

UNITED STATES HISTORY CURRICULUM

DESCRIPTION OF COURSE

The purpose of this course is to help students gain an understanding of themselves as American citizens. Through the examination of our nation's history, students will come to appreciate both their own personal heritage as well as that of the collective nation. By studying our past, with emphasis on major themes and developments in U.S. history, students will gain a clearer understanding of the present day, and make educated and responsible decisions for the future.

LEARNING OBJECTIVES OF THE U.S. HISTORY PROGRAM

Students who take United States History will be able to...

- Understand and apply social studies skills (i.e., spatial, communication, interpretation, reading, data collection, critical thinking, higher order problem solving and process writing).
- Explain and evaluate political, social and economic institutions, as well as geographic concepts that have shaped our nation.
- Analyze, explain and evaluate the chronological order of historical events, and recognize the complexity of historical cause and effect.
- Compare and contrast, and show an empathic understanding and appreciation of diverse individual's and cultures that have helped to shape American life and institutions.

THEME QUESTIONS FOR THE U.S. HISTORY PROGRAM

The study of our nation's history will be explored through the thematic analysis of four major questions...

- How have the political concepts of democracy and the liberty and equality of individuals been reflected in American society at different times?
- "The American Dream" is one of upward social and economic mobility. To what extent has this dream been a reality in our history?
- What is "American culture," and how has it developed?
- How and why has America's relationship with other countries developed and changed?

UNITED STATES HISTORY UNITS OF STUDY

This year long course is divided into two semesters. In keeping with the goals of the Massachusetts Social Studies Frameworks students will study the following periods in history...

- Early Colonial Era
- Revolutionary War Era
- Confederation to Constitution
- Antebellum Era
- Civil War
- Reconstruction
- The Industrial Age
- The Great West and the Agricultural Revolution
- The Progressive Era
- The Path of Empire (Imperialism)
- World War I
- The Roaring Twenties
- The Politics of Boom and Bust and the Great Depression
- World War II
- The Cold War Begins
- The 1950's-Domestic, Korea, Civil Rights
- The 1960's-Domestic, Vietnam, Civil Rights
- The 1970's-Watergate
- Current Domestic and Foreign Issues in American Society

TEXTS AND OTHER SOURCES

UNITED STATES HISTORY: THE AMERICAN PAGEANT HEATH

UNITED STATES HISTORY: AMERICA PATHWAYS TO THE PRESENT
PRENTICE HALL

In addition to these texts, numerous primary source documents are given to students on handouts. These primary sources include written documents, photographs, paintings, cartoons, and artifacts, and are drawn from a variety of sources. Outside book reading is assigned for subject enrichment. Every U.S. history student is required to write a research position paper.

COURSE ASSESSMENTS

- Debates
- Cooperative group projects
- Homework
- Written papers
- Oral presentations
- Role playing
- Portfolios
- Thesis-centered essays
- Quizzes
- Tests
- Junior Class Position Paper
 - * Indicates required primary source readings in the Massachusetts Curriculum Framework Guide.

**TIME PERIOD OF STUDY: REVOLUTIONARY IDEOLOGIES INTO REALITIES
(PRE-1763 TO 1789)**

UNIT OF STUDY: THE ROAD TO REVOLUTION

UNIT THEMES:

- Economic theories
- New political and intellectual voices of change
- Social , cultural and economic diversity

ESSENTIAL GUIDING QUESTIONS:

- How did the intellectual and ideological movements of the Enlightenment serve as a catalyst for the American Revolution?
- How did political, economic and social theories transcend into realities?
- How did the American Revolution end with the idea of democracy?

STUDENT LEARNING OUTCOMES:

1. Explain the political and economic factors that contributed to the American Revolution.
2. Explain the historical and intellectual influences of the Enlightenment on the American Revolution and the formation and framework of the American government.
3. Explore the role of Massachusetts in the revolution, including important events that took place in Massachusetts and important leaders from Massachusetts.
4. Evaluate the role of the social classes in the movement for independence.

CURRICULUM FRAMEWORK CONNECTIONS:

Concepts and Skills: (H) (C) (E) (G)

Learning Standards: USI.1-USI.5

AVAILABLE RESOURCES:

Primary Sources, including Mayflower Compact (1620)*; English Bill of Rights (1688)*;
Declaration of Independence (1776)*

Early colonization overheads

Maps and Graphic Organizers

Teaching with Documents

Taking Sides-Controversial Issues in American History Vol. I

The American Spirit Primary Sources in U.S. History

The Americans-McDougall Littell

The Evolving American Nation-State

Mock Trial-Boston Massacre

History Channel Video Series *The American Revolution*

UNIT OF STUDY: THE FORMATION AND FRAMEWORK OF AMERICAN DEMOCRACY

UNIT THEMES:

- Creating a framework for government
- The foundations and principles for state government
- The foundations and principles for federal government

ESSENTIAL GUIDING QUESTIONS:

- How did the weaknesses of Articles of Confederation serve as a catalyst for the creation of the United States Constitution?
- How did the art of compromise facilitate the balancing of competing political, economic and social interests in the formation of our nation's government?
- In what ways did the framework of the United States Constitution integrate the concepts of personal freedom, individual responsibility, and respect for human dignity?

