

United States History GT

Course Outline and Topics

2008

I. Economic and Geographic Expansion and the Social and Political Response, 1877-1920 (Suggested time frame: 9 weeks)

A. Effects of Reconstruction

1. Presidential vs. Congressional Reconstruction
2. Civil War amendments
3. Sharecropping
4. Jim Crow laws
5. 1876 presidential election

B. Westward Expansion

1. Economic factors
 - a. Railroads
 - b. Homestead Act
 - c. Mining industry
 - d. Cattle industry
2. Cultural and economic interaction
 - a. Boarding schools
 - b. Dawes Act
3. Plains wars
 - a. Little Bighorn
 - b. Geronimo campaigns
 - c. Wounded Knee
4. Legacy of westward expansion
 - a. Technological innovations
 - b. Environmental effects
 - c. Turner thesis

C. Industrialization, Immigration and Urbanization

1. Government policies
 - a. Land grants
 - b. Laissez-faire
 - c. Tariffs
 - d. Sherman Anti-Trust Act
2. Big Business
 - a. Philosophy of capitalism
 - b. Monopolies and trusts
 - c. Social Darwinism
 - d. Gospel of Wealth
 - e. Carnegie, Rockefeller, and Morgan

- f. Iron law of wages
- g. Consumer goods
- 3. Immigration
 - a. Push and pull factors
 - b. Old and new immigration
 - c. Assimilation
 - d. Ethnic stereotypes
- 4. Urban life
 - a. Ethnic neighborhoods
 - b. Standard of living
 - c. Tenements
 - d. Public sanitation and health issues
- 5. Labor movement
 - a. Working conditions
 - b. Iron law of wages
 - c. Major strikes
 - d. Knights of Labor
 - e. American Federation of Labor

D. Populism and Progressivism

- 1. The Populist Movement
 - a. Agrarian discontent
 - b. Omaha Platform reforms
 - c. Gold v. silver
 - d. 1896 presidential election
- 2. Local and state progressivism
 - a. Machine politics
 - b. Electoral reforms
 - c. Social Gospel
 - d. Regulation of business
- 3. National progressivism
 - a. Washington and DuBois
 - b. Women's suffrage
 - c. Muckrakers
 - d. Moral reform
 - e. Progressive amendments
 - f. Role of the Supreme Court
- 4. Progressive Presidents
 - a. Trust-busting
 - b. Consumer protection
 - c. 16th, 17th, 18th, 19th, and 20th amendments
 - d. conservation
 - e. Federal Reserve

E. Imperialism

- 1. Manifest Destiny

2. Industrial growth and consumer demand
3. European colonialism
4. The new Navy
5. Hawaii
6. Spanish-American War
7. Panama

II. The Great War and A New Economic Order, 1912—1932 (Suggested Time Frame: 9 weeks)

A. World War I

1. Causes of the War
 - a. Alliances and balance of power
 - b. Neutrality
 - c. Freedom of the seas/submarine warfare
 - d. Zimmerman telegram
2. The wartime experience
 - a. Trench warfare
 - b. Mobilization
 - c. Restrictions on Constitutional rights
 - d. Expanded roles for African-Americans
 - e. Changing roles for women
 - f. Gains for workers
3. The Treaty of Versailles
 - a. Fourteen Points
 - b. League of Nations debate

B. Cultural trends of the 1920's

1. Red scare
2. Changes in immigration policy
3. Nativism
4. Status of women
5. The urban African-American experience
 - a. Harlem Renaissance
 - b. Marcus Garvey
6. Prohibition
7. Popular culture
 - a. Sports
 - b. Movies
 - c. Radio
 - d. Jazz
 - e. Literature
8. Scopes trial

C. Rising expectations and market failure

1. Economic changes
 - a. “Normalcy” and *laissez-faire*
 - b. Mass production and the impact of the automobile
 - c. Electricity and consumer products
 - d. Advertising
 - e. Markets
2. Stock Market
 - a. Role
 - b. Buying on margin
 - c. Crash
 - d. Immediate effects

D. Depression

1. Causes
2. European depression
3. Manufacturing, banking, and employmn
4. Hoover’s philosophy and actions
5. 1932 presidential election

III. The Expanding Power of the United States Government at Home and Abroad, 1932—53 (Suggested time frame: 9 weeks)

A. The New Deal

1. 100 Days
2. Relief, recovery, and reform
3. Changing role of the president
4. Social effects
 - a. Workers
 - b. Farmers
 - c. Women
 - d. Other social and ethnic
5. Criticism
6. Institutional effects
 - a. Economy
 - b. Federal government
 - c. Political parties

B. From Versailles to Pearl Harbor

1. Legacy of Versailles Treaty
2. Isolationism
3. International diplomacy
4. Rise of dictators
5. Aggression and invasions
6. Response
 - a. Neutrality
 - b. Embargoes

- c. Lend-lease
- d. Pearl Harbor

C. World War II

- 1. Mobilization
 - a. Economic
 - b. Military
- 2. Military aspects
 - a. European theatre
 - b. Pacific theatre
 - c. GI experiences
- 3. Home front
 - a. Role of women
 - b. Japanese-Americans
 - c. African-Americans
 - d. Other social and ethnic groups
- 4. Demographic patterns
- 5. Legacy of war
 - a. Economic and social effects
 - b. Atomic bomb
 - c. Holocaust
 - d. United Nations

