

## UNIT: FORMATION OF A NATION (TO 1783)

### Stage 1—Desired Results

#### Established Goals:

- Learning Standards: USI.1-USI.5

#### Understandings:

- Physical and cultural geography shape the settlement of a region
- Ideological movements and/or economic factors may trigger political change

#### Essential Questions:

- What shapes the relations between groups after they make contact? How did relationships develop between settlers and Native Americans?
- What causes people to revolt? To what extent did changing ideas about politics, economics, and society catalyze the American Revolution?

#### Students will know...

- There were both positive and negative interactions between settlers and the native people
- There was agricultural and demographic diversity in the colonies
- Key events and figures from the settlement period through the revolutionary movement
- The ideas of relevant Enlightenment thinkers and their influence on seminal documents in the Revolutionary War era

#### Students will be able to...

- Evaluate the range of interactions between settlers and native people
- Explain the political and economic factors that contributed to the American Revolution
- Evaluate the role of the social classes in the movement for independence
- Explain the leading role of Massachusetts in the revolution, including its important events and leaders
- Explain the historical and intellectual influences of the Enlightenment on the American Revolution, the seminal documents of the era, and the formation and framework of the American government

### Stage 2—Assessment Evidence

#### Performance Tasks:

- Take part in a Revolutionary War debate involving role play as loyalists and patriots on the question as to whether or not the American colonies were justified in declaring independence from Great Britain
- Create an anachronistic resume for a Revolutionary War figure as if that person were applying for a job in the post-revolutionary era but using current guidelines for resume writing
- Design and create a dorm room for a famous colonist following the example of a *Newsweek* feature involving characters from a popular television series
- Design and create an iconic map of one colony featuring its geography and history

#### Other Evidence:

- Pre-test, K-W-L, or oral/written responses to essential questions
- Homework/comprehension checks
- Document analysis
- Performance task self-evaluation
- Quizzes and tests (selected and constructed response)

### Stage 3—Learning Plan

**Learning Activities:**

- Assess students’ prior knowledge of the era
- Engage students in whole-class lesson on initial and later contact between settlers and native peoples, featuring local connections
- Using a graphic organizer, examine agricultural and demographic diversity in the colonies
- Whole-class discussion of long-term and short-term causes of the American Revolution
- Conduct independent research to complete performance task (e.g., debate or resume)
- Interpret seminal documents during the Revolutionary War era
- Create a timeline of key events of the Revolutionary War era

### UNIT: EARLY REPUBLIC (1783-1815)

#### Stage 1—Desired Results

**Established Goals:**

- **Learning Standards: USI.6-USI.22, USI.26A**

**Understandings:**

- Establishing government and maintaining effective governance is an evolving process that ideally involves peaceful compromise but sometimes requires conflict resolution
- A stable government provides safeguards for the protection of individual liberties and the expression of the popular will

**Essential Questions:**

- What makes a government effective? To what extent did the Constitution provide a more effective government framework than the Articles of Confederation?
- Is compromise essential in a representative democracy? How did the art of compromise facilitate the balancing of competing political, economic, and social interests in the formation of our nation’s government and our political parties?
- What should the relationship be between individuals and the state? In what ways did the framework of the United States Constitution and the Bill of Rights foster personal freedom, individual responsibility, and respect for human dignity?

**Students will know...**

- The successes and failures under the Articles of Confederation
- How Enlightenment philosophies and the precedent of the Massachusetts state constitution contributed to the framing of the Constitution and the Bill of Rights
- Such compromises as the Great Compromise and the Three-Fifths Compromise
- Key concepts and terms underpinning the Constitution and the Bill of Rights

**Students will be able to...**

- Analyze both the strengths and weaknesses of the Articles of Confederation
- Explain the influence of the Enlightenment and the Massachusetts state constitution on the federal Constitution
- Analyze and explain how compromise was utilized in a way to facilitate the writing of our Constitution
- Understand and explain the principles of the Constitution and how the Bill of Rights

<ul style="list-style-type: none"> <li>• Ideological differences between Federalists and anti-Federalists, as well as our first political parties</li> <li>• Key domestic and foreign policy events in the early republic era</li> <li>• Long-term and short-term causes of the War of 1812 and immediate outcomes</li> </ul>	<p>protects our individual civil liberties, as well as permits civic participation in the political process</p> <ul style="list-style-type: none"> <li>• Explain reasons for the rise of political parties and their significance in the early years of the Republic</li> <li>• Evaluate the influence and ideas of Supreme Court Chief Justice John Marshall, especially the importance of the doctrine of judicial review</li> <li>• Identify and explain both the causes and outcomes of the War of 1812</li> </ul>
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### Stage 2—Assessment Evidence

<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Write a letter to the editor of a newspaper on a current event article from the perspective of either Thomas Jefferson or Alexander Hamilton</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• K-W-L or oral/written responses to essential questions</li> <li>• Homework/comprehension checks</li> <li>• Document analysis</li> <li>• Quizzes and tests (selected and constructed response)</li> </ul>
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### Stage 3—Learning Plan

