

United States History

Detailed Content Outline

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 and tenant farming
 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. Clash of Native American and white settler values
 - c. Dawes Act
 3. Plains wars
 - a. Sand Creek Massacre
 - b. Little Bighorn
 - c. Geronimo campaigns
 - d. 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, Morgan, and the birth of corporations
 - f. Iron law of wages

- g. Inventions and consumer products
 - 1.) Incandescent light bulb
 - 2.) Photography
 - 3.) Bessemer steel process
 - 4.) Telephone
 - 5.) Typewriter
 - 6.) Air brakes
 - 7.) Phonograph
 - 8.) Radio
 - 9.) Airplane
- 3. Immigration
 - a. Push and pull factors
 - b. Old and new immigrants
 - c. Assimilation
 - d. Ethnic stereotypes
 - e. Immigration restrictions
 - 1.) Immigration Restriction League
 - 2.) Chinese Exclusion Acts (1892, 1902)
 - 3.) Gentlemen's Agreement (1907-1908)
 - 4.) Emergency Quota Act (1921)
 - 5.) National Origins Act (1924 and 1929)
- 4. Urban life
 - a. Ethnic neighborhoods
 - b. Standard of living
 - c. Tenements
 - d. Public sanitation and health issues
 - e. Urban planning, transportation and recreation
- 5. Labor movement
 - a. Working conditions
 - b. Iron law of wages
 - c. Major strikes
 - 1.) Railroad Strike of 1877
 - 2.) Haymarket Square Riot
 - 3.) Homestead Strike
 - 4.) Pullman Strike
 - d. Knights of Labor
 - e. American Federation of Labor
 - f. Industrial Workers of the World (IWW/Wobblies)
 - g. United Mine Workers (UMW)
 - h. International Ladies' Garment Workers' Union (ILGWU)

D. Populism and Progressivism

- 1. The Populist movement
 - a. The Grange and Farmers' Alliances
 - 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 and the temperance movement
 - e. Progressive amendments
 - 1.) *16th amendment*
 - 2.) *17th amendment*
 - 3.) *18th amendment*
 - 4.) *19th amendment*
 - f. Role of the Supreme Court
- 4. Progressive precedents
 - a. Trust-busting
 - b. Consumer protection
 - 1.) Upton Sinclair and *The Jungle*
 - 2.) Meat Inspection Act
 - 3.) Pure Food and Drug Act
 - d. Conservation
 - e. Federal Reserve

E. Imperialism

- 1. Manifest destiny
- 2. Industrial growth and consumer demand
- 3. European colonialism
- 4. The *new* Navy and Alfred Thayer Mahan
- 5. Hawaii
- 6. Spanish-American War
- 7. Teller Amendment
- 8. Panama and the Roosevelt Corollary
- 9. China and the Open Door Policy

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. War tactics and technology
 - 1.) Trench warfare
 - 2.) Submarine warfare
 - 3.) Airplanes and air combat

- 4.) Tanks (Big Bertha)
- 5.) Mustard gas and chemical warfare
- b. Mobilization
 - 1.) War Industries Board and gains for workers
 - 2.) Role of women in the war effort
 - 3.) Role and expectations of African Americans in the war effort
 - 4.) Impact on civilians
 - 5.) Selling the war and wartime propaganda
- c. Restrictions on Constitutional rights
 - 1.) Espionage and Sedition Acts
 - 2.) *Schenck v. United States, 1919*
- d. Discrimination and persecution on the home front
- 3. The Treaty of Versailles
 - a. Fourteen Points
 - b. League of Nations debate

B. Cultural trends of the 1920s

- 1. Red Scare
 - a. Palmer Raids
 - b. Sacco and Vanzetti
- 2. Changes in immigration policy
- 3. Nativism and the resurgence of the Ku Klux Klan
- 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 and religious fundamentalism

C. Rising expectations and market failure

- 1. Economic changes
 - a. "Normalcy"
 - 1.) *Laissez-faire* economic policies
 - 2.) Teapot Dome Scandal
 - b. Mass production and the economic and social impact of the of the automobile on American culture
 - c. Electricity and the rise of consumerism
 - d. Advertising
 - e. Marketing
- 2. Stock Market
 - a. Role in the national economy
 - b. Buying on margin and speculation

