

UNITED STATES HISTORY (1865-PRESENT DAY)

1.0 CREDIT

PREREQUISITES:

There are no prerequisites for United States History (1865-Present Day).

OVERVIEW

The United States History course completes the study of U.S. history that was introduced in grade eight and focuses on the development of the United States from Reconstruction through the twentieth century. Emphasis is placed on the significant events, critical movements, and individuals and groups who shaped our modern nation. The course uses an interdisciplinary approach in which students analyze the social, political, and economic characteristics of each era. Chronological thinking and historical analysis are emphasized, and the student learns to understand and use the processes involved in producing and evaluating history.

HOW TO USE THE CURRICULUM MAP

We hope the new format of the social studies curriculum map helps as you prepare your lessons this year. The curriculum for the year has been divided into **units of study** to help pace instruction and effectively cover the **topics** included. This will help students to have consistent coverage of the social studies content. The new format provides the **unit duration**, the **topic duration**, possible teaching strategies, and the **Higher Order Thinking** questions (HOT). There are numerous resources available via links as well.

CONTENT STANDARDS SS-HS-HS-5.1.1 AND SS-HS-HS-5.1.2

Content Standards SS-HS-HS-5.1.1 and SS-HS-HS-5.1.2 apply to every unit of study on this map. These content standards are included here for the teacher's convenience. Formative assessment of these standards is ongoing throughout the course.

Historical Perspective

SS-HS-HS-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History (Reconstruction to present). DOK 3

SS-HS-HS-5.1.2 Students will analyze how history is a series of connected events shaped by multiple cause-and-effect relationships, tying past to present. DOK 3

To assist teachers in accessing the units, we have included hyperlinks to the first page of each unit. The units for the United States History curriculum map are:

- [Unit One: Building a Nation](#)
- [Unit Two: Rebuilding a Nation](#)
- [Unit Three: Challenges at Home and Abroad](#)
- [Unit Four: The Changing Face of America](#)

C3 Framework: Dimensions and Indicators

Dimensions	Indicators
1. Construct Compelling Questions	<p>D1.1.9-12 Explain how a question reflects an enduring issue in a field.</p> <p>D1.2.9-12 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.</p>
1. Construct Supporting Questions	<p>D1.3.9-12 Explain points of agreement and disagreement experts have about interpretations and application of disciplinary concepts and ideas associated with a supporting question.</p> <p>D1.4.9-12 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.</p>
1. Determining Helpful Sources	<p>D1.5.9-12 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p>
2. History: Change, Continuity, & Context	<p>D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</p> <p>D2.His.2.9-12. Analyze change and continuity in historical eras.</p> <p>D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.</p>
2. History: Perspectives	<p>D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.</p> <p>D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives.</p> <p>D2.His.6.9-12. Analyze the ways in which the perspectives of those writing history shaped the history that they produced.</p> <p>D2.His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past.</p> <p>D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.</p>

2. History: Historical Sources & Evidence	<p>D2.His.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them.</p> <p>D2.His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.</p> <p>D2.His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.</p>
2. History: Causation & Argumentation	<p>D2.His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.</p> <p>D2.His.13.9-12. Critique the appropriateness of the historical sources used in a secondary interpretation.</p> <p>D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.</p> <p>D2.His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument.</p> <p>D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</p> <p>D2.His.17.9-12. Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.</p>
3. Gathering & Evaluating Sources	<p>D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p>D3.2.9-12. Evaluate the credibility of a source by examining how experts value the source.</p>
3. Developing Claims & Using Evidence	<p>D3.3.9-12. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</p> <p>D3.4.9-12. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</p>
4. Communicating Conclusions	<p>D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p>D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).</p>

D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

**4. Critiquing
Conclusions**

D4.4.9-12. Critique the use of claims and evidence in arguments for credibility.

D4.5.9-12. Critique the use of the reasoning, sequencing, and supporting details of explanations.

**4. Taking
Informed
Action**

D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

ELA CCR Anchor Standards in the ELA/Literacy Common Core Standards

Dimension 1:

- **Anchor Reading Standard 1**
- **Anchor Writing Standard 7**
- **Anchor Speaking and Listening Standard 1**

Dimension 2: ELA CCR anchor standards:

- **Anchor Reading Standards 1–10**
- **Anchor Writing Standard 7**
- **Anchor Speaking and Listening Standard 1**
- **Anchor Language Standard 6**

Dimension 3:

- **Reading 1–10**
- **Writing 1, 2, 7–10**
- **Speaking and Listening 1**

Dimension 4:

- **Reading 1**
- **Writing 1–8**
- **Speaking and Listening 1–6**

UNIT 1

BUILDING A NATION

Unit Duration: 4 Weeks	Semester I	Assessments: <ul style="list-style-type: none"> • Ongoing teacher-created formative assessments • Teacher-created summative assessments • U.S. History Diagnostic 1-preassessment
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UNIT ENDURING UNDERSTANDINGS:

- Students will understand the impact of European colonization of North America in the areas of government, economics, geography, and society.
- Students will understand the conflicts that arose in the British colonies over the issue of self-government.
- Students will understand that the U.S. Constitution is the blueprint for a republican form of limited government.
- Students will understand that the expansion of the United States resulted in sectional conflicts.
- Students will understand that the inability of self-interested sections of the country to compromise led to the Civil War.
- Students will understand the legal, social, and political impact changes during Reconstruction had on the United States.

CORE CONTENT 4.1 STANDARDS

ACT QUALITY CORE U.S. HISTORY STANDARDS

CORE CONTENT 4.1 STANDARDS		ACT QUALITY CORE U.S. HISTORY STANDARDS	
Historical Perspective	HS-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives of people and historical events in the modern world and United States history.	A.1.a	Apply terms relevant to the content appropriately and accurately.
Historical Perspective	HS-5.1.2 Students will analyze how history is a series of connected events shaped by multiple cause-and-effect relationships, tying past to present.	A.1.b	Identify and interpret different types of primary and secondary sources of fundamental importance and relevance to topical inquiry and understanding.
Government and Civics	HS-1.2.1 Students will analyze how powers of government are distributed and shared among levels and branches and evaluate how this distribution of powers protects the “common good.”	A.1.c	Interpret time lines of key historical events, people, and periods; locate significant historical places and events on maps.
Government and Civics	HS-1.2.2 Students will interpret the principles of limited government (e.g., rule of law, federalism, checks and balances, majority rule, protection of minority rights, separation of powers) and evaluate how these principles protect individual rights and promote the “common good.”	A.1.d	Analyze the importance of context and point of view in historical interpretation (e.g., interpret past events and issues in historical context rather than in terms of present norms and values); recognize that historians interpret the same events differently due to personal values and societal norms.
Cultures and Societies	HS-2.3.1 Students will explain the reasons why conflict and competition may develop as cultures emerge in the modern world and the United States.	A.1.e	Analyze and evaluate historical sources and interpretations (e.g., credibility, perspective, bias, and authenticity; verifiable or unverifiable; fact or interpretation).
Economics	HS-3.1.1 Students will give examples of and explain how scarcity of resources necessitates choices at both the personal and societal levels in the modern world	A.1.f	Utilize research strategies, methods, and sources to obtain, organize, and interpret historical data.

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		the United States, and explain the impact of those choices.		
Cultures and Societies	HS-2.3.2	Students will explain and give examples of how compromise and cooperation are characteristics that influence interaction.	A.1.g	Compose arguments/position papers, and participate in debates on different interpretations of the same historical events; synthesize primary and secondary sources to justify position.
Economics	HS-3.4.3	Students will explain and give examples of how interdependence of personal, national and international economic activities often results in international issues and concerns.	A.1.h	Compose an analytical, historical essay containing a thesis, supporting evidence, and a conclusion.
Geography	HS-4.3.1	Students will describe the movement and settlement patterns of people in various places and analyze the causes of that movement and settlement.	B.1.a	Identify the reasons for colonization, evaluate its impacts, and analyze the success or failure of settlements in North America.
Geography	HS-4.2.2	Students will explain how physical and human characteristics of regions create advantages and disadvantages for human activities in a specific place.	B.1.b	Analyze religious development and its significance in colonial America.
Historical Perspective	5.2.1	Students will compare and contrast the ways in which various Reconstruction plans were approached and evaluate the outcomes of Reconstruction.	B.1.c	Describe significant aspects of the variety of social structures of colonial America.
Government and Civics	SS-08-1.1.2	Students will describe and give examples to support how democratic government in the United States prior to Reconstruction functioned to preserve and protect the rights, liberty, and property of their citizens by making, enacting and enforcing appropriate rules and laws.	B.1.d	Compare the economies of the various colonies, and analyze the development and impact of indentured servitude and African slavery in North America.
Historical Perspective	SS-08-HS-5.2.4	Students will describe the political, social, economic, and cultural differences (e.g., slavery, tariffs, industrialism vs. agrarianism, and federal vs. states' rights) among sections of the U.S. and explain how these differences resulted in the American Civil War.	B.1.e	Explain the origins and development of colonial governments.
Government and Civics	SS-08-1.1.3	Students will describe and give examples of the ways the Constitution of the United States is a document that can be changed from time to time through both formal and informal processes to meet the needs of its citizens.	B.1.f	Evaluate the influence of Enlightenment ideas on the development of American government as embodied in the Declaration of Independence.
Government and Civics	SS-08-HS-1.2.1	Students will identify the three branches of government, describe their functions, and analyze and give examples of the ways the U.S. Constitution separates power among the legislative, executive, and judicial branches to prevent the concentration of political power and to establish a system of checks and balances.	B.1.g	Identify and evaluate the ideas and events that contributed to the outbreak of the American Revolution, and determine the key turning points of the war.
Government and Civics	SS-08-1.3.1	Students will explain and give examples of how significant United States documents (Declaration of Independence, Constitution, Bill of Rights) established democratic principles and guaranteed certain rights for all citizens.	B.1.h	Identify the impetus for the Constitutional Convention, and analyze the events and outcomes of the Convention.
Cultures and Societies	SS-08-HS-2.3.1	Students will explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in the United States	B.1.i	Interpret the ideas and principles expressed in the U.S. Constitution.

