

**HCPSS Curriculum Framework**  
United States 1877- Present Day

**Maryland Standards:**

1. Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on democratic skills and attitudes necessary to become responsible citizens.
2. Students will understand the diversity and commonality, human interdependence, and global cooperation of the people of Maryland, the United States, and the World through a multicultural and a historic perspective.
3. Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.
4. Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.
5. Students will examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in Maryland and the United States.
6. Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.

**Literacy Framework:**

<b>Close Reading</b>	<b>Student Questions</b>	<b>Outcomes (linked to Common Core Standards)</b>	<b>Prompts</b>
<p style="text-align: center;"><b>Sourcing</b></p> <p>Consider the document’s source and purpose</p> <p><i>Prior to reading the document, students should carefully analyze the source.</i></p>	<ul style="list-style-type: none"> <li>• Who wrote this?</li> <li>• What is the author’s point of view?</li> <li>• Why was it written?</li> <li>• When was it written (a long time or a short time after the event)?</li> </ul>	<p><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>• Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RH.9-10.1)</li> </ul> <p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>• Compare the point of view of two or more authors for how</li> </ul>	<ul style="list-style-type: none"> <li>• “I think the author probably believes...”</li> <li>• “The author’s purpose is to...”</li> <li>• “I think the audience is...”</li> <li>• “Based on the sourcing information, I predict</li> </ul>

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	<ul style="list-style-type: none"> <li>• Is this a primary or secondary source? How do you know?</li> <li>• Is the source believable? Why or why not?</li> </ul>	<p>they treat the same or similar topics, including which details they include and emphasize in their respective accounts. (RH.9-10.6)</p> <p><b>Integration of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast treatments of the same topic in several primary and secondary sources. (RH.9-10.9)</li> </ul>	<p>this author will...”</p> <ul style="list-style-type: none"> <li>• “I do/don’t trust this source because...”</li> <li>• “If a contemporary of the author had written the text, his or her point of view would...”</li> </ul>
<p style="text-align: center;"><b>Contextualizing</b> <i>(Imagining/Visualizing the setting)</i></p> <p>Place the document in a time period, culture, setting, or subject-specific context</p>	<ul style="list-style-type: none"> <li>• “What events were happening at the time the text was written?”</li> <li>• In what ways might this influence what you are reading?</li> <li>• What was it like to be alive at this time?</li> <li>• What things were different during the time when the text was written? What things were the same?</li> <li>• What would it be like to see this event</li> </ul>	<p><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>• Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. (RH.9-10.2)</li> </ul> <p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>• Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts (RH.9-10.6)</li> </ul> <p><b>Integration of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>• Assess the extent to which the</li> </ul>	<ul style="list-style-type: none"> <li>• “I already know that _____ is happening at this time...”</li> <li>• “From this document I would guess that people at this time were feeling...”</li> <li>• “This document might not give me the whole picture because...”</li> <li>• “The events of the time were influenced by...”</li> <li>• “Life during this time period and life during the 21st century are similar and/or different</li> </ul>

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	<p>through the eyes of someone who lived in this time?</p> <ul style="list-style-type: none"> <li>• How might these perspectives and attitudes influence their actions?</li> </ul>	<p>reasoning and evidence in a text support the author’s claims. (RH.9-10.8)</p> <ul style="list-style-type: none"> <li>• Compare and contrast treatments of the same topic in several primary and secondary sources. (RH.9-10.9)</li> </ul>	<p>because...”</p>
<p><b>Critical Reading</b> Read the text carefully to identify details and nuances in the author’s words, or in data, images, text features, etc.</p>	<ul style="list-style-type: none"> <li>• What claims does the author make?</li> <li>• What evidence does the author use to support those claims?</li> <li>• How is this document supposed to make me feel?</li> <li>• What words does the author use to paint a particular picture of the event, or to convince me that they are right?</li> <li>• What information does the author leave out?</li> </ul>	<p><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>• Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RH.9-10.1)</li> <li>• Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. (RH.9-10.3)</li> </ul> <p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>• Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. (RH.9-10.4)</li> <li>• Analyze how a text uses structure to emphasize key points or advance an</li> </ul>	<ul style="list-style-type: none"> <li>• “The author claims that...”</li> <li>• “To support his/her claims, the author...”</li> <li>• “I think the author chose these words because they make me feel...”</li> <li>• “The author is trying to convince me...(by using/saying...)”</li> <li>• “The ordering of events allows readers to...”</li> <li>• “Specific vocabulary the author uses provides...”</li> </ul>

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		<p>explanation or analysis (RH.9-10.5)</p> <ul style="list-style-type: none"> <li>• Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. (RH.9-10.6)</li> </ul> <p><b>Integration of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>• Assess the extent to which the reasoning and evidence in a text support the author’s claims. (RH.9-10.8)</li> </ul>	
<p><b>Corroborating</b> <i>(Cross-Checking)</i> Compare multiple sources against each other to develop a well supported interpretations</p>	<ul style="list-style-type: none"> <li>• What do other pieces of evidence (texts, images, data, maps, etc.) say?</li> <li>• Am I finding the same information everywhere?</li> <li>• Am I finding different versions of the story? (If yes, why might that be?)</li> <li>• Where else might I</li> </ul>	<p><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>• Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RH.9-10.1)</li> </ul> <p><b>Integration of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>• Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. (RH.9-10.7)</li> <li>• Compare and contrast</li> </ul>	<ul style="list-style-type: none"> <li>• “This author agrees/disagrees with...”</li> </ul> <p>“This document was written earlier/later than the other, so...”</p>

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	locate additional information about the topic? <ul style="list-style-type: none"><li>• Which pieces of evidence are most believable and why?</li></ul>	treatments of the same topic in several primary and secondary sources. (RH.9-10.9)	
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## Universal Design for Learning

Universal Design for Learning is a set of principles for curriculum development and instruction that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.

Here are some basic tools to get started with UDL in your classroom:

### More information

[CAST Web-site](#)

### Get to know your learners.

[Online multiple intelligence assessment](#)

### Explore classroom technology resources.

[Discovery Education in the classroom](#)

[Show Me \(Mac and iPad app\)](#)

[Using Edmodo in the classroom](#)

[PBS Learning Media for Social Studies](#)

[UDL Self-Check](#)

<p><b>Multiple Means of Representation</b>  <i>How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.</i></p>	<p><b>Multiple Means of Expression</b>  <i>Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.</i></p>	<p><b>Multiple Means of Engagement</b>  <i>How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.</i></p>
<ul style="list-style-type: none"> <li>▪ Provide information through different modalities               <ul style="list-style-type: none"> <li>○ <a href="#">Caption/Cartoon</a></li> <li>○ Spoken language</li> <li>○ Visual diagrams</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide alternatives for interacting with instructional materials, physical manipulatives and technology (e.g., laminate map and mark with dry erase, <a href="#">point and click map games</a>)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide <a href="#">choices in levels of challenge</a>, types of tools used, color, design, layout of graphics, sequence and timing of tasks</li> <li>▪ <a href="#">Involve students in setting personal</a></li> </ul>

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<ul style="list-style-type: none"><li>○ Video and audio clips</li><li>○ Alternate text size</li><li>○ <a href="#">Graphs, charts tables</a></li><li>○ <a href="#">Use color strategically</a></li><li>▪ Conduct simulations of key events</li><li>▪ Modulate the speed, repetition, or timing of <a href="#">video</a>, <a href="#">slides</a>, <a href="#">animation</a>, sound</li><li>▪ Prime vocabulary to connect to prior knowledge or experiences</li><li>▪ <a href="#">Emphasize roots of words</a></li><li>▪ Clarify or point out patterns, symbols, sequencing, big ideas</li><li>▪ Present and support concepts with alternative forms of expression (i.e., illustration, dance/movement, diagram, model, <a href="#">comic strip</a>, <a href="#">storyboard</a>, <a href="#">photograph</a>, <a href="#">animation</a>, physical or virtual manipulative)</li><li>▪ Activate prior knowledge through preview</li><li>▪ Pre-teach critical prerequisites</li><li>▪ <a href="#">Bridge understanding by using analogies, metaphors to provide context</a></li><li>▪ Chunk information into smaller elements</li><li>▪ <a href="#">Teach and model mnemonic strategies</a></li><li>▪ Use checklists and <a href="#">graphic organizers</a></li><li>▪ Review and practice</li></ul>	<ul style="list-style-type: none"><li>▪ Compose in multiple media such as text, speech, drawing, visual art, sculpture, or video</li><li>▪ Provide technology tools to facilitate demonstration of learning (e.g., spell check, <a href="#">speech to text software</a>, graphing calculators, <a href="#">graph paper</a>, outlining tools, sentence strips, sentence starters, <a href="#">concept mapping</a>)</li><li>▪ Use web applications (e.g., <a href="#">wikis</a>, animation)</li><li>▪ Provide <a href="#">scaffolds</a> as needed that can be gradually released with increasing independence &amp; skills</li><li>▪ Use prompts, models, process think-alouds, and <a href="#">templates for sequencing</a></li><li>▪ <a href="#">Set learning goals</a>, provide checklists, <a href="#">guides for note taking</a>, &amp; guided questions</li></ul>	<p><a href="#">goals</a></p> <ul style="list-style-type: none"><li>▪ Vary activities and sources that can be personalized &amp; contextualized to learners lives, that are <a href="#">culturally relevant, responsive and appropriate</a></li><li>▪ Design <a href="#">purposeful activities that allow for active participation</a> so that outcomes are authentic and resonates with audiences</li><li>▪ <a href="#">Invite personal response, evaluation, and self-reflection</a></li><li>▪ Use <a href="#">feedback</a> to provide alternative aid</li><li>▪ Provide prompts to provide &amp; restate goals—calendars, schedules</li><li>▪ <a href="#">Provide collaboration and peer support</a></li><li>▪ Emphasize process, effort, improvement in meeting standards</li><li>▪ <a href="#">Cooperative learning groups &amp; roles</a></li><li>▪ Differentiate degrees of difficulty</li><li>▪ Provide rubrics</li><li>▪ Provide recording, charting &amp; displaying of data and templates to support processing</li></ul>
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## Unit I: Economic and Geographic Expansion and the Social and Political Response: 1877-1920

### Overview:

From the era of Reconstruction into the beginning of the 20<sup>th</sup> century, the United States underwent an economic transformation that involved the maturing of the industrial economy, the rapid expansion of big business, the development of large-scale agriculture, the rise of national labor unions, pronounced industrial conflict, the progressive movement, and the expansion of America into new territories.

Students can begin to see a resemblance to possibilities and problems that our society faces today. The late 19th century marked a spectacular outburst of technological innovation, which fueled headlong economic growth and delivered material benefits to many Americans. Yet, the advances in productive and extractive enterprises that technology permitted also had ecological effects that Americans were just beginning to understand and confront. In the last third of the 19th century, the rise of the American corporation and the advent of big business brought about a concentration of the nation's productive capacities in many fewer hands. Mechanization brought farming into the realm of big business and turned the United States into the world's premier producer of food--a position it has never surrendered.

