



<b>Department</b>	History/Social Science		<b>Course Title</b>	United States History		<b>Course Code</b>		2253	
<b>Grade Level</b>	11		<b>Short Title</b>	US Hist		<b>Grad Requirement Subject</b>		Yes	
<b>Course Length</b>	1 year	<b>Credits per Semester</b>	5	<b>Approved for Honors</b>	Yes	<b>Required</b>	Yes	<b>Elective</b>	No
<b>Prerequisites</b>	None								
<b>Co-requisites</b>	None								
<b>Articulated with LBCC</b>	No			<b>Articulated with CSULB</b>			No		
<b>Meets UC "a-g" Requirement</b>	Yes (a)			<b>Meets NCAA Requirement</b>			Yes		
<b>Teaching Credential(s)</b>	Social Science								

**COURSE OVERVIEW:**

Through a investigation and corroboration of evidence, students examine the major turning points in American History from the Industrial Revolution through the twenty-first century. The year begins with a review of the colonies and the American Revolution, westward expansion, the Civil War and Reconstruction. Emphasis should be placed on the expanding role of the federal government and the federal courts; the balance of power between the right of the individual and states rights; and the continuing struggle between minority rights and majority power. Importance should also be placed on the emergence of a global economy, the impact of technology on American society and culture, the movements toward equal rights for racial minorities and women, and the role of the United States as a major world power. Students in this course will be expected to analyze complex secondary and primary sources, as well as write argumentative essays. The culminating activity for the course is an American History Civics Inquiry Project wherein students research an American History Project and engage in a related community action.

**EXPECTED OUTCOMES:**

Students are expected to perform at a proficient level on a variety of tasks and assessments addressing both the content standards for United States History, as well as historical thinking skills and skills called out in the *Common Core State Standards* and the *Standards for Career Ready Practice*. Levels of proficiency are defined near the end of this course outline under Classroom Performance Criteria.

- Evaluate how the federal government grew between the late nineteenth and twenty-first centuries.
- Analyze what it means to be an American in modern times.
- Trace how the United States becomes a superpower.
- Explain how the United States' population became more diverse in the twentieth century.<sup>1</sup>

<sup>1</sup> The first seven objectives come from the *History-Social Science Framework for California Public Schools*, 2016.

- Use media, informational texts and case studies in order to acquire, process, report information, and solve problems.
- Articulate concepts important to the study of United States History such as opportunity cost, benefit-cost analysis, comparative advantage, marginal cost, supply, demand, monopoly, monetary policy, fiscal policy and others.
- Determine the main ideas and definitions of terms in informational texts in order to make meaning of concepts significant to United States History.
- Utilize listening and speaking to communicate claims and reasoning with evidence.
- Integrate information from multiple sources to generate a coherent written, oral or visual product.
- Write informational and argumentative texts to explain current events and express varying perspectives.
- Apply appropriate technical skills and academic knowledge.
- Communicate clearly, effectively, and with reason.
- Apply technology to enhance productivity.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Act as a responsible citizen in the workplace and the community.
- Model integrity, ethical leadership, and effective management.
- Work productively in teams while integrating cultural and global competence.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Understand the environmental, social, and economic impacts of decisions.

Historical Thinking Skills:

- Historical Significance: How do we decide what is important to learn about the past?
- Evidence: How do we know what we know about the past?
- Continuity and Change: How can we make sense of the complex flows of history?
- Cause and Consequences: Why do events happen, and what are their impacts?
- Historical Perspectives: How can we better understand the people of the past?
- The Ethical Dimension: How can history help us to live in the present?<sup>2</sup>

Academic Standards:

***Grade Eleven- United States History and Geography: Continuity and Change in the Twentieth Century:***

from the History-Social Science Framework for California Public Schools, adopted by the California State Board of Education in March, 2001

- 11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.
- 11.2 Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.
- 11.3 Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.
- 11.4 Students trace the rise of the United States to its role as a world power in the twentieth century.
- 11.5 Students analyze the major political, social, economic, technological, and cultural development of the 1920s.
- 11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.
- 11.7 Students analyze America's participation in World War II.