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		prior to Reconstruction.		
Cultures and Societies	SS-08-HS-2.3.2	Students will explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction.	B.1.j	Explain the development of the Bill of Rights, and assess various debates of the day.
Economics	SS-08-3.2.1	Students will describe the economic system that developed in the United States prior to Reconstruction.	B.1.k	Identify and evaluate the political and territorial changes resulting from westward expansion of the United States in the early nineteenth century.
Economics	SS-08-HS-3.4.3	Students will explain how personal, national and international economic activities were interdependent in the United States prior to Reconstruction.	B.1.l	Analyze and evaluate federal and state policies toward American Indians in the first half of the nineteenth century.
Geography	SS-08-4.2.1	Students will describe how regions in the U.S. prior to Reconstruction were made distinctive by human characteristics and physical characteristics that created advantages and disadvantages for human activities.	B.1.m	Evaluate, take, and defend positions on the development of U.S. foreign policy during the early nineteenth century.
Geography	SS-08-HS-4.2.2	Students will describe how places and regions in United States history prior to Reconstruction changed over time as technologies, resources, and knowledge became available.	B.2.a	Describe and evaluate the impacts of the First Industrial Revolution during the nineteenth century.
Geography	SS-08-HS-4.3.1	Students will describe patterns of human settlement in the United States prior to Reconstruction and explain how these patterns were influenced by human needs.	B.2.b	Identify and evaluate the major events and issues that promoted sectional conflicts and strained national cohesiveness in the antebellum period.
Geography	SS-08-HS-4.3.2	Students will explain why and give examples of how human populations changed and/or migrated because of factors such as war, disease, economic opportunity, and technology in the United States prior to Reconstruction.	B.2.c	Identify significant religious, philosophical, and social reform movements of the nineteenth century and their impact on American society.
Historical Perspective	SS-08-HS-5.2.2	Students will explain and give examples of how the ideals of equality and personal liberty that developed during the colonial period were motivations for the American Revolution and proved instrumental in the development of a new nation.	B.2.d	Identify the major characteristics of the abolition movement in the antebellum period, its achievements, failures, and Southern opposition to it.
Historical Perspective	SS-08-HS-5.2.3	Students will explain how the growth of democracy and geographic expansion occurred and were significant to the development of the United States prior to Reconstruction.	B.2.e	Analyze the Women's rights, the suffrage movements, and the impact of women on other reform movements in the antebellum period.
			B.2.f	Compare and contrast the economic, social, and cultural differences of the North and South during the antebellum period.
			B.3.a	Identify and analyze the technological, social, and strategic aspects of the Civil War.

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			B.3.b	Explain the influence of Abraham Lincoln’s philosophy of the Union and his executive actions and leadership on the course of the Civil War.
			B.3.c	Describe the basic provisions and immediate impact of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.
			B.3.d	Evaluate different Reconstruction plans and their social, economic, and political impact on the South and the rest of the United States.
			B.3.e	Analyze the immediate and long-term influences of Reconstruction on the lives of African Americans and U.S. society as a whole.

Topic 1: Colonization to Constitution	Duration of Topic: 2 Weeks
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SKILLS AND CONCEPTS LEARNING TARGETS	POSSIBLE TEACHING STRATEGIES
<ul style="list-style-type: none"> I can identify the reasons for colonization, evaluate its impacts, and analyze the success or failure of settlements in North America. I can describe significant aspects of the variety of social structures of colonial America (family, religion, education, government, economy). I can compare the economies of various colonies, and analyze the development and impact of indentured servitude and African slavery in North America. <p>I can explain the origins and development of colonial governments. I can evaluate the influence of Enlightenment ideas on the development of American government as embodied in the Declaration of Independence.</p> <ul style="list-style-type: none"> I can identify and evaluate the ideas and events that contributed to the outbreak of the American Revolution and determine the key turning points of the war. I can identify the causes and events that led to the Constitutional Convention and analyze the events and outcomes of the Convention. I can interpret the ideas and principles expressed in the U.S. Constitution. I can explain the development of the Bill of Rights and assess various debates during the Founding era. 	<ul style="list-style-type: none"> Briefly discuss European motives for voyages of exploration. Explain “push/pull” factors. Emphasize the “pull” factors. Have students complete “Exploration” chart to identify colonial settlement patterns (French, British, and Spanish). In groups have students identify characteristics of colonial regions (New England, Middle, and Southern), including religion, geography, economy, lifestyle, culture, etc. Have students identify reasons for frictions between the colonies and Great Britain. Have students construct a time line of events leading up to the Revolutionary War. Create a chart comparing advantages and disadvantages for the British and Patriots entering the Revolutionary War. Have students do a document analysis of the Declaration of Independence, or discuss the extent to which the ideals of this document were reflected then and now in American history. Research in groups the (a) weaknesses of the Articles of Confederation; (b) questions regarding representation in Congress; and (c) four strengths of the Northwest Ordinance. Debate the New Jersey and Virginia plans and discuss how this led to the Great Compromise and the lasting effects of this compromise in present-day government. Have students define and illustrate the federal system, division of powers, and checks and balances as outlined in the U.S. Constitution. Have students read the Bill of Rights and chart the major protections in a summary.

SUGGESTED RESOURCES

- [Colonial Williamsburg](#)
- [Colonial American History](#)
- [Gilder Lehrman-Colonization and Settlement](#)
- [Gilder Lehrman- American Revolution](#)
- [America in Class](#)
- [Teaching History](#)
- [National Archives Digital Vaults](#) [H-O-T](#)

[National Archives Records](#)

[Our Documents](#)

[Digital History](#)

[Constitution of the United States](#)

[National Constitutional Center](#)

[The Constitutional Convention](#)

[Articles of Confederation](#)

[Northwest Ordinance](#)

[The Federalist Papers](#)

[Primary Document homework](#) [PDHW & Review](#)

Choices Program: *A More Perfect Union: American Independence and the Constitution*

Topic 2: Antebellum	Duration of Topic: 1 Week
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SKILLS AND CONCEPTS LEARNING TARGETS	POSSIBLE TEACHING STRATEGIES
<ul style="list-style-type: none"> I can identify and evaluate the political and territorial changes resulting from westward expansion of the United States in the early nineteenth century (Manifest Destiny) I can analyze and evaluate federal and state policies toward American Indians in the first half of the nineteenth century. I can evaluate, take, and defend positions on the development of U.S. foreign policy during the early antebellum period. I can describe and evaluate the impacts of the First Industrial Revolution during the nineteenth century. I can identify and evaluate the major events and issues that promoted sectional conflicts and strained national cohesiveness in the antebellum period. I can identify significant religious, philosophical, and social reform movements of the nineteenth century and their impact on American society. I can identify the major characteristics of the abolition movement in the antebellum period, its achievements, failures, and Southern opposition to it. I can analyze the women’s rights and the suffrage movements and the impact of women on other reform movements in the antebellum period. I can compare and contrast the economic, social, and cultural differences of the North and South during the antebellum period. 	<ul style="list-style-type: none"> Brainstorm reasons why a nation might want to expand its boundaries; discuss ways in which a nation can increase its territory. Have students construct a territorial expansion map (1803 to 1853), including original U.S. states, Louisiana Purchase, Florida, Red River Basin, Texas Annexation, Oregon, Mexican Cession, and the Gadsden Purchase. Have students use a comparison chart to list differences between the North and South; discuss social and economic differences in the North and the South. Discuss sectionalism and the frictions created by territorial acquisitions. Have students create biographical sketches of the key people involved in abolition. Have students identify major reform movements that occurred in the United States; why reform was needed; who was involved, etc. Have students identify the role geography, resources, and transportation played in influencing the onset of the Industrial Revolution in the United States. Examine and discuss the messages in political cartoons

SUGGESTED RESOURCES

[Gilder Lehrman- The New Nation](#)

[Gilder Lehrman- Expansion and Reform](#)

[America in Class](#)

[Teaching History](#)

[National Archives Digital Vaults](#)

[H-O-T](#)

[National Archives Records](#)

[Digital History Our](#)

[Documents](#)

[Louisiana Purchase](#)

[Marbury v. Madison](#)

[War of 1812](#)

[Missouri Compromise](#)

[“We Shall Remain” Trail of Tears](#)

Africans in America: [Part 3](#); [Part 4](#)

[Free Blacks in the Antebellum Period](#)

[Abolition](#)

Choices Program: *A Forgotten History: The Slave Trade and Slavery in New England*

[Compromise of 1850](#)

[Kansas-Nebraska Act](#) [Scott v. Sandford \(1857\)](#)

[Lincoln and Douglas Debates](#)

[Primary Document homework](#)

[PDHW & Review](#)

Topic 3:

Civil War AND Reconstruction

Duration of Topic:

2 Weeks

SKILLS AND CONCEPTS LEARNING TARGETS

- I can identify and analyze the technological, social, and strategic aspects of the Civil War.
- I can explain the influence of Abraham Lincoln’s philosophy of the Union and his executive actions and leadership on the course of the Civil War.
- I can describe the basic provisions and immediate impact of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.
- I can evaluate different Reconstruction plans and their social, economic, and political impact on the South and the rest of the United States.
- I can analyze the immediate and long-term influences of Reconstruction on the lives of African Americans and U.S. society as a whole.

