

U.S. History

East Chicago Central High School

United States History

Units of Study

<u>Unit 1:</u>	Early National Development: 1775-1877	 29 Days
<u>Unit 2:</u>	Development of the Industrial US: 1870-1900	 33 Days
<u>Unit 3:</u>	Emergence of the Modern US: 1897-1920	 14 Days
<u>Unit 4:</u>	Modern US in Prosperity and Depression: 1920s-1930s	 28 Days
<u>Unit 5:</u>	The US and WWII: 1939-1945	 17 Days
<u>Unit 6:</u>	Post-War US: 1945-1960	 9 Days
<u>Unit 7:</u>	US in Troubled Times: 1960-1980	 22 Days
<u>Unit 8:</u>	Pax Americana: 1980-2001	 8 Days
<u>Unit 9:</u>	Post-9/11 US	 8 Days*
<u>Unit 10:</u>	Historical Thinking	 Interwoven with above lessons


*Interwoven with Unit 8

All days are considered single days rather than block scheduling and include test days (but not finals). If block scheduled, you will spend the same number of days, but each period will be half the days as above.


Appendices

Appendix A: Curriculum Refinement Form

Standards Breakdown

 **Green:** Priority Standards

 **Pink:** Supporting Standards

 **Gray:** Additional Standards

UNITS

		1	2	3	4	5	6	7	8	9	10
Early National Development : 1775 to 1877	1.1	●									
	1.2	●									
	1.3	●									
	1.4										
Development of the Industrial United States: 1870 to 1900	2.1		●								
	2.2										
	2.3										
	2.4										
	2.5		●								
	2.6		●								
	2.7										
	2.8										
	2.9		●								
Emergence of the Modern United States: 1897 to 1920	3.1										
	3.2			●							
	3.3										
	3.4										
	3.5			●							
	3.6			●							
	3.7			●							
	3.8										
	3.9			●							
Modern United States in Prosperity and Depression: 1920's and 1930's	4.1										
	4.2				●						
	4.3				●						
	4.4				●						
	4.5				●						
	4.6										
	4.7				●						
	4.8				●						
	4.9				●						
The United States and World War II: 1939 to 1945	5.1										
	5.2					●					
	5.3					●					
	5.4					●					
	5.5					●					
	5.6					●					
	5.7					●					
	5.8										
	5.9					●					
Post War United States: 1945 to 1960	6.1						●				
	6.2						●				
	6.3										

STA
NDA
RDS

General Description of the Unit

Exploration And The Thirteen Colonies, 1492-1750

Synopsis: Students will get an understanding of how European settlers created colonies in North America that were already inhabited by Native Americans. They will also describe the different forms of governments created by the colonial colonies. Students will analyze economic makeup of the three regions within the colonies and the increasing need for slave labor. Lastly, describe the impact enlightenment thinkers had on the ideas for Revolution.

The American Revolution, 1754-1783 Synopsis: Escalating tensions over British control of the colonies resulted in a true revolt against British rule. The colonists established a new government for themselves and won their independence.

Balancing Liberty and Order, 1787-1816

Synopsis: A new government was adopted under the Constitution. Differences in how government should be implemented led to the rise of political parties. The growth of the nation, along with the War of 1812, gave Americans a strong sense of national pride.

Emerging New Nation, 1800-1860

Synopsis: The United States defended its authority to regulate interstate commerce and declared the Western Hemisphere off limits for future colonization. Sectional differences led to disagreements over slavery. While Native Americans were forced to move west, reform movements focused on social issues and the rights of women and African-Americans. Amidst these struggles the United States fulfilled its Manifest Destiny.

Division and Uneasy Reunion, 1848-1877

Synopsis: This unit explores the causes of the Civil War, looking at economic, political and social disagreements between the north and the south. Key battles/turning points are discussed, and the effects (both immediate and long-term) are explored.

<p>Priority Standards</p> <ul style="list-style-type: none"> ● USH.1.2: Summarize major themes in the early history of the United States such as federalism, sectionalism, nationalism, and states' rights. 	<p>Supporting Standards</p> <ul style="list-style-type: none"> ● USH.1.1: Read key documents from the Founding Era and analyze major ideas about government, individual rights, and the general welfare embedded in these documents. http://www.ourdocuments.gov/content.php?flash=true&page=milestone ● USH.1.3: Identify and tell the significance of controversies pertaining to slavery, abolitionism, and social reform movements.
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Content Area Literacy Standards

- 11-12.--Social Studies 2.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. (Nat Turner lesson)

<p>Enduring Understandings</p> <ul style="list-style-type: none"> ● The early development of the Americas was predicated on colonial rivalry based in Europe. ● The cultural clash that occurred during the birth of the Atlantic world produced both positive and negative effects. ● The American Revolution was the culmination of growing tensions between Britain and her independently-minded colonists. ● The Constitution is considered the supreme law of the land and is designed to be a "living 	<p>Essential Questions</p> <ul style="list-style-type: none"> ● To what extent did the birth of the Atlantic World represent the clash of three distinct cultures? ● Was the American Revolution justified? ● When is revolution justified? ● What factors led to the growing American sense of independence? ● What were some of the major challenges faced by the new nation? ● How did the young government deal with those challenges?
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document.”

The emerging new nation was defined by rugged individualism and territorial expansion.

- The Civil War was based on the struggle between national supremacy and states' rights.
- Reconstruction failed to make substantive changes in society for African-Americans living in the South.

- What were the causes of the War of 1812?
- To what extent did the emerging new nation promote democratization in society?
- Was nationalism or sectionalism the more prominent force in the new nation?
- To what extent were sectionalism and states' rights the underlying causes of the Civil War?
- What were the costs of war?
- Was it worth the sacrifice?
- To what extent was Reconstruction successful?

Key Concepts	Related Concepts	Vocabulary
<p>Great Awakening Colonial Self-government Diversity and Development of American colonies Middle Passage and the African Population Mercantilism and trans-Atlantic trade</p> <p>Causes of the American Revolution Colonial Unrest and Movement for Independence America Revolutionary Relationship with Europe Impact of Location on Major Battles of the Revolution Women, American Indians, and free and enslaved Blacks in the Revolution Key People of the Revolutionary Era Creating and Establishing a New Nation</p> <p>Presidential Precedents Setting an International Precedent: War of 1812 and Monroe Doctrine Early National Expansion Establishing a National Identity Industrial and Economic Growth Social Reform Movements Jacksonian Democracy</p> <p>Compromise and Growing Sectionalism Causes of the Civil War The Role of Lincoln Influences of Key Figures in the Civil War</p>	<p>Human nature (Hobbes, Locke, Machiavelli)</p> <p>Federalism Sectionalism “States’ rights” vs. U.S. Constitution’s separation of powers</p> <p>Popular Sovereignty Sectionalism</p> <p>Reconstruction</p>	<p>Secede Total War</p> <p>Unconstitutional</p> <p>Nationalism General welfare Social contract Abolition Suffrage</p>

Impact of Location on Important Battles of the Civil War
Reconstruction Goals, Successes, and Challenges

Resources

Resources & Materials

- Globe, Maps,
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Texts & Articles

- [100 Milestone Documents](#)
- [Revolution and the New Nation \(1754-1820's\)](#)
- [Expansion and Reform](#)
- [Civil War and Reconstruction](#)
- [Declaration of Independence: An Analytical View](#)
- [Declaration of Independence](#)
- [The Declaration and Natural Rights](#)
- [NW Ordinance \(1787\)](#)
- [US Constitution \(1787\)](#)
- [Federalist Paper 10 \(1787\)](#)
- [Federalist Paper 51 \(1788\)](#)
- [Bill of Rights \(1791\)](#)
- [BOR Infographic](#)
- [Washington's Farewell Address \(1796\)](#)
- [The Alien and Sedition Acts \(1798\)](#)
- [Jefferson's First Inaugural Address \(1801\)](#)
- [Marbury v Madison \(1803\)](#)
- [McCulloch v MD \(1819\)](#)
- [IN Constitution \(1816\)](#)
- [IN Constitution \(1851\)](#)
- iCivics (free registration): [Federalism](#)
- [The 2nd Great Awakening and the Age of Reform](#)
- [Edsitement Lesson: Slave Narratives](#)
- [Nat Turner Rebellion](#)
- [Compromise of 1820](#)
- [Abolitionism in IN](#)
- [Levi Coffin \(IN\)](#)
- [Compromise of 1850](#)
- [KS-NE Act](#)
- [Edsitement Lesson: KS-NE Act of 1854: Popular Sovereignty and the Political Polarization Over Slavery](#)
- [TeachUSHistory.org KS-NE Act Lesson Plan](#)
- [Dred Scott v Sanford \(1856\)](#)
- [John Brown's Raid](#)
- [Temperance Movement \(IN\)](#)
- [Temperance Reform in the Early 19th Century](#)
- [Women's Rights Movement](#)
- [Civil War Primary Documents](#)
- [Causes of the Civil War](#)
- [Overview of Construction](#)
- [Edsitement: The Battle Over Reconstruction: The Aftermath of War](#)