<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Discussion of strengths and weaknesses in the Articles of Confederation and modifications made by the Constitutional Convention</li> <li>• Readings and discussion of excerpts of the Massachusetts Constitution and the Quock Walker case and its influence on the federal Constitution</li> <li>• Examine the Constitution and the Bill of Rights using a graphic organizer or guiding questions</li> <li>• Read and connect current event issues to the Constitution and the Bill of Rights</li> <li>• Analyze and write DBQ responses on political parties in the early republic</li> </ul>
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## UNIT: WHEELS OF CHANGE (1815-1848)

### Stage 1—Desired Results

<p><b>Established Goals:</b></p> <ul style="list-style-type: none"> <li>• <b>Learning Standards: US1.23-US1.24, US1.26-US1.34</b></li> </ul>	
<p><b>Understandings:</b></p> <ul style="list-style-type: none"> <li>• The definition of what it means to be an American has changed over time and political parties have supported positions that have appealed to various groups.</li> <li>• While economic growth can benefit a society overall, it often benefits some groups more than others.</li> <li>• Ideological movements and/or economic factors may trigger social reform.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• To what extent have our ideas of what it means to be an American changed over time? To what extent has the definition of citizenship changed and what role did political parties play in the debate over American identity?</li> <li>• How did the Industrial Revolution come to unite and divide us?</li> <li>• What triggers Americans to pursue social</li> </ul>

<ul style="list-style-type: none"> <li>Expansionism has both domestic and international implications.</li> </ul>	<p>reforms? In the antebellum era, why did so many social reform movements arise? How did these social reform movements serve as a catalyst for change?</p> <ul style="list-style-type: none"> <li>How did America become a continental power during this era and what domestic impacts did this have?</li> </ul>
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<p><b>Students will know...</b></p> <ul style="list-style-type: none"> <li>Such political definitions as universal suffrage</li> <li>Major political parties and figures that emerged during this time</li> <li>Key inventions and advancements during the era</li> <li>New England was the birthplace of the Industrial Revolution in America while the South remained agrarian</li> <li>Key elements of the Indian Removal Act and its impact on the balance of power and its impact on the future of Native American tribes</li> <li>Goals, leaders, and impacts of various antebellum reform movements (e.g. abolitionism, feminism)</li> <li>Motivations for westward expansion of individual settlers and national motivations for land acquisition</li> <li>Locations of land acquisitions</li> </ul>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>Identify reasons for universal white manhood suffrage and explain why other groups did not gain the right to vote</li> <li>Identify the major forces and figures that shaped the changing American political and economic landscape</li> <li>Identify the advances in transportation, technology and communication during the Industrial Revolution</li> <li>Compare and contrast the effects industrialization had on the diverse geographic regions of America</li> <li>Evaluate the Indian Removal Act as a harbinger of the future treatment toward Native Americans</li> <li>Explain the reasons for the emergence of the various antebellum reform movements</li> <li>Evaluate the impact of antebellum reform movements</li> <li>Identify locations of land acquisitions, motivations for westward expansion, and westward expansion’s impact on domestic relations and foreign policy</li> </ul>
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**Stage 2—Assessment Evidence**

<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>Collaborative creation of a visual product that represents key events in the debates and divisions of the era, which is then presented to the whole class with explanations of the symbolism and design choices of the group’s visual synthesis (e.g. carnival, monopoly board,) followed by an oral defense as to why the students featured the events they did reflecting their primary source research</li> <li>Primary source research and interactive PowerPoint presentation on key events and figures related to one of the topics featured in the unit</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>K-W-L or oral/written responses to essential questions</li> <li>Homework/comprehension checks</li> <li>Document analysis</li> <li>Quizzes and tests (selected and constructed response)</li> <li>Performance task self-evaluation</li> </ul>
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### Stage 3—Learning Plan

**Learning Activities:**

- Students read and take notes on sources chosen by the teacher
- Students independently find relevant primary sources in their research for their performance task
- Group discussions on research
- Group presentations of research projects
- Teacher-led review day emphasizing student findings and clarifying possible misunderstandings or omissions on key events of the unit

### UNIT: UNION TO DISUNION (1820-1865)

#### Stage 1—Desired Results

**Established Goals:**

- **Learning Standards: US1.26, US1.31, US1.35-USI.40**

**Understandings:**

- People’s pursuit of their economic and political interests resulted in political conflict.
- Compromises may provide short term solutions but fail to provide long term solutions.
- The Civil War tested American democracy in unprecedented ways.

**Essential Questions:**

- To what extent did sectional economic and political interests concerning slavery divide the nation politically?
- To what extent was political compromise effective in this era?
- To what extent did the Civil War test American democracy?
- Was the Civil War a lost cause for the South from the very beginning?