This period also witnessed unprecedented immigration and urbanization, both of which were indispensable to industrial expansion. American society, always polyglot, became even more diverse as immigrants thronged from southern and eastern Europe--and also from Asia, Mexico, and Central America. As newcomers created a new American mosaic, the old Protestant European Americans' sway over the diverse people of this nation began to loosen. Related to this continuing theme of immigration was the search for national unity amid growing cultural diversity. How a rising system of public education promoted the assimilation of newcomers is an important topic for students to study.

Students should appreciate the cross-currents and contradictions of this period. For example, what many at the time thought was progress, was regarded by others as retrogressive. Paradoxes abound. First, agricultural modernization, while innovative and productive, disrupted family farms and led American farmers to organize protest movements as never before. Second, the dizzying rate of expansion was accomplished at the cost of the wars against the Plains Indians, which produced the "second great removal" of indigenous peoples from their ancient homelands and ushered in a new federal Indian policy that would last until the New Deal. Third, muscular, wealth-producing industrial development that raised the standard of living for millions of Americans also fueled the rise of national labor unionism and unprecedented clashes in industrial and mining sites between capital and labor. Fourth, after the Civil War, women reformers, while reaching for a larger public presence, suffered an era of retrenchment on economic and political issues. Lastly, the wrenching economic dislocations of this period and the social problems that erupted in rural and urban settings captured the attention of reformers and politicians, giving rise to third-party movements and the beginning of the Progressive movement. Progressives were a diverse lot with various agendas that sometimes jostled uneasily, but all reformers focused on a set of corrosive problems arising from rapid industrialization, urbanization, waves of immigration, and business and political corruption. Students can be inspired by how fervently the Progressives applied themselves to the renewal of American democracy. They can also profit from understanding the distinctively female reform culture that contributed powerfully to the movement.

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All issues of American foreign policy in the 20th century have their origins in the emergence of the United States as a major world power in the Spanish-American War at the end of the 19th century and further involvement in imperialism. Students can learn much by studying America's motivation in acquiring the role of an economic giant with global interests and while fervently wishing to export democracy around the world.

**Enduring Understandings:**

- The Civil War and Reconstruction resulted in Southern resentment toward the North and Southern African Americans, and ultimately led to the political, economic, and social control of the South by whites
- In the late nineteenth and early twentieth centuries, economic opportunity, industrialization, technological change, and immigration fueled American growth and expansion.
- Expansion was accomplished through wars against the Plains Indians leading to new federal Indian policies
- Industrial development brought great fortunes to a few and raised the standard of living for millions of Americans, but also brought about the rise of national labor unions and clashes between industry and labor.
- Social problems in rural and urban settings gave rise to third-party movements and the beginning of the Progressive Movement.
- Many 20th century American foreign policy issues have their origins in America's emergence as a world power at the end of the 19th century.
- The growing role of the United States in international trade displayed the American urge to build, innovate, and explore new markets.

**Essential Questions:**

- To what extent was Reconstruction successful in reunifying the nation and creating an equal society?
- Did the movement of settlers Westward help or hurt the economic development of all Americans in the United States?
- Were the new industrialists captains of industry or robber barons?
- Did life in the United States live up to the images offered to attract immigrants to the nation?
- Were labor unions successful in achieving solutions to the problems of industrialization?
- During the Populist Era, to what extent was the federal government successful in addressing the problems of farmers and industrial laborers?
- Assess the validity of this statement: The Progressive movement brought drastic and permanent changes to American politics and society.
- Was imperialism justified based on American principles?

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**Curriculum Framework**

Topic	Learning Outcomes	Vocabulary	Key Concepts
Effects of Reconstruction	<ol style="list-style-type: none"> <li>1. Interpret economic and social problems in the post-Civil War era that faced the South; African Americans in particular <b>(H) Evaluate to what extent post-Civil War southern political, economic, and social policies attempted to create a permanent black underclass.</b></li> <li>2. Describe major impacts of political and social changes stemming from Reconstruction <b>(H) Analyze varying historical interpretations of the impact of political and social changes in the U.S. stemming from Reconstruction.</b></li> </ol>	<ul style="list-style-type: none"> <li>• Sharecropping</li> <li>• Tenant farming</li> <li>• Jim Crow Laws</li> <li>• 13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup> amendments</li> </ul>	<ol style="list-style-type: none"> <li>1. Presidents Lincoln and Johnson had different plans for Reconstruction than the Congress.</li> <li>2. The election of 1876 halted government Reconstruction in the south.</li> <li>3. The economic and social structure in the South prohibited true equality for the newly freed blacks.</li> </ol>
Westward Expansion	<ol style="list-style-type: none"> <li>3. Describe the motives that influenced settlement in the West.</li> <li>4. Summarize the military, economic, political and cultural interaction among the US government and the Plains tribes</li> <li>5. Contrast the lives and contributions of women, blacks, Native Americans, immigrants, farmers, miners and ranchers in the settlement and development of the West.</li> </ol>	<ul style="list-style-type: none"> <li>• Homestead Act</li> <li>• Dawes Act</li> <li>• Plains Wars</li> <li>• Manifest Destiny</li> <li>• Push/ pull factors</li> </ul>	<ol style="list-style-type: none"> <li>4. The building of the railroads, as well as the mining and cattle industries, motivated people to settle in the west.</li> <li>5. When white settlers moved West, there was a clash of values with the Native Americans.</li> <li>6. There were many technological innovations that made settling in the West easier.</li> </ol>

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<p>Industrialization, Immigration, Urbanization</p>	<p>6. Describe significant innovations in technology that changed the quality of life and transformed the way people worked. <b>(H) Analyze the issues surrounding the range wars of the late 1800's as they relate to the controversy surrounding urban sprawl and "Smart Growth" today.</b></p> <p>7. Explain how government policies encouraged the rise of big business.</p> <p>8. Explain the causes of industrialization and how it changed the standard of living</p> <p>9. Analyze how industrial leaders conspired to control segments of the country's economy. <b>(H) Justify the necessity for government regulation of private business enterprise at the turn of the 19th century.</b></p> <p>10. Use maps and globes to identify the origin, motives and patterns of new immigrants.</p> <p>11. Explain urbanization and the major features of cities and urban life. <b>(H) Trace the factors that lead to urban growth in the late 19th century, urban decline of the 1960's, 70's, and 80's to urban revitalization of the late</b></p>	<ul style="list-style-type: none"> <li>• <i>Laissez-faire</i></li> <li>• Capitalism</li> <li>• Tariffs</li> <li>• Sherman Anti-Trust Act</li> <li>• Monopoly</li> <li>• Trust</li> <li>• Social Darwinism</li> <li>• Gospel of Wealth</li> <li>• Assimilation</li> <li>• Push/ Pull factors</li> <li>• Immigration restrictions and organizations</li> <li>• Tenements</li> <li>• Strikes</li> <li>• Unions</li> </ul>	<p>7. Carnegie, Rockefeller, Morgan and other entrepreneurs helped contribute to the birth of large corporations</p> <p>8. There were several new inventions and consumer products that changed the way people lived during this era</p> <p>9. There were many pull factors that attracted immigrants to move to America and push factors that made them want to leave their home countries.</p> <p>10. There was a new group of immigrants moving to American at the turn of the 20th century that was viewed very differently by the American public from the group that arrived in the mid 19th century.</p> <p>11. Many Americans went to great lengths to try to limit the new immigrants that were coming to America</p> <p>12. People living in urban settings tended to stay in ethnic neighborhoods where the standards of living were not always up to societal standards</p> <p>13. There were public sanitation and health issues plaguing many cities that lead to an effort to fix infrastructure and public health problems.</p> <p>14. Working conditions in many factories were very poor which lead to many strikes and riots.</p> <p>15. Workers formed unions to advocate for their rights.</p>
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	<p><b>20th century.</b></p> <p>12. Evaluate background of immigrants and how they responded to assimilation.</p> <p>13. Describe the working conditions in the late 19<sup>th</sup> century and how they led to the growth of labor unions</p>		
Populism and Progressivism	<p>14. Explain the origins and impact of Populism. <b>(H) Analyze the gold versus silver standard controversy of the Populist era through a literary context.</b></p> <p>15. Relate the problems of the turn of the century to the proposed solutions of the Progressive Era. <b>(H) Identify, analyze, and evaluate current political, social, ad economic issues that would ignite another era of progressive reform on the local, state, national levels.</b></p> <p>16. Evaluate the political, social and economic impact of the Progressive Era.</p> <p>17. Explain the resurgence of the women’s movement in the late 19<sup>th</sup> century and early 20<sup>th</sup> century.</p>	<ul style="list-style-type: none"> <li>• Grange and Farmers’ Alliance</li> <li>• Omaha Platform</li> <li>• Social Gospel</li> <li>• Suffrage</li> <li>• Muckrakers</li> <li>• Political machines</li> <li>• Temperance</li> <li>• 16<sup>th</sup>, 17<sup>th</sup>, 18<sup>th</sup>, 19<sup>th</sup> Amendments</li> <li>• Trust-busting</li> <li>• Conservation</li> <li>• Federal Reserve</li> </ul>	<p>16. Although Populists did not win the election of 1896, parts of their platform were soon adopted into legislation.</p> <p>17. Machine Politics began to corrupt local and federal government, which lead to electoral reforms.</p> <p>18. Booker T Washington and W.E.B. Dubois were both African American activists who spoke out in favor of black rights.</p> <p>19. Many people during the Progressive era felt that America was in need of moral reform.</p> <p>20. Muckrakers worked to expose corruption in industry that lead to legal and social changes.</p>
Imperialism	<p>18. Describe the major motives for American imperialism.</p> <p>19. Trace the changing economic and political roles that</p>	<ul style="list-style-type: none"> <li>• Manifest destiny</li> <li>• Open door policy</li> <li>• Roosevelt Corollary</li> <li>• Market</li> </ul>	<p>21. Imperialism had many causes such as the feeling that it was America’s destiny to expand, industrial growth and consumer demand and European colonialism.</p>

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	<p>contributed to the emergence of the US as a world power.</p> <p>20. Relate the principles of American foreign policy to the events in Asia, Latin America and the Caribbean.</p> <p><b>(H) Compare the principles of American foreign policy in an era of imperialism in the late 19<sup>th</sup> and early 20<sup>th</sup> century to American foreign policy in the 21<sup>st</sup> century.</b></p> <p>21. Describe the various domestic reactions to American imperialism.</p>	<ul style="list-style-type: none"> <li>• Annexation</li> <li>• Yellow journalism</li> <li>• Anti-imperialism league</li> </ul>	<p>22. The annexation of Hawaii to America was a controversial decision not supported by many native Hawaiians</p> <p>23. The Spanish American War was an American conquest that lead to America gaining more land and power</p> <p>24. Imperialism led to</p>
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**Text Resources:**

