



## **UNITED STATES HISTORY CURRICULUM DOCUMENT**

North Carolina Department of Public Instruction  
301 North Wilmington Street, Raleigh, North Carolina 27601

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## UNITED STATES HISTORY CURRICULUM SUPPORT DOCUMENT

The North Carolina Department of Public Instruction is thankful to the teachers listed below, who provided input for 2007 revision of the *United States History Curriculum support document*.

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## UNITED STATES HISTORY CURRICULUM SUPPORT DOCUMENT

The North Carolina Department of Public Instruction is thankful to the many teachers listed below, who provided input in the development of the *United States History* standards and the 2003 *United States History Curriculum* document.

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## UNITED STATES HISTORY CURRICULUM SUPPORT DOCUMENT

This United States History Curriculum document is designed as a supplemental guide for teaching the new *United States History Standard Course of Study*. Several key features in this guide will be useful to teachers. Instructional strategies and learning experiences are designed to promote and engage students in higher order thinking and in the disciplines and skills of social studies. The study of United States History includes geography, economics, political science, social and cultural patterns, as well as history. In addition, a resource list is provided for each goal with direct linkage to appropriate, current, and valid web sites. LEA's have the flexibility to include other web sites and resources and it is to be noted that on occasion a web site moves its location.

A pacing guide has been included as a suggestion for timing the instruction of the new United States History for a traditional schedule and a block schedule. This guide is also color coded to show connections to Language Arts, Fine Arts (Art and Music), the Internet, Constitutional History, and the new 10<sup>th</sup> grade *Civics and Economics* course.

**Green** text indicates connections to Civics and Economics

**Red** text indicates connections to Constitutional History

**Purple** text indicates connections to Language Arts/Literature

**Blue** text indicates connections to hyperlinks to Internet sources

**Brown** text indicates connections to Fine Arts (Art and Music)

**Orange** text indicates a lesson for the objective in the Concept-Based Instruction Document published by DPI.

**(H)** indicates activities and web sites are appropriate for an honors course. However, these activities may be modified and used in any classroom.

Inquiries about the material should be addressed to Judy U. McInnis or Kelli Thomas, NCDPI, Social Studies, 6345 Mail Service Center, Raleigh, North Carolina 27699-6345 or email at [jmcinnis@dpi.state.nc.us](mailto:jmcinnis@dpi.state.nc.us), or [kthomas@dpi.state.nc.us](mailto:kthomas@dpi.state.nc.us).

# UNITED STATES HISTORY CURRICULUM SUPPORT DOCUMENT

## Using this Document to Support Concept-Based Instruction

The revisions in this document were made to encourage the conceptual teaching of United States History. North Carolina Department of Public Instruction understands the tremendous task teachers face when trying to cover so much information. Moving towards a more conceptual approach to teaching will provide teachers with the tools necessary for students to acquire the depth and breadth needed to know, do, and understand what is being taught. This document provides a framework for identifying concepts, factual information, developing generalizations, and essential questions. The Social Studies Section at the North Carolina Department of Public Instruction encourages teachers to use this document in conjunction with the *Concept-Based Instruction (CBI) Support Document: Civics and Economics and United States History, 2007*.

Categories in this document have been revised to support conceptual teaching. Teachers will need to understand the following components of CBI to more effectively use this document:

### *Generalizations*

The generalizations are full sentence statements, describing what, specifically, students should understand about the critical concepts in the lesson. Generalizations are written to show how two or more concepts form a relationship that may or may not be true. Generalizations are referred to as “Enduring Understandings” by Grant Wiggins and Jay McTighe in Understanding by Design.

Generalizations should be written as the ultimate goal for what students need to understand about the lesson. Teachers should use the essential questions and factual content to support students to inductively conclude the generalization.

In this document the generalizations have been written to the goal. In this way, the individual objectives support the teaching of the goal, allowing teachers to cluster objectives rather than teaching them in isolation.

### *Essential Questions*

Essential questions are the guiding questions that promote inquiry and deeper exploration of a subject and lead students to use the factual knowledge to draw conclusions and ultimately deduce the desired generalization. Because the goal of the essential questions is to get students to understand the generalizations, the two are related and questions are written to support the generalization.

Essential questions can be written on three levels: factual, conceptual, and provocative. During a lesson, teachers should use some of each type to engage students. Factual questions are written to cover the content and can be fixed in time and place. Because of this, factual questions can be written using proper nouns and past tense. For instance a unit on political action may cover the factual question “what strategies do lobbyists use to influence Congress?” Conceptual questions are timeless and universal and therefore are written more broadly. For instance a conceptual question for political action may be “What is the role of an active citizen?” Provocative questions are the highest level, have no right or wrong answer and are meant to encourage debate such as, “Should controversial or unpopular groups be excluded from political participation in a democracy?”

## UNITED STATES HISTORY CURRICULUM SUPPORT DOCUMENT

For this document essential questions are written for each objective. These are not the only questions teachers should use, they are meant to be a starting point for the teacher in writing his or her own essential questions.

### *Macro Concepts*

Macro concepts are the broadest and most abstract concepts. They are often used as “conceptual lens” of a unit or lesson plan to provide breadth of knowledge. These concepts are interdisciplinary, timeless, and universal. The conceptual lens can serve as a bridge from one content to another making it possible to teach multiple disciplines in a blended course model.

In this document macro concepts have been identified for each objective. Teachers should use these concepts to establish a “lens” through which to teach the factual content. This means the concepts should be used as the overall theme that helps to pull a student’s thinking together to recognize patterns and make connections. Macro concepts will be the same across all disciplines and are used to provide a breadth of understanding and large categories for students to use to structure knowledge.

### *Micro Concepts*

Micro concepts provide the depth of understanding of a specific subject area. These are the more discipline specific concepts that fall under the broader macro concept. For instance, a unit covering the Declaration of Independence may focus on the micro concept of political action under the macro concept of revolution.

Micro concepts provide the depth of understanding of a specific subject area. These are the concepts that teachers should use to help students make connections to the factual content. Many of the objectives in the *North Carolina Social Studies Standard Course of Study* include these concepts. In this document the micro concepts from the *Standard Course of Study* as well other related concepts have been identified.

### *Factual Content*

The factual content column of this document contains the information which students must know to be competent with the overarching concepts in a lesson. It is virtually impossible to teach conceptually without giving students the background factual knowledge. Facts should always be used as a supporting tool to concepts, for example, when learning about the concept of “democracy” as it relates to America’s “founding fathers,” students would need to know what, when and how the United States developed into a democratic nation.

### *Instructional Strategies and Learning Experiences*

These are suggested strategies and activities that could be developed and implemented in the classroom to help reinforce both the conceptual and factual content within the *Standard Course of Study*. Teachers are encouraged to differentiate their instructional strategies for students. Activities marked with an (H) have been designated as appropriate for an honors course but that does not mean they can not be revised or scaffold for students at all levels. Teachers are should promote higher level thinking and conceptual understanding with all students.

## UNITED STATES HISTORY CURRICULUM SUPPORT DOCUMENT

### *Suggested Resources (and Curriculum Pathways information)*

This section of the document contains several different types of resources which can be used to enhance the conceptual instruction of the US History content. Suggested websites are included and hyperlinked for additional Internet sources.

The Curriculum Pathways® resources from SASinSchool are also listed. These are available at: [www.sasinschool.com](http://www.sasinschool.com). Curriculum Pathways® provides standards-based online content in all the core disciplines, grades 8-12. It is free of charge to public schools in North Carolina. For more information go to <http://www.sasinschool.com/about/stateprojects/pages/northcarolina.shtml>.

# UNITED STATES HISTORY CURRICULUM SUPPORT DOCUMENT

## United States History Curriculum

The study of United States History in high school builds on historical and geographical perspectives gained from the elementary and middle level study of North Carolina and the United States. The study of World History in grade nine will now enable students to place the United States in a world context as well. The economic and political perspectives and historical foundations gained from the study of Civics and Economics will prepare students for the examination of our nation's history. In order to include the perspectives of the twenty-first century, the study of United States History will begin with the Federalist Period and continue through the changes in America following the terrorist attack on September 11<sup>th</sup>. In North Carolina, the study of history no longer supports memorization of unexamined and isolated facts but emphasizes the thinking skills to detect trends, analyze movements and events, and develop a "sense of history".

### Honors United States History

The honors course in United States History provides the opportunity for advanced work, rigorous academic study, and the practical application of the major ideas and concepts found in the study of American history. The course is challenging and requires students to take greater responsibility for their learning by participating in problem-seeking and problem-solving, scholarly and creative processes, critical analysis and application, reflective thinking, and the expression and defense of ideas generated through the study of the content. Honors United States History follows the same course of study as the corresponding standard United States History course; however the material is taught with greater complexity, novelty, acceleration, and reflects a differentiated curriculum. Honors United States History is distinguished by a difference in the quality of the work expected, not merely an increase in quantity.

# UNITED STATES HISTORY CURRICULUM SUPPORT DOCUMENT

## Teaching Options

The goals and objectives are the solid basis of this document. Concepts and factual content have been provided to assist the teacher in knowing what must be included for classroom instruction. Instructional strategies and learning experiences are provided to give the teacher suggestions for making instruction interactive and inclusive of various learning styles. Suggested resources are also included. Keep in mind that the concepts, factual content, and instructional strategies and learning experiences, are fluid and provide more than enough information to teach this course. Teachers are encouraged to enhance instruction beyond the minimums required. There are many opportunities for the teacher to provide his or her own areas of interest, additional terms, and other activities and resources. The teaching strategies used to teach students in United States History must move beyond lecture, discussion and the didactic methods of old into those of interaction, student participation and higher levels of thinking.

This document could not include every concept and factual content item in national standards or textbooks for the study of United States History. It was difficult to narrow the focus to what is presented in this curriculum document. Do note that teachers have the flexibility to teach these goals, objectives, concepts, and factual content in the order that best fits the needs of the students.

# UNITED STATES HISTORY CURRICULUM SUPPORT DOCUMENT

## Connections to Language Arts and Literature

Where possible, suggestions of American Literature have been included that could be addressed in the teaching of American History. Working closely with the Language Arts Department in correlating their studies of works of literature with the study of history is sound advice and various school systems and schools do an excellent job in interdisciplinary instruction for high school students. The more connections teachers can help students make for all their subjects, the better the learning. In many cases selections of fiction can break through the abstractions that history offers and put the learner into the event to feel its reality.

Witnessing history through literature can be accomplished by looking at works by John Smith, Cotton Mather, Jonathan Edwards, Benjamin Franklin, Thomas Paine, Hector St Jean de Crevecoeur, Adam Smith, Thomas Jefferson, James Madison, Abraham Lincoln, Parson Weems, Washington Irving, Alexis de Toqueville, Ralph Waldo Emerson, Edgar Allan Poe, Nathaniel Hawthorne, Frederick Douglass, Margaret Fuller, Walt Whitman, Harriet Beecher Stowe, Henry David Thoreau, Edith Wharton, Margaret Leech, Helen Hunt Jackson, Edward Bellamy, Frederick Jackson Turner, Horatio Alger, Jr., Jacob Riis, Booker T. Washington, W. E. B. Dubois, Frank Norris, Ida Tarbell, Lincoln Steffens, Upton Sinclair, Sinclair Lewis, F. Scott Fitzgerald, Ernest Hemingway John Dos Passos, John Steinbeck, Herman Melville, Edgar Allan Poe, Mark Twain, Rachel Carson, Martin Luther King, Jr., Toni Morrison, Tom Wolfe Arthur Miller, and Henry James. This is a standard list of suggestions and many others can be used for witnessing history including biographies.

Each goal and objective will have various suggested literature connections. Web sites to help with the use of key literature pieces are included in Section Ten. Also included in Section Twelve are suggested books for teacher use for making the literature connections. The **STORY** of history resounds in these links.

# UNITED STATES HISTORY CURRICULUM SUPPORT DOCUMENT

## Connections to Fine Arts (Art and Music)

Where possible, suggestions of works of art and music have been included that could be used in the teaching of American History. Working closely with the Fine Arts Department in correlating their studies with the study of history adds another dimension of learning for students with these interests. The more connections teachers can help students make for all their subjects, the better the learning.

Witnessing history through art and music can be accomplished by looking at periods of American popular music referred to as: Colonial, 17<sup>th</sup> Century, 18<sup>th</sup> Century, Sea, Folk, Cowboy, Western, Military, National, Civil War, Spirituals, Blues, Jazz, World War I, Musicals and Theater, Big Band, Swing, World War II, Rock-n-Roll, Pop, Hip Hop, etc. Many web sites exist from which one can hear the songs related to a time period and one site History Happens has music videos that fit history time periods. A listing of suggested sites is included in Section Ten. Sample analysis sheets for music and art can be found in Section Five.

Many textbooks come with transparencies of art pieces to include in instruction. Throughout this document suggestions are made for pieces beyond the textbook. There are many periods of American Art and an example or two of each should be used. References can be found the Smithsonian National Portrait Gallery (SNPG) and the Smithsonian American Art Museum (SAAM). These museums are part of the Smithsonian and have searchable databases which can be accessed at their websites:

Smithsonian National Portrait Gallery (SNPG):

[http://npgportraits.si.edu/eMuseumNPG/code/emuseum.asp?page=search\\_basic&profile=cap](http://npgportraits.si.edu/eMuseumNPG/code/emuseum.asp?page=search_basic&profile=cap)

Smithsonian American Art Museum (SAAM): [http://americanart.si.edu/search/search\\_artworks.cfm](http://americanart.si.edu/search/search_artworks.cfm)

Many other pieces are appropriate for the inclusion in this course. Web sites are listed in Section Ten. Again, the **STORY** of history can be heard and seen in the fine arts developed in this country's history.

## UNITED STATES HISTORY CURRICULUM SUPPORT DOCUMENT

### Connections to **Civics and Economics** and **Constitutional History**

Within the pacing guide, color-coding is used to concepts and factual content that are expected to be taught in Civics & Economics in grade 10, preceding the instruction for grade 11 and United States History. Subject areas do overlap and in social studies for depth of understanding it is important to show the connections to social, economic, political, and cultural events. Civics and Economics will be cover the basic history of the nation in its first three goals and the United States study will begin with Washington's administration.

Copies of the Civics and Economics Standard Course of Study and the World History Course of Study can be obtained from the NCDPI website, <http://www.ncpublicschools.org/curriculum/socialstudies/>. It is expected that each subject area teacher will fully cover the course assigned. Therefore, learning can proceed with new information and study, avoiding continuous repeats in the taught curricula. This process is referred to as vertical alignment.

Connections to the Civics & Economics course will be indicated in **green**. The state of N.C. requires by law the inclusion of certain documents in the study of constitutional history. These items will be color coded **red** in this document.

# UNITED STATES HISTORY CURRICULUM SUPPORT DOCUMENT

## Syllabus

Each teacher will produce their own syllabus which will be approved by the local administration. Each syllabus must contain the following information:

- Course description with a listing of the topics/goals/objectives to be covered in the course
- Expectations of performance for students
- Required materials
- Time tables and deadlines for the course
- A basis for grading
- Issues particular to the course
- Purpose of individual, formative, and summative assessments

**UNITED STATES HISTORY CURRICULUM SUPPORT DOCUMENT**  
**Honors United States History Course Expectations**

**Curriculum**

- The course curriculum is specifically designed as an honors course that is more rigorous, experiential, investigative and/or accelerated than a standard course.

**Instruction**

- The instructor requires students to read and/or interact to a wide spectrum of more challenging, thought provoking, relevant instructional materials including, but not limited to, multiple texts, primary sources and multimedia.
- The instructor utilizes appropriate pacing.
- The instructor requires evidence of higher level thinking from students.
- The instructor uses appropriate technology.
- The instructor encourages students to take greater responsibility and increase self-direction in their own learning.
- The instructor includes opportunities for a variety of activities, such as panels, debates, reaction/reflection groups, scholarly dialogue, group investigations, and seminars.
- The instructor requires students to engage in self-directed, advanced historical research.
- The instructor provides multiple opportunities for real world and experiential learning opportunities.
- The instructor requires students to develop and defend a position on a historical issue.

**Assessment**

- There are multiple types of assessment, including formal and informal evaluation.
- Assessment can be conducted by a variety of individuals, including self, peers, instructors and outside experts.

## UNITED STATES HISTORY CURRICULUM SUPPORT DOCUMENT

### Additional Resources for Honors course:

#### Music

*Mr. Madison's Crystal Flute* available from Montpelier Foundation

*Early American Choral Music: His Majesty's Clerkes: Anglo-American Psalmody 1550 – 1880*

[www.classicalexpress.com](http://www.classicalexpress.com)

*Presidential Campaign Songs 1789-1996*, sung by Oscar Brand – Smithsonian Folkways Recordings

*American Folk Music* – The Metropolitan Museum of Art

*Railroad Songs and Ballads* – The Library of Congress Archives of Folk Culture

*Marian Anderson: Spirituals* – Pavilion Records, Ltd.

*Music of the Kennedy White House* – The Metropolitan Museum of Art

*Music Aboard the Titanic* – Inside Sounds, Memphis, TN

*Voices of the Civil Rights Movements: Black American Freedom Songs 1960-1966* – Smithsonian Folkways

*The Great War* – National Public Radio

*The Greatest Songs of Woody Guthrie* – Vanguard Records

*The Charleston Era: The Definitive Album* - Warner/Chappell/Redwood

*16 Most Requested Songs of the 1940s* – CBS Records

*Songs of Protest* – Rhino Records

*Songs of the Civil War* (and Stephen Foster favorites) – Mormon Tabernacle Choir

*Aaron Copland Super Hits* – [www.sonyclassical.com](http://www.sonyclassical.com)

*Louis Armstrong's Greatest Hits*

*Complete Piano Music of Scott Joplin* – Intersound

*Anthology of Motown Music*

“Strange Fruit” – Billie Holiday

#### Books

Joy Hakim, *A History of US: Sourcebook and Index*

#### Movies

*Strange Fruit* – PBS Documentary

## UNITED STATES HISTORY CURRICULUM SUPPORT DOCUMENT

**Competency Goal 1:**            **The New Nation (1789-1820) - The learner will identify, investigate, and assess the effectiveness of the institutions of the emerging republic.**

### **Generalizations:**

- Groups and individuals pursuing their own goals may influence the priorities and actions of a government.
- Relationships between nations can impact both domestic and foreign affairs.
- Leaders can modify the institutions of government in response to the challenges of their time.

### **Essential Questions**

- 1.01 What was the impact of the major domestic issues and conflicts experienced by the nation during the Federalist Era?
- 1.01 How did the U.S. government emerge out of competing processes of conflict and compromise?
- 1.01 How did the Federalist Period contribute to the long-standing debate in America about the role of government and the distribution of power?
- 1.01 How is the U.S. Constitution a document subject to change and interpretation?
- 1.02 How did the distribution of political and economic power reflect the social structure and geographic diversity of the Federalist Era?
- 1.02 How effective were the political, social, and economic institutions of the emerging republic in creating a democratic foundation for the United States?
- 1.02 How can individual rights and the government's view of the "common good" create conflict or stability?
- 1.03 How did the U.S. confront internal and international conflicts during this era?
- 1.03 How does a nation's involvement in international conflicts affect its identity?
- 1.03 Should a nation form trade agreements with nations it disagrees with politically?

## UNITED STATES HISTORY CURRICULUM SUPPORT DOCUMENT

<p><b>Competency Goal 1:</b> The New Nation (1789-1820) - The learner will identify, investigate, and assess the effectiveness of the institutions of the emerging republic.</p> <p><b>Generalizations:</b></p> <ul style="list-style-type: none"> <li>• Groups and individuals pursuing their own goals may influence the priorities and actions of a government.</li> <li>• Relationships between nations can impact both domestic and foreign affairs.</li> <li>• Leaders can modify the institutions of government in response to the challenges of their time.</li> </ul>			
<p><b>Objective 1.01: Identify the major domestic issues and conflicts experienced by the nation during the Federalist Period.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What was the impact of the major domestic issues and conflicts experienced by the nation during the Federalist Era?</li> <li>• How did the U.S. government emerge out of competing processes of conflict and compromise?</li> <li>• How did the Federalist Period contribute to the long-standing debate in America about the role of government and the distribution of power?</li> <li>• How is the U.S. Constitution a document subject to change and interpretation?</li> </ul>			
Concepts	Factual Content	Instructional Strategies and Learning Activities	Suggested Resources
<p><b>Macro Concepts:</b>                      Revolution                      Conflict                      Power                      Change                      Leadership</p> <p><b>Micro Concepts:</b>                      States' rights                      Nationalism                      Nullification</p>	<p>Strict &amp; loose interpretations of the Constitution</p> <p>Judiciary Act of 1789</p> <p>Hamilton's Economic Plan</p> <p><i>Laissez-faire</i></p> <p>Bill of Rights</p> <p>Whiskey Rebellion</p> <p>Democratic-Republican Party</p> <p>Federalist Party</p> <p>Alien &amp; Sedition Acts</p> <p>Virginia &amp; Kentucky Resolutions</p> <p>"Midnight Judges"</p> <p>Election of 1800</p> <p><i>Marbury v. Madison</i> (1803)</p> <p>John Marshall</p> <p>Louisiana Purchase</p> <p>Hartford Convention (1814-15)</p>	<p>1.01a Create campaign poster and speeches supporting Jefferson or Adams during the Election of 1800.</p> <p>1.01b Research and debate which president was "best" or "most effective" (Washington, Adams, or Jefferson). Establish criteria for deciding.</p> <p>1.01d Produce a video "talk show" in which students portray Federalist Era leaders and their philosophies regarding States' Rights and Federal Power. (H)</p> <p>1.01e Complete a Venn Diagram comparing Jefferson and Hamilton.</p> <p>1.01f Read George Washington's Farewell Address and Jefferson's First Inaugural Address and analyze the leadership differences between Washington and Jefferson. (H)</p> <p>1.01g Create a comparison chart of the Federalists and the Democratic-Republicans, comparing each party's beliefs/attitudes on:</p>	<p><b>Documents:</b>                      Bill of Rights                      Hamilton's Reports                      Letters and publications produced by Thomas Jefferson and Alexander Hamilton                      George Washington's Farewell Address                      Alien &amp; Sedition Acts                      Virginia &amp; Kentucky Resolutions                      Jefferson's First Inaugural Address</p> <p><b>Audio and Visual Resources:</b>                      Videos/DVDs                      A New Nation (Schlesinger)                      Founding Brothers (History Channel)                      The Duel (PBS)                      Marbury v. Madison (WQED)</p> <p><b>Fine Arts Connections:</b>                      Mather Brown. Thomas Jefferson, 1786, SNPG                      Rembrandt Peale. George Washington, 1795, SNPG</p>

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		<ul style="list-style-type: none"> <li>• Interpretation of the Constitution</li> <li>• Appropriate powers of the national government</li> <li>• Types of people who should govern</li> <li>• Bank of the U.S.</li> <li>• Protective tariff</li> <li>• The economy (business vs. agriculture)</li> <li>• Britain vs. France</li> <li>• Defense vs. standing armies</li> <li>• Regions of support</li> <li>• Leadership</li> </ul>	<p>Gilbert Stuart. George Washington, 1796, SNPG John Trumbull, John Adams, 1793, SNPG</p> <p><b>Songs:</b> <i>Presidential Campaign Songs</i> (Smithsonian Folkways) Washington Adams Jefferson Madison</p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>Personal Handbook to the U.S. Constitution, Classroom Activity 1140</p> <p>The Federalist Assignment: Advertising the Constitution, Project 400</p> <p><b>Suggested Websites:</b> Thomas Jefferson: <a href="http://etext.virginia.edu/jefferson/">http://etext.virginia.edu/jefferson/</a> Alexander Hamilton: <a href="http://www.pbs.org/wgbh/amex/duel/">http://www.pbs.org/wgbh/amex/duel/</a> Judiciary Act of 1789 <a href="http://usinfo.state.gov/usa/infousa/facts/democrac/8.htm">http://usinfo.state.gov/usa/infousa/facts/democrac/8.htm</a> The Bill of Rights <a href="http://www.billofrightsinstitute.org">http://www.billofrightsinstitute.org</a> <a href="http://www.archives.gov/national-archives-experience/charters/bill_of_rights.html">http://www.archives.gov/national-archives-experience/charters/bill_of_rights.html</a> Alexander Hamilton <a href="http://xroads.virginia.edu/~CAP/hamilton.html">http://xroads.virginia.edu/~CAP/hamilton.html</a> <a href="http://www.eh.net/encyclopedia/co">http://www.eh.net/encyclopedia/co</a></p>
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			<p><a href="http://www.bankfirst.com/bank.us.php">www.bankfirst.com/bank.us.php</a>  The Whiskey Rebellion  <a href="http://earlyamerica.com/earlyamerica/milestones/whiskey/page1.html">http://earlyamerica.com/earlyamerica/milestones/whiskey/page1.html</a>  The Election of 1800  <a href="http://www.multied.com/elections/1800.html">http://www.multied.com/elections/1800.html</a>  <a href="http://www.kidsource.com/education/election.html">http://www.kidsource.com/education/election.html</a>  <a href="http://www.archives.gov/exhibits/treasures_of_congress/page_7.html#Marbury_v._Madison">http://www.archives.gov/exhibits/treasures_of_congress/page_7.html#  <i>Marbury v. Madison</i></a>  <a href="http://usinfo.state.gov/usa/infousa/facts/democrac/9.htm">http://usinfo.state.gov/usa/infousa/facts/democrac/9.htm</a>  The Louisiana Purchase  <a href="http://www.yale.edu/lawweb/avalon/presiden/jeffpap.htm">http://www.yale.edu/lawweb/avalon/presiden/jeffpap.htm</a>  <a href="http://intranet.cps.k12.il.us/Lessons/StructuredCurriculumTOC/SCSocialScience/HS_US_History_Daily_Lessons/_SCSSUS1/SSUS026038.pdf">http://intranet.cps.k12.il.us/Lessons/StructuredCurriculumTOC/SCSocialScience/HS_US_History_Daily_Lessons/_SCSSUS1/SSUS026038.pdf</a>  The Alien and Sedition Acts  <a href="http://www.yale.edu/lawweb/avalon/alsedact.htm">http://www.yale.edu/lawweb/avalon/alsedact.htm</a>  <a href="http://earlyamerica.com/earlyamerica/milestones/sedition/">http://earlyamerica.com/earlyamerica/milestones/sedition/</a>  <a href="http://www.infoplease.com/ce6/history/A0803344.html">http://www.infoplease.com/ce6/history/A0803344.html</a>  The Virginia and Kentucky Resolutions  <a href="http://www.u-s-history.com/pages/h466.html">http://www.u-s-history.com/pages/h466.html</a>  The Hartford Convention of 1814-15  <a href="http://www.barefootsworld.net/hartford.html">http://www.barefootsworld.net/hartford.html</a></p>
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## UNITED STATES HISTORY CURRICULUM SUPPORT DOCUMENT

<p><b>Competency Goal 1:</b> The New Nation (1789-1820) - The learner will identify, investigate, and assess the effectiveness of the institutions of the emerging republic.</p> <p><b>Generalizations:</b></p> <ul style="list-style-type: none"> <li>• Groups and individuals pursuing their own goals may influence the priorities and actions of a government.</li> <li>• Relationships between nations can impact both domestic and foreign affairs.</li> <li>• Leaders can modify the institutions of government in response to the challenges of their time.</li> </ul>			
<p><b>Objective 1.02: Analyze the political freedoms available to the following groups prior to 1820: women, wage earners, landless farmers, American Indians, African Americans, and other ethnic groups.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How did the distribution of political and economic power reflect the social structure and geographic diversity of the Federalist Era?</li> <li>• How effective were the political, social, and economic institutions of the emerging republic in creating a democratic foundation for the United States?</li> <li>• How can individual rights and the government’s view of the “common good” create conflict or stability?</li> </ul>			
Concepts	Factual Content	Instructional Strategies and Learning Experiences	Suggested Resources
<p><b>Macro Concepts:</b> Diversity Power Status</p> <p><b>Micro Concepts:</b> Suffrage Citizenship Class Race and ethnicity Gender</p>	<p>Suffrage requirements Tecumseh Treaty of Greenville (1796) Abigail Adams</p>	<p>1.02a Working in cooperative groups, complete a fishbone diagram analyzing the political freedoms available to women, workers, landless farmers, American Indians, free blacks and slaves during the Federalist Era.</p> <p>1.02b Compare and contrast American Indian and United States citizens’ cultural views toward land ownership and religion.</p> <p>1.02c Complete chart and map exercises illustrating how the cotton gin increased the demand for slaves and accelerated settlement of lands occupied by American Indians.</p> <p>1.02d Develop a list of alternative policies that the United States government could have used to improve the social conditions of women, African Americans, and American Indians during the Federalist Era. Explain why each alternative would have been accepted or rejected by citizens. <b>(H)</b></p>	<p><i>Lesson in DPI’s Concept-Based Instruction Document: Political Freedom in the Emerging Republic</i></p> <p><b>Documents:</b> Letters of Abigail Adams Tecumseh’s Protest of the Treaty of Fort Wayne (1809) Thomas Jefferson’s letter, “A Firebell in the Night” Phillis Wheatley, “Ode to Washington”</p> <p><b>Audio and Visual Resources:</b> Videos/DVDs <i>Africans in America</i> (PBS) <i>Democracy and Reform</i> (Schlesinger)</p> <p><b>Fine Arts Connection:</b> Washington Allston. <i>Hermia and Helena</i>, 1818, SAAM John Haidt. <i>Young Moravian Girl</i>, 1780, SAAM</p>

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			<p><b>Suggested Websites:</b> <a href="http://www.pbs.org/wgbh/aia/">http://www.pbs.org/wgbh/aia/</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>Encountering Lewis and Clark, Project 398</p> <p>Indian Removal Act of 1830, InterActivity 31</p> <p>Nations within the Nation, Web Lesson 606</p> <p>The Great Plains Indian Wars, Classroom Activity 1130</p> <p>The Middle Passage Gallery of Interactive Displays, Web Lesson 607</p> <p>What was a typical day like for a plantation slave in the antebellum South? Web Inquiry 203</p>
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## UNITED STATES HISTORY CURRICULUM SUPPORT DOCUMENT

<b>Competency Goal 1:</b> <b>The New Nation (1789-1820) - The learner will identify, investigate, and assess the effectiveness of the institutions of the emerging republic.</b>			
<b>Generalizations:</b> <ul style="list-style-type: none"> <li>• Groups and individuals pursuing their own goals may influence the priorities and actions of a government.</li> <li>• Relationships between nations can impact both domestic and foreign affairs.</li> <li>• Leaders can modify the institutions of government in response to the challenges of their time.</li> </ul>			
<b>Objective 1.03:</b> <b>Assess commercial and diplomatic relationships with Britain, France, and other nations.</b>			
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How did the U.S. confront internal and international conflicts during this era?</li> <li>• How does a nation’s involvement in international conflicts affect its identity?</li> <li>• Should a nation form trade agreements with nations it disagrees with politically?</li> </ul>			
Concepts	Factual Content	Instructional Strategies and Learning Experiences	Suggested Resources
<b>Macro Concepts:</b> Conflict Power Revolution  <b>Micro Concepts:</b> Foreign policy Neutrality Trade Diplomacy Impressment	President Washington’s Proclamation of Neutrality  Jay’s Treaty Pinckney’s Treaty President Washington’s Farewell Address XYZ Affair Convention of 1800 Embargo Act (1807) War Hawks War of 1812 Battle of New Orleans Treaty of Ghent Adams-Onís Treaty	1.03a    Create an illustrated timeline identifying the major foreign policy events of the Federalist Era.  1.03b    Design “bumper stickers” protesting or supporting American military action during the XYZ Affair.  1.03c    Complete a Venn Diagram comparing the foreign policies of Adams and Jefferson.  1.03d    Compare and contrast Washington’s farewell address to current U.S. foreign policy issues. <b>(H)</b>  1.03e    Write letters to the U.S. Congress of 1812 from the perspective of War Hawks or New England Federalists about the pending war.  1.03f    Write a letter to President Madison outlining the reasons why the US should take military action against the British impressment of US seamen.	<b>Documents:</b> President Washington’s Farewell Address “OGRABME” political cartoon President Madison’s War Message Hartford Convention Resolutions  <b>Audio and Visual Resources:</b> Videos/DVDs <i>Expansionism (Schlesinger)</i> <i>Founding Brothers</i> (History Channel) Biography of America Video Series, Episode 5: “A New System of Government” (Annenberg CPB)  <b>Fine Arts Connections:</b> <i>Thomas Chambers. Capture of The H.B.M. Macedonia by The U.S. Frigate United States, 1852, SAAM</i> <i>Enoch Gridley. Memorial to Washington, 1810, SAAM</i> <i>Chester Harding. James Madison, 1829-1830, SNPG</i>

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		<p>1.03g Analyze the lyrics to the Star Spangled Banner and identify how it reflects the formation of the new American identity.</p>	<p>Margarett Smith. <i>Sacred to Washington, 1822</i>, Baltimore Museum of Art</p> <p>Songs: Keith and Rusty McNeil, Colonial and Revolution Songs "Battle of New Orleans" "How Happy the Soldier" "Star Spangled Banner" "The Hunters of Kentucky"</p>
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## UNITED STATES HISTORY CURRICULUM SUPPORT DOCUMENT

**Competency Goal 2:**           **Expansion and Reform (1801-1850) - The learner will assess the competing forces of expansionism, nationalism, and sectionalism.**

**Generalizations:**

- Sectional priorities can shape the policies of a national government.
- Individuals and groups can effect change at the local, state and national levels.
- Expansionism can contribute to both nationalism and sectionalism.

