look for

- early cases of COVID-19 in West Virginia;
- restrictions placed on West Virginia citizens during the pandemic;
- how COVID-19 affected education in West Virginia;
- treatments to ease the severity of the disease;
- effect of President Joe Biden's Build Back America agenda on West Virginia;
- terms: **virus**, **pandemic**, **COVID-19**, **vaccine**.

In late 2019, a **virus** (a tiny infectious agent that can grow and multiply only in living cells and that causes important diseases in plants and animals) that was first identified in China resulted in the first worldwide pandemic in almost one hundred years. A **pandemic** is an outbreak of a disease that occurs over a wide geographic area and affects a significant proportion of the population. The respiratory illness **COVID-19**, which was caused by a coronavirus, first appeared in the United States in January 2020. Three months later, the first case was reported in West Virginia. Before the official end of the pandemic, thousands of West Virginians and hundreds of thousands of Americans had died from its effects. The fact that the virus was extremely contagious resulted in significant changes in the way people lived. In an attempt to keep people safe from the virus, rules restricting where they could go and what they could do were put in place. West Virginia was praised for many of the practices it put in place during the pandemic, which officially ended on May 11, 2023.

### Content Objectives

**SS.8.26** Demonstrate an understanding of West Virginia in the modern era.

- Compile lists of fairs and festivals in West Virginia that can be attributed to the influence of various cultural groups who have settled in the state, explaining the heritage of the fair or festival and its significance to the preservation of West Virginia history.

- Analyze the economic, social, and political impact of the twenty-first-century events on West Virginia.

## The Beginning of the COVID-19 Pandemic

As Donald Trump was beginning the last year of his four-year term as president, something happened that would impact countries worldwide. On December 31, 2019, China announced the discovery of a cluster of pneumonia cases that were believed to have begun in a lab in Wuhan. However, no one is certain that this is the location of the virus that would result in the first worldwide pandemic in almost 100 years. The first American case of the disease, later named COVID-19, was reported on January 20, 2020, and was declared a public health emergency on January 31. To isolate the virus, restrictions were placed on flights arriving from China, but the initial U.S. response to the pandemic was otherwise slow in preparing the health care system, stopping other travel, and developing tests to diagnose the disease and vaccines to prevent it. The first-known American deaths occurred in February. In late February, President Trump proposed allocating \$2.5 billion to fight the outbreak. Even though Trump declared a national emergency on March 13, he had no specific plans for a nationwide response to the virus.

From January to mid-March 2020, the national government consistently downplayed the threat posed by COVID-19 to the United States, releasing many optimistic public statements. By March 2020, however, the government had adopted a more somber tone and acknowledged for the first time that COVID-19 was “not under control.” The Centers for Disease Control and Prevention (CDC) recommended people practice social distancing and wear face masks in public. Many people chose not to take these precautions.

**Bottom:** President Donald Trump and members of the White House Coronavirus Task Force brief the media on March 16, 2020.



SECTION 3: WEST VIRGINIA EMERGES FROM A WORLDWIDE PANDEMIC  
TO FIND A BRIGHT FUTURE

661

Continued from p.661

- Organize applicable evidence into a coherent argument about the past.
- Read and comprehend history/social studies texts at or above grade level text complexity band independently and proficiently.
- Write informative/explanatory texts, including narration of historical events.
- Conduct short research projects to answer a question, drawing on several sources.

### Recalling: Critical Thinking

Ask students if they think the early precautions the United States took to keep COVID-19 from entering the United States were effective.

### Discussing

Ask students why the United States attempted to downplay the seriousness of COVID-19 in the beginning of the pandemic.

### Recalling

Ask students if they can remember COVID-19, and how the virus affected them or their families.

### Connecting with the Community

Ask students to interview friends or neighbors about their memories of COVID-19.

Ask them to share the stories with the class.

### College- and Career-Readiness Indicators

- Develop questions through investigations.
- Apply disciplinary concepts and tools.
- Evaluate sources and use evidence.
- Communicate conclusions and take informed action.

