



LEE ACADEMY

Lee, Maine USA

Official Curriculum

US History II

Rev. Summer 2008

Course Description:

Part of a two-year sequence in American history, this course examines the history of the United States from 1865 to the present. Organized around key topics presented chronologically, the course focuses on major issues and ideas rather than specific dates and details. Class projects are designed to help students develop specific skills while increasing their knowledge of American history. Unit assessments provide students with the opportunity to demonstrate those skills and apply significant historical concepts and conclusions.

Primary Text(s) and Other Major Resources:

The Americans—McDougall Littell
ISBN 0-618-37735-2

Units	Objectives	Essential Questions	Projects	Assessments
Unit 1 MLRs E2b Identify and analyze major turning points and events in the history of Native Americans and various <i>historical and recent immigrant groups</i> in the United States, and other cultures in the world. E1d Analyze and critique varying interpretations of <i>historic people, issues, or</i>	Students will explore the meaning of “history” and examine and discuss reasons to study history <u>THE EMERGENCE OF A NEW NATION</u> (1870-1900) <u>Section 1:</u> [5 classes] “Manifest Destiny”: The Passing of the Old Frontier	How does the study of history enrich our lives and inform our decisions? How was the treatment of Native Americans by the US government inconsistent with fundamental American values? How did the policies of the US	Students will prepare and present their own personal “history,” using key “tools,” e.g. a time-line, decision analysis, and identification of “era,” key people & events Students will work in groups to “role play”	Students will . . . 1. work in groups to research the experience of four key groups of Westerners: Native Americans, cowboys, soldiers, and White farmers, for the purpose of

<p>events, and explain how evidence is used to support different interpretations.</p> <p>E1a Explain that history includes the study of the past based on the examination of a variety of <i>primary and secondary sources</i> and how history can help one better understand and make informed decisions about the present and future.</p> <p>E1b Analyze and critique major <i>historical</i> eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and future.</p> <p>B3b Analyze the <i>political structures</i>, political power, and political perspectives of diverse cultures, including those of Maine and other Native Americans, various <i>historical and recent immigrant groups</i> in Maine and the United States, and those of various world cultures.</p> <p>E2a Identify and critique issues characterized by unity and diversity in the history of the United States and other nations, and describe their effects.</p>	<p>Students will . . .</p> <ul style="list-style-type: none"> ■ examine how changes in official US government policy adversely affected Native Americans ■ identify the factors resulting in US-Native American conflicts, esp. the Battles of Sand Creek, the Little Big Horn & Wounded Knee ■ identify and compare key Native and US leaders, esp. Sitting Bull, Crazy Horse, Chivington & Custer ■ understand how Native culture fundamentally conflicted with the requirements of the Dawes Act ■ understand why the official policy of Americanization failed ■ understand how technological innovations like barb wire, railroads, and the steel plow transformed the West ■ investigate and compare the lives and cultures of competing frontier groups: Native Americans, cowboys, soldiers, and White farmers ■ examine and compare White American attitudes and treatment of Black & Native Americans ■ compare contemporary treatment of Native Americans with historic treatment 	<p>government result in “winners and losers” in the West?</p> <p>How did technological advances affect US Western expansion?</p>	<p>the Battle of the Little Big Horn using primary source materials</p>	<p>2. writing and submitting a 2-page “story from the West” in the style of a <i>Harper’s Weekly Magazine</i> article reporting what life was like on the frontier in the 1880s</p>
Units	Objectives	Essential Questions	Projects	Assessments
<p>Unit 1 MLRs</p> <p>E1b Analyze and critique major <i>historical</i> eras, major</p>	<p><u>THE EMERGENCE OF A NEW NATION</u> (1870-1900)</p> <p><u>Section 2:</u> [5 classes]</p>	<p>How did industrialization following the Civil War transform the American nation?</p>	<p>Students will . . .</p> <p>1. work in groups to compare and evaluate the lives and legacies</p>	<p>Students will . . .</p> <p>1. work in pairs to research primary sources—including</p>

enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and future.

E2b Identify and analyze major turning points and events in the history of Native Americans and various *historical and recent immigrant groups* in the United States, and other cultures in the world.

E1d Analyze and critique varying interpretations of *historic* people, issues, or events, and explain how evidence is used to support different interpretations.

E1a Explain that history includes the study of the past based on the examination of a variety of *primary and secondary sources* and how history can help one better understand and make informed decisions about the present and future.

The Gilded Age: A New Era of American Industrialization

Students will . . .

- explain the origin and significance of the title “The Gilded Age”

- investigate why immigrant labor was used to build railroads

- describe how technological innovations changed everyday life in America

- examine how the introduction of typewriters and telephones affected women in the American workforce

- identify significant inventors and entrepreneurs, esp. Morse, Bell, Drake, Edison & Westinghouse

- analyze the difference between “robber barons” and “captains of industry,” esp. Carnegie, Morgan, Rockefeller, Hill & Harriman

- identify the Credit Mobilier scandal and understand its significance

- examine the rationale for trusts and other means of creating “big business” and the consequences for American workers

- examine the differences in philosophy and politics between the Populists and the Social Darwinists

- investigate the reasons for the emergence of the Grange movement and the passage of the Interstate Commerce Act &

How did the distribution of the wealth created during the Gilded Age result in a new division of “rich” and “poor” in the United States? To what extent does that division continue today?