D. Post-World War II foreign politics

- 1. World War II conferences
- 2. Containment
- 3. Marshall Plan
- 4. CIA
- 5. NATO
- 6. Arms race
- 7. China
- 8. Korean War

E. Post-World War II domestic politics

- 1. GI Bill of Rights
- 2. Fair Deal
- 3. Early desegregation
- 4. Cold War mentality
- 5. McCarthyism

IV. The Transformation of Modern America, 1950s—Present (Suggest time frame: 9 weeks)

A. The continuing Cold War

- 1. Eisenhower Administration
 - a. Nuclear diplomacy

- b. Hungary
- c. Cuban revolution
- 2. Kennedy Administration
 - a. Bay of Pigs
 - b. Cuban Missile Crisis
 - c. Berlin Wall

B. Vietnam

- 1. Eisenhower's response
- 2. Kennedy's response
- 3. Johnson's response
 - a. Gulf of Tonkin
 - b. Tet Offensive
- 4. 1968 presidential election
- 5. Nixon
 - a. Cambodia
 - b. Vietnamization
 - c. Peace negotiations
- 6. Soldiers' experience
- 7. Social effects
 - a. Draft
 - b. Demonstrations
 - c. 26th Amendment
 - d. Role of the media

C. Middle East

- 1. Conflicts
- 2. Oil embargo
- 3. Iranian revolution
- 4. Gulf War

D. Western Hemisphere

- 1. Economic relationships
- 2. Political interventions
- 3. Military interventions

E. Détente to the dissolution of the USSR

- 1. Nixon
 - a. China
 - b. Arms control
- 2. Carter
- 3. Reagan
 - a. Evil Empire
 - b. Military buildup
 - c. Gorbachev
- 4. Bush

- a. Fall of the Berlin Wall
- b. Breakup of the USSR

F. Domestic Trends, 1952—1968

- 1. Civil rights organizations
 - a. SCLC
 - b. SNCC
 - c. NOW
 - d. United Farm Workers
- 2. Civil rights strategies
 - a. Civil disobedience
 - b. Boycotts
 - c. Sit-ins
 - d. Marches
 - e. Political participation
 - f. Militancy
 - g. Rhetoric
- 3. Local, state, and federal response to the civil rights movement
 - a. Executive
 - b. Legislative
 - c. Judicial
 - d. Grassroots opposition
- 4. Economic developments
 - a. Rise of the middle class
 - b. Corporations
 - c. Military spending
 - d. New technologies
 - e. Poverty
- 5. Political developments
 - a. 1960 presidential election
 - b. New Frontier
 - c. Great Society
 - d. 1968 presidential election
- 6. Cultural developments
 - a. Baby boom
 - b. Suburbanization
 - c. Role of women
 - d. Conformity
 - e. Beat Generation
 - f. Youth movement

G. Domestic trends, 1969—present

- 1. The continuing civil rights movement
 - a. American Indian Movement (AIM)
 - b. La Raza
 - c. Asian-Americans

- d. School busing
 - e. Affirmative action
 - f. White backlash
 - g. Equal Rights Amendment (ERA)
 - h. Stonewall
2. Economic developments
- a. Technology
 - b. Medicine
 - c. Service economy
 - d. Stagflation
 - e. Black middle class
 - f. Expanding roles for women
 - g. Poverty
 - h. Environmental issues
3. Political developments
- a. New federalism
 - b. Watergate
 - c. 1980 presidential election
 - d. Regan Revolution
 - e. Deficit spending
 - f. Expanding roles for women
4. Cultural developments
- a. Immigration
 - b. Environment concerns
 - c. Rising conservatism

United States History Essentials

Prologue: *Sectional Tension and Conflict, 1850-1865*

Goal: *Students will demonstrate the ability to understand the causes and consequences of the Civil War.*

Objectives: *The student will demonstrate the ability to*

- a. Analyze the economic, social, political, and cultural differences between the northern and southern states in the antebellum United States.*
- b. Explain the effects of the major controversies of the 1850s on rising sectional tensions.*
- c. Describe the sequence of events following the election of Abraham Lincoln that concluded with the firing on Fort Sumter.*
- d. Explain the military, political, economic, and diplomatic causes of the Union victory.*
- e. Evaluate the wartime leadership of Lincoln, including his decision to issue the Emancipation Proclamation in January 1863, and Jefferson Davis.*
- f. Assess the roles of African Americans and women in the Union and Confederate war efforts.*

Unit I: Economic and Geographic Expansion and the Social and Political Response, 1877—1920

Goal 1: Students will understand the social, political and economic legacy of the Civil War and Reconstruction. (1101.00)

Objectives: The student will demonstrate the ability to:

- a. evaluate the economic and social problems in the post-Civil War era that faced the South in general and African-Americans in particular. (1101.01) 1.1.4
- b. evaluate the impact of the major political and social changes stemming from Reconstruction, *and decide whether the social and constitutional developments in the U.S. between 1860 and 1877 constituted a revolution.* (1101.02) 1.1.4