POSSIBLE TEACHING STRATEGIES

- Identify the advantages and disadvantages of the North and South coming into the Civil War.
- Assign groups with a key battle, event, person in the Civil War and have them report the major significance of what they have been assigned.
- Have students outline the three principle Reconstruction plans: Lincoln, Johnson, Radical Republicans.
- Have students discuss, research, and present the challenges facing newly freed African Americans.
- Have students do a document analysis and discuss the nature and purposes of “black codes.”
- Have students summarize the 13th, 14th, and 15th Amendments and explain their immediate and long-term impact.
- Examine and discuss the messages in political cartoons

SUGGESTED RESOURCES

[Gilder Lehrman- The Civil War](#)

[H-O-T](#)

[America in Class](#)

[Teaching History](#)

[National Archives Digital Vaults](#)

[National Archives Records](#)

[Digital History](#)

[Our Documents](#)

[The Civil War](#)

[Emancipation Proclamation](#)

[War Department General Order 143: Creation of the U.S. Colored Troops](#)

[Gettysburg Address](#)

[Wade-Davis Bill \(1864\)](#)

[President Lincoln's Second Inaugural Address](#)

[Reconstruction](#)

[13th, 14th, and 15th Amendments to the U.S. Constitution](#) (Reconstruction Amendments)

[13th Amendment](#)

[14th Amendment](#)

[15th Amendment](#)

[Primary Document homework](#) [PDHW & Review](#)

UNIT 2:

An Evolving Nation

Unit Duration: 5 Weeks			Assessment: <ul style="list-style-type: none"> • Ongoing teacher-created formative assessments • Teacher-created summative assessments • U.S. History Benchmark •
	Semester I		

UNIT ENDURING UNDERSTANDINGS:

- Students will understand how the impact technological innovations in steel and other technologies changed the landscape of America in the late nineteenth century.
- Students will understand that Industrial America changed the relationships among businesses, labor, and government.
- Students will understand that urbanization had both benefits and consequences, while shifting the demographics of America.
- Students will understand that Progressive reform gave the poor and many minorities a voice in civil society for the first time.
- Students will understand that America became an imperialistic power because of economic, military, and ideological needs in the late nineteenth and early twentieth centuries.

CORE CONTENT 4.1 STANDARDS			ACT QUALITY CORE U.S. HISTORY STANDARDS	
Historical Perspective	HS-5.1.1	Students will use a variety of tools to analyze perceptions and perspectives of people and historical events in the modern world and United States history.	C.1.a	Evaluate the impact of new inventions and technologies of the late nineteenth century.
Historical Perspective	HS-5.1.2	Students will analyze how history is a series of connected events shaped by multiple cause-and-effect relationships, tying past to present.	C.1.b	Identify and evaluate the influences on business and industry in the late nineteenth and early twentieth centuries.
Geography	HS-4.3.2	Students will explain how technology has facilitated the movement of goods, services and populations, increased economic interdependence at all levels and influenced development of centers of economic activity.	C.1.c	Identify labor and work-force issues of the late nineteenth century, including perspectives of owners/managers and Social Darwinists.
Geography	HS-4.4.1	Students will explain how humans develop strategies (e.g., transportation, communication, technology) to overcome limits to their physical environment.	C.1.d	Explain the challenges and contributions of immigrants of the late nineteenth century.
Economics	HS-3.4.2	Students will describe and give examples of how factors such as technological change, investments in capital goods, and human capital/resources have increased productivity in the world.	C.1.e	Explain the causes and impact of urbanization in the late nineteenth century.
Historical Perspective	HS-5.2.2	Students will explain how the rise of big business, factories, mechanized farming, and the labor movement impacted the lives of Americans.	C.1.f	Compare and contrast the experiences of African Americans in various U.S. regions in the late nineteenth century.
Economics	HS-3.4.1	Students will analyze the changing relationships among business, labor, and government (e.g., unions, anti-trust laws, tariff policy, price controls, subsidies, tax incentives) and how each has affected production, distribution, and consumption in the United States or the world.	C.1.g	Identify and evaluate the influences on the development of the American West.
Government	HS-1.3.2	Students will explain how the rights of an individual may, at times, be in conflict with the responsibility of	C.1.h	Analyze significant events for Native-American tribes and their responses to those events in the

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and Civics		the government to protect the “common good.”		late nineteenth century.
Cultures and Societies	HS-2.1.1	Students will explain how belief systems, knowledge, technology, and behavior patterns define cultures and help to explain historical perspectives and events in the modern world and United States.	C.2.a	Identify and explain significant issues and components of the Populist movement and their impacts
Economics	HS-3.2.2	Students will describe economic institutions such as corporations, labor unions, banks, stock markets, cooperatives, and partnerships.	C.2.b	Explain the origins and accomplishments of the Progressive movement
Economics	HS-3.2.3	Students will explain how, in a free-enterprise system, individuals attempt to maximize their profits based on their role in the economy.	C.2.c	Analyze the efforts to achieve women’s suffrage in the early twentieth century.
Economics	HS-3.3.4	Students will explain how laws and government mandates (e.g., anti-trust, tariff policy, regulatory policy) have been adopted to maintain competition in the United States and in the global marketplace.	C.2.d	Evaluate, take, and defend positions on the various U.S. foreign policies in the late nineteenth and early twentieth centuries.
Geography	HS-4.3.1	Students will describe the movement and settlement patterns of people in various places and analyze the causes of that movement and settlement and the impacts in the modern world and United States.	C.2.e	Analyze the causes and consequences of the Spanish-American War.
Historical Perspective	HS-5.2.4	Students will explain and evaluate the impact of significant social, political, and economic changes during urbanization.	C.2.f	Identify and evaluate the factors that influenced U.S. imperialism in the late nineteenth and early twentieth centuries and the ensuing debate over imperialism.
Geography	HS-4.2.2	Students will explain how physical and human characteristics of regions create advantages and disadvantages for human activities in a specific place.		
Geography	HS-4.4.1	Students will explain how humans develop strategies (e.g. transportation, communication, technology) to overcome limits of their physical environment.		
Economics	HS-3.1.1	Students will give examples of and explain how scarcity of resources necessitates choices at both the personal and societal levels in the modern world and the United States and explain the impact of those choices.		
Historical Perspective	HS-5.2.3	Students will explain the impact of massive immigration (e.g., new social patterns, conflicts in ideas about national unity amid growing cultural diversity) after the Civil War.		
Cultures and Societies	HS-2.3.1	Students will explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) may develop as cultures emerge in the modern world and the United States.		
Government and Civics	HS-1.2.1	Students will analyze how powers of government are distributed and shared among levels and branches and evaluate how this distribution of powers protects the “common good.”		
Historical Perspective	HS-5.2.4	Students will explain and evaluate the impact of significant social, political, and economic changes during the Progressive movement.		
Cultures and	HS-2.3.2	Students will explain and give examples of how compromise and cooperation are characteristics that		

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Societies		influence interaction in the modern world and the United States.		
Economics	HS-3.4.3	Students will explain and give examples of how interdependence of personal, national, and international economic activities often results in international issues and concerns in the modern world and the United States.		

Topic 1: Industrialization	Duration of Topic: 2 Weeks
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SKILLS AND CONCEPTS LEARNING TARGETS	POSSIBLE TEACHING STRATEGIES
<ul style="list-style-type: none"> I can evaluate how new technologies in steel, transportation, and communication led to the expansion and growth of industry in the United States. I can explain how technology facilitated the movement of goods, services, and populations and influenced growth. I can describe the role of the federal government in the rise of big business. I can evaluate the impact captains of industry/robber barons had on business and industry in the late nineteenth and early twentieth centuries. I can describe the impact increased railroad lines had on the landscape of America. I can describe the role of the federal government in supporting or working against unions. I can analyze how new technologies were used to overcome barriers to growth (e.g., trade, westward movement, faster production). I can discuss the economic implications new industry had on the United States (e.g., growth, trade). I can describe the role the terms <i>capitalism</i> and <i>Social Darwinism</i> played in big business in the late 1800s. I can compare and contrast the methods and tactics used by industrialists to grow their businesses and dominate their competition. I can describe the conditions and economic situations of workers that led many to organize into labor groups. I can describe the cause-and-effect relationship between big business and labor strikes. 	<ul style="list-style-type: none"> Have students complete map work indicating major cities, waterways, natural resources, and climate, noting the changes in the American landscape during this time period. Identify cause-and-effect relationships before and after the Age of the Railroad. Have students research inventors or inventions. Report on the short- and long- term impacts of inventions. Have students examine maps showing the ribbons of tracks that tie America together. Discuss the possible effects of the railroad system. Brainstorm the positive and negative effects the railroad had on society, the environment, and the economy. Examine and discuss the messages in political cartoons of the period. Compare and contrast entrepreneurship during this time period with entrepreneurship in today's political and economic climate. Explore the "rags to riches" concept and have students brainstorm responses to "What is the American Dream?" Create a continuum on the wall of the classroom and have students discuss whether industrialists of the time were Robber Barons or Captains of Industry. Have students create time lines showing technological advancements. Discuss how the industrial and technological advancements influenced the social philosophy of the time. Help students define the term <i>laissez-faire capitalism</i>. Have students identify government policies that affected business practices. Connect to the concept of federalism and discuss the involvement of the federal government at the time. Discuss the pros and cons of Industrialism. Have students compare the Industrial Revolution of the turn of the century with today's Technological Revolution. Discuss union violence and the concept of social disobedience. Decide: To what lengths can individuals and groups go in order to change things? Develop T- charts with 1) worker issues and 2) solutions during the time period. Research and discuss the problems faced by women and minorities and the roles they played in the labor movement. Research and discuss child labor. Identify benefits of child labor (for industries) and working conditions for children.