How did technological progress during the Gilded Age impact the social and political development of the United States? How does technological progress continue to impact American social and political developments?

of two titans of the Gilded Age--Carnegie & Rockefeller--with two contemporary business giants—Bill Gates & Sam Walton

2. read as homework and discuss in groups Carnegie’s “Gospel of Wealth”

3. vote as a class whether each of these men is an American “hero” or “villain”

4. discuss as a class the “criteria” used by students in making these judgments

historic court decisions—and prepare background materials

2. participate in an “in-class” debate of the following proposition:

“That American principles of liberty, free enterprise, and private property protect owners and workers from government involvement in the setting of prices, and the negotiation of wages.”

	Sherman Anti-Trust Acts and understand why they failed to achieve their purposes			
Units	Objectives	Essential Questions	Projects	Assessments
<p>Unit 2 MLRs</p> <p>E1d Analyze and critique varying interpretations of <i>historic</i> people, issues, or events, and explain how evidence is used to support different interpretations.</p> <p>E1a Explain that history includes the study of the past based on the examination of a variety of <i>primary and secondary sources</i> and how history can help one better understand and make informed decisions about the present and future.</p> <p>E2a Identify and critique issues characterized by unity and diversity in the history of the United States and other nations, and describe their effects.</p> <p>E2b Identify and analyze major turning points and events in the history of Native Americans and various <i>historical and recent immigrant groups</i> in the United States, and other cultures in the world.</p> <p>E1b Analyze and critique major <i>historical</i> eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and future.</p>	<p><u>THE NEW NATION COMES OF AGE</u> (1890-1920)</p> <p><u>Section 1:</u> [5 classes]</p> <p>A Nation of Immigrants: Urbanization and Social Change</p> <p>Students will . . .</p> <ul style="list-style-type: none"> ■ identify significant problems created by urbanization and examine city responses to these problems ■ analyze the relationship between the arrival of new immigrants and the rise of “political machines, ” esp. the Tweed Ring & Tammany Hall ■ identify and examine the divisions and tensions between Anglo-Saxon, Old, and New immigrants ■ compare and evaluate the treatment of west coast Asian immigrants with that of east coast European immigrants ■ investigate the relationship between immigration, urbanization, and industrialization on the emergence of organized labor and labor unions ■ identify and understand the importance of Ellis Island in the history of American immigration 	<p>How did immigration affect the economic, political and social structure of the United States?</p> <p>How have various groups of immigrants been treated by those who are already “Americans?”</p> <p>Why does immigration continue to be an important issue today? How does American history help inform the contemporary debate?</p>	<p>Students will . . .</p> <ol style="list-style-type: none"> 1. research their family history as homework before writing their personal “immigration” stories to share with the class 2. work in groups to compare the experience of Native Americans with that of African Americans and other “immigrant groups” 	<p>Students will . . .</p> <ol style="list-style-type: none"> 1. imagine they are on the staff of a member of the US Congress, and prepare a written “position paper” on the proper treatment of “illegal aliens,” identifying the key issues in the present debate, and using historic immigration precedents to support their position 2. share their papers with the class as part of a discussion on the contemporary importance of immigration issues

	<ul style="list-style-type: none"> examine the importance of state and federal governmental support for business owners rather than immigrants, workers, and farmers 			
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<p>Unit 2 MLRs</p> <p>E2b Identify and analyze major turning points and events in the history of Native Americans and various <i>historical and recent immigrant groups</i> in the United States, and other cultures in the world.</p> <p>E1b Analyze and critique major <i>historical</i> eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and future.</p> <p>E1d Analyze and critique varying interpretations of <i>historic</i> people, issues, or events, and explain how evidence is used to support different interpretations.</p> <p>E1a Explain that history includes the study of the past based on the examination of a variety of <i>primary and secondary sources</i> and how history can help one better understand and make informed decisions about the present and future.</p>	<p><u>THE NEW NATION COMES OF AGE</u></p> <p><u>Section 2: [5 classes]</u></p> <p>The Nation Claims an Empire: The US becomes a World Power</p> <p>Students will . . .</p> <ul style="list-style-type: none"> identify the “four essentials” of Adm. Mahan’s treatise on sea power and explain how they governed American policy for over a century examine the influence of “yellow journalism” on American public opinion and McKinley’s decision to go to war with Spain, esp. Hearst and Pulitzer press response to the explosion of the <i>USS Maine</i> in Havana Harbor understand how Hawaii became a US territory, esp. American involvement in overthrowing Queen Liliuokalani trace Theodore Roosevelt’s political evolution from “war hero” to president of the United States understand the significance of the acquisition of the Canal Zone and construction of the Panama Canal compare the consequences of 	<p>How did the acquisition of new territories and the creation of an American “empire” challenge core American values and fundamental constitutional principles?</p> <p>How did “empire building” affect the international status of the United States?</p> <p>How did the ideas and actions of a few powerful and influential men shape the destiny of the American Republic?</p> <p>How do the issues confronting the United States in 1900 continue to challenge the US in 2008?</p>	<p>Students will . . .</p> <ol style="list-style-type: none"> work in groups to construct a time-line of the period work in groups to collect primary source background material for selected entries, e.g. diary and book excerpts, press accounts, magazine articles, etc. prepare group presentations of their findings to share with the class 	<p>Students will . . .</p> <ol style="list-style-type: none"> select a significant person, event, or place from the period; research the person, event, or place selected, using at least two of the four “essential questions” to focus their research; present their research in a “booklet” that includes graphic images as well as printed text

