

# OXFORD HIGH SCHOOL COURSE OUTLINE

**Course Title:** United States History/American Studies

**Department:** Social Studies

**Grade(s):** 11

**Level(s):** Academic, Honors

**Credit:** 1

## **Course Description**

In this course students will explore major events in United States history focusing on the rise of Industrial America to the present. The content explores forces and factors that have shaped 20<sup>th</sup> century American history. This course will encompass an *interdisciplinary* approach to American life using not only history, but literature, music, philosophy, religion, economics and political science. It will examine both the diversity and shared experience of Americans. Race, gender, class, and ethnicity will be examined and analyzed as forces in American society. Emphasis is placed on recurring historical themes, ideas and trends. The use of historical skills such as interpretation of historical documents and persuasive writing are emphasized. Students are given the opportunity to acquire an understanding of our country's past, in-depth knowledge of American culture, and see themselves as an essential part of our American democracy today.

**This course is required for all students in grade 11.**

## **Required Instructional Materials**

*American Vision 2008 Glencoe*

## **Enduring Understandings for the Course**

*Students will understand that:*

### **Content**

- American society is diverse, creating various perspectives, contributions, and challenges.
- Conflict resolution can involve aggression, compromise, and cooperation.
- Democratic societies must balance the rights and responsibilities of individuals with the common good.
- People respond to and resolve conflicts in a variety of ways.
- Culture is both a unifying and a divisive force in human relations.
- Scientific and technological developments affect people's lives, the environment and transform societies.
- Decisions concerning the allocation and use of economic resources impact individuals and groups as well as local, national, and international relationships.
- Individuals grow and develop relationships within the context of a culture and in turn their actions influence that culture.
- Global societies are diverse creating varied perspectives, contributions and challenges.
- Geography influences a person's needs, culture, opportunities, choices, interests, and skills.
- The consumption and conservation of natural resources are interconnected.
- Progress is defined by cultural interpretation.
- People develop systems to manage conflict and create order.
- Knowledge of the past helps one understand the present and make decisions about the future.
- History involves interpretation; historians can and do disagree.
- Local, national, and international relationships are affected by economic transactions.

## **Skills**

- Analyzes information found in multiple locations and with various people.
- Recognizes thematic connections between real life and history or literature.
- Critically examines and evaluates data to make informed decisions.
- Explores various types of materials to enhance understanding.
- Recognizes a diversity of viewpoints and distinguishes between facts and inferences
- Recognizes that text and organizational tools communicate different kinds of information and that bias exists
- Interprets primary sources
- Knows common terms, specific facts and basic concepts
- Writes a well organized theme supported by accurate facts
- Uses technology is a tool for collecting, organizing, and presenting information.

## **INSTRUCTIONAL SUPPORT MATERIALS**

Bailey, Thomas. The American Spirit Vol. II. 7<sup>th</sup> ed. D.C.: Heath, 1990.

Hofstadter, Richard. Great Issues in American History, Vol. II. New York: Random House, 1982.

Strunk, William and White, E.B. The Elements of Style. New York: The Macmillan Company, 1954.

Assorted primary sources

Audio/Visual

Interdisciplinary sources

## **SUGGESTED INSTRUCTIONAL STRATEGIES**

- Role plays
- Cooperative learning
- Group discussion
- Debates
- Presentations
- Writing
- Modeling
- Use of video/audio sources

## **SUGGESTED ASSESSMENT METHODS**

- Tests
- Role plays
- Group or individual projects
- Student participation
- Debates
- Presentations
- Quizzes
- Homework
- Persuasive writing
- Narrative writing
- Research
- Analytical writing
- Journal writing
- Student notebooks
- Portfolios

## **LEARNING STRAND**

*Suggested Time Frame: 4 Weeks*

### **Growth and Reform: Post Civil War to Early 1900s**

**Theme: America accomplished heavy industrialization in the post-Civil War era. Spurred by the transcontinental rail network, business grew and consolidated into giant corporate trusts, as epitomized by the oil and steel industries. Industrialization radically transformed the condition of American working people, but workers failed to develop effective labor organizations to match the corporate forms of business. The US moved from the country to the city in the post Civil War decades causing many social problems. Conflicts over moral values, the role of women and a changing family were part of the social change of the time period and responsible for the ushering in of the Progressive Movement.**

### **ENDURING UNDERSTANDING(S)**

*Students will understand that:*

- Scientific and technological developments affect people's lives, the environment and transform societies.
- Democratic societies must balance the rights and responsibilities of individuals with the common good.
- Decisions concerning the allocation and use of economic resources impact individuals and groups as well as local, national, and international relationships.
- Progress is defined by cultural interpretation (i.e., immigration, race, etc.)
- American society is diverse, creating various perspectives, contributions, and challenges.
- Individuals grow and develop relationships within the context of a culture and in turn their actions influence that culture.
- The cultural conflicts over religion and values effected the new social and cultural environment of the city.

### **ESSENTIAL QUESTION(S)**

- Should the industrialists be considered "Captains of Industry" or "Robber Barons"?
- What factors contributed to America's industrial growth during this time period?
- How did cities respond to problems associated with industrialization and growth?
- How and why did the political machines of the 19<sup>th</sup> century develop?
- What were the benefits and challenges relating to immigration and a diverse American society at the turn of the 20<sup>th</sup> century?
- How did the process of urbanization affect various groups in American society?
- How did the Progressive movement attempt to solve the economic, political, social and moral problems of the early 20<sup>th</sup> Century? Were they successful?
- What does it mean to be an American?