SUGGESTED RESOURCES

- [Gilder Lehrman-Post Civil War America](#)
- [America in Class](#)
- [Teaching History](#)
- [National Archives Digital Vaults](#)

- [National Archives Records](#) [H-O-T](#)
- [Digital History Our Documents](#)
- [Homestead Act \(1862\)](#)
- [Pacific Railway Act \(1862\)](#)
- [Treaty of Fort Laramie \(1868\)](#)
- [Dawes Act \(1887\)](#)
- [Act Establishing Yellowstone National Park \(1872\)](#)
- [Patent Application for the Light Bulb](#)
- [Interstate Commerce Act \(1887\)](#)
- [Pendleton Act \(1883\)](#)
- [Sherman Anti-Trust Act \(1890\)](#)
- [Andrew Carnegie's Wealth Speech \(1889\)](#) [Primary Document homework PDHW & Review](#)

Topic 2:
Urbanization/Progressivism

Duration of Topic:
2 Weeks

SKILLS AND CONCEPTS LEARNING TARGETS	POSSIBLE TEACHING STRATEGIES
<p>I can compare and contrast what life was like for the wealthy, middle class, and working class living in urban areas at the turn of the century.</p> <ul style="list-style-type: none"> • I can explain why many people moved and settled in urban areas at the turn of the century. • I can describe the impact transportation, communication, and technology had on people living in the city. • I can explain how scarcity of resources for the working class families necessitated personal choices (e.g., child labor, tenement housing, low-wage work). • I can describe the social and economic changes urbanization brought to the United States during the turn of the century. • I can explain how immigrant groups shaped and affected the culture of large urban areas. • I can explain the government's efforts to increase or decrease immigration from certain groups of people (e.g., Asians, Southern Europeans, religious groups). • I can explain the significant issues and components of the Populist movement and their impact on American society and politics. • I can describe the various reforms of the Progressive movement (e.g., workplace, environmental, economic). • I can describe how Progressive reform transformed American culture and society. • I can explain the efforts of women in calling for reform in the areas of education, children's rights, temperance, and suffrage. • I can identify how immigrant groups, as well as Native Americans and African Americans, were discriminated against in the early twentieth century. 	<ul style="list-style-type: none"> • Examine the composition of the immigrants that came to America between 1870 and 1920, noting how countries of origin changed during these years. • Use maps and charts to trace the routes of these new immigrants and determine in which parts of America they eventually settled. • Discuss the concepts of "nativism" and "melting pot." Identify the reasons for anti-immigrant feelings and the special challenges that these new immigrants faced. • Assessment: Review the geographic theory of "push-pull" factors influencing human migration. Ask students to select and research one of the major immigrant groups that came to America during this time period. Develop a display showing the route of their migration, areas in which many settled, factors that "pushed" them from their homeland; factors that "pulled" them to America; special problems or struggles that they faced. • Discuss how a major influx in immigration affects a city's infrastructure. Have students develop and complete a chart with three categories: 1) urban problems; 2) effects on the environment; and 3) solutions. • Have students compare and contrast what life was like for the wealthy, emerging middle class, and working poor in urban areas. • Discuss the implications of how more people living in urban areas than in rural areas had on the landscape of America. • Have students research social-reform movements and noted reformers such as Jane Addams. Students may create a database containing information gained from the research. • Have students discuss whether the government has a responsibility to give aid to the needy. Why or why not? • Have students research muckrakers and the influence they had on Progressive reform. • Have each student select a reform from the Progressive movement and determine how this reform came about and who made the

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	<p>reform a reality.</p> <ul style="list-style-type: none"> • Have students chart tax reforms, regulation of public utilities, protection of workers, and advances in education. Have students detail the specific reforms in each of the four areas. • Review and discuss Teddy Roosevelt’s “Square Deal.” Have students develop a time line or a political cartoon detailing one or more aspects of Roosevelt’s policies. • Create a class outline on Progressive reforms and discuss which reforms had the greatest impact on society and today. • Have students examine the role of the political machine and political bosses in large cities during this era. Discuss how the political machines provided a kind of social support and gained favor with new immigrants. • Have students examine political reform efforts at the national level. • Have students identify the problems that Progressive Era reforms solved or made better. Next, identify problems that still existed for minorities, women, children, immigrants, etc.
SUGGESTED RESOURCES	
<p>Gilder Lehrman-Post Civil War America</p> <p>America in Class</p> <p>Teaching History</p> <p>National Archives Digital Vaults</p> <p>National Archives Records</p> <p>Digital History</p> <p>Our Documents</p> <p>Muller v. Oregon (1908)</p> <p>Riis, Jacob. How the Other Half Lives. 1890.</p> <p>Jacob Riis Photos</p> <p>Chinese Exclusion Act (1882)</p> <p>Ellis Island Archives</p> <p>Keating-Owen Child Labor Act (1916)</p> <p>16th Amendment to the Constitution-Income Tax</p> <p>Meat Inspection Act (1906)</p> <p>Pure Food and Drug Act (1906)</p> <p>The Antiquities Act (1906)</p> <p>Tarbell, Ida. “The History of Standard Oil Company.” 1904</p> <p>Era of Jim Crow</p> <p>19th Amendment to the U.S. Constitution: Women’s Right to Vote (1920) Primary Document homework PDHW & Review</p>	
Topic 3: Imperialism	Duration of Topic: 1 Week

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SKILLS AND CONCEPTS LEARNING TARGETS	POSSIBLE TEACHING STRATEGIES
<ul style="list-style-type: none"> • I can argue the pros and cons of becoming involved in the affairs of other areas of the world (e.g., Philippines, Latin America). • I can analyze the impact expanding into other areas of the world had on the United States during the early twentieth century. • I can identify and evaluate the factors that influenced U.S. imperialism in the late nineteenth and early twentieth centuries. • I can explain how cultural differences sometimes result in conflict or different perspectives on the role of U.S. in other areas of the world (e.g., Philippines). • I can analyze the role of the government in gaining influence in other parts of the world (e.g., diplomacy, economic policies, military). • I can analyze how victory in the Spanish-American War paved the way for further expansion into the Philippines and Latin America. • I can discuss the role yellow journalism played in the Spanish-American War. • I can discuss the geographic need for constructing the Panama Canal. • I can explain how the Roosevelt Corollary impacted the U.S. stance on foreign policy. 	<ul style="list-style-type: none"> • Have students discuss: 1) What motivates a country to seek out new colonies? 2) Why would the U.S. choose to intervene in the affairs of other countries? • Have students develop a journal detailing why and how the U.S. became involved in foreign affairs from 1867 to 1908. (Journals should identify each country as well as reasons for U.S. intervention.) • Introduce the terms <i>reciprocity</i>, <i>acquisition</i>, <i>annexation</i>, and <i>arbitration</i>. Have students find and explain each by using examples from the time period. • Give the students a cause-and-effect chart that includes columns for long-term and immediate causes-and-effects of the Spanish-American War. • Have students brainstorm reasons why the United States wanted an overseas empire. • Have students develop a retrieval chart showing U.S. overseas acquisitions, the dates, and the means of acquiring control over the territory or country. • Have students examine the major problems that develop for the U.S. with its overseas empire and determine the major concerns the territories or protectorates have concerning U.S. intervention. • Have students find political cartoons depicting this period, and in particular cartoons responding to Roosevelt’s foreign policy. Put several together and compare and contrast opinions about Roosevelt’s policies. • Discuss the political, economic, and military efforts and/or implications of the building of the Panama Canal. • Have students research or discuss the following topics: 1) Roosevelt’s “Big Stick” Diplomacy; 2) Roosevelt Corollary; 3) Open Door Policy. • Divide class into two groups for debating the following: America’s intervention in the affairs of other nations, between 1885 and 1910, was justified.
SUGGESTED RESOURCES	
<p>Gilder Lehrman- Twentieth Century H-O-T</p> <p>America in Class</p> <p>Teaching History</p> <p>National Archives Digital Vaults</p> <p>National Archives Records</p> <p>Digital History</p> <p>Our Documents</p> <p>Choices Program: <i>Beyond Manifest Destiny: America Enters the Age of Imperialism</i></p> <p>White Man’s Burden</p> <p>Yellow Journalism</p> <p>Platt Amendment (1901)</p> <p>Theodore Roosevelt’s Corollary to the Monroe Doctrine (1905)</p> <p>Panama Canal Primary Document homework PDHW & Review Foreign Policy Analogy Directions and Student Notes Sheet</p>	

UNIT 3:

CHALLENGES AT HOME AND ABROAD

Unit Duration: 9 Weeks			Assessment: <ul style="list-style-type: none"> • Ongoing teacher-created formative assessments • Teacher-created summative assessments • U.S. History Benchmark
	Semester I		

UNIT ENDURING UNDERSTANDINGS:

- Students will understand the foreign policy decisions leading to U.S. involvement in World War I, the impact the U.S. had in the war, and the long-term consequences of decisions made after the war.
- Students will understand the impact of scientific, technological innovations; new cultural movements; and the characteristics of social conflict and social change that occurred in the 1920s.
- Students will understand the factors that led to the Great Depression and the economic, environmental, and social impact the Great Depression had on American society.
- Students will understand how the federal government responded to hardships brought on from the Great Depression and the lasting legacy of the New Deal on American society/history.
- Students will understand world affairs and the foreign-policy decisions leading to U.S. involvement in World War II.
- Students will understand significant military and political aspects of World War II.
- Students will understand how U.S. citizens mobilized on the home front.
- Students will understand how the outcome of World War II led to a new power struggle between the United States and Soviet Union; students will understand the ideologies behind foreign-policy decisions, economic changes, and social and cultural implications at the onset of the Cold War.