	<p>the Spanish-American War for Cuba, Puerto Rico and the Philippines</p> <ul style="list-style-type: none"> ■ explore the arguments against annexation raised in the national debate against “empire building” ■ understand how the history of this period continues to affect American foreign relations 			
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Units	Objectives	Essential Questions	Projects	Assessments
<p>Unit 3 MLRs</p> <p>E1b Analyze and critique major <i>historical eras</i>, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and future.</p> <p>E1c Trace and critique the roots and evolution of <i>democratic ideals</i> and <i>constitutional principles</i> in the history of the United States and the world using historical sources.</p> <p>E1a Explain that history includes the study of the past based on the examination of a</p>	<p><u>DOMESTIC REFORMS & WORLD WAR</u> (1900-1920)</p> <p><u>Section 1:</u> [5 classes]</p> <p>Populism Revisited: The Progressive Era</p> <p>Students will . . .</p> <ul style="list-style-type: none"> ■ identify the issues identified by the Populists as social evils that the Progressives hoped to correct ■ identify the various interests that combined to create the Progressive Movement and explore their agenda ■ identify the Muckrackers and their most significant activities, and what they hoped to accomplish ■ compare the personalities and policies of Theodore Roosevelt, Wm. Howard Taft, and Woodrow Wilson, esp. TR’s use of the “Bully Pulpit” the Square Deal, and Wilson’s New Freedom ■ investigate the reasons behind the creation of the “Bull Moose” party, 	<p>How have grass root movements informed and affected significant developments in US history?</p> <p>How did Theodore Roosevelt and Woodrow Wilson help create the “modern” presidency, changing the constitutional balance of power in the United States?</p> <p>How have third parties informed and affected significant developments in US history?</p>	<p>Students will . . .</p> <ol style="list-style-type: none"> 1. work in groups to construct a time-line of the domestic history of the period 2. work in groups to identify significant people, decisions, and events of the period 3. work in groups to investigate and report back to their groups on selected topics identified through their group work 	<p>Students will . . .</p> <ol style="list-style-type: none"> 1. select a significant figure from the Progressive Era 2. research this person’s background and significant contributions to the history of the period 3. use their research to prepare a short first-person in-class presentation during which students will “role play” their historic personality 4. presentations may involve more than one student “actor” if such presentations enhance the historic authenticity of the presentation

<p>variety of <i>primary and secondary sources</i> and how history can help one better understand and make informed decisions about the present and future.</p> <p>E1d Analyze and critique varying interpretations of <i>historic</i> people, issues, or events, and explain how evidence is used to support different interpretations.</p>	<p>identify its purposes, and examine the extent to which it succeeded in achieving its purposes</p> <ul style="list-style-type: none"> ■ Discuss the lasting contributions of the Progressive Movement, and the ways it continues to inform contemporary American politics ■ Discuss the success and failure of “third parties” to impact the historic “two-party” political system in the United States, and the likelihood that a third-party will every win a national election 			
Units	Objectives	Essential Questions	Projects	Assessments
<p>Unit 3 MLRs</p> <p>E1b Analyze and critique major <i>historical eras</i>, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and future.</p> <p>E1c Trace and critique the roots and evolution of <i>democratic ideals</i> and <i>constitutional principles</i> in the history of the</p>	<p><u>DOMESTIC REFORMS & WORLD WAR</u> (1900-1920)</p> <p><u>Section 2:</u> [5 classes]</p> <p>Isolation and Intervention: WW I</p> <ul style="list-style-type: none"> ■ identify and examine the most significant causes of World War I, esp. colonial rivalries, the alliance system, new technologies, and rising nationalism and militarization ■ identify and examine the factors behind American isolationism, and US reluctance to become involved in European politics ■ identify the factors and events that eventually drew the United States into the War, esp. submarine warfare and the sinking of the <i>Lusitania</i> 	<p>How did American isolationism contribute to the outbreak of “The Great War?” How did American participation help bring it to an end?</p> <p>How did WW I change social life and politics in America, and affect the international status of the United States abroad?</p> <p>Why did “the war to end all wars” fail to achieve a lasting peace?</p>	<p>Students will . . .</p> <ol style="list-style-type: none"> 1. continue to work in their small groups to expand their time-lines, adding key people and events from foreign developments during the period 2. work in groups to identify the most significant people, decisions, and events of WW I, identifying in the process the criteria they are using to make these selections 3. work in groups to investigate and report back to their groups on 	<p>Students will . . .</p> <ol style="list-style-type: none"> 1. be assigned to a “blue” or “gray” team to help create questions/answers related to the causes, conduct, and consequences of WW I 2. participate as members of their teams in an in-class “Jeopardy” or “What do you know?” style quiz game competing to answer questions created by the other team