### History

- Analyze connections among events and developments in broader historical contexts.
- Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.
- Analyze multiple factors that influence people's perspectives during different historical eras.
- Analyze how people's perspectives have changed and how those perspectives have influenced what information is available in the historical sources they created.
- Evaluate the relative influence of various causes of events and developments in the past.



Teacher Note

Show the approximate nine-minute C-Span video of a speech by Governor Jim Justice on March 17, 2020. The speech coincided with the first positive COVID-19 confirmed case in West Virginia. The Governor outlines his plan for the state going forward. The video can be accessed at <https://www.c-span.org/program/public-affairs-event/west-virginia-governor-jim-justice-address-on-coronavirus-response/543426>.

Teacher Note

Assign A COVID-19 Diary worksheet.

Discussing:  
Evaluating

Ask students to evaluate Governor Justice’s speech.

Discussing:  
Critical Thinking

Ask students why West Virginia was recognized at the national level as having the best response to the COVID-19 pandemic.



West Virginia’s Response to COVID-19

With little guidance from Washington, DC, states began taking their own measures to combat COVID-19. In Shepherdstown on March 17, 2020, West Virginia became the last state in the nation to report a confirmed case of COVID-19. On March 22, the state documented 16 cases of the disease. On March 29, it reported its first COVID-19 death, an 88-year-old woman from Marion County. By the end of March, the state announced that 4,143 persons had been tested in West Virginia: 162 positive, 3,981 negative, and one death. The highest numbers of positive cases were in Kanawha and Monongalia Counties. Throughout 2020, West Virginia took steps to lessen the opportunities for the spread of the virus. Daily briefings and a website kept people updated on the spread of the virus as well as steps to take to prevent it.

West Virginia Governor Jim Justice mandated through executive order that people not gather in public places. On March 13, he ordered all schools across the state to close indefinitely beginning on March 16. Shortly thereafter, the governor ordered casinos, bars, and courthouses to shut down and restaurants to close their dining rooms. Before the end of March, he urged all West Virginians to stay home as much as possible. On April 21, Justice announced that all pre-kindergarten through 12th grade schools in West Virginia would remain closed for the rest of the 2019-2020 academic year. Business closures, especially in retail and manufacturing sectors, meant that thousands of workers became unemployed. On April 23, Governor Justice announced that Workforce West Virginia, with assistance from the West Virginia National Guard, had successfully cleared a backlog of more than 150,000 unemployment claims pending since March 1. The day before, April 22, West Virginia was ranked #1 in the nation for creating the best response to the COVID-19 pandemic.



**Top:** Governor Jim Justice addressing the people of West Virginia during the pandemic.  
**Above:** Social distancing became a common practice during the pandemic.

Notes

---

---

---

---

---

---

---

---

---

---

As fall approached, the governor turned his attention to school openings. The state chose to create a color-coded map of the fifty-five counties. The map would determine which counties could be open or closed a week at a time. The color-coded system was driven by data and science to monitor the level of COVID-19 in each county. The system was based on each county's number of new daily cases per 100,000 people on a seven-day rolling average.

In an email from the White House sent to all 50 state governors' offices, Dr. Deborah Birx, Coronavirus Response Coordinator for the White House Coronavirus Task Force, specifically highlighted Governor Justice's and West Virginia's County Alert System as a leading practice for other national leaders to emulate as they made decisions about their school re-entry plans.

Long-awaited vaccines become available before the end of the year. A **vaccine** is a preparation of killed, weakened, or fully infectious microbes that is injected to produce or increase immunity to a particular disease. On December 11, 2020, Governor Justice announced that Pfizer vaccines would come soon to West Virginia, and the first ones arrived on December 14. The vaccine deployment was prioritized for hospital and long-term-care facilities before the end of 2020.