Videos & Media

- [Nationalism and Sectionalism](#)
- PBS: [Ken Burns' Civil War](#) (Passport account may be necessary)
- [Lincoln](#) movie
- Crash Course U.S. History episodes
- PBS: [The African Americans: Many Rivers to Cross](#) (Passport account may be necessary)
- [Black Codes](#)
- [Reconstruction-Black Codes](#)

- [Edsitement: The Battle Over Reconstruction: The Politics of Reconstruction](#)
- [Edsitement: The Battle Over Reconstruction: The Aftermath of Reconstruction](#)
- [13th Amendment](#)
- [14th Amendment](#)
- [15th Amendment](#)
- [The 13th Amendment and the Abolition of Slavery](#)
- National Humanities Center: [Effects of Reconstruction Timeline](#)
- NHC: [Emancipation Movements](#)
- [How successful was Reconstruction in dealing with the economic and social problems of freedmen?](#)
- [To what extent did Reconstruction create political equality for freedmen?](#)
- [What happened to freedmen after Reconstruction came to an end?](#)
- [How was legalized segregation created in the South?](#)
- Library of Congress: [After Reconstruction: Problems of African Americans in the South](#)
- [Johnson's Impeachment](#)
- [The Compromise of 1877](#)
- [Political Cartoon: Hayes v Tilden](#)
- [Rutherford B Hayes Election](#)
- [The Election Riot of 1876](#)

School Resources

Textbook

US History textbook:

- Yellow book: Pgs 3-95
 - Pay special attention to American Issues Connectors on the following pages: 7, 19, 26, 41, 69, 89
- Blue book: Pp. 3-73

Formative Assessments

Quizzes

Projects (not encouraged; Unit 1's purpose is a review to bridge students to the **real** starting point of the state curriculum, **1877**.)

General Description of the Unit

Literacy Assessments:

- [*The Industrial Revolution Teacher Document*](#)
- [*The Industrial Revolution Student Document*](#)

Priority Standards

- **USH.2.1:** Explain the causes and consequences of the Industrial Revolution.

Supporting Standards

- **USH.2.5:** Summarize the impact industrialization and immigration had on social movements of the era including the contributions of specific individuals and groups.
- **USH.2.6:** Describe the growth of unions and the labor movement and evaluate various approaches and methods used by different labor leaders and organizations.
- **USH.2.9:** Analyze the development of “separate but equal” policies culminating in the Plessy v. Ferguson (1896) case. Explain the historical significance of the denial of African American rights in the South and the effects of these policies in future years.

Content Area Literacy Standards

- 11-12-Social Studies 2.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Enduring Understandings

- Students examine the political, economic, social, and cultural development of the United States during the period from 1870 to 1900.
- The growth of industry led to migration west, rapid urbanization and progressive reform.
- Rapid industrialization transformed daily life in positive and negative ways.
- Americans tried to address some negative effects of industrialization.
- Immigrants from southern and eastern Europe Asia changed American culture as they established lives in their new homes.
- Rapid urban growth resulted from industrialization and immigration.
- New technology, urbanization, and industrialization created new ways of life and mass cultural movements in the US.
- As Americans continued to migrate, Native Americans and Mexican Americans already living in the West were pressured and pushed aside.
- Mining, ranching, and farming drew people to settle in the Great Plains and other parts of the West, helped by the growth of the RR.
- Different groups of people in the West used land and resources differently, leading to conflict in some places.
- Corruption and difficult conditions for farmers led to a push for reform.

Essential Questions

- We're Big Business Leaders captains of industry or robber barons?
- Should business be regulated closely by the government?
- Should business be allowed to combine and reduce competition?
- Did America fulfill the dreams of immigrants?
- Has the West been romanticized?
- Can the white man's conquest of Native Americans be justified? Have Native Americans been treated fairly by the United States government?

Key Concepts

Rise of Big Business
Influence of Key
Inventions

Related Concepts

Immigration
Urbanization
Consumerism
General Custer

Vocabulary

Industrialization
Robber baron
Captain of industry
Union

<p>Social, Political, and Economic Influence of Immigration Formation and Growth of Labor Unions Manifest Destiny's Impact on American Indians Effect of Women, Journalism and Social Reform Supreme Court's Impact on Segregation Unionization Battle of the Little Big Horn Wounded Knee Homestead Act Pendleton Civil Service Act Gold standard Populism</p>	<p>Sitting Bull Chief Joseph Joseph Pulitzer William Hearst Thomas Edison Inventions Transcontinental RR Land grants Exodusters Las Gorras Blancas Political machines Grange Oliver H Kelley William J Bryan William McKinley Farmers' Alliance</p>	<p>Segregation (<i>de jure</i> and <i>de facto</i>) Monopoly Entrepreneurs Corporation Horizontal integration Vertical integration Trust Social Darwinism Company towns Collective bargaining AFL Steerage Americanization Nativism Chinese Exclusion Act Tenements Cholera Gilded Age Conspicuous consumerism Mass culture Vaudeville Assimilation Reservations Vigilantes Open-range system Spoils system Civil service</p>
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Resources

<p>Resources & Materials</p> <ul style="list-style-type: none"> • Maps, 	<p>Texts & Articles</p> <ul style="list-style-type: none"> • Selected chapters from The Jungle (U. Sinclair) • Selected chapters from How the Other Half Lives (J. Riis) • Turner Thesis • The Subject Necessity of Social Settlements (J. Addams) • National Archives: The Development of the Industrial US • LOC: Development of the Industrial US • America's Industrial Revolution • American History Resource Center - 1879-1990 • Industrial Revolution • Growth of RRs • Gilder Lehrman article: Transcontinental RRs: Compressing Time and Space • Binding the Nation by Rail • Inventors and Inventions from 1851-1900 • Inventions from 1870-1900 • Development of Big Business • The Black Inventor Online Museum • The Faces of Science: African Americans in the Sciences • Robber Barons or Captains of Industry? • Lesson plan: Captains of Industry or Robber Barons • John D Rockefeller 	<p>Videos & Media</p> <ul style="list-style-type: none"> • Social Darwinism • Vaudeville Acts • The Men Who Built America-History Channel • Haymarket (PBS) • PBS: The African Americans: Many Rivers to Cross (Passport account may be necessary) •
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- [Business Regulation Case Study: Standard Oil](#)
- [Andrew Carnegie](#)
- [Wealth and Weightlessness](#)
- [Cornelius Vanderbilt](#)
- [Edsitement: The Industrial Age in America: Robber Barons and Captains of Industry](#)
- [Edsitement: The Industrial Age in America: Sweatshops, Steel Mills, and Factories](#)
- [Docs Teach: Assimilation of Native Americans](#)
- [Zoom Inventors and Inventions](#)
- [Henry Grady's New South](#)
- [PBS: Who Made America Timeline](#)
- [LOC: African American Identify in the Gilded Age](#)
- [Gilded Age: Political Cartoon Analysis](#)
- [Political Cartoons of Political Machines](#)
- [The Farmers' Revolt](#)
- [Reading Like a Historian: Populism and the Election of 1869](#)
- [Oliver Kelley: Grange Movement](#)
- [National People's Party Platform](#)
- [George Washington Carver](#)
- [John Deere](#)
- [Cyrus McCormick](#)
- [Joseph F Glidden](#)
- [Elisha Otis](#)
- [Alexander Graham Bell](#)
- [Thomas Edison](#)
- [George Westinghouse](#)
- [Docs Teach: Reasons for Westward Expansion](#)
- [PBS: New Perspectives on the West](#)
- [The Homestead Act](#)
- [Turner Thesis](#)
- [The Significance of the Frontier in American History](#)
- [The Closing of the Frontier](#)
- [Reading Like a Historian: Battle of Little Big Horn](#)
- [Were the policies and actions towards Native Americans justified?](#)
- [To what extent were policies towards Native Americans justified?](#)
- [Indian Removal and the Politics of Westward Expansion](#)
- [Natives of North America](#)
- [Benjamin Harrison Presidential Site](#)
- [American President: Benjamin Harrison](#)
- [Federal Election Bill Cartoon and Explanation](#)
- [Benjamin Harrison Domestic](#)
- [Papers of Benjamin Harrison](#)
- [Sherman Anti-Trust Act \(1890\)](#)
- [Should the Government Regulate Business?](#)
- [Interstate Commerce Act](#)
- [Civil Rights Acts](#)
- [Jim Crow Laws](#)
- [PBS: The Rise and Fall of Jim Crow](#)
- [Creation of KKK](#)