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<sup>2</sup> These thinking skills come from Siexas, P. & Norton, T. (2012), *The Big Six Historical Thinking Concepts*. Toronto: Nelson.

- 11.8 Students analyze the economic boom and social transformation of post-World War II America.
- 11.9 Students analyze U.S. foreign policy since World War II.
- 11.10 Students analyze the development of federal civil rights and voting rights.
- 11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.

**Common Core Writing Standards in History/Social Studies Science, and Technical Subjects 6-12:** from the *California Common Core State Standards*, adopted by the California State Board of Education in March, 2012

#### Key Ideas and Details

- 11-12 R1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- 11-12 R2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- 11-12 R3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

#### Craft and Structure

- 11-12 R4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in Federalist No. 10).
- 11-12:R5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- 11-12 R6: Evaluate authors' differing points of view on the same historical event or issue by assessing with authors' claims, reasoning, and evidence.

#### Integration of Knowledge and Ideas

- 11-12 R7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- 11-12 R8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- 11-12 R9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

#### Range of Reading and Level of Text Complexity

- 11-12 R10: By the end of grade 12, read and comprehend history/social studies texts in the grade 11-CCR text complexity band independently and proficiently.

**Common Core Writing Standards in History/Social Studies Science, and Technical Subjects 6-12:** from the *California Common Core State Standards*, adopted by the California State Board of Education in March, 2012

#### Text Types and Purposes

- 11-12 W1: Write arguments focused on *discipline-specific content*.
  - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
  - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and

counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.

- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

11-12 W2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

#### Production and Distribution of Writing

11-12 W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

11-12 W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

11-12 W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

#### Research to Build and Present Knowledge

11-12 W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

11-12 W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

11-12 W9: Draw evidence from informational texts to support analysis, reflection, and research.

#### Range of Writing

11-12 W10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.



**EXPECTED INTEGRATED OUTCOMES:**

Students are also expected to proficiently apply common skills that are relevant across curricular areas, industry sectors, and career pathways.

***Standards for Career Ready Practice:***

from the California Career Technical Education Model Curriculum Standards, adopted by the California State Board of Education in January, 2013

**1. Apply appropriate technical skills and academic knowledge.**

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

**2. Communicate clearly, effectively, and with reason.**

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

**3. Develop an education and career plan aligned with personal goals.**

Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

**4. Apply technology to enhance productivity.**

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks.

**5. Utilize critical thinking to make sense of problems and persevere in solving them.**

Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

**6. Practice personal health and understand financial literacy.**

Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

**7. Act as a responsible citizen in the workplace and the community.**

Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term

and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

### **8. Model integrity, ethical leadership, and effective management.**

Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

### **9. Work productively in teams while integrating cultural and global competence.**

Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

### **10. Demonstrate creativity and innovation.**

Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

### **11. Employ valid and reliable research strategies.**

Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

### **12. Understand the environmental, social, and economic impacts of decisions.**

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

## **COURSE CONTENT AND SUGGESTED TIME ALLOTMENT:**

Content sequencing and time allocations are only suggestions and may be adjusted to suit school site curriculum plans, available materials, and student needs.

Reference abbreviations used in the Outline of Content table refer to these documents as follows:

**11.1-11.11-** refers to the History-Social Science Framework for California Public Schools.

**R or W-** refers to the standards California Common Core State Standards for reading and writing.

**CR-** refers to the Standards for Career Ready Practice of the CA CTE Model Curriculum Standards.

**Unit 1: Introduction to Historical Thinking and Early American History****Duration:** 3-4 Weeks

**Description:** In this introductory unit, students consider how to think like a historian, developing skills that reflect disciplinary practices. Rather than memorization of facts, history becomes an inquiry into past events. Throughout the year, students develop proficiency in historical thinking skills: chronological and spatial thinking, historical research, evidence, and point of view, as well as historical interpretation. This first unit helps students learn that evidence is the foundation of historical arguments. By using events from their lives, students will examine the strengths and weaknesses of primary and secondary sources. With guidance from the teacher they will learn what questions to ask of sources and how to evaluate its reliability and relevance. Using evidence, students create arguments about what makes a historical event more significant than others. Before delving into American history post reconstruction, students review the origins of the American democracy, as well as key events leading to the development of an American identity. Students discuss how the ideas from the Enlightenment and Great Awakening, American Revolution, and Declaration of Independence contribute to the Constitution and Bill of Rights. In a review of the events of early American history, students discuss the evolution of United States government power in the context of Civil War and Reconstruction, as well as United States expansion.