On December 30, 2020, Justice announced that all elementary and middle schools would reopen to full-time, in-person instruction beginning January 19, 2021. He also announced that most high schools would reopen unless they were in counties the Department of Health and Human Resources classified as red on the County Alert System map. Nearly three weeks later, on January 19, 2021, all public and private pre-K, elementary, and middle schools in West Virginia were required to resume full-time, in-person or hybrid (at least two in-person days every week) instruction, regardless of their county's transmission rates. High schools were still required to close if they were in counties the Department of Health and Human Resources classified as red in the County Alert System map. Finally, on March 24, 2021, the governor ordered all schools, regardless of grade or county transmission levels, to reopen for in-person learning five days a week. At the end of the school year, all West Virginia schools provided in-person learning.

**Below:** National Guard members receiving their COVID-19 vaccines.



SECTION 3: WEST VIRGINIA EMERGES FROM A WORLDWIDE PANDEMIC  
TO FIND A BRIGHT FUTURE

663

## Reading a Map

In 2020 the governor's office provided a color-coded map to show the number of COVID-19 cases as well as instructions for schools in each county.

Go to <https://www.theintelligencer.net/news/top-headlines/2020/09/updated-west-virginia-adds-gold-color-to-covid-19-map-metrics-on-school-reentry-change-again/>.

Show the map from this website on the board and ask students what restrictions were in place in their counties according to the map.

## Notes

---

---

---

---

---

---

---

---

---

---

## Recalling

Ask students what factors lessened the seriousness of COVID-19.

## Recalling: Discussing

Ask students what President Joe Biden's Build Back Better agenda was. Ask them to name the two primary laws that supplied relief during the pandemic.

Ask students what was unique about these two laws.

**Below:** In March 2021, President Biden signed the American Rescue Plan Act, which provided financial assistance to cities and counties rebuilding after the COVID-19 crisis.

The year 2021 was mostly filled with plans to vaccinate the citizens of West Virginia to keep them from contracting the virus or to lessen the severity of the disease for those who might still contract it. In 2022, COVID-19 illness was less severe and less deadly compared to 2020 and 2021, and no new variant emerged with the capacity to fuel a major wave of cases. Contributing factors to these positive developments include

- unprecedented advances in vaccine technology that allow for rapid updates to protect against new strains.
- more effective treatment including vaccines and boosters, oral antivirals, and home test kits.
- growing population immunity to the virus.

## Rebuilding the Nation after COVID

A national election was held on November 3, 2020, during the first full year of the pandemic. Joe Biden and Kamala Harris were elected to succeed Donald Trump and Mike Pence and lead the nation through the final two-and-a-half years of COVID-19. On January 30, 2023, two years after President Biden was sworn in, he announced the COVID-19 public health emergency declaration would end on May 11, 2023. By then, COVID had become less of a disruption in our lives, making it possible to resume pre-pandemic activities like travel, attending large events, and attending school in person and unmasked. Enough immunity was built to allow life to return to normal in many ways without surges in the number of deaths.

Shortly before his inauguration as the 46th president of the United States, Biden laid out several goals for his "Build Back Better" agenda.

Some of those goals have positively impacted West Virginia's economic growth. The American Rescue Plan and the Infrastructure Investment and Jobs Act have brought billions of federal dollars, created jobs, and upgraded dated infrastructure in the state.

The American Rescue Plan was a COVID-19 pandemic relief bill. This bill, signed into law on March 11, 2021, gave West Virginia around \$4 billion of vital assistance to rebuild after the health and economic crises caused by COVID-19. Cities and counties received \$678,782,446 from that funding to be administered by local governments. For the first time, cities and counties got direct relief funding from the federal government.