- c. Causes of the *crash of '29*
- d. Immediate effects

D. Depression

- 1. Causes
 - a. Overproduction
 - b. Over-consumption
 - c. Tariffs
 - d. Taxes
 - e. Uneven distribution of wealth
- 2. European depression
- 3. Hoover's economic philosophy and policies
- 4. Impact on manufacturing, banking, and employment
- 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 and Roosevelt's *Alphabet Soup*
- 2. Relief, recovery and reform
- 3. Changing role of the president
- 4. Social effects
 - a. Workers
 - 1.) Creation of the CIO
 - 2.) Wagner Act
 - b. Farmers
 - c. Women
 - d. Native Americans
 - e. African Americans
- 5. Critics
 - a. Father Charles E. Coughlin
 - b. Huey Long
 - c. Dr. Francis Townsend
 - d. Supreme Court
 - 1.) Court response
 - 2.) "Court-packing bill"
- 6. Institutional Effects
 - a. Economy
 - 1.) "Keynesian" economic theory
 - 2.) Socio-economic goals
 - 3.) Deficit spending
 - 4.) Banking and finance
 - 5.) Labor
 - b. Federal bureaucracy
 - c. Re-alignment of political parties
- 7. Pop culture

B. From Versailles to Pearl Harbor

1. Legacy of Versailles Treaty
2. Isolationism
3. International diplomacy
4. Rise of dictators
 - a. Joseph Stalin
 - b. Benito Mussolini
 - c. Adolf Hitler
 - d. Francisco Franco
5. Aggression and invasions
6. Response
 - a. Neutrality
 - b. Embargoes
 - c. Lend-lease
 - d. Atlantic Charter
 - e. Pearl Harbor

C. World War II

1. Mobilization
 - a. Economic
 - 1.) Price controls
 - 2.) Rationing
 - b. Military
2. Military aspects
 - a. European theater
 - b. Pacific theater
 - 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 the war
 - a. Economic and social effects
 - b. Atomic bomb
 - c. Holocaust
 - d. United Nations

D. Post-WWII foreign politics

1. WWII conferences
2. Containment
3. Marshall Plan
4. CIA
5. NATO
6. Arms Race
7. China
8. Korean War

- E. Post-WWII domestic politics
 - 1. GI Bill of Rights
 - 2. Fair Deal
 - 3. Early desegregation
 - 4. Cold War mentality and McCarthyism
 - a. Loyalty Review Board
 - b. House of Un-American Activities Committee versus Hollywood
 - c. McCarran Internal Security Act
 - d. Alger Hiss
 - e. Julius and Ethel Rosenberg

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

- A. The continuing Cold War
 - 1. Eisenhower Administration
 - a. Nuclear diplomacy
 - b. Hungary
 - c. Sputnik and the space race
 - d. U-2 incident
 - e. 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' experiences
 - 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 dissolution of the USSR

1. Nixon
 - a. China
 - b. Arms control
2. Carter
 - a. SALT I
 - b. SALT II
3. Reagan
 - a. Evil Empire
 - b. Military buildup
 - c. Gorbachev
 - d. Ending the Cold War
4. Bush
 - a. Fall of Berlin Wall
 - b. Breakup of 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 civil rights movement
 - a. Executive
 - b. Legislative
 - c. Judicial
 - d. Grassroots opposition
4. Economic developments
 - a. Rise of 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. Reagan Revolution
 - e. Deficit spending
 - f. Expanding roles for women
4. Cultural developments
 - a. Immigration
 - b. Environmental concerns
 - c. Rising conservatism

H. Political Drama from the 1990's to the Present

1. Clinton Presidency
 - a. Re-defining the Democratic Party
 - b. Attempts at health care and welfare reform
 - c. NAFTA

- d. Re-defining the role of the First Lady
 - e. Growth of political partisanship
 - f. Impeachment
2. 2000 Presidential Election

I. The U.S. after 9/11

1. U.S. invasion of Afghanistan and Iraq
2. Homeland Security
3. Patriot Act

United States History Essentials

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

Goal 1: Students will demonstrate the ability to apply the social, political and economic concepts to the legacy of the Civil War and Reconstruction. (901.00)

Objectives: The student will be able to:

- a. Interpret the economic and social problems in the post-Civil War era that faced the South in general and African-Americans in particular. (901.01)
1.1.4

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

- b. Describe the impact of the major political and social changes stemming from Reconstruction. (901.02) 1.1.4

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

Goal 2: Students will demonstrate the ability to understand the diverse factors that contributed to the economic and social transformation of the United States during the Industrial Era. (902.00)

Objectives: The student will be able to:

- a. Describe the economic factors that influenced settlement on the Great Plains. (902.01) 3.1.4
- b. Summarize the military, economic, political and cultural interaction among the United States government, settlers, and the Plains tribes. (902.02) 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. (902.03) 2.1.3

- d. Describe significant innovations in technology that changed the quality of life and transformed agriculture, mining and ranching. (902.04) 3.2.2

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)