CORE CONTENT 4.1 STANDARDS			ACT QUALITY CORE U.S. HISTORY STANDARDS	
Cultures and Societies	HS-2.3.1	Students will explain the reasons why conflict and competition may develop as cultures emerge in the modern world and the United States.	D.1.a	Identify and analyze the causes and significant events of World War I and their impact; evaluate the impact of the Treaty of Versailles.
Cultures and Societies	HS-2.3.2	Students will explain and give examples of how compromise and cooperation are characteristics that influence interaction in the modern world and the United States.	D.1.b	Describe and evaluate the impact of scientific and technological innovations of the 1920s.
Historical Perspective	HS-5.1.2	Students will analyze how history is a series of connected events shaped by multiple cause-and-effect relationships, tying past and present.	D.1.c	Identify and evaluate the impact of new cultural movements on American society in the 1920s.
Historical Perspective	HS-5.2.4	Students will explain and evaluate the impact of significant social, political and economic changes during the Progressive movement, World War I, and the twenties.	D.1.d	Identify the characteristics of social conflict and social change that took place in the early 1920s.
Economics	HS-3.4.1	Students will analyze the changing relationships among business, labor, and government and how each has affected the production, distribution, and consumption in the United States or the world.	D.1.e	Identify and explain the economic factors that contributed to the stock market crash of 1929 and the Great Depression.
Historical	HS-5.1.1	Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group,	D.1.f	Explain the economic, environmental, and social impact of the Great Depression on American society.

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Perspective		nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world and United States history.		
Cultures and Societies	HS-2.1.1	Students will explain how belief systems, knowledge, technology, and behavior patterns define cultures and help to explain historical perspectives and events in the modern world and United States.	D.1.g	Evaluate the impact of the New Deal on various elements of American society (e.g., social, political, environmental, economic).
Economics	HS-3.3.3	Students will explain how largely the number of buyers and sellers determines the level of competition in a market.	E.1.a	Describe circumstances at home and abroad prior to U.S. involvement in World War II.
Geography	HS-4.3.2	Students will explain how technology has facilitated the movement of goods, services, and populations; increased economic interdependence at all levels; and influenced development of centers of economic activity.	E.1.b	Identify the significant military and political aspects of World War II.
Geography	HS-4.3.1	Students will describe the movement and settlement patterns of people in various places and analyze the causes of that movement and settlement and the impacts in the modern world and United States.	E.1.c	Analyze dimensions of the Holocaust and the Allies' response to the Holocaust and war crimes.
Economics	HS-3.4.3	Students will explain and give examples of how interdependence of personal, national, and international economic activities often results in international issues and concerns in the modern world and United States.	E.1.d	Evaluate the social, political, and economic impacts of World War II on the home front.
Geography	HS-4.4.2	Students will explain how human modifications to the physical environment may have global effects in the modern world and in the United States.	E.1.e	Identify and evaluate the scientific and technological developments in America during and after World War II.
Historical Perspective	HS-5.2.5	Students will evaluate how the Great Depression, New Deal policies, and World War II transformed America socially and politically at home and reshaped its role in world affairs.	E.1.f	Analyze the origins of the Cold War, foreign policy developments, and major events of the administrations from Truman to present.
Government and Civics	HS-1.2.1	Students will analyze how powers of government are distributed and shared among levels and branches and evaluate how this distribution of powers protects the "common good."		
Government and Civics	HS-1.2.2	Students will interpret the principles of limited government (e.g., rule of law, federalism, checks and balances, majority rule, protection of minority rights, separation of powers) and evaluate how these principles protect individual rights and promote the "common good."		
Economics	HS-3.4.3	Students will explain and give examples of how interdependence of personal, national, and international economic activities often results in international issues and concerns in the modern world and United States.		
Government and Civics	HS-1.1.1	Students will compare and contrast various forms of government in the world and evaluate how effective they have been in establishing order, providing security, and accomplishing goals.		
Economics	HS-3.1.1	Students will give examples of, explain how scarcity of resources necessitates choices at both the personal and societal levels in the modern world and the		

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		United States, and explain the impact of those choices.		
Geography	HS-4.2.2	Students will explain how physical and human characteristics of regions create advantages and disadvantages for human activities in a specific place.		
Economics	HS-3.3.1	Students will explain and give examples of how numerous factors influence the supply and demand of products.		
Government and Civics	HS-1.3.2	Students will explain how the rights of an individual, at times, may be in conflict with the responsibility of the government.		
Historical Perspective	HS-HS-5.2.6	Students will explain and give examples of how, after WW2, America experienced economic growth, the extension of civil liberties, and conflict over political issues.		
Historical Perspective	HS-HS-5.3.5	Students will explain the rise of both the United States and the Soviet Union to superpower status after WW2, and the subsequent development of the Cold War.		
Topic 1: World War I			Duration of Topic: 1 Week	
SKILLS AND CONCEPTS LEARNING TARGETS		POSSIBLE TEACHING STRATEGIES		
<ul style="list-style-type: none"> I can identify and analyze the causes and significant events of World War I. I can analyze the impact of significant events of World War I can explain the role that the United States played in World War I and the outcome of the war. I can evaluate the impact of the Treaty of Versailles. 		<ul style="list-style-type: none"> Have students use the acronym MAIN (Militarism, Alliance system, Imperialism, Nationalism) to identify the major causes leading to World War I. Have students research in groups <ol style="list-style-type: none"> How the U.S. maintained neutrality prior to entering the war; Germany, the Sussex Pledge, and the Zimmermann Note; Selective Service Act, War Industries Board, Fuel Administration; War Labor Board, Food Administration, Women in the Workforce, Liberty Bonds; Fourteen Points, Armistice, Treaty of Versailles; and How much the war cost the U.S. in terms of money and lives. Have students analyze significant parts of the Treaty of Versailles and predict the impact on countries who were involved in World War I. Analyze the goals and provisions of Woodrow Wilson’s Fourteen Points, and opposition by Congress. 		
SUGGESTED RESOURCES				
Gilder Lehrman- Twentieth Century America in Class Teaching History National Archives Digital Vaults National Archives Records Digital History Our Documents Primary Document homework PDHW & Review		Gilder Lehrman website student questions (answers)		

[The Great War](#)

[World War I Museum](#)

[Zimmermann Telegram \(1917\)](#)

[Address to Congress Leading to a Declaration of War Against Germany \(1917\)](#)

[President Wilson's Fourteen Points \(1918\)](#)

Choices Program: *To End All Wars: World War I and the League of Nations Debate*

Topic 2: 1920s	Duration of Topic: 2 Weeks
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SKILLS AND CONCEPTS LEARNING TARGETS	POSSIBLE TEACHING STRATEGIES
<ul style="list-style-type: none"> I can describe and evaluate the impact of scientific and technological innovations of the 1920s. I can describe the impact of consumerism on the American economy during the 1920s. I can identify and evaluate the impact of new cultural movements on American society in the 1920s. I can identify key people and describe events that contributed to a blossoming of African-American culture in Harlem, New York. I can identify the characteristics of social conflict and social change that took place in the early 1920s. I can evaluate the impact new values had in the areas of religion, gender roles, science, and consumption during the 1920s. 	<ul style="list-style-type: none"> Have students discuss what problems could develop as a result of any war ending. Have students design political cartoons illustrating American views on the following issues following the end of WWI: women's suffrage, U.S. Army, Red Scare, racial tension, prohibition, strikes/labor unrest. Have students identify the major events; issues; pros and cons of women's suffrage, prohibition, and immigration. Have students research and do document analysis of The Great Migration (<i>Jacob Lawrence</i>) to explain the causes for movement of African Americans from the South; discuss push and pull factors; Have students explain the purpose of the Immigration-Emergency Quota (1921) and National Origins Act (1924) and explain the societal conditions in which they were passed. Have students research and present a topic, person, event, societal change during the 1920s, including Prohibition, women, Jazz Age, Harlem Renaissance, culture, Scopes Monkey Trial, Amendments, flappers, Marcus Garvey, Charlie Chaplin, Langston Hughes, Clara Bow, Amelia Earhart, Charles Lindbergh, Babe Ruth, etc. Have students research and present in groups themes prevalent throughout the 1920s: changes in urban life, changes for women, Harlem Renaissance. Have students research advertisements used to usher in the world of mass consumerism; examine the economic behaviors that led to unsustainable growth.