### **LEARNING OBJECTIVES** *The student will:*

- Analyze the development of industrialization and its impact on America.
- Trace the exploitation of workers and their responses to industrialization.
- Explain how cities dealt with problems of mass urbanization (e.g., housing, transportation, water supply, sanitation, fire and police protection).
- Examine the role of political machines and political bosses in American society.
- Analyze factors motivating various waves of immigration.
- Identify the causes and effects of discrimination toward immigrants.

- Justify whether or not urbanization can be considered progress.
- Evaluate the reforms of the Progressive Movement.

### **SUGGESTED NOVEL:**

*The Jungle*, Upton Sinclair

### **OTHER INSTRUCTIONAL SUPPORT MATERIALS**

- *History Alive! United States History to 1900*,
- Teachers' Curriculum Institute
- *History Alive! The United States Coming of*
- *Age: 1890-1920*, Teacher's Curriculum Institute
- *MindSparks*, editorial cartoons and DBQ activities
- *Taking Sides: Clashing Views on Controversial Issues in American History*, Larry Madaras & James M. SoRelle, McGraw-Hill, /Pushkin, 2001
- *Focus of US History: The Era of Industrial Growth and Foreign Expansion: Unit 1*
- *Wealth of Nations*, Adam Smith
- *The Jungle*, Upton Sinclair
- *Ordinary Americans: US History Through the Eyes of Everyday People*, Close Up Publishing
- *How the Other Half Lives*, Jacob Riis
- *Twenty Years at Hull House*, Jane Addams
- "The New Colossus", Emma Lazarus (poem) United States History Page 7
- [www.archives.gov/research\\_room/index.html](http://www.archives.gov/research_room/index.html)
- [www.gilderlehrman.org/](http://www.gilderlehrman.org/)
- [www.ellisland.com](http://www.ellisland.com)

### **SUGGESTED INSTRUCTIONAL STRATEGIES**

- DBQ on "Robber Barons" vs. "Captains of Industry"
- Research and chart the development of railroads through the use of maps and various sources
- Chart the growth of cities over time
- Read and analyze *Gospel of Wealth*.
- Role play and write journal entries on various economic groups and their reactions to industrialization
- Cooperative project concerning the elements of industrialization and how these elements relate to each other (natural resources, inventions, spirit of the people, men of the time)
- Debate the causes and effects of contemporary and historical immigration
- Visit the Lower East Side Tenement
- Museum ([www.tenement.org/](http://www.tenement.org/)) or Ellis Island in New York City (also available on-line)
- Critique Progressive efforts to clean up state government, protect workers, and reform elections
- Create a collage of conditions during this era
- APPARTS activity sheet to analyze primary sources

### **SUGGESTED ASSESSMENT METHODS**

- Writing assessments
- Map assessments
- Debates
- Student participation
- Teacher observations
- Formal assessments
- Projects

- Charts/graphs
- Class discussion

## **LEARNING STRAND**

*Suggested Time Frame: 3-4 Weeks*

### **The United States Enters the Global Arena: Imperialism through WWI**

**Theme: In the 1890's a number of economic and political forces sparked a spectacular burst of imperialistic expansionism for the United States that culminated in the Spanish-American War.**

**Factors of imperialism were the desire for new economic markets, the appeals of the "yellow press", missionary fervor, Darwinist ideology, power rivalry and naval competition. A long and bitter national debate over the wisdom and justice of American imperialism ensued and ended with the United States emerging as a new international power. The outbreak of WWI in Europe brought the threat of American involvement and an end to a program of idealistic progressive foreign policy instituted by Woodrow Wilson.**

## **ENDURING UNDERSTANDING(S)**

*Students will understand that:*

- Decisions concerning the allocation and use of economic resources impact individuals and groups as well as local, national, and international relationships.
- Nations must struggle with the idea of "idealism" vs. "realism".
- Journalism can have a profound effect on both American society and domestic and foreign policy decisions.
- People respond to and resolve conflicts in a variety of ways.
- Knowledge of the past helps one understand the present and make decisions about the future.
- History involves interpretation; historians can and do disagree.

## **ESSENTIAL QUESTION(S)**

- Was American imperialism more beneficial or harmful?
- What is the connection between Social Darwinism, the White Man's Burden, economics, and imperialism?
- How neutral was American neutrality?
- What was the impact of World War I on the home front economically, politically, and socially?
- Did the Treaty of Versailles effectively address the causes of World War I?
- Did America make the "World Safe for Democracy"?

## **LEARNING OBJECTIVES** *The student will:*

- Compare and contrast the Roosevelt, Taft and Wilson foreign policies with regards to Imperialism.
- Analyze the economic and cultural factors that shaped American foreign policy at the turn of the 20<sup>th</sup> century.
- Analyze the causes and effects of the Spanish-American War.
- Defend or refute America's reasons for entering the "Great War".
- Analyze the political, social, and economic ramifications of the war on the home front.
- Analyze America's "voluntary" method of organizing for the war.
- Examine the role of propaganda during WWI
- Analyze the international and domestic reaction to the Treaty of Versailles.
- Examine American neutrality prior to entering World War I.
- Evaluate President Wilson's Fourteen Points and the effects of the League of Nations.

- Compare and contrast technological advances of 20<sup>th</sup> century warfare to those utilized in previous wars.