<p>United States and the world using historical sources. E1d Analyze and critique varying interpretations of <i>historic</i> people, issues, or events, and explain how evidence is used to support different interpretations.</p>	<ul style="list-style-type: none"> ■ examine how participation in the War resulted in significant changes in American life and politics, esp. the Espionage and Sedition Acts ■ trace the development of Wilson’s role as an international leader, esp. the “14-points” and Versailles Treaty ■ understand the importance of the national debate over ratification of the Versailles Treaty, and the significance of Wilson’s battle with the US Senate ■ understand the significance of US rejection of American participation in the League of Nations 		<p>selected topics identified through their group work</p>	
Units	Objectives	Essential Questions	Projects	Assessments
<p>Unit 4 MLRs</p> <p>B1c Explain how and why democratic institutions and interpretations of <i>democratic ideals</i> and <i>constitutional principles</i> change over time. E1c Trace and critique the roots and evolution of <i>democratic ideals</i> and <i>constitutional principles</i> in the history of the United States and the world using historical sources. E1d Analyze and critique varying interpretations of <i>historic</i> people, issues, or events,</p>	<p><u>POLITICAL CHALLENGES AND ECONOMIC CRISIS (1920-1940)</u></p> <p><u>Section 1: [5 classes]</u></p> <p>Constitutional Evolution: Women’s Suffrage</p> <p>Students will . . .</p> <ul style="list-style-type: none"> ■ identify and examine changes in American manners and morals, and the political consequences of these changes, esp. for women and Blacks ■ explain the role of the Women’s Christian Temperance Union in helping Prohibition to become the “law of the land,” and investigate why this “noble experiment” failed ■ examine the difference in women’s participation in politics at the state and local level with women’s right to vote in federal elections ■ trace the evolution of the Women’s 	<p>How did the ratification of the 19th Amendment in 1920 finally fulfill the promise of the ideals and values of the American Founding?</p> <p>How did the Women’s Suffrage Movement result in new roles and opportunities for women?</p> <p>How did the success of the Women’s Suffrage Movement influence the emergence of a Black Civil Rights Movement?</p>	<p>Students will . . .</p> <ol style="list-style-type: none"> 1. work in groups to develop a time-line of the Women’s Movement, beginning with Abigail Adams’ appeal “To remember the ladies!” 2. work in groups to locate and study primary source materials regarding key individuals and events in the Women’s Suffrage Movement 3. work in groups to present their research to the class 	<p>Students will . . .</p> <ol style="list-style-type: none"> 1. work in pairs to research primary sources—including court decisions—to understand historic arguments for and against Women’s Suffrage 2. participate in an “in-class” debate of the following proposition: “ That the nature of women and their role in American life make it unwise and undesirable for them to participate in politics and therefore unnecessary for them to have the constitutional right to vote ”

<p>and explain how evidence is used to support different interpretations.</p>	<p>Suffrage Movement, esp. why it took until 1920 for women to get the vote</p> <ul style="list-style-type: none"> ■ identify key women leaders of the Suffrage Movement, esp. Susan B. Anthony & Elizabeth Cady Stanton ■ identify the development of new educational opportunities and their consequences, esp. for women, Blacks and new immigrants ■ examine the significance of the Harlem Renaissance for Blacks in America within the larger context of continuing racial hostility, esp. the increased activity of the KKK ■ consider how issues of equality debated in the 1920's continue to be issues in contemporary social and political debate 			
Units	Objectives	Essential Questions	Projects	Assessments
<p>Unit 4, cont. MLRs</p> <p>E1d Analyze and critique varying interpretations of <i>historic</i> people, issues, or events, and explain how evidence is used to support different interpretations.</p> <p>E1b Analyze and critique major <i>historical</i> eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the</p>	<p>POLITICAL CHALLENGES AND ECONOMIC CRISIS (1920-1940)</p> <p><u>Section 2: [5 classes]</u></p> <p>The Nation Faces Hard Times: The Great Depression</p> <ul style="list-style-type: none"> ■ examine Coolidge's presidency, and how it influenced popular perceptions of the president's role ■ explore the significance of Al Smith's nomination in 1928 as the Democratic Party's candidate for president ■ identify the "Bonus Army," and how Hoover's response affected his authority to govern ■ identify the major causes of the "Crash of 1929" and examine the 	<p>How did the personality and political perspective of key leaders like Hoover and FDR impact the destiny of the United States and its people?</p> <p>How did the Depression and New Deal redistribute governmental power, effectively "rewriting" the Constitution?</p> <p>How did the "Great Depression" impact the lives of everyday Americans, leaving a legacy that endures and continues to inform contemporary economic debate?</p>	<p>Students will . . .</p> <ol style="list-style-type: none"> 1. work in groups to research specific topics assigned to their group 2. discuss their findings with members of their group 3. view as a class a series of historic black-and-white Depression-era photographs 4. write individual responses to what they "see" and "feel" as they viewed the photographs 5. share their personal reflections with the class as a whole 	<p>Students will . . .</p> <ol style="list-style-type: none"> 1. collect "first-hand" accounts of the impact of the Depression, by taking notes as they interview family and others who lived through this critical period of American history 2. organize the content of these "oral histories" into a written report, noting the most significant "learnings" resulting from their study 3. present an oral summary of their written reports in class