## Notes

---

---

---

---

---

---

---

---

---

---



**Figure 17.2** American Rescue Plan Act of 2021



These funds could only be used for the following purposes:

- to respond to a public health emergency related to COVID-19 or its negative economic impacts, including assistance to households, small businesses, and nonprofits, or aid to impacted industries such as tourism, travel, and hospitality.
- to respond to workers performing essential work during the COVID-19 public health emergency by providing premium pay to eligible workers of the metropolitan city, non-entitlement unit of local government, or county who were performing such essential work, or by providing grants to eligible employers that had eligible workers who performed essential work.
- for the provision of government services to the extent of the reduction in revenue of such metropolitan city, non-entitlement unit of local government, or county due to the COVID-19 public health emergency relative to revenues collected in the most recent full fiscal year of the metropolitan city, non-entitlement unit of local government, or county before the emergency.
- to make necessary investments in water, sewer, or broadband infrastructure.

The Infrastructure Investment and Jobs Act, also known as the Bipartisan Infrastructure Law, was signed into law by President Joe Biden on November 15, 2021. Build Back Better mandates included \$9.5 billion of direct investment in roads and bridges, water infrastructure, Internet access, public transit, clean buses, electric-vehicle charging, and clean energy and power. Some specifically identified projects include the I-79 Chaplin Hill Gateway, Appalachian Hydrogen Hub, Raleigh County Memorial Airport Project, WV-14 Improvements, Southeast West Virginia Middle Mile Connect, and Brownfields Cleanup Project. The state made progress from dollars received by March 7, 2024, in several areas.

## Critical Thinking: Discussing

Ask students to examine Figure 17.2 and note the categories that received money from the American Rescue Plan. Have them rank the categories from one to twelve based on how much money was received. Ask them if they think any categories should be added or eliminated. Use the data to determine the top three and bottom two categories and ask them if they agree with that order.

Ask students to rank the categories that received money from the Bipartisan Infrastructure Law from one to seven. Have them create a graph from the data.

## Notes

---

---

---

---

---

---

---

---

---

---

## Using Technology: Researching: Discussing

Use a search engine to find if your county received any money to improve roads, bridges, or water infrastructure.

Share your findings with the class.

**NOTE:** Go to <https://transportation.wv.gov/Pages/WVDOT-Projects.aspx> to find projects funded by the Bipartisan Infrastructure Act.

Most of the funded projects had to be completed by the end of 2024.



### Roads and Bridges

There are 1,461 bridges and over 3,235 miles of highway in poor condition in West Virginia. This law will rebuild roads and includes the single-largest dedicated bridge investment since the construction of the Interstate Highway System. West Virginia will receive \$2.4 billion for roads, bridges, roadway safety, and other major projects. The Department of Transportation awarded over \$54 million to the Monongalia County Commission for the I-79 Chaplin Hill Gateway project. The project will replace the I-79 bridges over Chaplin Hill Road, reconstruct an interchange and overpass, and construct a bicycle and pedestrian pathway between the Star City bridge and the regional rail-to-trail network. Other projects include Wheeling Downtown Corridor improvements. The U.S. Department of Transportation awarded the West Virginia Department of Transportation \$16.2 million to help reinvigorate the 2-mile corridor in downtown Wheeling by expanding transportation options and access to the growing downtown area. The West Virginia Department of Transportation was awarded \$88 million for the Market Street Bridge Replacement Project in East Steubenville, West Virginia, and Steubenville, Ohio, to replace a historic bridge built in 1904. The damaged bridge could not meet current capacity and was at the end of its useful life. The replacement bridge will allow for the safer and more efficient movement of people and goods along this regionally significant route, connecting communities in the region and supporting its economic livelihood.

### Water Infrastructure

This law represents the largest investment in water infrastructure in American history. It includes the first-ever dedicated federal funding to replace lead service lines and address dangerous PFAS chemicals (per- and poly-fluoroalkyl substances—a group of synthetic chemicals widely used in consumer products to create water-, stain-, and heat-resistant properties). PFAS chemicals are often referred to as “forever chemicals” because they do not break down easily in the environment and can accumulate in the body and the ecosystem. Examples include nonstick cookware coatings, waterproof clothing, firefighting foams, and food packaging materials.

The state has received \$267 million for this project. Of this amount, \$57 million is dedicated to lead pipe and service line replacement with the other \$62 million for safe drinking water investments that can also support lead pipe replacement.