### **SUGGESTED READINGS:**

THE NEWSPAPER by STEPHEN CRANE

All Quiet on the Western Front,

“White Man’s Burden”, poem by R. Kipling

### **INSTRUCTIONAL SUPPORT MATERIALS**

- [www.boondocks.net](http://www.boondocks.net), political cartoons
- [www.archives.gov/research\\_room/index.html](http://www.archives.gov/research_room/index.html)
- <http://memory.loc.gov/learn/>
- *America: Creating the Dream*, The Center for Learning Historical Debates
- *History Alive! The United States Coming of Age: 1890-1920*, Teacher’s Curriculum Institute
- *Philippine Annexation Debate*, Mind Sparks
- *Cooperative Learning Basics: The Road to World Power*
- “Document Based Questions in American History”, The DBQ Project, Brady & Roden, 2002
- Platt Amendment
- [www.gilderlehrman.org/](http://www.gilderlehrman.org/)
- [www.loc.gov/](http://www.loc.gov/)
- *The Lost Battalion*, VHS/DVD
- *All Quiet on the Western Front*, VHS/DVD
- Maps
- Various government documents (e.g., speech on American neutrality, Wilson’s war declaration)
- Posters and political speeches (e.g., wartime propaganda posters)
- Great Debates in American History

### **SUGGESTED INSTRUCTIONAL STRATEGIES**

- Design a newspaper utilizing primary and secondary source documents from the Imperialism period or from World War I to help develop critical thinking skills
- Create political cartoons
- Justify or attack American Imperialism through a position paper
- Write a current newspaper article using yellow journalism techniques
- Complete a map of territorial acquisitions/involvement during the beginnings of American imperialism
- Chart the underlying factors that lead to American involvement in World War I
- Role play: Negotiate your own Treaty of Versailles
- Predict possible future consequences of World War I and the Treaty of Versailles
- Create sources reflecting the experience of people during this time period (e.g., letters from soldiers or factory workers)
- Debate: Should the US join the League of Nations?
- APPARTS activity sheet to analyze primary sources

### **SUGGESTED ASSESSMENT METHODS**

- Various writing assessments
- Formal assessments
- Primary and secondary source analysis
- Debates
- Group work/project

- Map assessments
- Student participation
- Political cartoons

## **LEARNING STRAND**

*Suggested Time Frame: 2 Weeks*

### **The Roaring 20s**

**THEME: A disillusioned America turned away from idealism after WWI and toward social conservatism, a new mass-consumption economy, and exciting new forms of popular culture that undermined many traditional values. The media of radio and film altered popular culture values that contributed to the overturning of traditional gender roles. New innovations such as credit buying, advertising and automobile travel placed a new emphasis on pleasure and excitement. The stock-market boom symbolized the new spirit of the decade.**

## **ENDURING UNDERSTANDING(S)**

*Students will understand that:*

- People are affected by environmental, economic, social, cultural, and civic concerns.
- Culture is both a unifying and divisive force in human relations.
- History involves interpretation; historians can and do disagree.
- Scientific and technological developments affect people’s lives, the environment and transform societies.

## **ESSENTIAL QUESTIONS**

- How do new technologies result in broader social change?
- In what ways did economic conditions and developments in the arts and entertainment help create the reputation of the 1920s as the Roaring 20s?
- Were the 1920s “Roaring” for all Americans?
- What caused Americans to fear foreigners and radicals following World War I? Was this fear justified?
- Why do some historians consider the 1920s to be a divisive decade socially, economically, morally, and politically?
- How were women affected by the changes in society?

## **LEARNING OBJECTIVES**

*The student will:*

- Explain how the country’s economic prosperity was superficial during this decade.
- Analyze the many social and cultural changes affecting African-Americans, immigrants, consumers, women, literature, music and architecture during this time period.
- Evaluate the impact of the Harlem Renaissance on American culture.
- Examine the controversies surrounding both the *Scopes* and *Sacco and Vanzetti* trials.
- Analyze the effectiveness of the Great Experiment and its relation to organized crime.
- Compare and contrast the 1920’s to American society today.

## **SUGGESTED READING:**

*The Great Gatsby* by F. Scott Fitzgerald

*Quicksand* by Nella Larson

Harlem Renaissance poetry and stories

## INSTRUCTIONAL SUPPORT MATERIALS

- *Ordinary Americans: US History Through the Eyes of Everyday People*, Close Up Publishing
- *History Alive! The Roaring Twenties and the Great Depression*, Teacher's Curriculum Institute
- Political cartoons
- [www.archives.gov/research\\_room/index.html](http://www.archives.gov/research_room/index.html)
- *Harper's Weekly* articles
- *The Century*, ABC film narrated by Peter Jennings
- "Document Based Questions in American History", The DBQ Project, Brady & Roden, 2002
- [www.gilderlehrman.org/](http://www.gilderlehrman.org/)
- [www.loc.gov/](http://www.loc.gov/)
- *A Moveable Feast and Collected Short Stories*, Ernest Hemingway
- *The USA Trilogy*, John Dos Passos
- *A History of Women in the United States*

## SUGGESTED INSTRUCTIONAL STRATEGIES

- Create a decade newspaper utilizing primary and secondary sources
- Analyze literature from the 1920s such as *A Moveable Feast and Collected Short Stories* by Ernest Hemingway, *The Great Gatsby* by John Dos Passos for cultural traits characteristic of the decade
- Re-enact the *Scopes* and the *Sacco and Vanzetti* trials, investigating the many unethical issues involved
- Create multi-media presentations of social or cultural changes from the 1920s
- Structured debate: Were the 20s "Roaring or Boring?"
- Research and role play the key issues facing the "new immigrants"
- APPARTS activity sheet to analyze primary sources

## SUGGESTED ASSESSMENT METHODS

- Mock trials
- Role plays
- Graded primary source analysis sheets
- Document Based Questions (DBQ) activities
- Formal assessments
- Student participation
- Student presentations
- Multimedia presentations
- Debates
- Projects

## LEARNING STRAND

*Suggested Time Frame: 2 Weeks*

### **The Great Depression and the New Deal**

**THEME:** Roosevelt's New Deal tackled the Great Depression with massive federal programs designed to bring about relief, recovery, and reform. The New Deal was highly controversial, yet, it saved America from a extreme right-wing or left-wing dictatorship. In the early to mid 1930's, the US attempted to isolate itself from foreign involvements and wars. But by the end of the decade, the spread of totalitarianism and war in Europe forced Roosevelt to provide more and more assistance to desperate Britain, despite strong isolationist opposition. US involvement in World War II will eventually carries us out of the Great Depression.