**Essential Questions:**

- 2.01 What tactics can citizens use to influence government?
- 2.01 How can expansion lead to conflict and change?
- 2.01 What affect did territorial expansion have on the development of the new nation?
- 2.02 How did the art, literature, and language of 1801-1850 reflect a collective sense of nationalism and sectionalism?
- 2.02 How did the U.S. develop and express its unique style through the arts during the early 1800s?
- 2.02 Are art and literature effective formats for communicating political and social discontent?
- 2.03 How were nationalism and sectionalism reflected in economic and social issues of the era?
- 2.03 How do economic and social conditions and issues contribute to the differences in sectionalism and nationalism?
- 2.03 How do economic and social conditions effect innovation and change?
- 2.04 In what ways were nationalism and sectionalism reflected in the politics and issues of the time period?
- 2.04 How was the issue of slavery affected by territorial expansion?
- 2.04 How did the politics of industrialization lead to conflict and change?
- 2.04 To what extent were the leadership and personalities of the early 1800s responsible for the changes that occurred?
- 2.05 What characteristics define a perfect society?
- 2.05 How is change influenced by the actions of citizens?
- 2.05 To what extent was the debate over slavery essential to the reform movements?
- 2.06 How did both sides of the abolitionist movement use religion to support their viewpoint?
- 2.06 How did differing religious beliefs contribute to an increase in the sectional divisiveness of the country?
- 2.06 In what ways did religious influence impact the effectiveness of social movements in the first part of the 19<sup>th</sup> century?

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<p><b>Competency Goal 2:</b> Expansion and Reform (1801-1850) - The learner will assess the competing forces of expansionism, nationalism, and sectionalism.</p> <p><b>Generalizations:</b></p> <ul style="list-style-type: none"> <li>Sectional priorities can shape the policies of a national government.</li> <li>Individuals and groups can effect change at the local, state and national levels.</li> <li>Expansionism can contribute to both nationalism and sectionalism.</li> </ul>			
<p><b>Objective 2.01:</b> Analyze the effects of territorial expansion and the admission of new states to the Union 1801 to 1850.</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>What tactics can citizens use to influence government?</li> <li>How can expansion lead to conflict and change?</li> <li>What affect did territorial expansion have on the development of the new nation?</li> </ul>			
Concepts	Suggested Content	Instructional Strategies and Learning Experiences	Suggested Resources
<p><b>Macro Concepts:</b> Migration Conflict Change</p> <p><b>Micro Concepts:</b> Expansionism Manifest destiny Nationalism Sectionalism Slavery</p>	<p>Lewis and Clark <i>Missouri Compromise</i> The Indian Removal Act (1830) Sequoyah <i>Worcester v. Georgia</i> (1832) Trail of Tears Stephen Austin The Alamo Webster-Ashburton Treaty (1842) Oregon Trail "54°40' or Fight!" Election of 1844 Texas Annexation Wilmot Proviso Mexican War Treaty of Guadalupe-Hidalgo Mexican Cession 49ers Gadsden Purchase</p>	<p>2.01a Create "Territorial Expansion" jigsaw puzzles. Students can trace and cut out puzzle pieces representing the territorial acquisitions of the lower 48 states on cardboard and write notes on the back of each piece to explain how it was acquired. Exchange puzzles and compare notes.</p> <p>2.01b Complete a Venn diagram comparing the support and opposition for the Mexican War. Use this information to write personal letters to President Polk supporting or protesting the war.</p> <p>2.01c Have students write a position paper on the United States' entrance into the Mexican War. <b>(H)</b></p> <p>2.01d Create posters celebrating the advantages of territorial expansion.</p> <p>2.01e Analyze the painting <i>Trail of Tears</i> from the perspective a Cherokee tribe member, a US official, a white farmer in Georgia, a Supreme Court justice.</p>	<p><b>Documents:</b> Lewis and Clark Journals John L. O'Sullivan, "On Manifest Destiny" Lincoln's Spot Resolutions President Polk's War Message <i>Through Indian Eyes, The Untold Story of Native American People</i>, Reader's Digest Publication, 1995.</p> <p><b>Audio and Visual Resources:</b> Movies <i>The Alamo</i></p> <p>Videos/DVDs <i>Expansionism</i> (Schlesinger) <i>Lewis and Clark: The Journey of the Corps of Discovery</i> (PBS - Ken Burns)</p> <p><b>Fine Arts Connection:</b> John Gast. <i>American Progress, 1872</i>, Museum of Western Heritage, LA. Minor K. Kellogg. <i>James K. Polk, 1840</i>, SNPG Robert Lindneux. <i>The Trail of</i></p>

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			<p><i>Tears, 1942, The Grange Collection, New York</i>                  Frank Blackwell Mayer.  <i>Independence, 1858, SAAM</i>                  James Clonney. <i>Militia Training, 1841, Pennsylvania Academy of Fine Arts</i></p> <p>Songs                  "Yellow Rose of Texas"                  "Sweet Betsy from Pike"                  "Crossing the Plains"</p> <p><b>Suggested Websites:</b>  <a href="http://cvip.fresno.com">http://cvip.fresno.com</a></p> <p><a href="http://www.history.sfasu.edu/history/133">http://www.history.sfasu.edu/history/133</a></p> <p><b>Curriculum Pathways Resources</b>                  (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>Creating Web Pages on Westward Expansion, Web Lesson 609</p> <p>Indian Removal Act of 1830, InterActivity 31</p>
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<p><b>Competency Goal 2:</b> Expansion and Reform (1801-1850) - The learner will assess the competing forces of expansionism, nationalism, and sectionalism.</p>			
<p><b>Generalizations:</b></p> <ul style="list-style-type: none"> <li>Sectional priorities can shape the policies of a national government.</li> <li>Individuals and groups can effect change at the local, state and national levels.</li> <li>Expansionism can contribute to both nationalism and sectionalism.</li> </ul>			
<p><b>Objective 2.02:</b> Describe how the growth of nationalism and sectionalism were reflected in art, literature, and language.</p>			
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How did the art, literature, and language of 1801-1850 reflect a collective sense of nationalism and sectionalism?</li> <li>How did the U.S. develop and express its unique style through the arts during the early 1800s?</li> <li>Are art and literature effective formats for communicating political and social discontent?</li> </ul>			
Concepts	Suggested Content	Instructional Strategies and Learning Experiences	Suggested Resources
<p><b>Macro Concepts:</b> Conflict Style</p> <p><b>Micro Concepts:</b> Nationalism Sectionalism Transcendentalism</p>	<p>Noah Webster Neoclassical Architecture New Nationalists/ Knickerbocker School <i>Washington Irving</i> Nathaniel Hawthorne James Fenimore Cooper <i>Ralph Waldo Emerson</i> <i>Henry David Thoreau</i> <i>Edgar Allan Poe</i> Alexis de Tocqueville <i>Hudson River School</i></p>	<p>2.02a Compare images of neoclassical architecture (Monticello, U.S. Capitol, etc.) to examples of Roman structures. How are the lines different?</p> <p>2.02b View the image of the 1836 George Washington statue by Horatio Greenough. Discuss or write analysis of why Americans embraced neoclassical styles.</p> <p>2.02c View landscape paintings by Thomas Cole and Asher Durand, and genre works by William Sidney Mount, etc. Summarize the images and explain how the works celebrate the spirit of nationalism.</p> <p>2.02d Compare and contrast the painting <i>Cotton Plantation</i> by Giroux and <i>After The Sale</i> by Eyre Crowe in their different presentations of slavery in America.</p> <p>2.02e Have students read <i>Incidents in the Life of a Slave Girl</i> by Harriett Jacobs or <i>Clotel</i> by William Wells Brown and conduct a Paideia seminar. Write a position paper on the injustices of slavery as outlined in these books. <b>(H)</b></p>	<p><b>Literature Connection:</b> <i>William Cullen Bryant, "Thanatopsis"</i> <i>Ralph Waldo Emerson, "Self-Reliance" and "American Scholar"</i> <i>Henry David Thoreau, "Civil Disobedience," Walden, and "Slavery in Massachusetts"</i> <i>Alexis de Tocqueville: Democracy in America</i> <i>Writings of Hawthorne, Irving, Poe, Melville, Alcott, Cooper</i> <i>McGuffey's Reader</i></p> <p><b>Fine Arts Connection:</b> <i>Portraits by Stuart, Peale, Landscapes by Cole, Moran, and Durand</i> <i>Genre works by Mount and Bingham</i> <i>Paintings by Audubon, Giroux, Catlin, Crowe, and Perry</i> <i>Currier and Ives prints</i> <i>Thomas Dewing. Walt Whitman, 1875, SAAM</i></p> <p><b>Suggested Web Sites:</b></p>

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		<p>2.02f Allow students to present, in art or literature, examples of how this time period displayed a new sense of nationalism.</p> <p>2.02g What characteristics of the Transcendentalist movement show a change in American society? Make a list and share in groups.</p> <p>2.02h Read and participate in a Paideia seminar on one of the works of the Transcendentalists, such as “Civil Disobedience.” Debate the concept of civil disobedience and when it should be used. Analyze the work of Mahatma Gandhi and Martin Luther King, Jr. (H)</p>	<p><a href="http://plato.stanford.edu/entries/nationalism">http://plato.stanford.edu/entries/nationalism</a></p> <p><a href="http://docsouth.unc.edu/southlit/brown/menu.html">http://docsouth.unc.edu/southlit/brown/menu.html</a> (H)</p> <p><a href="http://xroads.virginia.edu/~HYPE/R/JACOBS/hjhome.htm">http://xroads.virginia.edu/~HYPE/R/JACOBS/hjhome.htm</a> (H)</p> <p><a href="http://www.cs.indiana.edu/statecraft/civ.dis.html">http://www.cs.indiana.edu/statecraft/civ.dis.html</a> (H)</p>
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<b>Competency Goal 2:</b> Expansion and Reform (1801-1850) - The learner will assess the competing forces of expansionism, nationalism, and sectionalism.			
<b>Generalizations:</b> <ul style="list-style-type: none"> <li>• Sectional priorities can shape the policies of a national government.</li> <li>• Individuals and groups can effect change at the local, state and national levels.</li> <li>• Expansionism can contribute to both nationalism and sectionalism.</li> </ul>			
<b>Objective 2.03: Distinguish between the economic and social issues that led to sectionalism and nationalism.</b>			
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How were nationalism and sectionalism reflected in economic and social issues of the era?</li> <li>• How do economic and social conditions and issues contribute to the differences in sectionalism and nationalism?</li> <li>• How do economic and social conditions effect innovation and change?</li> </ul>			
Concepts	Factual Content	Instructional Strategies and Learning Experiences	Suggested Resources
<b>Macro Concepts:</b> Change Innovation System  <b>Micro Concepts:</b> Industrialization Nationalism Sectionalism Interchangeable Parts Internal Improvements Factory System Plantation System Slavery	Industrial Revolution Eli Whitney Cotton gin John Deere Steel plow Cyrus McCormick Samuel Morse Robert Fulton Erie Canal Cotton Kingdom Sewing machine	2.03a On a United States map, indicate the locations of various industrial, agricultural, and technological activity of the time period.  2.03b Use a graphic organizer to show the growing divide between the North and the South in issues of religion, education, and economics.  2.03c Research and analyze the impact of innovations and inventions on the American society of the period.  2.03d Write an editorial to a local paper opposing discriminatory practices in hiring, housing, education, etc. during this time period.  2.03e Design a brochure encouraging business Leaders to invest in the building of a canal. Include information about possible locations as well as the financial benefit. (H)  2.03f Read excerpts from slave narratives and create a culminating product (poem, artwork, etc) to represent the emotions and feelings evident in the narratives.	<b>Documents:</b> Thomas Woodcock, "A Trip on the Erie Canal" "Manufacturing in the South" <i>Augusta (Ga.) Courier</i> , June 21, 1827  <b>Literature Connection:</b> Hamlin Garland, "Under the Lion's Paws" Henry James, <i>Four Meetings</i>  <b>Fine Arts Connection:</b> W. S. Mount. <i>Music Hath Charms, 1848, SAAM</i> Thomas Hicks. <i>Calculating, 1844, Boston Museum of Fine Arts</i>  <b>Suggested Websites:</b> <a href="http://docsouth.unc.edu/neh/">North American Slave Narratives: http://docsouth.unc.edu/neh/</a>  <b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a> )  A Reformer's Journal, Project 401  John Brown's Raid on Harper's Ferry, InterActivity 33

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		2.03g Create advertisements for key inventions and developments of the first industrial era (i.e. steel plow, cotton gin, reaping machine, telegraph, Erie Canal, railroads, steamboat, interchangeable parts)	What was a typical day like for a plantation slave in the antebellum South? Web Inquiry 203
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<b>Competency Goal 2:</b> Expansion and Reform (1801-1850) - The learner will assess the competing forces of expansionism, nationalism, and sectionalism.			
<b>Generalizations:</b> <ul style="list-style-type: none"> <li>Sectional priorities can shape the policies of a national government.</li> <li>Individuals and groups can effect change at the local, state and national levels.</li> <li>Expansionism can contribute to both nationalism and sectionalism.</li> </ul>			
<b>Objective 2.04:</b> Assess political events, issues, and personalities that contributed to sectionalism and nationalism.			
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>In what ways were nationalism and sectionalism reflected in the politics and issues of the time period?</li> <li>How was the issue of slavery affected by territorial expansion?</li> <li>How did the politics of industrialization lead to conflict and change?</li> <li>To what extent were the leadership and personalities of the early 1800s responsible for the changes that occurred?</li> </ul>			
Concepts	Factual Content	Instructional Strategies and Learning Experiences	Suggested Resources
<b>Macro Concepts:</b> Change Migration Conflict Leadership  <b>Micro Concepts:</b> Jacksonian Democracy Nationalism Sectionalism States' rights Spoils System	Era of Good Feelings Panic of 1819 <i>McCulloch v. Maryland (1819)</i> Monroe Doctrine <i>Gibbons v. Ogden (1824)</i> Election of 1824 "corrupt bargain" Henry Clay's American System White manhood suffrage Tariff of Abominations John C. Calhoun <i>South Carolina Exposition and Protest</i> South Carolina Nullification Crisis Nat Turner's Rebellion Election of 1832 Pet Banks Whig Party Election of 1840	2.04a Create a flow-chart of the events that brought an end to the nationalistic "Era of Good Feelings."  2.04b Examine the impact of the following: the "corrupt bargain" of 1824, "rotation in office," and Jackson's Bank veto.  2.04c Summarize and explain how the events in the "corrupt bargain" of 1824, "rotation in office," and Jackson's Bank veto expanded the American concept of "natural rights." <b>(H)</b>  2.04d Take a position on the following statement: "The United States became more democratic during the age of Jackson." Illustrate your position in writing or with a diagram.  2.04e Compare and contrast the Monroe Doctrine to the Bush Doctrine in terms of national security issues facing the United States. <b>(H)</b>	<b>Documents:</b> President Madison's Bonus Bill Veto Monroe Doctrine President Jackson's Bank Veto "Hydra of Corruption" political cartoon South Carolina Ordinance of Nullification "King Andrew I" political cartoon Webster-Hayne Debate  <b>Audio and Visual Resources:</b> Videos/DVDs <i>"The Jackson Years: Toward Civil War"</i> (Learning Corporation of America) <i>"Democracy and Reform"</i> (Schlesinger) <i>"Biography of America"</i> Video Series  <b>Fine Arts Connections:</b> George Caleb Bingham. <i>John Quincy Adams, 1850</i> , SNPG Ralph Eleaser Whiteside Earl.

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			<p><i>Andrew Jackson, n.d., SNPG</i>  <i>George P.A. Healy. Martin Van Buren, 1864, John Tyler, 1859, SNPG</i>  <i>Albert Gallatin Hoit. William Henry Harrison, 1840, SNPG</i>  <i>John Vanderlyn. James Monroe, 1816, SNPG</i></p> <p><b>Songs:</b>  The works of Stephen Foster  <i>Presidential Campaign Songs</i>  (Smithsonian Folkways)  Monroe  Quincy Adams  Jackson  Van Buren  Harrison  Polk</p> <p><b>Suggested Web Sites:</b>  <a href="http://lath.virginia.edu/vshadow/diary">http://lath.virginia.edu/vshadow/diary</a></p> <p><b>Curriculum Pathways Resources</b>  (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>A Reformer’s Journal, Project 401</p> <p>John Brown’s Raid on Harper’s Ferry, InterActivity 33</p> <p>The Mexican War, InterActivity 32</p> <p>The Trial of Andrew Jackson, Classroom Activity 1133</p> <p>What was a typical day like for a plantation slave in the antebellum South? Web Inquiry 203</p>
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<b>Competency Goal 2:</b> <b>Expansion and Reform (1801-1850) - The learner will assess the competing forces of expansionism, nationalism, and sectionalism.</b>			
<b>Generalizations:</b> <ul style="list-style-type: none"> <li>• Sectional priorities can shape the policies of a national government.</li> <li>• Individuals and groups can effect change at the local, state and national levels.</li> <li>• Expansionism can contribute to both nationalism and sectionalism.</li> </ul>			
<b>Objective 2.05:</b> <b>Identify the major reform movements and evaluate their effectiveness.</b>			
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• What characteristics define a perfect society?</li> <li>• How is change influenced by the actions of citizens?</li> <li>• To what extent was the debate over slavery essential to the reform movements?</li> </ul>			
Concepts	Factual Content	Instructional Strategies and Learning Experiences	Suggested Resources
<b>Macro Concepts:</b> Reform Equality Status  <b>Micro Concepts:</b> Suffrage Nationalism Sectionalism Perfectionism Freedom Slavery Abolition	Dorothea Dix Rehabilitation Prison Reform Horace Mann Temperance Movement Women’s Rights Elizabeth Cady Stanton Lucretia Mott Seneca Falls Convention Sojourner Truth Susan B. Anthony Utopian Communities <ul style="list-style-type: none"> <li>• Brook Farm</li> <li>• Oneida</li> <li>• New Harmony</li> </ul> Mormons Joseph Smith Brigham Young 2 <sup>nd</sup> Great Awakening	2.05a    Create a multimedia presentation depicting a reformer and a reform movement and their impact on society. <b>(H)</b>  2.05b    Make a list of all the reforms that occurred during this period. In a small group discussion, hypothesize how society would be different today if the reforms had not occurred. Write a summary of the group’s ideas.  2.05c    Conduct a “Reform Convention” in which groups of students set up displays on the “reform” of their choice. Establish criteria for the displays and include a theme song. <b>(H)</b>  2.05d    Compare and contrast the success of the different reforms of the period. Which ones were most successful? Why?  2.05e    Develop a “How to Succeed in Bringing About Reform” manual using teacher developed criteria.	<b>Documents:</b> Seneca Falls “Declaration of Sentiments” Dorothea Dix, “Memorial to the Legislature of Massachusetts” Sarah Grimké, “On Equality for Women”  <b>Audio and Visual Resources:</b> Videos/DVDs <i>Democracy and Reform</i> (Schlesinger) <i>Not for Ourselves Alone</i> (PBS - Ken Burns)  <b>Literature Connections:</b> <i>Eugene Genovese, Roll Jordan Roll</i>  <b>Fine Arts Connections:</b> Political cartoons from <i>Harper’s Weekly</i> Henry Darby. <i>Reverend John Atwood, 1845, Boston Museum of Fine Arts</i>  <b>Songs:</b> “Tis the Gift to be Simple” “The Handcart Song”

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			<p><b>Suggested Websites:</b> <a href="http://www.ku.edu/carrie/docs/texts/seneca.htm">http://www.ku.edu/carrie/docs/texts/seneca.htm</a></p> <p><a href="http://www.fordham.edu/halsall/mod/senecafalls.html">http://www.fordham.edu/halsall/mod/senecafalls.html</a></p> <p><a href="http://www.webster.edu/~woolfm/dorotheadix.html">http://www.webster.edu/~woolfm/dorotheadix.html</a></p> <p>Horace Mann: <a href="http://www.cals.ncsu.edu/agexed/ae501/mann.html">http://www.cals.ncsu.edu/agexed/ae501/mann.html</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>A Reformer's Journal, Project 401</p>
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<b>Competency Goal 2:</b> <b>Expansion and Reform (1801-1850) - The learner will assess the competing forces of expansionism, nationalism, and sectionalism.</b>			
<b>Generalizations:</b> <ul style="list-style-type: none"> <li>• Sectional priorities can shape the policies of a national government.</li> <li>• Individuals and groups can effect change at the local, state and national levels.</li> <li>• Expansionism can contribute to both nationalism and sectionalism.</li> </ul>			
<b>Objective 2.06:</b> <b>Evaluate the role of religion in the debate over slavery and other social movements and issues.</b>			
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How did both sides of the abolitionist movement use religion to support their viewpoint?</li> <li>• How did differing religious beliefs contribute to an increase in the sectional divisiveness of the country?</li> <li>• In what ways did religious influence impact the effectiveness of social movements in the first part of the 19<sup>th</sup> century?</li> </ul>			
Concepts	Factual Content	Instructional Strategies and Learning Experiences	Suggested Resources
<b>Macro Concepts:</b> Status Reform  <b>Micro Concepts:</b> Perfectionism Sectionalism Slavery Abolition Emancipation	“Necessary evil” William Lloyd Garrison Grimké Sisters David Walker Frederick Douglass Charles G. Finney Second Great Awakening	2.06a Trace the religious background and activities of major social reformers during the Antebellum Period.  2.06b Write a position paper that advocates the views of one of the major social reformers during the Antebellum Period. <b>(H)</b>  2.06c Have students find pictures of “tent” meetings or gatherings when circuit ministers visited communities. What common factors are seen in the pictures? Make a list. Discuss the commonalities and differences.  2.06d Take works of Garrison and Douglass and highlight any excerpts that indicate that these men were “spiritually” led to their work. Discuss the findings.  2.06e Analyze the effects of abolition would have on various groups of people in both the North and the South.  2.06f Read excerpts from the works of David Walker, Nat Turner, Frederick Douglass, and William Lloyd Garrison. Compare and	<i>Lesson in DPI’s Concept-Based Instruction Document: Religious Influence on the Social Movements of the Early 1800s</i>  <b>Documents:</b> David Walker: <i>Appeal to the Colored Citizens of the World</i> Theodore Dwight Weld: <i>American Slavery As It Is</i> George Fitzhugh: <i>The Universal Law of Slavery</i> John C. Calhoun’s <i>Defense of Slavery</i> <i>The Liberator</i> and the <i>North Star</i> James Hammond: <i>The Congressional Globe</i> , March 4, 1858  <b>Audio and Visual Resources:</b> Videos/DVDs <i>This Far By Faith</i> (PBS) <i>The Black Press</i> (PBS) <i>Africans in America</i> (PBS) <i>The Civil War, “The Cause”</i> (PBS-Ken Burns) <i>Democracy and Reform</i>

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		<p>contrast their ideas and solutions to the slavery question. <b>(H)</b></p>	<p>(Schlesinger)  <b>Literature Connections:</b>                  Mark Twain, Huckleberry Finn</p> <p><u>Fine Arts Connections:</u>  <u>Songs</u>                  "Steal Away"                  "Go Down, Moses"                  "Follow the Drinkin' Gourd"                  "Amazing Grace"                  "We are Climbing Jacob's Ladder"</p> <p><b>Suggested Websites:</b>  <a href="http://memory.loc.gov/ammem/dough.html">http://memory.loc.gov/ammem/dough.html</a></p> <p><a href="http://www.loc.gov/exhibits/african/images">http://www.loc.gov/exhibits/african/images</a></p> <p><a href="http://www.galegroup.com/free_resources/whm/bio/grimk_sisters.htm">http://www.galegroup.com/free_resources/whm/bio/grimk_sisters.htm</a></p> <p><a href="http://www.nps.gov/boaf/davidwalaker.htm">http://www.nps.gov/boaf/davidwalaker.htm</a></p> <p><a href="http://www.pbs.org/wgbh/aia/part4/4h314t.htm">http://www.pbs.org/wgbh/aia/part4/4h314t.htm</a></p> <p><a href="http://community.middlebury.edu/~fahmed/garrison.htm">http://community.middlebury.edu/~fahmed/garrison.htm</a></p> <p><a href="http://religiousmovements.lib.virginia.edu/nrms/ame.html">http://religiousmovements.lib.virginia.edu/nrms/ame.html</a></p> <p><b>Curriculum Pathways Resources</b>                  (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>A Reformer's Journal, Project 401</p> <p>John Brown's Raid on Harper's Ferry, InterActivity 33</p>
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**Competency Goal 3: Crisis, Civil War and Reconstruction (1848-1877) - The learner will analyze the issues that led to the Civil War, the effects of the war, and the impact of Reconstruction on the nation.**

### **Generalizations:**

- Unresolved political and economic conflicts can cause war.
- The national government may increase its scope of power during war.
- Both strong leadership and weak leadership can contribute to changes in political institutions.

### **Essential Questions:**

- 3.01 How did the issues of sectionalism lead to the Civil War?
- 3.01 How did political, economic, and social differences develop into the sectionalism that split the North and the South?
- 3.01 To what extent did differing opinions on slavery as well as the institution's expansion become a deciding factor in instituting a Civil War?
- 3.02 How did the issues of sectionalism lead to the Civil War?
- 3.02 To what extent was slavery the primary cause of the Civil War?
- 3.02 What did a federal union of states mean politically and socially before and after the Civil War?
- 3.03 Why are the Battle of Gettysburg and the Siege of Vicksburg considered the military turning points of the Civil War?
- 3.03 How did the political actions of President Lincoln affect the outcome of the war?
- 3.03 Was it inevitable that the North would win the war?
- 3.04 How are civil liberties challenged during times of conflict and change?
- 3.04 How have changes during Reconstruction made a lasting impact on America?
- 3.04 To what extent did the Civil War and Reconstruction positively impact the lives of former slaves, women, and landless tenants in the US?
- 3.04 To what extent did the federal government wield its power over the states during and after the Civil War?
- 3.05 Which changes of the Civil War and Reconstruction era were short-lived and which have had a lasting impact?
- 3.05 To what extent did the Civil War and Reconstruction establish the supremacy of the national government?
- 3.05 To what extent have the issues surrounding the Civil War yet to be resolved?