- e. Justify the use of natural resources and the trade-off between environmental quality and economic growth in the late 19th and early 20th centuries. (902.05) 3.2.2
- f. Explain how government policies encouraged the rise of big business in the United States during the late 19th century. (902.06) 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. (902.07) 4.1.1
- h. Criticize how some industrial leaders conspired to control large segments of the national economy using various business tactics. (902.08) 4.1.3
- i. Analyze 19th century governmental attempts to regulate private enterprise (902.09) 1.2.2

Justify the necessity for government regulation of private business enterprise at the turn of the 19th century. (902.09H)

- j. Use maps and globes to analyze the new sources of large-scale immigration in terms of their origins, motives for emigrating, and settlement patterns. (902.10) 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. (902.11) 4.1.2

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 20th century. (902.11H)

- l. Evaluate the origins, life experiences, and contributions of immigrants, and the ways in which they responded to assimilation. (902.12) 2.1.3
- m. Conclude the relationship between substandard working conditions in the late 19th century and the growth of labor unions. (902.13) 1.2.1

Goal 3: Students will demonstrate the ability to understand how the social and economic changes of the late 19th century affected turn of the century domestic and foreign policies. (903.00)

Objectives: The student will be able to:

- a. Explain the political, social, and economic origins and impact of Populism. (903.01) 1.2.1

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

- 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. (903.02) 1.1.5

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)

- c. Evaluate the political, social and economic impact of Progressive Era amendments and legislation. (903.03) 1.1.5
- d. Describe how individuals and civic groups contributed to urban and social reform movements during the Progressive Era. (903.04) 1.2.6
- e. Explain the resurgence of the women's movement in the late 19th and early 20th century. (903.05) 1.2.3
- f. Trace the changing economic and political roles that contributed to the emergence of the United States as a world power. (903.06) 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. (903.07) 2.2.1

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

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

Goal 1: Students will demonstrate the ability to understand the causes, events and consequences of United States participation in the Great War. (904.00)

Objectives: The student will be able to:

- a. Explain why the two alliances existed in Europe before 1914 and how they served as a catalyst for World War I. (904.01) 2.2.2
- b. Discuss the various factors that led to the entry of the United States into World War I. (904.02) 2.2.2
- c. Compare the debates for and against the United States entering World War I. (904.03) 2.2.2
- d. Analyze the economic, social, and political impact of World War I on individuals, groups, and institutions in the United States. (904.04) 2.2.2
- e. Relate the implications of Wilson's Fourteen Points on the post-war world. (904.05) 2.2.5

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. (904.05) 2.2.

- f. Interpret the reaction to the Treaty of Versailles and the League of Nations within the United States. (904.06) 2.2.5

Goal 2: Students will demonstrate the ability to understand the cultural, social, economic and political changes of the post-WWI Era. (905.00)

Objectives: The student will be able to:

- a. Explain the international and domestic events, interests, and philosophies that prompted attacks on civil liberties and the rise of intolerance. (905.01) 2.1.3
- b. Examine the cultural, social, political and economic contributions during the 1920s, including African Americans and women. (905.02) 2.1.3
- c. Explain the emergence of a modern market economy and its effects on mass consumer culture. (905.03) 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. (905.04) 1.2.2
- e. Summarize the immediate and long-range causes for the stock market crash in 1929. (905.05) 4.1.1
- f. Analyze the social and economic impact of the stock market crash and the resulting economic collapse. (905.06) 4.1.3
- g. Appraise the steps taken by the President, Congress and the Federal Reserve to combat the economic crisis. (905.07) 4.1.4
- h. Evaluate the campaign and results of the 1932 presidential election. (905.08) 4.1.4

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

Goal 1: Students will demonstrate the ability to evaluate the changing role of the federal government in response to the Great Depression. (906.00)

Objectives: The student will be able to:

- a. Discover the effects of the Great Depression on workers, farmers, women, and various social and ethnic groups. (906.01) 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 (906.02) 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. (906.03) 4.1.1, 1.2.2
- d. Interpret the arguments for and criticisms of the New Deal. (906.04) 1.1.6

Compare the major characteristics of the New Deal with the “contract for America” initiatives of the early 1990s, in light of an interpretation of the concept of federalism (906.04H)

Goal 2: Students will demonstrate the ability to understand the causes, events and consequences of United States participation in World War II (907.00)

Objectives: The student will be able to:

- a. Justify the tension between the conflicting ideologies of isolationism and world leadership between the wars. (907.01) 2.2.2
- b. Predict the major political, social and military events that caused increased animosity and the eventual outbreak of hostilities in Europe and Asia. (907.02) 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. (907.03) 2.2.2
- d. Research the experiences of GI's, Allied war aims, strategies, and major turning points of the war, and evaluate the decision to drop the atomic bomb. (907.04) 2.2.2
- e. Describe the economic and military mobilization on the home front including the resulting innovations in aviation, weaponry, communications, and medicine. (907.05) 2.1.2