**Students will know...**

- Key facts about the Missouri Compromise, the Nullification Crisis of 1832-33, the Compromise of 1850, and the Kansas-Nebraska Act
- The outcome/impact of the Dred Scott Supreme Court case, John Brown’s role, Bleeding Kansas, and the expansion of federal power (especially the presidency)
- Abraham Lincoln’s actions during the Civil War (including the Emancipation Proclamation and the Gettysburg Address)
- Contributions of African Americans during the Civil War
- The economic strengths of the Union and the Confederacy and their impacts on the Civil War’s outcome
- Key Civil War battles and commanders, ending with acknowledgement of the significance of the surrender at Appomattox

**Students will be able to...**

- Be able to discuss and evaluate the effectiveness of the Missouri Compromise, the Nullification Crisis of 1832-33, the Compromise of 1850, and the Kansas-Nebraska Act
- Explain the significance of the Dred Scott Supreme Court case, John Brown, Bleeding Kansas, the expansion of federal power (especially the presidency)
- Explain the significance of Abraham Lincoln’s actions during the Civil War (including the Emancipation Proclamation and the Gettysburg Address)
- Evaluate the changing roles and public perception of African Americans during the Civil War
- Compare and contrast the economic strengths of the Union and the Confederacy and their impact on the Civil War’s outcome
- Explain the significant of various Civil War battles and commanders

<b>Stage 2—Assessment Evidence</b>	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• 1850's CD Project</li> <li>• 1850's DBQ Activity</li> <li>• Pre Civil War Newspaper Project</li> <li>• Civil War Video Portfolio</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• K-W-L or oral/written responses to essential questions</li> <li>• Homework/comprehension checks</li> <li>• Document analysis</li> <li>• Graphic organizers and other summarizers</li> <li>• Quizzes and tests (selected and constructed response)</li> <li>• Performance task self-evaluation</li> </ul>
<b>Stage 3—Learning Plan</b>	
<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Read and analyze primary documents</li> <li>• Show excerpts and/or guided note taking on selected video sources chosen by the teacher</li> <li>• Research, create, and present one of the projects listed above</li> <li>• Teacher led lecture discussion involving visual aids</li> <li>• Role play discussion and analysis of key events leading up to the Civil War</li> </ul>	

<b>RECONSTRUCTION 1865-1877</b>	
<p><b>Established Goals:</b></p> <ul style="list-style-type: none"> <li>• <b>Learning Standard: USI.41</b></li> </ul>	
<p><b>Understandings:</b></p> <ul style="list-style-type: none"> <li>• Reconstruction left behind a long-term legacy of racial and sectional bitterness as well as economic inequities and destruction</li> <li>• The end of Reconstruction set the stage for 75 years of legalized racial segregation in the United States</li> <li>• There are ongoing power struggles between state governments and the federal government as well as among the branches of the federal government</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Should nations punish or forgive after war?</li> <li>• What were the major problems facing the former Confederate states and the nation at large after the Civil War?</li> <li>• To what extent did Reconstruction transform the nation, particularly the former Confederate states?</li> <li>• How powerful should the federal government—especially the president—be?</li> </ul>
<p><b>Students will know...</b></p> <ul style="list-style-type: none"> <li>• Key events and figures of the Reconstruction Era</li> <li>• Key legislation of the Reconstruction, including the amendments</li> <li>• The key successes and failures of Reconstruction</li> </ul>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>• Explain the key events and figures during the various phases of Reconstruction</li> <li>• Identify and explain the significance of legislation, including the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments</li> <li>• Analyze the extent to which Reconstruction succeeded</li> <li>• Explain why the Radical Republicans impeached Andrew Johnson but failed to convict him</li> </ul>

<b>Stage 2—Assessment Evidence</b>	
<b>Performance Tasks:</b> <ul style="list-style-type: none"> <li>• Reconstruction “Unity Dinner” Project</li> <li>• Reconstruction Arts Project</li> <li>• Johnson’s Impeachment Trial simulation</li> </ul>	<b>Other Evidence:</b> <ul style="list-style-type: none"> <li>• Homework/Comprehension checks</li> <li>• Document analysis</li> <li>• Quizzes and Tests (selected and constructed response)</li> </ul>
<b>Stage 3—Learning Plan</b>	
<b>Learning Activities:</b> <ul style="list-style-type: none"> <li>• Read and analyze primary source documents (i.e., Freedman’s Letter and work contract)</li> <li>• Lecture and discussion with visual aids</li> <li>• Research, create, and present one of the projects listed above</li> <li>• Reconstruction simulation</li> <li>• PBS Video on Reconstruction</li> </ul>	