STUDENT LEARNING OUTCOMES:

1. Analyze both the strengths and weaknesses of the Articles of Confederation.
2. Analyze and explain how conflict resolution was utilized in a way to facilitate the writing of our Constitution.
3. Identify and explain the five basic principles of the Constitution.
4. Explain how the Bill of Rights protects our individual civil liberties, as well as our civic participation in the political process.
4. Describe the basic foundation of state and local governments.

CURRICULUM FRAMEWORK CONNECTIONS:

Concepts and Skills: (H) (C) (E) (G)

Learning Standards: USI.6-USI.19

AVAILABLE RESOURCES:

Primary Sources, including The Northwest Ordinance (1787)*; The United States Constitution (1787)*; Federalist #10 (1787)*; The Bill of Rights (1791)*; Washington's Farewell Address (1796)*

Maps and Graphic Organizers

From Confederation to Constitution Video

Teaching with Documents

Taking Sides-Controversial Issues in American History Vol. I

The American Spirit Primary Sources in U.S. History

The Americans-McDougall Littell

The Evolving American Nation-State

We The Students

Document-based Questions

TIME PERIOD OF STUDY: DEMOCRATIC DEVELOPMENTS AND THE WHEELS OF CHANGE (1790-1848)

UNIT OF STUDY: THE ADVENT OF PARTISAN POLITICS

UNIT THEMES:

- Order vs. Liberty
- Political parties in transition
- The strengths and contradictions of Jacksonian Democracy

ESSENTIAL GUIDING QUESTIONS:

- How did new political parties adapt to the needs of a growing nation?
- How did emerging political philosophies foster divergent American identities?
- How did the administration of Andrew Jackson contribute to the expansion of American democracy?

STUDENT LEARNING OUTCOMES:

1. Explain the outcome and significance of the election of 1800.
2. Evaluate the influence and ideas of Supreme Court Chief Justice John Marshall and the importance of the doctrine of judicial review.
3. Analyze the causes and consequences of political polarization that accompanied our nation's expansion.
4. Compare and contrast both Jeffersonian and Jacksonian brands of democracy.
5. Identify and explain both the causes and effects of the War of 1812.

CURRICULUM FRAMEWORK CONNECTIONS:

Concepts and Skills: (H) (C) (G)

Learning Standards: USI.22-USI.26

AVAILABLE RESOURCES:

Seminal Court Cases (e.g., *Marbury versus Madison*)

Maps and Graphic Organizers

Overheads

Resource Guide Emerging Political Parties

Teaching with Documents

Taking Sides-Controversial Issues in American History Vol. I

The American Spirit Primary Sources in U.S. History

The Americans-McDougall Littell

The Evolving American Nation-State

The Evolving American Nation-State-Center for Learning

UNIT OF STUDY: ECONOMIC GROWTH AND WESTWARD EXPANSION

UNIT THEMES:

- Technological innovations and a developing market economy
- Manifest Destiny and growing plight of Native Americans
- The emergence of sectional rivalries

ESSENTIAL GUIDING QUESTIONS:

- What factors led to the industrialization of America after the War of 1812?
- How was the Industrial Revolution an evolutionary process in our nation's expansion?
- How did regional economic interests set the stage for the development of sectional rivalries?
- How did westward expansion impact the lives and culture of Native Americans?

STUDENT LEARNING OUTCOMES:

1. Identify the changes and advances in transportation, technology and communication during the Industrial Revolution.
2. Compare and contrast the effects industrialization had on the diverse geographic regions of America.
3. Explain the emergence and impact of the textile industry in New England and the expansion of industrial growth throughout Antebellum America.
4. Evaluate the Indian Removal Act as a harbinger of the future treatment toward Native Americans.

CURRICULUM FRAMEWORK CONNECTIONS:

Concepts and Skills: (H) (G) (E) (C)

Learning Standards: USI.26-USI.28

AVAILABLE RESOURCES:

Overheads

Maps

Teaching with Documents

Music CD "James K. Polk," "Trail of Tears," "Cherokee."

Teaching with Documents

Taking Sides-Controversial Issues in American History Vol. I

The American Spirit Primary Sources in U.S. History

The Americans-McDougall Littell

The Evolving American Nation-State

Document-based Questions

UNIT OF STUDY: CHANGE AND REFORM IN ANTEBELLUM AMERICA

UNIT THEMES:

- Slavery and the growing abolition movement
- The egalitarian spirit and the growing women's movement
- The education and heightened consciousness of America

ESSENTIAL GUIDING QUESTIONS:

- What were the motivations for reform in antebellum society?
- How did the social reformers effectuate change?
- What effects did these social movements have on American society?

STUDENT LEARNING OUTCOMES:

1. Appreciate the value of education in an ever-increasing democratic society
2. Describe the formation of the abolitionist movement, the roles of various abolitionists, and sectional response.
3. Evaluate the importance of religion and its role in shaping Antebellum American society.
4. Explain the goals of the antebellum women's suffrage movement.
5. Analyze and explain how diverse American schools of thought led to new voices of dissent.