- [Plessy v Ferguson: Abridged Version](#)
- iCivics: [Plessy v Ferguson](#)
- Streetlaw.org: [Plessy v Ferguson](#)
- LOC: [From Jim Crow to Linda Brown](#)
- [SCOTUS and Civil Rights](#)

School Resources

Textbook

US History textbook:

- Yellow book: Pgs 99-207
 - Pay special attention to American Issues Connectors on the following pages: 116, 141, 165, 190
- Blue book:

Formative Assessments

Quizzes

General Description of the Unit

Literacy Assessments:

- [World War I Teacher Document](#)
- [World War I Student Document](#)
- [Immigration Teacher Document](#)
- [Immigration Student Document](#)
- [The Progressive Era Teacher Document](#)
- [The Progressive Era Student Document](#)

Priority Standards

- **USH.3.2:** Explain the origins, goals, achievements, and limitations of the Progressive Movement in addressing political, economic, and social reform.
- **USH.3.6:** Analyze the reasons why the United States became involved in World War I.

Supporting Standards

- **USH.3.5:** Explain the importance of social and cultural movements within the Progressive Era, including significant individuals/groups such as Booker T. Washington, Ida B. Wells, W.E.B. DuBois, NAACP, muckrakers and Upton Sinclair and including movements such as the Harlem Renaissance, women’s suffrage, labor movements, and socialist movement.
- **USH.3.7:** Analyze President Wilson’s Fourteen Points and describe the obstacles he faced in getting European leaders to accept his approach to peace.
- **USH.3.9:** Describe the experiences of migrants from Europe, Asia, and the southern United States as they encountered and interacted with their new communities.

Content Area Literacy Standards

- Grade: 11, 12 - Social Studies 2.3 Evaluate various explanations for actions or events, and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Enduring Understandings

- At the turn of the century, reformers worked for equality in political rights and economic opportunities in the United States.
- Political organizations dedicated to various causes won significant gains, while several presidents worked to enforce fair business practices and protect the environment.
- In the same period, the United States worked to expand trade and territory around the world.
- The United States emerged as a world power after the Spanish-American War and diplomatic measures with East Asia and Latin America.
- The United States was drawn into World War I on the side of the Allies.
- Americans rallied around the war effort, although some dissenters were treated harshly.
- In the 1920s, the nation saw an economic boom, spurred by technological innovation.
- While many prospered, tensions created an unsettled economy.
- During the 1920s, a new mass culture emerged, women assumed new roles, and African Americans enjoyed a flowering in the arts in Harlem.

Essential Questions

- Can reform movements improve American society and politics? (Progressivism)
- To what extent had African Americans attained the “American dream” by the early 20th century?
- Were the progressives successful in making government more responsive to the will of the people?
- Was American expansion overseas justified?
- Was World War I inevitable in 1914?
- Was it possible for the US to maintain neutrality in World War I?
- Should the United States have approved the Treaty of Versailles?

<p>Key Concepts</p> <p>Progressive Politics American Imperialism US Involvement in WWI Domestic Impact of WWI US International Involvement after WWI Political Changes after WWI Cultural Changes and National Identity</p>	<p>Related Concepts</p> <p>Monroe Doctrine Treaty of Versailles (Wilson's) Fourteen Points</p>	<p>Terms and People</p> <p>Progressivism, muckraker, Lincoln Steffens, Jacob Riis, Social Gospel, settlement house, Jane Addams, direct primary, initiative, referendum, recall, Upton Sinclair, 17th Amendment, referendum.</p> <p>Florence Kelley, temperance movement, Margaret Sanger, Ida B. Wells, Carrie Chapman Catt, National American Woman Suffrage Association, Alice Paul, 19th Amendment, suffrage oh, Susan B Anthony.</p> <p>Americanization, Booker T Washington, W. E. B. Dubois, National Association for the advancement of colored people, Urban League, Anti-Defamation League, mutualistas American Indian citizenship Act of 1924.</p> <p>Square Deal, Hepburn Act, Meat Inspection Act, Pure Food and Drug Act, John Muir, Gifford Pinchot, National Reclamation Act, New Nationalism, Progressive Party, Woodrow Wilson, New Freedom, 16th Amendment, Federal Reserve Act, Federal Trade Commission, Clayton Antitrust Act, Theodore Roosevelt, monetary policy.</p> <p>imperialism, extractive economies, Alfred G Mahan, social Darwinism, Frederick Jackson Turner, Matthew Perry, Queen Liliuokalani, Sanford B Dole, Jose Marti, William Randolph Hearst, yellow press, jingoism, George Dewey, Emilio Aguinaldo, Rough Riders, Treaty of Paris, Insurrection, guerrilla warfare William Howard Taft.</p> <p>Spheres of influence, John Hay, Boxer Rebellion, open door policy, russo-japanese War, gentlemen's agreement, Great White Fleet, Foraker act, Platt Amendment, big stick diplomacy, Panama Canal, Roosevelt Corollary, Dollar Diplomacy, moral diplomacy, Francisco Pancho Villa.</p> <p>Francis Ferdinand, William II, Western Front, casualty, contraband, U-boat, SS Lusitania, Zimmerman telegram. Selective Service Act,</p>
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Committee on Public Information, George Creel, conscientious objector, Espionage Act, Great Migration. Convoy, Gen. John J. Pershing, Fourteen Points, reparations, self-determination, League of Nations, reservationists, American Expeditionary Forces, irreconcilables, Spanish Influenza Pandemic.

Resources

Resources & Materials

- Maps, photographs, informational posters

Texts & Articles

- [The Emergence of Modern America](#)
- [Early 1900s US Foreign Policy](#)
- [American History Resource Center: 1890-1914](#)
- [American History Resource Center: 1914-1920](#)
- [American History: Early Imperialism](#)
- Edsitement: [Spanish-American War \(1898\)](#)
- Reading Like a Historian: [American Imperialism](#)
- [The World of 1898: The Spanish-American War](#)
- [Crucible of Empire: The Spanish-American War](#)
- [Annexation of HI \(1898\)](#)
- Teaching with Documents: [The 1897 Petition Against the Annexation of HI](#)
- [Open Door Policy \(1899\)](#)
- Edsitement: [Imperialism and the Open Door](#)
- [Treaty of Portsmouth](#)
- Gilder Lehrman: [The Roosevelt Corollary to the Monroe Doctrine](#)
- [Building the Panama Canal \(1903-1914\)](#)
- [Dollar Diplomacy](#)
- [William McKinley](#)
- [John Hay](#)
- [William Randolph Hearst/Joseph Pulitzer](#)
- [Theodore Roosevelt \(Big Stick Diplomacy\)](#)
- [William Taft \(Dollar Diplomacy\)](#)
- Edsitement: [Woodrow Wilson and Foreign Policy](#)
- [Alfred Mahan](#)
- [Eddie Richenbacker](#)
- [Progressive Era](#)
- LOC: [Progressive Era to New Era \(1900-1929\)](#)
- Best of History: [Progressive Era](#)
- Gilder Lehrman: [Reform Movements of the Progressive Era](#)
- Primary Sources: [Progressive Era](#)
- [Progressive Era Politics Timeline](#)
- [The 1911 Triangle Factory Fire](#)
- [Extending Suffrage to Women](#)
- [The Jungle](#)
- Gilder Lehrman: [The Jungle](#)
- [Child Labor in America](#)
- [Black Women Clubbing for Healthcare Reform](#)

Videos & Media

- The World of 1898: The Spanish American War
- [The First World War](#) (Episode 10: Everlasting War) DVD set
- PBS: [The Great War](#)
- Ellis Island-National Park Service
- PBS: [American Experience: Triangle Fire](#)
- PBS clip: [Sacco and Vanzetti](#)
- PBS: [The African Americans: Many Rivers to Cross](#) (Passport account may be necessary)
- Khan Academy: [US Enters WWI](#)
- [Wilson's 14 Points](#)
- [Paris Peace Conference and the Treaty of Versailles](#)