## **ENDURING UNDERSTANDING(S)**

*Students will understand that:*

- Decisions concerning the allocation and use of economic resources impact individuals and groups as well as local, national, and international relationships.
- Local, national, and international relationships are affected by economic transactions.
- Geography influences a person's needs, culture, opportunities, choices, interests, and skills.
- Knowledge of the past helps one understand the present and make decisions about the future.
- History involves interpretation; historians can and do disagree.

## **ESSENTIAL QUESTION(S)**

- How did policies of the New Deal change the attitudes of Americans towards the role of government in their lives?
- How did ordinary Americans cope with the economic circumstances of the 1930s?
- Did the New Deal bring America out of the depression?

## **LEARNING OBJECTIVES** *The student will:*

- Understand the three prong attack of the New Deal and the growing role of the Federal Govt.
- Examine the causes of the stock market crash and its impact on America.
- Explore the causes and effects of the Great Depression.
- Compare and contrast Roosevelt's and Hoover's approaches to the solutions of the Great Depression.
- Evaluate the criticisms of the New Deal.
- Analyze the effectiveness of New Deal legislation.
- Explain how Roosevelt's leadership style impacted the country during the Great Depression.

## **INSTRUCTIONAL SUPPORT MATERIALS**

- *"Document Based Questions in American History"*, The DBQ Project, Brady & Roden, 2002
- *History Alive! The Roaring Twenties and the Great Depression*, Teacher's Curriculum Institute
- *America: Creating the Dream*, The Center for Learning
- [www.archives.gov/research\\_room/index.html](http://www.archives.gov/research_room/index.html)
- *Taking Sides: Clashing Views on Controversial Issues in American History*, Larry Madaras & James M. SoRelle, McGraw-Hill, /Pushkin, 2001
- *Grapes of Wrath*, VHS/DVD
- [www.gilderlehrman.org/](http://www.gilderlehrman.org/)

## **SUGGESTED INSTRUCTIONAL STRATEGIES**

- Document-Based Question activity on The Great Depression
- Debate the solutions to the Great Depression
- Present student-generated primary source pictures and personal accounts of the Great Depression era
- Analyze the Great Depression and Roosevelt's response to it through various United States forms of media (e.g., fireside chats, editorial cartoons etc.)
- Create New Deal posters (using various New Deal agencies)
- APPARTS activity sheet to analyze primary sources
- Role-play a typical family from the 1920's to one in the 1930's.
- Study Depression era art and the effects of the WPA on the American art scene.

## **SUGGESTED ASSESSMENT METHODS**

- DBQ rubric
- Journals
- Formal assessments
- Historical analysis
- Writing assessments
- Debates
- Student presentations
- Student participation

## **LEARNING STRAND**

*Suggested Time Frame: 4 Weeks*

### **World War II and Its Aftermath**

**THEME:** The US adhered to the policy of isolationism for a time, despite the aggression of Italy, Germany and Japan. After the outbreak of World War II in Europe, Roosevelt began to provide some aid to the Allies. The United States, unified by Pearl Harbor, carried out a war mobilization effort that produced vast social and economic changes within American society. The United States, and its Allies invaded and liberated conquered Europe from Fascist rule. The Pacific Front was slowly successful until the atomic bomb finally brought a sudden end to WWII. Aside from the ugly exception of Japanese –American internment camps, the US was successful in mobilizing the economy for war using women, Mexicans, African Americans and Native Americans.

## **ENDURING UNDERSTANDING(S)**

*Students will understand that:*

- Decisions concerning the allocation and use of economic resources impact individuals and groups as well as local, national, and international relationships.
- Knowledge of the past helps one understand the present and make decisions about the future.
- People respond to and resolve conflicts in a variety of ways.
- People develop systems to manage conflict and create order.
- Democratic societies must balance the rights and responsibilities of individuals with the common good.
- Scientific and technological developments affect people's lives, the environment and transform societies.

## **ESSENTIAL QUESTION(S)**

- How did authoritarian governments use force to achieve their ends before and during World War II?
- In what ways did Roosevelt's foreign policy lead to U.S. involvement in World War II?
- How did ordinary Americans cope with World War II on the home front?
- What social and political changes resulted from World War II?
- What role did America play during the Holocaust?
- How did the rules of warfare change during World War II?
- What role did World War II play in America's emergence as a superpower?

## **LEARNING OBJECTIVES** *The student will:*

- Compare and contrast the causes and effects of World War II in Europe and the Pacific.
- Compare the characteristics of authoritarian governments to democracies.

- Identify the strategies of the U.S. military in Europe and the Pacific and explain the turning points of the war.
- Critique the decision to drop the atomic bomb.
- Evaluate the policies of appeasement, isolationism and American Neutrality.
- Examine how American society was transformed by World War II, both positively and negatively.
- Evaluate how the results of World War I were directly correlated with the outbreak of WW II.
- Compare and contrast geographical differences on pre-1939 world maps to ones dating post-1945.
- Compare and contrast the leaders of World War II.