SUGGESTED RESOURCES

[Gilder Lehrman- Twentieth Century](#) [H-O-T](#)

[Volstead Act \(1920\)](#)

[Harlem Renaissance](#)

[The State of Tennessee v. John Scopes \(1925\)](#)

[The Roaring Twenties](#)

[Historical Snapshot of life in 20's](#)

[Prohibition](#)

[18th Amendment](#)

[The Jazz Age](#)
[Primary Document homework](#) [PDHW & Review](#)

Topic 3: The Great Depression AND New Deal		Duration of Topic: 2 Weeks
SKILLS AND CONCEPTS LEARNING TARGETS	POSSIBLE TEACHING STRATEGIES	
<ul style="list-style-type: none"> I can identify and explain the economic factors that contributed to the stock market crash of 1929. I can explain the role government took following the stock market crash and argue what role government should take during times of economic hardship. I can compare and contrast life for Americans during the Great Depression to life during the Roaring Twenties. I can describe the effect the Dust Bowl had on the people living in the Great Plains, as well as the rest of the nation. I can compare and contrast Hoover's and Roosevelt's philosophies on how to recover from the Great Depression. I can analyze the purpose and effects of both the First and Second New Deal programs in providing relief, reform, and recovery. I can analyze whether the New Deal programs were successful in achieving relief, reform, and recovery in the United States. I can explain the political conflicts that arose during the New Deal and the role each branch of government played in the decisions made. I can identify and describe the immediate and long-term social effects the New Deal had on American society. 	<ul style="list-style-type: none"> Brainstorm reasons why the economy of a wealthy and booming nation (the U.S. during the 1920s) might become stagnant. Have students research in groups and chart the principle causes of the Great Depression (uneven distribution of income, easy credit, imbalance in foreign trade, mechanization of industry, draught of 1920s plains states "Dust Bowl") along with facts and resources to support and validate each cause. Have students link causes to human and economic effects of the Great Depression (homelessness, loss of family, farms, bank failures, plunge in productivity, income, etc.). Have students research and understand how investors were able to acquire the ability to invest in a company's stock; explain concepts of speculation and buying on margin. Have students analyze primary sources of the Great Depression to describe the effects. Have students define and give examples of the terms <i>do nothing</i>, <i>rugged individualism</i>, and <i>humanitarianism</i>. Have students identify steps taken by Hoover to deal with the crisis and explain how they proved ineffective (companies continue to go under; soup kitchens and bread lines multiply; widespread homelessness). Have students brainstorm why Americans would create terms such as <i>Hooverville</i>, <i>Hoover Blankets</i>, and <i>Hoover Flags</i>. Discuss the differences in philosophy of "pragmatism" (FDR) vs. "rugged individualization" (Hoover) and the 1932 Presidential campaign. Have students research and explain how FDR used the emerging medium of radio ("Fireside Chat"). Have students chart the major initiatives of the New Deal (Alphabet Soup); rank them by importance; and defend their ranking. Have students identify principal opponents/critics of the New Deal and the reasons they objected to the New Deal. Explain how the principles of republican government (checks and balances, separation of power) and judicial independence and relate these to Roosevelt's conflicts with the Supreme Court and the Congress. Stress proactive role of Eleanor Roosevelt as a social reformer, political activist, and humanitarianism. Discuss with students the fundamental shift in role of government during this era as it becomes more proactive in the areas of the national economy and social welfare. Discuss lasting/present day/continuing benefits of the New Deal Era (Social Security, TVA, works of art). Discuss how literature of the times depicted conditions and concerns of the times. 	
SUGGESTED RESOURCES		
Gilder Lehrman- Twentieth Century America in Class Teaching History National Archives Digital Vaults National Archives Records Digital History		

[Our Documents](#)

[Great Depression Photos](#)

[Great Depression Resources](#)

[Surviving the Dust Bowl](#)

[The Great Depression](#)

[Tennessee Valley Authority Act \(1933\)](#)

[National Industrial Recovery Act \(1933\)](#)

[National Labor Relations Act \(1935\)](#)

[Social Security Act \(1935\)](#)

[President Franklin Roosevelt's Speech in Defense of the Second New Deal \(1936\)](#)

[The New Deal](#)

[Primary Document homework](#) [PDHW & Review](#)

Topic 4:

World War II

Duration of Topic:

2 Weeks

SKILLS AND CONCEPTS LEARNING TARGETS

- I can explain how the results of World War I and the rise of nationalism led to the rise of totalitarianism in Europe.
- I can describe circumstances at home and abroad prior to U.S. involvement in World War II.
- I can compare and contrast the views of isolationists versus those that argued the U.S. should get involved in World War II. I can explain why the United States entered World War II. I can describe how the U.S. government mobilized the nation for war.
- I can identify the significant military and political aspects of World War II.
- I can analyze dimensions of the Holocaust and the Allies' response to the Holocaust and war crimes.
- I can evaluate the social, political, and economic impacts of World War II on the home front.
- I can identify and evaluate the scientific and technological developments in America during and after World War II.

POSSIBLE TEACHING STRATEGIES

- Tie introduction of this unit into the end of WW I and harsh terms of treaty of Versailles.
- Discuss the international nature of the Great Depression and how the Great Depression was hard on Germany in post WW I Europe.
- Research the rise of nationalism and totalitarian governments in Germany, Italy, Spain, Soviet Union, and Japan.
- Have students read to discover and list in chronological order key steps in Hitler's drive to expand Germany between 1937-1940.
- Discuss the role of new technology and tactics in warfare.
- Discuss with students American history of isolationism/detachment from foreign (European) affairs, dating back to principles of the Monroe Doctrine.
- Have students identify reasons for the breakdown of U.S. neutrality in the late 1930s.
- Have students investigate and explain concepts of "cash and carry" and "lend-lease."
- Discuss with students significance of the Atlantic Charter and its connection to the terms *United Nations* and *Allies*.
- Have students research why Japan chose to attack the US and the steps that led to the attack on Pearl Harbor. Discuss the concept of a two-front war (Pacific and Europe). Have students analyze propaganda distributed in the U.S. and during World War II and explain the messages presented through propaganda.
- Discuss with students the concept of wartime rationing; have students speculate on what essential items might have to be rationed in a time of war.
- Hold a debate on the use of nuclear weapons on Japan during World War II (military argument, ethical argument, etc.).
- Have students read and discuss issues and decisions made at the Yalta and Potsdam Conferences.
- Bridge to Cold War: Direct students to identify differences and problems that began to emerge toward the end of the war between Russia (Stalin) and the Western Allies.

SUGGESTED RESOURCES

[Gilder Lehrman- Twentieth Century](#)

[America in Class](#)

[Teaching History](#)

[National Archives Digital Vaults](#)

[National Archives Records](#)

[Digital History](#)

[Our Documents](#)

Choices Program: *Weimar Germany and the Rise of Hitler*

Choices Program: *Between World Wars: FDR and the Age of Imperialism*

[Lend-Lease Act \(1941\)](#)

[The Four Freedoms Speech- F DR' s annual m essage to Cong ress \(1941\)](#)

[Address to Congress Leading to a Declaration of War Against Japan \(1941\)](#)

Choices Program: *Ending the War Against Japan: Science, Morality, and the Atomic Bomb*

[Manhattan Project Notebook \(1945\)](#)

[Executive Order 8802: Prohibition of Discrimination in the Defense Industry \(1941\)](#)

[Executive Order 9066: Japanese Relocation Order \(1942\)](#)

[General Eisenhower' s O rder o f the D ay \(1944\)](#)

[World War II](#)

[Primary Document homework](#) [PDHW & Review](#)

[Congressional Medal of Honor Foundation](#)

Topic 5: Cold War Origins	Duration of Topic: 1 Week
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SKILLS AND CONCEPTS LEARNING TARGETS	POSSIBLE TEACHING STRATEGIES
<ul style="list-style-type: none"> • I can identify the reasons behind the tension between the United States and Soviet Union following the end of World War II. • I can explain the rationale behind foreign policy decisions made by the United States at the onset of the Cold War. • I can explain why Germany became a centerpiece for the struggle between the United States and the Soviet Union during the Cold War. • I can compare and contrast the economic systems of the Soviet Union and the United States. • I can explain why many Americans were fearful of the spread of communism in the United States. • I can analyze why the United States had an interest in containing communism in Eastern Europe, Cuba, Central America, the Middle East, and Asia. • I can explain why the United States became involved In the conflicts of other parts of the world (i.e., China, Korea, and Eastern Europe) during the Cold War. 	<ul style="list-style-type: none"> • Discuss Churchill's "Iron Curtain" speech and the meaning of the term <i>Cold War</i>. • Have students complete a political map of Europe, drawing in the Iron Curtain, being sure to split Germany. Highlight countries that became part of NATO and the Warsaw Pact. • Use a T-Chart to differentiate between limited government and unlimited government. Discuss the difference between a democratic government and a totalitarian government. • Compare and contrast the economic systems of capitalism, communism, and socialism. • Use graphic organizer to identify the causes and effects of McCarthyism. • Analyze the foreign policy decisions made by the U.S. during the early stages of the Cold War: Berlin, Korea, NATO, Nation Building, etc.

SUGGESTED RESOURCES

[Gilder Lehrman- Twentieth Century](#)

[America in Class](#)

[Teaching History](#)

[National Archives Digital Vaults](#)

[National Archives Records](#)

[Digital History](#)

[Our Documents](#)

[The Cold War](#)

[Truman Library](#)

[Servicemen's Readjustment Act \(1944\)](#)

[Executive Order 9981: Desegregation of the Armed Forces](#)

[National Interstate and Defense Highways Act \(1956\)](#)

Choices Program: *The Origins of the Cold War: U.S. Choices after World War II*

[Truman Doctrine \(1947\) Marshall Plan \(1948\)](#)

[Primary Document homework](#)

[PDHW & Review](#)

[Senate Resolution 301: Censure of Senator Joseph McCarthy \(1954\)](#)

Topic 6:

Cold War AT Home

Duration of Topic:

1 Week

SKILLS AND CONCEPTS LEARNING TARGETS

- I can describe American life post-World War II and the economic boom that took place.
- I can explain why many Americans were fearful of the spread of communism in the United States.
- I can describe how the atomic age had an impact on technology and affected the behavior patterns of Americans.