- [Theodore Roosevelt Primary Sources](#)
- [William Taft Primary Sources](#)
- [Woodrow Wilson Primary Sources](#)
- [Progressive Party Platform of 1912](#)
- Teaching with Docs: [Political Cartoons Illustrating Progressivism and the Election of 1912](#)
- Anthracite Coal Strike: [To what extent did TR provide a “Square Deal” for the American people?](#)
- Gilder Lehrman: [TR and the Trusts](#)
- [Northern Securities Case](#)
- [Progressive Reform and Trusts](#)
- [Federal Power: TR](#)
- [To what extent did Wilson provide a “New Freedom” for the American people?](#)
- [History of the Federal Reserve](#)
- Classroom Edition: [Federal Reserve Bank of St Louis](#)
- [Clayton Antitrust Act](#)
- [Winning the Vote for Women: The 19th Amendment](#)
- [Muller v OR \(1908\)](#)
- [Schenck v US \(1919\)](#)
- [Clear and Present Danger Test for Subversive Advocacy](#)
- [Abrams v US \(1919\)](#)
- [The Progressive Movement and African Americans](#)
- [Booker T Washington Resources](#)
- [Booker T Washington Primary Sources](#)
- [WEB DuBois Primary Sources](#)
- [The Debate Between WEB DuBois and Booker T Washington](#)
- LOC: [The NAACP: A Century in the Fight for Freedom](#)
- [Frederick Olmsted](#)
- [Frances Willard](#)
- [Women’s Christian Temperance Union \(WCTU\)](#)
- [May Wright Sewall](#)
- [Madam CJ Walker](#)
- [TC Steele and the Hoosier Group](#)
- [Elwood Haynes](#)
- [Juliet Strauss](#)
- [Richard Lieber](#)
- [Ball Brothers \(Muncie\)](#)
- [Indianapolis Recorder](#)
- [Carl Fisher](#)
- [James Allison](#)
- [The Hoosier Behind the Jazz Charts](#)
- [WWI Websites](#)
- [WWI Resources Grades 9-12](#)
- Digital History: [WWI](#)
- [House-Grey Memorandum](#)
- Edsitement: [US Entry into WWI: 2 Diametrically Opposed Views](#)
- Edsitement: [US Entry into WWI: Some Hypotheses About US Entry](#)

- Edsitement: [US Entry into WWI: A Documentary Chronology of WWI](#)
- Edsitement: [Wilson and American Entry into WWI](#)
- PBS: [The Blame Game \(Lusitania\)](#)
- Suffragettes- primary sources (Docs Teach)
- [Zimmermann Telegram](#)
- Gilder Lehrman: [The Zimmermann Telegram and American Entry into WWI](#)
- [WWI Posters](#)
- Colonel House: [Interpretation of Wilson's 14 Points](#)
- Edsitement: [The Debate in the US Over the League of Nations: League of Nations Basics](#)
- [Immigration Restriction and the KKK](#)
- Gilder Lehrman: [Immigration and Migration](#)
- Digital History: [Immigration](#)
- [Why did immigrants come to America?](#)
- [To what extent has America welcomed immigrants?](#)
- [To what extent was America xenophobic in the 1920s?](#)

School Resources

Textbook

US History textbook:

- Yellow book: Pgs 211-319
 - Pay special attention to American Issues Connectors on the following pages: 227, 254, 290
- Blue book:

AP U.S. History textbook's coverage of Suffragettes 1990-1920. (secondary source)

Formative Assessments
Quizzes

General Description of the Unit

Literacy Assessments:

- [*The Great Depression Teacher Document*](#)
- [*The Great Depression Student Document*](#)
- [*Women in the 1920s Teacher Document*](#)
- [*Women in the 1920s Student Document*](#)

Priority Standards

- **USH.4.2:** Identify new cultural movements of the 1920s, including the emergence of women in the public sphere and the professions.
- **USH.4.5:** Analyze the causes of the Great Depression and its social and cultural impacts.
- **USH.4.7:** Assess the economic impact of the Great Depression on all Americans.

Supporting Standards

- **USH.4.3:** Assess the causes of the resurgence of conservative social movements, reform movements, and vigilante groups, including the Ku Klux Klan, the Red Scare, and Prohibition.
- **USH.4.4:** Identify technological developments during the 1920s and explain their impact on rural and urban Americans.
- **USH.4.8:** Analyze the strengths and weaknesses of the First New Deal, including the Works Progress Administration and the National Recovery Act.
- **USH.4.9:** Explain the long-term effects of the Second New Deal, including its effects on agriculture, labor, social welfare, and banking.

Content Area Literacy Standards

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Enduring Understandings

- Students examine the political, economic, social, and cultural development of the United States during the period from 1920 to 1939.
- In the 1920s, the nation underwent an economic boom that was spurred on by technological innovation.
- Tensions in the '20s created an unsettled society.
- During the '20s, a new mass culture emerged, women assumed new roles, and blacks enjoyed a flowering in the arts in Harlem.
- The stock market crash, farmers' debts, uneven distribution of wealth, and easy credit all contributed to the Great Depression.
- Unemployment, poverty, and hunger were widespread during the Great Depression.
- The Dust Bowl in the Plains destroyed crops and livestock, forcing many to leave the region.
- Pres FDR sponsored many new programs in response to the Great Depression.
- The New Deal greatly increased the size of the federal government.
- The '30s were a golden age of American culture, reflecting and providing escape from conditions of the time.

Essential Questions

- What economic problems faced the US after WWI?
- To what extent did the twenties and thirties represent a conflict between Americans willing to adopt change and those who resisted change?
- In what ways is the Harlem Renaissance a precursor to the Civil Rights Movement? How is the Harlem Renaissance still prevalent today?
- Did Franklin Roosevelt's New Deal weaken or save capitalism?
- Did FDR create a federal government that's too big? Was it still too small?

Key Concepts

Roaring '20s
Scopes Trial
Harlem Renaissance
Causes of the Great Depression

Related Concepts

18th Amendment
19th Amendment
Material age
Birth of a Nation
Jazz
Art

Key Terms and People

Harlem Renaissance
Suffrage
Prohibition
Flappers
New Deal
Buying on margin

<p>Social and Political Impact of the Great Depression Relief, Recovery, and Reform Role of the First Lady Dust Bowl Okies</p>	<p>Psychology Sigmund Freud Secular v Fundamental Organized crime Speakeasies Education reform Black Friday KKK Challenges to the New Deal</p>	<p>Isolationism Henry Ford Mass production Consumer revolution Installment buying Bull market Inflation Creditor nation Andrew Mellon Herbert Hoover Calvin Coolidge Kellogg-Briand Pact Dawes Plan Warren G Harding Ernest Hemingway “Lost Generation” Speculation Black Tuesday Business cycle Hooverville Repatriation Trickle-down economics FDR Eleanor Roosevelt Fireside chats FDIC TVA CCC PWA WPA Pump priming SSA Wagner Act Court packing Black cabinet Mary McLeod Bethune Indian New Deal Welfare state Frank Capra Federal Art Project Mural</p>
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Resources

<p>Resources & Materials</p> <ul style="list-style-type: none"> • The Wirt Plan (vocational educ., Gary, IN) • 	<p>Texts & Articles</p> <ul style="list-style-type: none"> • Henry Ford - (Docs Teach) • John Dewey- primary source • Roaring '20s Websites • The Great Depression and WWII (1929-1945) • American History Resource: 1920-1932 • American History Resource: 1933-1939 • Best of Ansel Adams • From Boom Times to Depression • America in the 1920s • Harding Inaugural Address • Coolidge Inaugural Address • Coolidge Primary Sources • Hoover Inaugural Address • From the Hoover Presidential Library • Digital History: 1920s 	<p>Videos & Media</p> <ul style="list-style-type: none"> • The Crash of 1929 - The American Experience (PBS) YouTube • The Bombing of Wall Street- The American Experience (PBS) • Crash Course U.S. History episodes • The Indiana Klan in the 1920s- C-SPAN • Langston Hughes - I, Too • Gilder Lehrman: Causes of the Great Depression • The Great Depression: Causes and Effects • Effects of the Great Depression • Crash Course US History: The Great Depression
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- PBS: [Harlem Renaissance](#)
- LOC: [A Guide to Harlem Renaissance Materials](#)
- LOC: [The Harlem Renaissance](#)
- Teaching with Primary Sources: [Teacher Guide](#)
- [The Harlem Renaissance](#)
- [Langston Hughes](#)
- [F Scott Fitzgerald](#)
- [Jazz Age](#)
- [George's Bar on Indiana Ave.](#)
- [What caused the Palmer Raids?](#)
- [Red Scare! The Palmer Raids and Civil Liberties](#)
- [Red Scare](#)
- [Prohibition](#)
- Edsitement: [How teachers can make the most](#)
- Gilder Lehrman: [SCOTUS upholds national prohibition, 1920](#)
- Reading Like a Historian: [Prohibition Lesson Plan](#)
- [Scopes Trial](#)
- Reading Like a Historian: [Scopes Trial](#)
- HistoryNET: [Scopes Trial](#)
- [TN v John Scopes: The Monkey Trial](#)
- [KKK](#)
- [DC Stephenson](#)
- [DC Stephenson in IN](#)
- [Immigration Restrictions](#)
- [Opening of Crispus Attucks HS \(1927\)](#)
- [Henry Ford and the Model T](#)
- [Economic Boom: 1920s](#)
- [American History: The Great Depression](#)
- [Why was the Great Depression a disaster waiting to happen?](#)
- [Causes and Effects of the New Deal](#)
- Digital History: [Great Depression](#)
- [The Great Depression Lesson Plans](#)
- EconEdLink: [Where did all the money go? The Great Depression Mystery](#)
- Gilder Lehrman: [The Great Depression](#)
- [Causes of the Great Depression](#)
- Edsitement: [Depression-Era Photos: Worth 1000 Words](#)
- LOC: [To Kill a Mockingbird: A Historical Perspective](#)
- Digital History: [Great Depression](#)
- Gilder Lehrman: [Women in the Great Depression](#)
- [Roosevelt's Critics](#)
- Digital History: [Roosevelt's Critics](#)
- Time Magazine: [Miriam Anderson: The Concert That Sparked the Civil Rights Movement](#)
- [Hooverilles](#)
- [Near v MN \(1931\)](#)
- [Migrant Farm Families](#)
- Time Magazine: [True Grit: Dust Bowl Survivors](#)