Goal 2: Students will understand the diverse factors that contributed to the economic and social transformation of the United States during the Industrial Era. (1102.00)

Objectives: The student will demonstrate the ability to:

- a. describe the economic *and environmental* factors that influenced settlement on the Great Plains, *and determine the causes of farmers' distress in the late nineteenth century.* (1102.01) 3.1.4
- b. evaluate the military, economic, political and cultural interaction among the United States government, settlers, and the Plains tribes, *and analyze the Dawes Severalty Act of 1887 to evaluate its benefits and costs for the Plains Indians.* (1102.02) 2.1.1
- c. contrast the lives and significant contributions of women, blacks, Native Americans, immigrants, farmers, miners and ranchers in the settlement and development of the West. (1102.03) 2.1.3
- d. describe significant innovations in technology that changed the quality of life and transformed agriculture, mining and ranching. (1102.04) 3.2.2
- e. evaluate the use of natural resources and the trade-off between environmental quality and economic growth in the late 19th and early 20th centuries. (1102.05) 3.2.2
- f. explain how government policies encouraged the rise of big business in the United States during the late 19th century. (1102.06) 1.2.2
- g. explain the causes and characteristics of industrialization, including how industrialization made consumer goods more available, and increased the standard of living for many Americans. (1102.07) 4.1.1
- h. determine how some industrial leaders conspired to control large segments of the national economy using various business tactics. (1102.08) 4.1.3
- i. analyze *the successes and failures of* 19th century governmental attempts to regulate private enterprise (1102.09) 1.2.2
- j. using maps and globes, analyze the new sources of large-scale immigration in terms of their origins, motives for emigrating, and settlement patterns. (1102.10) 2.1.1
- k. explain the factors producing rapid urbanization in the late 19th century and describe the major features of cities and urban life. (1102.11) 4.1.2
- l. evaluate the contribution of immigrants, and the ways in which they responded to assimilation, *and the reactions of native-born Americans.* (1102.12) 2.1.3
- m. evaluate the relationship between substandard working conditions in the late 19th century and the growth of labor unions, *and explain why labor unions lost nearly every major confrontation with management between 1877 and 1900.* (1102.13) 1.2.1

Goal 3: Students will understand how the social and economic changes of the late 19th century affected turn of the century domestic and foreign policies. (1103.00)

Objectives: The student will demonstrate the ability to:

- a. explain the political, social, and economic origins and impact of Populism, **and evaluate the goals and strategies of the People's Party as exemplified in the Omaha Platform of 1892.** (1103.01) 1.2.1
- b. relate the significant political, social, and economic problems at the turn of the century to the proposed solutions of the Progressive Era at the local, state and national levels. (1103.02) 1.1.5
- c. evaluate the political, social and economic impact of Progressive Era amendments and legislation, **and compare the effectiveness of presidents Theodore Roosevelt, William Howard Taft, and Woodrow Wilson as Progressive reformers.** (1103.03) 1.1.5
- d. describe how individuals and civic groups contributed to urban and social reform movements during the Progressive Era. (1103.04) 1.2.6
- e. explain the resurgence of the women's movement in the late 19th and early 20th century, **and analyze the changing roles of women in various socio-economic groups in U. S society.** (1103.05) 1.2.3
- f. trace the changing economic and political roles that contributed to the emergence of the United States as a world power. (1103.06) 2.2.1
- g. relate the principles of American foreign policy in the era of imperialism to events in Asia, Africa, Latin America and the Caribbean, **and assess the benefits and dangers of U.S. expansion in Latin America and the Pacific from 1898 to 1914.** (1103.07) 2.2.1

Unit II: The Great War and A New Economic Order, 1912—1932

Goal 1: Students will understand the causes, events and consequences of United States participation in the Great War. (1104.00)

Objectives: The student will demonstrate the ability to:

- a. explain why the two alliances existed in Europe before 1914 and how they served as a catalyst for World War I. (1104.01) 2.2.2
- b. discuss the various factors that led to the entry of the United States into World War I, **and assess conflicting historical interpretations of the U.S. decision for war.** (1104.02) 2.2.2
- c. analyze the debates for and against the United States entering World War I. (1104.03) 2.2.2
- d. analyze the economic, social, and political impact of World War I on individuals, groups, and institutions in the United States. (1104.04) 2.2.2
- e. evaluate the implications of Wilson's Fourteen Points on the post-war world, **and decide whether Woodrow Wilson was a naïve idealist, or a realist who accurately perceived United States interests.** (1104.05) 2.2.5
- f. analyze the reaction to the Treaty of Versailles and the League of Nations

within the United States, *and determine the causes of the Senate's defeat of the treaty.* (1104.06) 2.2.5

Goal 2: Students will understand the cultural, social, economic and political changes of the post-WWI Era. (1105.00)

Objectives: The student will demonstrate the ability to:

- a. explain the international and domestic events, interests, and philosophies that prompted attacks on civil liberties and the rise of intolerance, *and compare these to previous outbursts of intolerance in the U.S.* (1105.01) 2.1.3
- b. examine the cultural, social, political and economic contributions of African-Americans and women during the 1920s, *and evaluate the impact on American society, politics, and culture of the migration of African Americans from the South to northern cities in the early twentieth century.* (1105.02) 2.1.3
- c. explain the emergence of a modern market economy and its effects on mass consumer culture. (1105.03) 4.1.2
- d. discuss the increasing power of big business and the reemergence of laissez-faire as a dominant economic and political force in the 1920s. (1105.04) 1.2.2
- e. summarize the immediate and long-range causes for the stock market crash in 1929. (1105.05) 4.1.1
- f. analyze the social and economic impact of the stock market crash and the resulting economic collapse. (1105.06) 4.1.3
- g. analyze the steps taken by the President, Congress and the Federal Reserve to combat the economic crisis. (1105.07) 4.1.4
- h. assess the campaign and results of the 1932 presidential election, *and explain the significant changes in the constituency and philosophy of the Democratic Party.* (1105.08) 4.1.4

Unit III: The Expanding Power of the United States Government at Home and Abroad, 1932—1953

Goal 1: Students will understand the changing role of the federal government in response to the Great Depression. (1106.00)

Objectives: The student will demonstrate the ability to:

- a. explain the effects of the Great Depression on workers, farmers, women, and various social and ethnic groups. (1106.01) 1.2.2, 4.1.1
- b. identify the major legislative actions of the first “100 Days” and contrast these actions with the traditional laissez-faire policies of the federal government *and previous reform movements.* (1106.02) 2.1.3, 4.1.3
- c. 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 (1106.03) 4.1.1, 1.2.2

- d. explain the arguments for and criticisms of the New Deal, ***and explain the rise of radical thought in the United States during the 1930s by analyzing trends in politics, economics, literature, and art.*** (1106.04) 1.1.6

Goal 2: Students will understand the causes, events and consequences of United States participation in World War II (1107.00)

Objectives: The student will demonstrate the ability to:

- a. analyze the tension between the conflicting ideologies of isolationism and world leadership between the wars, ***and relate U.S. foreign policies to the traditions of American diplomacy.*** (1107.01) 2.2.2
- b. examine the major political, social and military events that caused increased animosity and the eventual outbreak of hostilities in Europe and Asia. (1107.02) 2.2.2
- c. explain the reasons the United States moved from a policy of isolationism to involvement, emphasizing the events that precipitated the attack on Pearl Harbor, ***and decide whether war between the United States and Japan could have been avoided.*** (1107.03) 2.2.2
- d. analyze the experiences of GI's, Allied war aims, strategies, and major turning points of the war, ***justify the Roosevelt administration's decision to pursue a policy of unconditional surrender,*** and evaluate the decision to drop the atomic bomb. (1107.04) 2.2.2
- e. explain the economic and military mobilization on the home front including the resulting innovations in aviation , weaponry, communications, and medicine. (1107.05) 2.1.2
- f. describe the impact of events on people at the home front, including the internment of Japanese-Americans, the role of women in military production, and the role of growing political demands of African-Americans and other ethnic groups. (1107.06) 1.1.8, 1.2.3
- g. analyze how the shifts in regional relationships and regional identity resulted from changes in political, economic, cultural, and environmental factors, focusing on the Dust Bowl migration and the migrations to Sunbelt areas during WWII. (1107.07) 3.1.3, 4.1.4
- h. evaluate the Holocaust experience and other violations of human rights during World War II, ***and assess U.S. policy in these areas.*** (1107.08) 1.2.4

Goal 3: Students will understand the foreign and domestic policies of the post-World War II Era. (1108.00)

Objectives: The students will demonstrate the ability to:

- a. assess the impact of World War II on the United States' foreign policy as it relates to the development of the Cold War. (1108.01) 2.2.3

- b. evaluate how the post-war goals of the United States and the Soviet Union caused conflicts between these two world powers, **and assess the relative responsibility of the Truman administration and the Stalinist regime for the start of the Cold War.** (1108.02) 2.2.3
- c. describe the factors and events that led to the continuation of the Cold War up to the Korean armistice. (1108.03) 2.2.4
- d. discuss how the New Deal and World War II influenced federal government policies from 1945 to 1953. (1108.04) 1.1.8, 1.1.6
- e. explain the influence of the Cold War on the political and social climate of the US. (1108.05) 1.2.4

Unit IV: The Transformation of Modern America, 1950s—Present

Goal 1: Students will understand changes in American foreign policy from 1953 to the present (1109.00)

Objectives: The student will demonstrate the ability to:

- a. 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., **and determine the extent to which presidents from Eisenhower through Nixon expanded and modified the original postwar policy of containment.** (1109.01) 2.2.3
- b. analyze the origins, events and consequences of U.S. participation in the war in Vietnam, **and predict the course of American foreign policy following the U.S. withdrawal from Vietnam.** (1109.02) 2.2.4
- c. explain the strategic, political and economic factors in Middle East policy, including the Gulf War, **and compare U.S. foreign policy goals and strategies toward aggressors under presidents Bush, Clinton, and Bush with U.S. policy during the interwar period from 1917-1941.** (1109.03) 2.2.3
- d. analyze relations between the United States and other countries in the Western Hemisphere, including key economic, political, immigration, and environmental issues. (1109.04) 2.2.3 , 3.2.3