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<b>Competency Goal 3:</b> Crisis, Civil War and Reconstruction (1848-1877) - The learner will analyze the issues that led to the Civil War, the effects of the war, and the impact of Reconstruction on the nation.			
<b>Generalizations:</b> <ul style="list-style-type: none"> <li>Unresolved political and economic conflicts can cause war.</li> <li>The national government may increase its scope of power during war.</li> <li>Both strong leadership and weak leadership can contribute to changes in political institutions.</li> </ul>			
<b>Objective 3.01:</b> Trace the economic, social, and political events from the Mexican War to the outbreak of the Civil War.			
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How did the issues of sectionalism lead to the Civil War?</li> <li>How did political, economic, and social differences develop into the sectionalism that split the North and the South?</li> <li>To what extent did differing opinions on slavery as well as the institution's expansion become a deciding factor in instituting a Civil War?</li> </ul>			
Concepts	Suggested Content	Instructional Strategies and Learning Experiences	Suggested Resources
<b>Macro Concepts:</b> Conflict Power Leadership  <b>Micro Concepts:</b> Citizenship Nationalism Sectionalism Nativism Abolition Slavery	Know-Nothings Abolitionist movement Slave codes Underground Railroad Harriet Tubman Free Soil Party Compromise of 1850 Popular Sovereignty Fugitive Slave Act Harriet Beecher Stowe <i>Uncle Tom's Cabin</i> Kansas-Nebraska Act Bleeding Kansas Republican Party Brooks-Sumner Incident <i>Dred Scott v. Sanford</i> (1857) Lincoln-Douglas Debates Freeport Doctrine John Brown and Harpers Ferry	3.01a Determine ways in which strong executive leadership in the 1850's could have averted the Civil War.  3.01b On a map of the U.S., identify the following areas: Slave and Free States, Kansas and Nebraska Territories, areas open to slavery under the terms of the Missouri Compromise, Compromise of 1850, and proposed routes of the trans-continental railroad. Discuss how each of these contributed to outbreak of the Civil War.  3.01c Identify and describe the failure of various compromises to reach a solution on the issue of slavery.  3.01d Have students read the text of the Missouri Compromise, Compromise of 1850, the Kansas-Nebraska Act, excerpts from <i>Uncle Tom's Cabin</i> , and excerpts from <i>The Impending Crisis of the South</i> , and create a timeline of 1820-1860 that demonstrates the development of the crisis. <b>(H)</b>  3.01e Compare and contrast Stephen Douglas' Freeport Doctrine with the Dred Scott decision. Write a position paper outlining	<b>Documents:</b> Wilmot Proviso <i>Dred Scott v. Sanford</i> (1857) Freeport Doctrine  <b>Audio and Visual Resources:</b> Videos/DVDs <i>The Civil War, "The Cause"</i> (PBS-Ken Burns) <i>Causes of the Civil War</i> (Schlesinger)  <b>Literature Connections:</b> <i>Harriet Beecher Stowe, Uncle Tom's Cabin</i> <i>Hinton Helper, The Impending Crisis of the South</i> <i>Stephen Oates, With Malice Toward None</i> <i>Mark Twain, Huckleberry Finn</i>  <b>Fine Arts Connections:</b> George Caleb Bingham. <i>Stump Speaking</i> , 1856, SAAM Quartus Ruggles. John Brown, 1889, Kansas Museum of History John Steuart Curry. <i>John Brown</i> , 1938 Kansas Industrial

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		<p>the pros and cons of each for the nation as a whole. <b>(H)</b></p> <p>3.01f Develop a graphic organizer that compares and contrasts the Missouri Compromise, the Compromise of 1850, and the Kansas-Nebraska Act.</p> <p>3.01g Using Bleeding Kansas, John Brown’s Raid at Harpers Ferry, and the Brooks-Sumner incident as background, have students determine how these issues were a preview of the coming war.</p>	<p>Commission, Topeka George P.A. Healy. <i>Franklin Pierce</i>, 1853, <i>James Buchanan</i>, 1859, <i>Abraham Lincoln</i>, 1887, SNPG</p> <p>James Reid Lambdin. <i>Zachary Taylor</i>, 1848, SNPG</p> <p>John Brown photograph from Library of Congress</p> <p>Frontispiece of <i>Uncle Tom’s Cabin</i></p> <p>Political Cartoon of Sumner Beating Portrait of Dred Scott owned by the Missouri Historical Society</p> <p>Election Posters of Lincoln</p> <p><b>Songs:</b> “Follow the Drinking Gourd” <i>Presidential Campaign Songs</i> (Smithsonian Folkways) Taylor Fillmore Pierce Buchanan Lincoln</p> <p><b>Suggested Websites:</b> <a href="http://www.unknowncivilwar.com">http://www.unknowncivilwar.com</a></p> <p><a href="http://afgen.com/john_brown1.html">http://afgen.com/john_brown1.html</a></p> <p><a href="http://www.pbs.org/wgbh/aia/part4/4h2933.html">http://www.pbs.org/wgbh/aia/part4/4h2933.html</a></p> <p><a href="http://www.library.wustl.edu/vlib/d/redscott">http://www.library.wustl.edu/vlib/d/redscott</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p>
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			<p>A Reformer’s Journal, Project 401</p> <p>John Brown’s Raid on Harper’s Ferry, InterActivity 33</p> <p>The “Drama” of the Civil War, Classroom Activity 1134</p> <p>What did the Emancipation Proclamation accomplish? Web Inquiry 204</p>
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<p><b>Competency Goal 3:</b> Crisis, Civil War and Reconstruction (1848-1877) - The learner will analyze the issues that led to the Civil War, the effects of the war, and the impact of Reconstruction on the nation.</p> <p><b>Generalizations:</b></p> <ul style="list-style-type: none"> <li>Unresolved political and economic conflicts can cause war.</li> <li>The national government may increase its scope of power during war.</li> <li>Both strong leadership and weak leadership can contribute to changes in political institutions.</li> </ul>			
<p><b>Objective 3.02:</b> Analyze and assess the causes of the Civil War.</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How did the issues of sectionalism lead to the Civil War?</li> <li>To what extent was slavery the primary cause of the Civil War?</li> <li>What did a federal union of states mean politically and socially before and after the Civil War?</li> </ul>			
Concepts	Factual Content	Instructional Strategies and Learning Experiences	Suggested Resources
<p><b>Macro Concepts:</b> Conflict Power Leadership Resources</p> <p><b>Micro Concepts:</b> States' rights Nationalism Sectionalism Secession Union</p>	<p>Election of 1860 Fort Sumter, S.C. Abraham Lincoln Jefferson Davis Confederacy</p>	<p>3.02a Create a chart showing results of the 1860 election. Determine the reasons for Lincoln's election and project the implications of it.</p> <p>3.02b Outline the viewpoints of Abraham Lincoln and Jefferson Davis in regards to the idea of "Union."</p> <p>3.02c Create a graphic organizer that demonstrates the ways that the principles of States' Rights have been interpreted by politicians, the Supreme Court, and citizens from 1789-2003. <b>(H)</b></p> <p>3.02d Using excerpts from <i>Uncle Tom's Cabin</i> and <i>Sociology of the South</i>, identify arguments used by abolitionists and southerners to denounce and defend slavery. <b>(H)</b></p>	<p><b>Documents:</b> South Carolina Ordinance of Secession Lincoln's First Inaugural Address Jefferson Davis' message to the Confederate Congress, April 29, 1861 Lincoln's Message to Congress, July 4, 1861</p> <p><b>Audio and Visual Resources:</b> Movie <i>Gods and Generals</i> Videos/DVDs <i>Causes of the Civil War</i> (Schlesinger) <i>The Civil War</i> (PBS-Ken Burns)</p> <p><b>Literature Connections:</b> <i>Mary Chesnut's Diary</i> George Fitzhugh, <i>Sociology of the South</i></p> <p><b>Fine Arts Connections:</b> <i>The Plantation, 1825</i>, Metropolitan Museum of Art</p> <p><b>Songs:</b></p>

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			<p>"Bonnie Blue Flag" "Darling Nelly Gray"</p> <p><b>Suggested Websites:</b> <a href="http://www.civilwar.org/historyclassroom/hc_curriculum1.htm">http://www.civilwar.org/historyclassroom/hc_curriculum1.htm</a></p> <p><a href="http://www.bartleby.com/124/pres31.html">http://www.bartleby.com/124/pres31.html</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>John Brown's Raid on Harper's Ferry, InterActivity 33</p>
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<p><b>Competency Goal 3:</b> Crisis, Civil War and Reconstruction (1848-1877) - The learner will analyze the issues that led to the Civil War, the effects of the war, and the impact of Reconstruction on the nation.</p> <p><b>Generalizations:</b></p> <ul style="list-style-type: none"> <li>• Unresolved political and economic conflicts can cause war.</li> <li>• The national government often increases its scope of power during war.</li> <li>• Both strong leadership and weak leadership can contribute to changes in political institutions.</li> </ul>			
<p><b>Objective 3.03: Identify political and military turning points of the Civil War and assess their significance to the outcome of the conflict.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Why are the Battle of Gettysburg and the Siege of Vicksburg considered the military turning points of the Civil War?</li> <li>• How did the political actions of President Lincoln affect the outcome of the war?</li> <li>• Was it inevitable that the North would win the war?</li> </ul>			
Concepts	Factual Content	Instructional Strategies and Learning Experiences	Suggested Resources
<p><b>Macro Concepts:</b> Conflict Revolution Leadership</p> <p><b>Micro Concepts:</b> Resistance to war Turning point Strategy</p>	<p>Anaconda Plan Blockade First Battle of Bull Run/ Manassas Antietam Vicksburg Gettysburg Gettysburg Address Sherman’s March African-American participation Robert E. Lee Ulysses S. Grant George McClellan Thomas “Stonewall” Jackson</p> <p>Strengths and weaknesses of each side</p> <ul style="list-style-type: none"> <li>• New military technology</li> <li>• Strategies of both sides</li> <li>• European support</li> <li>• Major political and military leaders</li> </ul>	<p>3.03a On a map of the United States draw and explain the Union’s Anaconda Plan. On the same map identify the “turning point” battles.</p> <p>3.03b Describe the new military technologies that were developed in the war and describe the effects they had on the war and its outcomes.</p> <p>3.03c Research the battles of Vicksburg and Gettysburg. In a two-page essay, explain why these were turning points. <b>(H)</b></p> <p>3.03d Determine ways that Lincoln expanded executive powers during the war. Make a list and discuss the legality of each. <b>(H)</b></p> <p>3.03e Research, analyze, and summarize ways in which citizens of both sides of the war showed their opposition or support.</p> <p>3.03f Compare the suspension of the Writ of Habeas Corpus with the Patriot Act.</p>	<p><b>Documents:</b> The Emancipation Proclamation Lincoln’s Gettysburg Address Lincoln’s 2<sup>nd</sup> Inaugural Address</p> <p><b>Audio and Visual Resources:</b> Movies <i>Gods and Generals</i> <i>Gettysburg</i> <i>Glory</i></p> <p>Videos/DVDs <i>The Civil War</i> (PBS-Ken Burns) <i>The Civil War</i> (Schlesinger)</p> <p><b>Fine Arts Connections:</b> J.G. Tanner. <i>The Monitor and the Merrimack</i>, 1891, Granger Collection. N.Y. Alexander and Moritz Kann. <i>Emancipation Proclamation</i>, 1863, Library of Congress Winslow Homer. <i>Prisoners From the Front</i>, 1863, Metropolitan Museum of Art Tom Lovell. <i>Surrender At Appomattox</i>” 1980, National Geographic Image</p>

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	<ul style="list-style-type: none"> <li>• Economy and industrialization</li> <li>Writ of Habeas Corpus</li> <li>Copperheads</li> <li>Election of 1864</li> <li>Emancipation Proclamation</li> <li>Appomattox Courthouse</li> <li>John Wilkes Booth</li> </ul>		<p><b>Songs:</b>          Keith and Rusty McNeill, <i>Civil War Songs</i>          Wayne Erbsen, <i>Ballads and Songs of the Civil War</i></p> <p><b>Suggested Websites:</b>  <a href="http://www.civil-war.net">http://www.civil-war.net</a>   <a href="http://www.gettysburg.com/">http://www.gettysburg.com/</a>   <a href="http://www.jatruck.com/stonewall/gettysburg.html">http://www.jatruck.com/stonewall/gettysburg.html</a>   <a href="http://www.civilwaralbum.com">http://www.civilwaralbum.com</a></p> <p><b>Curriculum Pathways Resources</b>          (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>Battles of the Civil War, Web Lesson 610</p> <p>The “Drama” of the Civil War, Classroom Activity 1134</p> <p>What did the Emancipation Proclamation accomplish? Web Inquiry 204</p>
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<b>Competency Goal 3: Crisis, Civil War and Reconstruction (1848-1877) - The learner will analyze the issues that led to the Civil War, the effects of the war, and the impact of Reconstruction on the nation.</b>			
<b>Generalizations:</b> <ul style="list-style-type: none"> <li>• Unresolved political and economic conflicts can cause war.</li> <li>• The national government often increases its scope of power during war.</li> <li>• Both strong leadership and weak leadership can contribute to changes in political institutions.</li> </ul>			
<b>Objective 3.04: Analyze the political, economic, and social impact of Reconstruction on the nation and identify the reasons why Reconstruction came to an end.</b>			
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How are civil liberties challenged during times of conflict and change?</li> <li>• How have changes during Reconstruction made a lasting impact on America?</li> <li>• To what extent did the Civil War and Reconstruction positively impact the lives of former slaves, women, and landless tenants in the US?</li> <li>• To what extent did the federal government wield its power over the states during and after the Civil War?</li> </ul>			
Concepts	Factual Content	Instructional Strategies and Learning Experiences	Suggested Resources
<b>Macro Concepts:</b> Conflict Reform Power Change  <b>Micro Concepts:</b> Citizenship Nationalism Sectionalism	Freedman’s Bureau Radical Republicans Reconstruction Plans Thaddeus Stevens Andrew Johnson Compromise of 1877 Tenure of Office Act Johnson’s Impeachment Scalawags Carpetbaggers Black Codes Ku Klux Klan Sharecroppers Tenant farmers Jim Crow Laws The Whiskey Ring Solid South Grandfather Clause	3.04a Create a graphic organizer that shows Presidential and Congressional Reconstruction plans.  3.04b Compare and contrast pre-war slave codes with post-war Black Codes.  3.04c Discuss how the Tenure of Office Act violated the constitutional principle of separation of powers. <b>(H)</b>  3.04d Write an essay on the effectiveness of Reconstruction. In the essay, include your opinion regarding the following question: “Is 1877 an artificial date for the end of Reconstruction?” <b>(H)</b>  3.04e With a triple Venn diagram, compare and contrast tenant farming, sharecropping and slavery.  3.04f Discuss ways the South resisted and supported Reconstruction.  3.04g Determine the elements of Reconstruction that are present today.	<b>Documents:</b> Tenure of Office Act Amnesty Proclamation 13 <sup>th</sup> , 14 <sup>th</sup> , and 15 <sup>th</sup> Amendments Thomas Nast cartoons from <i>Harper’s Weekly</i> Editorials by Henry Grady from the <i>Atlanta Constitution</i>  <b>Audio and Visual Resources:</b> Videos/DVDs <i>Reconstruction and Segregation</i> (Schlesinger)  <b>Literature Connections:</b> John Hope Franklin, <i>Reconstruction After the Civil War</i>  <b>Fine Arts Connections:</b> Washington Bogart Cooper. <i>Andrew Johnson, 1866</i> , SNPG  <b>Suggested Websites:</b> <a href="http://www.theatlantic.com/unboun">http://www.theatlantic.com/unboun</a>

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			<p><a href="http://d/flashbks/black/douglas.htm">d/flashbks/black/douglas.htm</a></p> <p><a href="http://docsouth.unc.edu/dixonclan/menu.html">http:// docsouth.unc.edu/ dixonclan/ menu.html</a></p> <p><a href="http://www.civilwarhome.com/kkk/htm">http:// www.civilwarhome.com/ kkk/ htm</a></p> <p><a href="http://www.lib.berkeley.edu/!ljones/jimcrow/">http:// www.lib.berkeley.edu/ !ljones/ j imcrow/</a></p> <p><a href="http://www.bchm.org/wrr/recon/p10.html">http:// www.bchm.org/ wrr/ recon/ p1 0.html</a></p> <p><a href="http://www.lib.virginia.edu/speccol/exhibits/hearts">http:// www.lib.virginia.edu/ speccol/ exhibits/ hearts</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>Reconstructing the South, Project 402</p> <p>The “Drama” of the Civil War, Classroom Activity 1134</p>
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<p><b>Competency Goal 3:</b> Crisis, Civil War and Reconstruction (1848-1877) - The learner will analyze the issues that led to the Civil War, the effects of the war, and the impact of Reconstruction on the nation.</p> <p><b>Generalizations:</b></p> <ul style="list-style-type: none"> <li>Unresolved political and economic conflicts can cause war.</li> <li>The national government often increases its scope of power during war.</li> <li>Both strong leadership and weak leadership can contribute to changes in political institutions.</li> </ul>			
<p><b>Objective 3.05:</b> Evaluate the degree to which the Civil War and Reconstruction proved to be a test of the supremacy of the national government.</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>Which changes of the Civil War and Reconstruction era were short-lived and which have had a lasting impact?</li> <li>To what extent did the Civil War and Reconstruction establish the supremacy of the national government?</li> <li>To what extent have the issues surrounding the Civil War yet to be resolved?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources
<p><b>Macro Concepts:</b> Conflict Reform Power</p> <p><b>Micro Concepts:</b> National supremacy Nationalism Reconstruction</p>	<p>Military Reconstruction 13<sup>th</sup> amendment 14<sup>th</sup> amendment 15<sup>th</sup> amendment Civil Rights Act of 1866 Election of 1876 Compromise of 1877 10<sup>th</sup> Amendment</p>	<p>3.05a Divide the class into two groups – one in support of states’ rights, one in support of federal supremacy. Each group will analyze the historical arguments for their position and present to the class. <b>(H)</b></p> <p>3.05b Develop arguments supporting the idea that the Civil War and Reconstruction were the key events in determining the supremacy of the federal government. In a position paper, present potential solutions to at least three issues facing the United States during Reconstruction. <b>(H)</b></p> <p>3.05c Create a diagram the of the 13, 14, 15 amendments, the Civil Rights Act of 1866 and the Compromise of 1877. Identify the provisions, purpose, and impact of each.</p>	<p><b>Documents:</b> 13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup> Amendments Civil Rights Act of 1866 Civil Rights Act of 1875 Military Reconstruction Act</p> <p><b>Audio and Visual Resources:</b> Videos/DVDs <i>Reconstruction and Segregation</i> (Schlesinger)</p> <p><b>Literature Connections:</b> Booker T. Washington, <i>Up From Slavery</i> C. Vann Woodward, <i>The Strange Career of Jim Crow</i></p> <p><b>Suggested Websites:</b> <a href="http://www.landmarkcases.org/landmarkframe_national.html">http://www.landmarkcases.org/landmarkframe_national.html</a>  <a href="http://www.lexrex.com/enlighteneded/laws/kentres.htm">http://www.lexrex.com/enlighteneded/laws/kentres.htm</a>  <a href="http://www.rnoon.com/lawlaymen/constitutelaw/federalism/federalssystem.html">http://www.rnoon.com/lawlaymen/constitutelaw/federalism/federalssystem.html</a></p>

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			<p><a href="http://www.multied.com/elections/1876.html">http://www.multied.com/elections/1876.html</a></p> <p><a href="http://africanamericans.com/CivilRightsActof1866.htm">http://africanamericans.com/CivilRightsActof1866.htm</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>Reconstructing the South, Project 402</p> <p>The “Drama” of the Civil War, Classroom Activity 1134</p> <p>What did the Emancipation Proclamation accomplish? Web Inquiry 204</p>
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## UNITED STATES HISTORY CURRICULUM SUPPORT DOCUMENT

**Competency Goal 4:**        **The Great West and the Rise of the Debtor (1860-1896) - The learner will evaluate the great westward movement and assess the impact of the agricultural revolution on the nation.**

**Generalizations:**

- Industrialization can impact people, the environment, and the economy.
- The government may create policies that encourage economic growth.
- Different groups of people may be affected in different ways by economic growth.

**Essential Questions:**

- 4.01 Who migrated West and what problems did they experience?
- 4.01 How did the experiences of the settlers impact their successes or failures?
- 4.01 Why did different groups of people have such varied experiences as they migrated?
- 4.02 How did the environment of the West impact the success of the settlers?
- 4.02 How did the migration of people bring about change in the West?
- 4.02 What cause individuals or groups to migrate?
- 4.02 Was the impact of settlement in the West positive or negative for the individuals affected?
- 4.02 How do individuals adapt to their surroundings?
- 4.03 How and why was the plight of the American farmer so different from that of other Americans?
- 4.03 Why did so many farmers support Populism?
- 4.03 How can economically oppressed groups make their voices heard politically?
- 4.04 How can technological innovations change society?
- 4.04 Why did the agricultural innovations and technological developments impact groups of people in different ways?
- 4.04 How did the existence of the frontier impact the technological development of the U.S.?

## UNITED STATES HISTORY CURRICULUM SUPPORT DOCUMENT

<p><b>Competency Goal 4:</b>      <b>The Great West and the Rise of the Debtor (1860-1896) - The learner will evaluate the great westward movement and assess the impact of the agricultural revolution on the nation.</b></p>			
<p><b>Generalizations:</b></p> <ul style="list-style-type: none"> <li>• Industrialization can impact people, the environment, and the economy</li> <li>• The government may create policies that encourage economic growth.</li> <li>• Different groups of people may be affected in different ways by economic growth</li> </ul>			
<p><b>Objective 4.01: Compare and contrast the different groups of people who migrated to the West and describe the problems they experienced.</b></p>			
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Who migrated West and what problems did they experience?</li> <li>• How did the experiences of the settlers impact their successes or failures?</li> <li>• Why did different groups of people have such varied experiences as they migrated?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources
<p><b>Macro Concepts:</b> Migration Change Environment Status Conflict</p> <p><b>Micro Concepts:</b> Citizenship Ethnicity</p>	<p>Gold Rush Comstock Lode Homestead Act Morrill Land Grant Act (1862) Oklahoma Land Rush Sod houses</p> <p>Unique Experiences of:</p> <ul style="list-style-type: none"> <li>• Women</li> <li>• African Americans</li> <li>• Chinese Immigrants</li> <li>• Irish Immigrants</li> </ul>	<p>4.01a Take on the role of a homesteader and write a letter to family back East explaining the reasons for moving west, the experiences along the way, and the conditions at the new location. Share with class.</p> <p>4.01b Evaluate the extent to which settlers adapted to the new environment and to the geography of the West.</p> <p>4.01c Research the experiences of North Carolinians who took advantage of the Homestead Act and moved West. Present information about their experiences using a multimedia presentation, demonstrating whether their lives were better out west than in NC. <b>(H)</b></p> <p>4.01d Create a chart showing all the groups who went west, why, and the results of their quest.</p>	<p><b>Documents:</b> Homestead Act Morrill Land Grant Act Letter from Newton Locke, November 5, 1893 to Thomas Locke: Oklahoma Land Rush (<a href="http://www.pan-tex.net/usr/1/drlocke/">http://www.pan-tex.net/usr/1/drlocke/</a>)</p> <p><b>Audio and Visual Resources:</b> Movies <i>Far and Away</i> <i>Shane</i></p> <p>Videos/DVDs <i>The West</i> (PBS-Ken Burns) <i>The Real West</i> (History Channel) <i>Death of the Dream: Farmhouse in the Heartland</i> (PBS) <i>Frontier House</i> (PBS) <i>The Donner Party</i> (PBS)</p> <p><b>Literature Connections:</b> Bret Harte: "The Luck of Roaring Camp" B. Marvis, <i>The Legends of Calamity Jane</i></p>

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			<p>Mark Twain, <i>Roughing It</i>, "The Celebrated Jumping Frog of Calaveras County"          Owen Wister, <i>The Virginian</i></p> <p><b>Fine Arts Connections:</b>          John Gast. <i>American Progress</i>, Autry Museum of Western Heritage, LA          Winslow Homer. <i>Bear Hunting</i>, 1892, SAAM          Albert Bierstadt. <i>The Oregon Trail</i>, 1869, Butler Institute of American Art, Youngstown, Ohio          Frederic Remington. <i>His First Lesson</i>, <i>Bronco Buster</i>, <i>The Wicked Pony</i>, <i>The Mountain Man</i>, <i>The Cowboy</i>          George Catlin: Native American paintings          Charles M. Russell. <i>A Desperate Stand</i>, <i>The Fur Trader</i>, <i>Stampeded</i>, and <i>Bucking Bronco</i></p> <p><b>Songs:</b>          Keith and Rusty McNeil, <i>Cowboy Songs</i>          "Bound for the Promised Land"          "Clementine"          "I've Been Working on the Railroad"          "Sweet Betsey from Pike"          "Red River Valley"          "The Streets of Laredo"          "The Yellow Rose of Texas"</p> <p><b>Suggested Websites:</b>  <a href="http://cpr.org/Museum/Chinese.html">http://cpr.org/Museum/Chinese.html</a>    <a href="http://www.pbs.org/weta/thewest">http://www.pbs.org/weta/thewest</a></p>
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			<p><a href="http://www.americanwest.com">http://www.americanwest.com</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>Creating Web Pages on Westward Expansion, Web Lesson 609</p> <p>Encountering Lewis and Clark, Project 398</p> <p>Nations within the Nations, Web Lesson 606</p> <p>The Great Plains Indian Wars, Classroom Activity 1130</p>
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<p><b>Competency Goal 4:</b>      <b>The Great West and the Rise of the Debtor (1860-1896) - The learner will evaluate the great westward movement and assess the impact of the agricultural revolution on the nation.</b></p>			
<p><b>Generalizations:</b></p> <ul style="list-style-type: none"> <li>• Industrialization can impact people, the environment, and the economy.</li> <li>• The government may create policies that encourage economic growth.</li> <li>• Different groups of people may be affected in different ways by economic growth.</li> </ul>			
<p><b>Objective 4.02: Evaluate the impact that settlement in the West had upon different groups of people and upon the environment.</b></p>			
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How did the environment of the West impact the success of the settlers?</li> <li>• How did the migration of people bring about change in the West?</li> <li>• What cause individuals or groups to migrate?</li> <li>• Was the impact of settlement in the West positive or negative?</li> <li>• How do individuals adapt to their surroundings?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources
<p><b>Macro Concepts:</b> Migration Environment Status Resources Conflict</p> <p><b>Micro Concepts:</b> Assimilation</p>	<p>Promontory Point, Utah Transcontinental Railroad Irish immigrants Chinese immigrants Cattle drives Buffalo Reservation system Buffalo soldiers Sand Creek Massacre Battle of Little Big Horn Sitting Bull Dawes Severalty Act Chief Joseph Nez Percé Helen Hunt Jackson’s <i>A Century of Dishonor</i> Wounded Knee Frederick Jackson Turner</p>	<p>4.02a Review excerpts from historical fiction, selected works of art and/or movie excerpts to compare the romantic vision of the West to the reality of life there. <b>(H)</b></p> <p>4.02b Create a pictorial or verbal diary of stories of the Buffalo Soldiers serving in the Indian wars. Share these stories in class.</p> <p>4.02c Prove or disprove this quote: “The American cowboy was actually a dirty, overworked laborer who fried his brains under a prairie sun, or rode endless miles in rain and wind to mend fences or look for lost calves.” <i>The Cowboy</i>, Time Life, p.1 <b>(H)</b></p> <p>4.02d Analyze photographs and narratives of American Indians before and after “assimilation.” Write reflective paragraph discussing the similarities and differences.</p> <p>4.02e Read excerpts from speeches or papers written by American Indians and analyze their experiences during the Westward Movement. <b>(H)</b></p>	<p><b>Documents:</b> William Byers: Editorial in the <i>Rocky Mountain News</i> on Custer’s Last Stand, 1876</p> <p><b>Audio and Visual Resources:</b> Movies <i>I Will Fight No More Forever</i> <i>Little Big Man</i> <i>Buffalo Soldiers</i></p> <p>Videos/DVDs <i>The West</i> (PBS-Ken Burns) <i>The Real West</i> (History Channel) <i>The Gold Rush</i> (PBS) <i>Expansionism</i> (Schlesinger)</p> <p><b>Literature Connections:</b> Willa Cather, short stories Bret Harte, short stories Mark Twain, short stories and poetry Helen Hunt Jackson, <i>A Century of Dishonor</i>, <i>Ramona</i> Nathaniel Langford, <i>The Mining Frontier</i>, <i>Vigilante Days and</i></p>

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			<p><i>Ways</i> Dee Brown, <i>Bury My Heart at Wounded Knee</i> Larry McMurtry, <i>Lonesome Dove</i></p> <p><b>Fine Arts Connections:</b> George Catlin: Native American paintings Oriana Day. California Mission of San Carlos Borromeo, SAAM</p> <p><b>Songs:</b> Keith and Rusty McNeil, <i>Cowboy Songs</i></p> <p><b>Suggested Websites:</b> <a href="http://www.pbs.org/goldrush/">http://www.pbs.org/goldrush/</a> <a href="http://www.pbs.org/buffalobar/">http://www.pbs.org/buffalobar/</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>Encountering Lewis and Clark, Project 398</p> <p>How were Native American youths affected by the Indian reeducation movement?, Web Inquiry 200</p> <p>The Great Plains Wars, Classroom Activity 1130</p>
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<p><b>Competency Goal 4:</b>      <b>The Great West and the Rise of the Debtor (1860-1896) - The learner will evaluate the great westward movement and assess the impact of the agricultural revolution on the nation.</b></p> <p><b>Generalizations:</b></p> <ul style="list-style-type: none"> <li>• Industrialization can impact people, the environment, and the economy.</li> <li>• The government may create policies that encourage economic growth.</li> <li>• Different groups of people may be affected in different ways by economic growth.</li> </ul>			
<p><b>Objective 4.03: Describe the causes and effects of the financial difficulties that plagued the American farmer and trace the rise and decline of Populism.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How and why was the plight of the American farmer so different from that of other Americans?</li> <li>• Why did so many farmers support Populism?</li> <li>• How can economically oppressed groups make their voices heard politically?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources
<p><b>Macro Concepts:</b> Innovation Conflict</p> <p><b>Micro Concepts:</b> Inflation and deflation Supply and demand Populism</p>	<p>The Grange National Farmers’ Alliances Southern Alliance Colored Farmers Alliance Gold standard Bimetallism Greenbacks <i>Munn v. Illinois</i> (1877) <i>Wabash v. Illinois</i> (1886) Rebates Interstate Commerce Act Omaha Platform William Jennings Bryan “Cross of Gold” Speech</p>	<p>4.03a Examine the political cartoon on the <i>Judge Magazine</i> cover of September 1896, “The Sacrilegious Candidate.” Contrast the message of the “Cross of Gold” speech with this depiction of William Jennings Bryan. <b>(H)</b></p> <p>4.03b Create a diagram that illustrates the impact of bimetallism on the farmer and the consumer.</p> <p>4.03c Evaluate the government’s response to the farmers’ complaints with regard to <i>Munn v. Illinois</i> (1877), <i>Wabash, St. Louis &amp; Pacific Railroad Company v. Illinois</i> (1886), and the Interstate Commerce Act (1887). <b>(H)</b></p> <p>4.03d Outline the political basis of the Populist Party and assess the validity of how these reforms would further democracy and liberties for the common man. <b>(H)</b></p> <p>4.03e Hold a town meeting to air the views of different groups - farmers, skilled workers, unskilled workers, business owners, cowboys, ranchers, etc., about passage of the Interstate Commerce Act.</p>	<p><b>Documents:</b> Interstate Commerce Act <i>Munn v. Illinois</i> (1877) <i>Wabash v. Illinois</i> (1886) Populists’ Omaha Platform William Jennings Bryan’s “Cross of Gold” Speech</p> <p><b>Audio and Visual Resources</b> Videos/DVDs <i>Nation in Turmoil</i> (Schlesinger) <i>The West</i> (PBS-Ken Burns) <i>The Real West</i> (History Channel)</p> <p><b>Literature Connections:</b> Frank Baum, <i>Wizard of Oz</i> Willa Cather, <i>O Pioneers!</i> and <i>My Antonia</i> Hannibal Garland, <i>Song of the Middle Border</i> Mary Elizabeth Lease: <i>writings</i> Ole Rolvaag, <i>Giants in the Earth</i> Laura Ingalls Wilder, <i>The Little House Series</i> Lawrence Goodwyn, <i>The Populist Movement</i></p>

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		4.03f Listen to a recording of Bryan's "Cross of Gold" speech at <a href="http://historymatters.gmu.edu/d/5354/">http://historymatters.gmu.edu/d/5354/</a> and discuss Bryan's opinion on the monetary issues in 1896.	<b>Fine Arts Connections:</b> Winslow Homer. <i>The Last Days of Harvest</i> , 1873 SAAM <i>Weaning the Calf</i> , 1875, North Carolina Museum of Art James Wilkins. <i>Leaving the Old Homestead</i> , 1854, Missouri Historical Society  <b>Songs:</b> Keith and Rusty McNeil, <i>Cowboy Songs</i>
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<p><b>Competency Goal 4:</b>      <b>The Great West and the Rise of the Debtor (1860-1896) - The learner will evaluate the great westward movement and assess the impact of the agricultural revolution on the nation.</b></p> <p><b>Generalizations:</b></p> <ul style="list-style-type: none"> <li>• Industrialization can impact people, the environment, and the economy.</li> <li>• The government may create policies that encourage economic growth.</li> <li>• Different groups of people may be affected in different ways by economic growth.</li> </ul>			
<p><b>Objective 4.04:</b> <b>Describe innovations in agricultural technology and business practices and assess their impact on the West.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How can technological innovations change society?</li> <li>• Why did the agricultural innovations and technological developments impact groups of people in different ways?</li> <li>• How did the existence of the frontier impact the technological development of the U.S.?</li> </ul>			
Concepts	Factual Content	Instructional Strategies and Learning Experiences	Suggested Resources
<p><b>Macro Concepts:</b> Change Transportation</p> <p><b>Micro Concepts:</b> Industrialization National economy Vertical Integration Horizontal Integration</p>	<p>Barbed wire Refrigerator car Windmill Farmers' Cooperatives Interlocking directorates</p>	<p>4.04a Compare and contrast the workings of the largest cattle ranches of the west and small farms in eastern states.</p> <p>4.04b Analyze photos, paintings, and any other representations of the coming of the railroad to the West.</p> <p>4.04c Create a catalog of the newest tools available to the farmers and ranchers. Compare the catalog to an early mail order catalog of the time period.</p> <p>4.04d Evaluate the impact of the change in farming and business practices in the west on the American economy. <b>(H)</b></p>	<p><b>Documents:</b> Copies of mail order catalogs</p> <p><b>Audio and Visual Resources:</b> Videos/DVDs <i>The West</i> (PBS-Ken Burns) <i>How the West Was Lost</i> (Discovery Channel) <i>The Real West</i> (History Channel)</p> <p><b>Literature Connections:</b> <i>National Wagon Road Guide</i> by Whitton, Towne, and Co <i>Dee Brown, Hear That Lonesome Whistle Blow</i> <i>Stephen Crane, The Bride Comes to Yellow Sky</i></p> <p><b>Fine Arts Connections:</b> Covers of Dime Novels about the West Currier and Ives. <i>Home from the Hunt</i> Photographs of families sitting in front of their log and sod homes</p>

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			<p><b>Songs:</b> Keith and Rusty McNeil, <i>Cowboy Songs</i> and <i>Working and Union Songs</i></p> <p><b>Suggested Web Sites:</b> <a href="http://cpr.org/">http://cpr.org/</a></p> <p><a href="http://www.pbs.org/wgbh/amex/iron/">http://www.pbs.org/wgbh/amex/iron/</a></p> <p><a href="http://www.linecamp.com/museums/americanwest/">http://www.linecamp.com/museums/americanwest/</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>The Standard Oil Monopoly, InterActivity 35</p>
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## UNITED STATES HISTORY CURRICULUM SUPPORT DOCUMENT

**Competency Goal 5: Becoming an Industrial Society (1877-1900) - The learner will describe innovations in technology and business practices and assess their impact on economic, political, and social life in America.**

### **Generalizations:**

- Government policies may encourage economic growth and promote innovation in technology.
- Coordinated action by groups or individuals can effect change in business practices and economic policies.
- Innovations in technology and business practices may impact the economic, political, and social lives of citizens.