- PBS: [Bonus Army Marches \(1932\)](#)

- Digital History: [New Deal Programs](#)
- [Recovery Programs](#)
- [How did the New Deal go about fixing the problems of the Great Depression?](#)
- [The Top 10 New Deal Programs](#)
- [The Economics of the New Deal](#)
- [Born in Slavery: Slave Narratives from the Federal Writers' Project: 1936-1938](#)
- [FDR: From Budget Balancer to Keynesian](#)

School Resources

Textbook

US History textbook:

- Yellow book: Pgs 323-431
 - Pay special attention to American Issues Connectors on the following pages: 338, 417
- Blue book:

Formative Assessments

General Description of the Unit

Literacy Assessments:

- [*The Holocaust Teacher Document*](#)
- [*The Holocaust Student Document*](#)

Priority Standards

- **USH.5.3:** Identify and explain key events from Versailles to Pearl Harbor that resulted in the United States entry into World War II.
- **USH.5.5:** Describe Hitler’s “final solution” policy and explain the Allied responses to the Holocaust and war crimes.

Supporting Standards

- **USH.5.2:** Compare and contrast President Franklin D. Roosevelt’s worldview with that of Germany’s Adolf Hitler, Italy’s Benito Mussolini, the Soviet Union’s Joseph Stalin, and Japan’s Hideki Tojo.
- **USH.5.4:** Identify key leaders and events from World War II and explain the significance of each.
- **USH.5.6:** Explain the experiences of African Americans, Asian Americans, Latinx Americans, Native Americans, and women during World War II.
- **USH.5.7:** Summarize the efforts the national government made to regulate production, labor, and prices during the war and evaluate the success or failure of these efforts.
- **USH.5.9:** Explain the origins of the Cold War.

Content Area Literacy Standards

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Enduring Understandings

- Students examine the causes and course of World War II, the effects of the war on United States society and culture, and the consequences for United States involvement in world affairs.
- During the thirties and forties, the rise of aggressor nations challenged American foreign policy.
- The attack on Pearl Harbor led to ground support for the Allies, however, the US had long been a silent partner of the Allies.
- WWII began when aggressive dictators tried to expand their empires.
- The US hesitated to become involved, but the attack on Pearl Harbor drew the country into the war.
- The US played a crucial role in winning the war, both through its military contributions and its great production capacity.
- Millions were killed during the war, including 6 million Jews and 5 million others murdered by the Nazis in the Holocaust.
- WWII ended the Great Depression in the US and increased the nation’s importance as a player on the world stage.

Essential Questions

- Did the United States’ foreign policy during the 1930s help promote World War II?
- Should the United States sell arms to other nations, such as when it sold weapons to the Allies against the Axis powers?
- Was war between the United States and Japan inevitable?
- Was the treatment of Japanese-Americans during World War II justified or an unfortunate setback for democracy?
- Was World War II justified by the results?

Key Concepts

Rise of totalitarianism and nationalism in Europe and Asia
 Pearl Harbor
 Allied Powers
 Axis Powers
 US Involvement in WWII
 Domestic Impact of WWII
 Obstacles in the European and Pacific Theatre

Related Concepts

Appeasement
 Cash and carry
 Antisemitism
 Genocide
 Battles
 Fascism
 wartime civil rights events & progress
 Civil Rights curtailment during wartime
 Progress for women: wartime & beyond

Vocabulary

Isolationist
 Interventionist
 Atlantic Charter
 Four Freedoms
 Bataan Death March
 war production board
 Doolittle Raid
 internment
 unconditional surrender
 saturation bombing

<p>Executive Powers during WWII (+/-) Holocaust</p> <p>Communism v Capitalism/Democracy</p>		<p>strategic bombing internment Concentration camp death camp Tuskegee Airmen Native American code talkers Battle of the Bulge island hopping Manhattan Project Holocaust Totalitarianism Fascism Nationalism Communism Yalta Conference superpowers United Nations Universal Declaration of Human Rights Geneva Convention Nuremberg trials</p>
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Resources

<p>Resources & Materials</p> <ul style="list-style-type: none"> • 	<p>Texts & Articles</p> <ul style="list-style-type: none"> • US History Resource: 1940-1945 • The Merchants of Death • Neutrality Act (8-31-1935) • Neutrality Act (2-29-1936) • Neutrality Act (5-1-1937) • Atlantic Charter • Hitler's May Day Speech (5-1-1937) • Did Hitler have a clear world view? To what extent did this shape the 3rd Reich? • Benito Mussolini • Benito Mussolini: The Doctrine of Fascism (1932) • Hideki Tojo • Edsitement: The Road to Pearl Harbor: The US and East Asia, 1915-1941 • Digital History: WWII • Why did the US enter WWII? • Edsitement: From Neutrality to War • Battle of Britain • Pearl Harbor Slideshow • WWII Animated Maps: Europe and N Africa • WWII Animated Maps: Pacific War • Edsitement: The US in WWII: "The Proper Application of Overwhelming Force" • Eisenhower's Order of the Day (1944) • The War After D-Day: Deeper into Hell • Germany Surrenders at Reims, 5-7-1945 • Hiroshima and Nagasaki: Photos from the Ruins • V-J Day: A Nation Lets Loose • Holocaust Teacher Resource Center • Bureau of Jewish Education: Holocaust Education • DocsTeach: Human Strife • Edsitement: Holocaust and Resistance • Behind the Picture: The Liberation of Buchenwald (1945) 	<p>Videos & Media</p> <ul style="list-style-type: none"> • FDR's 4 Freedoms Speech • FDR's Declaration of War
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- Echoes and Reflections: [Student/Teacher Resource Center](#)
- [Holocaust Timeline](#)
- US Holocaust Memorial Museum: [Resources for Educators](#)
- [The Holocaust: A Collection of Teaching Resources](#)
- [Holocaust: Facing History and Ourselves](#)
- [Candles Holocaust Museum and Education Center](#)
- [US Holocaust Memorial Museum](#)
- [USC Shoah Foundation](#)
- [Yad Vashem: The World Holocaust Remembrance Center](#)
- [Civil Rights and Ethnic Education Resources](#)
- [To what extent is it acceptable to limit civil liberties in a time of war?](#)
- Reading Like a Historian: [Japanese Internment](#)
- [Transcript of EO 9066](#)
- [Hirabayashi v US \(1943\)](#)
- [Korematsu v US \(1944\)](#)
- The National WWII Museum: [African Americans in WWII](#)
- [African Americans in WWII and Civil Rights](#)
- [The War at Home: Civil Rights/Minorities](#)
- [African Americans in WWII](#)
- The National WWII Museum: [Women in WWII at a Glance](#)
- [Women Come to the Front](#)
- [The Hispanic Experience in WWII](#)
- [Mexican Americans in WWII](#)
- [America and WWII](#)
- The National WWII Museum: [The Home Front](#)
- [On the Home Front](#)
- SS School Service: [WWII: The Home Front](#)
- Digital History: [Impact of WWII](#)
- Reading Like a Historian: [Zoot Suit Riots](#)
- [WWII on the Home Front: Civic Responsibility](#)
- Digital History: [The Atomic Bomb](#)
- Reading Like a Historian: [The Atomic Bomb](#)
- [Post-WWII Goals and Plans](#)

School Resources

Textbook

US History textbook:

- Yellow book: Pgs 433-507
- Blue book:

Formative Assessments:
Quizzes

General Description of the Unit

Literacy Assessments:

- [*The Cold War Teacher Document*](#)
- [*The Cold War Student Document*](#)

Priority Standards

- **USH.6.4:** Discuss key economic and social changes in post-WW II American life including the Second Red Scare and its effects on American culture.