Goal 2: Students will 1950s to the present. (1110.00)

Objectives: The student will demonstrate the ability to:

- a. analyze the origins, major developments, controversies, and consequences of the African-American civil rights movement; **explain the growing support for radical African American leaders beginning in the mid-1960s, and analyze varying historical interpretations of the African-American civil rights movement.** (1110.01) 1.1.8

- b. 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. (1110.02) 1.2.4
2.1.3
- c. analyze the origins, major developments, controversies, and consequences of the post-war women's movement. (1110.03) 1.2.3
- d. discuss the cultural, economic, and political changes in the United States from 1952 to 1968. (1110.04) 1.2.6, 2.1.3
- e. explain how the federal, state, and local governments have responded to political, economic, social, and cultural patterns from the Great Society to the Reagan Revolution. (1110.05) 1.1.7
- f. analyze the performance of the American economy and its impact on individuals, groups, and institutions in the early 1970's, with a particular emphasis on advancements in technology and medicine. (1110.06) 4.1.4
- g. 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. (1110.07) 2.1.1, 1.2.5
- h. evaluate the use of natural resources and the trade-off between environmental quality and economic growth since the 1960s. (1110.08) 3.2.2 , 4.1.1

APPENDIX

Suggested Activities for GT Objectives

*** Decide whether the social and constitutional developments in the U. S. between 1860 and 1877 constituted a revolution. (1101.02)**

Suggested Strategy (Instruction/Assessment): After reviewing the achievements of Reconstruction and the subsequent victory of the Redeemers in the former Confederate states, students should read the collection of primary source documents supplied in the 1996 Advanced Placement Document Based Question packet. Have students discuss in groups the changes in the relative power of the federal and state governments between 1860 and 1877, as well as changes in the relationship between Congress and the president, and the relative status and rights of the planter class and African Americans in the South. (For the freedmen, the crucial question is whether the civil rights obtained after the war outlasted Reconstruction, especially in the absence of any significant confiscation and redistribution of land.)

Students should then write individual essays analyzing the degree of constitutional and social change that occurred.

*** Analyze the Dawes Severalty Act of 1887 and evaluate its benefits and costs for the Plains Indians. (1102.02)**

Suggested Strategy (Instruction): Have students create a flow chart to summarize federal government policies toward Native Americans prior to 1887. Then divide students into three groups: advocates for the Dawes Act, opponents of the bill, and undecided members of Congress. Individuals who supported the legislation included Chester Arthur, Grover Cleveland, and Theodore Roosevelt. Opponents included Helen Hunt Jackson, Senator Theodore Frelinghuysen, and Sitting Bull. Other interested observers included George Bancroft, Carl Schurz, Hamlin Garland, and Frederick Jackson Turner.

Have advocates and opponents present their arguments, supported by specific evidence, followed by questions from undecided congressmen. Then ask congressmen to vote on the legislation, and explain their votes.

*** Explain why labor unions lost most major confrontations with management between 1877 and 1900. (1102.13)**

Suggested Strategy (Product/Assessment): Have students create an illustrated outline (History Alive) for each of three major strikes: the Great Railway Strike of 1877, the Homestead Strike of 1892, and the Pullman Strike of 1894. Students should note similarities in the events and outcome of each strike.

G/T Inquiry (1102): How did U. S. political leaders respond to the challenges created by industrialization and rapid technological change in the late nineteenth century? What considerations guided their decisions? Did government officials from different regions of the United States react differently? What were the effects of federal and state government policies on labor unions, farmers on the Great Plains, middle-class professionals, sharecroppers in the South, immigrants in the northern cities, and Native Americans?

*** Compare the effectiveness of presidents Theodore Roosevelt, William Howard Taft, and Woodrow Wilson as progressive reformers. (1103.03)**

Suggested Strategy (Instruction/Assessment): After reviewing the goals of the Progressive movement, have students create visual representations of the progressive accomplishments of Roosevelt, Taft, or Wilson. Each group should defend its president's achievements, and explain the philosophy (e.g., New Nationalism, New Freedom) behind the reforms. Individually, students will write a critical essay evaluating each president's accomplishments.

*** Assess the benefits and dangers of U. S. expansion in Latin America and the Pacific from 1898 to 1914. (1103.07)**

Suggested Strategy (Instruction/Product): Have students read excerpts from the writings and speeches of advocates of expansion such as Albert Beveridge, Henry Cabot Lodge, and Alfred Thayer Mahan, and anti-imperialists including William Jennings Bryan, Mark Twain, and Samuel Gompers. Distribute copies of contemporary political cartoons favoring or opposing expansion; these may be found on the internet on the web sites of Ohio State University, Mount Holyoke, and the National Endowment for the Humanities, and in *A Cartoon History of U. S. Foreign Policy*, by the editors of the American Foreign Policy Association.

Students should then compose political cartoons of their own, accurately portraying either the benefits or dangers of U. S. expansion into Latin America and the Pacific. Alternatively, students may serve as an adviser to President McKinley and draft a position paper favoring or opposing expansion.