<p>implications for the present and future. B1c Explain how and why democratic institutions and interpretations of <i>democratic ideals</i> and <i>constitutional principles</i> change over time. E1c Trace and critique the roots and evolution of <i>democratic ideals</i> and <i>constitutional principles</i> in the history of the United States and the world using historical sources.</p>	<p>following economic collapse</p> <ul style="list-style-type: none"> ■ trace the political evolution of FDR ■ compare the political attitudes and strategies of Hoover and Roosevelt, esp. the role of the government in responding to the economic crisis ■ identify and describe how FRD moved decisively in the first “100 days” of his administration to meet the challenge facing the nation ■ examine the impact of the Great Depression on American life, esp. on women and children ■ identify ways FDR’s response to the Depression challenged historic understandings of the constitutional authority of the president and the national government, esp. FDR’s “Court-packing” plan 			
Units	Objectives	Essential Questions	Projects	Assessments
<p>Unit 5 MLRs</p> <p>E1b Analyze and critique major <i>historical</i> eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and future. E1d Analyze and critique varying interpretations of</p>	<p><u>GLOBAL CONFLICT AND INTERNATIONAL CHALLENGE</u> (1940-1960)</p> <p><u>Section 1:</u> [5 classes]</p> <p>Isolation and Intervention: WW II</p> <p>Students will . . .</p> <ul style="list-style-type: none"> ■ identify the causes of WW II, esp. economic depression, failure of the Versailles Treaty & League, fear of communism & fascism ■ identify the factors behind American isolationism and US reluctance to become involved in European politics 	<p>How did American reluctance to get involved in European affairs contribute to the rise of fascism, the outbreak of war in Europe, and the horrors associated with World War II?</p> <p>How did FRD’s leadership during World War II challenge traditional understandings of the role of the American president?</p> <p>How did World War II result in long-term consequences for the United States at home and abroad?</p>	<p>Students will . . .</p> <ol style="list-style-type: none"> 1. work in groups to research specific topics assigned to their group 2. discuss their findings with members of their group 3. view as a class the video “Auschwitz: If you cried you died” 4. share in small groups what they “saw” and “felt” as they viewed the video 5. read and discuss 	<p>Students will . . .</p> <ol style="list-style-type: none"> 1. construct a time-line of major events relating to WW II 2. research major causes and consequences of World War II 3. Attach their time-lines and research notes to a 2-3 page typewritten “research paper” summarizing their research findings

<p><i>historic</i> people, issues, or events, and explain how evidence is used to support different interpretations.</p> <p>E1c Trace and critique the roots and evolution of <i>democratic ideals</i> and <i>constitutional principles</i> in the history of the United States and the world using historical sources.</p>	<ul style="list-style-type: none"> ■ identify factors that drew the US closer to war, esp. lend-lease, German submarine warfare, and the Atlantic Charter ■ understand the immediate and long-term significance of the Japanese attack on Pearl Harbor ■ compare the personalities and objectives of key WW II leaders, esp. Hitler, Mussolini, Tojo, Stalin, Churchill, Roosevelt & Truman ■ examine how participation in the War resulted in significant changes in American life, esp. the draft, rationing, and increasing reliance on women in the workforce ■ identify ways in which the war in Europe differed from the war in the Pacific, comparing esp. D-Day with Iwo Jima and Okinawa ■ discuss the reality of the Holocaust and its consequences ■ examine Truman's justification for using atomic weapons to end the War 		<p>Martin Neimoller's poem: "When they came I did not speak"</p> <p>6. write a personal response to the poem, specifically addressing the consequences of being a silent "by-stander"</p>	
Units	Objectives	Essential Questions	Projects	Assessments
<p><i>(This is unit 5 continued.)</i></p>	<p><u>GLOBAL CONFLICT AND INTERNATIONAL CHALLENGE</u> (1940-1960)</p> <p><u>Section 2:</u> [5 classes]</p> <p>Post-War Challenges: Korea and the Cold War</p> <ul style="list-style-type: none"> ■ examine how choices made at the close of WW II created new post-war challenges, esp. allowing the Russians to take Berlin, and other decisions made at Yalta & Potsdam 	<p>How did the United States' new status as a global "super-power" affect the lives of Americans?</p> <p>How did fear of communism affect the domestic and foreign policy of the United States in the post-war period?</p> <p>How successful was American leadership in creating a stable and peaceful "new world order?"</p>	<p>Students will . . .</p> <ol style="list-style-type: none"> 1. work in groups to research specific topics assigned to their group 2. discuss their findings with members of their group 3. view and discuss a series of black-and-white photographs from the period as a class 	<p>Students will . . .</p> <ol style="list-style-type: none"> 1. work in pairs to research one of three significant decisions made by President Truman: his decision to drop atomic bombs on Hiroshima and Nagasaki; his decision to integrate the armed forces; or his decision to remove MacArthur from command

	<ul style="list-style-type: none"> ■ examine the creation of the United Nations and evaluate how effective it was in meeting post-war challenges ■ examine how the perceived “loss” of China affected US foreign policy, esp. US involvement in Korea & McCarthy’s “Red Scare” at home ■ understand the significance of what Churchill called “the Iron Curtain” and the consequences for US foreign policy, esp. the Marshall Plan, Berlin airlift & Truman Doctrine ■ examine the causes and consequences of Truman removing MacArthur from command in Korea ■ examine the causes and consequences of Truman’s decision to integrate the armed forces ■ examine Eisenhower’s responses to international challenges, esp. the Soviet invasion of Hungary, and the Suez & U-2 crises ■ examine the immediate and long-term consequences of the Soviet launch of Sputnik ■ examine the significance of Soviet Premier Krushchev’s selection as <i>Time’s</i> “Man of the Year” in 1958 		<p>4. select a photo and write the “newspaper article” that might have accompanied it when was first published</p>	<p>2. participate in “in-class” debates, with one student taking the position that Truman’s decisions were justified, and the other student taking the opposing position</p>
Units	Objectives	Essential Questions	Projects	Assessments
<p>Unit 6 MLRs</p> <p>B1c Explain how and why democratic institutions and interpretations of <i>democratic ideals</i> and <i>constitutional</i></p>	<p><u>TRAGEDY AND TROUBLE: CRISIS AT HOME AND ABROAD (1950-1970)</u></p> <p><u>Section 1:</u> [5 classes]</p> <p>Crisis at Home: The Civil Rights Movement and Social Change</p> <p>Students will . . .</p>	<p>How did the Civil Rights Movement challenge and confirm fundamental American ideals and values?</p> <p>How did the Supreme Court’s decision in <i>Brown vs. Board of Education</i> usher in a new era of judicial activism in American politics?</p>	<p>Students will . . .</p> <p>1. work in groups to develop a time-line of the Civil Rights Movement, beginning with ratification of the 15th Amendment in 1870</p>	<p>Students will . . .</p> <p>1. watch videos of Kennedy’s “First Inaugural” address and King’s “I have a dream” speech</p> <p>2a. analyze the context</p>