### **INSTRUCTIONAL SUPPORT MATERIALS**

- *History Alive! The United States in World War II*, Teacher's Curriculum Institute
- *Sophie's Choice*, William Styron
- *America: Creating the Dream*, The Center for Learning
- *Choices: Options for ending World War II*
- *Taking Sides: Clashing Views on Controversial Issues in American History*, Larry Madaras & James M. SoRelle, McGraw-Hill,/Pushkin, 2001
- *Deceit and Indifference; America's Role in the Holocaust*, VHS
- *Choices for the 21<sup>st</sup> Century: Ending the War Against Japan*, VHS
- *Science, Morality & the Atomic Bomb*, VHS
- [www.archives.gov/research\\_room/index.html](http://www.archives.gov/research_room/index.html)
- <http://memory.loc.gov/learn/>
- Veterans as guest speakers
- [www.gilderlehrman.org/](http://www.gilderlehrman.org/)

### **SUGGESTED INSTRUCTIONAL STRATEGIES**

- Research the most significant causes and effects of World War II
- Compare and contrast Japanese Internment with the Holocaust.
- Research and present primary source personal accounts of World War II
- Hold a mock Senate and debate the decision to drop the atomic bombs on Japan
- Write a film review which determines the historical accuracy of related films
- Write a journal through the eyes of a teen during World War II
- Create and evaluate the effectiveness of World War II propaganda
- APPARTS activity sheet to analyze primary sources
- Complete geographical maps of pre and postwar Europe
- Use photographs and documents from Japanese immigrants to glean their views of the US.

### **SUGGESTED ASSESSMENT METHODS**

- Document-based assessments
- Journals & writing assignments
- Student participation
- Student presentations
- Debates
- Formal assessments
- Film reviews
- Projects

## **LEARNING STRAND**

*Suggested Time Frame: 5-6 Weeks*

### **Foreign Policy, Cold War and Conflict: Post World War II**

**THEME: America emerged from WWII as the world's strongest economic power and started an economic boom that lasted for two decades. It also left the US and the Soviet Union as the two dominant world powers, and they soon became locked in a Cold War confrontation. The Cold War spread from Europe to become a global ideological conflict between democracy and communism. Among its effects were a nasty hot war in Korea and a domestic crusade against disloyalty.**

#### **ENDURING UNDERSTANDING(S)**

*Students will understand that:*

- Democratic societies must balance the rights and responsibilities of individuals with the common good.
- Decisions concerning the allocation and use of economic resources impact individuals and groups as well as local, national, and international relationships.
- Local, national, and international relationships are affected by economic transactions.
- People respond to and resolve conflicts in a variety of ways.
- History involves interpretation; historians can and do disagree.
- Geography influences a persons needs, culture, opportunities, choices, interests and skills
- Scientific and technological developments affect peoples lives, the environment and transform societies
- Global societies are diverse creating varied perspectives, contributions and challenges.

#### **ESSENTIAL QUESTION(S)**

- What were the assumptions and consequences of containment?
- How did America project its power worldwide?
- Did leadership styles have an impact on foreign policy during the Cold War?
- Was American intervention in Latin America justified during the Cold War?
- Were America's foreign policy objectives met?
- Did the policy of containment justify intervention in Latin America?
- What were the complex causes of the Cold War?

#### **LEARNING OBJECTIVES** *The student will:*

- Describe the key events in the development of the Cold War.
- Determine the causes and effects of the Cold War in Europe.
- Evaluate the U.S. responses to the Korean War, Cuban Missile Crisis, the Vietnam War and other Cold War conflicts.
- Explain the increase of the nuclear arms race during the Cold War.
- Analyze U.S. methods for combating the spread of Communism during the Cold War.
- Compare the economic, social, ideological and political systems of the United States and the Soviet Union.
- Analyze the reasons for the collapse of the Soviet Union.
- Evaluate the role of the United Nations during the Cold War.

## INSTRUCTIONAL SUPPORT MATERIALS

- *MindSparks: Cartoons and Photographs of the Cold War*
- *Document Based Questions in American*
- *History*, The DBQ Project, Brady & Roden, 2002
- *History Alive! The Cold War; Contemporary American Society*, Teacher's Curriculum Institute
- *Choices for the 21<sup>st</sup> Century: The Limits of Power*
- *Taking Sides: Clashing Views on Controversial Issues in American History*,
- Larry Madaras & James M. SoRelle, McGraw-Hill/Pushkin, 2001
- *13 Days*, VHS/DVD
- [www.archives.gov/research\\_room/index.html](http://www.archives.gov/research_room/index.html)
- *Dr. Strangelove*, VHS/DVD
- *The Day After*, VHS/DVD
- [www.gilderlehrman.org/](http://www.gilderlehrman.org/)
- [www.loc.gov/](http://www.loc.gov/) (Internet primary & secondary sources)
- Guest speakers: veterans of the Korean War

## SUGGESTED INSTRUCTIONAL STRATEGIES

- Construct a timeline of events during the Cold War
- Role play presidential advisors during the Cuban Missile Crisis
- Create political cartoons or visual metaphors representing various perspectives during the Cold War
- APPARTS activity sheet to analyze primary sources
- Create a newspaper headlining major events of the Cold War
- Debate U.S. entry into Korea and the policy of containment
- Journal entries from the perspective of an ordinary American soldier
- Debate the effectiveness of the United Nations during the Cold War
- Mock McCarthy hearings

## SUGGESTED ASSESSMENT METHODS

- Student presentations
- Newspaper project
- Formal assessments
- Various writing assessments
- Debates
- Political cartoons
- Student participation
- Role plays
- Map assessments
- Projects
- Rubrics

## LEARNING STRAND

*Suggested Time Frame: 2 Weeks*

### **Domestic Policy: The Home Front throughout the Cold War**

**THEME:** Life on the home front were characterized by prosperity and moderate conservatism at home and by the ups and downs of the Cold War. The new medium of television enhanced Eisenhower's popularity, although slow to go after McCarthy and reacting cautiously to the beginnings of the Civil Rights Movement. Eisenhower's domestic

**(and foreign) policies were cautionary. Civil rights issues in the 1950's, as illustrated by Brown v. Board of Education and the Montgomery bus boycott take center stage as does the idea of social conformity.**

### **ENDURING UNDERSTANDING(S)**

*Students will understand that:*

- Democratic societies must balance the rights and responsibilities of individuals with the common good.
- Decisions concerning the allocation and use of economic resources impact individuals and groups as well as local, national, and international relationships.
- People respond to and resolve conflicts in a variety of ways.
- Geography influences a person's needs, culture, opportunities, choices, interests and skills.
- Culture is both a unifying and divisive force in human relations.
- Scientific and technological developments affect people's lives, the environment and transform societies.
- Local, national and international relationships are affected by economic transactions.
- History involves interpretation, historians can and do disagree.
- People are affected by environmental, economic, social, cultural and civic concerns.
- The consumption and conservation of natural resources are interconnected.