<b>Evolving Equal Justice for All (1890-1975)</b>	
<b>Established Goals:</b> <ul style="list-style-type: none"> <li>• <b>Learning Standards: US1.41, USII.9-USII.10C, USII.23D,USII.25-USII.27</b></li> </ul>	
<b>Understandings:</b> <ul style="list-style-type: none"> <li>• Ideological movements trigger political, economic, and social change</li> <li>• The pursuit of civil rights is a fluid and evolving process in history</li> <li>• The power of the federal government is sometimes used as a check on the power of state government to ensure the civil rights of all Americans</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• Was the civil rights movement an evolutionary or revolutionary process?</li> <li>• How did the legacy of the African-American civil rights movement influence other civil rights movements?</li> <li>• To what extent were these movements a reflection of the democratic process in American society?</li> </ul>
<b>Students will know...</b> <ul style="list-style-type: none"> <li>• Key terms and events revolving around civil rights efforts during the era of Jim Crow segregation (1890s-1945)</li> <li>• Key leaders and competing ideologies of the early civil rights movement (1890s-1945)</li> <li>• Geographical migration movements of African-Americans during the 20<sup>th</sup> Century</li> <li>• Key African-American leaders and competing ideologies of the modern Civil Rights Movement (1945-1975)</li> <li>• Key terms, events and decisions during the</li> </ul>	<b>Students will be able to...</b> <ul style="list-style-type: none"> <li>• Identify and explain the significance of the Supreme Court decision <i>Plessy v. Ferguson</i></li> <li>• Identify and explain the significance of the NAACP</li> <li>• Explain the reasons for the resurgence of the Ku Klux Klan during the early 20<sup>th</sup> Century</li> <li>• Identify some of the major race riots of the early 20<sup>th</sup> century (i.e. Rosewood, Tulsa, and Chicago) and their impact on race relations</li> <li>• Compare and contrast the ideologies of</li> </ul>

<p>modern Civil Rights Movement (1945-1975)</p> <ul style="list-style-type: none"> <li>• Federal vs. state government actions regarding civil rights</li> <li>• The difference between <i>de jure</i> and <i>de facto</i> segregation</li> <li>• How the African-American Civil Rights Movement inspired other civil rights movements</li> </ul>	<p>Booker T. Washington, W.E.B. DuBois, Marcus Garvey, and A. Philip Randolph</p> <ul style="list-style-type: none"> <li>• Identify and explain the reasons for African-American migrations during the 20<sup>th</sup> century</li> <li>• Compare and contrast the ideologies of modern Civil Rights Movement leaders, such as Martin Luther King Jr. and Malcolm X</li> <li>• Identify and explain the significance of the Supreme Court decision <i>Brown v. Board of Education</i></li> <li>• Explain the role of presidential power and its impact on the Civil Rights Movement</li> <li>• Identify and differentiate between the two phases of the Civil Rights Movement and their emphasis on <i>de jure</i> and <i>de facto</i> segregation</li> <li>• Identify and explain major civil rights legislation (i.e., Civil Rights Act of 1964, Voting Rights Act of 1965, and affirmative action laws)</li> <li>• Explain the impact that the African-American Civil Rights movement had on other civil rights movements (i.e., women, Native Americans, gays and lesbians, and Latinos)</li> </ul>
<b>Stage 2—Assessment Evidence</b>	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Women’s Civil Rights Socratic seminar</li> <li>• Native American PowerPoint Project</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Homework/Comprehension checks</li> <li>• Document Analysis</li> <li>• Quizzes and Tests (Selected and Constructed response)</li> </ul>
<b>Stage 3—Learning Plan</b>	
<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Read and analyze primary source documents (1890s-1970s)</li> <li>• Lecture and discussion with visual aids</li> <li>• Videos (<i>Justice for All</i>, <i>The Century Series</i>)</li> <li>• Research and develop positions on women’s civil rights issues</li> <li>• Research, create, and present Native American Project listed above</li> </ul>	



## Westward Expansion: Rewards and Costs (1870-1900)

### Stage 1—Desired Results

#### Established Goals:

- Learning Standards: USII.3-USII.4, USII.5C

#### Understandings:

- Physical and cultural geography shape the settlement of a region
- Ideological movements and/or economic factors may trigger political changes
- The concept of manifest destiny had varying impacts on various groups of people

#### Essential Questions:

- How did the American West continue to foster a growing national economy?
- How did westward expansion continue to promote the idea of manifest destiny and, at the same time, a growing sense of intolerance?
- How did the populist movement influence reform at the state and national level?

#### Students will know...

- Key events and terms related to the settling of the West
- Why conflicts developed between white settlers and other racial groups
- How the geography of the West provided various economic opportunities
- How the frontier influenced American identity
- The important role that the trans-continental railroad played in the settlement of the West
- How the populist movement developed into a national political movement reflecting the diverging economic, political, and social interests

#### Students will be able to...

- Explain how the West provided Americans with the opportunity to redefine themselves both individually and collectively
- Describe how mining, ranching, and farming provided economic opportunities for western settlers
- Analyze and explain the extent to which the settlement of the West perpetuated intolerance at both the state and national level (i.e., Chinese Exclusion Act)
- Identify major conflicts with Native Americans (i.e., Battle of Little Big Horn and Battle of Wounded Knee) and Chinese Americans (i.e., Rocks Springs Massacre)
- Explain the significance of the Fort Laramie Treaty, the Dawes Severalty Act, Helen Hunt Jackson's "A Century of Dishonor," and Frederick Jackson Turner's "The Significance of the Frontier in American History"
- Evaluate how the trans-continental railroad catalyzed the growth of a growing national economy
- Assess the significance of farmers as voices of dissent as well as their influence on local and national politics