CURRICULUM FRAMEWORK CONNECTIONS:

Concepts and Skills: (H) (C) (G)

Learning Standards: USI.29-USI.34

AVAILABLE RESOURCES:

Primary Sources, including The Seneca Falls Declaration of Sentiments and Resolutions (1848)*;
Frederick Douglass's Independence Day Speech at Rochester (1852)*

Overheads

Maps

Teaching with Documents

Taking Sides-Controversial Issues in American History Vol. I

The American Spirit Primary Sources in U.S. History

The Americans-McDougall Littell

The Evolving American Nation-State

Document-based Questions

TIME PERIOD OF STUDY: FROM UNION TO DISUNION (1848-1877)

UNIT OF STUDY: THE DECADE OF CRISIS

UNIT THEMES:

- Slavery and the failure to compromise
- The increasing complexities of our national economy
- The politics of disunion

ESSENTIAL GUIDING QUESTIONS:

- How did the issue of slavery in the territories acquired from Mexico disrupt American politics?
- How did sectional economic interests promote disunion?
- How did the absence of effective political leadership result in the failure to compromise?

STUDENT LEARNING OUTCOMES:

1. Describe how the Mexican Cession contributed to increasing political divisions in our government.
2. Explain how the Compromise of 1850, the Kansas-Nebraska Act and the Dred Scott Decision contributed to the growing disintegration of the union.
3. Evaluate the role of propaganda through the literature of the decade.
4. Describe the platform of the new Republican Party as well as the increasing factionalism in the Democratic Party and its implications in the election of 1860.
5. Explain the increasing divisiveness between state and national economic interests.

CURRICULUM FRAMEWORK CONNECTIONS:

Concepts and Skills: (H) (G) (E) (C)

Learning Standards: USI.31, USI.35-USI.36

AVAILABLE RESOURCES:

Overheads

Maps and Graphic Organizers

Teaching with Documents

Taking Sides-Controversial Issues in American History Vol. I

The American Spirit Primary Sources in U.S. History

The Americans-McDougall Littell

The Evolving American Nation-State

Document-based Questions

PBS Ken Burns Series *The Civil War*

Literary excerpts, as of Transcendentalism and Abolitionism

UNIT OF STUDY: THE CIVIL WAR

UNIT THEMES:

- The economics of War
- The politics of War
- The military strategies of War
- The human impact of War

ESSENTIAL GUIDING QUESTIONS:

- How did the economies of both the North and South affect the Civil War?
- Did the Civil War change from a limited war to preserve the Union into a total war with the goal of abolishing slavery?
- How did military strategies as well as changing technology affect the outcome of the Civil War?
- Did the outcome of the Civil War justify the unprecedented costs of the war?

STUDENT LEARNING OUTCOMES:

1. Identify on a map the Union and Confederate States during the Civil War.
2. Analyze the roles and policies of various Civil War military leaders and describe important battles and events.
3. Evaluate the role of Abraham Lincoln as a compromiser, politician, and military leader.
4. Compare and contrast the strengths and weaknesses of the Union and Confederacy in the Civil War.
5. Evaluate the impact of the Emancipation Proclamation and role that African Americans played in the Civil War.
6. Provide examples of the political, economic and social costs of the war.

CURRICULUM FRAMEWORK CONNECTIONS:

Concepts and Skills: (H) (C) (E) (G)

Learning Standards: USI.37-USI.40

AVAILABLE RESOURCES:

Primary Sources: Lincoln's Gettysburg Address (1863)*; Lincoln's Second Inaugural Address (1865)*

Overheads

Maps and Graphic Organizers

Teaching with Documents

Taking Sides-Controversial Issues in American History Vol. 1

The American Spirit Primary Sources in U.S. History

The Americans-McDougall Littell

The Evolving American Nation-State

Document-based Questions

PBS Ken Burns Series *The Civil War*

Scenes from *Glory*

Episodes and Segments of A & E Biography Series (e.g., Sherman and Grant)

Literary Excerpts, as of the front

UNIT OF STUDY: RECONSTRUCTION

UNIT THEMES

- Punish or Forgive
- Political divisions and partisanship over Reconstruction
- The economic implications of Reconstruction
- Social impact of Reconstruction

ESSENTIAL GUIDING QUESTIONS

- What were the major problems facing the South and the Nation after the Civil War?
- How did the various reconstruction plans address these issues or fail to do so?
- What were the successes and failures of Reconstruction?
- Did partisan politics contribute to the failures of Reconstruction?

STUDENT LEARNING OUTCOMES

1. Compare and contrast Presidential and Congressional Reconstruction.
2. Summarize the effects of Radical Reconstruction and the Fourteenth and Fifteenth Amendments.
3. Explain why the Radical Republicans impeached Andrew Johnson but failed to convict him.
4. Evaluate the role of the federal government in both the successes and failures of Reconstruction.
5. Assess the impact Reconstruction had on the lives of African Americans.
6. Predict how the unfinished business of Reconstruction would lead to the 20th century Civil Rights movement.