Supporting Standards

- **USH.6.1:** Analyze the principle of containment, including the Domino Theory (Cold War).
- **USH.6.2:** Explain the origins of the Civil Rights Movement in the North and South (1945-1960).

Content Area Literacy Standards

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Enduring Understandings

- Students examine the political, economic, social, and cultural development of the United States during the period from 1945 to 1960.
- The Cold War exploded into an armed conflict in Korea, ending in an uneasy truce and a growing concern about the communist threat to the free world.
- Domestic spy cases increased fear of communist influence in the U.S. government, leading to a new Red Scare.
- The decade of the 1950s marked an era of transformation in American society.
- The 1960s and 1970s called many traditional beliefs into question
- Various “power” movements brought attention to a variety of groups and issues in American society and abroad

Essential Questions

- Was the Cold War inevitable?
- The United States have feared internal communist subversion in the 1950s?
- Were the 1950s a great time of peace, progress, and prosperity for all Americans?
- Did the civil rights movement of the 1950s expand democracy for all Americans?
- How successful was the Civil Rights movement in bringing about lasting equality?
- Should the United States have fought limited wars to contain Communism? (Korean Conflict)

Key Concepts

Cold War
Cold War Policy under Truman and Eisenhower
The New Red Scare
Domestic Issues and Social Effects under Truman and Eisenhower
Technological Innovation and Education
Korean Conflict

Related Concepts

Berlin Wall
Iron Curtain
NATO
Warsaw Pact
Postwar economic boom
Postwar population shift
Growing discontent among minorities and the young

Terms & People

satellite state, Cold War, Truman Doctrine, containment, Marshall Plan, Berlin Airlift, iron curtain, McCarthyism, Red Scare.

38th parallel, limited war, mutually assured destruction, massive retaliation, brinkmanship, nationalize, Central Intelligence Agency, National Aeronautics and Space Administration.

House Un-American Activities Committee, blacklist, Alger Hiss, The Rosenbergs, Joseph R McCarthy.

Demobilization, GI Bill of Rights, baby boom, taft-hartley Act, Sunbelt, service sector, information industry, franchise business, multinational corporation.

consumerism, median family income, nuclear family, Benjamin Spock, Interstate Highway Act.

beatniks, urban renewal, termination policy, rock and roll, Elvis Presley.

Resources

Resources & Materials

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Texts & Articles

- [American History: Cold War Era](#)
- Edsitement: [Origins of the Cold War: 1945-1949](#)
- History Channel: [The Cold War](#)
- US History Resource: [1949-1960](#)
- [Postwar US: 1945-early 1970s](#)
- Life: [Classic Pictures from the Archives](#)
- History Channel: [Domino Theory](#)
- [Eisenhower's "Domino Theory" Speech](#)
- [Beginning of the Cold War](#)
- Gilder Lehrman: [Origins of the Cold War: Containment Policy](#)
- [Cold War Lesson Plan](#)
- Digital History: [The Origins of the Cold War](#)
- JohnDClare.net: [Truman Doctrine/Marshall Plan](#)
- Edsitement: [The Formation of the Western Alliance: 1948-1949](#)
- Edsitement: [The Korean War](#)
- [McCarthyism: Witch Hunts of the 1950s](#)
- [The Rise and Fall of Joe McCarthy](#)
- Edsitement: [The House Un-American Activities Committee](#)
- History Channel: [Hollywood 10](#)
- [The Atom Spy Case](#)
- [The Trials of Alger Hiss: A Chronology](#)
- ["Duck and Cover"](#)
- [The U-2 Incident of 1960](#)
- [Civil Rights and Ethnic Education Resources](#)
- [US History: Civil Rights Movement](#)
- [Civil Rights Timeline](#)
- [Civil Rights in the Postwar Era: 1946-1953](#)
- LOC: [Civil Rights Resource Guide](#)
- [Integration of the US Armed Forces](#)
- [The Civil Rights Movement and the 2nd Reconstruction: 1945-1968](#)
- Gilder Lehrman: [The Civil Rights Movement: Major Events and Legacies](#)
- [Civil Rights in the US: 1956-1968](#)
- [Civil Rights Chronology](#)
- LOC: [The NAACP: A Century in the Fight for Freedom](#)
- [SCOTUS and Civil Rights](#)
- National Parks Service: [We Shall Overcome](#)
- NPS: [Historic Places of the Civil Rights Movement](#)
- [Civil Rights](#)
- National Archive: [Jackie Robinson: Civil Rights Advocate](#)
- [Jackie Robinson: The Official Site](#)
- LOC: [Baseball, Race Relations, and Jackie Robinson](#)

Videos & Media

- [Berlin Airlift](#)
- [History of the Civil Rights Movement](#)
- Info Plus: [Integration of Central High School](#)
- PBS: [Brown v Board](#)
- History Channel: [Separate But Not Equal](#)

- LOC: [Baseball, Race, and Ethnicity: Rounding the Bases](#)
- LOC: [Rosa Parks Materials](#)
- [Rosa Parks Interview](#)
- [Montgomery Bus Boycott](#)
- [Riding the Bus: Taking a Stand](#)
- Life: [MLK, Jr and the Freedom Riders: Rare and Classic Photos](#)
- [Emmett Till's Legacy](#)
- [Bob Dylan's Interpretation of Emmett Till's Murder](#)
- Life: [A Savage Season in MS: The Murder of Emmett Till](#)
- [The Little Rock School Integration Crisis](#)
- [EO 10730 \(Eisenhower's Desegregation Order\)](#)
- [Elizabeth Eckford and the Little Rock Nine](#)
- [School Desegregation and Equal Educational Opportunity](#)
- Life: [Brave Hearts: Remembering the Little Rock Nine: 1957](#)
- Bill of Rights Institute: [Brown v Board \(1954\)](#)
- [Separate But Equal Education: The Road to Brown v Board](#)
- [Case Study: Brown v Board Trial](#)
- [Brown v Board Lessons](#)
- [Brown v Board at 60](#)
- ["Massive Resistance"](#)
- Edsitement: [Anticommunism in Postwar US](#)
- LOC: [The Postwar US: 1945-1968](#)
- [Economic Recovery: Lessons from the Post-WWII Period](#)
- [US Timeline: The 1950s](#)

School Resources

Textbook

US History textbook:

- Yellow book: Pgs 509-575
 - Pay special attention to American Issues Connectors on the following pages: 536
- Blue book:

Formative Assessments:
Quizzes

General Description of the Unit

Priority Standards

- **USH.7.1:** Explain the efforts of groups of African Americans, Native Americans, Latinx, LGBTQ community, and women to assert their social and civic rights in the years following World War II.
- **USH.7.9:** Analyze the foreign and domestic consequences of U.S. involvement in Vietnam.

Supporting Standards

- **USH.7.2:** Evaluate various methods and philosophies (e.g. Martin Luther King, Jr., the Black Panthers, and Malcolm X) to bring about social justice during the Civil Rights Movement.
- **USH.7.6:** Identify the problems confronting different minorities during this period of economic and social change and describe the solutions to these problems.
- **USH.7.7:** Identify areas of social tension from this time period and explain how social attitudes shifted as a result, including the Immigration Reform Act of 1965.
- **USH.7.8:** Explain and analyze changing relations between the United States and the Soviet Union from 1960 to 1980.

Content Area Literacy Standards

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Enduring Understandings

- Students examine the political, economic, social, and cultural development of the United States during the period from 1960 to 1980.
- The ongoing struggle between the power of the national government and the rights of the individual continues into the 21 Century.

Essential Questions

- Does the image of President Kennedy outshine the reality?
- Does equal opportunity guarantee equal condition?
- In what way have objectives of the Civil Rights Movement been achieved? What objectives still need to be met?
- should affirmative action programs be used as a means to make up for past injustices?
- Did the war in Vietnam bring a domestic Revolution to the United States?
- Did the Great Society programs fulfill their promises?
- Do the ideas of the 1960's still have relevance today?
- Has the women's movement for equality in the United States become a reality or remained a dream?