*** Evaluate the impact on American society, politics, and culture of the migration of African Americans from the South to northern cities in the early twentieth century. (1105.02)**

Suggested Strategy (Instruction/Product): Students will research the experiences of African-Americans in northern cities from 1900-1930, with particular attention to job opportunities, political participation, education, race relations, literary contributions, and jazz/art/films. Students may construct visual representations or employ graphic organizers to assemble and convey their findings. Conduct a class discussion to synthesize/integrate this material.

G/T Inquiry (1105): How did the Sacco-Vanzetti case, involving two Italian immigrants living on the fringe of American society, become a celebrated international controversy over the integrity of the American system of justice? How did the case reflect tensions within American society following World War I? Why did many native-born Americans react with such vengeance against these two men? Why does the United States suffer periodic bouts of widespread intolerance? How do current safeguards prevent the recurrence of such irregular legal procedures?

*** Explain the rise in radical thought in the United States during the 1930s by analyzing trends in politics, economics, literature, and art. (1106.03)**

Suggested Strategy (Instruction): After reviewing the effects of the Great Depression and the response of the New Deal, students will investigate individuals who proposed more radical reforms in American society. Potential subjects include Huey Long, John L. Lewis and Walter Reuther, Woody Guthrie, James Agee and Walker Evans, Dorothea Lange, Upton Sinclair and John Steinbeck, and numerous playwrights sponsored by the Federal Theatre Project. Suggested sources include the web site of the New Deal Network of the Franklin and Eleanor Roosevelt Institute (newdeal.feri.org) and the University of Virginia's American Studies program (xroads.virginia.edu).

Students should look for common threads in the problems these critics saw in American society, and the deficiencies they noted in New Deal programs. Students may also note the responses of the public and the Roosevelt administration to these criticisms. Discuss the reasons why there was not more radical activity during the Depression.

G/T Inquiry (1106): How did the goals and policies of the New Deal compare to earlier United States reform movements, including the Populists and the Progressives? Are there recurring themes in American attempts to reform the nation? Did these reformers share similar visions for improving American society? Did they share common enemies? What was the perceived relationship between government, business, and the public? Did each reform movement enhance democracy in the United States, or restrict it?

*** Assess the relative responsibility of the Truman administration and the Stalinist regime for the start of the Cold War. (1108.02)**

Suggested Strategy (Instruction/Assessment): After reviewing events of the early years of the Cold War (1945-49), establish a blue-ribbon committee of historians (History Alive) to evaluate these events and decide to what degree the United States or the Soviet Union was responsible for beginning the conflict. Students should consult primary source documents available in memoirs and the *Foreign Relations of the United States* series, along with a variety of historians' interpretations on this issue, including John L. Gaddis, Walter LaFeber, Thomas G. Patterson, William Taubman, and David Reynolds.

Facilitate a class discussion in which pairs share and debate their opinions. Students may then write individual essays explaining their conclusions.

*** Determine the extent to which presidents from Eisenhower through Nixon expanded and modified the original postwar policy of containment. (1109.01)**

Suggested Strategy (Instruction/Product): After establishing the purpose and goals of the Truman administration's policy of containment, students should maintain an ongoing flow chart or illustrated time line to track major foreign policy decisions by presidents from Eisenhower through Nixon. Following individual research and a discussion of each decision, ask students to use a graphic organizer to compare it to the original containment policy. At the conclusion, students should draft a memo to President Ford to explain the causes of changes in American foreign policy over the previous twenty years.

*** Predict the course of American foreign policy following the United States' withdrawal from Vietnam. (1109.02)**

Suggested Strategy (Instruction): Following completion of the lessons on the Vietnam War, have students respond to this prompt: *Given the unsuccessful American intervention in Vietnam, predict how American policymakers might respond to future challenges to U. S. interests in Asia, the Middle East, and Latin America.* Have several students share their answers before introducing the topics of U. S. policy in the Middle East and the Western Hemisphere.

*** Analyze varying historical interpretations of the African-American civil rights movement in the United States (1110.01)**

Suggested Strategy (Instruction/assessment): Have students read the conflicting interpretations of Robert Weisbrot and Tom Wicker on the question of whether the civil rights movement improved race relations in the United States. (Suggested source: *Taking Sides: Clashing Views on Controversial Issues in American History, vol. II* (Dushkin Publishing Group, Inc.), Issue 14. Students may use a graphic organizer to compare the main points of each author, and then compose an analytical essay explaining their own conclusions, with supporting evidence.

*** Explain the growing support for radical African-american leaders beginning in the mid-1960s. (1110.01)**

Suggested Strategy (Instruction/Assessment): After reviewing the goals of the African-American civil rights movement through the early 1960s, have students research the speeches and writings of Malcolm X, Stokely Carmichael, Elijah Muhammad, and Huey Newton. Students should list the criticisms each of these leaders voiced about the continuing discrimination against African-Americans in American society. Conduct further research to determine the validity of their complaints.