<p><i>principles</i> change over time.</p> <p>B2c Analyze the <i>constitutional principles</i> and the roles of the citizen and the government in major laws or cases.</p> <p>E1c Trace and critique the roots and evolution of <i>democratic ideals</i> and <i>constitutional principles</i> in the history of the United States and the world using historical sources.</p> <p>E1b Analyze and critique major <i>historical eras</i>, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and future.</p> <p>E1d Analyze and critique varying interpretations of <i>historic</i> people, issues, or events, and explain how evidence is used to support different interpretations.</p>	<ul style="list-style-type: none"> ■ analyze the context and content of the Supreme Court’s 1954 <i>Brown vs. Board of Education</i> decision, and examine its consequences ■ examine the significance of Eisenhower’s “Farewell Address” and what he called “the military-industrial complex” ■ evaluate Kennedy’s handling of the Cuban missile crisis ■ identify key leaders and events in the Civil Rights Movement and examine their significance ■ identify Rosa Parks, and examine her role in the Montgomery Bus Boycott ■ examine the impact of the JFK & MLK assassinations, and assess the impact of these events on American politics and social policy ■ analyze the context and content of JFK’s “First Inaugural” address and MLK’s “I have a dream” speech, and examine their significance ■ analyze the context and content of the Supreme Court’s 1973 <i>Roe vs. Wade</i> decision, and compare the consequences and importance of this decision with the Court’s decision in <i>Brown vs. Board</i> 	<p>How do the legacies of John F. Kennedy and Martin Luther King, Jr. continue to influence political debate and social change in the United States?</p>	<ol style="list-style-type: none"> 2. work in groups to research key individuals and events from their Civil Rights time-line 3. work in groups to present their research to the class 4. study Eisenhower’s “Farewell Address” as part of an in-class “content analysis” exercise 5. study the Court’s <i>Brown</i> and <i>Roe</i> decisions as part of an in-class “case analysis/brief writing” exercise 	<p>and content of both speeches</p> <p>2b. compare the significance of these historic speeches</p> <p>2c. submit their findings in a 2-3 page typewritten paper</p> <p>3a. write a 3 minute speech addressing some contemporary issue of personal concern</p> <p>3b. present their personal speeches to the class</p>
Units	Objectives	Essential Questions	Projects	Assessments

(Unit 6 continued)

TRAGEDY AND TROUBLE: CRISIS AT HOME AND ABROAD (1950-1970)

Section 2: [5 classes]

Crisis Abroad: The Vietnam War

- examine the historical context of US involvement in Indochina, esp. the French & Japanese occupations, and the 1954 Battle of Dien Bien Phu
- identify why the US entered the war in Vietnam, esp. the 1954 Geneva Accords & division of Vietnam, and the “domino theory”
- examine causes & consequences of US adoption of “search and destroy” tactics in Vietnam, esp. the environmental consequences of using “defoliants”
- understand the growth of the anti-war movement in the United States, and its significance for American culture and politics
- investigate the impact of the Vietnam War and the anti-war movement on Johnson’s domestic political agenda, his decision not to seek re-election, and the 1968 Democratic National Convention
- understand the context and consequences of the assassination of Robert F. Kennedy
- examine the immediate and long-term costs and consequences of America’s defeat in Vietnam and the resulting South Vietnamese surrender, esp. the treatment of returning US “vets” and Vietnamese refugees & “boat people”

Who was responsible for the failure of US policy in South East Asia?

How did the social and political discord of the 1960’s transform American society?

How does the legacy of the Vietnam War continue to inform contemporary American political debate, and influence attitudes and decisions?

Students will . . .

1. work in groups to develop a time-line of US involvement in Vietnam beginning with Battle of Dien Bien Phu
2. work in groups to research key people, decisions, and events from their Vietnam time-line
3. work in groups to discuss the Essential Questions
4. report back to the class on their group discussions

Students will . . .