### **Essential Questions:**

- 5.01 How did immigration and industrialization shape urban life?
- 5.01 How did the rapid industrialization of the Gilded Age create economic, social, and political change in the U.S.?
- 5.01 Did immigration and rapid industrialization have a positive or negative impact on the economic and social structure of the United States?
- 5.02 What characteristics were vital to the success of industrial leaders of the Gilded Age?
- 5.02 How did captains of industry accumulate wealth and power?
- 5.02 Should an individual be allowed to accumulate as much wealth as possible?
- 5.03 Why social, economic, and political factors led to the need for the formation of labor unions?
- 5.03 To what extent were labor unions effective in meeting the political, economic, and social needs of laborers?
- 5.03 How effective were labor unions in improving the lives of American workers?
- 5.04 How did the government's role in economic and political affairs change during this era?
- 5.04 To what extent did industrialization affect the relationships between government, business, and the worker?
- 5.04 How did technological advancement affect industrialization and the role of the government?
- 5.04 To what extent was the government's changing role necessary and positive in this era?

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<p><b>Competency Goal 5:</b> <b>Becoming an Industrial Society (1877-1900) - The learner will describe innovations in technology and business practices and assess their impact on economic, political, and social life in America.</b></p> <p><b>Generalizations:</b></p> <ul style="list-style-type: none"> <li>• Government policies may encourage economic growth and promote innovation in technology.</li> <li>• Coordinated action by groups or individuals can effect change in business practices and economic policies.</li> <li>• Innovations in technology and business practices may impact the economic, political, and social lives of citizens.</li> </ul>			
<p><b>Objective 5.01: Evaluate the influence of immigration and rapid industrialization on urban life.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How did immigration and industrialization shape urban life?</li> <li>• How did the rapid industrialization of the Gilded Age create economic, social, and political change in the U.S.?</li> <li>• Did immigration and rapid industrialization have a positive or negative impact on the economic and social structure of the United States?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources
<p><b>Macro Concepts:</b></p> <p>Conflict Change Innovation Reform</p> <p><b>Micro Concepts:</b></p> <p>Industrialization Immigration Urbanization Nativism Cultural pluralism Melting pot Culture shock</p>	<p>Elevator Electric trolleys Telephone Alexander Graham Bell Thomas Edison Typewriter “New” immigrants vs. “Old” immigrants Jacob Riis <b>Ellis Island</b> Settlement houses Jane Addams Dumbbell tenements Chinese Exclusion Act Sweatshops Amusement parks Spectator sports Frederick Law Olmsted</p>	<p>5.01a Debate whether the “melting pot” theory is an accurate phrase for America 1877-1900.</p> <p>5.01b Graph patterns and sources of immigration to the United States over an extended period of time. Match with today’s immigration patterns.</p> <p>5.01c Have students analyze the changes in immigration over time and describe its psychological impact on society. <b>(H)</b></p> <p>5.01d Review diagrams of dumbbell tenements. Determine how the tenements could have been made safer.</p> <p>5.01e Design pamphlets replicating ones distributed at Ellis Island to new arrivals in America.</p> <p>5.01f Hold a mock city council meeting to propose solutions to urban issues of the late 19<sup>th</sup>/early 20<sup>th</sup> century.</p> <p>5.01g Compare positive and negative aspects of maintaining the existence of ethnic neighborhoods including de facto segregation, racial and religious housing</p>	<p><b>Documents:</b></p> <p>Chinese Exclusion Act</p> <p><b>Audio and Visual Resources:</b></p> <p>Videos/DVDs <i>New York</i> (PBS) <i>The Immigrant Experience</i> (PBS) <i>Immigration and Cultural Change</i> (Schlesinger)</p> <p><b>Literature Connections:</b></p> <p>Raz Rosenzweig, <i>Eight Hours For What We Will</i> Jacob Riis, <i>How the Other Half Lives</i> Emma Lazarus, “The New Colossus” Horatio Alger, “Rags to Riches” books</p> <p><b>Fine Arts Connections:</b></p> <p>John Furguson Weir. <i>The Gun Foundry, 1866, SAAM</i> Everett Shinn. <i>Eviction, 1904, SAAM</i> Max Weber. <i>Foundry in Baltimore, 1915, SAAM</i></p> <p><b>Songs:</b></p>

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		<p>covenants, and red lining of neighborhoods. Find examples of these practices and analyze their effect on society. <b>(H)</b></p> <p>5.01h Analyze the quote by the Carpenters' Union in Worcester, Mass.: "8 hours for work, 8 hours for rest, 8 hours for what we will." How did this idea impact urban life? Write journal entries from the perspective of an urban worker from this era. <b>(H)</b></p>	<p>John F. Poole, "No Irish Need Apply"          James Blake, "Sidewalks of New York"          Charles Hoyt, "The Bowery"</p> <p><b>Suggested Web Sites:</b>  <a href="http://edison.rutgers.edu/bio-long.htm">http://edison.rutgers.edu/bio-long.htm</a>  <a href="http://www.crf-usa.org/immigration/immigration_history.htm">http://www.crf-usa.org/immigration/immigration_history.htm</a>  <a href="http://www.nps.gov/archive/stli/prod02.htm">http://www.nps.gov/archive/stli/prod02.htm</a>  <a href="http://xroads.virginia.edu/~CAP/LIB/ERTY/lazarus.html">http://xroads.virginia.edu/~CAP/LIB/ERTY/lazarus.html</a>  <a href="http://www.tenement.org/encyclopedia.pdf">http://www.tenement.org/encyclopedia.pdf</a>  <a href="http://www.bergen.org/AAST/Projects/Immigration">http://www.bergen.org/AAST/Projects/Immigration</a></p> <p><b>Curriculum Pathways Resources</b>          (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>The Immigrant Experience, Project 403</p> <p>The Standard Oil Monopoly, InterActivity 35</p>
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<b>Competency Goal 5:            Becoming an Industrial Society (1877-1900) - The learner will describe innovations in technology and business practices and assess their impact on economic, political, and social life in America.</b>			
<b>Generalizations:</b> <ul style="list-style-type: none"> <li>• Government policies may encourage economic growth and promote innovation in technology.</li> <li>• Coordinated action by groups or individuals can effect change in business practices and economic policies.</li> <li>• Innovations in technology and business practices may impact the economic, political, and social lives of citizens.</li> </ul>			
<b>Objective 5.02: Explain how business and industrial leaders accumulated wealth and wielded political and economic power.</b>			
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• What characteristics were vital to the success of industrial leaders of the Gilded Age?</li> <li>• How did captains of industry accumulate wealth and power?</li> <li>• Should an individual be allowed to accumulate as much wealth as possible?</li> </ul>			
Concepts	Factual Content	Instructional Strategies and Learning Experiences	Suggested Resources
<b>Macro Concepts:</b> Power Change Innovation Conflict  <b>Micro Concepts:</b> Supply and demand Laissez-faire Social Darwinism Monopoly Vertical Integration Horizontal Integration	Edwin Drake Bessemer Process Andrew Carnegie Gospel of Wealth J. P. Morgan U. S. Steel John D. Rockefeller Standard Oil Company Vanderbilt family George Westinghouse Horatio Alger Herbert Spencer Gilded Age “Captains of industry” vs. “Robber barons”	5.02a    Research the business practices of men such as Carnegie and Rockefeller. Put them on trial as either “captains of industry” or “robber barons.” <b>(H)</b>  5.02b    Read excerpts of the “Gospel of Wealth” and discuss to what extent Carnegie and others practiced the philosophy. <b>(H)</b>  5.02c    Interpret quotations from business leaders of the time and discuss how they reflect the idea of Social Darwinism.  5.02d    Design a display for a Gilded Age Museum that features one of the emerging industries and its impact on people’s lives. <b>(H)</b>  5.02e    Discuss what regulations today’s corporate leaders have that the captains of industry did not.  5.02f    Research a business or industrial leader and prepare a resume for that individual.  5.02g    Create a visual representation of how vertical and horizontal integration occurs	<b>Documents:</b> Andrew Carnegie, “The Gospel of Wealth” “The Bosses of the Senate” political cartoon “What a Funny Little Government” 1900 political cartoon  <b>Audio and Visual Resources:</b> Videos/DVDs <i>History of Standard Oil</i> (PBS) <i>The Richest Man in the World</i> (PBS, American Experience) <i>American 1900</i> (PBS, American Experience) <i>The Rockefellers</i> (PBS) <i>Andrew Carnegie</i> (Biography Ch.) <i>Nation in Turmoil</i> (Schlesinger)  <b>Literature Connections:</b> Sinclair Lewis, <i>Land</i> Kurt Vonnegut, <i>Tomorrow and Tomorrow and Tomorrow</i>  <b>Fine Arts Connections:</b> Childe Hassam. <i>Lillie, 1898</i> , SAAM

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		<p>within a business.</p> <p>5.02h Read <i>Looking Backward</i> by Edward Bellamy and participate in Paideia seminar on his ideas. Following the seminar, have students create a similar book that is written from the perspective of 60 years from now.</p>	<p>John Singer Sargent. <i>Elizabeth Winthrop Chandler</i>, 1893, SAAM</p> <p>Thomas Dewing. <i>The Necklace</i>, 1907, <i>Dawn</i>, 1892, SAAM</p> <p><b>Suggested Websites:</b>  <a href="http://www.victorianweb.org/philosophy/socdar.html">http://www.victorianweb.org/philosophy/socdar.html</a></p> <p><a href="http://www.u-s-history.com/pages/h843.html">http://www.u-s-history.com/pages/h843.html</a></p> <p><a href="http://americanhistory.about.com/cs/gildedage">http://americanhistory.about.com/cs/gildedage</a></p> <p><a href="http://www.pbs.org/wgbh/amex/carnegie/peoplevents/pande01.html">http://www.pbs.org/wgbh/amex/carnegie/peoplevents/pande01.html</a></p> <p><b>Curriculum Pathways Resources</b>          (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>The Standard Oil Monopoly, InterActivity 35</p>
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<p><b>Competency Goal 5:</b>      <b>Becoming an Industrial Society (1877-1900) - The learner will describe innovations in technology and business practices and assess their impact on economic, political, and social life in America.</b></p> <p><b>Generalizations:</b></p> <ul style="list-style-type: none"> <li>• Government policies may encourage economic growth and promote innovation in technology.</li> <li>• Coordinated action by groups or individuals can effect change in business practices and economic policies.</li> <li>• Innovations in technology and business practices may impact the economic, political, and social lives of citizens.</li> </ul>			
<p><b>Objective 5.03: Assess the impact of labor unions on industry and the lives of workers.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Why social, economic, and political factors led to the need for the formation of labor unions?</li> <li>• To what extent were labor unions effective in meeting the political, economic, and social needs of laborers?</li> <li>• How effective were labor unions in improving the lives of American workers?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources
<p><b>Macro Concepts:</b> Change Power Conflict</p> <p><b>Micro Concepts:</b> Industrialization Immigration Socialism Negotiation Mediation Collective bargaining Arbitration</p>	<p>Working conditions Wages Child labor Craft unions Trade unions Knights of Labor Haymarket Riot American Federation of Labor Samuel Gompers Eugene Debs Strike Yellow-dog contract Closed shop Lockout Scabs Blacklist Injunction Sherman Antitrust Act The Great Strike (1877) Homestead Strike Pullman Strike</p>	<p>5.03a Create a chart to show the various unions that formed in the time period. Include these topics: how organized, goals, attempts to reach goals, and success.</p> <p>5.03b Using a graphic organizer, examine present-day union organizers’ tactics. Compare modern tactics to those practiced during the late 1800’s.</p> <p>5.03c Diagram decision trees exploring the likely consequences and results of going on strike vs. collective bargaining or arbitration.</p> <p>5.03d Write letters to the editor of a newspaper supporting or protesting attempts to organize a hypothetical union in the town.</p> <p>5.03e In addition to 5.03d, have students write an editorial describing the effects of unionization of workers on a hypothetical town. <b>(H)</b></p> <p>5.03f Group students to review how presidents respond to different strikes in the time period and offer suggestions as to how the situation might have been resolved</p>	<p><b>Documents:</b> “Child Labor” Jackdaw Publication “Shame of the Nation” photo collection</p> <p><b>Audio and Visual Resources:</b> Movies <i>The Molly Maguires</i> <i>Mechanic</i></p> <p>Videos/DVDs <i>Nation in Turmoil</i> (Schlesinger)</p> <p><b>Literature Connections:</b> Upton Sinclair, <i>The Jungle</i> John Spargo, <i>The Bitter Cry of the Children</i></p> <p><b>Fine Arts Connections:</b> Louis Lozowick. <i>Butte, 1926</i>, Hirshhorn Museum Elsie Driggs. <i>Queensborough Bridge, 1927</i>, Montclair Art Museum, N.J.</p> <p><b>Songs:</b> Keith and Rusty McNeil. <i>Working and Union Songs</i></p>

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		<p>differently. Students should provide rationales.</p>	<p>Florence Reece, "Which Side are You On?"  Michael Rychlel, "Lady Off the Shore"  Pete Seeger, "Talking Union"</p> <p><b>Suggested Websites:</b>  <a href="http://www.historyplace.com/unitedstates/childlabor">http://www.historyplace.com/unitedstates/childlabor</a></p> <p><a href="http://www.labor-studies.org/labor_songs.htm">http://www.labor-studies.org/labor_songs.htm</a></p> <p><b>Curriculum Pathways Resources</b>  (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>Labor Unions and the Rise of Big Business: Simulating the Pullman Strike Negotiations, Classroom Activity 1135</p> <p>The Standard Oil Monopoly, InterActivity 35</p>
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<b>Competency Goal 5:</b> <b>Becoming an Industrial Society (1877-1900) - The learner will describe innovations in technology and business practices and assess their impact on economic, political, and social life in America.</b>			
<b>Generalizations:</b> <ul style="list-style-type: none"> <li>• Government policies may encourage economic growth and promote innovation in technology.</li> <li>• Coordinated action by groups or individuals can effect change in business practices and economic policies.</li> <li>• Innovations in technology and business practices may impact the economic, political, and social lives of citizens.</li> </ul>			
<b>Objective 5.04: Describe the changing role of government in economic and political affairs.</b>			
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How did the government’s role in economic and political affairs change during this era?</li> <li>• To what extent did industrialization affect the relationships between government, business, and the worker?</li> <li>• How did technological advancement affect industrialization and the role of the government?</li> <li>• To what extent was the government’s changing role necessary and positive in this era?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources
<b>Macro Concepts:</b> Power Change Conflict Reform  <b>Micro Concepts:</b> Laissez-faire Industrialization Immigration Urbanization Populism	Pendleton Act Civil service system Sherman Antitrust Act Political machines Boss Tweed Tammany Hall Thomas Nast Graft Crédit Mobilier scandal Whiskey Ring scandal Secret ballot (Australian) Initiative Referendum Recall Mugwumps <i>U.S. v. E.C. Knight, Co.</i> (1895)	5.04a Create a flow diagram that shows the working of a political machine within a city like New York.  5.04b Review the political cartoons of Thomas Nast and create new cartoons to address issues of the industrial era.  5.04c Compare public reaction to the scandals in the Gilded Age to reactions to political scandals today.  5.04d Compare the original civil service exam to today’s civil service exam. Generate questions that students think should be on a civil service exam.  5.04e In cooperative learning groups, create a cartoon in the style of Thomas Nast and an accompanying editorial, depicting the oil policy of today. <b>(H)</b>	<b>Documents:</b> Pendleton Act Sherman Anti Trust Act Thomas Nast political cartoons Sample civil service exam questions  <b>Audio and Visual Resources:</b> Videos/DVDs <i>Nation in Turmoil</i> (Schlesinger)  <b>Literature Connections:</b> <i>Mary Antin, The Promised Land</i> <i>William Riordon, Plunkitt of Tammany Hall</i>  <b>Fined Arts Connections:</b> Eliphalet Frazer Andrews. <i>Rutherford B. Hayes, 1881, SNPG</i> Ole Peter Hansen Balling. <i>James A. Garfield, 1881, Chester A. Arthur, 1881, SNPG</i> Thomas LeClear. <i>Ulysses S. Grant, 1880 SNPG</i> Adolfo Muller-Ury. <i>William McKinley, 1901, SNPG</i> Theodore Steele. <i>Benjamin Harrison, 1900, SNPG</i> Anders Zorn. <i>Grover Cleveland, 1899</i>

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			<p>SNPG</p> <p><b>Songs:</b> "I'll Take You Home Kathleen" "Sweet Rosie O'Grady" "My Wild Irish Rose" "Hard is the Fortune" "She's Only A Bird in A Gilded Cage"</p> <p>Presidential Campaign Songs (Smithsonian Folkway) Grant Hayes Garfield Cleveland Harrison McKinley</p> <p><b>Suggested Websites:</b> <a href="http://www.thomasnast.com/">http://www.thomasnast.com/</a> <a href="http://cartoons.osu.edu/nast/">http://cartoons.osu.edu/nast/</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>The Standard Oil Monopoly, InterActivity 35</p>
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**Competency Goal 6:** The emergence of the United States in World Affairs (1890-1914) – The learner will analyze causes and effects of the United States emergence as a world power.

### Generalizations:

- Attempts to gain influence over an area can occur through political, economic, and military means.
- Efforts to accomplish economic priorities can foster military conflict.
- Global policies made by nations perceived to be superior may have a positive or negative effect on nations perceived to be inferior.

### Essential Questions:

- 6.01 How did the government's role in economic and political affairs change as America became more imperialistic?
- 6.01 To what extent did industrialization affect the relationships between government, business, and the worker?
- 6.01 How did technological advancement lead to the United States' increased involvement in world affairs?
- 6.01 To what extent was the government's changing role necessary and beneficial as America became more imperialistic?
- 6.02 How did America and the world change as the US increased its role in world affairs?
- 6.02 To what extent have the effects of US actions and policies been beneficial or detrimental to other countries?
- 6.02 Why did the United States take an active role in world affairs in the late 19<sup>th</sup> and early 20<sup>th</sup> century?
- 6.03 To what extent have the actions and policies of the US affected other countries in the world?
- 6.03 How has the media shaped US foreign policy?
- 6.03 As the US becomes increasingly involved in world affairs, should its self-perception be impacted by world opinion.
- 6.03 How intrusive should a nation be in the affairs of another?

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<p><b>Competency Goal 6:</b>        <b>The emergence of the United States in World Affairs (1890-1914) – The learner will analyze causes and effects of the United States emergence as a world power.</b></p> <p><b>Generalizations:</b></p> <ul style="list-style-type: none"> <li>• Attempts to gain influence over an area can occur through political, economic, and military means.</li> <li>• Efforts to accomplish economic priorities can foster military conflict.</li> <li>• Global policies made by nations perceived to be superior may have a positive or negative effect on nations perceived to be inferior.</li> </ul>			
<p><b>Objective 6.01: Examine the factors that led to the United States taking an increasingly active role in world affairs.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How did the government’s role in economic and political affairs change as America became more imperialistic?</li> <li>• To what extent did industrialization affect the relationships between government, business, and the worker?</li> <li>• How did technological advancement lead to the United States’ increased involvement in world affairs?</li> <li>• To what extent was the government’s changing role necessary and beneficial as America became more imperialistic?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources
<p><b>Macro Concepts:</b> Conflict Power Resources Government Leadership</p> <p><b>Micro Concepts:</b> Imperialism Nationalism Markets Spheres of Influence Social Darwinism</p>	<p>Alfred T. Mahan Josiah Strong “White Man’s Burden” Anglo-Saxon Superiority “Jingoism”</p>	<p>6.01a Compare and contrast the United States’ justification for manifest destiny versus its justification for imperialism. <b>(H)</b></p> <p>6.01b Have students write responses to Kipling’s “White Man’s Burden.”</p> <p>6.01c Examine or draw political cartoons that represent supporting and opposing views of imperialism.</p>	<p><b>Documents:</b> George Washington’s Farewell Address Monroe Doctrine Albert Beveridge’s Address to Congress on the Philippines American Anti-Imperialist League Platform Alfred Thayer Mahan, <i>The Influence of Sea Power on World History: 1660-1783</i></p> <p><b>Audio and Visual Resources:</b> Videos/DVDs <i>Expansionism</i> (Schlesinger) <i>Our Century</i> (PBS-Moyers)</p> <p><b>Literature Connections:</b> Rudyard Kipling, “White Man’s Burden” Josiah Strong, <i>Our Country</i> Robert Rydell, <i>All The World’s A Fair</i></p> <p><b>Fine Arts Connections:</b> Picture Fronts of John Philip Sousa marches Photographs of President T. Roosevelt</p>

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			<p><b>Songs:</b> John Philip Sousa’s Marches</p> <p><b>Suggested Websites:</b> <a href="http://www.smplanet.com/imperialism/toc.html">http://www.smplanet.com/imperialism/toc.html</a></p> <p><a href="http://www.fordham.edu/halsall/mod/Kipling.html">http://www.fordham.edu/halsall/mod/Kipling.html</a></p> <p><a href="http://alpha.furman.edu/~benson/docs/jstrongperils.htm">http://alpha.furman.edu/~benson/docs/jstrongperils.htm</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>Editorial Responses to the White Man’s Burden and the Concept of Imperialism, Web Lesson 598</p> <p>How did yellow journalism contribute to the start of the Spanish-American War? Web Inquiry 205</p> <p>Imperialist Dinner Party, Project 390</p>
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<p><b>Competency Goal 6:</b>            <b>The emergence of the United States in World Affairs (1890-1914) – The learner will analyze causes and effects of the United States emergence as a world power.</b></p>			
<p><b>Generalizations:</b></p> <ul style="list-style-type: none"> <li>• Attempts to gain influence over an area can occur through political, economic, and military means.</li> <li>• Efforts to accomplish economic priorities can foster military conflict.</li> <li>• Global policies made by nations perceived to be superior may have a positive or negative effect on nations perceived to be inferior.</li> </ul>			
<p><b>Objective 6.02: Identify the areas of the United States military, economic, and political involvement and influence.</b></p>			
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How did America and the world change as the US increased its role in world affairs?</li> <li>• To what extent have the effects of US actions and policies been beneficial or detrimental to other countries?</li> <li>• Why did the United States take an active role in world affairs in the late 19<sup>th</sup> and early 20<sup>th</sup> century?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources
<p><b>Macro Concepts:</b>                      Conflict                      Leadership                      Power                      Resources                      Systems</p> <p><b>Micro Concepts:</b>                      Imperialism                      Nationalism                      Economic Markets                      Social Darwinism                      Yellow Journalism</p>	<p>Seward’s Folly                      Annexation of Hawaii                      Queen Liliuokalani                      “Splendid Little War”                      Philippines                      Commodore George Dewey                      Theodore Roosevelt                      Rough Riders                      William Randolph Hearst                      Joseph Pulitzer  <i>USS Maine</i>                      Teller Amendment                      Treaty of Paris (1898)                      Platt Amendment                      Panama Canal                      Pancho Villa Raids</p>	<p>6.02a    Design a chart that details the specifics of United States involvement in Cuba, Hawaii, Latin America/Caribbean, and Asia/Pacific.</p> <p>6.02b    Map the areas of United States imperialist activities around the world. Analyze why these areas were the most advantageous locations for the US to control.</p> <p>6.02c    Analyze and discuss some examples of “yellow journalism” from the Imperialist Era and today.</p> <p>6.02d    Develop an argument either supporting or opposing the following statement:                      “Modern news shows are a form of political propaganda very similar to the ‘yellow journalism’ of the late 19<sup>th</sup> and early 20<sup>th</sup> century.” <b>(H)</b></p>	<p><i>Lesson in DPI’s Concept-Based Instruction Document: Imperialism and the Spanish-American War</i></p> <p><b>Documents:</b>                      de Lôme Letter                      Teller Resolution                      Platt Amendment                      Albert Beveridge’s Address to Congress on the Philippines                      Emilio Aguinaldo’s “Pleas for Independence,” <i>The Outlook</i>, July 28, 1899                      The 1897 Petition Against the Annexation of Hawaii, September 11, 1897</p> <p><b>Audio and Visual Resources:</b>                      Movies  <i>Citizen Kane</i>  <i>The Rough Riders</i></p> <p>Videos/DVDs  <i>Crucible of Empire: The Spanish American War (PBS)</i>  <i>Expansionism (Schlesinger)</i>  <i>Hawaii’s Last Queen (PBS, The American Experience)</i></p>

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			<p><i>Nation Within: The Story of America's Annexation of Hawaii</i> (Tom Coffman – also a book)</p> <p><b>Literature Connections:</b>          Edgar Lee Masters, <i>Spoon River Anthology</i>, “Tombstone for Harry Wilmans”          Frank Friedel, <i>The Splendid Little War</i>          Stanley Karnow, <i>In Our Image</i>          James Michener, <i>Hawaii</i></p> <p><b>Fine Arts Connections:</b>          Photographs of the White Squadron and the <i>Maine</i>          Frederic Remington. <i>Charge of The Rough Riders at San Juan Hill, 1909</i>, Remington Art Museum, Ogdensburg, NY</p> <p><b>Songs:</b>          John Philip Sousa’s Marches          Queen Liliuokalani, “Aloha Oe”          “The Minstrel Boy”          “We’ll Have a Hot Time in the Old Town Tonight”</p> <p><b>Suggested Websites:</b>  <a href="http://www.spanamwar.com/">http://www.spanamwar.com/</a></p> <p><b>Curriculum Pathways Resources</b>          (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>Editorial Responses to the White Man’s Burden and the Concept of Imperialism, Web Lesson 598</p> <p>How did yellow journalism contribute to the start of the Spanish-American War? Web Inquiry 205</p> <p>Imperialist Dinner Party, Project 390</p>
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<p><b>Objective 6.03: Describe how the policies and actions of the United States government impacted the affairs of other countries.</b></p>			
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• To what extent have the actions and policies of the US affected other countries in the world?</li> <li>• How has the media shaped US foreign policy?</li> <li>• As the US becomes increasingly involved in world affairs, should its self-perception be impacted by world opinion.</li> <li>• How intrusive should a nation be in the affairs of another?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources
<p><b>Macro Concepts:</b>                      Conflict                      Power                      Government                      Leadership</p> <p><b>Micro Concepts:</b>                      Nationalism                      Imperialism                      Markets                      Spheres of Influence                      Diplomacy</p>	<p>Anti-Imperialism                      League                      Annexation of Hawaii                      Open Door Policy                      Boxer Rebellion                      Platt Amendment                      Roosevelt Corollary                      “Big Stick” Diplomacy                      Dollar Diplomacy                      Missionary (Moral)                      Diplomacy</p>	<p>6.03a Create a chart comparing Roosevelt’s, Taft’s, and Wilson’s foreign policies in Latin America and the Caribbean. Include the outcomes of actions.</p> <p>6.03b Have a panel discussion in which some students represent leaders (e.g., Queen Liliuokalani, Alfred T. Mahan, Josiah Strong, William Jennings Bryan, Teddy Roosevelt, William McKinley, George Dewey, William Seward, John Hay, William Howard Taft, Woodrow Wilson) while other students ask them questions about the appropriateness of U.S. intervention abroad in the late 19th and early 20th century.</p> <p>6.03c Using the May 17, 1898, “Report of the Committee on Foreign Affairs on House Res. 259,” ask students to hold a hearing on the annexation of Hawaii. <b>(H)</b></p> <p>6.03d Ask students to reveal why the 1897 “Petition Against Annexation” is important to Hawaiians and other United States citizens. Brainstorm cases of</p>	<p><b>Documents:</b>                      John Hay’s Open Door correspondence                      House of Representatives Report 1355, 55<sup>th</sup> Congress, 2<sup>nd</sup> Session                      Platt Amendment</p> <p><b>Audio and Visual Resources:</b>                      Videos/DVDs  <i>Expansionism</i> (Schlesinger)  <i>The Hunt for Pancho Villa</i> (PBS)</p> <p><b>Literature Connections:</b>                      Mark Twain, “The War Prayer”</p> <p><b>Fine Arts Connections:</b>                      Joseph Hirsch. <i>The Hero, 1939</i>, SAAM</p> <p><b>Suggested Websites:</b>  <a href="http://www.state.gov/r/pa/ho/time/gp/17661.htm">http://www.state.gov/r/pa/ho/time/gp/17661.htm</a></p> <p><b>Curriculum Pathways Resources</b>                      (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p>

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		<p>similar incidents of neglect in recorded history. <b>(H)</b></p> <p>6.03e Map areas of the world affected by each type of diplomacy (i.e., dollar, moral, “big stick,” etc.) and make a generalization about the type of diplomacy used in different places in the world. Compare the map to areas of the world where the US has diplomatic relations today. <b>(H)</b></p>	<p>Editorial Responses to the White Man’s Burden and the Concept of Imperialism, Web Lesson 598</p> <p>How did yellow journalism contribute to the start of the Spanish-American War? Web Inquiry 205</p> <p>Imperialist Dinner Party, Project 390</p>
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**Competency Goal 7:**      **The Progressive Movement in the United States (1890-1914) - The learner will analyze the economic, political, and social reforms of the Progressive Period.**

### **Generalizations:**

- Innovation designed to solve problems may result in the creation of new problems.
- Coordinated action by groups or individuals may result in economic, political, and social changes to a nation.
- The perceptions and actions of individuals can be influenced by the economic priorities of a nation.

### **Essential Questions:**

- 7.01 How did the political, economic, and social conditions of the Gilded Age lead to the Progressive Era?
- 7.01 How did scientific and technological advances create a mass consumer culture?
- 7.01 To what extent did an emerging mass consumer culture define what it means to be an American?
- 7.01 What tactics were most effective in bringing about the social, economic, and political reforms of the Progressive Era?
- 7.02 How effective was the Progressive Movement in addressing the political, economic, and social needs of all Americans?
- 7.02 To what extent did progressive political reform successfully combat the social and economic ills created by a rapidly industrializing society?
- 7.02 How successful were the Progressive Era Presidents in leading reform efforts?
- 7.03 To what extent were the social, political, and economic standing of African Americans positively affected by progressive efforts?
- 7.03 What did it mean to be black in America at the turn of the century?
- 7.03 Why did multiple perspectives develop for addressing racial injustice during the Progressive Era? 7.04 How did Americans of this period define progress?
- 7.04 What was the economic and social impact of the technological changes of the Progressive Era?
- 7.04 How was American culture redefined during the Progressive Era?
- 7.04 Does society cause government to change or does government cause society to change?