**Top:** The Market Street Bridge project will restore the bridge over the Ohio River. **Opposite Page, Top:** Cell towers serve as the intermediary between mobile devices and the telecommunications network. **Opposite Page, Bottom:** An electric vehicle (EV) charging station.

### Notes

---

---

---

---

---

---

---

---

---

---

### Internet Access

High-speed Internet is necessary for Americans to do their jobs, participate in school, access health care, and stay connected. Yet over 271,624 homes and small businesses in West Virginia do not have access to high-speed Internet infrastructure. This law invests \$65 billion to provide affordable, high-speed Internet throughout the state. West Virginia has received \$1.3 billion for high-speed Internet, and it has received another \$25.1 million to provide middle-mile broadband infrastructure (the physical fiber optic infrastructure that enables Internet connectivity without connecting directly to any end-user location). Middle-mile infrastructure is often referred to as “the interstate highways of the Internet, carrying large amounts of data at high speeds to connect entire communities. Appalachian Power was awarded \$25 million to provide middle-mile infrastructure in Raleigh, Mercer, McDowell, Wyoming, and Summers Counties.



### Public Transit

The law makes the largest investment in public transit in U.S. history. Based on formula funding alone, West Virginia would receive approximately \$195 million over five years. This funding will expand transportation options and attract more commuters. Currently, 34 percent of transit vehicles in the state are past their useful life. To date, West Virginia has been allocated \$97.4 million to improve public transportation.

### Clean Buses

This law invests over \$10 billion for clean public transit and school buses. This includes a \$5 billion investment over five years to replace existing school buses with zero-emission and low-emission models. The use of clean school buses promotes cleaner air, reduces health risks, and reduces greenhouse gas emissions. To date, the state has been awarded \$20.5 million through the Environmental Protection Agency’s Clean School Bus Program.

### Electric Vehicle Charging

The law invests \$7.5 billion to build the first-ever national network of electric vehicle (EV) chargers in the United States and is a critical part of President Biden’s plan to address the climate crisis and support domestic manufacturing jobs. Through the National Electric Vehicle Infrastructure Program alone, West Virginia should expect to receive roughly \$46 million in funding over five years to support the expansion of electric vehicle charging in the state. To date, West Virginia has been awarded \$26.2 million to build a network of EV chargers in the state.



## Using Technology: Researching: Discussing

Use a search engine to find out if any money was given to your county to improve Internet access, public transit, clean buses, or electric vehicle charging.

Share your findings with the class.

Discuss why or why not your county may have received funding.

## Notes

---

---

---

---

---

---

---

---

---

---



## Using Technology: Researching: Discussing

Use a search engine to find out if your county received any money to improve clean energy and power, airports, ports, and waterways.

## Discussing: Critical Thinking

Ask students to rank the nine categories discussed on the last two pages by order of importance in their opinion. Ask them which category receiving funding would be the most beneficial to their county.

## Teacher Note

To keep the information in this chapter updated through the textbook cycle, assign the worksheet, *What's in the News?*

This will provide you with current information each school year.



## Clean Energy and Power

Power outages cost the U.S. economy about \$150 billion annually. This law makes a historic investment to upgrade our power infrastructure by making the grid more resilient and building thousands of miles of new transmission lines to deliver clean, affordable electricity. The law also makes a historic investment in clean energy technologies like advanced nuclear and clean hydrogen weatherization. These investments will improve the energy efficiency of homes and lower energy costs for impacted households by an average of \$372 per year. Approximately \$123.2 million has been allocated to West Virginia at this time. The Appalachian Hydrogen Hub, discussed in detail in Chapter 3, will help the nation lead in the advancement of the hydrogen economy while reducing emissions and pollution that have long affected air quality. The Department of Energy is awarding up to \$925 million to the project.