1. collect “first-hand” accounts of the Vietnam War by taking notes as they interview family and others who may be veterans of the War, or who lived through this critical period of American history
2. use these “oral histories” to write a “commentary” on the War which will include graphic material that “helps to tell the story”

Units	Objectives	Essential Questions	Projects	Assessments
<p data-bbox="86 191 163 250">Unit 7 MLRs</p> <p data-bbox="86 285 239 586">E1d Analyze and critique varying interpretations of <i>historic</i> people, issues, or events, and explain how evidence is used to support different interpretations.</p> <p data-bbox="86 591 245 891">E1c Trace and critique the roots and evolution of <i>democratic ideals</i> and <i>constitutional principles</i> in the history of the United States and the world using historical sources.</p> <p data-bbox="86 896 243 1414">B1b Evaluate <i>current issues</i> by applying <i>democratic ideals</i> and <i>constitutional principles</i> of government in the United States, including checks and balances, federalism, and consent of the governed as put forth in <i>founding documents</i>.</p>	<p data-bbox="268 191 722 250"><u>MANAGING HISTORY: CONTINUITY AND CHANGE</u> (1970-1990)</p> <p data-bbox="268 285 537 315"><u>Section 1: [5 classes]</u></p> <p data-bbox="268 345 739 406">Constitutional Crisis: Watergate and the “Imperial Presidency”</p> <p data-bbox="268 436 466 466">Students will . . .</p> <ul style="list-style-type: none"> <li data-bbox="268 496 716 586">■ understand how the Gulf of Tonkin Resolution led to passage of the War Powers Act <li data-bbox="268 617 684 706">■ examine how Nixon’s election signaled a new direction in US domestic politics and foreign policy <li data-bbox="268 737 726 797">■ examine the causes/consequences of Nixon’s decision to bomb Cambodia <li data-bbox="268 828 732 950">■ examine Kissinger’s policy of “real politik” and how it contributed to ending the war in Vietnam, and bringing about international détente <li data-bbox="268 980 695 1071">■ identify and compare Nixon’s conservative agenda with that of his Democratic predecessors <li data-bbox="268 1102 716 1193">■ investigate Nixon’s supreme court nominations/appointments and their immediate & long-term significance <li data-bbox="268 1224 674 1284">■ understand the significance of the term “the Imperial Presidency” <li data-bbox="268 1315 701 1437">■ identify key people and events in the “Watergate crisis,” and how the “cover-up” led to impeachment proceedings and Nixon’s resignation <li data-bbox="268 1468 653 1497">■ understand how Gerald Ford 	<p data-bbox="768 191 1182 313">How did the election of Richard Nixon to two terms as President signal the end of one historical era, and the beginning of another?</p> <p data-bbox="768 345 1178 467">How did the Watergate Scandal--the impeachment proceedings and Nixon’s resignation--impact the nation and the world?</p> <p data-bbox="768 500 1184 621">How did Nixon’s successes and failures as president affect the evolution of the American presidency?</p>	<p data-bbox="1222 191 1417 220">Students will . . .</p> <ol style="list-style-type: none"> <li data-bbox="1222 253 1499 344">1. work in groups to research specific topics assigned to their group <li data-bbox="1222 376 1499 467">2. discuss their findings with members of their group <li data-bbox="1222 500 1482 591">3. work in groups to present their research to the class 	<p data-bbox="1533 191 1715 220">Students will . . .</p> <ol style="list-style-type: none"> <li data-bbox="1533 253 1818 433">1. research Ford’s decision to grant a full presidential pardon to Richard Nixon, including primary documents <li data-bbox="1533 466 1808 557">2. use their research to prepare debate materials <li data-bbox="1533 589 1818 862">3. participate in “in-class” debates, with one student taking the position that Ford’s decision was justified, and another student taking the position that Ford’s decision was not justified

	<p>became president of the United States, even though he was never elected president or vice-president</p> <ul style="list-style-type: none"> ■ evaluate the causes and consequences of Ford's decision to grant Nixon a full pardon 			
Units	Objectives	Essential Questions	Projects	Assessments
<p><i>(Unit 7 continued)</i></p> <p><u>MANAGING HISTORY: CONTINUITY AND CHANGE (1970-1990)</u></p> <p><u>Section 2: [5 classes]</u></p> <p>The US emerges triumphant: The end of the Cold War</p> <ul style="list-style-type: none"> ■ identify and examine the strengths and weaknesses of the Ford Administration, esp. its response to the <i>Mayaguez</i> incident ■ understand the significance and consequences of the 1973 OPEC oil embargo crisis, and compare it to the contemporary oil crisis ■ examine why the Equal Rights Amendment, passed by Congress in 1972, failed to become part of the US Constitution ■ identify and examine reasons for Carter's 1976 election as president ■ identify and examine the strengths and weaknesses of the Carter Administration, esp. stagflation, SALT II and the Camp David Accords ■ identify and examine the causes and consequences of the Iranian Embassy/hostage crisis, including its continuing significance ■ compare the personalities and policies of Carter and Reagan, esp. 	<p>Why is it appropriate to compare Ronald Reagan's presidency to the presidency of Franklin Delano Roosevelt? How did the collapse of the Soviet Union change America's position as the world's only remaining "super-power?"</p> <p>How did Reagan's "conservative" values reshape domestic politics and impact the lives of everyday Americans?</p>	<p>Students will . . .</p> <ol style="list-style-type: none"> 1. work in groups to research specific topics assigned to their group 2. discuss their findings with members of their group 3. work in groups to present their research to the class 	<p>Students will . . .</p> <ol style="list-style-type: none"> 1. select a significant person from this time period 2. research their person's background and contribution to the events of this period, relying as much as possible on primary source material 3. use their research to prepare for a first-person in-class "Press Conference" during which students will "role play" their historic personality 4. students will present brief opening "remarks" and then respond to questions from the class 	