CURRICULUM FRAMEWORK CONNECTIONS:

Concepts and Skills: (H) (E) (C) (G)

Learning Standards: USI.41

AVAILABLE RESOURCES:

Overheads

Maps and Graphic Organizers

Teaching with Documents

Taking Sides-Controversial Issues in American History Vol. I

The American Spirit Primary Sources in U.S. History

The Americans-McDougall Littell

The Evolving American Nation-State

Document-based Questions

PBS Documentary on Jim Crow Era

Literary Excerpts, as of Political Dilemmas of Era

TIME PERIOD OF STUDY: EQUAL JUSTICE FOR ALL (1946-1973)

UNIT OF STUDY: THE CIVIL RIGHTS MOVEMENT

UNIT THEMES:

- Political voices for change
- The concept of equal protection under the law and due process
- The acceptance of diversity
- Protest and dissent as a catalyst for change

ESSENTIAL GUIDING QUESTIONS

- Was the Civil Rights movement an evolutionary process or a revolutionary process?
- How did the legacy of the African-American Civil Rights movement influence other civil rights movements?
- How were these movements a reflection of the democratic process in American society?

STUDENT LEARNING OUTCOMES

1. Analyze the origins, goals, and key events of the Civil Rights movement.
2. Compare and contrast the Supreme Court decisions and their implications for the Civil Rights movement.
3. Explain reasons for the growing radicalization of the Civil Rights movement of the 1960's.
4. Analyze and explain the significance of the Civil Rights Act of 1964 and the Voting Rights Act of 1965
5. Analyze the causes and course of the Women's Rights movement in the 1960's and 1970's.
6. Identify ways in which American Indians confronted the government with protests and legal challenges to further the cause of self-determination.

CURRICULUM FRAMEWORK CONNECTIONS:

Concepts and Skills: (H) (C)

Learning Standards: USII.25-USII.27

AVAILABLE RESOURCES:

Primary Sources: King's Letter from a Birmingham Jail (1963)*; King's "I Have a Dream" speech (1963)*; Johnson's speech to Congress on Voting Rights (1965)*

Overheads

Maps and Graphic Organizers

Teaching with Documents

Taking Sides-Controversial Issues in American History Vol. II

The American Spirit Primary Sources in U.S. History

The Americans-McDougall Littell

The Evolving American Nation-State

Document-based Questions

Excerpts from *Eyes on the Prize* series and the *Equal Justice for All* series

Excerpts from ABC/History Channel Documentary Series *The Century*

Internet Audio Files, as of Kennedy speaking Southern governors

TIME PERIOD OF STUDY: EXPANSION: REWARDS AND COSTS (1869-1900)

UNIT OF STUDY: WESTWARD EXPANSION

UNIT THEMES:

- Economic opportunities/exploitation
- The politics of “Americanization”
- The influence of the frontier on the American spirit
- The Populist movement

ESSENTIAL GUIDING QUESTIONS

- In what ways was the American West an outlet for our nation’s growth?
- How did the American West forge a national economy?
- Did westward expansion create both a “spirit of adventure” as well as a growing sense of intolerance?
- How did the populist movement develop into a national political force?

STUDENT LEARNING OUTCOMES

1. Analyze the causes of the continuing westward expansion of the American people after the Civil War and the impact of this migration on the American Indians.
2. Describe how mining, ranching, cattle raising, and farming contributed to the settlement of the west.
3. Evaluate how the trans-continental railroad provided the impetus for a national economy.
4. Explain how the west provided Americans with the opportunity to redefine themselves both individually and collectively.
5. Analyze the extent to which the settlement of the west both cultivated and perpetuated intolerance.
6. Assess the significance of minority voices of dissent and their influence on local and national politics.

CURRICULUM FRAMEWORK CONNECTIONS:

Concepts and skills: (H) (E) (G)

Learning Standards: USII.3-USII.4

AVAILABLE RESOURCES:

Overheads

Maps and Graphic Organizers

Teaching with Documents

Taking Sides-Controversial Issues in American History Vol. II

The American Spirit Primary Sources in U.S. History

The Americans-McDougall Littell

The Evolving American Nation-State

Document-based Questions

Slang Terms of Era

Scenes from *Far and Away* and *Wizard of Oz*

UNIT OF STUDY: INDUSTRIALIZATION IN THE GILDED AGE

UNIT THEMES

- Political graft and corruption
- The rapid rise of American industry
- The rise of the American city
- Unionism
- The era of laissez-faire
- The changing tide of immigration

ESSENTIAL GUIDING QUESTIONS

- How did both laissez faire economics and politics influence the Gilded Age?
- How did rapid industrial and technological growth transform our nation?
- What necessitated the development of national labor unions in America?
- What motivated immigrants to come to the United States during the latter half of the nineteenth century?

STUDENT LEARNING OUTCOMES

1. Identify how the practice of laissez-faire economics led to corruption and exploitation of workers.
2. Compare and contrast the image of the “Robber Baron” versus the “Captain of Industry”.
3. Explain the formation and goals of unions as well as the rise of radical political parties during the industrial era.
4. Describe the experience of the “New” immigrants and explain why they were often regarded with suspicion and hostility.
5. Explain the concept of the “American Dream” versus the realities of the American experience.
6. Identify how rapid industrialization and technology promoted urbanization and a transformation of the social class structure.