### Stage 2—Assessment Evidence

#### Performance Tasks:

- Westward Expansion Video Project

#### Other Evidence:

- Homework/comprehension checks
- Document analysis
- Quizzes and tests (selected and constructed response)

### Stage 3—Learning Plan

**Learning Activities:**

- Read and analyze primary source documents
- Lecture and class discussion with visual aids
- Research, create, and present Native American Project listed above
- Video clips and segments on 19<sup>th</sup> century Native American issues

### The Gilded Age and Progressive Reform (1877-1920)

**Established Goals:**

- **Learning Standards: USII.1-USII.3, USII.5, USII.8**

**Understandings:**

- The pursuit of the American dream during the Gilded Age led to political, economic, and social inequalities
- Early twentieth century reforms were crucial steps toward improving the lives and working conditions of Americans
- Rapid advances in technology led to increased urbanization of America

**Essential Questions:**

- What motivated immigrants to come to the United States during the second half of the nineteenth century?
- To what extent did the social, economic, and political reformers of this era succeed?
- How did rapid industrialization and technological growth transform our nation?
- To what extent should the government regulate the economy?

**Students will know...**

- Key terms, figures, and events of the Second Industrial Revolution
- The experiences of New Immigrants in America as well as native-born workers
- Key political figures, social movements, and legislation from the Gilded Age
- Various political, economic, and social reform movements during the Progressive Era

**Students will be able to...**

- Compare and contrast the image of the Robber Baron vs. the Captain of Industry (e.g., Rockefeller and Carnegie)
- Identify how laissez-faire economics and practices led to corruption and exploitation of workers (i.e., trusts, monopolies, and pooling)
- Explain the successes and failures of unions during the late 19<sup>th</sup> and early 20<sup>th</sup> centuries
- Describe the experiences of New Immigrants and explain why they were met with increasing intolerance
- Identify and explain what led to the rise of radical political parties in the United States at this time
- Compare and contrast the concept of the American dream with the realities of the American experience
- Identify how rapid industrialization and

	<p>technology promoted urbanization and a transformation of the social class structure.</p> <ul style="list-style-type: none"> <li>• Identify and explain the spoils system, Tammany Hall, “Boss” Tweed, the Pendleton Act, and the Sherman Anti-Trust Act</li> <li>• Identify and explain the role of muckraking journalism as a catalyst for progressive reform (i.e., Sinclair and Riis)</li> <li>• Identify and explain the specific local and state issues that were addressed by progressive reforms (i.e., referendums, recall, and city government reform)</li> <li>• Describe the major Progressive Era reforms that occurred at the national level during the Roosevelt, Taft and Wilson Administrations (i.e., Coal Strike, Pure Food and Drug Act, Clayton Anti-Trust Act, and 16<sup>th</sup> through 19<sup>th</sup> Amendments)</li> </ul>
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**Stage 2—Assessment Evidence**

<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Immigration Letter</li> <li>• Family Oral History Project</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Homework/comprehension checks</li> <li>• Document Analysis</li> <li>• Formal DBQ Essay</li> <li>• Quizzes and Tests (selected and constructed Response)</li> </ul>
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**Stage 3—Learning Plan**

<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Read and analyze primary source documents</li> <li>• Lecture and class discussion with visual aids</li> <li>• Video on “The Rise of the Industrial Giants”</li> <li>• Video on Immigration, “Ellis Island: Journey to America”</li> <li>• Cornell University Website, “Triangle Shirtwaist Factory Fire”</li> <li>• Cartoon Analysis on “Boss Tweed”</li> <li>• SIGHT activity using Jacob Riis <i>How the Other Half Lives</i></li> <li>• Re-enactment of congressional committee hearing on the “Relations Between Labor and Capital”</li> <li>• Unionization simulation</li> </ul>
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## United States Becomes A World Power (1890-1920)

### Established Goals:

- Learning Standards: USII.6-USII.7

### Understandings:

- Economic strength or military force can be used to assert influence throughout the world
- The principles and laws of our nation have been re-interpreted to meet changing times
- Many early 20<sup>th</sup> century American foreign policy decisions had significant global implications

### Essential Questions:

- What makes a nation a world power?
- What is the meaning of sovereignty and freedom? Are nations guaranteed both?
- How are the principles of American democracy in conflict with imperialist policies?
- Should the government have expanded powers during wartime?
- What makes for a successful peace treaty?