Title	Source*
<p>Reconstruction</p> <ul style="list-style-type: none"> <li>• <a href="#">13th Amendment</a></li> <li>• <a href="#">14<sup>th</sup> Amendment</a></li> <li>• <a href="#">15th Amendment</a></li> <li>• <a href="#">The Proclamation of Amnesty and Reconstruction by Lincoln</a></li> <li>• </li> </ul>	<ul style="list-style-type: none"> <li>• Library of Congress: American Memory</li> <li>• Library of Congress: American Memory</li> <li>• Library of Congress: American Memory</li> <li>• University of Maryland: Freedman and Southern Society Project</li> <li>• </li> </ul>
<p>Westward Expansion</p> <ul style="list-style-type: none"> <li>• <a href="#">Homestead Act</a>, 1862</li> <li>• <a href="#">Interviews from Sand Creek Massacre</a></li> </ul>	<ul style="list-style-type: none"> <li>• National Park Service</li> <li>• PBS</li> </ul>
<p>Gilded Age</p> <ul style="list-style-type: none"> <li>• <a href="#">"Wealth."</a> Andrew Carnegie</li> <li>• <a href="#">"Ragtime."</a> E.L. Doctrow,</li> <li>• <a href="#">Text from the Chinese Exclusion Act</a></li> </ul>	<ul style="list-style-type: none"> <li>• Modern History Sourcebook</li> <li>• Scribd</li> <li>• University of Houston: Digital History</li> </ul>

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Progressivism/Populism	
<input type="checkbox"/> <a href="#">"How the Other Half Lives"</a> . Writings and Photos. Jacob Riis	<ul style="list-style-type: none"> <li>• Authentic History</li> </ul>
<input type="checkbox"/> <a href="#">Omaha Platform</a>	<ul style="list-style-type: none"> <li>• George Mason University: History Matters</li> </ul>
<input type="checkbox"/> <a href="#">Populist Platform</a>	<ul style="list-style-type: none"> <li>• University of Houston: Digital History</li> </ul>
<input type="checkbox"/> <a href="#">Roosevelt Corollary comparison to Monroe Doctrine</a>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Theodore Roosevelt Association</li> </ul>

**Suggested Media:**

Title	Source*
<ul style="list-style-type: none"> <li>• <a href="#">Military Reconstruction Map</a></li> </ul>	<ul style="list-style-type: none"> <li>• University of North Carolina School of Education: LearnNC</li> </ul>
<ul style="list-style-type: none"> <li>• "The First Vote," Harper's Weekly, 1867</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> George Mason University: History Matters</li> </ul>
<ul style="list-style-type: none"> <li>• <a href="#">"The Union as it was / The Lost Cause, worse than slavery."</a> Thomas Nast.</li> </ul>	<ul style="list-style-type: none"> <li>• Colonial Williamsburg: History.org</li> </ul>
<ul style="list-style-type: none"> <li>• <a href="#">"American Progress"</a></li> </ul>	<ul style="list-style-type: none"> <li>• Library of Congress: American Memory</li> </ul>
<ul style="list-style-type: none"> <li>• <a href="#">"The Last Spike"</a> Images and editorials on the transcontinental railroad</li> </ul>	<ul style="list-style-type: none"> <li>• The Central Pacific Railroad Photographic History Museum</li> </ul>
<ul style="list-style-type: none"> <li>• <a href="#">Images from Haymarket Riot</a></li> </ul>	<ul style="list-style-type: none"> <li>• SCHMOOP</li> </ul>
<ul style="list-style-type: none"> <li>• <a href="#">Child Labor</a>, Images and Texts</li> </ul>	<ul style="list-style-type: none"> <li>• The Lewis Hine Project</li> </ul>
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

**Suggested Resources**

Title	Source*
<ul style="list-style-type: none"> <li>• <a href="#">The Civil War and Reconstruction</a>: Lesson Plans with Primary Sources</li> </ul>	<ul style="list-style-type: none"> <li>• Stanford History Education Group</li> </ul>
<ul style="list-style-type: none"> <li>• <a href="#">The Gilded Age</a>: Lesson Plans with Primary Sources</li> </ul>	<ul style="list-style-type: none"> <li>• Stanford History Education Group</li> </ul>
<ul style="list-style-type: none"> <li>• <a href="#">Progressivism</a>: Lesson Plans with Primary Sources</li> </ul>	<ul style="list-style-type: none"> <li>• Stanford History Education Group</li> </ul>
<ul style="list-style-type: none"> <li>• <a href="#">American Imperialism</a>: Lesson Plans with Primary Sources</li> </ul>	<ul style="list-style-type: none"> <li>• Stanford History Education Group</li> </ul>

## Unit II: The Great War and a New Economic Order, 1912-1932

### Overview:

The American intervention in World War I cast the die for the United States as a world power for the remainder of the century. Students can learn much about the complexities of foreign policy today by studying the difficulties of maintaining neutrality in World War I while acquiring the role of an economic giant with global interests and while fervently wishing to export democracy around the world.

In the postwar period the prosperity of the 1920s and the domination of big business and Republican politics are also important to study. The 1920s displayed dramatically the American urge to build, innovate, and explore--poignantly captured in Lindbergh's solo flight across the Atlantic in 1927, which excited more enthusiasm than any single event to that time. The cultural and social realms also contain lessons from history that have resonance today. First, students should study the women's struggle for equality, which had political, economic, and cultural dimensions. Second, students should understand how radical labor movements and radical ideologies provoked widespread fear and even hysteria. Third, they need to study the recurring racial tension that led to Black Nationalism, the Harlem Renaissance, and the first great northward migration of African Americans on the one hand and the resurgence of the Ku Klux Klan on the other hand. Fourth, they need to understand the powerful movement to Americanize a generation of immigrants and the momentous closing of the nation's gates through severe retrenchment of open-door immigration policies. Lastly, they should examine the continuing tension among Protestants, Catholics, and Jews, most dramatically exemplified in the resurgence of Protestant fundamentalism.

In its effects on the lives of Americans, the Great Depression was one of the great shaping experiences of American history, ranking with the American Revolution, the Civil War, and the second industrial revolution. More than Progressivism, the Great Depression brought about changes in the regulatory power of the federal government. It also enlarged government's role in superimposing relief measures on the capitalist system, bringing the United States into a mild form of welfare state capitalism, such as had appeared earlier in industrial European nations. This era provides students with ample opportunities to test their analytic skills as they assay Franklin Roosevelt's leadership, the many alternative formulas for ending the Great Depression, and the ways in which the New Deal affected women, racial minorities, labor, children, and other groups.

### Enduring Understandings:

- America's intervention in World War I ensured her role as a world power for the remainder of the century.
- While American entry into World War I ensured Allied victory, the failure to conclude a lasting peace left a bitter legacy.
- The growing role of the United States in international trade displayed the American urge to build, innovate, and explore new markets.
- The stock market boom and optimism of the 1920s were generated by investments made with borrowed money.
- When businesses failed, the stocks lost their value, prices fell, production slowed, banks collapsed, and unemployment became widespread.

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**Essential Questions:**

- Was the United States justified in entering World War I? Why or why not?
- Is it appropriate to limit civil liberties during wartime?
- Was the Treaty of Versailles a fair, effective settlement for world peace?
- Was the 1920s a radical or reactionary time to live?
- Assess the validity of this statement: “*Laissez-faire*” policies bring about economic prosperity.
- Did the Great Depression affect all groups equally?

**Curriculum Framework:**

Topic	Learning Outcomes	Vocabulary	Key Concepts
World War I	<ol style="list-style-type: none"> <li>1. Explain the reasons for and the effect of the European alliance system leading up to 1914.</li> <li>2. Discuss what led to US entry into WWI.</li> <li>3. Compare the debates for and against American involvement in WWI.</li> <li>4. Analyze the impact WWI had on individuals, groups and institutions in the United States.</li> <li>5. Describe how Wilson’s Fourteen Points impacted post-war relations. <b>(H) Analyze and critique to what extent the Treaty of Versailles succeeded or failed to live up to the expectations mapped out in Wilson’s Fourteen Points.</b></li> <li>6. Interpret the reaction to the Treaty of Versailles and the League of Nations within the</li> </ol>	<ul style="list-style-type: none"> <li>• Isolationism</li> <li>• Militarism</li> <li>• Nationalism</li> <li>• Espionage</li> <li>• Armistice</li> <li>• Reparations</li> <li>• Neutrality</li> <li>• Zimmerman telegram</li> <li>• Advancements in warfare</li> <li>• Selective Service Act</li> <li>• Fourteen Points</li> <li>• League of Nations</li> </ul>	<ol style="list-style-type: none"> <li>1. The reasons the war started in Europe were not the same reasons that the United States got involved.</li> <li>2. There were many new technologies used during World War I that changed the way war was waged.</li> <li>3. The government formed organizations and sent out propaganda to help the country mobilize for war.</li> <li>4. Women and African Americans played a vital role in the war effort.</li> <li>5. Laws were passed limiting citizens’ liberties during the war and the Supreme Court upheld these limitations in <i>Schenck v United States</i>.</li> <li>6. The United States never signed the Treaty of Versailles due to the debate over joining the League of Nations.</li> </ol>

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	US.		
Cultural Trends of the 1920s	<p>7. Describe the causes and characteristics of the cultural, political and economic changes during the 1920s.</p> <p>8. Analyze the effects of the cultural, political and economic changes during the 1920s.</p>	<ul style="list-style-type: none"> <li>• Xenophobia</li> <li>• Communism</li> <li>• Nativism</li> <li>• Great Migration</li> <li>• Harlem Renaissance</li> <li>• Prohibition</li> <li>• Fundamentalism</li> <li>• Consumerism</li> <li>• Credit</li> <li>• Red Scare</li> </ul>	<p>7. After WWI a Red Scare took over the country in which people were fearful of communism.</p> <p>8. The surge in nativism impacted political and economic decisions of the 1920s.</p> <p>9. The culture of the 1920s shifted dramatically with resistance to Prohibition, a new role for women, and new types of music and entertainment.</p> <p>10. The Great Migration represented a population shift of African Americans from the South to the North resulting in cultural, political and economic changes.</p> <p>11. The Harlem Renaissance saw the blossoming of African American art, music and literature.</p> <p>12. Conflicting beliefs over science and religion led to the debate over teaching creationism versus evolution in public schools.</p> <p>13. Mass production and a shift in advertising and marketing contributed to the rise of consumerism.</p>
Rising Expectations and Market failure	<p>9. Discuss the increasing power of big business and the reemergence of laissez-faire as a economic and political force</p>	<ul style="list-style-type: none"> <li>• <i>Laissez-faire</i></li> <li>• Market economy</li> <li>• Speculation</li> <li>• Buying on the</li> </ul>	<p>14. Lenient monetary policy and an overall optimism towards the government during the 1920s lead to a boom in the economy.</p> <p>15. Buying on the margin and other unwise</p>