CURRICULUM FRAMEWORK CONNECTIONS:

Concepts and skills (H) (C) (E) (G)

Learning Standards: USII.1-USII.5

AVAILABLE RESOURCES:

Primary Documents, including Lazarus’ “The New Colossus” (1883)*

Overheads

Maps and Graphic Organizers

Teaching with Documents

Taking Sides-Controversial Issues in American History Vol. II

The American Spirit Primary Sources in U.S. History

The Americans-McDougall Littell

The Evolving American Nation-State

Document-based Questions

Ellis Island Website

Photos of era, as by Jacob Riis

A & E Biography “Carnegie: Man of Steel”

Journey to America video

TIME PERIOD OF STUDY: THE AGE OF REFORM AND PROGRESSIVISM (C. 1890-1920)

UNIT OF STUDY: PROGRESSIVISM AND URBAN REFORM

UNIT THEMES:

- Origins of Progressivism
- Local, state and federal political, economic and social reforms
- Progressive legislation and leaders
- Woman's rights, including national suffrage

ESSENTIAL GUIDING QUESTIONS:

- What were the specific problems that necessitated the need for change?
- How did the early Progressive movement develop its roots at the city and state level?
- How did "grassroots" movements influence national politics?
- How did progressive legislation impact big business and urban America?
- What were the successes and failures of the social, economic and political reforms of this era?

STUDENT LEARNING OUTCOMES:

1. Identify and explain the specific issues that were addressed by Progressive reforms.
2. Identify and explain the role of muckraking journalism as a catalyst for Progressive era reforms.
3. Explain the theory "All politics is local" with regard to the early reform efforts.
4. Identify and explain how presidents Theodore Roosevelt, William Howard Taft and Woodrow Wilson applied progressive principles to the national economy.

CURRICULUM FRAMEWORK CONNECTIONS:

Concepts and Skills (H) (C) (E) (G)

Learning Standards USII.9-USII.10

AVAILABLE RESOURCES:

Primary Documents, including Theodore Roosevelt's "The New Nationalism" speech (1910)*

Overheads

Maps and Graphic Organizers

Teaching with Documents

Taking Sides-Controversial Issues in American History Vol. II

The American Spirit Primary Sources in U.S. History

The Americans-McDougall Littell

The Evolving American Nation-State

Document-based Questions

Computer Simulation on Triangle Shirtwaist Factory Fire

Literary Excerpts, as from *The Jungle*

Excerpts from History Channel Documentary *TR:An American Lion*

Excerpts from ABC/History Channel Documentary Series *The Century*

TIME PERIOD OF STUDY: GLOBAL EXPANSION (POST-CIVIL WAR THROUGH 1920)

UNIT OF STUDY: THE UNITED STATES BECOMES A WORLD POWER

UNIT THEMES:

- Increasing nationalism in the United States
- Imperialism versus anti-imperialism
- Expanding economic markets
- The politics of expansion
- Global war and the United States

ESSENTIAL GUIDING QUESTIONS:

- What factors contributed to increased nationalism in American society and government?
- What were the differences between the United States and Europe with regard to imperialism?
- How did the U.S. acquisition of territories increase its global power?
- What were the positive and negative consequences of U.S. economic expansion?
- How did Presidents William McKinley, Theodore Roosevelt and William Howard Taft increase global strength both militarily and economically?
- How did the U.S. achieve world power status through military force and intervention?

STUDENT LEARNING OUTCOMES:

1. Identify how nationalism fueled a burst of imperialistic activities in the late 1800's.
2. Compare and contrast how the ideologies of imperialism varied between the United States and Europe.
3. Trace milestones in territorial expansion and describe its impact
4. Summarize the impact and roles of public opinion, military force and world trade in the shaping of U.S. foreign policy.
5. Analyze the concept of "the balance of power" as a determining factor in the maintenance of world order at the beginning of the 20th century.

CURRICULUM FRAMEWORK CONNECTIONS

Concepts and Skills (H) (C) (E) (G)

Learning Standards: USII.6-USII.7

AVAILABLE RESOURCES:

Overheads

Maps and Graphic Organizers

Political Cartoons

Teaching with Documents

Taking Sides-Controversial Issues in American History Vol. II

The American Spirit Primary Sources in U.S. History

The Americans-McDougall Littell

The Evolving American Nation-State

Document-based Questions

Literary Excerpts, including “The White Man’s Burden” Kipling and Crosby

History Channel video on Spanish-American War

Excerpts from ABC/History Channel Documentary Series *The Century*

UNIT OF STUDY: THE UNITED STATES AND THE GREAT WAR

UNIT THEMES:

- Underlying causes of WW I
- Isolation vs. intervention
- Mobilization of a people and economy
- The role of propaganda in war
- Peace after war?

ESSENTIAL GUIDING QUESTIONS:

- How did alliances, militarism, imperialism and nationalism contribute to WWI?
- What was the U.S. position of “neutrality” and what was the impact both at home and abroad?
- How did the United States prepare for entry into the war?
- In what way was imagery used to motivate Americans and dehumanize their enemies during the Great War?
- How were civil liberties curtailed during the war?
- How did the Treaty of Versailles create disillusionment both at home and abroad?
- What were the implications of both the rejection of the Treaty of Versailles and the League of Nations by the United States?