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<b>Competency Goal 7:</b> <b>The Progressive Movement in the United States (1890-1914) – The learner will analyze the economic, political, and social reforms of the Progressive Period.</b>			
<b>Generalizations:</b> <ul style="list-style-type: none"> <li>• I Innovation designed to solve problems may result in the creation of new problems.</li> <li>• Coordinated action by groups or individuals may result in economic, political, and social changes to a nation.</li> <li>• The perceptions and actions of individuals can be influenced by the economic priorities of a nation.</li> </ul>			
<b>Objective 7.01: Explain the conditions that led to the rise of Progressivism.</b>			
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How did the political, economic, and social conditions of the Gilded Age lead to the Progressive Era?</li> <li>• How did scientific and technological advances create a mass consumer culture?</li> <li>• To what extent did an emerging mass consumer culture define what it means to be an American?</li> <li>• What tactics were most effective in bringing about the social, economic, and political reforms of the Progressive Era?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources
<b>Macro Concepts:</b> Conflict Power Consumption Reform  <b>Micro Concepts:</b> Industrialization Immigration Progressivism Democracy Capitalism Socialism Muckraking Social Gospel	Ida Tarbell Lincoln Steffens Upton Sinclair Jacob Riis Urban slums Triangle Shirtwaist Factory Fire	7.01a    Divide the class into small groups representing the different perspectives of the Progressive Era such as the presidential cabinet, state governors, women’s clubs, and selected ethnic groups. Give each group a problem to resolve from their viewpoint. Chart their solutions, illustrating all views from far right to far left.  7.01b    Evaluate excerpts of muckraking articles and use them to define what it meant to be “a radical” during the Progressive Era.  7.01c    Compare conditions in industry today with those in the late 19 <sup>th</sup> century. Write a research paper explaining how the conditions were better or worse and defend your opinion. <b>(H)</b>  7.01d    Research the Triangle Shirtwaist Fire and the Hamlet Chicken Plant Fire and compare and contrast the causes and effects of each, specifically the reaction of state and federal governments. <b>(H)</b>  7.01e    Read excerpts from the writings of Ida Tarbell and the writings of John D.	<i>Lesson in DPI’s Concept-Based Instruction Document: Reformers in the Progressive Era</i>  <b>Literature Connections:</b> Edward Bellamy, <i>Looking Backward</i> Upton Sinclair, <i>The Jungle</i> Frank Norris, <i>The Octopus</i> Jacob Riis, <i>How the Other Half Lives</i> Lincoln Steffens, <i>Struggle for Self Government and Shame of the Cities</i> Ida Tarbell, <i>The History of the Standard Oil Company</i> Anzia Yezierska, <i>Hungry Hearts</i> Other readings from O’Henry, Chopin, London, Crane, Stone  <b>Fine Arts Connections:</b> Charles Burchfield. <i>Lightning and Thunder at Night</i> , 1920, SAAM Thomas Eakins. <i>Dr. Albert Getchell</i> , 1907, North Carolina Museum of Art Thomas Eakins. <i>Singing a Pathetic Song</i> , 1881, Corcoran Gallery, D.C.  <b>Suggested Websites:</b> <a href="http://www.bartleby.com/65/mu/mu">http://www.bartleby.com/65/mu/mu</a>

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		<p>Rockefeller and develop a dialogue that hypothesizes Rockefeller’s response to Tarbell’s claims. <b>(H)</b></p> <p>7.01f Read <i>The Jungle</i> by Upton Sinclair (or excerpts from it) and participate in a Paideia seminar on the book.</p>	<p><a href="http://www.history.rochester.edu/fuels/tarbell/MAIN.HTM">ckrake.html</a>  <a href="http://www.history.rochester.edu/fuels/tarbell/MAIN.HTM">http://www.history.rochester.edu/fuels/tarbell/MAIN.HTM</a> <b>(H)</b></p> <p><a href="http://www.pbs.org/wgbh/amex/rockefellers/peoplevents/p_tarbell.html">http://www.pbs.org/wgbh/amex/rockefellers/peoplevents/p_tarbell.html</a>  <b>(H)</b></p> <p><b>Curriculum Pathways Resources</b>          (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>Labor Unions and the Rise of Big Business: Simulating the Pullman Strike Negotiations, Classroom Activity 1135</p> <p>The Standard Oil Monopoly, InterActivity 35</p>
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<b>Competency Goal 7:</b> <b>The Progressive Movement in the United States (1890-1914) – The learner will analyze the economic, political, and social reforms of the Progressive Period.</b>			
<b>Generalizations:</b> <ul style="list-style-type: none"> <li>• Innovation designed to solve problems may result in the creation of new problems.</li> <li>• Coordinated action by groups or individuals may result in economic, political, and social changes to a nation.</li> <li>• The perceptions and actions of individuals can be influenced by the economic priorities of a nation.</li> </ul>			
<b>Objective 7.02:</b> <b>Analyze how different groups of Americans made economic and political gains in the Progressive Period.</b>			
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How effective was the Progressive Movement in addressing the political, economic, and social needs of all Americans?</li> <li>• To what extent did progressive political reforms successfully combat the social and economic ills created by a rapidly industrializing society?</li> <li>• How successful were the Progressive Era Presidents in leading reform efforts?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources
<b>Macro Concepts:</b> Power Leadership Citizenship Reform  <b>Micro Concepts:</b> Suffrage Capitalism Socialism Democracy Progressivism Gender	Jane Addams/Hull House 16 <sup>th</sup> Amendment 17 <sup>th</sup> Amendment 18 <sup>th</sup> Amendment (Volstead Act) 19 <sup>th</sup> Amendment Carrie A. Nation Sherman Antitrust Act <i>U.S. v. E.C. Knight &amp; Co.</i> (1895) Theodore Roosevelt Anthracite Coal Strike <i>Northern Securities v. U.S.</i> (1904) Elkins Act William Howard Taft Payne-Aldrich Tariff (1909) <i>American Tobacco v. U.S.</i> (1911) Mann Act Robert La Follette Election of 1912 Progressive/Bull Moose Party Woodrow Wilson Federal Reserve Act	7.02a Compare the party platforms for the election of 1912. Determine which candidate was the true progressive. Justify your position. <b>(H)</b>  7.02b Select one progressive law/amendment. Identify groups most impacted by the law and whether the law’s objective was achieved.  7.02c Using the music of a popular song, rewrite the words to become a “trust-busting” song. Teach the new lyrics to the class.  7.02d Use a graphic organizer to chart the political, social, and economic gains of the Progressive period. Determine which gain most changed society.  7.02e Determine which groups were left out of the Progressive Movement and the reasons for their exclusion. <b>(H)</b>	<b>Documents:</b> Sherman Antitrust Act Clayton Antitrust Act <i>U.S. v. E.C. Knight</i> (1895) <i>Northern Securities v. U.S.</i> (1904) Charts and maps showing results of the presidential election of 1912  <b>Audio and Visual Resources:</b> Movies <i>Meet Me in St. Louis</i> <i>Ragtime</i>  Videos/DVDs <i>America 1900</i> (PBS American Experience) <i>The Progressive Movement</i> (Schlesinger) <i>Theodore Roosevelt</i> (Biography Channel) <i>Woodrow Wilson</i> (Biography Channel)  <b>Fine Arts Connections:</b> Albert Bierstadt. <i>Bridal Veil Falls, Yosemite, 1871</i> , North Carolina Museum of Art Charles Burchfield. <i>Lightning and Thunder at Night, 1920</i> , SAAM Adrian Lamb. <i>Theodore Roosevelt, 1967</i> , SNPG

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	<p>Clayton Antitrust Act  <b>Forms of Government:</b>          Commission          Council-Manager</p>		<p>William Valentine Schevill.  <i>William H. Taft</i>, 1910, SNPG          Edmund Tarbell. <i>Woodrow Wilson</i>,          1921, SNPG          Umberto Boccioni. <i>The City Rises</i>,          1910, Museum of Modern Art,          N.Y.          Photographs of Alice Roosevelt          Ashcan School Artists: Robert          Henri, Everett Shinn, John          Sloan, Arthur B. Davies, Ernest          Lawson, Maurice Prendergast,          George Luks, and William          Glackens, Edward Hopper</p> <p><b>Songs:</b>  <i>"Alice Blue Gown"</i>  <i>"Meet Me In St. Louis, Louie"</i>  <i>Presidential Campaign Songs</i>          (Smithsonian Folkways)          T. Roosevelt          Taft          Woodrow Wilson</p> <p><b>Suggested Websites:</b>  <a href="http://www.u-s-history.com/pages/h883.html">http://www.u-s-          history.com/pages/h883.html</a></p> <p><b>Curriculum Pathways Resources</b>          (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>Labor Unions and the Rise of Big          Business: Simulating the Pullman Strike          Negotiations, Classroom Activity 1135</p> <p>Referendum, Recall, and Initiative,          InterActivity 1182</p> <p>The Standard Oil Monopoly,          InterActivity 1182</p>
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<b>Competency Goal 7:</b> <b>The Progressive Movement in the United States (1890-1914) – The learner will analyze the economic, political, and social reforms of the Progressive Period.</b>			
<b>Generalizations:</b> <ul style="list-style-type: none"> <li>• Innovation designed to solve problems may result in the creation of new problems.</li> <li>• Coordinated action by groups or individuals may result in economic, political, and social changes to a nation.</li> <li>• The perceptions and actions of individuals can be influenced by the economic priorities of a nation.</li> </ul>			
<b>Objective 7.03:</b> <b>Evaluate the effects of racial segregation on different regions and segments of the United States’ society.</b>			
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• To what extent were the social, political, and economic standing of African Americans positively affected by progressive efforts?</li> <li>• What did it mean to be black in America at the turn of the century?</li> <li>• Why did multiple perspectives develop for addressing racial injustice during the Progressive Era?</li> </ul>			
Concepts	Factual Content	Instructional Strategies and Learning Experiences	Suggested Resources
<b>Macro Concepts:</b> Conflict Power Leadership Equality Reform  <b>Micro Concepts:</b> Civil rights Segregation Suffrage	<i>Plessy v. Ferguson</i> (1896) Wilmington race riot (1898) Booker T. Washington Tuskegee Institute Atlanta Compromise Speech W.E.B. Du Bois Niagara Movement The NAACP <i>The Crisis</i> Ida B. Wells Barnett Lynching Great Migration Disenfranchisement Literacy test Poll taxes Grandfather clauses <i>De jure</i> segregation <i>De facto</i> segregation Jim Crow Laws	7.03a    Use a cause and effect foldable to illustrate an event such as the Great Migration, the Plessy Decision, Atlanta Compromise and/or the formation of NAACP.  7.03b    Analyze James Weldon Johnson’s “Lift Every Voice and Sing” and explain why it became the Negro National Anthem.  7.03c    Read excerpts from W.E.B. Du Bois, Booker T. Washington, and Ida B. Wells Barnett writings. Compare and contrast their solutions to the plight of African Americans in the late 19 <sup>th</sup> and early 20 <sup>th</sup> century. Determine which solution you support, and write a justification of your position. <b>(H)</b>  7.03d    Read and discuss the actions and philosophy that led W.E.B. Du Bois to call Booker T. Washington’s Atlanta Exposition address the “Atlanta Compromise.”  7.03e    Read either <i>The Souls of Black Folk</i> , by W.E.B. Du Bois, or <i>Up from Slavery</i> , by	<b>Documents:</b> <i>Plessy v. Ferguson</i> (1896) Niagara Movement’s Declaration of Principles Booker T. Washington’s Atlanta Compromise Speech 1898 Wilmington Race Riot Commission’s Final Report  <b>Audio and Visual Resources:</b> Videos/DVDs <i>Reconstruction and Segregation</i> (Schlesinger) <i>Birth of a Nation</i>  <b>Literature Connections:</b> David Cronon, <i>Black Moses</i> W.E.B. Du Bois, <i>The Souls of Black Folk: Chapter 3, “Of Mr. Booker T. Washington and Others”</i> Paul Laurence Dunbar, “Sympathy” Louis Harlan, <i>Booker T. Washington, The Wizard of Tuskegee</i> Booker T. Washington, <i>Up From Slavery</i> Ida B. Wells, “Southern Horrors”  <b>Songs:</b> James Weldon Johnson: <i>Lift Every</i>

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		<p>Booker T. Washington, and participate in a Paideia seminar on the issues discussed. <b>(H)</b></p> <p>7.03f Read excerpts from <i>The Autobiography of an Ex-Colored Man</i> by James Weldon Johnson and <i>The Klansman</i> by Thomas Dixon. Compare and contrast the societies of both in the late 19<sup>th</sup> and early 20<sup>th</sup> century. <b>(H)</b></p> <p>7.04g Have students read excerpts from the essays in <i>Democracy Betrayed: The Wilmington Race Riot of 1898 and its Legacy</i>. Have students exam the various viewpoints and discuss the short and long term effects of the riot on North Carolina.</p>	<p style="text-align: center;"><b>Voice and Sing”</b> <b>Ragtime music</b></p> <p><b>Suggested Websites:</b>  <a href="http://www.pbs.org/wgbh/amex/ha/wai/">http://www.pbs.org/wgbh/amex/ha/wai/</a>  <a href="http://www.ashp.cuny.edu/video/up3.html">http://www.ashp.cuny.edu/video/up3.html</a>  <a href="http://xroads.virginia.edu/~HYPER/hypertext.html#c_d">http://xroads.virginia.edu/~HYPER/hypertext.html#c_d</a>  <a href="http://www.pbs.org/blackpress/news_bios/wells.html">http://www.pbs.org/blackpress/news_bios/wells.html</a>  <a href="http://docsouth.unc.edu/washington/washing.html">http://docsouth.unc.edu/washington/washing.html</a>  <a href="http://www.lib.virginia.edu/speccol/exhibits/music/overview.html">http://www.lib.virginia.edu/speccol/exhibits/music/overview.html</a>  <a href="http://www.mith.umd.edu/courses/amvirtual/wilmington/wilmington.html">http://www.mith.umd.edu/courses/amvirtual/wilmington/wilmington.html</a>  <a href="http://www.ah.dcr.state.nc.us/1898-wrrc/report/report.htm">http://www.ah.dcr.state.nc.us/1898-wrrc/report/report.htm</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>All for One, Project 406</p> <p>Booker T. Washington and Equality, InterActivity 34</p> <p>Evolution of the Supreme Court, Web Lesson 614</p> <p>How did African American involvement in World War II law the foundation for future desegregation in the military? Web Inquiry 208</p>
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<p><b>Competency Goal 7:</b>     <b>The Progressive Movement in the United States (1890-1914) – The learner will analyze the economic, political, and social reforms of the Progressive Period.</b></p>			
<p><b>Generalizations:</b></p> <ul style="list-style-type: none"> <li>• Innovation designed to solve problems may result in the creation of new problems.</li> <li>• Coordinated action by groups or individuals may result in economic, political, and social changes to a nation.</li> <li>• The perceptions and actions of individuals can be influenced by the economic priorities of a nation.</li> </ul>			
<p><b>Objective 7.04: Examine the impact of technological changes on economic, social, and cultural life in the United States.</b></p>			
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What was the economic and social impact of the technological changes of the Progressive Era?</li> <li>• How was American culture redefined during the Progressive Era?</li> <li>• Does society cause government to change or does government cause society to change?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources
<p><b>Macro Concepts:</b> Innovation Consumption Change</p> <p><b>Micro Concepts:</b> Industrialization Technology Popular Culture</p>	<p>Electricity Mail order catalogs Kodak camera Movie Camera Wright Brothers Ford’s Innovations:     \$5 day     Assembly line     Model T     Workers as consumers Skyscrapers</p>	<p>7.04a Compare and contrast methods of advertising during the Progressive Movement to similar advertising today.</p> <p>7.04b Demonstrate the process of an assembly line. Place desks side by side and assign a task for the class to complete. Each student will have an individual job to complete. Speed up and add demands. Ask for reflections.</p> <p>7.04c Compare the economic effects of mail order catalogs in the late 19<sup>th</sup> century and on-line business in the late 20<sup>th</sup> century. <b>(H)</b></p>	<p><b>Documents:</b> Replicas of mail order catalogs Replicas of period magazines</p> <p><b>Audio and Visual Resources</b> Videos/DVDs <i>A Science Odyssey</i> (PBS) <i>Discovering Henry Ford</i> (PBS) <i>Freedom: A History of Us</i> (PBS) <i>The Wizard of Photography</i> (PBS American Experience)</p> <p><b>Fine Arts Connections:</b> Thomas Eakins. <i>The Champion Single Sculls</i>, 1871, Metropolitan Museum of Art Theodore Roszak. <i>Recording Sound</i>, 1932, SAAM Barnum and Bailey Circus Posters</p> <p><b>Suggested Websites:</b> <a href="http://www.fi.edu/flights/">http://www.fi.edu/flights/</a></p> <p><a href="http://www.pbs.org/wgbh/aso/data/bank/entries/btford.html">http://www.pbs.org/wgbh/aso/data/bank/entries/btford.html</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>) How did yellow journalism contribute</p>

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			<p>to the start of the Spanish-American War? Web Inquiry 205</p> <p>Labor Unions and the Rise of Big Business: Simulating the Pullman Strike Negotiations, Classroom Activity 1135</p> <p>The Standard Oil Monopoly, InterActivity 35</p>
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## UNITED STATES HISTORY CURRICULUM SUPPORT DOCUMENT

**Competency Goal 8:** The Great War and Its Aftermath (1914-1930) - The learner will analyze United States involvement in World War I and the war's influence on international affairs during the 1920s.

### Generalizations:

- World conflicts can cause domestic priorities to shift.
- Nationalism may have both a positive and negative impact on a nation as well as the global environment.
- Idealism often wanes in the face of conflict.

### Essential Questions:

- 8.01 Why was the U. S. unable to maintain a policy of neutrality during World War I?
- 8.01 What factors combined to draw the world and ultimately the US into World War I?
- 8.01 Is it possible for a nation to remain neutral during a conflict in another part of the world?
- 8.02 How were certain political and military events significant to the outcome of the war?
- 8.02 To what extent did the military, political, and diplomatic turning points of World War I help to determine the outcome of the war?
- 8.02 How did the United States' entry into the war affect the nations already involved in the conflict?
- 8.03 How did the war impact America's social, economic, political, and cultural institutions?
- 8.03 To what extent did World War I change US society and affect other nations?
- 8.03 How did the industrial and technological advancements in this era impact America and the rest of the global community?
- 8.03 How are civil liberties challenged during times of conflict?

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<b>Competency Goal 8:</b> <b>The Great War and Its Aftermath (1914-1930) - The learner will analyze United States involvement in World War I and the war’s influence on international affairs during the 1920s.</b>			
<b>Generalizations:</b> <ul style="list-style-type: none"> <li>• World conflicts can cause domestic priorities to shift.</li> <li>• Nationalism may have both a positive and negative impact on a nation as well as the global environment.</li> <li>• Idealism often wanes in the face of conflict.</li> </ul>			
<b>Objective 8.01</b> <b>Examine the reasons why the United States remained neutral at the beginning of World War I but later became involved.</b>			
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• Why was the U. S. unable to maintain a policy of neutrality during World War I?</li> <li>• What factors combined to draw the world and ultimately the US into World War I?</li> <li>• Is it possible for a nation to remain neutral during a conflict in another part of the world?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources
<b>Macro Concepts:</b> Conflict Power Leadership Idealism  <b>Micro Concepts:</b> Militarism Alliances Imperialism Nationalism Trade Isolationism Mobilization	Archduke Franz Ferdinand U-Boat submarine warfare Serbia Allies Central Powers Kaiser Wilhelm II Contraband <i>Lusitania</i> Election of 1916 Woodrow Wilson “Make the world safe for democracy” Idealism Zimmermann Telegram Selective Service Act Isolationists <i>Jeanette Rankin</i>	8.01a    Compare pro and anti war propaganda posters and explain their influence on the United States’ decision to go to war.  8.01b    Create and compare maps of Europe in 1914 and 1919, and discuss the reasons for changes in boundaries.  8.01c    Research how European countries viewed the United States’ neutrality. Hold a panel discussion about whether the US should get involved in the conflict. Have students represent the various European nations. <b>(H)</b>	<b>Documents:</b> Zimmermann Telegram Woodrow Wilson’s War Message  <b>Audio and Visual Resources:</b> Movies <i>Woodrow Wilson</i>  Videos/DVDs <i>The Great War</i> (Schlesinger) <i>Woodrow Wilson</i> (PBS)  <b>Literature Connections:</b> <i>Ernest Hemingway, A Farewell To Arms</i> <i>Barbara Tuchman, The Guns of August</i>  <b>Fine Arts Connections:</b> “I Want You” recruiting poster  <b>Suggested Websites:</b> <a href="http://www.pbs.org/greatwar/">http://www.pbs.org/greatwar/</a>  <b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a> )  The United States Enters World War I, Web Lesson 611

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<p><b>Competency Goal 8: The Great War and Its Aftermath (1914-1930) - The learner will analyze United States involvement in World War I and the war's influence on international affairs during the 1920s.</b></p> <p><b>Generalizations:</b></p> <ul style="list-style-type: none"> <li>World conflicts can cause domestic priorities to shift.</li> <li>Nationalism may have both a positive and negative impact on a nation as well as the global environment.</li> <li>Idealism often wanes in the face of conflict.</li> </ul>			
<p><b>Objective 8.02: Identify political and military turning points of the war and determine their significance to the outcome of the conflict.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How were certain political and military events significant to the outcome of the war?</li> <li>To what extent did the military, political, and diplomatic turning points of World War I help to determine the outcome of the war?</li> <li>How did the United States' entry into the war affect the nations already involved in the conflict?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources
<p><b>Macro Concepts:</b> Conflict Power Revolution Leadership Innovation</p> <p><b>Micro Concepts:</b> Turning point Communism</p>	<p>Trench warfare "No Man's Land" Mustard gas Russian and Bolshevik Revolutions Doughboys John J. Pershing American Expeditionary Force Armistice "Peace without victory" Fourteen Points (1-5, 14) "The Big Four" Treaty of Versailles League of Nations Henry Cabot Lodge</p>	<p>8.02a Listen to George M. Cohan's "Over There" and discuss the impact of patriotic music on the war effort.</p> <p>8.02b Compare Woodrow Wilson's arguments supporting a League of Nations and Henry Cabot Lodge's "14 Reservations." <b>(H)</b></p> <p>8.02c Identify similarities and differences in strategies, tactics, and weaponry of World War I and the Spanish-American War.</p>	<p><b>Documents:</b> Wilson's Fourteen Points <i>Schenck v. U.S.</i> (1919) Treaty of Versailles</p> <p><b>Audio and Visual Resources:</b> Movies <i>A Farewell to Arms</i> <i>All Quiet on the Western Front</i> <i>Hell's Angels</i> <i>In Love and War</i> <i>Sergeant York</i> <i>The Lost Battalion</i></p> <p>Videos/DVDs <i>The Great War</i> (Schlesinger)</p> <p><b>Literature Connections:</b> John McCrae, "In Flanders Fields" Erich Maria Remarque, <i>All Quiet On the Western Front</i> Poetry of Wilfred Owen, Rupert Brooke, Isaac Rosenberg, Siegfried Sasson, Edward Thomas</p> <p><b>Songs:</b> George M. Cohan, "Over There" Irving Berlin, "Oh How I Hate To</p>

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			<p>Get Up in the Morning”          Billy Alexander, “Our Dear Daddy          Soldier-Boy”</p> <p><b>Suggested Websites:</b>  <a href="http://www.schoolhistory.org.uk/wa&lt;br/&gt;         rpoems.htm">http://www.schoolhistory.org.uk/wa          rpoems.htm</a></p> <p><a href="http://www.library.georgetown.edu/&lt;br/&gt;         dept/speccoll/amposter.htm">http://www.library.georgetown.edu/          dept/speccoll/amposter.htm</a></p> <p><a href="http://www.firstworldwar.com/poste&lt;br/&gt;         rs/">http://www.firstworldwar.com/poste          rs/</a></p> <p><a href="http://www.iisg.nl/exhibitions/chair&lt;br/&gt;         man/sovintro.php">http://www.iisg.nl/exhibitions/chair          man/sovintro.php</a></p> <p><b>Curriculum Pathways Resources</b>          (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>A Soldier’s Story: Letters Home from          the Trenches, Web Lesson 599          Failure of European Diplomacy,          InterActivity 933</p> <p>The United States Enters World War I,          Web Lesson 611</p> <p>The Versailles Treaty: Justifying its          Aims and Outcomes to the Home          Governments, Project 391</p> <p>Why did the Schlieffen Plan fail?, Web          Inquiry 193</p>
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<b>Generalizations:</b> <ul style="list-style-type: none"> <li>• World conflicts can cause domestic priorities to shift.</li> <li>• Nationalism may have both a positive and negative impact on a nation as well as the global environment.</li> <li>• Idealism often wanes in the face of conflict.</li> </ul>			
<b>Objective 8.03 Assess the political, economic, social and cultural effects of the war on the United States and other nations.</b>			
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How did the war impact America's social, economic, political, and cultural institutions?</li> <li>• To what extent did World War I change US society and affect other nations?</li> <li>• How did the industrial and technological advancements in this era impact America and the rest of the global community?</li> <li>• How are civil liberties challenged during times of conflict?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources
<b>Macro Concepts:</b> Change Power Conflict Leadership  <b>Micro Concepts:</b> Isolationism Nationalism Self-determination	18 <sup>th</sup> Amendment 19 <sup>th</sup> Amendment Committee on Public Information/George Creel Food Administration/Herbert Hoover War Industries Board/Bernard Baruch Espionage and Sedition Acts Eugene V. Debs Industrial Workers of the World <i>Schenck v. United States (1919)</i> Palmer Raids John L. Lewis (United Mine Workers) Washington Naval Conference Dawes Plan	8.03a Discuss ways in which the Bolshevik Revolution in Russia affected the United States entry into World War I.  8.03b Describe correlations between restrictions on civil liberties during World War I and other periods of United States military conflicts. <b>(H)</b>  8.03c Prepare a comparison/contrast essay on how the United States and German economies were affected by the war.  8.03d Develop pictorial representations of these terms: Liberty bonds, demobilization, Victory gardens, and ultra-nationalism.	<b>Documents:</b> Espionage Act of 1917 Sedition Act of 1917 Wilson's Fourteen Points Henry Cabot Lodge's 14 Reservations League of Nations Charter Treaty of Versailles <i>Schenck v. U.S. (1919)</i>  <b>Audio and Visual Resources:</b> Movies <i>Iron Jawed Angels</i> (HBO films)  Videos/DVDs <i>Return to Isolationism: Between the Wars</i> (PBS) <i>The Great War</i> (Schlesinger)  <b>Suggested Websites:</b> <a href="http://www.firstamendmentschools.org/resources/lesson.aspx?id=14367">http://www.firstamendmentschools.org/resources/lesson.aspx?id=14367</a>  <a href="http://docsouth.unc.edu/wwi/">http://docsouth.unc.edu/wwi/</a>  <b>Literature Connections:</b> Gene Smith, <i>When The Cheering Stopped</i> David Kennedy, <i>Over There</i>

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			<p><b>Fine Arts Connections:</b> The Art of the First World War <a href="http://www.art-WW1.com">http://www.art-WW1.com</a></p> <p><b>Songs:</b> Sam Lewis: "How 'Ya Gonna Keep 'Em Down on the Farm"</p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>The Versailles Treaty: Justifying its Aims and Outcomes to the Home Governments, Project 391</p> <p>What do the youth of today have in common with the flappers of the 1920s?, Web Inquiry 206</p>
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## UNITED STATES HISTORY CURRICULUM SUPPORT DOCUMENT

**Competency Goal 9: Prosperity and Depression (1919-1939) - The learner will appraise the economic, social, and political changes of the decades of “The Twenties” and “The Thirties.”**

### **Generalizations:**

- An individual’s economic status may affect their political and economic priorities.
- The national government may increase its scope of power during times of crisis.
- An individual’s sense of identity can shape their social and cultural priorities.

### **Essential Questions:**

- 9.01 How did the economic, social, and political events of the early 1900s lead to the economic cycles of the twenties and thirties?
- 9.01 How did the variations in the economy in the 1920s cause major changes in that decade and in the 1930s?
- 9.02 How did early government reactions to the economic downturn serve to worsen its effects?
- 9.02 How were different groups of people affected by the business cycles of the 1920s and 1930s?
- 9.02 How do economic changes impact society?
- 9.02 Why and how does economic prosperity vary so much from one segment of society to the next?
- 9.03 How do technological and social changes impact American traditions?
- 9.03 To what extent should the federal government attempt to effect economic and social change?
- 9.03 What should the role of the federal government be in the economic and social lives of its citizens?
- 9.03 What long term effects did the New Deal have on the United States?
- 9.04 How were programs in these decades a challenge to traditional practices in religion, race, and gender?
- 9.04 How does conflict promote change in a nation’s identity?
- 9.04 To what degree did America experience progress during this era?
- 9.04 How was America changed during this era?
- 9.05 How did the role of the federal government change during the 1920s and 30s?
- 9.05 Is it appropriate for the government to be involved in social and economic change?
- 9.05 To what degree did America change positively or negatively during the 1920s and 30s?
- 9.05 Why did citizens allow the federal government to increase its power during the Great Depression, and how did it impact the future of the nation??