## Airports

According to some rankings, no U.S. airports rank in the top 25 airports worldwide. This law invests \$26 billion in airports to replace and modernize airport infrastructure. This will help the United States become more economically competitive globally, create good jobs, and revitalize and support a more efficient and enhanced traveler experience. The Department of Transportation awarded the Raleigh County Memorial Airport Project \$1 million to expand its terminal by 1,630 square feet to accommodate a 50-seat hold room, accessible restrooms, and energy efficiency improvements. To date, West Virginia has received approximately \$42.6 million for airports.

**Top:** The Appalachian Hydrogen Hub will help to reduce emissions and pollution. **Middle:** The Bipartisan Infrastructure Law supports modernizing airport infrastructure in the United States. **Bottom:** West Virginia's ports and waterways are being repaired and updated. **Opposite Page:** The future looks bright for West Virginians.

## Ports and Waterways

The ports and waterways in the United States require repair and investment. This law invests \$17 billion in port infrastructure to strengthen our supply chains, address maintenance backlogs, and reduce congestion and emissions near ports—ultimately helping our country move goods faster and at lower cost. West Virginia has received about \$7.2 million for ports and waterways.



## Notes

---

---

---

---

---

---

---

---

---

---

## A Final Note

West Virginia has a long and varied history. From its beginning as a vast, forested wilderness, it has evolved into a diverse state that respects its past while looking to the future. Throughout West Virginia's history, its natural beauty and the beauty of its people have played a major role in shaping the state. The state's geographical features have attracted people—from its mountains to its lush valleys, to its numerous rivers and lakes. Although some of the state's natural beauty has been sacrificed to industrial development, conscientious efforts have been made to preserve the natural environment. The preservation efforts have resulted in a tourist industry that markets the state as "almost Heaven."

Besides the appeal of the natural environment, the beauty of its people, including the pride that West Virginians have demonstrated in their state and nation, has gained the respect and attention of others. West Virginians have historically shown their patriotism by fighting to protect their freedom and way of life.

The beauty of West Virginia's people is reflected in their friendliness and care for others. West Virginians are quick to smile, to say "hello," and to offer help to anyone in need. It has been noted that West Virginians always take care of their own—whether a family member, a neighbor, or a stranger in another part of the state. During hard times, they readily contribute money, food, time, and anything else needed to relieve suffering and stress.

As a young West Virginian, reflect on the state's history and character that have made it what it is today. As you grow into adulthood, strive to become an active citizen by staying informed, and voicing your opinions. If you do that, you may one day be able to say that you, too, have played a role in shaping the state's past and contributing to its future.

## Reviewing the Section

### Reviewing the Content

1. What was the name of the pandemic that broke out in December 2019?
2. How did the virus affect schools in West Virginia?
3. What was the name of the law that provided funding to rebuild the state after COVID-19 ended?
4. Name three areas supported by funding from the Bipartisan Infrastructure Law.

### Using the Content

Write a persuasive essay encouraging the governor and legislature to use money from the Bipartisan Infrastructure Law to fund a project in your county. Include the name of the project and why it is important to the county.

### Extending the Literacy Skill

Follow the outline in the Visualizing Graphic Organizer on page 636 and write a newspaper article describing the COVID-19 pandemic. Use sensory words including *what*, *when*, *where*, and *how* in your article. You may want to use AI writing assistance as described in the Focus on Technology.

## Discussing: Descriptive Writing

After reading the Final Note, ask students what they think attracts visitors to West Virginia.

Assign worksheet, *Come Home to West Virginia*.

Then, ask them to use their statements on the worksheet to write a descriptive paragraph explaining why people are attracted to the state.

## Teacher Note

Remind students of the 2025 Super Bowl where 65,000 people sang along with a Rocket Mortgage commercial to John Denver's "Take Me Home, Country Roads."

This link shows the commercial and ends with the 65,000 people singing, <https://www.rocketcompanies.com/press-release/rocket-makes-super-bowl-history-with-own-the-dream-ad-and-live-in-stadium-singalong/>.