Complete a Venn diagram comparing the ideas of one of these leaders with those of Martin Luther King, Jr. Then students should work in pairs to draft a fictional

dialogue between King and one of the more radical leaders, reflecting each one's strategies for achieving equal rights in the United States. Or, hold a press conference in which each of these leaders can advance his strategy for achieving equal rights, with the rest of the class asking questions.

G/T Inquiry (1110.03): Why did the image of American women shift so dramatically from "Rosie the Riveter" in World War II to contented housewives in the 1950s? How accurate were those images? What sparked the rise of feminism in the 1960s? How has the mass media -- magazines, radio, movies, and television -- contributed to popular attitudes toward women's roles? What part have economic concerns and government policies played in encouraging or hindering the women's rights movement?

G/T LESSON PLANS

Grade Level/Unit: Ninth Grade G/T / Economic and Geographic Expansion

Topic: Populism as a Reform Movement

Objective: (1103.01) The student will demonstrate the ability to explain the political, social, and economic origins and impact of Populism.

Students will interpret the Omaha Platform of 1892 to determine whether the People's Party looked forward to create a new political and economic order, or whether it looked backward to recapture a vanished America.

Materials: Excerpts of diaries and letters of farmers on the Great Plains and in the South between 1870 and 1892; Ken Burns PBS video, "The West"; Summary of the Omaha Platform

Activities:

1. Distribute copies of descriptions of farm life in the late nineteenth century drawn from primary sources.
2. Have students read the material silently, then discuss in pairs to identify problems faced by farmers during this period.
3. If available, show students the segment from the Ken Burns video on farm life on the Great Plains (about 10-15 minutes).
4. Discuss the accomplishments and failings of previous attempts to solve farm problems through government action through the Granger and Alliance movements.
5. Discuss the establishment of the People's Party as a coalition of reformers in Omaha in 1892.
6. Distribute copies of a summary of the Omaha Platform of 1892 and ask students to read individually.
7. Ask students to note whether each major plank in the platform attempted to create a new political and economic order, or whether it sought to recreate a pre-industrial order.
8. Discuss each plank as a whole class and distinguish between the conservative goals of the Populist movement, and the radical expansion of government power which it envisioned.

Product: Ask students to compose a campaign poster for the Populist presidential candidate of 1892, General James Weaver, accurately reflecting the party's philosophy

Grade Level/Unit: Ninth Grade G/T/The Great War and a New Economic Order, 1912-1932

Topic: World War I and Civil Liberties on the Home Front

Objective: (1104.04) The student will analyze the economic, social, and political Impact of World War I on individuals, groups, and institutions in the United States.

Students will examine the Espionage Act of 1917 and the Sedition Act of 1918 to determine the causes and extent of restrictions on Civil liberties in the U. S. during World War I.

Materials: Excerpts or full drafts of the Espionage Act of 1917, the Sedition Act of 1918, and the Supreme Court's ruling in *Schenck v. United States*; overhead transparencies of U. S. propaganda posters from World War I

Activities:

1. Ask students to define the term "home front." What does the term suggest about the relationship between civilians and a nation's armed forces in wartime?
2. Ask students to list (in groups) the sacrifices a government might ask its citizens to make during wartime. How might their own daily lives be affected by a prolonged and difficult war?
3. Discuss whether U. S. citizens have a responsibility to support their government during wartime. Should there be limitations on freedom of the press -- especially television and newspapers? Should there be limits on free speech and protest activities?
4. After reviewing the events that led to U. S. entry into World War I, display overheads of propaganda posters produced by the Committee on Public Information during the war. Ask students to identify elements of anti-German bias in the posters.
5. Distribute copies of the Espionage Act and the Sedition Act. Have students work in pairs to review the documents and list in their own words the behaviors that were deemed illegal.
6. Discuss their findings and supplement with actual examples of prosecutions under these measures.
7. Inform students of the activities of patriotic vigilante groups such as the National Security League, the Sedition Slammers, and the Boy Spies of America against dissenters, German-Americans, socialists, and the I.W.W.

8. Discuss the Supreme Court's ruling in *Schenck v. U. S.* **Ask students to prepare for a debate the following day on Justice Holmes' opinion for the majority.**

Grade Level/Unit: Ninth Grade G/T / The Expanding Power of the United States Government at Home and Abroad, 1932-1953

Topic: Conflict between the United States and Japan in East Asia, 1940-41

Objective: (1107.03) The student will demonstrate the ability to explain the reasons the United States moved from a policy of isolationism to involvement, emphasizing the events that precipitated the attack on Pearl Harbor.

Students will analyze the roots of U.S. - Japanese conflict in East Asia and determine the possibilities of avoiding war in 1941.

Materials: Timeline of U.S. policy in East Asia, 1898-1941

Activities:

1. Ask students to review the course of U. S. foreign policy in East Asia between 1898 and 1940. What interests did the U. S. have in the region? Was American policy based primarily on ideals or concrete American interests such as trade and security?

2. Split students into two groups: Japanese government advisers to Emperor Hirohito (include at least several high-ranking members of the Japanese military) and advisers to President Franklin Delano Roosevelt.

3. The Japanese advisers should list their nation's goals in East Asia, including its need for oil, steel, and other military resources; also note any benefits of an alliance with Germany.