## UNITED STATES HISTORY CURRICULUM SUPPORT DOCUMENT

<p><b>Competency Goal 9: Prosperity and Depression (1919-1939) - The learner will appraise the economic, social, and political changes of the decades of “The Twenties” and “The Thirties.”</b></p> <p><b>Generalizations:</b></p> <ul style="list-style-type: none"> <li>• An individual’s economic status may affect their political and economic priorities.</li> <li>• The national government may increase its scope of power during times of crisis.</li> <li>• An individual’s sense of identity can shape their social and cultural priorities.</li> </ul>			
<p><b>Objective 9.01: Elaborate on the cycle of economic boom and bust in the 1920s and 1930s.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How did the economic, social, and political events of the early 1900s lead to the economic cycles of the twenties and thirties?</li> <li>• How did the variations in the economy in the 1920s cause major changes in that decade and in the 1930s?</li> <li>• How did early government reactions to the economic bust serve to worsen its effects?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources
<p><b>Macro Concepts:</b> Leadership Change</p> <p><b>Micro Concepts:</b> Industrialization Laissez-faire Mechanization Rugged individualism</p>	<p>Warren G. Harding “Return to Normalcy” Teapot Dome scandal Albert Fall Hawley-Smoot Tariff Calvin Coolidge Speculation Buying on margin “Black Tuesday” Herbert Hoover Direct relief</p>	<p>9.01a Write a letter to President Hoover about the state of the economy in 1929. Propose ways the economy can be improved.</p> <p>9.01b Use political cartoons to analyze public reactions to political and economic events of the time period.</p> <p>9.01c Plan a 1920’s fair to include music, movies, and new inventions. Invite other classes to visit. Use a student designed rubric to evaluate the project. <b>(H)</b></p> <p>9.01d Study the photographs of Dorothea Lange and hold a discussion on the “mood’ of the nation as displayed in her work.</p>	<p><b>Audio and Visual Resources:</b> Movies <i>The Grapes of Wrath</i> <i>All the King’s Men</i> <i>It’s a Wonderful Life</i> <i>My Man Godfrey</i></p> <p>Videos/DVDs <i>Riding the Rails</i> (PBS) <i>The Roaring Twenties</i> (Schlesinger) <i>The Great Depression</i> (Schlesinger)</p> <p><b>Literature Connections:</b> Frederick Allen, <i>Only Yesterday</i> John Kenneth Galbraith, <i>The Great Crash of 1929</i> Sinclair Lewis, <i>Babbitt</i>, <i>Main Street</i> <i>Arrowsmith</i>, <i>Elmer Gantry</i> John Steinbeck, <i>The Grapes of Wrath</i> Thomas Wolfe, <i>Of Time and The River</i></p> <p><b>Fine Arts Connections:</b> Joseph E. Burgess. <i>Calvin Coolidge</i>, 1956, SNPG Douglas Chandor. <i>Herbert Hoover</i>, 1931, SNPG Alexandre Hogue. <i>Dust Bowl</i>, 1933 SAAM</p>

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			<p>William Johnson. <i>Early Morning Work</i>, 1940 SAAM</p> <p>Margaret Lindsay Williams. <i>Warren G. Harding</i>, 1923, SNPG</p> <p>Photographs of Dorothea Lange</p> <p><b>Songs:</b>  <i>Presidential Campaign Songs</i>          (Smithsonian Folkways)          Harding          Coolidge          Hoover          F. Roosevelt</p> <p><b>Suggested Websites:</b>  <a href="http://www.pbs.org/fmc/timeline/stockmktcrash.htm">http://www.pbs.org/fmc/timeline/stockmktcrash.htm</a></p> <p><a href="http://www.pinzler.com/ushistory/ruggedsupp.html">http://www.pinzler.com/ushistory/ruggedsupp.html</a>.</p> <p><a href="http://www.nytimes.com/library/financial/index-1929-crash.html">http://www.nytimes.com/library/financial/index-1929-crash.html</a></p> <p><b>Curriculum Pathways Resources</b>          (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>Stock Market Simulation: The Volatility of 1929, Classroom Activity 1136</p> <p>The Great Depression: Photo Essay, Web Lesson, 612</p> <p>What do the youth of today have in common with the flappers of the 1920s?, Web Inquiry 206</p>
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<p><b>Objective 9.02: Analyze the extent of prosperity for different segments of society during this period.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How were different groups of people affected by the business cycles of the 1920s and 1930s?</li> <li>• How do economic changes impact society?</li> <li>• Why and how does economic prosperity vary so much from one segment of society to the next?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources
<p><b>Macro Concepts:</b> Markets Change</p> <p><b>Micro Concepts:</b> Urbanization Business cycle</p>	<p>Easy credit Installment plan Overproduction Hoovervilles Soup kitchens Breadlines Bonus Army Dust Bowl</p>	<p>9.02a Make a list of the economic problems of the 1920’s that led to the stock market crash. Examine the effects of these problems on different segments of society.</p> <p>9.02b Analyze Dorothea Lange’s famous <i>Migrant Mother</i> photograph. Compare the population and issues of migrant workers in the 1920’s with those of migrant workers today. <b>(H)</b></p> <p>9.02c Play the song and interpret the lyrics of “Brother, Can You Spare A Dime.” Add a new set of verses for later economic downturns.</p> <p>9.02d Choose items that could be displayed as artifacts in an exhibit on the Great Depression in a museum. (such as a bank statement, old radio, etc) For each item write a paragraph explaining its significance to the Great Depression.</p>	<p><b>Documents:</b> Dorothea Lange Migrant Worker photos</p> <p><b>Audio and Visual Resources:</b> Movies <i>The Grapes of Wrath</i> <i>All the King’s Men</i> <i>The Great Gatsby</i> <i>It’s a Wonderful Life</i> <i>My Man Godfrey</i></p> <p>Videos/DVDs <i>The Roaring Twenties</i> (Schlesinger) <i>The Great Depression</i> (Schlesinger)</p> <p><b>Literature Connections:</b> Fredrick Allen, <i>Only Yesterday</i> Ernest Hemingway, “The End of Something” Works of Langston Hughes, Marcus Garvey, Countee Cullen, Zora Neale Hurston</p> <p><b>Fine Arts Connections:</b> John Steuart Curry. <i>Our Good Earth</i>, 1942, SAAM Beauford Delaney. <i>Can Fire in the Park</i>, 1946, SAAM</p>

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			<p>William H. Johnson. <i>Street Life, Harlem</i>, 1939, SAAM</p> <p>William H. Johnson. <i>Station Stop, Red Cross Ambulance</i>, 1942, SAAM</p> <p>Grant Wood. <i>American Gothic</i>, 1930 SAAM</p> <p><b><u>Songs from the Great Depression:</u></b>  <a href="http://memory.loc.gov/ammem/afctshtml/tshome.html">http://memory.loc.gov/ammem/afctsh          tml/tshome.html</a></p> <p>Woody Guthrie, "Talking Dust Bowl Blues"</p> <p><b><u>Suggested Websites:</u></b>  <a href="http://getty.art.museum/education/for_teachers/curricula/dorothea_lange/">http://getty.art.museum/education/for          teachers/curricula/dorothea_lange/</a></p> <p><a href="http://memory.loc.gov/ammem/fsahtml/fachap03.html">http://memory.loc.gov/ammem/fsaht          ml/fachap03.html</a></p> <p><b>Curriculum Pathways Resources</b>          (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>African-Americans and the New Deal, InterActivity 36</p> <p>The Great Depression: Photo Essay, Web Lesson, 612</p> <p>What do the youth of today have in common with the flappers of the 1920s?, Web Inquiry 206</p>
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<p><b>Objective 9.03: Analyze the significance of social, intellectual and technological changes of lifestyle in the United States.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do technological and social changes impact American traditions?</li> <li>• To what extent should the federal government attempt to effect economic and social change?</li> <li>• What should the role of the federal government be in the economic and social lives of its citizens?</li> <li>• What long term effects did the New Deal have on the United States?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources
<p><b>Macro Concepts:</b> Change Conflict Communication Innovation</p> <p><b>Micro Concepts:</b> Technology Consumerism</p>	<p>Jazz Louis Armstrong Silent films and “talkies” <i>The Jazz Singer</i> Lost Generation F. Scott Fitzgerald Ernest Hemingway Sinclair Lewis Prohibition Speakeasies Bootleggers Babe Ruth Charles Lindbergh Automobiles Marketing/advertising Radio FDR’s “Fireside Chats”</p>	<p>9.03a Create a live radio show typical of the 1920s and 1930s. In addition to having entertainment value, include news items and an analysis of a government initiative. <b>(H)</b></p> <p>9.03b Using a graphic organizer, illustrate the quote, “the 1920s were either the best of times or the worst of times.”</p> <p>9.03c Compare and contrast Prohibition in the 1920’s to modern laws which prohibit the use of illegal drugs. Draw conclusions about the justifications in each time period. <b>(H)</b></p> <p>9.03d Evaluate the appropriateness of the terms: “Great Depression” or “Roaring Twenties.” Base your evaluation on oral histories, journals, and historic accounts of events. <b>(H)</b></p> <p>9.03e Volunteer in a current soup kitchen and reflect on the experience. Compare the modern day soup kitchen with one from the 1930s.</p>	<p><b>Audio and Visual Resources:</b> Movies <i>Elmer Gantry</i> <i>The Great Gatsby</i></p> <p>Videos/DVDs <i>The Roaring Twenties</i> (Schlesinger) <i>Jazz</i> (PBS-Ken Burns)</p> <p><b>Literature Connections:</b> <i>Frederick Allen, Only Yesterday</i> <i>Alain Locke, The New Negro</i> <i>Paul Sann, The Lawless Decade</i> <i>F. Scott Fitzgerald, The Great Gatsby</i></p> <p><b>Fine Arts Connections:</b> <i>Stuart Davis. Abstraction, 1937 SAAM</i> <i>Jacob Lawrence. Rooftops, 1943 Hirshhorn Museum</i> <i>Thomas Hart Benton. Engineer’s Dream, 1931, Brooks Memorial Art Gallery, Tennessee</i> <i>Reginald Marsh. Twenty-Cent Movie, 1936, Whitney Museum, N.Y.</i></p> <p><b>Songs</b></p>

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		<p>9.03f View digital images of silent and “talkie” films of the 1920s and 30s. Identify how the films reflect the culture of the time.</p>	<p>Howard Johnson and Al Sherman “Lindbergh: The Eagle of the U.S.A.”</p> <p><b>Suggested Websites:</b>  <a href="http://newdeal.feri.org">http://newdeal.feri.org</a>   <a href="http://jazzbabies.com">http://jazzbabies.com</a>   <a href="http://www.geocities.com/flapper_culture/">http://www.geocities.com/flapper_culture/</a>   <a href="http://www.pbs.org/wgbh/amex/dustbowl">http://www.pbs.org/wgbh/amex/dustbowl</a>   <a href="http://www.pbs.org/wgbh/amex/lindbergh">http://www.pbs.org/wgbh/amex/lindbergh</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>African-Americans and the New Deal, InterActivity 36</p> <p>Franklin Delano Roosevelt and the Art of the Fireside Chat, Project 404</p> <p>The Great Depression: Photo Essay, Web Lesson, 612</p> <p>What do the youth of today have in common with the flappers of the 1920s?, Web Inquiry 206</p>
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<p><b>Objective 9.04: Describe challenges to traditional practices in religion, race, and gender.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How were government programs in the 1920s and 30s a challenge to traditional practices in religion, race, and gender?</li> <li>• How does conflict promote change in a nation’s identity?</li> <li>• To what degree did America experience social progress during the 1920s and 30s?</li> <li>• How was America changed in the 1920s and 30s?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources
<p><b>Macro Concepts:</b> Equality Conflict Identity Culture Diversity</p> <p><b>Micro Concepts:</b> Suffrage Segregation Fundamentalism Gender</p>	<p>Ku Klux Klan Harlem Renaissance Langston Hughes Zora Neale Hurston Marcus Garvey “Back to Africa” Movement United Negro Improvement Association (UNIA) National Association for the Advancement of Colored People (NAACP) W.E.B. Du Bois 1924 Native American Suffrage Act Sacco and Vanzetti Scopes Trial Aimee Semple McPherson Billy Sunday Margaret Sanger Flappers</p>	<p>9.04a Design a graphic organizer to illustrate the changing role of women in these decades. Use key terms related to changes like flapper, bobs, etc.</p> <p>9.04b Read the excerpt “Returning Soldier,” from <i>The Crisis</i>, by W. E. B. Dubois. Discuss how the reading reflects the challenges to the traditional perceptions of race? <b>(H)</b></p> <p>9.04c Compare and contrast the UNIA with the NAACP. Report findings using a graphic organizer or multimedia presentation. <b>(H)</b></p> <p>9.04d Create a cause and effect diagram to illustrate the clash between fundamentalism and science.</p> <p>9.04e Research one of the following groups and write an essay explaining why they opposed women’s suffrage: religious organizations, northern manufacturers, southern politicians, or society women.</p> <p>9.04f Read the work of one of the following Harlem Renaissance authors: Langston</p>	<p><b>Documents:</b> <i>Powell v. Alabama</i> (1932) Ellen Welles Page, “A Flapper’s Appeal to Parents,” <i>Outlook Magazine</i>, Dec. 6, 1922</p> <p><b>Audio and Visual Resources:</b> Movies <i>Elmer Gantry</i> <i>Inherit the Wind</i></p> <p>Videos/DVDs <i>Marcus Garvey: Look for Me in the Whirlwind</i> (PBS) <i>The Roaring Twenties</i> (Schlesinger) <i>The Great Depression</i> (Schlesinger)</p> <p><b>Literature Connections:</b> Frederick Allen, <i>Only Yesterday</i> W.E.B. Du Bois, <i>Biography of a Race</i> Robert S. and Helen M. Lynd, <i>Middletown</i> Margaret Sanger, <i>Woman and the New Race</i> Paul Sann, <i>The Lawless Decade</i> Works of Langston Hughes, Claude McKay, Countee Cullen, Zora Neale</p>

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		<p>Hughes, Zora Neale Hurston, Arna Bontemps, Claude McKay, James Weldon Johnson. Hold a Paideia seminar on how the work reflects the social and cultural changes of the 1920's. <b>(H)</b></p> <p>9.04g Analyze the perceived versus real image of a women in the 1920s using resources such as: <i>The Great Gatsby</i>, <i>The Sheik</i>, pictorial representations of women, magazine articles, advertisements directed toward women, etc. Write an essay answering the question, "Was the new woman of the '20s reality or fiction?"</p>	<p><b>Hurston.</b></p> <p><b>Fine Arts Connections:</b>  Paul Cadmus. <i>Main Street</i>, 1937  Midtown Galleries, N. Y.  Millard Sheets. <i>Tenement Flats</i>, 1934, National Collection of Fine Arts, National Park Service  Joseph Vavak. <i>Women of Flint</i>, 1937, WPA Art Project.  The paintings of Jacob Lawrence</p> <p><b>Songs</b>  Woody Guthrie: "Two Good Men" (Sacco and Vanzetti)</p> <p><b>Suggested Websites:</b>  <a href="http://www.pbs.org/wgbh/amex/mokeytrial">http://www.pbs.org/wgbh/amex/mokeytrial</a></p> <p><b>Curriculum Pathways Resources</b>  (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>African-Americans and the New Deal, InterActivity 36</p> <p>What do the youth of today have in common with the flappers of the 1920s?, Web Inquiry 206</p>
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<p><b>Competency Goal 9: Prosperity and Depression (1919-1939) - The learner will appraise the economic, social, and political changes of the decades of “The Twenties” and “The Thirties.”</b></p> <p><b>Generalizations:</b></p> <ul style="list-style-type: none"> <li>• An individual’s economic status may affect their political and economic priorities.</li> <li>• The national government may increase its scope of power during times of crisis.</li> <li>• An individual’s sense of identity can shape their social and cultural priorities.</li> </ul>			
<p><b>Objective 9.05: Assess the impact of the New Deal reforms in enlarging the role of the federal government in American life.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How did the role of the federal government change during the 1920s and 30s?</li> <li>• Is it appropriate for the government to be involved in social and economic change?</li> <li>• To what degree did America change positively or negatively during the 1920s and 30s?</li> <li>• Why did citizens allow the federal government to increase its power during the Great Depression, and how did it impact the future of the nation?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources
<p><b>Macro Concepts:</b>                      Reform                      Power                      Change                      Leadership                      Innovation</p> <p><b>Micro Concepts:</b>                      Federalism                      Business cycle                      Capitalism                      Socialism</p>	<p><b>Deficit spending</b>  <b>Social Security</b>                      Civilian Conservation Corps (CCC)                      Agricultural Adjustment Act (AAA)  <b>Federal Deposit Insurance Corporation (FDIC)</b>                      Securities and Exchange Commission (SEC)                      National Industrial Recovery Act (NIRA)                      Public Works Administration (PWA)                      Tennessee Valley Authority (TVA)                      Works Progress Administration (WPA)                      National Labor Relations Act (Wagner Act)                      Fair Labor Standards</p>	<p>9.05a Analyze the effectiveness and impact of New Deal policies from the perspective of one of the following: a historian, a political scientist, a geographer and an economist. <b>(H)</b></p> <p>9.05b Listen to a recording of a “Fireside Chat.” Write a response in favor of or against the speech given by President Roosevelt. Analyze how the President attempted to motivate the country.</p> <p>9.05c Create a poem or rap explaining the purposes of New Deal “alphabet agencies.”</p> <p>9.05d Using <a href="http://newdeal.feri.org/attic/index.htm">http://newdeal.feri.org/attic/index.htm</a> find the Dear Mrs. Eleanor Roosevelt letter. Read and write a response making recommendations for assistance.</p> <p>9.05e Design a foldable poster that explains bank failures, bank holidays, Brain Trust, court packing, and FDR’s First Hundred Days.</p>	<p><b>Documents:</b>                      F. Roosevelt’s 1<sup>st</sup>, 2<sup>nd</sup> Inaugural Add.                      Political cartoons of FDR and the Supreme Court</p> <p><b>Audio &amp; Visual Resources:</b>                      Movies  <i>The Grapes of Wrath</i>  <i>All the King’s Men</i>  <i>My Man Godfrey</i></p> <p>Videos/DVDs  <i>The Great Depression</i> (Schlesinger)                      Audio/video clips from FDR’s Fireside Chats</p> <p><b>Literature Connections:</b>                      Studs Terkel, <i>Hard Times</i>                      Thornton Wilder, <i>Our Town</i></p> <p><b>Fine Arts Connections:</b>                      Douglas Chandor. <i>Franklin D. Roosevelt, 1945</i>, SNPG                      Joe Jones. <i>Street Scene, 1933</i>, National Collection of Fine Arts                      Elizabeth Olds. <i>Scrap Iron, 1935</i>.</p>

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	<p>Act                  Father Charles Coughlin                  Huey P. Long                  Frances Perkins</p>	<p>9.05f Using primary source documents as references, have students create propaganda posters to promote the different New Deal agencies.</p>	<p>WPA, National Collection of Fine Arts                  The paintings of Jacob Lawrence                  Dorothea Lange’s <i>Migrant Mother</i> Series                  WPA Federal Art Project works</p> <p><b>Songs</b>                  George Davis, “Death of the Blue Eagle”                  Woody Guthrie, “This Land is Your Land,” “Talking Dust Bowl Blues,” “Tom Joad”</p> <p><b>Suggested Websites:</b>  <a href="http://newdeal.feri.org/attic/index.htm">http://newdeal.feri.org/attic/index.htm</a>  <a href="http://www.ssa.gov/history/hlong1.html">http://www.ssa.gov/history/hlong1.html</a>  <a href="http://www.mhric.org/fdr/fdr.html">http://www.mhric.org/fdr/fdr.html</a></p> <p><b>Curriculum Pathways Resources</b>                  (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>African-Americans and the New Deal, InterActivity 36</p> <p>Franklin Delano Roosevelt and the Art of the Fireside Chat, Project 404</p> <p>Income Taxes and Fairness, InterActivity 1185</p> <p>The Great Depression: Photo Essay, Web Lesson, 612</p>
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## UNITED STATES HISTORY CURRICULUM SUPPORT DOCUMENT

**Competency Goal 10:**                    **World War II and the Beginning of the Cold War (1930-1963) - The learner will analyze the United States involvement in World War II and the war's influence on international affairs in the following decades.**

### **Generalizations:**

- World conflicts may result in a shift in a nation's economic and political priorities.
- International affairs and global politics may be influenced by large scale conflict amongst nations.
- The growth of internationalism may lead to increased responsibilities and financial obligations for individual nations.

### **Essential Questions:**

- 10.01 What factors combined to draw the world and ultimately the U. S. into World War II?
- 10.01 Was US involvement in the World War II inevitable?
- 10.01 Were the reasons for the US's entry into the World War II justifiable?
- 10.02 To what extent did the military, political, and diplomatic turning points of World War II determine the outcome and aftermath of the war?
- 10.02 How were America and the world different because of the events of World War II?
- 10.02 What changes to society resulted from the treatment of various groups of people during World War II?
- 10.03 How and why did World War II impact the economic, social, cultural, and political life of the U.S.?
- 10.03 How did the war bring about innovation and change on the home front?
- 10.03 How are civil liberties challenged during times of conflict?
- 10.03 Should civil liberties be denied during a time of war?
- 10.04 How did the events of World War II help facilitate the onset of the Cold War and influence American foreign policy throughout most of the 20<sup>th</sup> century?
- 10.04 To what extent was America's decision to drop the atomic bomb a viable option to end the war in the Pacific?
- 10.04 What impact did World War II have on the economic, social, cultural, and political life of the United States?
- 10.05 How effective have organizations been in maintaining peace in the world?
- 10.05 How has the status of superpower affected the relations between the U.S. and other nations?
- 10.05 To what degree have peace-keeping organizations been successful in their purpose?

## UNITED STATES HISTORY CURRICULUM SUPPORT DOCUMENT

<p><b>Competency Goal 10:</b> World War II and the Beginning of the Cold War (1930-1963) - The learner will analyze the United States involvement in World War II and the war's influence on international affairs in the following decades.</p>			
<p><b>Generalizations:</b></p> <ul style="list-style-type: none"> <li>World conflicts may result in a shift in a nation's economic and political priorities.</li> <li>International affairs and global politics may be influenced by large scale conflict amongst nations.</li> <li>The growth of internationalism may lead to increased responsibilities and financial obligations for individual nations.</li> </ul>			
<p><b>Objective 10.01:</b> Elaborate on the causes of World War II and reasons for the United States' entry into the war.</p>			
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>What factors combined to draw the world and ultimately the U. S. into World War II?</li> <li>Was US involvement in the World War II inevitable?</li> <li>Were the reasons for the US's entry into the World War II justifiable?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources
<p><b>Macro Concepts:</b> Power Conflict Leadership</p> <p><b>Micro Concepts:</b> Isolationism Totalitarianism Internationalism Militarism Nationalism Appeasement Fascism</p>	<p>Benito Mussolini Adolf Hitler Third Reich Emperor Hirohito Munich Pact Joseph Stalin Winston Churchill Kellogg-Briand Pact Neutrality Acts Quarantine Speech Non-Aggression Pact Four Freedoms Lend-Lease Act Pearl Harbor</p>	<p>10.01a Compare reasons for the public's desire for neutrality to FDR's shift to intervention.</p> <p>10.01b Suggest alternatives for the United States' policies of isolation and appeasement in the 1930's.</p> <p>10.01c Construct an annotated timeline highlighting the rise of Nazism, Fascism, and the Axis aggression that led to Europe's declaration of war in 1939. Locate on a map the key areas mentioned in the timeline.</p> <p>10.01d Using an outline map, label key regions of aggression in Europe, Africa, and the Pacific, during WWII. Include the Allied Powers and the Axis Powers in a map key.</p>	<p><b>Documents:</b> FDR's Chautauqua Speech, 1936 Neutrality Acts of 1935, 1936, 1937 and 1939 The Atlantic Charter Political cartoons of Dr. Seuss</p> <p><b>Audio and Visual Resources:</b> Movies <i>Tora, Tora, Tora</i> <i>Pearl Harbor</i> <i>Casablanca</i> <i>For Whom the Bells Toll</i></p> <p>Videos/DVDs <i>World War II</i> (Schlesinger)</p> <p><b>Literature Connections:</b> Ernest Hemingway, <i>For Whom the Bells Toll</i> John Knowles, <i>A Separate Peace</i> George Orwell, 1984 Katherine Anne Porter, <i>Ship of Fools</i></p> <p><b>Fine Arts Connections:</b> Henry Lamb. <i>Neville Chamberlain</i>, 1939, SNPG</p>

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			<p>Pablo Picasso. <i>Guernica</i>, 1937  Museo Nacional Centro de Arte  Reina Sofia, Madrid</p> <p>Norman Rockwell. <i>Four Freedoms</i>  Norman Rockwell Museum,  Stockbridge, MA</p> <p><b>Suggested Websites:</b>  <a href="http://history.sandiego.edu/gen/WW2/Timeline/start.html">http://history.sandiego.edu/gen/WW2/Timeline/start.html</a></p> <p><a href="http://history.sandiego.edu/gen/WW2/Timeline/fortune-map.html">http://history.sandiego.edu/gen/WW2/Timeline/fortune-map.html</a></p> <p><a href="http://www2.sjsu.edu/depts/commstudies/woz/woz3/woz3b.html">http://www2.sjsu.edu/depts/commstudies/woz/woz3/woz3b.html</a></p> <p><b>Curriculum Pathways Resources</b>  (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>1936: The Year in Review. Project 392</p> <p>Causes of World War II Crossword Puzzle, Classroom Activity 1125</p> <p>Create a Poster: Analyzing the Motives in World War II, Project 405</p> <p>How did Japanese expansion threaten regional stability in the Pacific? Web Inquiry 194</p> <p>Scrutinizing the Theory and Practice of Fascism, Web Lesson 600</p> <p>Spinal Tap: Word Associations in the Rise of Totalitarianism, Classroom Activity 1124</p> <p>The Munich Crisis, InterActivity 935</p>
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## UNITED STATES HISTORY CURRICULUM SUPPORT DOCUMENT

<p><b>Competency Goal 10:</b> World War II and the Beginning of the Cold War (1930-1963) - The learner will analyze the United States involvement in World War II and the war's influence on international affairs in the following decades.</p>			
<p><b>Generalizations:</b></p> <ul style="list-style-type: none"> <li>World conflicts may result in a shift in a nation's economic and political priorities.</li> <li>International affairs and global politics may be influenced by large scale conflict amongst nations.</li> <li>The growth of internationalism may lead to increased responsibilities and financial obligations for individual nations.</li> </ul>			
<p><b>Objective 10.02: Identify military, political, and diplomatic turning points of the war and determine their significance to the outcome and aftermath of the conflict.</b></p>			
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>To what extent did the military, political, and diplomatic turning points of World War II determine the outcome and aftermath of the war?</li> <li>How were America and the world different because of the events of World War II?</li> <li>What changes to society resulted from the treatment of various groups of people during World War II?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources
<p><b>Macro Concepts:</b> Leadership Conflict Innovation Power Identity Freedom</p> <p><b>Micro Concepts:</b> Turning point Strategy Genocide/Holocaust Propaganda</p>	<p>Blitzkrieg Battle of Britain Pearl Harbor Chester Nimitz Stalingrad D-Day (Operation Overlord) George Patton Battle of the Bulge Airdrops Battle of Midway Douglas MacArthur Island hopping Iwo Jima Okinawa Casablanca, Tehran, Potsdam V-E Day, V-J Day Manhattan Project J. Robert Oppenheimer Atomic bomb Nuremberg Trials</p>	<p>10.02a Construct a pictorial timeline of political, social, foreign, and domestic events of WWII.</p> <p>10.02b In small groups research and report on the purpose and outcome of major Allied meetings of World War II. <b>(H)</b></p> <p>10.02c Write a news story of the attack on Pearl Harbor for a U.S. paper and for a Japanese paper.</p> <p>10.02d Using primary sources of the time, write a position paper on whether the United States should have used the atomic bomb. <b>(H)</b></p> <p>10.02e Research genocide throughout different periods of history and hold a class discussion on the topic of genocide. <b>(H)</b></p>	<p><b>Documents:</b> U.S. Declarations of War against Japan and Germany Documents of surrender for Germany and Japan</p> <p><b>Audio and Visual Resources:</b> Movies <i>Patton</i> <i>The Longest Day</i> <i>A Bridge Too Far</i> <i>The Battle of the Bulge</i> <i>Tora, Tora, Tora</i> <i>Thirty Seconds Over Tokyo</i> <i>Midway</i></p> <p>Videos/DVDs <i>World War II</i> (Schlesinger) <i>World at War</i> Series (History Channel) <i>Race for the Super Bomb</i> (PBS American Experience)</p> <p><b>Literature Connections:</b> Joseph Heller, <i>Catch 22</i> John Hersey, <i>Hiroshima</i> Ernie Pyle, <i>Brave Men</i></p>

## UNITED STATES HISTORY CURRICULUM SUPPORT DOCUMENT

			<p>John Steinbeck, "Why Soldiers Won't Talk" Elie Wiesel, <i>Night</i></p> <p><b>Fine Arts Connections:</b> Frank Salisbury, <i>Bernard Law Montgomery</i>, 1945, SNPG Pulitzer Prize Photographs: 1944: Home is the Hero 1945: Iwo Jima Norman Rockwell. <i>A Nation's Hero, The Tattooist, Homecoming GI</i>, Norman Rockwell Museum, Stockbridge, MA</p> <p><b>Songs</b> <i>Your Hit Parade Series</i>, 1941-1945 (Time-Life)</p> <p><b>Suggested Websites:</b> <a href="http://www.pbs.org/perilousfight/">http://www.pbs.org/perilousfight/</a> <a href="http://www.secondworldwar.co.uk/">http://www.secondworldwar.co.uk/</a> <a href="http://www.holocaust-history.org/">http://www.holocaust-history.org/</a> <a href="http://www.ushmm.org/">http://www.ushmm.org/</a> <a href="http://www.library.northwestern.edu/govpub/collections/wwii-posters/">http://www.library.northwestern.edu/govpub/collections/wwii-posters/</a> <a href="http://www.janm.org/main.html">http://www.janm.org/main.html</a> <a href="http://www.facing.org/">http://www.facing.org/</a> <a href="http://www.pbs.org/wgbh/pages/frontline/shows/evil/">http://www.pbs.org/wgbh/pages/frontline/shows/evil/</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p>
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			<p>As the Tide Turns: Radio Broadcasts from the Front, Web Lesson 601</p> <p>Causes of World War II Crossword Puzzle, Classroom Activity 1125</p> <p>Japanese Internment, InterActivity 37</p> <p>Journal Entries: The Haunting Questions of the World War II Legacy, Project 393</p> <p>Memories of the Holocaust, Web Lesson 613</p> <p>Panel Debates: Prominent Issues from the World War II Era, Classroom Activity 1137</p> <p>The Munich Crisis, InterActivity 935</p>
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## UNITED STATES HISTORY CURRICULUM SUPPORT DOCUMENT

<p><b>Competency Goal 10:</b> World War II and the Beginning of the Cold War (1930-1963) - The learner will analyze the United States involvement in World War II and the war’s influence on international affairs in the following decades.</p>			
<p><b>Generalizations:</b></p> <ul style="list-style-type: none"> <li>World conflicts may result in a shift in a nation’s economic and political priorities.</li> <li>International affairs and global politics may be influenced by large scale conflict amongst nations.</li> <li>The growth of internationalism may lead to increased responsibilities and financial obligations for individual nations.</li> </ul>			
<p><b>Objective 10.03:</b> Describe and analyze the effects of the war on American economic, social, political, and cultural life.</p>			
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How and why did World War II impact the economic, social, cultural, and political life of the U.S.?</li> <li>How did the war bring about innovation and change on the home front?</li> <li>How are civil liberties challenged during times of conflict?</li> <li>Should civil liberties be denied during a time of war?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources
<p><b>Macro Concepts:</b> Migration Conflict Innovation Change</p> <p><b>Micro Concepts:</b> Civil liberties</p>	<p><i>Selective Services Act</i> War Production Board Rationing War bonds G.I. Bill Levittown Great Migration Middle class Baby boomers Rosie the Riveter WACS Japanese Internment <i>Korematsu v. United States (1944)</i></p>	<p>10.03a Evaluate the extent of changes in United States society caused by: working women, northern migration, the baby boom, the growth of suburbs, and the G.I. Bill. <b>(H)</b></p> <p>10.03b Research the ways the government intervened with civil liberties during WWII. Write a position paper defending the intervention. <b>(H)</b></p> <p>10.03c Read the stories of the Great Migration of the 1940’s. Create a newsletter which explains the causes of the Migration and depicts challenges and gains for African Americans. <b>(H)</b></p> <p>10.03d In a mock presidential cabinet meeting, discuss the reasons for Japanese internment and relocation.</p> <p>10.03e Research the correspondence between A. Philip Randolph and Franklin D. Roosevelt concerning Randolph’s threatened march on Washington. Create a dialogue between the two men demonstrating their ideas of democracy. <b>(H)</b></p>	<p><b>Documents:</b> Samples of war bonds and ration stamps <i>Korematsu v. U.S. (1944)</i> Political Cartoons of Dr. Seuss</p> <p><b>Audio and Visual Resources:</b> Movies <i>A League of Their Own</i> <i>Swing Kids</i> <i>The Most Wonderful Years of Our Lives</i></p> <p>Videos/DVDs <i>World War II</i> (Schlesinger) <i>World at War</i> Series, “On Our Way” (History Channel)</p> <p><b>Literature Connections:</b> John Morton Blum: <i>V Was for Victory</i> Yoshiko Uchida: <i>Journey to Topaz</i> Selected works of Wolfe, Baker Dillion, Kerouac, Ginsberg, Vonnegut Plath, and Sexton</p> <p><b>Fine Arts Connections:</b> Jacob Lawrence. <i>The Library</i> 1960, SAAM J. Howard Miller. <i>We Can Do It</i></p>

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			<p>Norman Rockwell. <i>Rosie the Riveter</i> Norman Rockwell Museum, Stockbridge, MA</p> <p><b>Songs:</b> Your Hit Parade Series, 1941-1945 (Time-Life) John Jacob Loeb, “Rosie the Riveter”</p> <p><b>Suggested Websites:</b> <a href="http://www.pbs.org/childofcamp/history/eo9066.html">http://www.pbs.org/childofcamp/history/eo9066.html</a></p> <p><a href="http://www.whitehousehistory.org/04/subs/04_a03_d01.html">http://www.whitehousehistory.org/04/subs/04_a03_d01.html</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>Did Franklin D. Roosevelt “sell out” Poland to the communists? Web Inquiry 195</p> <p>How did African-American involvement in World War II lay the foundation for future desegregation in the military? Web Inquiry 208</p> <p>Japanese Internment, InterActivity 37</p> <p>Journal Entries: The Haunting Questions of the World War II Legacy, Project 393</p> <p>Panel Debates: Prominent Issues from the World War II Era, Classroom Activity 1137</p> <p>Presidential Comparison and Contrast Charts, Web Lesson 615</p>
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## UNITED STATES HISTORY CURRICULUM SUPPORT DOCUMENT