STUDENT LEARNING OUTCOMES:

1. Identify the main causes of WW I both from a global and the U.S. perspective.
2. Describe the events that moved the United States toward war.
3. Compare and contrast the role and questionable motivations of the national government and American business in mobilizing the country for war.
4. Interpret propaganda to appreciate the subtle differences between indoctrination and reality.
5. Explain how the Espionage and Sedition Acts affected the American public.
6. Compare and contrast Wilson’s idealistic vision of the world and the *realpolitik* vision of many European leaders
7. Analyze the failures of the Treaty of Versailles both at home and abroad.

CURRICULUM FRAMEWORK CONNECTIONS:

Concepts and Skills (H) (C) (E) (G)

Learning Standards: USII.6-USII.7

AVAILABLE RESOURCES:

Primary Source Documents, including Wilson's "Peace Without Victory" speech (1917)*

Overheads

Maps and Graphic Organizers

Images of War Propaganda

Songs of era, including "Over There"

"The Soldiers Lot" resource book

Propaganda Posters, National Archives

Teaching with Documents

Taking Sides-Controversial Issues in American History Vol. II

The American Spirit Primary Sources in U.S. History

The Americans-McDougall Littell

The Evolving American Nation-State

Document-based Questions

Excerpts from ABC/History Channel Documentary Series *The Century*

TIME PERIOD OF STUDY: THE ROARING TWENTIES (1919-1929)

UNIT OF STUDY: ECONOMIC GROWTH, SOCIAL DIVISION, AND THE POLITICAL OF GLOBAL WITHDRAWAL

UNIT THEMES:

- Prosperity and Consumerism
- The Decade of Disillusionment
- Nativism, racism and injustice
- Religion and society
- Isolationism and the “exorcism of war”

ESSENTIAL GUIDING QUESTIONS:

- How did business and government policies encourage an economic boom?
- How did the birth of consumerism lead to an explosion of advertising?
- How did a rapidly changing technological society foster a sense of disillusionment among the American public?
- How did the increasing American immigration restrictions reflect the racist and nativist attitudes of American society?
- What role did religion play in the cultural divide in American society?
- In what ways did isolationist policies reflect an American desire to withdraw from a leadership role in world affairs to and faith in collective security and mutual disarmament?

STUDENT LEARNING OUTCOMES:

1. Identify applications of laissez-faire capitalism to business and manufacturing practices in the United States.
2. Analyze and interpret the way in which technology (radio, print media and film) in a more “image conscious” and materialistic culture.
3. Explain how a greater sense of political, economic and social independence for both men and women contributed to feelings of alienation.
3. Describe examples of rural/urban, black/white, and nativist/immigrant conflicts in American society during the 1920’s.
4. Explain how the Scopes Trial, the resurgence of the KKK, and the Sacco-Vanzetti trial reflected divergent cultural and religious beliefs, as well as the reemergence of racism in America.
- 5 Evaluate the guiding principles in American foreign policy and trade that were implemented by the Republican administrations of the 1920’s.

CURRICULUM FRAMEWORK CONNECTIONS:

Concepts and Skills: (H) (C) (E) (G)

Learning Standards: USII.9-USII.10

AVAILABLE RESOURCES:

Overheads

Maps and Graphic Organizers

Advertisements from Era

Teaching with Documents

Taking Sides-Controversial Issues in American History Vol. II

The American Spirit Primary Sources in U.S. History

The Americans-McDougall Littell

The Evolving American Nation-State

Document-based Questions

Literary Excerpts, as from *The Great Gatsby*

Literary Excerpts, as from *Only Yesterday*

Excerpts from ABC/History Channel Documentary Series *The Century*

Excerpts from the movie *Rosewood*

TIME PERIOD OF STUDY: THE GREAT DEPRESSION AND THE NEW DEAL (1929-1941)

UNIT OF STUDY: CRASH AND DEPRESSION

UNIT THEMES:

- Global economics
- Competing economic theories
- Relief, recovery and reform
- Extremism
- Geopolitical and socioeconomic changes

ESSENTIAL GUIDING QUESTIONS:

- What were underlying and immediate causes of the stock market crash of 1929 and the Great Depression of the 1930's
- What were the major differences in economic theory between Herbert Hoover and Franklin D. Roosevelt?
- How did New Deal programs address the social and economic conditions in the United States?
- Who were the critics of the New Deal, and what alternative solutions were proposed?
- How did economic, social and geographic conditions affect the migratory patterns of Americans?
- How did New Deal programs expand the role of our federal government?