### Students will know...

- Key terms, figures, and events in the acquisition of various global territories (e.g., Spanish-American War)
- Various motivations for and perspectives on imperialist foreign policy
- Key terms, figures, and events relative to the United States during World War I
- Motivations and perspectives for US involvement in the First World War
- The major outcomes and significance of the Treaty of Versailles

### Students will be able to...

- Trace milestones in American territorial expansion and describe the impact thereof
- Identify the factors that fueled pro- and anti-imperialistic activities in the late nineteenth and early twentieth centuries
- Compare and contrast imperialist ideologies of American and European nations
- Describe the motivations that prompted the United States to become involved in the First World War
- Explain how the government's role in society expanded during the war (e.g., propaganda and limitations on civil liberties)
- Identify and explain the reasons why the United States Senate rejected the Treaty of Versailles and the significance of the US failure to join the League of Nations

## Stage 2—Assessment Evidence

### Performance Tasks:

- Make your own propaganda poster or leaflet
- WWI Causes Simulation

### Other Evidence:

- Homework/Comprehension checks
- Document Analysis
- Formal DBQ Essay
- Quizzes and Tests (selected and constructed response)

### Stage 3—Learning Plan

**Learning Activities:**

- Document analysis (e.g., America Becomes a World Power DBQ)
- Primary source activities (e.g., Fredrick Jackson Turner’s *The Closing of the Frontier*, Josiah Strong’s *Anglo-Saxon Supremacy*, and Ernest Crosby’s *The Real White Man’s Burden*)
- YouTube excerpts on imperialism and the First World War
- Video: “TR: An American Lion”
- First World War propaganda analysis
- America’s role at Versailles analysis and role-play
- Lecture and class discussion with visual aids

### Roaring Twenties (1920s)

**Established Goals:**

- **Learning Standards: USII.9C-USII.10**

**Understandings:**

- Extraordinary economic growth is unsustainable and does not yield long-term prosperity for all and stability
- Technological and demographic changes can produce major cultural shifts in society as values and norms come into conflict

**Essential Questions:**

- What forces affected social and cultural norms and to what extent did they transform them?
- How can unregulated economic policies and behaviors impact society?

**Students will know...**

- Key terms, figures, and events in the 1920s
- The significance of the Harlem Renaissance
- How xenophobia and other forms of intolerance affected society
- That economic growth throughout the decade was not built on stable economic practices
- That women made significant political and social gains
- Many of the conflicts in the 1920s stemmed from conflicts between traditional and changing social norms
- Technological changes and consumerism fostered the growth of a national popular culture in America

**Students will be able to...**

- Identify major cultural shifts that occurred throughout the decade (e.g., Harlem Renaissance)
- Analyze the ways in which technology (e.g., radio, print media, and film) fostered the rise of a more image-conscious and materialistic culture
- Explain major events reflecting intolerance in an evolving American culture
- Identify ways in which attitudes toward women and their rights changed over the course of the decade
- Analyze sources of economic growth during the decade
- Analyze and explain the major economic policies of Republican administrations during the decade (e.g., laissez-faire)
- Examine ways in which much of the conflict throughout the decade can be as a conflict between tradition and modernity

<b>Stage 2—Assessment Evidence</b>	
<b>Performance Tasks:</b> <ul style="list-style-type: none"> <li>• 1920s video project</li> <li>• Original story using 1920s jargon</li> </ul>	<b>Other Evidence:</b> <ul style="list-style-type: none"> <li>• Homework/Comprehension checks</li> <li>• Document Analysis</li> <li>• Formal DBQ Essay</li> <li>• Quizzes and Tests (selected and constructed Response)</li> </ul>
<b>Stage 3—Learning Plan</b>	
<b>Learning Activities:</b> <ul style="list-style-type: none"> <li>• Teacher led lecture and discussion with visuals</li> <li>• 1920s advertisement analysis</li> <li>• Document-based Questions</li> <li>• Video: “The Century: 1920s Boom to Bust”</li> <li>• Popular culture crossword puzzle</li> <li>• 1920s Lingo compare/contrast</li> </ul>	

<b>The Great Depression and the New Deal (1929-1941)</b>	
<b>Established Goals:</b> <ul style="list-style-type: none"> <li>• <b>Learning Standards: USII.11-USII.13</b></li> </ul>	
<b>Understandings:</b> <ul style="list-style-type: none"> <li>• The New Deal expanded the role of the federal government in American society in an attempt to meet the challenges facing our nation in a time of crisis</li> <li>• Times of crisis can foster new political coalitions</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How did the role of the federal government change in response to a major crisis?</li> <li>• Why did so many people change their party allegiance during the Great Depression?</li> <li>• To what extent did our democratic form of government successfully deal with the various voices of dissent and extremism?</li> </ul>
<b>Students will know...</b> <ul style="list-style-type: none"> <li>• The major causes that led to the Great Depression</li> <li>• Key terms and concepts associated with the Great Depression and New Deal</li> <li>• Specific New Deal programs and their various impacts on society</li> <li>• The names and key ideas of the voices of dissent and extremism surrounding the New Deal</li> </ul>	<b>Students will be able to...</b> <ul style="list-style-type: none"> <li>• Explain the underlining and immediate causes of the Great Depression</li> <li>• Identify and explain the competing philosophies and actions taken by Herbert Hoover and Franklin D. Roosevelt in the early years of the Great Depression</li> <li>• Explain the theory behind Keynesian economics</li> <li>• Identify and explain some of the major</li> </ul>