			<p>Progression of a Society: the Last Half of the American Century, Classroom Activity1139</p> <p>What was Joseph McCarthy really afraid of? Web Inquiry 207</p>
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<p><b>Competency Goal 10:</b>            <b>World War II and the Beginning of the Cold War (1930-1963) - The learner will analyze the United States involvement in World War II and the war’s influence on international affairs in the following decades.</b></p>			
<p><b>Generalizations:</b></p> <ul style="list-style-type: none"> <li>• World conflicts may result in a shift in a nation’s economic and political priorities.</li> <li>• International affairs and global politics may be influenced by large scale conflict amongst nations.</li> <li>• The growth of internationalism may lead to increased responsibilities and financial obligations for individual nations.</li> </ul>			
<p><b>Objective 10.04:</b> Elaborate on changes in the direction of foreign policy related to the beginning of the Cold War.</p>			
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How did the events of World War II help facilitate the onset of the Cold War and influence American foreign policy throughout most of the 20<sup>th</sup> century?</li> <li>• To what extent was America’s decision to drop the atomic bomb a viable option to end the war in the Pacific?</li> <li>• What impact did World War II have on the economic, social, cultural, and political life of the United States?</li> </ul>			
<b>Concepts</b>	<b>Factual Content</b>	<b>Instructional Strategies &amp; Learning Experiences</b>	<b>Suggested Resources</b>
<p><b>Macro Concepts:</b> Power Conflict Leadership Change</p> <p><b>Micro Concepts:</b> Containment Communism Internationalism</p>	<p>Iron Curtain Truman Doctrine Marshall Plan Central Intelligence Agency (CIA) Zionist Movement Israel Berlin Airlift Chinese Civil War Korean War UN Police Action Douglas MacArthur Hydrogen Bomb Geneva Accords Eisenhower Doctrine Nikita Khrushchev U-2 Incident Fidel Castro Bay of Pigs Berlin Wall</p>	<p>10.04a Create a graphic organizer that demonstrates the ways in which containment expanded the United States commitment abroad.</p> <p>10.04b Have students role play that they are on a flight from New York to Los Angeles, with one student acting as a reporter and one student acting as a key leader of the era. Write and perform the dialogue between the reporter and the leader for the class.</p> <p>10.04c On a map, label all the areas where the U. S. military was involved from 1945 to 1960. Have students make inferences about why the US got involved in each of the areas.</p> <p>10.04d Compare a story of the Cuban Missile</p>	<p><b>Documents:</b> George F. Kenan, “The Long Telegram” Truman Doctrine Marshall Plan Geneva Accords of 1954 Eisenhower’s Farewell Address</p> <p><b>Audio and Visual Resources:</b> Movies <i>Failsafe</i> <i>The Atomic Café</i> <i>Thirteen Days</i></p> <p>Videos/DVDs <i>Post War U.S.A.</i> (Schlesinger) <i>The Presidents Series</i> (PBS) F. Roosevelt Truman Eisenhower Kennedy</p>

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	<p>Cuban Missile Crisis Limited Test Ban Treaty</p>	<p>Crisis as told by actual historical documents with portrayals in the movie <i>Thirteen Days</i>. Use a motion picture analysis worksheet from the National Archives to evaluate an excerpt of the film. <b>(H)</b></p>	<p><i>The People's Century Series</i> (PBS) "Brave New World" "Asia Rising"</p> <p><b>Literature Connections:</b> Ray Bradbury, <i>Fahrenheit 451</i> George Orwell, <i>1984</i></p> <p><b>Fine Arts Connections:</b> Aerial photographs of missiles in Cuba, Library of Congress</p> <p><b>Songs:</b> Billy Joel, "We Didn't Start the Fire"</p> <p><b>Suggested Websites:</b> <a href="http://www.mtholyoke.edu/acad/intrel/genevacc.htm">http://www.mtholyoke.edu/acad/intrel/genevacc.htm</a></p> <p><a href="http://www.vce.com/testban.html">http://www.vce.com/testban.html</a></p> <p><a href="http://www.loc.gov/exhibits/marshall/">http://www.loc.gov/exhibits/marshall/</a></p> <p><a href="http://www.historyofcuba.com/history/baypigs/pigs.htm">http://www.historyofcuba.com/history/baypigs/pigs.htm</a></p> <p><a href="http://www.fordham.edu/halsall/mod/churchill-iron.html">http://www.fordham.edu/halsall/mod/churchill-iron.html</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>A Glossary of the Nuclear Arms Race 1940-1991, Project 394</p> <p>Creating Cold War Document Exhibits, Web Lesson 602</p> <p>Did Franklin D. Roosevelt "sell out" Poland to the communists? Web Inquiry</p>
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			195  Johnson and the Vietnam War, InterActivity 38  Mapping the Cold War, Classroom Activity 1126  Why did President Truman think it was necessary for the U.S. to get involved in the Korean War? Web Inquiry 209  Why was the Marshall Plan effective? Web Inquiry 196
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## UNITED STATES HISTORY CURRICULUM SUPPORT DOCUMENT

<p><b>Competency Goal 10:</b> World War II and the Beginning of the Cold War (1930-1963) - The learner will analyze the United States involvement in World War II and the war's influence on international affairs in the following decades.</p>			
<p><b>Generalizations:</b></p> <ul style="list-style-type: none"> <li>• World conflicts may result in a shift in a nation's economic and political priorities.</li> <li>• International affairs and global politics may be influenced by large scale conflict amongst nations.</li> <li>• The growth of internationalism may lead to increased responsibilities and financial obligations for individual nations.</li> </ul>			
<p><b>Objective 10.05:</b> Assess the role of organizations established to maintain peace and examine their continuing effectiveness.</p>			
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How effective have organizations been in maintaining peace in the world?</li> <li>• How has the status of being a superpower affected the relations between the U.S. and other nations?</li> <li>• To what degree have peace-keeping organizations been successful in their purpose?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources
<p><b>Macro Concepts:</b> Power Conflict Leadership Cooperation</p> <p><b>Micro Concepts:</b> Containment Communism Internationalism</p>	<p>United Nations Security Council O.A.S. N.A.T.O. S.E.A.T.O. Warsaw Pact Alliance for Progress</p>	<p>10.05a Conduct an Internet search of each of the organizations that have been designed to promote peace. Determine the missions and goals for each and their effectiveness in reaching those goals. <b>(H)</b></p> <p>10.05b Compare and contrast organizations such as NATO and SEATO, NATO and the Warsaw Pact, and the UN and the League of Nations. Assess their roles and effectiveness.</p>	<p><b>Documents:</b> Charter of the United Nations Universal Declaration of Human Rights NATO Treaty ANZUS Treaty</p> <p><b>Audio and Visual Resources:</b> Videos/DVDs <i>Post-War U.S.A.</i> (Schlesinger)</p> <p><b>Literature Connections:</b> <i>Walter M. Miller, Jr., A Canticle for Leibowitz</i></p> <p><b>Fine Arts Connections:</b> Norman Rockwell. <i>The Golden Rule</i> Norman Rockwell Museum, Stockbridge, MA Photographs of U.S. presidents at world conferences: Library of Congress</p> <p><b>Suggested Websites:</b> <a href="http://www.un.org/">http://www.un.org/</a></p>

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			<p><a href="http://www.un.org/Docs/sc/">http://www.un.org/Docs/sc/</a></p> <p><a href="http://www.fordham.edu/halsall/mod/1961kennedy-afp1.html">http://www.fordham.edu/halsall/mod/1961kennedy-afp1.html</a></p> <p><a href="http://www.nato.int/">http://www.nato.int/</a></p> <p><a href="http://www.oas.org/">http://www.oas.org/</a></p> <p><a href="http://globalpolicy.igc.org/security/gensc.htm">http://globalpolicy.igc.org/security/gensc.htm</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>A Glossary of the Nuclear Arms Race 1940-1991, Project 394</p> <p>Comparing Media Coverage: How the World Views the News, Web Lesson 623</p> <p>Creating a Briefing Report: The Arab-Israeli Conflict and Peace Process, Web Lesson 604</p> <p>Creating Cold War Document Exhibits, Web Lesson 602</p> <p>Easing the Tensions: Proposing Conflict Resolution for Asian Enmities, Project 395</p> <p>Humanitarian Relief Organizations, Project 415</p> <p>The Cuban Missile Crisis, InterActivity 936</p> <p>The Suez Canal, InterActivity 938</p> <p>Why did President Truman think it was necessary for the U.S. to get involved in the Korean War? Web Inquiry 209</p>
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## UNITED STATES HISTORY CURRICULUM SUPPORT DOCUMENT

**Competency Goal 11: Recovery, Prosperity, and Turmoil (1945-1980) –The learner will trace economic, political, and social developments and assess their significance for the lives of Americans during this time period.**

### **Generalizations:**

- Civil disobedience may cause conflict while also effecting change.
- Economic, political, and social developments may lead to a shift in the collective identity of a nation.
- Innovations may influence changes in government, leading to new policies and practices.

### **Essential Questions:**

- 11.01 How does a nation’s involvement in international conflicts affect politics and society at home?
- 11.01 To what extent did the effects of the Cold War impact economic, political, and social life in America?
- 11.01 Did the Cold War ultimately have a positive or negative impact on the United States?
- 11.02 How did the Civil Rights Movement change America?
- 11.02 To what degree has equality been achieved in America?
- 11.02 How did the philosophical shift toward more militant tactics impact the outcome of the Civil Rights Movement?
- 11.03 To what extent did social movements in America impact women, young people, and the environment?
- 11.03 How effective are challenges to authority in bringing about change?
- 11.03 How is America different because of the social movements which took place between 1945-1980?
- 11.03 How is America different because of the social movements of this era?
- 11.04 What impact did the Vietnam War have on the United States?
- 11.04 What political, social, and economic factors led to US involvement in the Vietnam conflict?
- 11.04 How does a government’s response to political events and situations affect the nation?
- 11.05 How do technological changes alter the lives of individuals?
- 11.05 How does innovation effect other changes in a nation?
- 11.05 What technological innovation has had the greatest impact on American life?
- 11.06 How does a government’s response to political events and situations impact the nation?
- 11.06 What social and political consequences resulted from the actions of the government during this time period?
- 11.06 Why is change so difficult for some people?

## UNITED STATES HISTORY CURRICULUM SUPPORT DOCUMENT

<p><b>Competency Goal 11:</b>            <b>Recovery, Prosperity, and Turmoil (1945-1980) -The learner will trace economic, political, and social developments and assess their significance for the lives of Americans during this time period.</b></p>			
<p><b>Generalizations:</b></p> <ul style="list-style-type: none"> <li>• Civil disobedience may cause conflict while also effecting change.</li> <li>• Economic, political, and social developments may lead to a shift in the collective identity of a nation.</li> <li>• Innovations may influence changes in government, leading to new policies and practices.</li> </ul>			
<p><b>Objective 11.01: Describe the effects of the Cold War on economic, political, and social life in America.</b></p>			
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How does a nation’s involvement in international conflicts affect politics and society at home?</li> <li>• To what extent did the effects of the Cold War impact economic, political, and social life in America?</li> <li>• Did the Cold War ultimately have a positive or negative impact on the United States?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources
<p><b>Macro Concepts:</b> Conflict Power Leadership</p> <p><b>Micro Concepts:</b> Communism McCarthyism</p>	<p>“Duck and cover” Fallout Shelters House Un-American Activities Committee Hollywood Blacklist Alger Hiss Julius and Ethel Rosenberg National Security Act (1947) <b>Taft-Hartley Act</b> Fair Deal AFL-CIO National Highway Act New Left Détente S.A.L.T. I and II</p>	<p>11.01a    Study the 2<sup>nd</sup> Red Scare of the 1950’s. Prepare reports on the Congressional hearings, results of the hearings, and justification (if any). Discuss lessons learned. <b>(H)</b></p> <p>11.01b    List and explain four major pieces of anti-communist legislation. Determine the impact the legislation had on society.</p> <p>11.01c    Form two groups. Debate the question: “Did the Red Scare violate United States citizens’ constitutional rights? <b>(H)</b></p> <p>11.01d    Read excerpts from A. Mitchell Palmer, Joseph McCarthy, and <i>The Crucible</i> by Arthur Miller, and compare the Red Scare after WWI to the Red Scare after WWII. Discuss the similarities and differences. <b>(H)</b></p>	<p><b>Documents:</b> Excerpts from the Congressional Record from Joseph McCarthy on the Communist threat, 1950 Excerpts from Richard Nixon’s memoirs related to his China visit</p> <p><b>Audio and Visual Resources:</b> Movies <i>The Atomic Café</i> <i>The Manchurian Candidate</i> <i>The Night of the Generals</i> <i>Crimson Tide</i></p> <p>Videos/DVDs <i>Nixon</i> (PBS) <i>Post-War U.S.A.</i> (Schlesinger) <i>The Cold War Comes Home</i> (McDougal-Littell)</p> <p><b>Literature Connections:</b> Donald Katz, <i>Home Fires</i> Arthur Miller, <i>The Crucible</i></p> <p><b>Fine Arts Connections:</b> Photographs of bomb shelters</p> <p><b>Songs:</b></p>

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			<p>Bob Dylan, "Talkin John Birch Paranoid Blues"</p> <p>Vern Partlow, "Old Man Atom"</p> <p>Malvina Reynolds, "Little Boxes"</p> <p><b>Suggested Websites:</b></p> <p><a href="http://www.wsu.edu/~brians/nukepop/83.html">http://www.wsu.edu/~brians/nukepop/83.html</a></p> <p><a href="http://www.historychannel.com/speeches/archive/speech_188.html">http://www.historychannel.com/speeches/archive/speech_188.html</a></p> <p><a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=440#LESSON2">http://edsitement.neh.gov/view_lesson_plan.asp?id=440#LESSON2</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>A Glossary of the Nuclear Arms Race 1940-1991, Project 394</p> <p>Mapping the Cold War, Classroom Activity 1126</p> <p>Presidential Comparison and Contrast Charts, Web Lesson 615</p> <p>Progression of a Society: The Last Half of the American Century, Classroom Activity 1139</p> <p>The Cuban Missile Crisis, InterActivity 936</p> <p>What was Joseph McCarthy really afraid of? Web Inquiry 207</p>
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<p><b>Competency Goal 11:</b>           <b>Recovery, Prosperity, and Turmoil (1945-1980) –The learner will trace economic, political, and social developments and assess their significance for the lives of Americans during this time period.</b></p>			
<p><b>Generalizations:</b></p> <ul style="list-style-type: none"> <li>• Civil disobedience may cause conflict while also effecting change.</li> <li>• Economic, political, and social developments may lead to a shift in the collective identity of a nation.</li> <li>• Innovations may influence changes in government, leading to new policies and practices.</li> </ul>			
<p><b>Objective 11.02: Trace major events of the Civil Rights Movement and evaluate its impact.</b></p>			
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How did the Civil Rights Movement change America?</li> <li>• To what degree has equality been achieved in America?</li> <li>• How did the philosophical shift toward more militant tactics impact the outcome of the Civil Rights Movement?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources
<p><b>Macro Concepts:</b>                      Equality                      Citizenship                      Diversity                      Conflict                      Power</p> <p><b>Micro Concepts:</b>                      Civil rights                      Federalism                      Segregation                      Suffrage                      Civil Disobedience</p>	<p>C.O.R.E.  <i>Brown v. Board of Education, Topeka, Kansas (1954)</i>                      Thurgood Marshall                      Earl Warren                      Rosa Parks                      Montgomery bus boycotts                      Martin Luther King, Jr.                      Little Rock Nine                      S.N.C.C.                      Sit-ins                      Freedom Riders                      24<sup>th</sup> amendment                      George Wallace                      March on Washington                      James Meredith                      Civil Rights Act of 1964                      Voting Rights Act of 1965                      Malcolm X                      Black Power Movement                      Stokely Carmichael                      Black Panthers</p>	<p>11.02a Describe how these terms are significant to the Civil Rights Movement: civil disobedience, urban riots, Dixiecrats, Freedom Riders, Greensboro sit-ins.</p> <p>11.02b Research leadership of the Black Revolution. Compare goals, strategies, and results. How did Malcolm X and Stokely Carmichael justify the use of violence? <b>(H)</b></p> <p>11.02c Create and complete a chart with these headings: Human Costs of the Civil Rights Movement, Role of Ordinary People, Effects of the Media, Impact of the Movement</p> <p>11.02d Hold seminar sessions with Dr. King’s writings such as “Letter from a Birmingham Jail,” “I Have A Dream Speech,” etc. Discuss the power of words and how the right words have a more powerful impact on the intended audience.</p> <p>11.02e Create a chart to compare various civil rights organizations (e.g., NAACP, National Urban League, CORE, SCLC, SNCC, Organization of Afro-American</p>	<p><b>Documents:</b>  <i>Brown v. Board of Education (1954)</i>                      Martin Luther King, “Letter from a Birmingham Jail,” “I Have a Dream” Speech                      Civil Rights Act of 1964                      Voting Rights Act of 1965  <i>Swann v. Charlotte-Mecklenburg (1971)</i></p> <p><b>Audio and Visual Resources:</b>                      Movies  <i>The Blackboard Jungle</i>  <i>Separate but Equal</i></p> <p>Videos/DVDs  <i>Eyes on the Prize Series (PBS)</i></p> <p><b>Literature Connections:</b>                      Henry Louis Gates, Jr., <i>Behind the Color Line in America</i>                      Eric Goldman, <i>The Crucial Decade</i>                      David Halberstam, <i>The Fifties</i>                      Elizabeth Kytyle, <i>Willa Mae</i></p> <p><b>Fine Arts Connections:</b>                      Romare Bearden. <i>Empress of the Blues, SAAM</i>                      Norman Rockwell. <i>The Problem We All Live With, 1964</i>, Norman Rockwell</p>

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		<p>Unity, Black Panthers) in their goals and strategies.</p>	<p>Museum, Stockbridge, MA John Biggers. <i>Shotgun, Third Ward</i>, 1966, SAAM</p> <p><b>Songs:</b> "We Shall Overcome" "Oh Freedom" "Eyes on the Prize" "We Shall Not Be Moved" Bob Dylan, "Blowin' in the Wind"</p> <p><b>Suggested Websites:</b> <a href="http://www.stanford.edu/group/King">http://www.stanford.edu/group/King</a>  <a href="http://www.thekingcenter.org/">http://www.thekingcenter.org/</a>  <a href="http://www.civilrightsmuseum.org/gallery/movement.asp">http://www.civilrightsmuseum.org/gallery/movement.asp</a>  <a href="http://www.wmich.edu/mlk/">http://www.wmich.edu/mlk/</a>  <a href="http://www.mlkonline.net/speeches.html">http://www.mlkonline.net/speeches.html</a>  <a href="http://www.usnews.com/usnews/documents/docpages/document_page89.htm">http://www.usnews.com/usnews/documents/docpages/document_page89.htm</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>All for One, Project 406</p> <p>Evolution of the Supreme Court, Web Lesson 614</p> <p>How did African-American involvement in World War II lay the foundation for future desegregation in the military? Web Inquiry 208</p>
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			<p>Progression of Society: The Last Half of the American Century, Classroom Activity 1139</p> <p>Recipe for Rights, Classroom Activity 1338</p>
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<b>Competency Goal 11:</b> <b>Recovery, Prosperity, and Turmoil (1945-1980) -The learner will trace economic, political, and social developments and assess their significance for the lives of Americans during this time period.</b>			
<b>Generalizations:</b>			
<ul style="list-style-type: none"> <li>• Civil disobedience may cause conflict while also effecting change.</li> <li>• Economic, political, and social developments may lead to a shift in the collective identity of a nation.</li> <li>• Innovations may influence changes in government, leading to new policies and practices.</li> </ul>			
<b>Objective 11.03: Identify major social movements including, but not limited to, those involving women, young people, and the environment, and evaluate the impact of these movements in the United States’ society.</b>			
<b>Essential Questions:</b>			
<ul style="list-style-type: none"> <li>• To what extent did social movements in America impact women, young people, and the environment?</li> <li>• How effective are challenges to authority in bringing about change?</li> <li>• How is America different because of the social movements which took place between 1945-1980?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources
<b>Macro Concepts:</b> Power Conflict Culture Leadership Reform  <b>Micro Concepts:</b> Feminism Environmentalism	Elvis Presley British Invasion -- Beatles Students for a Democratic Society (SDS) Counterculture Haight-Ashbury Woodstock Betty Friedan <i>The Feminine Mystique</i> National Organization for Women Women’s Liberation Gloria Steinem Phyllis Schlafly Equal Rights Amendment <i>Roe v. Wade</i> (1973) César Chávez American Indian Movement (AIM) Clean Air Act Clean Water Act Environmental Protection Agency	11.03a    Using the terms: feminists, hippies, Rock ‘n roll, and Beatniks, describe the social movements of the decades.  11.03b    Use a Venn diagram to compare leaders of the feminist movement and the American Indian Movement.  11.03c    Analyze the effects of <i>Roe v. Wade</i> on the political climate of the United States from 1973 to the present. <b>(H)</b>  11.03d    Create multimedia presentations demonstrating the differences in youth culture in the 50’s and 60’s. Focus on literature, music, fads, slang, etc. <b>(H)</b>	<b>Documents:</b> <i>Roe v. Wade</i> (1973) Equal Rights Amendment  <b>Audio and Visual Resources:</b> Videos/DVDs <i>The Fight In the Fields, César Chávez                      and the Farmworkers’ Struggle</i> (PBS) <i>The Sensational 70s</i> <i>1975: Year After the Fall</i>  <b>Literature Connections:</b> Jack Kerouac, <i>On the Road</i> Betty Friedan, <i>The Feminine Mystique</i> Rachel Carson, <i>Silent Spring</i> Ralph Nader, <i>Unsafe at Any Speed</i>  <b>Fine Arts Connections:</b> William Wiley. <i>Portrait of Radon, 1982,</i> SAAM Andy Warhol. <i>100 Cans, 1962</i> Albright- Knox Gallery Roy Lichtenstein. <i>Blam, 1962</i> Yale Univ. Art Gallery Idelle Weber. <i>Cooper Union Trash,</i> 1974, Schmit Bingham Gallery, N.Y.

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			<p>Andrew Wyeth. <i>November First</i>, 1950, SAAM</p> <p><b>Songs:</b>          Bob Dylan, "The Times They are a Changin'"          Merle Haggard, "Okie from Muscogee"          Scott McKenzie, "San Francisco"          Helen Reddy, "I Am Woman"</p> <p><b>Suggested Websites:</b>  <a href="http://www.nmai.si.edu/">http://www.nmai.si.edu/</a>   <a href="http://www.tourolaw.edu/patch/Roe/">http://www.tourolaw.edu/patch/Roe/</a>   <a href="http://www.rachelcarson.org/">http://www.rachelcarson.org/</a></p> <p><b>Curriculum Pathways Resources</b>          (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>A Reformer's Journal, Project 401</p> <p>How has the electorate changed since the Constitution was first written? Web Inquiry 213</p> <p>Presidential Comparison and Contrast Charts, Web Lesson 615</p> <p>Progression of Society: The Last Half of the American Century. Classroom Activity 1139</p> <p>The Turbulent Sixties: Exhibits Representing a Decade of Complexities, Project 407</p>
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<p><b>Competency Goal 11:</b>           <b>Recovery, Prosperity, and Turmoil (1945-1980) –The learner will trace economic, political, and social developments and assess their significance for the lives of Americans during this time period.</b></p>			
<p><b>Generalizations:</b></p> <ul style="list-style-type: none"> <li>• Civil disobedience may cause conflict while also effecting change.</li> <li>• Economic, political, and social developments may lead to a shift in the collective identity of a nation.</li> <li>• Innovations may influence changes in government, leading to new policies and practices.</li> </ul>			
<p><b>Objective 11.04: Identify the causes of the United States’ involvement in Vietnam and examine how this involvement affected society.</b></p>			
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What impact did the Vietnam War have on the United States?</li> <li>• What political, social, and economic factors led to US involvement in the Vietnam conflict?</li> <li>• How does a government’s response to political events and situations affect the nation?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources
<p><b>Macro Concepts:</b> Conflict Power Leadership</p> <p><b>Micro Concepts:</b> Containment Domino theory</p>	<p>Ho Chi Minh Vietcong Gulf of Tonkin Resolution Operation Rolling Thunder Robert McNamara General William Westmoreland Selective Service System Agent Orange Napalm Tet Offensive My Lai Incident Vietnamization Cambodia/Laos Kent State Pentagon Papers <i>New York Times v. U.S. (1971)</i> 26<sup>th</sup> Amendment Paris Peace Accords War Powers Act (1973) Fall of Saigon, 1975</p>	<p>11.04a Write a description of the 1960s and include the following terms: escalation, hawks and doves, containment, student protest movements, and “living room war.”</p> <p>11.04b Analyze the relationship between the Gulf of Tonkin Resolution and the War Powers Act. <b>(H)</b></p> <p>11.04c Prepare a time line of United States involvement in Vietnam. Note each president and the number of United States deaths per year. Include at least three protest events like Kent State, Democratic National Convention riots, and the trial of Dr. Benjamin Spock. <b>(H)</b></p> <p>11.04d Conduct a debate between “Doves” and “Hawks” on the issue of Vietnam.</p> <p>11.04e Listen to war protest songs of the era and identify common themes.</p> <p>11.04f Compare the media coverage of Vietnam with the coverage of the Persian Gulf War or the war in Iraq. <b>(H)</b></p>	<p><b>Documents:</b> 26<sup>th</sup> Amendment Gulf of Tonkin Resolution President Johnson’s State of the Union Address (1966) <i>New York Times v. U.S. (1971)</i> War Powers Act Paris Peace Accords of 1973</p> <p><b>Audio &amp; Visual Resources:</b> Movies <i>Forrest Gump</i> <i>The Green Berets</i></p> <p>Videos/DVDs <i>Vietnam: A Television War</i> (PBS) <i>Return with Honors</i> (PBS-American Experience) <i>The Cold War Series</i> (CNN): “Vietnam”</p> <p><b>Literature Connections:</b> <i>Philip Caputo, A Rumor of War</i> <i>Stanley Karnow, Vietnam</i> <i>Robert McNamara, In Retrospect</i> <i>Walter Dean Myers, Fallen Angels</i> <i>William Westmoreland, The Vietnam War</i></p>

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		<p>11.04g Compare the Gulf of Tonkin Resolution with the resolution supporting the war in Iraq. <b>(H)</b></p>	<p><b>Fine Arts Connections:</b>  <b>Pulitzer Prize Photos:</b>          1968: <i>Dream of Better Times</i>          1971: <i>A God-awful Scream</i>          1973: <i>The Day It Rained Fire</i>          1974: <i>Burst of Joy</i>          Photographs of the Vietnam War Memorial Wall in D.C.</p> <p><b>Songs:</b>          Bob Dylan, "Blowin' in the Wind" and "The Times They are a Changin'"          Merle Haggard, "Fightin' Side of Me"          John Lennon, "Give Peace a Chance"          Phil Ochs, "I Ain't Marchin' Any More"          Pete Seeger, "If I Had a Hammer" and "Where Have All the Flowers Gone?"</p> <p><b>Suggested Websites:</b>  <a href="http://www.aavw.org/special_features/">http://www.aavw.org/special_features/</a>  <a href="http://www.constitutioncenter.org/education/ForEducators/LessonPlans/FederalPowers/5496.shtml">http://www.constitutioncenter.org/education/ForEducators/LessonPlans/FederalPowers/5496.shtml</a></p> <p><b>Curriculum Pathways Resources</b>          (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>Johnson and the Vietnam War, InterActivity 38</p> <p>Mapping the Cold War, Classroom Activity 1126</p> <p>Presidential Comparison and Contrast Charts, Web Lesson 615</p>
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## UNITED STATES HISTORY CURRICULUM SUPPORT DOCUMENT

<p><b>Competency Goal 11:</b>            <b>Recovery, Prosperity, and Turmoil (1945-1980) -The learner will trace economic, political, and social developments and assess their significance for the lives of Americans during this time period.</b></p>			
<p><b>Generalizations:</b></p> <ul style="list-style-type: none"> <li>• Civil disobedience may cause conflict while also effecting change.</li> <li>• Economic, political, and social developments may lead to a shift in the collective identity of a nation.</li> <li>• Innovations may influence changes in government, leading to new policies and practices.</li> </ul>			
<p><b>Objective 11.05: Examine the impact of technological innovations that have impacted American life.</b></p>			
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do technological changes alter the lives of individuals?</li> <li>• How does innovation impact a nation?</li> <li>• What technological innovation has had the greatest impact on American life?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources
<p><b>Macro Concepts</b> Innovation Migration Change</p> <p><b>Micro Concepts</b> Technology</p>	<p>Radio in 1950s Color television <i>Sputnik</i> NASA National Defense Education Act Space Programs John Glenn Neil Armstrong Commercial jet travel Silicon Valley Computers ICBMs Nuclear power</p>	<p>11.05a    Compare job possibilities for women in the 1950's and today. Where are the "glass ceilings" now?</p> <p>11.05b    Create multimedia presentations that demonstrate how technology has changed the way United States citizens live their everyday lives. <b>(H)</b></p> <p>11.05d    Create a visual representation depicting the impact of all new medicines and machines developed in this time period; include polio vaccines, birth control pills, artificial hearts, etc.</p>	<p><b>Documents:</b> National Defense Education Act John F. Kennedy's Inaugural Address</p> <p><b>Audio and Visual Resources:</b> Movies <i>The Right Stuff</i> <i>Apollo 13</i> <i>October Sky</i></p> <p>Videos/DVDs <i>The Pill</i> (PBS-American Experience)</p> <p><b>Literature Connections:</b> Jeffrey Kluger and James Lovell, <i>Lost Moon: The Perilous Voyage of Apollo 13</i> Tom Wolfe, <i>The Right Stuff</i></p> <p><b>Fine Arts Connections:</b> NASA Photographs of earth from space NASA Photographs of man in space NASA Photographs of moon rock and moon crystals</p> <p><b>Songs:</b> Jerry Engler and the 4 Ekkos, "Sputnik" John Stewart, "Armstrong" The Tornados, "Telstar""</p>

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			<p>Roy West, "The Ballad of John Glenn"</p> <p><b>Suggested Websites:</b> <a href="http://www.novia.net/~ereitan/">http://www.novia.net/~ereitan/</a></p> <p><a href="http://www.nasa.gov/home/index.html">http://www.nasa.gov/home/index.html</a></p> <p><a href="http://sputnik.infospace.ru/about_e.htm">http://sputnik.infospace.ru/about_e.htm</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>A Glossary of the Nuclear Arms Race 1940-1991, Project 394</p> <p>Progression of Society: The Last Half of the American Century. Classroom Activity 1139</p>
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## UNITED STATES HISTORY CURRICULUM SUPPORT DOCUMENT

<p><b>Competency Goal 11:</b>            <b>Recovery, Prosperity, and Turmoil (1945-1980) -The learner will trace economic, political, and social developments and assess their significance for the lives of Americans during this time period.</b></p>			
<p><b>Generalizations:</b></p> <ul style="list-style-type: none"> <li>• Civil disobedience may cause conflict while also effecting change.</li> <li>• Economic, political, and social developments may lead to a shift in the collective identity of a nation.</li> <li>• Innovations may influence changes in government, leading to new policies and practices.</li> </ul>			
<p><b>Objective 11.06: Identify political events and the actions and reactions of the government official and citizens, and assess the social and political consequences.</b></p>			
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How does a government’s response to political events and situations impact the nation?</li> <li>• What social and political consequences resulted from the actions of the government between 1945 and 1980?</li> <li>• Why is change so difficult for some people?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources
<p><b>Macro Concepts:</b> Power Leadership Reform Conflict</p> <p><b>Micro Concepts:</b> Voter apathy</p>	<p>New Frontier Peace Corps Great Society HUD Head Start VISTA Medicare National Endowment for the Humanities Robert Kennedy 1968 Democratic National Convention Watergate scandal Sam Ervin/Senate Watergate Committee Bob Woodward/Carl Bernstein John Dean <i>U.S. v. Nixon</i> (1974) 25<sup>th</sup> Amendment</p>	<p>11.06a Write newspaper articles about the protests that occurred outside the Democratic National Convention in 1968.</p> <p>11.06c Compare LBJ’s Latin American policy with that of FDR’s “Good Neighbor” policy. <b>(H)</b></p> <p>11.06d Discuss the impact of the assassinations of this time period on United States citizens (i.e., Dr. Martin Luther King, Jr., John F. Kennedy, Robert Kennedy).</p> <p>11.06e Analyze the visual images of the United States after the Vietnam years. Discuss ways the war changed the nation. <b>(H)</b></p>	<p><b>Documents:</b> Civil Rights Act of 1964 Voting Rights Act of 1965 Medicare Act of 1965 25<sup>th</sup> Amendment Transcripts of the Senate Watergate Committee Hearings <i>U.S. v. Nixon</i> (1974)</p> <p><b>Audio and Visual Resources:</b> Movies <i>All the President’s Men</i> <i>The Candidate</i></p> <p>Videos/DVDs <i>The Democrats in Chicago</i> (PBS Newshour Convention 96) <i>Nixon</i> (PBS-American Experience) <i>Ford</i> (PBS-American Experience) <i>Carter</i> (PBS-American Experience)</p> <p><b>Literature Connections:</b> Carl Bernstein and Bob Woodward, <i>All the President’s Men</i> John Sirica, <i>To Set the Record Straight</i> Biographies about Barbara Jordan, Henry</p>

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			<p><b>Kissinger, Andrew Young</b></p> <p><b>Fine Arts Connections:</b>          Elaine de Kooning. <i>John F. Kennedy</i>, 1963          SNPG          Peter Hurd. <i>Lyndon Johnson</i>, 1967,          SNPG          Robert Indiana. <i>Jimmy Carter</i>, 1980,          SAAM          Greta Kempton. <i>Harry S Truman</i>, 1970,          SNPG          Everett Kinstler. <i>Gerald R. Ford</i>, 1987,          SNPG          Norman Rockwell. <i>Richard M. Nixon</i>, 1968,          SNPG          Thomas Edgar Stephens. <i>Dwight David Eisenhower</i>, 1947, SNPG          Robert Templeton. <i>Jimmy Carter</i>, 1980,          SNPG          Photographs of Nixon’s final days,          AP/Wide World Photos</p> <p><b>Songs:</b>  <i>Presidential Campaign Songs</i>          (Smithsonian Folkways)          Truman          Eisenhower          Kennedy          Johnson          Nixon          Ford          Carter</p> <p>Richard Holler, “Abraham, Martin, and John”          Billy Joel, “We Didn’t Start the Fire”</p> <p><b>Suggested Websites:</b>  <a href="http://www.chron.com/content/interactive/special/watergate/chronology.ht">http://www.chron.com/content/interactive/special/watergate/chronology.ht</a></p>
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			<p><a href="#">ml</a>  <a href="http://school.discovery.com/lessonplans/programs/watergate">http://school.discovery.com/lessonplans/programs/watergate</a></p> <p><a href="http://www.heroism.org/class/1970/wood.html">http://www.heroism.org/class/1970/wood.html</a></p> <p><a href="http://www.watergate.com/silentcoup/pictures.htm">http://www.watergate.com/silentcoup/pictures.htm</a></p> <p><b>Curriculum Pathways Resources</b>          (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>Johnson and the Vietnam War, InterActivity 38</p> <p>Presidential Comparison and Contrast Charts, Web Lesson 615</p> <p>Progression of Society: The Last Half of the American Century. Classroom Activity 1139</p> <p>Recipe for Rights, Classroom Activity 1138</p> <p>The Turbulent Sixties: Exhibits Representing a Decade of Complexities, Project 407</p>
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## UNITED STATES HISTORY CURRICULUM SUPPORT DOCUMENT

**Competency Goal 12: The United States since the Vietnam War (1973-present) – The learner will identify and analyze trends in domestic and foreign affairs of the United States during this time period.**

### **Generalizations:**

- Attempts to gain influence over an area can occur through political, economic, and military means.
- The national government may increase its scope of power during times of crisis.
- Social and cultural values of a society may influence political and economic decisions of the government.