Roosevelt's advisers should establish U. S. objectives in the area, including China, the Philippines, and Indochina. Why would the Tripartite Pact create anxiety among U.S. policymakers?

4. Divide the class into groups of four, each with two Japanese advisers and two U.S. advisers. Try to negotiate a settlement in early 1941 acceptable to both sides.

5. Discuss their results, then review the actual sequence of events that led to Pearl Harbor.

Product: Ask students to draft (for homework) a 1-2 page analytical paper on whether war in East Asia could have been avoided and if so, at what point.

G/T INQUIRY

Grade Level/Unit: Ninth Grade G/T / The Transformation of Modern America

Topic: Images of Women in U.S. Popular Culture

Objective: (1110.03) Students will demonstrate the ability to analyze the origins, major developments, controversies, and consequences of the post-war women's movement.

Focus Question for Inquiry:

Why did the image of women in U.S. popular culture shift so dramatically Between World War II and the 1970s?

Purpose:

The purpose of this inquiry is to examine the causes of the changing popular images of women in U.S. popular culture through primary and secondary sources, including advertisements, television programs and films, magazines, literature, photographs, and scholarly monographs.

Preliminary Assignment:

The teacher should sign up for the computer lab/media center.

The day before starting the inquiry, ask students to explain how the American public derives its images of how women should look and act. Tell them to look over newspapers, advertisements, television programs, magazines, movies, compact disc covers, and other media to see how women are currently portrayed in American popular culture.

Day One: Discuss their findings from the preliminary assignment. Look for common images and patterns. Ask students if the media images accurately reflect females among their family and friends. Can they explain any discrepancies between the media and reality? Do media images create discontent among those who cannot emulate them?

Ask students to recall the role of U.S. women in World War II. In small groups, list the accomplishments of women in the war and on the home front. What attributes were most highly valued?

Days Two through Four: Research will be done in the computer lab/media center. Any remaining research should be done at home. Divide students into pairs. Assign each pair to one of the following periods: 1945-60, 1961-69, or 1970-1980. Ask them to

research their period on the internet and in available print resources to answer the following questions:

Guide Questions for Student Research:

1. Look for images of women in the media. Pay special attention to fashions and the appearance of women, the relative authority of women compared to males, family roles, and comparisons between single and married women.

2. What were the roles of women in the American economy? What percentage of the job force were they? What were the most prevalent jobs for women? What was the pay scale differential between men and women.

3. Review feminist literature published during this period, including short stories and essays in magazines.

4. Review the major legislation during this period dealing with women's rights.

Suggested references/websites:

The following websites should prove useful: www.nwhp.org (National Women's History Project); www.iisg.nl/~womhist (International Institute of Social History); www.nmwh.org (National Women's History Museum); scriptorium.lib.duke.edu/women; and the Library of Congress.

The following secondary sources should prove helpful: Friedan, *The Feminist Mystique* (1963), Banner, *Women in Modern America* (1974), Flexner, *A Century of Struggle* (1975), Barnouw, *Tube of Plenty* (1975), J. O'Connor, *American History/American Television* (1983), and G. Tuchman et al., *Hearth and Home: Images of Women in the Mass Media* (1978).

Ideas/Suggestions for Final Product:

It is recommended that the final product be due one to two weeks following the end of in-class research.

Convene a panel of experts on each time period to present their findings to the rest of the class. Then have students individually write a four to six page paper expressing their answer to the Inquiry question. Alternatively, students may work with others who studied different decades to compose an illustrated timeline showing the progression of women's images and roles, or a visual representation of women's roles and images during each time period.

Goals and Objectives for Gifted and Talented Classes

To be emphasized throughout the school year in conjunction with appropriate subject matter.

Goal 1: The student will demonstrate the ability to use the tools of the historian in order to collect and organize information.

Objectives: The student will demonstrate the ability to:

- a. Select facts and compile data from print and non-print sources. (GT)
- b. Compare information from two or more sources to synthesize new meaning. (GT)
- c. Modify conclusions when new information is discovered. (GT)
- d. Draw alternative conclusions when new information is discovered. (GT)
- e. Distinguish between primary and secondary sources of information and use each appropriately. (GT)
- f. Recognize and evaluate historical generalizations. (GT)
- g. Gather, organize, and manipulate information using appropriate software and electronic data retrieval systems. (GT)
- h. Use off-campus sites such as museums, art galleries, historical or archaeological sites, libraries, or governmental agencies to gather data on a specific topic. (GT)
- i. Gather and organize data through interviews. (GT)

Goal 2: The student will demonstrate the ability to create varied products representing knowledge gained through research on a selected topic.

Objectives: The student will demonstrate the ability to:

- a. Write a formal research paper using a prescribed format. (GT)
- b. Make an oral presentation (employing technological support) on a given historical topic. (GT)
- c. Write a review of a novel or nonfiction historical work using a prescribed format. (GT)
- d. Create a visual or electronic display representing a topic taken from an historical context. (GT)
- e. Present an oral history project on a self-selected topic pertaining to world history. (GT)
- f. ***Complete at least one inquiry activity for each unit. (GT)***