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	<p>in the 1920s.</p> <p>10. Summarize the immediate and long-range causes for the stock market crash in 1929.</p> <p>11. Analyze the social and economic impact of the stock market crash and the resulting economic collapse.</p>	<p>margin</p> <ul style="list-style-type: none"> <li>• Bull market</li> <li>• Bank run</li> </ul>	<p>practices led the stock market to inflate and was one of the causes of the stock market crash.</p> <p>16. The immediate effects of the stock market crash helped contribute to the Great Depression.</p>
Depression	<p>12. Describe the short term and long term causes of the Great Depression.</p> <p>13. Appraise the steps taken by the President, Congress and the Federal Reserve to combat the economic crisis.</p> <p>14. Describe the effects of the Great Depression on various groups in the United States.</p>	<ul style="list-style-type: none"> <li>• Over production</li> <li>• Buying on credit</li> <li>• Tariffs</li> <li>• Dust Bowl</li> <li>• Public works</li> <li>• Rugged individualism</li> <li>• Bonus Army</li> </ul>	<p>17. Overproduction, use of credit, tariffs, taxes, and the uneven distribution of wealth were all causes of the Great Depression.</p> <p>18. The Great Depression touched other parts of the world, specifically Europe.</p> <p>19. President Hoover utilized a conservative approach based on a <i>Laissez, faire</i> philosophy.</p> <p>20. During the Great Depression manufacturing slowed, the banking system all but collapsed and unemployment was extremely high.</p> <p>21. The Dust Bowl led to a massive migration of farmers to the West.</p> <p>22. Hoover lost the election of 1932 to Roosevelt due to overall pessimism by Americans about the economy.</p>

**Text Resources:**

Title	Source*
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<p>World War I</p> <ul style="list-style-type: none"> <li>• <a href="#">“ Why the IWW is Not Patriotic to the United States “</a></li> <li>• <a href="#">Fourteen Points</a>, Woodrow Wilson</li> <li>• <a href="#">Zimmermann Telegram</a> (as received by the German Ambassador to Mexico, 01/19/1917)</li> <li>• <a href="#">The Sedition Act of 1918</a></li> <li>• <a href="#">Schenck v. United States</a>, Majority Opinion by Oliver Wendall Holmes</li> <li>• <a href="#">Propaganda Leaflets</a>: Dropped behind enemy lines</li> </ul>	<ul style="list-style-type: none"> <li>• Industrial Workers of the World</li> <li>• University of Houston, Digital History</li> <li>• National Archives and Records Administration</li> <li>• University of Houston, Digital History</li> <li>• AMCOCS- Documents for the Study of American History</li> <li>• Brigham Young University: World War One Document Archive</li> </ul>
<p>The 1920's</p> <ul style="list-style-type: none"> <li>• <a href="#">Seven Letters from the Great Migration</a> (From African-Americans to the <i>Chicago Defender Newspaper</i>)</li> <li>• <a href="#">18th Amendment</a></li> <li>• <a href="#">"The Case Against the 'Reds,'" Forum (1920)</a>, 63:173- 185, A Mitchell Palmer</li> <li>• <a href="#">The Scopes Trial Excerpts</a> from the textbook John Scopes used in class</li> <li>• <a href="#">“A Dream Deferred,”</a> (Harlem) Langston Hughes</li> <li>• <a href="#">Immigration Restriction Act of 1924</a></li> <li>• <a href="#">Gitlow v. New York</a>, Majority Decision</li> </ul>	<ul style="list-style-type: none"> <li>• George Mason University: History Matters</li> <li>• National Archives and Records Administration</li> <li>• Center for History and New Media</li> <li>• University of Houston: Digital History</li> <li>• Poetry Foundation</li> <li>• University of Houston: Digital History</li> <li>• University of Houston: Digital History</li> </ul>
<p>Depression</p> <ul style="list-style-type: none"> <li>• <a href="#">Letters from Children</a> to the President and the First Lady for Help</li> <li>• <a href="#">Writer Louis Adamic</a> (describes two hungry children who came by his door in 1932.)</li> <li>• <a href="#">"Brother, Can You Spare a Dime,"</a> lyrics by Yip Harburg,</li> <li>• <a href="#">Fernando Liborio</a>, Interview</li> <li>• <a href="#">John Takman</a>, Interview</li> </ul>	<ul style="list-style-type: none"> <li>• University of Houston: Digital History</li> <li>• University of Houston: Digital History</li> <li>• City University of New York</li> <li>• PBS, Breadline Series</li> <li>• PBS, Breadline Series</li> </ul>

**Suggested Media:**

Title	Source*
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<ul style="list-style-type: none"> <li>• <a href="#">“Your car; A Magazine of Romance, Fact and Fiction”</a> (selected issues from 1925)</li> </ul>	<ul style="list-style-type: none"> <li>• Library of Congress, American Memory</li> </ul>
<ul style="list-style-type: none"> <li>• <a href="#">Image of Ku Klux Klan Parade</a>, Washington D.C., On Pennsylvania Ave., N.W.</li> </ul>	<ul style="list-style-type: none"> <li>• University of Houston: Digital History</li> </ul>
<ul style="list-style-type: none"> <li>• <a href="#">Photograph From Migrant Mother Series</a>, Dorothea Lange</li> </ul>	<ul style="list-style-type: none"> <li>• University of Houston: Digital History</li> </ul>
<ul style="list-style-type: none"> <li>• <a href="#">Photograph of "Hooverville"</a> on the Seattle waterfront, ca. 1930's</li> </ul>	<ul style="list-style-type: none"> <li>• University of Washington: King County Collects</li> </ul>

**Suggested Resources**

Title	Source*
<ul style="list-style-type: none"> <li>• <a href="#">“World War I and the 1920’s.”</a> Lesson Plans with Primary Sources</li> </ul>	<ul style="list-style-type: none"> <li>• Stanford History Education Group</li> </ul>
<ul style="list-style-type: none"> <li>• <a href="#">“The New Deal and World War II.”</a> Lesson Plans with Primary Sources</li> </ul>	<ul style="list-style-type: none"> <li>• Stanford History Education Group</li> </ul>
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

**Unit 3: The Expanding Power of the United States Government at Home and Abroad, 1932-53**

**Overview:**

Participants of this era are still alive, and their common memories of cataclysmic events--from the Crash of 1929 through World War II--are still common points of reference today. Our closeness to this era should help students see how today’s problems and choices are connected to the past. Knowledge of history is the precondition of political intelligence, setting the stage for current questions about government’s role and rule, foreign policy, the continuing search for core values, and the ongoing imperative to extend the founding principles to all Americans.

The Great Depression and the New Deal deserve careful attention for four reasons. First, Americans in the 1930s endured--and conquered--the greatest economic crisis in American history. Second, the Depression wrought deep changes in people’s attitudes

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toward government’s responsibilities. Third, organized labor acquired new rights. Fourth, the New Deal set in place legislation that reshaped modern American capitalism.

In its effects on the lives of Americans, the Great Depression was one of the great shaping experiences of American history, ranking with the American Revolution, the Civil War, and the second industrial revolution. More than Progressivism, the Great Depression brought about changes in the regulatory power of the federal government. It also enlarged government’s role in superimposing relief measures on the capitalist system, bringing the United States into a mild form of welfare state capitalism, such as had appeared earlier in industrial European nations. This era provides students with ample opportunities to test their analytic skills as they assay Franklin Roosevelt’s leadership, the many alternative formulas for ending the Great Depression, and the ways in which the New Deal affected women, racial minorities, labor, children, and other groups.

World War II also commands careful attention. Although it was not the bloodiest in American history, the war solidified the nation’s role as a global power and ushered in social changes that established reform agendas that would preoccupy public discourse in the United States for the remainder of the 20th century. The role of the United States in World War II was epochal for its defense of democracy in the face of totalitarian aggression. More than ever before, Americans fought abroad, not only winning the war but bringing a new cosmopolitanism home with them. As before, the war was an engine of social and cultural change. In this war, Americans of diverse backgrounds lived and fought together, fostering American identity and building notions of a common future. Similarly, on the home front, public education and the mass media promoted nationalism and the blending of cultural backgrounds. Yet students should learn about the denial of the civil liberties of interned Japanese Americans and the irony of racial minorities fighting for democratic principles overseas that they were still denied at home as well as in military service itself.

The Cold War set the framework for global politics for 45 years after the end of World War II. The Cold War so strongly influenced our domestic politics, the conduct of foreign affairs, and the role of the government in the economy after 1945 that it is obligatory for students to examine its origins and the forces behind its continuation into the late 20th century. They should understand how American and European antipathy to Leninist-Stalinism predated 1945, seeded by the gradual awareness of the messianic nature of Soviet communism during the interwar years, Stalin’s collectivization of agriculture, and the great purges of the 1930s. Students should also consider the Soviet Union’s goals following World War II. Its catastrophic losses in the war and fear of rapid German recovery were factors in Soviet demands for a sphere of influence on its western borders, achieved through the establishment of governments under Soviet military and political control. Students should also know how the American policy of containment was successfully conducted in Europe: the Truman Doctrine, the Marshall Plan, the Berlin airlift, NATO, and the maintenance of U.S. military forces in Europe under what was called the nuclear “balance of terror.”

**Enduring Understandings:**

- The Great Depression revealed a vulnerable national and global economic system with few safeguards.

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- The New Deal expanded the role of the American government. This changed Americans’ attitudes toward government’s responsibilities.
- In times of crisis, decisions are often made in the name of the common good, even if that means limiting the civil liberties of a particular group.
- The causes, course, and consequences of U.S. involvement in WWII and its aftermath provide the framework for evaluating the difficult decisions of leaders, individuals, and groups during crisis.
- World War II solidified the nation’s role as a global power and ushered in social changes and established reform agendas.
- In postwar America the struggle for power intensified among the political, business, and cultural sectors of society.
- America’s foreign policy was shaped by the fear of communism.

**Essential Questions:**

- Was the New Deal a good deal for the United States?
- What were the democratic values that were defended during the World Wars, and thus preserved for all Americans?
- What motivations prompted America to use atomic weapons against Japan?
- Did the New Deal or the beginning of World War II mark the beginning of the end of the Great Depression?