<ul style="list-style-type: none"> <li>• How the New Deal expanded the role of our federal government</li> </ul>	<p>New Deal Programs (e.g., A.A.A., F.D.I.C., Social Security, C.C.C., and the Wagner Act)</p> <ul style="list-style-type: none"> <li>• Analyze the arguments of both the critics and supporters of New Deal programs</li> <li>• Identify and explain the long-term impact of the New Deal on the population at large and the changing roles of the federal government</li> </ul>
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**Stage 2—Assessment Evidence**

<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• New Deal Product Food Product Project</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Homework/Comprehension checks</li> <li>• Document Analysis</li> <li>• Formal DBQ Essay</li> <li>• Quizzes and Tests (selected and constructed Response)</li> </ul>
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**Stage 3—Learning Plan**

<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Teacher-led lecture and discussion with visuals</li> <li>• Great Depression KWL chart</li> <li>• Let’s Make a Deal Activity</li> <li>• Depression Family Budget Simulation</li> <li>• Songs of the Great Depression</li> <li>• Primary Source readings (e.g., Studs Terkel’s <i>Hard Times</i> and political cartoons)</li> <li>• New Deal Graphic Organizer</li> <li>• <i>Hard Times</i>- The Century Series Video</li> <li>• Trading Simulation</li> <li>• Oral History Project personal stories of the Great Depression</li> </ul>
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**The Second World War (1933-1945)**

<p><b>Established Goals:</b></p> <ul style="list-style-type: none"> <li>• <b>Learning Standards: USII14-USII.17</b></li> </ul>	
<p><b>Understandings:</b></p> <ul style="list-style-type: none"> <li>• The US government has sometimes compromised its democratic ideals to defend its interests abroad</li> <li>• Consensus during conflict helped achieve victory</li> <li>• As the world’s leading power, the US played a crucial role in shaping foreign</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• To what extent should we compromise our democratic ideals to defend our interests abroad?</li> <li>• Under what circumstances should the government fully mobilize the nation for war, and must the war be just?</li> <li>• When, if ever, should civilians be targeted</li> </ul>

<ul style="list-style-type: none"> <li>policy in the twentieth century</li> <li>War presents ethical challenges both at home and abroad</li> <li>Various social groups can simultaneously see advances and setbacks</li> </ul>	<p>in war?</p> <ul style="list-style-type: none"> <li>To what extent did the conflict of the war push countries to develop new relationships?</li> <li>To what extent does war present economic opportunities at home?</li> </ul>
<p><b>Students will know...</b></p> <ul style="list-style-type: none"> <li>The reasons for US isolationism and the eventual departure from neutrality</li> <li>Key terms, figures, and events during the war</li> <li>The reasons for and consequences of Japanese American internment</li> <li>The reasons for and against the dropping of atomic bombs</li> <li>The role women and minorities played during the war</li> <li>The pivotal role the United States played in major wartime conferences</li> <li>The role the United States played in planning for the postwar world</li> </ul>	<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>Explain the positive and negative implications that isolation had on both the US economy and foreign policy between the wars</li> <li>Describe and evaluate the significance of major military battles and campaigns during the war</li> <li>Describe the various ways in which the American people mobilized for war on the home front</li> <li>Explain why and how the civil liberties of various minorities were violated during the war</li> <li>Evaluate the decision to drop atomic bombs on Japan</li> <li>Describe the significance of the Yalta and Potsdam conferences</li> <li>Describe some of the challenges in building a just and lasting postwar peace</li> </ul>
<p><b>Stage 2—Assessment Evidence</b></p>	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>Oral history project—interviews with World War II veterans</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>Homework/Comprehension checks</li> <li>Document Analysis</li> <li>Quizzes and Tests (selected and constructed response)</li> </ul>
<p><b>Stage 3—Learning Plan</b></p>	
<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>Road to War review</li> <li>Teacher-led lecture and discussion with visuals</li> <li>US departure from neutrality DBQ</li> <li>National Geographic Pearl Harbor interactive website simulation</li> <li><i>The Pacific</i>, <i>Truman</i>, <i>Pearl Harbor</i> and/or <i>Saving Private Ryan</i> film excerpts</li> <li>YouTube videos related to important conflicts</li> <li><i>Hiroshima</i> History Channel excerpts</li> <li>Japanese American internment readings and video segment from Ken Burn’s <i>The War</i></li> <li>World War II-era comics, cartoons, and propaganda posters</li> </ul>	



## Early Cold War Conflicts At Home and Abroad (1945-1953)

### Established Goals:

- Learning Standards USII.18-USII.19A,USII.22-USII.24

### Understandings:

- Fear and conflicting beliefs can translate into feelings of military insecurity and political intolerance
- Conflicting ideologies and a series of diplomatic decisions and military actions turned a wartime alliance into a global rivalry
- Nations often struggle to uphold their values both at home and abroad, often inviting criticism of the justness of their actions

### Essential Questions:

- To what extent do international events and trends shape domestic political beliefs and actions?
- What forces foster competition rather than cooperation among powerful nations?
- How effectively can a nation strike a balance between upholding political ideals at home and abroad, and is one more important than the other?