**Essential Questions:**

- Historical Significance: What is history and why should we study it?
- Evidence: What is the role of primary and secondary documents in telling history? How do historians reconstruct the past?
- Historical Significance: Why are the key tenets of American democracy important?
- Continuity and Change: How has role of the federal government evolved?

**Required Assignments:**

**Teacher asks students to skim a section from the textbook, reads aloud from the textbook and asks students to answer selected Text Dependent Questions. Complete the following TDQ modules:**

- TDQ- Declaration of Independence & Two Treatises on Government
- TDQ- Gettysburg Address

**Suggested Activities and Materials:**

Students will...

- Understand how historians use primary documents to write history.
  - Intro to Historical Thinking Lesson Plans. *Stanford History Education Group*. Web. 2016 <<https://sheg.stanford.edu/intro-materials>><sup>3</sup>
- Compare and contrast the Enlightenment and Great Awakening using a Double Bubble Map
  - *The Americans: Reconstruction to the 21st Century*, McDougal Littell, © 2006. pp. 34-35
- Understand how Enlightenment ideas influenced the Declaration of Independence, American Revolution, Constitution, and the Bill of Rights.
  - Declaration of Independence. *Stanford History Education Group*. Web. 2016 <<https://sheg.stanford.edu/declaration-independence>><sup>4</sup>
  - American Revolution DBQ. *UCI History Project*. 2011 <<http://historyproject.uci.edu/11thgraderesources/>>
    - Scroll down on the above link to find the resource.

<sup>3</sup> You must create a free login to access resources on this site.

<sup>4</sup> You must create a free login to access resources on this site.

- Examine primary source documents to identify different perspectives and determine who initiated the conflict at Lexington.
  - First Shots of War. *Library of Congress*. Web. 2016  
<<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/amrev/shots/>>
  - Battle of Lexington. *Stanford History Education Group*. Web. 2016  
<<https://sheg.stanford.edu/battle-lexington>><sup>5</sup>
- Explain the causes and effects of the American Revolution.
  - DBQ- How Revolutionary was the American Revolution? (See Marika Manos in the History Office to check out book).
- Study the Constitutional Convention and analyze the various debates behind the formation and ratification of the Constitution and Bill of Rights.
  - Federalists and Antifederalists. *Stanford History Education Group*. Web. 2016  
<<https://sheg.stanford.edu/federalists-antifederalists>><sup>6</sup>
  - Ratifying the Constitution. *National Endowment for the Humanities*. Web. 2016  
<<http://edsitement.neh.gov/lesson-plan/bill-rights-ratification>>
- Understand the causes of the Civil War and the various factors that led to the breakup of the Union
  - DBQ- What Caused the Civil War? (See Marika Manos in the History Office to check out book).
- Assess the successes and failures of Reconstruction policies.
  - Reconstruction SAC. *Stanford History Education Group*. Web. 2016  
<<https://sheg.stanford.edu/radical-reconstruction>><sup>7</sup>
  - Reconstruction After the Civil War. *Digital History*. Web. 2016  
<[http://www.digitalhistory.uh.edu/teachers/lesson\\_plans/pdfs/unit6.pdf](http://www.digitalhistory.uh.edu/teachers/lesson_plans/pdfs/unit6.pdf)>
  - *The Americans: Reconstruction to the 21st Century*, McDougal Littell, © 2006. Reconstruction and Its Effects, pp. 184-189.

**Textbook:**

*The Americans: Reconstruction to the 21st Century*, McDougal Littell, © 2006. Chapters 1-4.

**Standards Addressed:**

R1; R2; R3; R4; R5; R6; R7; R8; R9; R10; W1; W2; W4; W5; W6; W7; W8; W9; W10; CR 1; CR 2; CR 4; CR 5; CR 6; CR 7; CR 8; CR 9; CR10; CR11 and CR 12.