**Content Framework**

Topic	Learning Outcomes	Vocabulary	Key Concepts
The New Deal	<ol style="list-style-type: none"> <li>1. Identify the major legislative actions of the first “100 days” and contrast these actions with the traditional <i>laissez-faire</i> policies of the federal government.</li> <li>2. Evaluate the successes and failures of the relief, recovery, and reform measures of the New Deal and the expanded role of the federal government in society and the economy.</li> <li>3. Interpret the arguments for and criticisms of the New Deal.</li> </ol> <p><b>(H) Compare the major</b></p>	<ul style="list-style-type: none"> <li>• New Deal</li> <li>• Deficit Spending</li> <li>• “court packing”</li> <li>• Keynesian economics</li> <li>• Command Economy</li> <li>• Social Security Act</li> <li>• Federal Deposit Insurance Company</li> <li>• Securities Exchange Commission</li> <li>• Subsidies</li> </ul>	<ol style="list-style-type: none"> <li>1. The New Deal changed the role of the government to a more active participant in solving problems.</li> <li>2. Relief measures provided direct payment to people for immediate help.</li> <li>3. Recovery programs were designed to bring a nation out of depression over time.</li> <li>4. Reform measures corrected unsound banking and investment practices.</li> <li>5. The legacy of the New Deal influenced the public’s belief in the responsibility of government to deliver public services, to intervene in the economy, and to act in ways that promote the general welfare.</li> <li>6. Several New Deal programs were ruled</li> </ol>

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	<b>characteristics of the New Deal with the “contract for America” initiative of the early 1990’s in light of an interpretation of the concept of federalism.</b>		unconstitutional by the Supreme Court, resulting in Roosevelt’s “court packing” plan.
From Versailles to Pearl Harbor	<ol style="list-style-type: none"> <li>4. Explain the tension between the conflicting ideologies of isolationism and world leadership between the wars.</li> <li>5. Predict the major political, social and military events that caused increased animosity and the eventual outbreak of hostilities in Europe and Asia.</li> <li>6. Explain the reasons the United States moved from a policy of isolationism to involvement, emphasizing the events that precipitated the attack on Pearl Harbor.</li> </ol>	<ul style="list-style-type: none"> <li>• Isolationism</li> <li>• Neutrality</li> <li>• Diplomacy</li> <li>• Embargoes</li> <li>• Lend-Lease Act</li> <li>• Totalitarianism</li> <li>• Fascism</li> <li>• Nazism</li> <li>• Appeasement</li> <li>• Dictator</li> </ul>	<ol style="list-style-type: none"> <li>7. The rise of fascism, militarism, and imperialism were significant developments that ultimately led to WWII when Germany, Italy and Japan embarked on policies of territorial expansion and conquest.</li> <li>8. The 1930s Neutrality Acts limited but did not entirely prevent FDR from providing assistance to Great Britain.</li> <li>9. Deteriorating relations between Japan and the US ended in war after the attack on the US Naval fleet in Pearl Harbor (Hawaii).</li> </ol>
World War II	<ol style="list-style-type: none"> <li>7. Describe the experiences of GI’s, Allied War aims, strategies and major turning points of the war.</li> <li>8. Evaluate the decision to drop the atomic bomb.</li> <li>9. Describe the economic and military mobilization on the home front. <b>(H) Justify how military mobilization at the beginning of World War II sparked U.S. economic recovery from the</b></li> </ol>	<ul style="list-style-type: none"> <li>• Mobilization</li> <li>• Holocaust</li> <li>• Anti-Semitism</li> <li>• Genocide</li> <li>• Allied Powers</li> <li>• Axis Powers</li> <li>• D-Day</li> <li>• Internment Camps</li> <li>• Atomic Bomb</li> <li>• Manhattan Project</li> <li>• Nuremberg Trials</li> <li>• G.I.</li> </ul>	<ol style="list-style-type: none"> <li>10. America and her Allies used a wide range of military tactics in the Pacific and European theater.</li> <li>11. President Harry Truman ordered the use of atomic bombs on the Japanese cities of Hiroshima and Nagasaki to force the Japanese to surrender.</li> <li>12. Minority units won numerous unit citations and individual medals for bravery in action.</li> <li>13. The Holocaust was the genocide of millions of European Jews and others groups targeted by the Nazis.</li> <li>14. In the Nuremberg trials, Nazi leaders and</li> </ol>

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	<p><b>depression.</b></p> <p>10. Describe the impact of the war on various groups on the home front.</p> <p>11. Describe America's response to the Holocaust.</p>		<p>others were convicted of war crimes.</p>
Post-WWII Era	<p>12. Evaluate the impact of WWII on the United States' foreign policy as it relates to the development of the Cold War.</p> <p>13. Explain how the post-war goals of the United States and the Soviet Union caused conflicts between these two world powers.</p> <p>14. Describe the factors and events that led to the continuation of the Cold War up to the Korean armistice.</p> <p>15. Discuss how the New Deal and World War II influenced federal government policies from 1945-1953.</p> <p>16. Describe the influence of the Cold War on the politics and social climate of the U.S. <b>(H) Evaluate the political, social, and cultural climate of the United States during the McCarthy era of early 1950's.</b></p>	<ul style="list-style-type: none"> <li>• GI Bill</li> <li>• Post WWII conferences</li> <li>• United Nations</li> <li>• Cold War</li> <li>• Truman Doctrine</li> <li>• Marshall Plan</li> <li>• North Atlantic Treaty Organization</li> <li>• Containment</li> <li>• McCarthyism</li> </ul>	<p>15. Early in 1945, Roosevelt, Stalin and Churchill (the "Big Three") met in Yalta to plan the end of the war and lay the foundation for the postwar world.</p> <p>16. The end of World War II found Soviet forces occupying most of Eastern and Central Europe and the eastern portion of Germany.</p> <p>17. Germany was portioned into East and West Germany.</p> <p>18. The United States launched the Marshall Plan, which provided massive financial aid to rebuild European economies and prevent the spread of communism.</p> <p>19. The United Nations was formed to create a body for the nations of the world to try to prevent future global wars.</p> <p>20. The United States represented democratic political institutions with a free market economic system. The Soviet Union was a totalitarian government with a communist economic system.</p> <p>21. Containing communism was the guiding principle of American foreign policy throughout the Cold War.</p> <p>22. The North Atlantic Treaty Organization was formed as a defensive alliance with the United States and western European countries.</p> <p>23. The fear of communism and the threat of</p>

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			<p>nuclear war affected American life throughout the Cold War.</p> <p>24. The Korean War ended in a stalemate, but prevented the spread of Communism into South Korea.</p>
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**Text Resources:**

Title	Source*
<p>New Deal</p> <ul style="list-style-type: none"> <li>• <a href="#">FDR's First Inaugural Address</a></li> <li>• <a href="#">On the Bank Crisis - Fireside chat</a></li> <li>• <a href="#">Dear Mrs. Roosevelt: Letters to the First Lady</a></li> <li>• <a href="#">N.L.R.B. v. Jones &amp; Laughlin Steel Corporation, 1937</a></li> <li>• <a href="#">Huey P. Long - Share Our Wealth Radio Address</a></li> <li>• <a href="#">Father Coughlin Address on the National Union for Social Justice</a></li> <li>• <a href="#">Fireside Chat 7: On the Works Relief Program and Social Security Act</a></li> <li>• <a href="#">Hilvering et al. v. Davis, 1937 - Supreme Court decision on Social Security Act</a></li> <li>• <a href="#">Step by Step Political Cartoon</a></li> <li>• <a href="#">Fireside Chat on Reorganization of the Judiciary March 9, 1937</a></li> </ul>	<ul style="list-style-type: none"> <li>• History Matters: George Mason University</li> <li>• Franklin D. Roosevelt Library and Museum</li> <li>• New Deal Network</li> <li>• U.S. Supreme Court Center</li> <li>• American Rhetoric: Top 100 Speeches</li> <li>• Maryland Archives</li>   <li>• Miller Center: University of Virginia</li>   <li>• U.S. Supreme Court Center</li>   <li>• University of Virginia</li> <li>• University of Virginia</li> </ul>

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<p>From Versailles to Pearl Harbor</p> <ul style="list-style-type: none"><li>• <a href="#"><u>Neutrality Act of 1935</u></a></li><li>• <a href="#"><u>“Quarantine” Speech, Franklin D. Roosevelt, 1937</u></a></li><li>• <a href="#"><u>Neutrality and War, Charles Lindbergh and the America First Committee, 1939</u></a></li><li>• <a href="#"><u>Desegregation of the Armed Forces, Statement by Franklin D. Roosevelt, 1940</u></a></li><li>• <a href="#"><u>Four Freedoms Speech, Franklin D. Roosevelt, 1941</u></a></li><li>• <a href="#"><u>Lend Lease Act, 1941</u></a></li> <li>• <a href="#"><u>A Warning on Isolationism, Wendell Wilkie, 1941</u></a></li><li>• <a href="#"><u>What Our Foreign Policy Should Be, Alfred Landon, 1941</u></a></li><li>• <a href="#"><u>United States Note to Japan, Sept. 26, 1941</u></a></li><li>• <a href="#"><u>Message from the President to the Emperor of Japan, Dec. 6, 1941</u></a></li><li>• <a href="#"><u>Japanese Note to the United States, Dec. 7, 1941</u></a></li><li>• <a href="#"><u>Pearl Harbor Speech, Franklin Roosevelt, December 8, 1941</u></a></li></ul>	<ul style="list-style-type: none"><li>• Mount Holyoke College</li><li>• Miller Center: University of Virginia</li><li>• Teaching American History</li> <li>• Truman Library</li> <li>• FDR Library</li><li>• Our Documents: National Archives and Records Administration</li><li>• Maryland Archives</li><li>• Smithsonian Education</li><li>• Modern History Sourcebook: Fordham University</li><li>• Modern History Sourcebook: Fordham University</li> <li>• Modern History Sourcebook: Fordham University</li><li>• Maryland Archives</li></ul>
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World War II

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| <ul style="list-style-type: none"><li>• <a href="#">Executive Order 8802, Franklin Roosevelt, June 25, 1941</a></li><li>• <a href="#">Mobilizing for the war at home</a></li><li>• <a href="#">Servicemen's Readjustment Act (GI Bill) - 1944</a></li><br/><li>• <a href="#">Executive Order 9066 - Resulting in the Relocation of Japanese Americans (1942)</a></li><li>• <a href="#">Korematsu v. United States, 1944</a></li><li>• <a href="#">America on the Homefront: Selected World War II Records</a></li><li>• <a href="#">General Dwight D. Eisenhower's Order of the Day 1944 (D-Day)</a></li><li>• <a href="#">Benjamin Akzin, War Refugee Board, to Lawrence Lesser, June 29, 1944, urging the bombing of Auschwitz and Birkenau</a></li><li>• <a href="#">Albert Einstein to Franklin Roosevelt, March 25, 1945</a></li><li>• <a href="#">Henry Stimson to Harry Truman, April 24, 1945</a></li><li>• <a href="#">Leslie Groves to Henry Stimson, July 18, 1945</a></li><li>• <a href="#">Henry Stimson to Harry S. Truman, September 11, 1945</a></li><li>• <a href="#">Executive Order No. 9417 Establishing a War Refugee Board</a></li></ul> | <ul style="list-style-type: none"><li>• Teaching American History</li><li>• Smithsonian Education</li><li>• Our Documents: National Archives and Records Administration</li><li>• Our Documents: National Archives and Records Administration</li><li>• Cornell University Law School</li><li>• National Archives and Records Administration</li><li>• Our Documents: National Archives and Records Administration</li><li>• PBS</li><br/><li>• The Truman Library</li><li>• The Truman Library</li><li>• The Truman Library</li><li>• The Truman Library</li><li>• PBS</li></ul> |
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<p>Post WWII Era</p> <ul style="list-style-type: none"> <li>• <a href="#">George Kennan’s Long Telegram, February 1946</a></li> <li>• <a href="#">Truman Doctrine, 1947</a></li>   <li>• <a href="#">Marshall Plan, 1947</a></li>   <li>• <a href="#">Charter of the United Nations, June 26, 1945</a></li>   <li>• <a href="#">Executive Order 9981 - Desegregation of the Armed Forces - 1948</a></li> <li>• <a href="#">Armistice Agreement for the Restoration of the South Korean State (1953)</a></li> <li>• <a href="#">Senate Resolution 301 - Censure of Senator Joseph McCarthy (1954)</a></li> </ul>	<ul style="list-style-type: none"> <li>• George Washington University</li> <li>• Our Documents: National Archives and Records Administration</li> <li>• National Archives and Records Administration</li>   <li>• Our Documents: National Archives and Records Administration</li> </ul>
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**Suggested Media:**