### Students will know...

- Key terms and events related to the early years of the Cold War
- The differences between capitalist and communist ideologies
- Why the United States and the Soviet Union came into conflicts around the globe and why the U.S. and the People's Republic of China came into conflict in East Asia
- The methods employed by officials to root out communists in America and the civil liberties issues raised by those methods

### Students will be able to...

- Define containment, domino theory, NATO, Warsaw Pact, Iron Curtain, Truman Doctrine, and Marshall Plan
- Explain capitalist and communist economic theories and analyze how these ideologies fostered global conflict
- Identify and explain key international events that occurred during the early Cold War (e.g., Greece and Berlin)
- Explain the causes and effects of the Korean Conflict
- Explain the major events and factors that led to a Second Red Scare in the United States
- Identify and explain the significance of the McCarthy hearings, Alger Hiss, the Rosenberg case, the Hollywood Ten, and the HUAC

## Stage 2—Assessment Evidence

### Performance Tasks:

- Oral history project (e.g., Korean War veterans)
- HUAC Committee re-enactment

### Other Evidence:

- Homework/Comprehension checks
- Document Analysis
- Quizzes and Tests (selected and constructed response)

### Stage 3—Learning Plan

**Learning Activities:**

- Teacher led lecture and discussion with visuals
- Primary source analysis (Kennan’s containment speech, Marshall Plan, Truman Doctrine)
- *Truman* film excerpts
- *The Century* episodes—1945-53
- Howard Zinn’s *The People’s History of the United States* excerpts and discussion

### Continuing Cold War Conflicts At Home and Abroad (1954-1975)

\*Civil Rights Is Covered In An Earlier Unit

**Established Goals:**

- **Learning Standards: USII.19-USII.22, USII.23C, USII.28**

**Understandings:**

- Often, promoting ideals abroad comes at a real-world cost
- The possibility of Mutually Assured Destruction played a major role in limiting direct military confrontations between the two superpowers, but the arms race catalyzed indirect conflicts across the globe
- Wars with widespread popular support at the beginning may see a gradual increase in dissent as human and economic costs rise over an extended period of time, forcing political leaders to consider exit strategies prior to achieving their objectives
- Presidential authority during times of conflict is sometimes expanded to meet growing threats but can also be limited in the face of political realities
- Post-war prosperity was a catalyst for changes in American culture that eventually fostered various forms of dissent

**Essential Questions:**

- How effectively can a nation promote ideological ideals while protecting self-interests?
- Under what conditions and to what extent could increases in the capacity or number of weapons promote international stability?
- When, if ever, should a war be brought to an end (a treaty be signed) before the war’s military and political objectives are achieved?
- Why and how did the power of the presidency change during the 1960s and 1970s?
- How did the challenges to cultural and social norms prompt transformations in American society?

**Students will know...**

- Key terms and events related to the later years of the Cold War, including Dien Bien Phu, Diem, Ho Chi Minh, U-2 Incident, Military Industrial Complex, Bay of Pigs, Cuban Missile Crisis, Gulf of Tonkin, Operation Rolling Thunder, Tet Offensive,

**Students will be able to...**

- Explain capitalist and communist economic theories and analyze how these ideologies as well as geopolitical factors fostered global or regional conflict
- Identify and explain the significance of key international events that occurred during

<p>My Lai Massacre, Vietnamization, War Powers Act, and the Fall of Saigon</p> <ul style="list-style-type: none"> <li>• Key terms and events related to domestic issues, including consumer society, corporate America, Counter-Culture Movement, New Frontier, Great Society, Chicago Eight, Kent State, and Watergate</li> </ul>	<p>the later Cold War (e.g., Cuban Missile Crisis and the construction of the Berlin Wall)</p> <ul style="list-style-type: none"> <li>• Explain the causes and effects of the Vietnam Conflict</li> <li>• Explain the major events and factors that led to a substantial protest movement</li> <li>• Explain the impact of the post-war economic boom and the advent of consumer society/the birth of corporate America</li> <li>• Identify and explain the significance of major political events and policies related to the Kennedy, Johnson, and Nixon administrations</li> </ul>
<b>Stage 2—Assessment Evidence</b>	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Oral history project (e.g., Vietnam War veterans)</li> <li>• JFK Library Research Project</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Homework/Comprehension checks</li> <li>• Document Analysis</li> <li>• Quizzes and Tests (selected and constructed response)</li> </ul>
<b>Stage 3—Learning Plan</b>	
<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Teacher-led lecture and discussion with visuals</li> <li>• Primary source analysis, including iconic photos and political cartoons</li> <li>• <i>Fog of War</i> and <i>The People Speak</i> film excerpts</li> <li>• <i>The Century</i> episodes: 1953-1960, 1960-1964, 1965-70, and 1971-1975</li> </ul>	