- 11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.
- 11.1.1. Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded.
- 11.1.2. Analyze the ideological origins of the American Revolution, the founding fathers' philosophy of divinely bestowed unalienable natural rights, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights.
- 11.1.3. Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing Democratization.
- 11.1.4. Examine the effects of the Civil War and Reconstruction and of the Industrial Revolution, including demographic shifts and the emergence in the late nineteenth century of the United States as a world power.

<sup>5</sup> You must create a free login to access resources on this site.

<sup>6</sup> You must create a free login to access resources on this site.

<sup>7</sup> You must create a free login to access resources on this site.

- 11.3 Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts and issues regarding religious liberty.
- 11.3.2. Analyze the great religious revival and the leaders involved in them, including the First Great Awakening, the Second Great Awakening, the Civil War revivals, the Social Gospel Movement, the rise of Christian liberal theology in the nineteenth century, the impact of the Second Vatican council, and the rise of Christian fundamentalism in current times.

## Unit 2: Industrialization, Urbanization and Immigration

**Duration:** 3-4 Weeks

**Description:** In unit two, students trace the rise and consequences of industrialization in the United States. Students identify resources, leaders and innovations important to the rise of the United States as an industrial power. Within the context of industrialization, students discuss urbanization and the second wave of immigration. Students identify the problems associated with factory labor and increasingly crowded urban areas. They evaluate the extent to which industrialization benefits American society and costs new immigrants face as a result of the Americanization movement and Social Darwinist ideals. Finally, students synthesize the impact of the labor movement and the historical significance of labor reform.

### Essential Questions:

- Cause and Consequences: Why does America’s economy, industries, and population grow after the Civil War?
- Historical Perspectives/The Ethical Dimension: Why are industrial leaders considered Robber Barons?
- Historical Perspectives/The Ethical Dimension: Why is the U.S. considered the land of opportunity?

### Required Assignments:

Teacher asks students to skim a section from the textbook, reads aloud from the textbook and asks students to answer selected Text Dependent Questions. Complete the following TDQ modules:

- TDQ- What Social Classes Owe to Each Other

### Suggested Activities and Materials:

Students will ...

- Understand the factors that fueled the rise of industrialization in the United States at the turn of the century.
  - TCI: Activity 2.1 “Rise of Industrialization”
- Examine the inventors, their innovations, and impact these technological advancements had on American society in the late 19th century.
  - The Rise of Technology. *Calisphere*. Web. 2016  
<[http://www.calisphere.universityofcalifornia.edu/themed\\_collections/subtopic3b.html](http://www.calisphere.universityofcalifornia.edu/themed_collections/subtopic3b.html)>
  - The Economic Effects of Railroads Expansion. *UC Berkeley History Social Science Project*. Web. 2016  
<<http://ucbhssp.berkeley.edu/content/economic-effects-railroad-expansion>>
  - *The Americans: Reconstruction to the 21st Century*, McDougal Littell, © 2006. “The Expansion of Industry,” pp. 230-233
- Evaluate the Industrial Leaders of the late 1800s and early 1900s and determine whether they are captains of industry or robber barons.