Title	Source*
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**Suggested Resources**

Title	Source*
<ul style="list-style-type: none"> <li>• <a href="#">“The New Deal and World War II,”</a> Lesson Plans with Primary Sources</li> </ul>	<ul style="list-style-type: none"> <li>• Stanford History Education Group</li> </ul>
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**immigrants**

**Overview:**

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Although the study of the era following World War II can easily be dominated by a preoccupation with the Cold War, our understanding of present-day America will be deficient without grappling with the remarkable changes in American society, the American economy, and American culture in the 1950s and 1960s. It should be remembered that the closeness of the period makes it one of continuing reinterpretation, reminding us that historical judgments should be seen as provisional, never cut in stone.

Students will need to understand how the postwar economic boom, greatly affected by the transforming hand of science, produced epic changes in American education, consumer culture, suburbanization, the return to domesticity for many women, the character of corporate life, and sexual and cultural mores--all of which involved startling changes in dress, speech, music, film and television, family structure, uses of leisure time, and more.

All of this can take on deeper meaning when connected to politics. Politically, the era was marked by the reinvigoration of New Deal liberalism and its gradual exhaustion in the 1970s. In the period of liberal activism, leaders sought to expand the role of the state to extend civil liberties and promote economic opportunity. The advent of the civil rights and women's movements thus became part of the third great reform impulse in American history. Conservative reaction stressed restrictions on the growth of the state, emphasized free enterprise, and promoted individual rather than group rights.

They should also recognize that the U.S. government's anti-Communist strategy of containment in Asia confronted very different circumstances and would involve the United States in the bloody, costly wars of Korea and Vietnam. The Vietnam War is especially noteworthy. It demonstrated the power of American public opinion in reversing foreign policy, it tested the democratic system to its limits, it left scars on American society that have not yet been erased, and it made many Americans deeply skeptical about future military or even peacekeeping interventions.

Examining the history of our own time presents special difficulties. The historian ordinarily has the benefit of hindsight but never less so than in examining the last few decades. Furthermore, the closer we approach the present the less likely it is that historians will be able to transcend their own biases. Historians can never attain complete objectivity, but they tend to fall shortest of the goal when they deal with current or very recent events. For example, writers and teachers of history who voted for a particular candidate will likely view that candidate's action in office more sympathetically than a historian who voted the other way.

There can be little doubt, however, that in global politics the role of the United States has led to seismic changes that every student, as a person approaching voting age, should understand. The detente with the People's Republic of China under Nixon's presidency represents the beginning of a new era, though the outcome is still far from determined. Perhaps more epochal is the collapse of the Soviet Union, the overthrow of communist governments in Eastern Europe, and the consequent end of the Cold War and the nuclear arms race. Students can understand little about American attempts to adjust to a post-bipolar world without comprehending these momentous events.

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In politics, students ought to explore how the political balance has tilted away from liberalism since 1968. They should also study the ability of the political and constitutional system to check and balance itself against potential abuses as exemplified in the Watergate and Iran-Contra affairs. They can hone their ability to think about the American political system by exploring and evaluating debates over government's role in the economy, environmental protection, social welfare, international trade policies, and more.

No course in American history should reach a conclusion without considering some of the major social and cultural changes of the most recent decades. Among them, several may claim precedence: first, the reopening of the nation's gates to immigrants that for the first time come primarily from Asia and Central America; second, renewed reform movements that promote environmental, feminist, and civil rights agendas that lost steam in the 1970s; third, the resurgence of religious evangelicalism; fourth, the massive alteration in the character of work through technological innovation and corporate reorganization; and lastly, the continuing struggle for *e pluribus unum* amid contentious debates over national vs. group identity, group rights vs. individual rights, and the overarching goal of making social and political practice conform to the nation's founding principles.

### **Enduring Understandings:**

- The Cold War set the framework for global politics for 45 years after the end of World War II. It also influenced American domestic politics, the conduct of foreign affairs, and the role of the government in the economy after 1945.
- The Cold War was essentially a competition between two very different ways of organizing government, society, and the economy: the American-led western nations' belief in democracy, individual freedom and a market economy, and the Soviet belief in a totalitarian state and socialism.
- The U. S. government's anti-Communist strategy of containment in Asia led to America's involvement in the Korean and Vietnamese Wars. The Vietnam War demonstrated the power of American public opinion in reversing foreign policy.
- African Americans, women, and other minority groups, worked through the court system and used mass protest to promote political, economic and social change.
- Involvement in conflicts in other areas of the world has been an integral part of United States foreign policy in the modern era.
- Rising immigration has increased American diversity and redefined American identity.
- Dramatic advances in technology have affected society, culture, the arts, and business practices.
- Ronald Reagan's policies had an impact on the relationship between the federal and state governments.
- The United States formulates domestic and international policy in an effort to confront terrorism.

### **Essential Questions:**

- How did American foreign policy change after WWII?
- To what extent and in what ways did the "domino theory" accurately account for American foreign policy in the immediate post-

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World War II period?

- How did American foreign policy contribute to the end of the Cold War?
- Were the methods used by African-Americans, women, and Hispanics in the United States during the 1960s and 1970s successful in achieving equal rights?
- Was the 1950s a time period of conformity or rebellion?
- To what extent did the domestic programs of Kennedy and Johnson accomplish the fundamental goal of expanding the responsibilities of the federal government for the general social welfare of all Americans?
- How has the Immigration Act of 1965 and other immigration policies successfully created a diverse and inclusive American society?
- Analyze the relevant importance of economic and political factors in shaping America’s foreign policy from the 1970s to present day.
- Do elections always reflect the will of the people?
- Is it appropriate to limit civil liberties in order to protect national security?
- In what ways has the battle about having a robust versus a diminished role of the federal government continued into the 21<sup>st</sup> Century?

**Curriculum Framework**

Topic	Learning Outcomes	Vocabulary	Key Concepts
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The continuing Cold War and Détente to the dissolution of the USSR	<p>1. Identify the various phases in the dynamic relationship between the United States and the Soviet Union from the end of the Korean War to the breakup of the U.S.S.R.</p> <p><b>(H) Explain how the S.A.L.T. talks brought about <i>détente</i> between the United States and Russia after the Korean War.</b></p>	<ul style="list-style-type: none"> <li>• Diplomacy</li> <li>• Sputnik</li> <li>• Détente</li> </ul>	<ol style="list-style-type: none"> <li>1. Fidel Castro led a communist revolution that took over Cuba in the 1950s.</li> <li>2. The attempt to overthrow Castro in the “Bay of Pigs” invasion resulted in humiliation for the United States.</li> <li>3. During the Cuban Missile Crisis the world was on the brink of nuclear war.</li> <li>4. Nixon worked to reduce tensions between the United States, China, and the Soviet Union by normalizing relations with China and signing agreements with the Soviet Union, including SALT I.</li> <li>5. Reagan took a strong stance against communism.</li> <li>6. The Soviet Union broke apart in 1989.</li> </ol>
Vietnam	<p>2. Analyze the origins, events, and consequences of U.S. participation in the war in Vietnam.</p> <p><b>(H) Justify the policy of Vietnamization as a way of attempting a “peace with honor.”</b></p>	<ul style="list-style-type: none"> <li>• Domino Theory</li> <li>• Vietnamization</li> <li>• Vietcong</li> <li>• War Powers Act</li> <li>• Draft Resistance</li> </ul>	<ol style="list-style-type: none"> <li>7. The American military buildup in Vietnam began under President John Kennedy. After Kennedy’s assassination in 1963, the buildup was intensified under President Lyndon Johnson.</li> <li>8. The Vietnam War divided the American public and showed the limitations of the containment policy.</li> </ol>
The Middle East	<p>3. List the strategic, political and economic factors in American’s policy towards the Middle East, including the Gulf War.</p>	<ul style="list-style-type: none"> <li>• Embargo</li> <li>• OPEC</li> <li>• Cartel</li> <li>• Camp David Accords</li> </ul>	<ol style="list-style-type: none"> <li>9. Conflict between Israel and its Arab neighbors led to rising oiling prices.</li> <li>10. In the Middle East, Carter saw his greatest achievement and worst setback: he brokered the Camp David Accords, but then had to face the Iran Hostage Crisis.</li> <li>11. In 1991, Iraq invaded Kuwait. This started an international effort to stop Iraq, led by George H.W. Bush and the U.S.</li> </ol>
Domestic Trends, 1952-1968	<p>4. Describe the origins, major developments, controversies,</p>	<ul style="list-style-type: none"> <li>• Civil Rights Organizations</li> </ul>	<p>12. In the postwar period, the US economy transformed from one geared toward the</p>

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	<p>and consequences of the African-American civil rights movement.</p> <p><b>(H) Analyze the various philosophical differences among African American civil rights groups, and how this affected differing forms of protest.</b></p> <p>5. Discuss the cultural, economic, and political changes in the United States from 1952 to 1968.</p> <p>6. Discuss how the advancements in the African-American civil rights movement influenced the agendas and strategies in the quest of other groups of Americans for civil rights and equality of opportunities.</p> <p>7. Describe the origins, major developments, controversies, and consequences of the post-war women’s movement.</p> <p><b>(H) Compare expectations of women’s roles in society during and after World War II with those of women participating in support of war efforts today.</b></p>	<ul style="list-style-type: none"> <li>• Civil Disobedience</li> <li>• Militancy</li> <li>• New Frontier</li> <li>• Great Society</li> </ul>	<p>production of military supplies to one that was consumer-oriented</p> <p>13. The civil rights movement of the 1940s, 1950s, and 1960s provided a model that other groups have used to extend civil rights and equal justice.</p> <p>14. Women broke into many places formerly reserved for men. This was true for jobs, colleges, and military schools.</p>
Domestic Trends, 1969-present	<p>8. Explain how the federal, state, and local governments have responded to political, economic, social, and cultural</p>	<ul style="list-style-type: none"> <li>• School Busing</li> <li>• Affirmative Action</li> <li>• Equal Rights</li> </ul>	<p>15. New and increasing immigration to the United States has been taking place from many diverse countries, especially Asian and Latin American countries.</p>