	<p>their attitudes toward human rights and US foreign policy</p> <ul style="list-style-type: none"> ■ explain the immediate and long-term importance of “Reaganomics” and “supply-side” economics ■ investigate the Iran/Contra crisis ■ understand how <i>glasnost</i> and <i>perestroika</i> led to the collapse of the Soviet Union & end of the Cold War 			
Units	Objectives	Essential Questions	Projects	Assessments
<p>Unit 8 MLRs</p> <p>E1b Analyze and critique major <i>historical eras</i>, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and future.</p> <p>E1d Analyze and critique varying interpretations of <i>historic people</i>, issues, or events, and explain how evidence is used to support different interpretations.</p> <p>B1b Evaluate <i>current issues</i> by applying <i>democratic ideals</i> and <i>constitutional principles</i> of government in the United States,</p>	<p><u>FACING THE NEW CENTURY: CHALLENGES AT HOME AND ABROAD</u> (1990-2008)</p> <p><u>Section 1</u>: [5 classes]</p> <p>Prosperity and Constitutional Crisis: The Politics of Impeachment</p> <p>Students will . . .</p> <ul style="list-style-type: none"> ■ examine the causes and consequences of US involvement in the 1st Gulf War known as “Desert Storm” ■ investigate why President Bush was unable to win re-election in 1992 ■ explore the significance of the victory of “Bill and Hillary” Clinton in the presidential election of 1992 ■ examine how the defeat of Hillary Clinton’s health care initiative ended the possibility of a “co-presidency” ■ identify and examine key events leading to the impeachment and trial of William Jefferson Clinton ■ explore the immediate and long-term significance of the presidential impeachment trial, and the failure of the 	<p>Why did President Bush decide not to invade Iraq and remove Saddam Hussein during the 1st Gulf War?</p> <p>How did Clinton’s impeachment affect his Administration’s ability to conduct domestic and foreign policy?</p> <p>How did Clinton’s impeachment result in a new era of partisan politics?</p>	<p>Students will . . .</p> <ol style="list-style-type: none"> 1. work in groups to research specific topics assigned to their group 2. discuss their findings with members of their group 3. work in groups to present their research to the class 	<p>Students will . . .</p> <ol style="list-style-type: none"> 1. work in groups to research primary sources regarding Clinton’s impeachment 2. participate in an “in-class” debate of the following proposition: “That William Jefferson Clinton be removed from the office of President of the United States for committing high crimes and misdemeanors”

<p>including checks and balances, federalism, and consent of the governed as put forth in <i>founding documents</i>.</p> <p>E1c Trace and critique the roots and evolution of <i>democratic ideals</i> and <i>constitutional principles</i> in the history of the United States and the world using historical sources.</p>	<p>Senate to convict the president</p> <ul style="list-style-type: none"> ■ compare the context and impact of the Nixon resignation/pardon with the Clinton impeachment/acquittal ■ investigate the immediate impact and continuing legacy of the “Clinton Era” on American domestic politics and foreign affairs ■ explore the significance of the Clinton’s continuing role in American national politics, esp. the fact that Hillary Clinton came close to being nominated for president 			
Units	Objectives	Essential Questions	Projects	Assessments
<p><i>(Unit 8, cont.)</i></p> <p>B2b Evaluate the relationship between the government and the individual as evident in the United States Constitution, the Bill of Rights, and landmark court cases.</p>	<p><u>FACING THE NEW CENTURY: CHALLENGES AT HOME AND ABROAD</u> (1990-2008)</p> <p><u>Section 2: [5 classes]</u></p> <p>Entering Uncharted Territory: The Attack of 9/11 and the War on Terror</p> <ul style="list-style-type: none"> ■ investigate the irregularities of the 2000 presidential election, esp. the contested outcome and the “legal” resolution to this political contest ■ identify and examine the causes and consequences of the 9/11 terrorist attack, esp. how it changed the Bush Administration’s agenda ■ compare US aims, objectives and outcomes in the 1st and 2nd Gulf Wars, esp. international security, “WMDs,” and “regime change” ■ compare US aims, objectives 	<p>How is US military intervention in Iraq consistent or inconsistent with fundamental American values and historic international commitments?</p> <p>How has opposition to the war in Iraq been similar to the Vietnam anti-war movement? How has it been different?</p> <p>How much will America’s future depend on its military might, and how much on the ability of the United States to compete economically with rising international powers like India and China?</p>	<p>Students will . . .</p> <ol style="list-style-type: none"> 1. work in groups to research specific topics assigned to their group 2. discuss their findings with members of their group 3. work in groups to present their research to the class 	<p>Students will . . .</p> <ol style="list-style-type: none"> 1. work in groups to identify what they believe will be the greatest challenges facing the United States in the next thirty years based on their study of recent US history 2. research the personal and political background of the 44th President of the United States, and his party’s campaign platform 3. prepare a “briefing” for the class concerning what the group has identified as the likely challenges, and how the US will respond

and outcomes in Afghanistan and Operation Iraqi Freedom (2nd Gulf War), esp. the role played by NATO and Coalition partners

■ identify and examine the domestic consequences for American citizens of the “War on Terror,” esp. travel, increased military service, privacy rights, and immigration reform

■ compare US military interventions in Korea, Vietnam and Iraq, esp. the context and consequences of each

■ explore the appropriate role of the United States as the world’s only military “super-power,” esp. how the emergence of China and India as “developing” super-powers may affect US history in the future

■ explore how the election of the 44th president of the US is likely to affect 21st century US history