### **ESSENTIAL QUESTION(S)**

- To what extent were the 1950s a watershed period in American society?
- How did the growth of the suburbs change American society?
- How effective was the Civil Rights movement in achieving its short and long term objectives?
- How did increasing tensions of the Cold War affect ordinary Americans?
- How has television impacted America politically, economically, and socially since 1960?
- What impact did the Cold War rivalry with the Soviet Union have on American society?
- How did this era change American's attitudes toward government?
- What role did leadership styles have in defining society following World War II?
- How did technology influence American society, culture, and economics?
- What is the American Dream? Can it be achieved by all?

### **LEARNING OBJECTIVES** *The student will:*

- Distinguish between the myth and reality of the 1950s.
- Evaluate the role played by each branch of government in the Civil Rights Movement.
- Analyze the strategies and accomplishments of the Civil Rights movement.
- Compare and contrast the philosophies of Malcolm X and Martin Luther King, Jr.
- Trace the growth of American suburbanization after World War II.
- Explain how science fiction in the 1950's reflected the anxieties of the age.
- Explain how the teenager's new social and economic significance helped shape American popular culture.

### **INSTRUCTIONAL SUPPORT MATERIALS**

- *Death of a Salesman.* Arthur Miller
- *"Document Based Questions in American History"*, The DBQ Project, Brady & Roden, 2002
- *History Alive! The Civil Rights Movement; Contemporary American Society*, Teacher's Curriculum Institute

- *Taking Sides: Clashing Views on Controversial Issues in American History*, Larry Madaras & James M. SoRelle, McGraw-Hill/Pushkin, 2001

### **SUGGESTED INSTRUCTIONAL STRATEGIES**

- Create episodes from fictitious television shows depicting the experiences of marginalized American groups from the 1950s.
- Use films and television programs to reflect attitudes of the period
- Create a collage or an original story comparing the life of a teen in the 1950's and 2008
- Compare the lyrics and music of the 1950s-2008
- Journal writing reflecting the lives of individuals in the 1950s and 2008
- Create a newspaper depicting major events of the decade
- APPARTS activity sheet to analyze primary sources
- Evaluate the evolution of environmental concerns from the 1950s and 2008

### **SUGGESTED ASSESSMENT METHODS**

- Film reviews
- DBQ rubrics
- Video assessments
- Formal assessments
- Various writing assessments
- Student participation
- Mock trials
- Projects
- Charts/graphs
- Debates
- Rubrics
- Tests/quizzes
- Graphic organizers

### **LEARNING STRAND**

*Time Frame: 5-6 weeks*

### **The Stormy Sixties**

**THEME:** The youthful presidency of Kennedy and his response to communism in the world (Cuba and Vietnam) have a major effect on the decade of the 1960s. Kennedy's New Frontier initiatives and his Cold War confrontations lead the way for Johnson's Great Society and the Vietnam War. Johnson succeeded Kennedy and the black movement for integration and voting rights won great victories. The escalating of the war brings The Great Society programs to an end. As the number of troops and casualties grow without producing military success, dovish protest against the war gained strength. The politics of protest move from the war to Latinos and women. Deep divisions over the war usher in a new Republican president to the White House.

## **ENDURING UNDERSTANDING**

*Students will understand that:*

- Local, national and international relationships are affected by economic transactions.
- Conflict resolution can involve aggression, compromise, and cooperation.
- Democratic societies must balance the rights and responsibilities of individuals with the common good.
- The consumption and conservation of natural resources are interconnected.
- Global societies are diverse, creating varied perspectives, contributions, and challenges.
- Culture is both a unifying and a divisive force in human relations.
- Knowledge of the past helps one understand the present and make decisions about the future.

## **ESSENTIAL QUESTIONS:**

- Did Kennedy fulfill his promise to “get America moving again.”?
- How effective was the Civil Rights movement in achieving its short and long term objectives?
- Was LBJ’s “Great Society” achievable?
- How was individual empowerment reflected in the Civil Rights Movement, anti-war protests and the counter-culture?
- What gains were made in women’s rights?
- What were Latinos fighting for during this time of protest?
- How did this era change American’s attitude toward government?
- What were the lessons of the Vietnam War?
- How does both the government and presidential power grow during this period?
- What were the causes of the Vietnam War?

## **LEARNING OBJECTIVES**

*The student will:*

- Explain the Kennedy administration’s vigorous activism in the Cold War.
- Evaluate the role played by each branch of government in the Civil Rights Movement.
- Analyze the strategies and accomplishments of the Civil Rights Movement.
- Compare and contrast the philosophies of Malcolm X and MLK Jr.
- Evaluate the U.S. responses to the Cuban Missile Crisis, the Vietnam War and other Cold War conflicts.
- Examine the U.S. involvement in Vietnam.
- Analyze gains made by women during this time period.
- Evaluate the role of Affirmative Action in society.
- Examine the political and economic gains made by Latinos.
- Examine the role of the anti-war movement and the counter-culture in America.
- Compare the vision of “Camelot” to the historical realities of Kennedy’s performance as president.