Key Concepts

Domestic Issues and Social Effects under Kennedy and Johnson
 Impact of Television
 Growth, Influence, and Strategy of the Civil Rights Movement
 Social and Political Turmoil in 1968
 Vietnam War
 Women's movement
 Gay Rights
 Other movements by minorities (Asian, immigrants, Native Americans, Latino)
 Cold War Policy under Nixon, Ford, and Carter

Related Concepts

Key people and events
 White flight
 Blockbusting
 School desegregation

Vocabulary

Civil rights, De jure segregation, de facto segregation, Civil Rights Act of 1957, sit-in, Freedom ride, March on Washington, Civil Rights Act of 1964
 Freedom Summer, Voting Rights Act, 24th Amendment, Black Power, affirmative action
 Red-lining

 New Frontier.

 Equal Pay Act, Civil Rights Act, war on poverty, Great Society, Warren Court, Tinker v. Des Moines School District, judicial interpretation.

 Flexible response, Peace Corps, Cuban Missile Crisis, Hotline, nuclear Test Ban Treaty, domino

<p>Domestic Issues and Social Effects under Nixon, Ford, and Carter</p>		<p>theory, Gulf of Tonkin Resolution, napalm, hawk/dove, draftee.</p> <p>Students for a Democratic Society, credibility gap, type of fences, Eugene McCarthy, Robert Kennedy.</p> <p>Vietnamization, My Lai, Pentagon Papers Paris Peace Accords, War Powers Act.</p> <p>counterculture generation gap, communes.</p> <p>Feminism, National Organization for Women, Equal Rights Amendment comment Title VII of the Civil Rights Act, EEOC, Title IX. of Higher Education Act of 1972, United Farm Workers, Chicano Movement.</p> <p>Environmental Movement, toxic waste, Environmental Protection Agency, Clean Air Act, Clean Water Act, Endangered Species Act, Earth Day.</p> <p>Realpolitik, strategic arms limitation treaty,, silent majority, stagflation, OPEC, affirmative action, Watergate, 45th Amendment, executive privilege pardon, Christian Fundamentalist, amnesty, Helsinki Accords, salt 2, sanctions, developing World, Camp David Accords, Ayatollah Khomeini.</p>
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Resources

<p>Resources & Materials</p> <ul style="list-style-type: none"> • 	<p>Texts & Articles</p> <ul style="list-style-type: none"> ● How do JFK and LBJ compare? ● US History Resource: 1961-1969 ● US History Resource: 1969-1980 ● US Timeline: The 1960s ● US Timeline: The 1970s ● Religion in Post-WWII US ● Life: Classic Photos ● Frank Beckwith for President ● 5 Essential Practices for Teaching the Civil Rights Movement ● US History: The Civil Rights Movement ● Edsitement: JFK, Freedom Riders, and the Civil Rights Movement ● Edsitement: JFK, LBJ, and the Fight for Equal Opportunity in the 1960s ● RFK's MLK Assassination Speech ● Birmingham: 1963 ● NAACP History: Medgar Evers ● Life: Behind the Picture: Medgar Evers' Funeral: 6-15-63 ● The Legacy of Medgar Evers ● The Opinions of the Public ● Equity on the Hardwood 	<p>Videos & Media</p> <ul style="list-style-type: none"> ● History of the Civil Rights Movement ● PBS: War on Poverty ● PBS: LBJ and the Great Society ● Crisis in Berlin ● The Space Race
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- Docs Teach: [We Shall Overcome](#)
- Edsitement: [Competing Voices of the Civil Rights Movement](#)
- [Timeline of the Civil Rights Movement: 1960-1964](#)
- CivilRights.org: [Civil Rights Timeline](#)
- National Archives: [The Civil Rights Act of 1964 and the EEOC](#)
- [Civil Rights Primary Sources: 1955-1983](#)
- National Parks Service: [We Shall Overcome](#)
- National Parks Service: [Historic Places of the Civil Rights Movement](#)
- [Marching for Justice: Selma to Montgomery](#)
- [Voting Rights](#)
- [Teaching about 1963 in 2013: Civil Rights Movement History](#)
- [DBQ: The March on Washington](#)
- [Teachers' Guide](#)
- [The Choices Program: 50 Years After the MOW: Students in the Civil Rights Movement](#)
- Gilder Lehrman: [MLK's "I Have a Dream" Speech](#)
- Life: [MOW: Power to the People](#)
- [How effective was the Civil Rights Movement in bringing about social change in the US?](#)
- [Malcolm X Speeches](#)
- [The Legacy of President JFK 50 Years Later](#)
- Study Aid: [Great Society Legislation](#)
- Gilder Lehrman: [The Great Society](#)
- [Landing a Man on the Moon: President Nixon and the Apollo Program](#)
- [Apollo-Soyuz: Space Age Detente](#)
- [Birth of the EPA](#)
- [Apollo Landing](#)
- [Apollo 11](#)
- [How did the Warren Court use judicial review to protect the rights of citizens?](#)
- [The Legacy of the Warren Court](#)
- [Lowering the Voting Age: Nixon and the 26th Amendment](#)
- [The Protest Era: 1960-1980](#)
- [Women's Rights Movement: 1960-1980](#)
- [Cesar Chavez and the UFW](#)
- Bill of Rights Institute: [Affirmative Action and the Constitution](#)
- Edsitement: [Cuban Missile Crisis](#)
- [JFK and the Space Race](#)
- The Choices Program: [On the Brink of Nuclear War: Leadership and the Cuban Missile Crisis](#)
- [US History: Vietnam War](#)
- [The Vietnam War](#) (map)
- [The Vietnam War](#)
- National Archives: Teaching with Docs: [The War in Vietnam: A Story in Photos](#)
- Best of History: [The Vietnam War](#)
- Digital History: [Explorations: The Vietnam War as History](#)
- Edsitement: [The Gulf of Tonkin Resolution and Escalation of the Vietnam War](#)

- [Nixon and the War Powers Resolution](#)
- [Nixon Visits China: The Week That Changed the World](#)
- [Negotiating US-China Rapprochement](#)
- [US History: Nixon and Watergate](#)
- National Archives: [Watergate and the Constitution](#)
- [Watergate](#)
- [Nixon Resigns](#)
- CNN: [Watergate](#)
- Washington Post: [The Watergate Story](#)

School Resources

Textbook

US History textbook:

- Yellow book: Pgs 577-735
 - Pay special attention to American Issues Connectors on the following pages: 603, 631, 670, 702
- Blue book:

Formative Assessments

Quizzes

General Description of the Unit

Priority Standards

- **USH.8.2:** Describe developing trends in science and technology and explain how they impact the lives of Americans today including NASA and space programs, identification of DNA, the Internet, global climate change, and U.S. energy policy.

Supporting Standards

- **USH.8.10:** Explain the causes and consequences of deindustrialization in the United States after 1970.
- **USH.8.5:** Explain how and why the Cold War came to an end and identify new obstacles to US leadership in the world.
- **USH.8.9:** Analyze the impact of globalization on U.S. culture and U.S. economic, political, and foreign policy, including North American Free Trade Agreement (NAFTA).

Content Area Literacy Standards

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Enduring Understandings

- Students examine the political, economic, social, and cultural development of the United States during the period from 1980 to 2001, prior to 9/11.
- The ongoing struggle between the power of the national government and the rights of the individual continues into the 21 Century

Essential Questions

- Did the policies of the Reagan Administration strengthen or weaken the United States?
- Are peace and stability in the Middle East vital to the United States' economy and national security?
- Is it the responsibility of the United States today to be the world's "policeman"?
- Should Bill Clinton be considered an effective president?
- Has racial equality and harmony been achieved at the start of the twenty-first century?
- How has technology continued to expand through today? Is this for the better or worse?

Key Concepts

Challenges of Recent Presidents
Economic Policies of Recent Presidents
Impact of Technological Changes on Society

Related Concepts

Differences between liberal and conservative viewpoints,
Causes behind the conservative Resurgence in the early 1980s,
Steps taken to address various issues in the 1980s and early 1990s,
explain the end of the Cold War,
describe other foreign policy challenges that the United States faced in the 1980s,
summarize the Persian Gulf War and its results, assess foreign policy goals and actions of the Clinton administration, describe U.S. relations with various Middle Eastern countries and groups, Assess the success of Clinton's domestic policies.

Vocabulary

Liberal, conservative, new right, unfunded mandates, Moral Majority.

supply-side economics, deregulation, budget deficit, national debt, Savings and Loan crisis, voucher, acquired immune deficiency syndrome.