Justify how military mobilization at the beginning of World War II sparked U.S. economic recovery from the depression. (907.05H)

- f. Conclude 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. (907.06) 1.1.8, 1.2.3
- g. Explain 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. (907.07) 3.1.3, 4.1.4
- h. Research the Holocaust experience and other violations of human rights during World War II. (907.08) 1.2.4

Goal 3: Students will demonstrate the ability to appraise the foreign and domestic policies of the post-World War II Era. (908.00)

Objectives: The students will be able to:

- a. Evaluate the impact of World War II on the United States' foreign policy as it relates to the development of the Cold War. (908.01) 2.2.3
- b. Explain how the post-war goals of the United States and the Soviet Union caused conflicts between these two world powers. (908.02) 2.2.3
- c. Describe the factors and events that led to the continuation of the Cold War up to the Korean armistice. (908.03) 2.2.4
- d. Discuss how the New Deal and World War II influenced federal government policies from 1945 to 1953. (908.04) 1.1.8, 1.1.6
- e. Conclude the influence of the Cold War on the political and social climate of the US. (908.05) 1.2.4

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

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

Goal 1: Students will demonstrate the ability to understand changes in American foreign policy from 1953 to the present (909.00)

Objectives: The student will be able 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. (909.01) 2.2.3

Explain how the S.A.L.T. talks brought about *détente* between the United States and Russia after the Korean War.

- b. Analyze the origins, events and consequences of U.S. participation in the war in Vietnam. (909.02) 2.2.4

Justify the policy of Vietnamization as a way of attempting a "peace with honor." (909.02H)

- c. List the strategic, political and economic factors in Middle East policy, including the Gulf War. (909.03) 2.2.3

- d. Compare relations between the United States and other countries in the Western Hemisphere, including key economic, political, immigration, and environmental issues. (909.04) 2.2.3, 3.2.3

Goal 2: Students will demonstrate the ability to understand the major cultural, social, economic and political changes from the 1950s to the present. (910.00)

Objectives: The student will be able to:

- a. Describe the origins, major developments, controversies, and consequences of the African-American civil rights movement. (910.01) 1.1.8

Analyze the various philosophical differences among African American civil rights groups, and how this affected differing forms of protest. (910.01H)

- 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. (910.02) 1.2.4 2.1.3
- c. Describe the origins, major developments, controversies, and consequences of the post-war women's movement. (910.03) 1.2.3

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)

- d. Discuss the cultural, economic, and political changes in the United States from 1952 to 1968. (910.04) 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. (910.05) 1.1.7
- f. Evaluate the performance of the American economy and its impact on individuals, groups, and institutions in the 1970's and 1980's, with a particular emphasis on advancements in technology and medicine. (910.06) 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. (910.07) 2.1.1, 1.2.5
- h. Justify the use of natural resources and the trade-off between environmental quality and economic growth since the 1960s. (910.08) 3.2.2, 4.1.1

- i. Examine the reasons behind the rise of neo-conservatism and the “Contract With America” during the 1990’s and how they reshaped politics. (910.09) 1.1.3

Analyze the impact of religious conservatism on the transformation of public policy in the 21st century. (910.09H)

- j. Explain how the actions of the Clinton presidency attempted to re-shape the goals of the U.S. government yet served as a lightning rod for neo-conservative responses. (910.10) 1.1.3
- k. Discuss the controversies surrounding the outcome of the 2000 presidential election. (910.11) 1.1.2, 1.1.4, 1.2.1
- l. Discuss how the 9/11 attack on the World Trade Center re-shaped the United States politically, socially, and economically. (910.12) 1.2.2, 1.2.3, 1.2.4, 2.1.1

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

APPENDIX

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 bases 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 19th 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 19th century, urban decline of the 1960's, 70's, and 80's to urban revitalization of the late 20th century. (902.11H)**

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 19th 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 19th and early 20th century to American foreign policy in the 21st century. (903.07H)**

Suggested Strategy (CONTENT/PROCESS): Research various U.S. foreign policy decisions in the 20th/21st 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 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 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:

- a. What jobs or responsibilities did women hold during the war mobilization efforts of World War II?
- b. 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?
- c. 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:

- a. What was life like as a woman in your position?
- b. How essential was your role?
- c. Do you consider this a life-long career? Why or why not?
- d. What are your goals and expectations after the war?
- e. 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 21st 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 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:

- a. Is the United States in danger of turning into a theocracy?
- b. 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?
- c. 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?”*