## **INSTRUCTIONAL SUPPORT MATERIALS**

- JFK’s Inaugural Address
- “*Document Based Questions in American History*”, The DBQ Project, Brady & Roden, 2002
- *History Alive! The Civil Rights Movement; Contemporary American Society*, Teacher’s Curriculum Institute

- *Taking Sides: Clashing Views on Controversial Issues in American History*, Larry Madaras & James M. SoRelle, McGraw-Hill/Pushkin, 2001
- Primary sources from MLK and Malcolm X.
- *To Reason Why: The Debate About the causes of the U.S. Involvement in the Vietnam War (1990)*.
- *The Feminine Mystique*. Betty Friedan

### **SUGGESTED INSTRUCTIONAL STRATEGIES**

- Construct a timeline of major events during the civil rights movement
- Role play presidential advisors during the Cuban Missile Crisis.
- Create a political cartoon about the Cold War.
- Debate the US involvement in the Vietnam War.
- Journal entry as a US soldier in Vietnam.
- Interview a Vietnam War veteran.
- Write an essay comparing and contrasting MLK and Malcolm X
- Protest nonviolently for a cause they believe in.
- Debate the need for Affirmative Action.
- Write an opinion paper on the Roe v. Wade decision.
- Role play Shirley Chisholm and Phyllis Schlafly.
- Read the 13, 14 15<sup>th</sup> Amendments of the Constitution and write an essay on the significance.

### **SUGGESTED ASSESSMENT METHODS**

- Film reviews
- DBQ rubrics
- Video assessments
- Formal assessments
- Various writing assessments
- Student participation
- Mock trials
- Projects
- Charts/graphs
- Debates
- Rubrics
- Tests/quizzes
- Graphic organizers

### **LEARNING STRAND**

*Suggested Time Frame 2-3 weeks*

### **THE STALEMATED SEVENTIES**

**THEME:** As the war in Vietnam finally came to a conclusion, the United States struggled to create a more stable international climate. Détente with the two communist powers temporarily reduced Cold War tensions, but trouble in the Middle East threatened America's energy supplies and economic stability. The 1972 election of Richard Nixon was followed by the Watergate scandal and protest over the secret bombing of Cambodia. Gerald Ford took over for Nixon and Americans awake to their dependence on Middle East oil. Campaigning against Washington, Jimmy Carter proved unable to master

**Congress or the economy once he took office and international woes added to Carter's woes.**

## **ENDURING UNDERSTANDINGS**

*Students will understand:*

- Decisions concerning the allocation and use of economic resources impact individuals and groups as well as local, national, and international relationships.
- Knowledge of the past helps one understand the present and make decisions about the future.
- People respond to and resolve conflicts in a variety of ways.
- People develop systems to manage conflict and create order.
- Democratic societies must balance the rights and responsibilities of individuals with the common good.
- Scientific and technological developments affect people's lives, the environment and transform societies.

## **ESSENTIAL QUESTIONS:**

- What was the role of "Vietnamization" in the war in Vietnam?
- What was the connection between the Watergate scandal and the War Powers Act?
- What role did détente have in the 1970's?
- What was the strength and weakness of each president in the seventies?
- How did problems in the Middle East effect Americans?

## **LEARNING OBJECTIVES**

*The student will:*

- Describe the final phases of the Vietnam War, from "Vietnamization" to the final communist victory.
- Examine the rise and fall of Richard Nixon.
- Explain the closely interrelated problems of the Middle East, energy and economics in the seventies.
- Analyze the results of Nixon's détente policy.
- Explain the significance of the Watergate cover up.
- Recognize the connection between the Middle East and US economy.
- Compare the issues of America in the 1970's to that of the whole postwar era.
- Examine the turbulent national mood of the United States and analyzes the causes.

## **INSTRUCTIONAL SUPPORT MATERIALS**

- *"Document Based Questions in American History"*, The DBQ Project, Brady & Roden, 2002
- *Taking Sides: Clashing Views on Controversial Issues in American History*, Larry Madaras & James M. SoRelle, McGraw-Hill, /Pushkin, 2001
- VHS "All the Presidents Men"

## **SUGGESTED INSTRUCTIONAL STRATEGIES**

- Construct a timeline of major events during the Watergate affair
- Compare the energy crisis of the 1970s with that of today.
- Create a political cartoon about Environmentalism.

- Role play presidential advisors during the Iranian hostage crisis.
- Create a chart outlining the pros and cons of the Nixon presidency.

### **SUGGESTED ASSESSMENT METHODS**

- Film reviews
- DBQ rubrics
- Video assessments
- Formal assessments
- Various writing assessments
- Student participation
- Mock trials
- Projects
- Charts/graphs
- Debates
- Rubrics
- Tests/quizzes
- Graphic organizers

### **LEARNING STRAND**

Suggested Time Frame: 2 weeks

#### **THE REAGAN REVOLUTION AND THE RESURGENCE OF CONSERVATISM, 1981-1992**

**THEME:** Leading a resurgent conservative movement to power, Reagan pursued new-right economic and social policies. Under Reagan, and his successor, George Bush, these policies brought both economic growth and massive budget deficits that put constraints on the federal government. The Reagan economic boom turned sour during the Bush Administration. Taking advantage of these difficulties was the Democratic candidate Bill Clinton. The 1980's also saw a revival of Cold War confrontation followed by a détente. The period culminated with a new post Cold War world order.