### **Essential Questions:**

- 12.01 How have significant events in foreign policy since the Vietnam War impacted America and America's role in the world?
- 12.01 To what degree is the self-perception of the U.S. impacted by world opinion?
- 12.01 What impact does the media have in shaping United States foreign policy?
- 12.02 How have recent constitutional amendments, court rulings, and federal legislation impacted the lives of U.S. citizens?
- 12.02 Have recent government actions increased civil rights and liberties of citizens?
- 12.02 To what extent did federal legislation promote equality in the last part of the 20<sup>th</sup> century?
- 12.03 How has America been impacted by economic, technological, and environmental changes?
- 12.03 What is the price of innovation and change?
- 12.03 What is the role of citizens in caring for and protecting the environment?
- 12.04 To what extent have recent social, political, and cultural changes in the U.S. affected life in America?
- 12.04 Have the differences in political ideologies created a more divisive society?
- 12.04 What factors have contributed to shaping the social, political, and cultural identity of America?
- 12.05 To what extent is America more racially and ethnically diverse today than at the turn of the 20<sup>th</sup> century?
- 12.05 Have the changes in American society improved life in the U.S.?
- 12.05 What impact has recent immigration had on the social, economic, and political culture of the US?
- 12.06 How has the nation changed since the events of 9/11?
- 12.06 How does society balance the desire to increase freedoms while maintaining national security?
- 12.06 How far should the government go to secure protection for its citizens?

## UNITED STATES HISTORY CURRICULUM SUPPORT DOCUMENT

<p><b>Competency Goal 12:</b>            <b>The United States since the Vietnam War (1973-present) – The learner will identify and analyze trends in domestic and foreign affairs of the United States during this time period.</b></p>			
<p><b>Generalizations:</b></p> <ul style="list-style-type: none"> <li>• Attempts to gain influence over an area can occur through political, economic, and military means.</li> <li>• The national government often increases its scope of power during times of crisis.</li> <li>• Social and cultural values can influence political and economic decisions.</li> </ul>			
<p><b>Objective 12.01: Summarize significant events in foreign policy since the Vietnam War.</b></p>			
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How have significant events in foreign policy since the Vietnam War impacted America and America’s role in the world?</li> <li>• To what degree is the self-perception of the U.S. impacted by world opinion?</li> <li>• What impact does the media have in shaping United States foreign policy?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources
<p><b>Macro Concepts:</b> Power Conflict Leadership</p> <p><b>Micro Concepts:</b> Nationalism Communism Internationalism Foreign policy Radicalism Apartheid</p>	<p>Yom Kippur War Yasser Arafat - PLO Helsinki Accords Jimmy Carter Camp David Accords Anwar el-Sadat Menachem Begin Shah of Iran Ayatollah Khomeini Iranian Hostage Crisis Strategic Defense Initiative (Star Wars) U.S. invasion of Lebanon Iran-Contra Affair Mikhail Gorbachev INF Treaty Fall of the Berlin Wall Tiananmen Square Nelson Mandela Saddam Hussein Persian Gulf Wars Famine/Somalia and Ethiopia Foreign debt</p>	<p>12.01a    Create multimedia presentations on the Cold War from the time period after Vietnam through the decline of the Soviet Union. Chronicle major foreign policy events in this period. <b>(H)</b></p> <p>12.01b    Write a position paper, using primary sources, regarding the history of the Middle East peace process since 1973. Develop and defend arguments regarding the role of the United States in these agreements. <b>(H)</b></p> <p>12.01c    Create a chart comparing and contrasting apartheid in South Africa to what happened in the United States during segregation and the civil rights movements.</p>	<p><b>Documents:</b> Camp David Accords Helsinki Accords</p> <p><b>Audio and Visual Resources:</b> Videos/DVDs <i>Jimmy Carter</i> (PBS-American Experience) <i>The Gulf War</i> (PBS-Frontline) <i>Colin Powell: A Soldier’s Campaign</i> (A&amp; E)</p> <p><b>Literature Connections:</b> <i>Colin Powell, My American Journey</i></p> <p><b>Songs:</b> Billy Joel, “We Didn’t Start the Fire”</p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>A Glossary of the Nuclear Arms Race 1940-1991, Project 394</p> <p>Comparing Media Coverage: How the World Views the News, Web Lesson 623</p> <p>Do World Trade Organization policies harm the environment? Web Inquiry 217</p>

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			<p>Free Trade and the American Economy, InterActivity 1187</p> <p>Mapping the Cold War, Classroom Activity 1126</p> <p>Presidential Comparison and Contrast Charts, Web Lesson 615</p> <p>Progression of a Society: The Last Half of the American Century, Classroom Activity 1139</p> <p>The War Powers Act, InterActivity 1181</p>
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## UNITED STATES HISTORY CURRICULUM SUPPORT DOCUMENT

<p><b>Competency Goal 12:</b>      <b>The United States since the Vietnam War (1973-present) – The learner will identify and analyze trends in domestic and foreign affairs of the United States during this time period.</b></p>			
<p><b>Generalizations:</b></p> <ul style="list-style-type: none"> <li>• Attempts to gain influence over an area can occur through political, economic, and military means.</li> <li>• The national government often increases its scope of power during times of crisis.</li> <li>• Social and cultural values can influence political and economic decisions.</li> </ul>			
<p><b>Objective 12.02: Evaluate the impact of recent constitutional amendments, court rulings, and federal legislation on United States’ citizens.</b></p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How have recent constitutional amendments, court rulings, and federal legislation impacted the lives of U.S. citizens?</li> <li>• Have recent government actions increased civil rights and liberties of citizens?</li> <li>• To what extent did federal legislation promote equality in the last part of the 20<sup>th</sup> century?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources
<p><b>Macro Concepts:</b> Justice Equality Diversity</p> <p><b>Micro Concepts:</b> States’ rights Affirmative action Civil Rights Civil Liberties</p>	<p><i>Swann v. Charlotte-Mecklenburg Schools</i> (1971) Title IX Geraldine Ferraro William Rehnquist <i>Sandra Day O’Connor</i> Flag burning <i>Texas v. Johnson</i> (1989) Clarence Thomas <i>Americans with Disabilities Act</i></p>	<p>12.02a    Compare the United States government’s case against Microsoft to anti-trust cases in the early twentieth century. <b>(H)</b></p> <p>12.02b    Debate whether or not flag burning or other so-called unpatriotic acts should be declared unconstitutional by the Supreme Court.</p> <p>12.02c    Chart the names and number of cases that have been brought to the courts under Title IX. Discuss the impact of each case.</p>	<p><b>Documents:</b> Americans with Disabilities Act Family and Medical Leave Act of 1993 No Child Left Behind Act of 2001</p> <p><b>Audio and Visual Resources:</b> “Judge O’Connor Nominated for Supreme Court” <i>ABC Best of Nightline</i> (1981)</p> <p><b>Literature Connections:</b> <i>Christopher Buckley, Thank You For Smoking</i></p> <p><b>Fine Arts Connections:</b> <i>Andy Warhol. Lavender Disaster, 1963 private collection</i></p> <p><b>Suggested Websites:</b> <a href="http://www.jan.wvu.edu/links/adalinks.htm">http://www.jan.wvu.edu/links/adalinks.htm</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>Evolution of the Supreme Court, Web Lesson 614</p> <p>Freedom of Speech in School,</p>

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			<p>InterActivity 1186</p> <p>How did the case of Ernesto Miranda affect arrest procedures in America?</p> <p>Web Inquiry 216</p> <p>Stretching Exercises for the Constitution: Changes after the Bill of Rights, Project 4.08</p> <p>The Minimum Wage, InterActivity 1184</p> <p>The Supreme Court, Web Lesson 617</p>
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## UNITED STATES HISTORY CURRICULUM SUPPORT DOCUMENT

<b>Competency Goal 12:</b> <b>The United States since the Vietnam War (1973-present) – The learner will identify and analyze trends in domestic and foreign affairs of the United States during this time period.</b>			
<b>Generalizations:</b> <ul style="list-style-type: none"> <li>• Attempts to gain influence over an area can occur through political, economic, and military means.</li> <li>• The national government often increases its scope of power during times of crisis.</li> <li>• Social and cultural values can influence political and economic decisions.</li> </ul>			
<b>Objective 12.03: Identify and assess the impact of economic, technological, and environmental changes in the United States.</b>			
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How has America been impacted by economic, technological, and environmental changes?</li> <li>• What is the price of innovation and change?</li> <li>• What is the role of citizens in caring for and protecting the environment?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources
<b>Macro Concepts:</b> Change Innovation  <b>Micro Concepts:</b> Business cycle Globalization Supply and demand Conservation Technology Environmentalism	Energy Crisis Stagflation WIN (Ford) Three Mile Island Department of Energy National Energy Act Supply-Side economics (Reagonomics) “Trickle-down” theory Airline deregulation National debt Food stamps Challenger disaster NAFTA Computer revolution Internet Bill Gates NASDAQ in the 1990s Sunbelt	12.03a    Research the Three Mile Island incident and analyze data regarding its environmental impact. Form groups and write a piece of legislation addressing concerns about nuclear power. <b>(H)</b>  12.03b    Create documentaries on technology and its impact on society as a whole. Interview members of the community to learn how their lives have changed over the past 30 years.  12.03c    Compare current corporate magnates to the “robber barons” of the late nineteenth century. Discuss their business practices, current anti-trust lawsuits and their philanthropy. <b>(H)</b>  12.03d    Create an artwork that represents the differences in the Sunbelt, Rustbelt, and Frostbelt regions of the U.S.	<b>Documents:</b> NAFTA Legislation Newspaper accounts of the Three Mile Island accident The National Energy Act  <b>Audio and Visual Resources:</b> Movies <i>The China Syndrome</i>  Videos/DVDs <i>Bill Gates: The Sultan of Software</i> (Biography Channel) <i>Meltdown at Three Mile Island</i> (PBS-American Experience)  <b>Literature Connections:</b> <i>Bill Gates, The Road Ahead</i>  <b>Fine Arts Connections:</b> <i>Thorton Dial, Sr. Top of the Line, 1992, SAAM</i>  <b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a> )  Free Trade and the American Economy, Web Lesson 622

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			Progression of a Society: The Last Half of the American Century, Classroom Activity 1139  The Minimum Wage, InterActivity 1184
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## UNITED STATES HISTORY CURRICULUM SUPPORT DOCUMENT

<b>Competency Goal 12:</b> <b>The United States since the Vietnam War (1973-present) – The learner will identify and analyze trends in domestic and foreign affairs of the United States during this time period.</b>			
<b>Generalizations:</b> <ul style="list-style-type: none"> <li>• Attempts to gain influence over an area can occur through political, economic, and military means.</li> <li>• The national government often increases its scope of power during times of crisis.</li> <li>• Social and cultural values can influence political and economic decisions.</li> </ul>			
<b>Objective 12.04: Identify and assess the impact of social, political, and cultural changes in the United States.</b>			
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• To what extent have recent social, political, and cultural changes in the U.S. affected life in America?</li> <li>• Have the differences in political ideologies created a more divisive society?</li> <li>• What factors have contributed to shaping the social, political, and cultural identity of America?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources
<b>Macro Concepts:</b> Change Conflict Leadership Migration  <b>Micro Concepts:</b> Immigration Amnesty	New Federalism Presidential pardon Jimmy Carter Ronald Reagan Elections of 1976-2000 New Right Coalition Stonewall Riots Gay Rights Movement Graying of America New Democrat Ross Perot Bill Clinton Al Gore Newt Gingrich Joe Lieberman John McCain Immigration Policy Act	12.04a    Write an editorial on the importance of the Bicentennial Celebration to the nation.  12.04b    Create a Venn diagram, using the heads of Carter and Ford. Compare and contrast the two on economic policy, foreign policy, energy policy, and domestic policy (including civil rights and education).  12.04c    Research concerns senior citizens have about Medicare, health care, and welfare. Discuss the impact of the baby boom on current public policy.  12.04d    Read the Keynote addresses by Barbara Jordan at the Democratic Conventions in 1976 and 1992. Write a paragraph comparing and contrasting the issues and sentiments of her two speeches. <b>(H)</b>	<i>Lesson in DPI's Concept-Based Instruction Document: The New Right</i>  <b>Documents:</b> <i>Time</i> covers for this period Jimmy Carter's Speech "A National Malaise" Barbara Jordan's 1976 and 1992 DNC speeches 1993 issue of <i>New Faces of America</i> Contract with America Political Cartoons of Newt Gingrich, Bill Clinton, Al Gore, etc.  <b>Audio and Visual Resources:</b> Videos/DVDs <i>Reagan</i> (PBS-American Experience) <i>George H.W. Bush</i> (PBS-American Experience) <i>Clinton</i> (PBS-American Experience) <i>George W. Bush</i> (PBS-American Experience)  <b>Literature Connections:</b> <i>Hillary Clinton, It Take A Village</i> <i>Bob Woodward, The Agenda</i> <i>Amy Tan, Joy Luck Club</i> <i>Selections from Giovanni, Morrison,</i>

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			<p>Oliver, Anne Tyler, Alice Walker, Marge Piercy, Sandra Cisneros</p> <p><b>Fine Arts Connections:</b>          Mary Adams. <i>Wedding Cake Basket</i> 1986, SAAM          Henry C. Casselli, Jr. <i>Ronald Reagan</i>, 1989, SNPG          Michael James. <i>Rehoboth Meander Quilt #150</i>, 1993, SAAM          Ron Sherr. <i>George Bush</i>, 1995, SNPG          Therman Statom. <i>Arabian Seasons</i>, 1994, SAAM</p> <p><b>Songs</b>  <i>Presidential Campaign Songs</i> (Smithsonian Folkways)          Reagan          George H.W. Bush          Clinton</p> <p><b>Suggested Websites:</b>  <a href="http://www.efootage.com/view_clip.php?clip_id=573">http://www.efootage.com/view_clip.php?clip_id=573</a>   <a href="http://www.sptimes.com/jfkjr/condolences.shtml">http://www.sptimes.com/jfkjr/condolences.shtml</a>   <a href="http://www.americanrhetoric.com/speeches/barbarajordandnckeynote.html">http://www.americanrhetoric.com/speeches/barbarajordandnckeynote.html</a>   <a href="http://www.americanrhetoric.com/speeches/barbarajordan1992dnckeynote.html">http://www.americanrhetoric.com/speeches/barbarajordan1992dnckeynote.html</a></p> <p><b>Curriculum Pathways Resources</b>          (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>Finding Solutions to Juvenile Crime, Web Lesson 622</p>
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			<p>Freedom of Speech in School, InterActivity 1186</p> <p>How did the case of Ernesto Miranda affect arrest procedures in America? Web Inquiry 216</p> <p>Progression of a Society: The Last Half of the American Century, Classroom Activity 1139</p> <p>Referendum, Recall, and Initiative, InterActivity 1182</p> <p>The Electoral College, InterActivity 1183</p>
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## UNITED STATES HISTORY CURRICULUM SUPPORT DOCUMENT

<p><b>Competency Goal 12:</b>            <b>The United States since the Vietnam War (1973-present) – The learner will identify and analyze trends in domestic and foreign affairs of the United States during this time period.</b></p>			
<p><b>Generalizations:</b></p> <ul style="list-style-type: none"> <li>• Attempts to gain influence over an area can occur through political, economic, and military means.</li> <li>• The national government often increases its scope of power during times of crisis.</li> <li>• Social and cultural values can influence political and economic decisions.</li> </ul>			
<p><b>Objective 12.05: Assess the impact of growing racial and ethnic diversity in American society.</b></p>			
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• To what extent is America more racially and ethnically diverse today than at the turn of the 20<sup>th</sup> century?</li> <li>• Have the changes in American society improved life in the U.S.?</li> <li>• What impact has recent immigration had on the social, economic, and political culture of the US?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources
<p><b>Macro Concepts:</b> Diversity Change</p> <p><b>Micro Concepts:</b> Multiculturalism Nativism Immigration Affirmative Action Reverse Discrimination</p>	<p><i>Regents of the University of California v. Bakke</i> (1978)</p> <p>Minorities in politics Green Card Bilingual education No Child Left Behind</p>	<p>12.05a Examine a Census Reports from 1980 and 2000. Print out a map of the United States and have teams analyze the changes that are shown regarding United States demographics. <b>(H)</b></p> <p>12.05b Define “racism.” Discuss, in seminar style, concerns and difficulties in overcoming racism in the United States between 1973-present.</p> <p>12.05c Conduct a series of “Conversations About Diversity” using key pieces of literature and poetry, or create a multimedia presentation demonstrating diversity in housing, religion, clothing, food, musical styles, and restaurants in the United States. <b>(H)</b></p>	<p><b>Documents:</b> Bilingual Education Act of 1968 No Child Left Behind Act of 2001 <i>Regents of the University of California v. Bakke</i> (1978)</p> <p><b>Audio and Visual Resources:</b> Videos/DVDs <i>The New Americans</i> (PBS)</p> <p><b>Literature Connections:</b> Maya Angelou, “On the Pulse of Morning” Sandra Cisneros, <i>Four Skinny Trees</i> Roger Daniels, <i>Coming to America</i> Georgie Anne Geyer, <i>Americans No More</i> Colin Powell, <i>An American Dream</i> Studs Terkel, <i>The Great Divide</i> Sanford Ungar, <i>Fresh Blood: The New American Immigrants</i> Gregory Alan-Williams, <i>A Gathering of Heroes</i></p> <p><b>Fine Arts Connections:</b> Pictures of Sesame Street Characters Sargent Johnson. <i>Mask</i>, 1930, SAAM Robert McNeill. <i>New Car</i>, 1938, SAAM</p>

UNITED STATES HISTORY CURRICULUM SUPPORT DOCUMENT

			<p><b>Suggested Websites:</b> <a href="http://www.census.gov">http://www.census.gov</a></p> <p><a href="http://www.census.gov/main/www/popclock.html">http://www.census.gov/main/www/popclock.html</a></p> <p><a href="http://www.usimmigrationagency.org">http://www.usimmigrationagency.org</a></p> <p><a href="http://www.landmarkcases.org/bakke/courtsystem.html">http://www.landmarkcases.org/bakke/courtsystem.html</a></p> <p><a href="http://www.pbs.org/kcts/preciouschildren/diversity/read_linguistic.html">http://www.pbs.org/kcts/preciouschildren/diversity/read_linguistic.html</a></p> <p><a href="http://www.nea.org/esea/">http://www.nea.org/esea/</a></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>Progression of a Society: The Last Half of the American Century, Classroom Activity 1139</p>
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## UNITED STATES HISTORY CURRICULUM SUPPORT DOCUMENT

<p><b>Competency Goal 12:</b>                    <b>The United States since the Vietnam War (1973-present) – The learner will identify and analyze trends in domestic and foreign affairs of the United States during this time period.</b></p>			
<p><b>Generalizations:</b></p> <ul style="list-style-type: none"> <li>• Attempts to gain influence over an area can occur through political, economic, and military means.</li> <li>• The national government often increases its scope of power during times of crisis.</li> <li>• Social and cultural values can influence political and economic decisions.</li> </ul>			
<p><b>Objective 12.06: Assess the impact of twenty-first century terrorist activity on American society.</b></p>			
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How has the nation changed since the events of 9/11?</li> <li>• How does society balance the desire to increase freedoms while maintaining national security?</li> <li>• How far should the government go to secure protection for its citizens?</li> </ul>			
Concepts	Factual Content	Instructional Strategies & Learning Experiences	Suggested Resources
<p><b>Macro Concepts:</b> Freedom Power Conflict</p> <p><b>Micro Concepts:</b> Civil liberties Terrorism</p>	<p>Nuclear proliferation Embassy bombings Terrorist network Al-Quaeda Osama bin Laden September 11, 2001 Patriot Act Colin Powell George W. Bush World Trade Center Taliban Regime Afghanistan War on Iraq Department of Homeland Security Airport security Pre-emptive strikes Bush Doctrine “Axis of Evil”</p>	<p>12.06a    Compare the Patriot Act to other limits on civil liberties during times of national crisis, such as the Alien and Sedition Acts. Discuss whether the government was justified in each on the instances. <b>(H)</b></p> <p>12.06b    Map out the locations of terrorist activity at the beginning of the 21<sup>st</sup> century. Analyze the patterns and predict future trends.</p> <p>12.06c    Put together an oral history project by interviewing members of the community about their thoughts and feelings in the wake of September 11.</p>	<p><b>Documents:</b> Patriot Act of 2001 George W. Bush’s address to Congress following September 11, 2001 Colin Powell’s address to the UN Security Council about weapons of mass destruction</p> <p><b>Audio and Visual Resources:</b> Videos/DVDs <i>9/11</i> (CBS Television) CNN footage of the invasion of Baghdad</p> <p><b>Literature Connections:</b> <i>Georgie Anne Geyer, Americans No More: The Death of Citizenship</i> <i>Amy Wilentz, Martyr’s Crossing</i></p> <p><b>Fine Arts Connections:</b> <i>Photos of New York’s Twin Towers</i></p> <p><b>Curriculum Pathways Resources</b> (available at: <a href="http://www.sasinschool.com">www.sasinschool.com</a>)</p> <p>Comparing Media Coverage: How the World Views the News, Web Lesson 623</p>

**UNITED STATES HISTORY CURRICULUM SUPPORT DOCUMENT**

			Humanitarian Relief Organizations, Project 415  Presidential Comparison and Contrast Charts, Web Lesson 615
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## UNITED STATES HISTORY CURRICULUM SUPPORT DOCUMENT

### Additional Resources:

- Bruner, David et al. *First Hand America*. Part I and II. Brandywine Press: 1991.
- Cushman, Stephen. *Nation of Letters, Vol. I and II*. University of Virginia. 1996.
- Finch, Christopher, introd. *102 Favorite Paintings of Norman Rockwell*. Crown Publishers. 1978.
- Grob, Gerald N. and George Athan Billias. *Interpretations of American History. Vol. I and II*. Free Press. 1982
- Garraty, John A. *Historical Viewpoints. Vol. I and II*. Harper Collins. 1991.
- Hiller, Bevis. *The Style of the Century: 1900-1980*. Herbert Press: London. 1983.
- Kerrod, Robin. *The Illustrated History of Man in Space*. Mallard Press. 1989.
- Lanker, Brian. *I Dream A World: Portraits of Black Women Who Changed America*. Stewart, Tabori & Chang. 1989.
- Lillibridge, G. D. *Images of American Society. Vol I and II*. Houghton Mifflin. 1976.
- Leekley, Sheryle and John. *Moments in Pulitzer Prize Photographs*. Crown Publishers. 1978.
- Mather, Christine. *True West: Arts, Traditions, and Celebrations*. Clarkson Potter Publishers. 1992.
- Marcus, Robert D. *American Voices Vol. I and II*. SUNY at Brockport. 1996
- Morton, Marian J and Russell Duncan. *First Person Past, Vol. 1 and II*, John Carroll University. 1996.
- Murray, Stuart and James McCabe. *Norman Rockwell's Four Freedoms*. Berkshire House. 1993.
- National Geographic Society. *We Americans*. National Geographic. 1975.
- Taylor, Joshua. *America As Art*. Harper and Row. 1986.
- Time-Life Books. *The Old West Series*. Life, Inc. 1974,
- Time-Life Books. *The Life Millennium*. Life, Inc. 1999.

# UNITED STATES HISTORY CURRICULUM SUPPORT DOCUMENT

## General Web Sites

Web sites for Fine Arts Connections:

<http://www.americasstory.com>

<http://www.ushistory.com>

<http://www.npg.si.edu> - National Portrait Gallery

Web sites for Lesson Plans

<http://www.school.discovery.com/lessonplans>

<http://www.teacher.net>

<http://www.smithsonianeducation.org>

Web sites for Speeches:

<http://www.hpol.org> - text and recording

## UNITED STATES HISTORY CURRICULUM SUPPORT DOCUMENT

Core Documents for Teaching U.S. History in the State of North Carolina

<b>A. Basic Documents Also Taught in Civics and Economics to which references should be made:</b>	
Mayflower Compact Articles of Confederation Declaration of Independence U.S. Constitution	Bill of Rights The Federalist Papers 10, 22, 85, 45, 17 Anti-Federalist Papers
<b>B. U.S. History Documents</b>	
Pledge of Allegiance Star Spangled Banner Washington's Farewell Address Alien and Sedition Acts Virginia and Kentucky Resolves Monroe Doctrine Missouri Compromise Kansas-Nebraska Act Compromise of 1850 Emancipation Proclamation Gettysburg Address Cross of Gold Speech Pendleton Civil Service Act Sherman Anti-Trust Act Sherman Silver Purchase Act Seneca Falls - Declaration of Sentiments Teller Resolution and Platt Amendment Roosevelt Corollary Wilson's War Message Zimmermann Note Treaty of Versailles Article 231 Fourteen Points (1-5 and 14)	FDR's War Message Munich Pact Kellogg-Briand Pact Atlantic Charter Sussex Pledge Geneva Accords Marshall Plan Truman Doctrine Potsdam Agreement X Document Taft-Hartley Act Wagner Act The Niagara Movement Eisenhower's Farewell Address Miranda Rights Civil Rights Act of 1964 Tonkin Gulf Resolution War Powers Act Letter from Birmingham Jail <i>The Feminine Mystique</i> excerpts Warren Commission Report Statistical Abstract of the United States Census Reports

## UNITED STATES HISTORY CURRICULUM SUPPORT DOCUMENT

### C. Supreme Court Cases for U.S. History (16) and Civics and Economics (20)

*Brown v. Board of Education of Topeka* (1954) (both)  
*Dartmouth College v. Woodward* (1819) (C&E)  
*Dred Scott v. Sanford* (1857) (both)  
*Engel v. Vitale* (1962) (C&E)  
*Escobedo v. Illinois* (1964) (C&E)  
*Gibbons v. Ogden* (1824) (both)  
*Gideon v. Wainwright* (1963) (C&E)  
*Hazelwood School District v. Kuhlmeier* (1988) (C&E)  
*In re Gault* (1966) (C&E)  
*Korematsu v. United States* (1944) (both)  
*Mapp v. Ohio* (1961) (C&E)  
*Marbury v. Madison* (1803) (both)  
*McCulloch v. Maryland* (1819) (both)  
*Miranda v. Arizona* (1966) (C&E)  
*Munn v. Illinois* (1877) (US)  
*Wabash v. Illinois* (1886) (US)  
*U.S. v. E.C. Knight* (1895) (US)  
*Plessy v. Ferguson* (1896) (both)  
*Regents of University of California v. Bakke* (1978) (both)  
*Roe v. Wade* (1973) (both)  
*Schenck v. United States* (1919) (US)  
*Swann v. Charlotte-Mecklenburg* (1971) (US)  
*Tinker v. Des Moines School District* (1969) (C&E)  
*Texas v. Johnson* (1989) (C&E)  
*United States v. Nixon* (1974) (both)  
*Worcester v. Georgia* (1832) (US)

## UNITED STATES HISTORY CURRICULUM SUPPORT DOCUMENT

<b>D. Ships at Sea (not to be included but used as example work)</b>	<b>E. Things in the Sky</b>
<p><i>Mayflower</i>  <i>Chesapeake-Leopard</i>  <i>Trent</i>  <i>USS Constitution</i>  <i>Clermont</i>  <i>Monitor and Merrimac</i>  <i>The Maine</i>  <i>Great White Fleet</i>  <i>Titanic</i>  <i>Lusitania</i>  <i>Sussex</i>  <i>USS Arizona</i>  <i>Panay</i>  <i>USS Missouri</i>  <i>Mayaguez</i>  <i>USS Kearsarge</i>  <i>Valdez</i>  <i>USS Coral Sea</i>  <i>USS Cole</i>  <i>USS North Carolina</i>  <i>U-Boats</i>  <i>“Tall Ships”</i>  <i>PT-109</i></p>	<p><i>Apollo 13</i>  <i>Columbia</i>  <i>Eagle</i>  <i>Enola Gay</i>  <i>Gemini</i>  <i>Hindenberg</i>  <i>Mir</i>  <i>Spirit of St. Louis</i>  <i>Sputnik</i>  <i>U-2</i>  <i>Challenger</i>  <i>Wright flyer</i></p>