STUDENT LEARNING OUTCOMES:

1. Identify and explain the major factors that led to the Great Depression.
2. Describe how the Great Depression in the United States adversely affected the international community.
3. Analyze the presidencies of Herbert Hoover and FDR in addressing the social and economic problems facing the nation.
4. Identify the way New Deal programs responded to the needs and ever-changing nature of the American economy and society.
5. Compare and contrast the arguments of both the critics and supporters of New Deal programs.
6. Describe the reaction and responses of the American people to geographic and economic disaster.
7. Trace the expanding role of our federal government, summarizing ways in which the New Deal left a lasting legacy

CURRICULUM FRAMEWORK CONNECTIONS:

Concepts and Skills (H) (C) (E) (G)

Learning Standards USII.11-USII.13

AVAILABLE RESOURCES:

Primary Documents, including

Overheads

Maps and Graphic Organizers

New Deal photographs slideshow

Games magazine activity: "The Price Was Right"

Depression Family Budget resource

Songs of Era, including "Brother, Can You Spare a Dime?"

Teaching with Documents

Taking Sides-Controversial Issues in American History Vol. II

The American Spirit Primary Sources in U.S. History

The Americans-McDougall Littell

The Evolving American Nation-State

Document-based Questions

Literary Excerpts, as from *The Grapes of Wrath*

PBS documentary *The Great Depression*

Excerpts from ABC/History Channel Documentary Series *The Century*

Excerpts from History Channel Documentary *The Great Depression*

A & E Biography *The Democrat and the Dictator*

TIME PERIOD OF STUDY: WORLD WAR II (1939-1945)

UNIT OF STUDY: AMERICAN INVOLVEMENT IN WORLD WAR II

UNIT THEMES:

- Isolationism vs. totalitarianism
- Imperialistic conflicts in the Pacific
- The Arsenal of Democracy
- Propaganda and preparation
- Engagement, prosecution and injustices of war
- Complications and post-war security

ESSENTIAL GUIDING QUESTIONS:

- How did totalitarian regimes in Europe and Asia influence American foreign policy?
- How did the legacy of imperialism in the Pacific lead to conflict between the United States and Japan?
- Why did the United States move from a position of isolationism to the “Arsenal of Democracy”?
- What steps did the United States take to mobilize the country for war?
- In what major battles and campaigns was the United States involved during WW II?
- How were the civil liberties and rights of Japanese Americans violated by United States government policies during WW II?
- What controversies surrounded the decision to drop the atomic bombs on Japan?
- How did the various peace conferences set the stage for both geopolitical consensus and controversies at the conclusion of WW II?

STUDENT LEARNING OUTCOMES:

1. Explain the positive and negative implications that isolationism had on both the U.S. and foreign policy between the wars.
2. Recognize the implications and consequences of major military battles and campaigns during the war.
3. Describe the various ways in which the American people mobilized for war on the home front.
4. Explain how the civil liberties of various minorities were violated during the war.
5. Evaluate the decision for dropping atomic bombs on Japan.
6. Describe some of the challenges faced by the U.S. and the Allies in building a just and lasting post-war peace.

CURRICULUM FRAMEWORK CONNECTIONS:

Concepts and Skills: (H) (C) (E) (G)

Learning Standards: USII. 14-17

AVAILABLE RESOURCES:

Primary Sources, including Franklin D. Roosevelt's "Four Freedoms" speech (1941)*
Overheads

Maps and Graphic Organizers

WWII propaganda slides

National Geographic website *Pearl Harbor*

Teaching with Documents

Taking Sides-Controversial Issues in American History Vol. II

The American Spirit Primary Sources in U.S. History

The Americans-McDougall Littell

The Evolving American Nation-State

Document-based Questions

Excerpts from ABC/History Channel Documentary Series *The Century*

Excerpts from *Saving Private Ryan*

Excerpts from *Pearl Harbor*

History Channel Documentary *Decision to Drop the Bomb (Hiroshima)*

Excerpts from videos on propaganda

TIME PERIOD OF STUDY: COLD WAR CATALYSTS AND EMERGING IDEOLOGICAL GLOBAL CONFLICTS (1945-1989)

UNIT OF STUDY: THE POLITICS AND POLICIES OF CONTAINMENT

UNIT THEMES:

- Clashing economic ideologies
- Military insecurities of the Cold War
- Political polarizations

ESSENTIAL GUIDING QUESTIONS:

- How and why did the economic ideologies of capitalism and socialism come into global conflict?
- How did military realignments serve as a catalyst in both fostering and perpetuating the Cold War?
- How and why did the political ideologies of democracy and communism come into global conflict?

STUDENT LEARNING OUTCOMES:

1. Comprehend how the United Nations served as an international forum for conflict resolution.
2. Define Marshall Plan, Truman Doctrine, Policy of Containment, Domino Theory, N.A.T.O; Warsaw Pact, Iron Curtain.
3. Explain how divergent capitalist and socialist economic theories and interests created global conflicts.
4. Identify and explain key international political events that occurred during the Cold War.