POSSIBLE TEACHING STRATEGIES

- Discuss the concept of “mass hysteria” and American fear of communism. Review information on the House Committee on Un-American Activities. Have students determine if they believe such action was necessary at that time. Why or why not?
- Discuss the impact of the race for the H-bomb; the race to space (Sputnik); and the U-2 incident on American thinking and action.
- Research the following and report on its impact on American life during the 1950s: growth of the suburbs, interstate highways and an automobile culture, mass consumerism, music (rock and roll), mass media.

SUGGESTED RESOURCES

[Gilder Lehrman- Twentieth Century](#)

[America in Class](#)

[Teaching History](#)

[National Archives Digital Vaults](#)

[National Archives Records](#)

[Digital History](#)

[Our Documents](#)

[The Cold War](#)

[Primary Document homework](#)

[PDHW & Review](#)

[Truman Library](#)

[Servicemen's Readjustment Act \(1944\)](#)

[Executive Order 9981: Desegregation of the Armed Forces](#)

[National Interstate and Defense Highways Act \(1956\)](#)

Choices Program: *The Origins of the Cold War: U.S. Choices after World War II*

[Truman Doctrine \(1947\)](#)

[Marshall Plan \(1948\)](#)

[Senate Resolution 301: Censure of Senator Joseph McCarthy \(1954\)](#)

UNIT 4:

THE CHANGING FACE OF AMERICA

Unit Duration: 10 Weeks			Assessment: <ul style="list-style-type: none"> • Ongoing teacher-created formative assessments • Teacher-created summative assessments • U.S. History Benchmark •
	Semester II		

UNIT ENDURING UNDERSTANDINGS:

- Students will understand that the efforts of those organizations and people who participated in the civil rights movement resulted in government protections of basic civil rights.
- Students will understand that the presidencies of John F. Kennedy and Lyndon Johnson ushered in the United States’ super-power status in the world and signified substantial change in both foreign and domestic relationships and policies.
- Students will understand that historians frequently refer to the 1960s and 1970s as times of social change and reform for many groups and minorities (e.g., women, Native Americans, Latinos, counter-culture movements).
- Students will understand that presidencies of Richard Nixon, Gerald Ford, and Jimmy Carter were characterized by the search for stability in troubling economic times, while attempting to improve relationships with the Soviet Union and the Middle East, only to be met with frustration on part of the American people.
- Students will understand that a conservative economic, social, and political era dominated domestic policy in the 1980s and into the early 1990s, while foreign policy focused on the end of the Cold War.
- Students will understand that an economic boom, due to innovations in technology and a deficit reduction, characterized much of the 1990s.
- Students will understand that with a new century came new challenges as terrorist attacks on American soil changed both domestic and foreign policy and Americans’ view of the world.

CORE CONTENT 4.1 STANDARDS			ACT QUALITY CORE U.S. HISTORY STANDARDS	
Historical Perspective	HS-5.2.6	Students will explain and give examples of how, after World War II, America experienced economic growth (e.g., suburban growth); struggles for racial and gender equality (e.g., civil rights movement); the extension of civil liberties (e.g., desegregation, Civil Rights Acts); and conflict over political issues (e.g., McCarthyism, U.S. involvement in Vietnam).	E.1.f	Analyze the social, cultural, and economic changes at the onset of the Cold War era.
Historical Perspective	HS-5.2.7	Students will analyze how the United States participates with the global community to maintain and restore world peace (e.g., League of Nations, United Nations, Cold War politics, Persian Gulf War) and evaluate the impact of these efforts.	E.1.g	Analyze the origins of the Cold War, foreign policy developments, and major events of the administration from Truman to present.
Historical Perspective	HS-5.3.5	Students will explain the rise of both the United States and the Soviet Union to superpower status following World War II, the subsequent development of the Cold War, and the formation of new nations in Africa, Asia, Eastern Europe, and the Middle East, and evaluate the impact of these events on the global community.	E.1.h	Describe and evaluate the political and social impact of the Vietnam War.
Historical Perspective	HS-5.3.6	Students will explain how the second half of the Twentieth century was characterized by rapid social, political, and economic changes that created new challenges in countries around the world, and give examples of how countries have addressed these challenges.	E.2.a	Analyze major domestic issues and responses of the administrations from Truman to present.

UNITED STATES HISTORY (1865-PRESENT DAY) CURRICULUM MAP

Historical Perspective	HS-5.1.1	Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world and United States history.	E.2.b	Evaluate the impact of innovations in technology and communication on American society.
Historical Perspective	HS-5.1.2	Students will analyze how history is a series of connected events shaped by multiple cause-and-effect relationships, tying past to present.	E.2.c	Identify the events and influential individuals of the civil rights, human rights, and counterculture movements and assess their impact.
Government and Civics	HS-1.1.2	Students will explain and give examples of how democratic governments preserve and protect the rights and liberties of their constituents through different sources.	E.2.d	Evaluate the impact of changes in the national economy on contemporary American society.
Government and Civics	HS-1.2.2	Students will interpret the principles of limited government (e.g., rule of law, federalism, checks and balances, majority rule, protection of minority rights, separation of powers) and evaluate how these principles protect individual rights and promote the “common good.”	E.2.e	Identify the major contemporary social, environmental, and political issues, the groups involved, and the controversies engendered by those issues.
Government and Civics	HS-1.3.3	Students will evaluate the impact citizens have on the functioning of a democratic government by assuming responsibilities and duties.	E.2.f	Assess increasing global interdependence, the potential for conflict, and the U.S. role in world events in the present and future.
Government and Civics	HS-1.1.3	Students will evaluate how the U.S. government’s response to contemporary issues and societal problems reflects the needs, wants, and demands of its citizens.		
Cultures and Societies	HS-2.1.1	Students will explain how belief systems, knowledge, technology and behavior patterns define cultures and help to explain historical perspectives and events in the modern world and United States.		
Cultures and Societies	HS-2.3.1	Students will explain the reason why conflict and competition may develop as cultures emerge in the modern world and the United States.		
Cultures and Societies	HS-2.3.2	Students will explain and give examples of how compromise and cooperation are characteristics that influence interaction in the modern world and the United States.		
Economics	HS-3.1.1	Students will give examples of and explain how scarcity of resources necessitates choices at both the personal and societal levels in the modern world and the United States and explain the impact of those choices.		
Economics	HS-3.4.2	Students will describe and give examples of how factors such as technological change, investments in capital goods and human capital/resources have increased productivity in the world.		
Economics	HS-3.4.3	Students will explain and give examples of how interdependence of personal, national, and international economic activities often results in international issues and concerns in the modern world and the United States.		
Geography	HS-4.4.2	Students will explain how human modifications to the physical environment, perspectives on the use of natural resources, and natural resources may have possible global effects in the modern world and United States.		

Topic 1: Civil Rights Movement		Duration of Topic: 2 Weeks
SKILLS AND CONCEPTS LEARNING TARGETS		POSSIBLE TEACHING STRATEGIES
<ul style="list-style-type: none"> I can reflect on key events of the civil rights movement and describe their impact on the freedom, equality, and liberties of African Americans. I can analyze how the struggle for freedom, equality and liberty for African Americans was a long process and involved many organizations, leaders, and movements. I can compare and contrast the advantages and disadvantages of violent and non-violent protest. I can describe the impact of organizations like the NAACP, SNCC, and CORE had on the Civil Rights Movement. I can describe the impact that sit-ins and freedom rides had on the Civil Rights Movement. I can analyze the action or inaction of the U.S. government in supporting equal rights for African-Americans. I can analyze why there was resistance in granting equality to African-Americans, particularly in the southern states. I can analyze the struggle between the federal government and states' rights in regards to laws that prevented African-Americans from achieving equality. I can explain how the Civil rights movement impacted society (i.e., education, race relations, equal access to facilities and resources). 		<ul style="list-style-type: none"> Divide class into groups and have each research and provide a presentation or activity for the class about one of the following components of the civil rights movement: <ol style="list-style-type: none"> Desegregation and integration: Jackie Robinson and <i>Brown vs. Board of Education</i> Strategies of the Movement: civil disobedience, boycotts, demonstrations, sit-ins, marches, freedom riders, legal actions Human Expression: songs, literature, speeches, and letters Ideologies: Martin Luther King Jr. vs. Malcolm X Violence: actions against activists, assassinations, urban riots. Have students brainstorm and chart the effects of the Civil rights movement on African-American life. Have students brainstorm the impact the civil rights movement of the 1950s and 1960s had on the lives of African Americans. Then ask individual students to identify 1) the three most important effects on lives of African Americans and 2) three current-day civil rights issues. Examine legislation during the Jim Crow era and after the civil rights movement. Compare and contrast life for African Americans before and after. Have students research different organizations and their impact on the civil rights movement and getting key legislation passed.
SUGGESTED RESOURCES		
Gilder Lehrman- Twentieth Century America in Class Teaching History National Archives Digital Vaults National Archives Records Digital History Our Documents Brown v Board of Education (1954) Executive Order 10730: Desegregation of Central High School (1957). Official Program for the March on Washington (1963) Civil Rights Act (1964) Voting Rights Act (1965) Civil Rights Era Time Line Primary Document homework PDHW & Review		
Topic 2: Ushering IN A New Era: Kennedy AND Johnson		Duration of Topic: 2 Weeks
SKILLS AND CONCEPTS LEARNING TARGETS		POSSIBLE TEACHING STRATEGIES
I can explain how the conflict between the Soviet Union and the		Use time lines, photos, readings, and discussion to trace the