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	<p>patterns from the Great Society to the Reagan Revolution.</p> <p>9. Analyze patterns, trends and projections of population growth with particular emphasis on how the Immigration Act of 1965 and successor acts have affected American society.</p> <p>10. Justify the use of natural resources and the trade-offs between environmental quality and economic growth since the 1960s.</p> <p>11. Examine the reasons behind the “Contract with America” during the 1990’s and how they reshaped politics. <b>(H) Analyze the impact of religious conservatism on the transformation of public policy in the 21<sup>st</sup> century.</b></p> <p>12. Explain how the Clinton presidency attempted to re-shape the goals of the U.S. government yet served as a lightning rod for neo-conservative response.</p> <p>13. Investigate the controversies surrounding the outcome of the 2000 presidential election.</p> <p>14. Explain how the 9/11 attack on the World Trade Center re-shaped the United States politically, socially, and</p>	<p>Amendment</p> <ul style="list-style-type: none"> <li>• Service Economy</li> <li>• Stagflation</li> <li>• Watergate</li> <li>• Deficit Spending</li> <li>• Conservatism</li> <li>• Welfare</li> <li>• NAFTA</li> <li>• Impeachment</li> <li>• Homeland Security</li> <li>• Patriot Act</li> <li>• Tea Party</li> </ul>	<p>16. The Watergate scandal undermined the American people’s trust in their political system.</p> <p>17. President Reagan and conservative Republicans advocated for: tax cuts, transfer of responsibilities to state government, reduction in the number and scope of government programs and regulations, and strengthening of the American military.</p> <p>18. The “Reagan Revolution” extended beyond his tenure in office with: the election of George H.W. Bush; the election of centrist Democrat, William Clinton; the Republican sweep of congressional elections and statehouses in the 1990s; and the election of George W. Bush</p> <p>19. The 2000 election between George W. Bush and Al Gore was controversial and opened debate about the electoral college system.</p> <p>20. In response to September 11, 2001, the United States Government heightened security in the country, with the Patriot Act.</p> <p>21. The Bush administration enacted robust and aggressive foreign policy actions in response to the 9/11 attacks.</p> <p>22. Barrack Obama’s election as president represented a milestone in American history and culture.</p>
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	<p>economically. <b>(H) Justify or critique how personal liberties changed in the United States in wake of the 9/11 attacks.</b></p> <p>15. Examine the foreign policy decisions of George W. Bush during the post-9/11 era and their long term impact on the American economy and international relations.</p> <p>16. Analyze the implications of the election of Barrack Obama as American’s first African American president.</p>		
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**Text Resources:**

Title	Source*
Cold War <ul style="list-style-type: none"> <li>• <a href="#">Range of Soviet Missiles and US photograph of SS-4 Missile Site in Cuba</a></li> </ul>	<ul style="list-style-type: none"> <li>• Central Intelligence Agency</li> </ul>
Vietnam <ul style="list-style-type: none"> <li>• <a href="#">Martin Luther King Jr., Beyond Vietnam</a></li> <li>• <a href="#">Gulf of Tonkin Resolution</a></li> <li>• <a href="#">Nixon’s “Vietnamization” Speech</a></li> <li>• <a href="#">Kent State University Shootings Oral History Collection</a></li> <li>• Article, <a href="#">“Vietnamese say G.I.s Slew 567 in Town”</a></li> <li>• Article, <a href="#">“4 State Students Killed by Troops”</a></li> <li>• <a href="#">Pentagon Papers</a></li> </ul>	<ul style="list-style-type: none"> <li>• American Rhetoric</li> <li>• Our Documents, National Archives and Records Administration</li> <li>• From Revolution to Reconstruction, University of Gronigen</li> <li>• Kent State University</li> <li>• New York Times</li> <li>• New York Times</li> <li>• Mount Holyoke College</li> </ul>
Détente <ul style="list-style-type: none"> <li>• <a href="#">Ronald Reagan’s address in Berlin, 1987</a></li> </ul>	<ul style="list-style-type: none"> <li>• National Archives and Records Administration</li> </ul>

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<p>Dissolution of the USSR</p> <ul style="list-style-type: none"> <li>• <a href="#">The Berlin Wall Comes Down</a> (Eyewitness Accounts)</li> </ul>	<ul style="list-style-type: none"> <li>• BBC</li> </ul>
<p>The Middle East</p> <ul style="list-style-type: none"> <li>• <a href="#">Jimmy Carter’s Address to the Nation on Energy Crisis (April 18, 1977) Transcript and Video</a></li> <li>• <a href="#">OPEC: Brief History</a></li> <li>• <a href="#">Iran Hostage’s Diary</a></li> <li>• <a href="#">Tehran Students Seize U.S. Embassy and Hold Hostages: Ask Shah’s Return and Trial</a></li> <li>• <a href="#">Interview with Colin Powell about the Gulf War</a></li> </ul>	<ul style="list-style-type: none"> <li>• Miller Center, University of Virginia</li> <li>• OPEC</li> <li>• Jimmy Carter Library</li> <li>• Digital History, University of Houston</li> <li>• PBS</li> </ul>
<p>Civil Rights Movement</p> <ul style="list-style-type: none"> <li>• <a href="#">Letter from a Birmingham Jail</a></li> <li>• <a href="#">“Ballot or the Bullet” Speech by Malcolm X</a></li> <li>• <a href="#">The Panthers’ Ten-point platform</a></li> <li>• <a href="#">Civil Rights Act of 1964</a></li> <li>• <a href="#">Two Societies, Separate and Unequal</a>, Report of the National Advisory Commission on Civil Disorders</li> </ul>	<ul style="list-style-type: none"> <li>• MLK Research and Education Institute, Stanford University</li> <li>• Teaching American History</li> <li>• PBS</li> <li>• Our Documents, National Archives and Records Administration</li> <li>• PBS</li> </ul>
<p>Domestic trends 1952- 1968</p> <ul style="list-style-type: none"> <li>• <a href="#">“Equal rights for women” Shirley Chisholm addressing the House of Representatives</a></li> <li>• <a href="#">Equal Rights Amendment</a></li> <li>• <a href="#">“Equal Rights Amendment is Passed in Congress,”</a> Article</li> <li>• <a href="#">New Frontier Speech</a></li> <li>• <a href="#">Great Society Speech</a></li> <li>• <a href="#">“Equal Opportunity is Not Enough;” Lyndon Johnson on affirmative action</a></li> <li>• <a href="#">Regents of University of California v. Bakke</a></li> </ul>	<ul style="list-style-type: none"> <li>• Duke University, Special Collections</li> <li>• National Organization for Women</li> <li>• New York Times</li> <li>• JFK Library</li> <li>• PBS</li> <li>• PBS</li> <li>• Digital History</li> </ul>

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<p>Domestic trends 1969- present</p> <ul style="list-style-type: none"> <li>• <a href="#">Nixon’s Statement on Watergate</a></li> <li>• <a href="#">Justice Department Memo Considering Impeachment of Nixon</a></li> <li>• <a href="#">Articles of Impeachment (Nixon)</a></li> <li>• <a href="#">“Asians Outnumber Hispanics Among New Immigrants,”</a> Article</li> <li>• <a href="#">“Reagan Proposes U.S. Seek New Ways to Block Missiles,”</a> Article</li> <li>• <a href="#">Reagan’s First Inaugural Address 1981</a></li> <li>• <a href="#">Contract with America</a></li> <li>• <a href="#">Welfare Reform Act of 1996</a></li> <li>• <a href="#">“Clinton Impeached,”</a> Article</li> <li>• <a href="#">“The Senate Acquits President Clinton,”</a> Article</li> <li>• <a href="#">“Clinton’s economic legacy,”</a> Article</li> <li>• <a href="#">The Disputed Election of 2000</a></li> <li>• <a href="#">“How we got here: A timeline of the Florida recount”</a> by Jeb Bush</li> <li>• <a href="#">Patriot Act</a></li> <li>• <a href="#">Department of Homeland Security</a> (History)</li> </ul>	<ul style="list-style-type: none"> <li>• American Presidency Project, University of California Santa Barbara</li> <li>• National Archives and Records Administration</li> <li>• University of Colorado, Boulder</li> <li>• Washington Post</li> <li>• New York Times</li> <li>• Avalon Project, Yale University</li> <li>• United States House of Representatives</li> <li>• Digital History, University of Houston</li> <li>• Washington Post</li> <li>• Washington Post</li> <li>• BBC</li> <li>• Digital History, University of Houston</li> <li>• CNN</li> <li>• Library of Congress, Thomas</li> <li>• Department of Homeland Security</li> </ul>
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**Suggested Media:**

Title	Source*
• <a href="#">Bay of Pigs Invasion Picture</a>	• Ashland University
• <a href="#">Pictures of Nixon in China/Moscow</a>	• Flickrriver
• <a href="#">Mapping the Fall of Communism</a> , Interactive	• BBC
• <a href="#">Kent State University Shootings, Images</a>	• Kent State University
• <a href="#">Antiwar Photographs and Newspaper articles</a>	• Antiwar and Radical History Project, University of Washington

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• <a href="#">Map of Freedom Rides</a>	• Library of Congress
• <a href="#">“Immigration and Jobs: Where U.S. Workers Come From,” Interactive</a>	• New York Times
• <a href="#">9/11 Interactive Timeline</a>	• National 9/11 Memorial
•	•
•	•

**Suggested Resources**

Title	Source*
• <a href="#">“The Cold War,”</a> Lesson Plans with Primary Sources	• Stanford History Education Group
• <a href="#">“Cold War Culture/Civil Rights,”</a> Lesson Plans with Primary Sources	• Stanford History Education Group
•	•
•	•

## APPENDIX 1

### Suggested Activities for Honors Objectives

- **Evaluate to what extent post-Civil War southern political, economic, and social policies attempted to create a permanent black underclass. (901.01H)**

**Suggested Strategy** (PROCESS/PRODUCT): Have students brainstorm social, economic, and political policies that were in effect in the South after the Civil War in an attempt to create a permanent black underclass. Students will describe the immediate impact those policies had upon African Americans. Divide students into groups. Assign each group a policy to research. Groups are to investigate any evidence of lingering effects of these policies today. Suggested policies are voting, sharecropping, Jim Crow laws, *Plessy v. Ferguson (1896)*, miscegenation laws, and property ownership.