CURRICULUM FRAMEWORK CONNECTIONS:

Concepts and Skills (H) (C) (E) (G)

Learning Standards: US II. 18-19

AVAILABLE RESOURCES:

Primary Sources, including Truman Doctrine (1947)*; George Kennan's "The Sources of Soviet Conduct" (1947)*

Overheads

Maps and Graphic Organizers

Teaching with Documents

Taking Sides-Controversial Issues in American History Vol. II

The American Spirit Primary Sources in U.S. History

The Americans-McDougall Littell

The Evolving American Nation-State

Document-based Questions

Excerpts from ABC/History Channel Documentary Series *The Century*

UNIT OF STUDY: COLD WAR CHALLENGES AND CONFLICTS ABROAD

UNIT THEMES:

- Containment in Practice
- The Realities of Cold War Conflicts
- The Imperial Presidency

ESSENTIAL GUIDING QUESTIONS:

- What were the political, economic and military goals of the U.S. on the international stage?
- Why and how did the power of the presidency expand during the Cold War?

STUDENT LEARNING OUTCOMES:

1. Explain the factors that led to the Korean Conflict and the effects as well as frustrations relative to U.S. foreign policy.
2. Trace the major international Cold War events during the Truman administration.
3. Trace the major international Cold War events during the Eisenhower administration.
4. Analyze and explain Eisenhower's Farewell Address and the implications of the growing military-industrial complex.
5. Trace the major international Cold War events during the Kennedy administration.
6. Evaluate how increasing executive powers during the Johnson and Nixon administrations contributed to the escalating presence of the United States in Southeast Asia.

CURRICULUM FRAMEWORK CONNECTIONS:

Concepts and Skills: (H) (C) (E) (G)

Learning Standards: USII. 18-20

AVAILABLE RESOURCES:

Primary Sources, including Eisenhower's Farewell Address (1961)*
Overheads
Maps and Graphic Organizers
Presidential Library recordings
Teaching with Documents
Taking Sides-Controversial Issues in American History Vol. II
The American Spirit Primary Sources in U.S. History
The Americans-McDougall Littell
The Evolving American Nation-State
Brown University series *The Vietnam Wars*
Document-based Questions
Excerpts from ABC/History Channel Documentary Series *The Century*
Documentaries on Korean Conflict and Vietnam Conflict

UNIT OF STUDY: COLD WAR CONCLUSIONS

UNIT THEMES:

- Changing economic ideologies
- Political conflicts and compromises
- Cultural connections

ESSENTIAL GUIDING QUESTIONS:

- What role did economic factors play in the ending of the Cold War?
- How did key foreign policy decisions of various presidential administrations contribute to the ending of the Cold War?
- How did cultural connections foster a spirit of conciliation and cooperation?

STUDENT LEARNING OUTCOMES:

1. Compare and contrast the strengths and weaknesses of both capitalist and communist economic systems in shaping the outcomes of the Cold War.
2. Describe how both change and continuity in U.S. foreign policy contributed to the ending of the Cold War.
3. Identify examples of cultural connections that contributed to a spirit of greater cooperation.

CURRICULUM FRAMEWORK CONNECTIONS:

Concepts and Skills : (H) (C) (E) (G)

Learning Standards: US II. 21

AVAILABLE RESOURCES:

Primary Sources

Overheads

Maps and Graphic Organizers

Teaching with Documents

Presidential Library recordings

Teaching with Documents

Taking Sides-Controversial Issues in American History Vol. II

The American Spirit Primary Sources in U.S. History

The Americans-McDougall Littell

The Evolving American Nation-State

Document-based Questions

Excerpts from ABC/History Channel Documentary Series *The Century*

TIME PERIOD OF STUDY: DOMESTIC DOINGS (1945-1980)

UNIT OF STUDY: COLD WAR AMERICA AT HOME: REPRESSION, REFORM, AND PROSPERITY

UNIT THEMES:

- Political problems and transformations
- Economic and demographic transitions and innovations
- Cultural clashes, compromises and evolutions

ESSENTIAL GUIDING QUESTIONS:

- How did the Second Red Scare affect both the civil liberties and politics of America?
- How did economic and technological advances effect both the American economy and demographics?
- How did the challenges to cultural and social norms transform American society?
- How did presidential crises and failures effect domestic politics?

STUDENT LEARNING OUTCOMES:

1. Explain the roots of domestic anticommunism as well as the origins and consequences of McCarthyism.
2. Analyze the major domestic polices and programs of the Truman and Eisenhower administrations.
3. Analyze the major domestic polices and programs of the Kennedy, Johnson, and Nixon administrations.
4. Examine the Watergate Scandal and the legal underpinnings.
5. Analyze the causes and consequences of major domestic Cold War trends in economic growth and prosperity, technological advances, and demographic changes.
6. Identify and explain some of the societal and cultural changes that have evolved in connection with major domestic and internationally related events.
**(The Civil Rights Movement is covered earlier in this curriculum guide).

CURRICULUM FRAMEWORK CONNECTIONS:

Concepts and Skills: (H) (C) (E) (G)

Learning Standards: U.S.II 22-24, 28

AVAILABLE RESOURCES:

Primary Sources, including Kennedy's Inaugural Address (1961)*

Overheads

Maps and Graphic Organizers

Teaching with Documents

Taking Sides-Controversial Issues in American History Vol. II

The American Spirit Primary Sources in U.S. History

The Americans-McDougall Littell

The Evolving American Nation-State

Document-based Questions

Excerpts from *Guilty by Suspicion*

Excerpts from ABC/History Channel Documentary Series *The Century*

A & E Biography of Richard Nixon

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