UNITED STATES HISTORY (1865-PRESENT DAY) CURRICULUM MAP

<p>United States escalated during Kennedy’s presidency.</p> <ul style="list-style-type: none"> • I can evaluate the significance of the Cuban Missile Crisis, Bay of Pigs, and the crisis in Berlin. • I can describe the political and diplomatic actions by Presidents Kennedy and Johnson during the Cold War. • I can analyze how Kennedy and Johnson both attempted to maintain and restore world peace during their presidencies. • I can describe the impact the Cold War had on education and society (i.e., space age, math and science education, technology). • I can explain the “domino theory” and how it was used as a reason for becoming involved in Vietnam. • I can describe how the role of the media impacted the declining support for the war in Vietnam. • I can describe how the anti-war movement impacted how Americans viewed the government and the war. • I can explain how land and resources impacted the success or failure of U.S. troops in Vietnam. • I can analyze why the Vietnam War was such a controversial war in the minds of Americans. • I can explain how the significance of President Johnson’s Great Society programs affected Americans then and now. • I can analyze why the 1960s was seen as the decade of change. 	<p>continuance of the Cold War through examination of the building of the Berlin Wall, the Cuban Missile Crisis, and the “Race to Space.”</p> <ul style="list-style-type: none"> • Have students evaluate possible choices for Kennedy in the Cuban Missile Crisis and determine which position they might have taken and why. • Compare and contrast Kennedy’s New Frontier with Johnson’s Great Society. • Have students research and report on one of the Great Society programs. • Develop a time line tracing the beginnings of U.S. involvement in the war up through American withdrawal and the collapse of South Vietnam. • Have students read and discuss the history of the Tonkin Gulf Resolution. How did this lead to the 1973 War Powers Act? • Discuss the impact of the media on American opinion by looking at war coverage and opinion polls. • Have students review actions of protesters and draw small posters reflecting perspectives that might have been used at demonstrations. • Focus on 1968 as a “watershed” year in American history. Discuss the TET Offensive, student protests, political challenges, assassinations of Martin Luther King Jr. and Robert Kennedy, violence and urban riots, Chicago convention, and the rise of Richard Nixon.
SUGGESTED RESOURCES	
<p>Gilder Lehrman- Twentieth Century</p> <p>America in Class</p> <p>Teaching History</p> <p>National Archives Digital Vaults</p> <p>National Archives Records</p> <p>Digital History</p> <p>Our Documents</p> <p>Armistice Agreement for the Restoration of the South Korean State (1953)</p> <p>P resident Eisenhower’ s F arewell Address (1961)</p> <p>Choices Program: <i>The Cuban Missile Crisis: Considering its place in Cold War History</i></p> <p>P resident Kennedy’ s Inaug ural Addre ss (1961)</p> <p>Executive Order 10924: Establishment of the Peace Corps</p> <p>Test Ban Treaty (1963)</p> <p>Choices Program: <i>The Limits of Power: The United States in Vietnam</i></p> <p>Tonkin Gulf Resolution (1964)</p> <p>The Great Society Speech--President Johnson (1964)</p> <p>Congressional Medal of Honor Foundation</p> <p>Primary Document homework</p> <p>PDHW & Review</p>	
<p>Topic 3: Social AND Political Unrest</p>	<p>Duration of Topic: 1 Week</p>

UNITED STATES HISTORY (1865-PRESENT DAY) CURRICULUM MAP

SKILLS AND CONCEPTS LEARNING TARGETS	POSSIBLE TEACHING STRATEGIES
<ul style="list-style-type: none"> I can describe what led to the rise of the counter-culture. I can explain why the women’s movement was revived in the 1960s. I can describe how Native Americans fought for equality and fairness. I can explain the goals of the movements for Latino rights and equality. I can explain how the 1960s became defined by a call for social reform and justice. I can analyze how the role of the individual in a democratic society played a significant part in obtaining equal rights for minority groups and women. 	<ul style="list-style-type: none"> Have students research the plight of migrant workers. Debate whether conditions have changed in today’s America. Discuss the impact of Mexican-American culture. Define the term <i>counter culture</i> and trace the roots of the movement. Develop a research paper or presentation on the civil-rights issues for Native Americans and women that were raised during the 1960s and 1970s. Define the term <i>social justice</i> and apply it to the movements of the 1960s and 1970s.

SUGGESTED RESOURCES
<p>Gilder Lehrman- Twentieth Century</p> <p>America in Class</p> <p>Teaching History</p> <p>National Archives Digital Vaults</p> <p>National Archives Records</p> <p>Digital History</p> <p>Our Documents</p> <p>Proclamation of the Delano Grape Workers for International Boycott Day (1969)</p> <p>Regents of the University of California v Bakke (1978) Primary Document homework PDHW & Review</p>

Topic 4: A Search FOR Order	Duration of Topic: 1 Week
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SKILLS AND CONCEPTS LEARNING TARGETS	POSSIBLE TEACHING STRATEGIES
<ul style="list-style-type: none"> I can explain what led to the oil crisis and the ensuing impact it had on everyday Americans. I can describe some of President Nixon’s successes as well as the scandal that led to his resignation. I can analyze how inflation and unemployment affected the U.S. economy throughout the 1970s. I can compare and contrast the successes and failures of President Carter’s foreign policy (e.g., Camp David Accords, SALT II, War in Afghanistan, Iranian Hostage Crisis). I can explain why environmental concerns became a political issue under President Nixon and President Carter. 	<ul style="list-style-type: none"> Have students trace the events of the Vietnam War during the Nixon administration and the invasion of Cambodia. Have students examine student unrest and Kent State massacre. Debate whether government responses were appropriate during these times of unrest (e.g., urban riots, Chicago, Kent State). Have students develop a time line of events in the Watergate scandal. Debate whether or not Nixon should have resigned. Have students brainstorm ways in which the Vietnam War and the Watergate scandal changed American attitudes about the federal government. Examine the economic difficulties during Nixon, Ford, and Carter administrations. Research why and how environmental concerns became a significant issue beginning in the 1970s. Trace the origins of the oil crisis and the U.S. response. Have students create a magazine on the “Carter Years.” Include in the magazine editorials written by students concerning the following: <ol style="list-style-type: none"> Economy, Government, Foreign Affairs.

SUGGESTED RESOURCES
<p>Gilder Lehrman- Twentieth Century</p>

[America in Class](#)

[Teaching History](#)

[National Archives Digital Vaults](#)

[National Archives Records](#)

[Digital History](#)

[Our Documents](#)

[Kent State](#)

[Watergate Scandal](#)

[The Camp David Accords](#)

[The Iranian Hostage Situation](#)

[Salt I and II](#)

[Crisis of Confidence](#) [Primary Document homework](#) [PDHW & Review](#)

Topic 5:

Charting a New Course FOR THE U.S.

Duration of Topic:

1 Week

SKILLS AND CONCEPTS LEARNING TARGETS

- I can describe how President Reagan’s call for conservatism economically, socially, and politically resonated with American voters in the early 1980s.
- I can explain *Reaganomics* and its impact on the American economy in the 1980s.
- I can describe how foreign relations with the Soviet Union improved and the Cold War era ended.
- I can describe how the economic boom during the 1990s was fueled by technology and deficit reduction.
- I can explain the impact NAFTA had on the American economy and surrounding countries.

POSSIBLE TEACHING STRATEGIES

- Have students brainstorm characteristics of liberal and conservative political thinking. Ask students to speculate as to reasons why American politics took a conservative turn in 1980.
- Divide students into three focus groups, each group focusing on Reagan’s policies and actions in one of the following topics:
 1. Reaganomics
 2. Military Defense
 3. Foreign Affairs.
- Have students analyze economic data from the 1990s and speculate as to reasons for the economic boom.
- Research the growth of the Internet and computer-related enterprises.
- Discuss the impact NAFTA has on foreign relations and trade in the United States.

SUGGESTED RESOURCES

[Gilder Lehrman- Twentieth Century](#)

[America in Class](#)

[Teaching History](#)

[National Archives Digital Vaults](#)

[National Archives Records](#)

[Digital History](#)

[Our Documents](#)

[Ronald Reagan Presidential Foundation and Library](#)

[George Bush Presidential Library and Museum](#)

[William J. Clinton Presidential Library and Museum](#)

NAFTA Primary Document homework PDHW & Review Berlin Wall Persian Gulf War	
Topic 6: New Century, New Challenges	
Duration of Topic: 1 Week	
SKILLS AND CONCEPTS LEARNING TARGETS	POSSIBLE TEACHING STRATEGIES
<ul style="list-style-type: none"> I can describe the controversy surrounding the 2000 Presidential election. I can analyze how the terrorist attacks on 9/11 changed how the United States fights terrorism at home. I can describe how 9/11 impacted President George W. Bush's foreign policy. I can compare and contrast the wars in Iraq and Afghanistan. I can explain how the United States went from a booming economy to one of the worst recessions since the Great Depression. 	<ul style="list-style-type: none"> Have students examine election data from the 2000 Presidential election. Discuss the controversy surrounding the popular vote versus the Electoral College. Discuss homeland security before and after the 9/11 terrorist attacks. Trace the roots of the wars in Iraq and Afghanistan and public opinion on both conflicts. Research the root causes of the economic recession that began at the end of 2007. How did the recession affect the American people?
SUGGESTED RESOURCES	
America in Class Teaching History National Archives Digital Vaults National Archives Records Digital History Our Documents 2000 Presidential Election 911 Memorial War in Afghanistan	