- **Analyze varying historical interpretations of the impact of political and social changes on the U.S. stemming from Reconstruction. (H 901.02)**

**Suggested Strategy** (PROCESS/PRODUCT): Have students read the historical interpretations of Kenneth Stampp and Eric Foner. Have students use a graphic organizer to compare and contrast the two viewpoints, and then construct an argumentative essay, may then be used as a basis for a class debate on the merits of each historian's arguments given the students' knowledge of the Reconstruction era. Suggested Resources: Taking Sides: Clashing Views on Controversial Issues in American History (Dushkin Publishing Group, Inc.) Issue 17: "Was Reconstruction a Success?"

- **Analyze the issues surrounding the range wars of the late 1800's as they relate to the controversy surrounding urban sprawl and "Smart Growth" today. (902.04H)**

**Suggested Strategy** (PRODUCT) Create a visual metaphor reflecting the similarities between the range wars and current day urban sprawl.

- **Justify the necessity for government regulation of private business enterprise at the turn of the 19<sup>th</sup> century. (902.09H)**

**Suggested Strategy** (PROCESS) Have students research the views of the following historical or contemporary figures regarding government regulation of big business: (*historical*)—J.D. Rockefeller and Senator John Sherman (Sherman Anti-trust Act); (*contemporary*)—Bill Gates and Ralph Nader. Students will conduct a mock debate defending or opposing *laissez-faire* economic policies. They should argue the question: *Should there be governmental controls on big business? Why or why not?* (**Note:** Other historical or contemporary figures may be added or substituted.)

- **Trace the factors that lead to urban growth in the late 19<sup>th</sup> century, urban decline of the 1960's, 70's, and 80's to urban revitalization of the late 20<sup>th</sup> century. (902.11H)**

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**Suggested Strategy** (CONTENT/PROCESS/PRODUCT) Have students research the growth patterns of three northeast metropolitan cities such as Boston, Philadelphia, New York, or Baltimore. Students are to create charts or graphs showing changes in population, *per capita* income, housing, growth in business development, mass transportation, new jobs and employment figures, and the number of people receiving public assistance from the late 19<sup>th</sup> century, 1960's and 70's, to the late 1990's. Keeping in mind the historical events that occurred during the time span, have students analyze the trends in each of the charts or graphs and predict what factors led to the changes over time that reflected urban growth, decline, and/or revitalization.

- **Analyze the gold versus silver standard controversy of the Populist era through a literary context. (903.01 H/GT)**

**Suggested Strategy** (PROCESS): After studying the Populist movement and the gold and silver controversy, have students read excerpts of the text *The Wizard of Oz* by Frank Baum, which is purported to be an allegory of the currency problems and agrarian issues of the 1890s. Distribute a list of various elements from books and have students determine the historical references based on their knowledge of the time. Once students have developed their list of historical influences, conduct a class discussion comparing and justifying their ideas and interpretations. Examples include: Scarecrow — farmers

- Flying monkeys—Native Americans
- Lion—William Jennings Bryan
- Tin Man—Factory workers
- Dorothy's Silver Slippers—silver standard
- Yellow Brick Road—gold standard
- OZ—abbreviation of ounces
- Wicked v. Good Witches and their geographic relationship to regions of our nation

- **Compare the principles of American foreign policy in an era of imperialism in the late 19<sup>th</sup> and early 20<sup>th</sup> century to American foreign policy in the 21<sup>st</sup> century. (903.07H)**

**Suggested Strategy** (CONTENT/PROCESS): Research various U.S. foreign policy decisions in the 20<sup>th</sup>/21<sup>st</sup> centuries. Determine the purpose of these actions, and rate whether they represent acts of imperialism, or if they are justifications to protect economic interests, national security, or human rights.

- **Identify, analyze, and evaluate current political, social, and economic issues that could ignite another era of progressive reform on the local, state, and national levels. (903.02H)**

**Suggested Strategy** (CONTENT/PROCESS): Have student groups brainstorm recent, social, political, or economic issues that are controversial and have divided public opinion on the local, state, or national levels. After forming cooperative learning groups, students will adopt one of the issues discussed and research public opinion polls and identify the differing opinions regarding the issue. Students will propose a reform

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measure and devise a plan for implementation. Finally, students will predict how the reform would improve American life 50 to 100 years later. A “*gallery walk*” should be used as the presentation format.

- **Analyze and critique to what extent the Treaty of Versailles succeeded or failed to live up to the expectations mapped out in Wilson’s Fourteen Points. (904.05H)**

**Suggested Strategy** (PRODUCT): After examining the articles of the Treaty of Versailles and President Wilson’s Fourteen Points, write a critical analysis concerning how the Treaty failed to realize the spirit of the Fourteen Points. Assess how each Article of the Treaty worked against or ignored each Point. Support your position with specific citations. Suggested Resources: Copies of the Treaty of Versailles Copies of Wilson’s Fourteen Points

- **Justify how military mobilization at the beginning of World War II sparked U.S.**

**economic recovery from the depression. (907.05H)**

**Suggested Strategy** (CONTBNT/PRODUCT): Have students construct a graph. Along the horizontal axis, place a chronology from 1932 to 1945. Along the vertical axis, list percentages of economic growth. In student groups, students will research the percentage of economic growth in the United States from 1932 to 1945. After connecting the points of economic growth, determine what segment of the business cycle (recession, depression, recovery, or prosperity) existed during that time period.. Students will then gather pictures or data that serve as evidence of war mobilization efforts and place them above the points graphed as examples of economic activity during that time period. As a follow-up activity, students are to respond to the following question in an extended constructed response:

- Explain how war impacts a nation’s economy.
- Citing examples of war mobilization efforts during World War II, justify whether or not they helped or hindered economic solvency.
- Include details and examples to support your answer.

- **Evaluate the political, social, and cultural climate of the United States during the McCarthy era of the early 1950s. (908.05H)**

**Suggested Strategy** (PRODUCT): Have students research the members of the House Committee of Un-American Activities between 1947 and 1954. Establish a panel of at least six members, including notables as young Richard Nixon and Senator Joseph McCarthy. Reenact a Committee hearing with suspected communists in the film industry such as Burt Lancaster, Marsha Hunt, Ronald Reagan, Gary Cooper, Robert Taylor, Zero Mostel. During the debriefing of the activity, have students discuss possible reasons why members of the entertainment industry fell victim to the political climate of the Cold War.

- **Explain how the S.A.L.T. talks brought about *détente* between the United**

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**States**

**and Russia after the Korean War. (909.01H)**

**Suggested Strategy** (PRODUCT): Have students create a visual metaphor (History Alive1 on the ways in which S.A.L.T., negotiated by Nixon and Brezhnev, eased tensions between the United States and the Soviet Union.

• **Compare expectations of women’s roles in society during and after World War II with those of women participating in support of war efforts today. (910.03H)**

**Suggested Activity** (PROCESS/(PRODUCT): Have students script an email exchange between a grandmother and her granddaughter, both of whom participated in war efforts. Grandmother worked in a munitions factory in the mid-west. The granddaughter was deployed with her National Guard unit to Baghdad during Operation Iraqi Freedom. They are to discuss the following questions:

- What jobs or responsibilities did women hold during the war mobilization efforts of World War II?
- What jobs or responsibilities did women hold during were held by women during such recent military endeavors such as Operation Desert Storm, Operation Enduring Freedom, and Operation Iraqi Freedom?
- In what ways did he jobs and responsibilities of women change after male soldiers returned home from the war front?
- The exchange will culminate in an *act-it-out* between the grandmother and granddaughter.

Questions to be considered for discussion are:

- What was life like as a woman in your position?
- How essential was your role?
- Do you consider this a life-long career? Why or why not?
- What are your goals and expectations after the war?
- What photo documents could you provide to document your experiences to share with the audience?

• **Justify the policy of Vietnamization (the building up of South Vietnamese forces and making them do more of the fighting while gradually withdrawing American troops) as a way of attempting a “peace with honor.” (909.02H)**

**Suggested Strategy** (PRODUCT): Have students implement a History Alive! experiential strategy, by simulating a “60’s teach-in” like the ones sponsored by Students for a Democratic Society (SDS) on the Vietnam War. Students write and orally deliver speeches in support of or against the policy of Vietnamization.

• **Analyze the impact of religious conservatism on the transformation of public policy in the 21<sup>st</sup> century. (910.09H)**

**Suggested Strategy** (PROCESS/PRODUCT): Divide students into research groups taking on the roles of the following historical and contemporary politicians, political analysts. and religious figures. Persons may include James Carville, Thomas Jefferson, Pat Robertson, Jerry Falwell, D. James Kennedy, Paul Begala, Bill O’Reilly, Rush Limbaugh, Al Franken, and Benjamin Franklin. Provide students time to investigate the

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political leanings and beliefs on each individual. Taking on the persona of the individual assigned, students will hold an open discussion addressing the following questions in response groups:

- Is the United States in danger of turning into a theocracy?
- To what extent should religion play in molding government's public policy on such issues as crime and punishment, foreign policy, health care, taxation, energy, regulation, and social services?
- Should the President express personal religious values when establishing public policy or should there be strict adherence to separation of church and state?
- End the response group activity by having students complete a *value line*.

• **Justify or critique how personal liberties changed in the United States in wake of the 9/11 attacks. (910.12H)**

***Suggested Strategy*** (PRODUCT) Have students create a visual representation /metaphor, based on the following question: ***“Is the price of protection worth the cost of liberty?”***

## APPENDIX 2

### Guidelines for Teaching Honors Level Classes

#### What is differentiation?

Differentiation is providing curriculum and instruction that meets the differing needs of all students. Differentiated instruction provides multiple approaches to three curricular elements: (1) content - input, what students learn; (2) process - how students go about making sense of ideas and information; and (3) product - output, how students demonstrate what they have learned.

#### Why differentiate?

Within our classrooms, there are many students of varying abilities, learning styles, interests, and needs; all of which must be met. Some of the students already know a significant amount of the content teachers have planned and some can learn new material in less time than others. Anxiety occurs when teachers expect too much from their students, and boredom occurs when teachers expect too little. When curriculum expectations are out of sync with students' abilities, not only does motivation decrease, but so does achievement. (*Carol Tomlinson, University of Virginia.*) To effectively execute a differentiated classroom, teachers must plan to realign the content, elevate the process through the use of various instructional strategies, offer varied product choices, and/or use performance and other alternative assessments in anticipation of students' differences.

#### How to use this handbook?

This handbook contains specific strategies and techniques teachers can use to differentiate curriculum and instruction in their Honors social studies classes without totally rewriting their content. The expectations for teachers are for them to use these ideas to meet the differing needs of their students. These strategies should be used to provide differentiated experiences for students who have elected to take an honors class. These suggestions can act as a springboard for the development of more ideas. When planning lessons for honors students, teachers need to ask themselves:

*In what ways can I:*

- provide appropriate rigor?
- accelerate the pace of instruction?
- extend the scope of the topic?
- add dimension to this unit?
- increase the depth of learning?