This link shows singing from the crowd with commentary from the Super Bowl announcer, <https://www.facebook.com/watch/?v=615635817748657>.

Ask students why they think the song is well-known by so many people.

## Teacher Note

Assign *What is West Virginia's Future?* worksheet.

## ASSESS

### Answers to Reviewing the Section

#### Reviewing the Content

1. COVID-19
2. Answers will vary but may include school closings, virtual learning, social distancing.
3. Build Back Better Agenda (which includes the American Rescue Plan and Bipartisan Infrastructure Law)
4. Student answers will vary but

may include: roads, bridges, water infrastructure, Internet access, public transportation, clean buses, electric vehicle charging, clean energy and power, airports, ports, and waterways.

#### Using the Content

Check students' essays.

#### Extending the Literacy Skill

Student answers will vary.

## Discussing

Ask students to discuss and complete the assignment that is given in the text.

# Scenic Highways and Byways Will Take You To... West Virginia's Fairs and Festivals

As you have read the information in your textbook, you have had the opportunity, through words and pictures, to visit places in West Virginia that enhance the content. Now, it is your turn to create a feature using the Scenic Highways and Byways format.



**Bottom:** The 100th annual State Fair of West Virginia. **Opposite Page:** Tea cups are a popular ride for kids at the Fair.

## Notes

---

---

---

---

---

---

---

---

---

---





As you have read the information in your textbook, you have had the opportunity, through words and pictures, to visit places in West Virginia that enhance the content. Now, it is your turn to create a feature using the Scenic Highways and Byways format.

Choose a fair or festival in West Virginia that you have visited or would like to visit. A list of events by the month can be found at <https://wvtourism.com/events-festivals/>. Choose one of those events, research the site, find pictures, and write a Scenic Highways and Byways feature for Chapter 17.



## Using Technology

After students have completed the assignment on page 670, ask them to use their information to create a PowerPoint to share with the class.

## Notes

---

---

---

---

---

---

---

---

---

---



Discussing

Ask students to come up with two bullet points to add to each section's review. Have them share their suggestions with the class.

After removing duplicate statements, have students add the new bullet points to their lists.

Creative Thinking

Ask students to create a series of flashcards containing illustrations of clothing, entertainment, and events from the decades covered in Section1. Show the flashcards to the class and have students identify the decade for each item.

Ask students to create a bumper sticker related to one of the events in the chapter.

Chapter Summary

Section 1: Twenty-first-Century Lifestyles

- The new millennium arrived with the Y2K scare.
- As technology continued its advance, electronics became digital. High-definition television and video players were introduced. MySpace, YouTube, and TikTok became popular.
- Social media sites became popular ways to communicate with friends and family.
- In the beginning of the 2020s, the COVID-19 pandemic caused widespread concert cancellations. By mid-2023, the music industry rebounded, propelled by growth of streaming subscriptions.
- Taylor Swift, Dua Lipa, Billie Eilish, Ariana Grande, Olivia Rodrigo, Harry Styles, Sabrina Carpenter, and Doja Cat have been leading music artists of the 2020s.
- Fashions in the 2000s included Juicy Couture tracksuits, Chlo  Paddington bags, low risers, bedazzled bottoms, ribbed tank tops, Uggs, chunky necklaces, Livestrong bracelets, pashminas, and skull scarves.
- Fashions in the 2010s included sneaker wedges, skinny jeans, fanny packs, headbands, novelty handbags, floppy hats, leggings, loafers with fur, and ankle boots.
- COVID-19 influenced fashion in the 2020s, with sweatpants, sweatsuits, and comfy clothing for home events and Peter Pan collars, square necklines, and turtlenecks for Zoom sessions. Biker shorts, chunky orthopedic shoes, and Crocs were also popular.

Section 2: The Rise of Terrorism

- On September 11, 2001, terrorists attacked the United States as three hijacked airplanes did major damage and caused extensive loss of lives in New York City and Washington, DC. The passengers on the fourth plane overtook the hijackers and crashed the plane in a rural area in Pennsylvania. Al-Qaeda, headquartered in Afghanistan, was found to be behind the September 11 attacks.