Strategic Defense Initiative, contrast, glass most, perestroika, Iran-Contra Affair.

Apartheid, divest, Operation Desert Storm, ethnic cleansing, al-Qaida.

Family Medical Leave Act, Brady Bill, contract with America, impeachments, personal computer, biotechnology, satellite, internet.

Resources

Resources & Materials

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Texts & Articles

- [US Timeline: The 1980s](#)
- [US Timeline: The 1990s](#)
- [US History Post Cold War](#)
- [Entering a New Era: Conservatism, Globalization, and Terrorism: 1980-2006](#)

Videos & Media

- [Reagan remarks on on air traffic controllers strike](#)
- [Detente and the End of the Cold War](#)

- [1980s History Resources](#)
- [Contemporary US: 1968-Present](#)
- [Current Events and the Constitution: SCOTUS Roundup](#)
- [How has the Burger/Rehnquist Court affected the issue of rights in the US?](#)
- [How have recent US presidents dealt with domestic and foreign issues?](#)
- [The Panama Canal Treaties: Jimmy Carter](#)
- [1981 Strike Leaves Legacy for US Workers](#)
- [Gramm-Rudman-Hollings Act](#)
- [Iran-Contra Scandal](#)
- [Bill of Rights Institute: The Clinton Impeachment](#)
- [The Impeachment Trial of President Clinton](#)
- [The Impeachment of President Clinton](#)
- [The Clinton Impeachment: 10 Years Later](#)
- [Bill of Rights Institute: Bush v Gore and the 2000 Presidential Election](#)
- [President Elect 2000](#)
- [Cornell University: Bush v Gore](#)
- [History of US Immigration Laws](#)
- [ProCon.org: Historical Timeline: Illegal Immigration](#)
- [US Immigration Policy: What Should We Do?](#)
- [US Chamber of Commerce: Immigration](#)
- [NYT: Social Security, Present and Future](#)
- [Social Security: A Guide to Critical Questions](#)
- [Global Aids Overview](#)
- [Science and Engineering Indicators: 2012](#)
- [STEM Education Data and Trends](#)
- [People and Discoveries](#)
- [Chronology of 20th Century Science](#)
- [12 Most Important Trends in Science Over the Past 30 Years](#)
- [Alison Sander: Megatrends: The Art and Science of Trend Tracking](#)
- [Federal Power: LBJ and Reagan](#)
- [Conservatism and the Rise of Reagan](#)
- [The Age of Reagan](#)
- [Primary Source Lesson Plan](#)
- [Reaganomics](#)
- [President Reagan and the Cold War: Vision and Diplomacy](#)
- [End of the Cold War](#)
- [The Cold War and Beyond](#)
- [George HW Bush](#)
- [Teachers' Guide](#)
- [The Legacy of the Clinton Administration](#)
- [William Jefferson Clinton](#)
- [George W Bush](#)
- [Bill of Rights Institute: George W Bush and the Military Tribunals](#)
- [Westside v Mergens](#)
- [Reno v ACLU](#)
- [Mitchell v Helms](#)
- [Bush v Gore](#)

Textbook

US History textbook:

- Yellow book: Pgs 737-799
 - Pay special attention to American Issues Connectors on the following pages: 794
- Blue book:

Formative Assessments

General Description of the Unit

Priority Standards

- **USH.10.1:** Cultivate historical thinking, including the ability to evaluate competing explanations for historical change.
- **USH.9.1:** Explain the similarities and differences between George W. Bush’s foreign policy and those who came before him.

Supporting Standards

- **USH.10.2:** Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.
- **USH.10.3:** Analyze multiple, unexpected, and complex causes and effects of events in the past.
- **USH.10.4:** Assess competing historical interpretations of a particular historical moment, historical event, or historical change.
- **USH.9.2:** Explain the origins of legislation which began to unravel the work of the New Deal and the Great Society, including reforms in the areas of welfare, public housing, Social Security, and labor.
- **USH.9.3:** Assess the decisions of the John Roberts court, especially those which addressed the contests among individual citizens, workers, and corporations.
- **USH.9.4:** Reflect on the role of media and social media in the democratic process.
- **USH.9.5:** Explain the revival of popularity for white nationalism and immigration restriction in the era since 2008.
- **USH.9.6:** Explain the similarities and differences among presidents George W. Bush, Barack Obama, and Donald Trump with regards to foreign policy.

Content Area Literacy Standards

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Enduring Understandings

- Students examine the political, economic, social, and cultural development of the United States during the period after 9/11.

Essential Questions

- Is the world safer since the end of the Cold War?
- Is it constitutional for the United States to fight preemptive Wars? Was the United States justified to fight a war to remove Saddam Hussein from power?
- Has the president become too powerful? Or the Supreme Court?
- Should limits be placed on freedom of expression during times of national crisis?
- Does the media have too much influence over public opinion?

Key Concepts

Understand how the United States is affected by the emerging economic issues such as changes in the global economy.
 Explain how globalization and the rise of the service sector affect the American economy.
 Understand the global economic challenges facing the United States
 Explain the goals and achievements of George W Bush’s domestic policy.

Related Concepts

No Child Left Behind Act, USA Patriot Act, national security, limits of foreign intelligence-gathering, political party shifts (far-left, far-right) re: party platform, agenda, leadership.
 Polarization vs. compromise.
 NAFTA’s impact resulted in flight of manufacturing jobs abroad.
 Healthcare as a “right”
 technology/internet impact on traditional business models (i.e. “brick and mortar”

Vocabulary

Globalization, service economy, North American Free Trade Agreement, GATT, WTO.
 Department of Homeland Security, weapons of mass destruction, habeas corpus.
 Tea Party Movement, Hillary Clinton, Boston Marathon bombings, Affordable Care Act.
 Immigration Act of 1990, bilingual education, affirmative action,

<p>Explain the significance of terrorist attacks on the United States and U.S. involvement in world affairs.</p> <p>Understand the causes and effects of the 2008 financial crisis and economic recession.</p> <p>Assess the outcome of the 2008 presidential election</p> <p>Describe Barack Obama's domestic and foreign policy</p> <p>analyze the causes and effects of immigration on American society</p> <p>discuss environmental issues facing Americans</p> <p>explain the effects of communications and Technology on the economy</p> <p>understand the issues Americans face in the 21st century.</p>	<p>stores, land lines), education (“have/have not” districts, home internet access & computers in low-SES districts)</p>	<p>Violence Against Women Act, privatizing.</p>
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Resources

<p>Resources & Materials</p> <ul style="list-style-type: none"> • 	<p>Texts & Articles</p> <ul style="list-style-type: none"> • 9-11 Materials for Teachers • Teach + Learn • Teachers First: 9-11 Resources • The 9-11 Commission Report • Immigrant Welcome Center • International Center of Indianapolis • Notre Dame: Institute for Latino Studies • IN District Export Council • IN Business Research Center • Center for the Study of Global Change • Mapping the Nation • Asia Society • National League of Cities • Teachers’ Guide to International Collaboration 	<p>Videos & Media</p> <ul style="list-style-type: none"> •
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School Resources

<p>Textbook</p>	<p>Formative Assessments</p>
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General Description of the Unit		
<p>Priority Standards</p> <ul style="list-style-type: none"> ● USH.10.1: Cultivate historical thinking, including the ability to evaluate competing explanations for historical change. 	<p>Supporting Standards</p> <ul style="list-style-type: none"> ● USH.10.2: Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions. ● USH.10.3: Analyze multiple, unexpected, and complex causes and effects of events in the past. ● USH.10.4: Assess competing historical interpretations of a particular historical moment, historical event, or historical change. 	
<p>Content Area Literacy Standards</p> <ul style="list-style-type: none"> ● 		
<p>Enduring Understandings</p> <ul style="list-style-type: none"> ● Students conduct historical research that incorporates information literacy skills such as forming appropriate research questions, evaluating information by determining its accuracy, relevance and comprehensiveness, interpreting a variety of primary and secondary sources, and presenting their findings with documentation. 	<p>Essential Questions</p> <ul style="list-style-type: none"> ● 	
<p>Key Concepts</p>	<p>Related Concepts</p>	<p>Vocabulary</p>
Resources		
<p>Resources & Materials</p> <ul style="list-style-type: none"> ● 	<p>Texts & Articles</p> <ul style="list-style-type: none"> ● Civil Rights SCOTUS Cases That Shaped Our Government: America's Melting Pot 	<p>Videos & Media</p> <ul style="list-style-type: none"> ●
School Resources		
<p>Textbook</p>	<p>Formative Assessments</p>	