#### **ENDURING UNDERSTANDINGS:**

*The student will understand that:*

- During the Reagan years, the United States took strong action to resist the spread of communist influence abroad.
- The US begins a sustained military buildup to put pressure on the Soviet economy; in addition the US begins work on anti missile "Star Wars" technology.
- Achievements in technology during the 1980's symbolized the optimism many associated with the Reagan era.
- George Bush used his foreign policy experience to lead America through crisis around the world.
- President Clinton took office in 1993 with plans for improving health care, cutting the federal deficit, aiding families and increasing gun control.

#### **ESSENTIAL QUESTIONS:**

- Why did America polarize during the Reagan administration?
- How did the Reagan term affect women and children?
- What effect did the Reagan years have on the United States?

### **LEARNING OBJECTIVES:**

*The student will:*

- Examine the domestic and foreign policies of the Bush administration.
- Explore the issues and nature of the 1992 election campaign.
- Describe the changing climate of social groups faced in the 1980's.
- Describe "supply-side" economic ideology of the conservative movement that brought Reagan to power.
- Trace the influence of social issues in American politics from 1980 to 1992. Explain why issues such as
- Affirmative Action galvanized conservative politics in the 1980's but lost momentum in the 1990s.
- Discuss the idea of the "new world order" declared by President Bush.
- Examine the Persian Gulf War in the context of the US long term involvement in the Middle East.

### **SUGGESTED INSTRUCTIONAL STRATEGIES:**

- Use films and television programs to reflect attitudes of the period
- Create a newspaper depicting major events of the decade
- APPARTS activity sheet to analyze primary sources
- Evaluate the evolution of technology from the 1980's to the turn of the century.
- Students interview community members on how the end of the Cold War or the Bush recession affected the community and have the students make presentations to the class.
- Students pick something from today that interests them and then make oral presentations on how the historical events they have studied this semester relate to the contemporary issue.
- Write a paper on one of the three presidential candidates from 1992. What were the major issues of the campaign and the stance of each candidate.

### **SUGGESTED ASSESSMENT METHODS:**

- Film reviews
- DBQ rubrics
- Video assessments
- Formal assessments
- Various writing assessments
- Student participation
- Mock trials
- Projects
- Charts/graphs
- Debates
- Rubrics
- Tests/quizzes

- Graphic organizers

#### LEARNING STRAND:

Suggested Time Frame: 3 Weeks

#### **A TIME OF CHANGE AND A NEW CENTURY BEGINS, 1992-present**

**THEME:** The United States underwent continuing economic and social change in the final decades of the twentieth century. As the economy faced severe difficulties and challenges, the roles of women, the family, and growing immigrant groups made American society increasingly diverse. American literature and culture remained vital and influential around the world, especially because they included a great diversity of gender, ethnic and, racial voices. New economic opportunities and the feminist movement transformed the role of American women, although full equality remained frustratingly distant. The American family weakened, and the population increased in age. American democracy remains an influential force in the world but faces new economic, social and environmental challenges in the new century. President Clinton faces impeachment and scandal. A very close presidential election brings to power George W. Bush and acts of terrorism against the US prompts Bush to declare “War on Terror” and launches attacks on both Iraq and Afghanistan.

#### **ENDURING UNDERSTANDINGS:**

*The student will understand that:*

- A new wave of immigration shifts to Latin America and Asia and creates a debate in the US.
- The terrorist acts altered the lives of millions of Americans and shifts the priorities of the American government.
- The balance at home shifts between civil liberties and national security.

#### **ESSENTIAL QUESTIONS**

- What were the most significant foreign and domestic issues of the 1990s?
- What are the responsibilities of the United States as the last remaining superpower?
- How has the internet impacted Americans politically, economically, and socially?
- How has American society and politics become polarized?
- How have the terrorist attacks of September 11<sup>th</sup> changed American policy at home and abroad?
- How has the American family and the role of women changed?

#### **LEARNING OBJECTIVES** *The student will:*

- Compare and contrast the foreign policy philosophies of Presidents George H. Bush, Clinton and George W. Bush.
- Analyze the responsibilities associated with being the “last remaining superpower”.
- Discuss the domestic agenda of the Clinton administration.
- Examine the changes brought about by technological developments.
- Analyze the factors that have led to an increase in political polarization since the early 1990s.
- Analyze the impact terrorist attacks have had on foreign and domestic policies.
- Analyze the impact of the movements on behalf of minorities and women.
- Contrast the economic, social, and cultural life of a “typical” family of the 1950’s and a similar family of the 1990s.
- Use modern novels or paintings to explore the character of postwar American culture.

#### **INSTRUCTIONAL SUPPORT MATERIALS**

*Taking Sides: Clashing Views on Controversial Issues in American History,*

Larry Madaras & James M. SoRelle, McGraw-Hill/Pushkin, 2001

- *Mindsparks*
- *Choices: The 1990s, The 2000s*
- *9/11 Commission Report*
- [www.archives.gov/research\\_room/index.html](http://www.archives.gov/research_room/index.html)
- [www.gilderlehrman.org/](http://www.gilderlehrman.org/)
- [www.loc.gov/](http://www.loc.gov/)

#### **SUGGESTED INSTRUCTIONAL STRATEGIES**

- Interview parents and relatives about the 1990s.
- Analyze graph and economic data from the United States History 1990s-present.
- Debate the Supreme Court decision *Bush v. Gore*.
- Debate Presidents George H. Bush, Clinton and George W. Bush's foreign policy actions
- Critique television, film and music from the 1990s
- APPARTS activity sheet to analyze primary sources.
- Write a journal entry of your memories of 9/11.
- Map the Middle East.

#### **SUGGESTED ASSESSMENT METHODS**

- DBQ rubric
- Formal assessments
- Various writing assignments
- Mock trials/debates
- Student participation
- Student portfolios
- Student presentations
- Rubrics
- Tests/quizzes
- Writing assignments