- The United States led a coalition of nations against the Taliban, which protected al-Qaeda. The offensive resulted in the removal of the Taliban from power and the establishment of a new government in Afghanistan.
- In March 2003, the United States went to war to free Iraq from the control of the dictator Saddam Hussein. Operation Iraqi Freedom ended in March 2003. The U.S. troops were removed from Iraq in 2011.
- President Trump withdrew the United States from the TPP and NAFTA. In 2018, he renegotiated NAFTA, which is now called the United States-Mexico-Canada agreement.

Section 3: West Virginia Emerges from a Worldwide Pandemic to Find a Bright Future

- A worldwide pandemic broke out in December 2019.
- In the beginning, responses to the pandemic were initiated by the states.
- West Virginia was the last state to have a certified COVID-19 case.
- The pandemic changed the way people, lived, worked, shopped, and socialized.
- Part of the school year was canceled in the spring of 2020.
- In the fall of 2020, a color-coded map, documenting the impact of COVID-19 in each county, determined whether a school could have in-person learning, be closed, or have distance learning.
- Joe Biden was elected the 46th president in 2020.
- The pandemic officially ended on May 11, 2023.
- The American Rescue Plan provided funding to help states rebuild after COVID-19.
- The Infrastructure and Jobs Act (Bipartisan Infrastructure Act) provided federal funds to improve roads and bridges and provide clean energy and Internet access.

Notes

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# As One Century Ends, Another Begins

## Recalling the Facts



1. How did technology change in the twentieth century?
2. Who was responsible for the attack on the United States on September 11, 2001? What action did the United States take after the terrorist attack of 9/11?
3. Why did the United States attack Iraq?
4. What is the name of the trade agreement that replaced NAFTA?
5. What is a pandemic?
6. What steps did West Virginia take to keep people safe during the pandemic?
7. What aid from the national government has West Virginia received to rebuild after the pandemic?

## Learning Skill



1. Compare the early 2000s and the 2020s.
2. In which decade described in this chapter would you have most liked to live? Give reasons to support your choice.
3. Do you think the events of September 11, 2001, could have been avoided? Give reasons to support your answer.
4. How did COVID-19 change the lives of West Virginians?

## Community Connection



What do you remember about COVID-19? How did the pandemic change your life? Talk with family members about COVID-19, and write a news article from the information you receive.

## Writing Skill



Interview someone who remembers the attack of 9/11. Find out where the person was when he or she heard the news. Ask what they heard, saw, and felt as they received updated news throughout the day. Then, write a news article from information you received in the interview.

## Technology Tool



Use a search engine to examine one of the provisions of the American Rescue Plan. Find projects in your county that are being done through the funds provided in the bill. Share your findings with the class.

# Chapter Review

## Recalling the Facts

1. Student answers will vary but may include changes in cell phones, Internet access, high-definition television, satellite television, iPods, digital music, and photography.
2. al-Qaeda (an extremist group of Muslim terrorists); after the attack, the United States led a coalition in an attack on Osama bin Laden's camps in Afghanistan (Operation Enduring Freedom)
3. to free the country from the control of dictator Saddam Hussein
4. United States-Mexico-Canada Agreement
5. an outbreak of disease that occurs over a large geographic area and attacks a significant portion of the people
6. Student answers will vary but may include social distancing, closing retail establishments and schools, vaccines
7. Funds from the Build Back Better agenda which included the American Rescue Plan and the Bipartisan Infrastructure Law

## Learning Skill

1. Student answers will vary.
2. Student answers will vary.
3. Student answers will vary.
4. Student answers will vary.
5. Student answers will vary.

## Community Connection

1. Student answers will vary.
2. Student answers will vary

## Writing Skill

Student answers will vary.

## Technology Tool

Student answers will vary.

## Notes

---

---

---

---

---

---

---

---

---

---