- DBQ- “Was Andrew Carnegie a Hero?” (See Marika Manos in the History Office to check out book).
- Business Regulation Case Study: Standard Oil. *Digital History*. Web. 2016  
<[http://www.digitalhistory.uh.edu/teachers/lesson\\_plans/pdfs/unit7.pdf](http://www.digitalhistory.uh.edu/teachers/lesson_plans/pdfs/unit7.pdf)>
- The Industrial Age in America: Robber Barons and Captains of Industry. *National Endowment for the Humanities*. Web. 2016  
<<http://edsitement.neh.gov/lesson-plan/industrial-age-america-robber-barons-and-captains-industry>>
- Understand the roots of the labor movement and the effects it had on workers and their working conditions.
  - Labor Unions and Working Conditions. *Library of Congress*. Web. 2016.  
<<http://www.loc.gov/teachers/classroommaterials/lessons/labor/>>
  - Homestead Strike. *Stanford History Education Group*. Web.2016  
<<https://sheg.stanford.edu/homestead-strike>><sup>8</sup>
  - Pullman Strike. *Stanford History Education Group*. Web.2016  
<<https://sheg.stanford.edu/pullman-strike>><sup>9</sup>
- Analyze the factors that contributed to the massive influx of immigrants from Southern Europe, Eastern Europe and Asia.
  - Lower East Side Tenement Museum. Web. 2016  
<<https://www.tenement.org/>>
  - Immigrants by the Numbers. *American Social History Project/Center for Media and Learning*, 2016. Web. 2016.  
<<http://herb.ashp.cuny.edu/items/show/1857>>
- Examine the various reactions toward and restrictions placed on immigrants at the turn of the century.
  - Debating Immigration Restriction: The Ellis Island Era. *American Social History Project/Center for Media and Learning*, 2016. Web. 2016.  
<<http://herb.ashp.cuny.edu/items/show/1862>>
  - Gold on the Sidewalk. *UCI History Project*. 2011  
<[http://historyproject.uci.edu/files/2016/03/11.2-HOT-Gold\\_On\\_Sidewalk.pdf](http://historyproject.uci.edu/files/2016/03/11.2-HOT-Gold_On_Sidewalk.pdf)>
  - TCI: Activity 1.3 “Analyzing Attitudes On Immigration Through Political Cartoons ”

**Textbook:**

*The Americans: Reconstruction to the 21st Century*, McDougal Littell, © 2006. Chapters 5-7.

**Standards Addressed:**

R1; R2; R3; R4; R5; R6; R7; R8; R9; R10; W1; W2; W4; W5; W6; W7; W8; W9; W10; CR 1; CR 2; CR 4; CR 5; CR 6; CR 7; CR 8; CR 9; CR10; CR11 and CR 12.

- 11.2 Students analyze the relationship among the rise of industrialization, large-scale rural to-urban migration, and massive immigration from Southern and Eastern Europe.
- 11.2.1. Know the effects of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair’s *The Jungle*.
- 11.2.2. Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities, divided according to race, ethnicity, and class.
- 11.2.3. Trace the effect of the Americanization Movement.
- 11.2.5. Discuss corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders.

<sup>8</sup> You must create a free login to access resources on this site.

<sup>9</sup> You must create a free login to access resources on this site.

- 11.2.6. Trace the economic development of the United States and its emergence as a major industrial power, including its gains from trade and the advantages of its physical geography.
- 11.3 Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts and issues regarding religious liberty.
- 11.3.1. Describe the contributions of various religious groups to American civic principles and social reform movements (e.g. civil and human rights, individual responsibility and the work ethic, anti-monarchy and self-rule, worker protection, family-centered communities).
- 11.3.3. Cite incidences of religious intolerance in the United States (e.g. anti-Catholic sentiment, anti-Semitism).
- 11.3.4. Discuss the expanding religious pluralism in the United States and California that resulted from large scale immigration in the twentieth century.

### Unit 3: Progressive Era

**Duration:** 2-3 Weeks

**Description:** During this unit, students discuss the response to American problems of late nineteenth century industrialization, immigration and urbanization. In this vein, students discuss the ways that populists respond to industrialization and how political machines respond to urbanization. In addition, students study how muckrakers expose the unethical business practices, corrupt political activities, as well as a variety of social ills. Students evaluate the extent to which Progressive reformers are successful in solving discrimination, workplace ills, healthcare problems, education, poverty, population, and other issues of the day. They also synthesize civil rights reforms originating in the Progressive Era and reasons for the failure of civil rights reforms. Finally, students discuss legislation passed during this time period.

#### Essential Questions:

- Cause and Consequences: How do reformers respond to American problems at the turn of the century?
- Historical Significance: How successful were Progressive Era reformers?
- Historical Perspectives/The Ethical Dimension: Was the Progressive Era progressive?
- Cause and Consequences: How did the federal government impact the country's growth in the years following the Civil War?

#### Required Assignments:

Teacher asks students to skim a section from the textbook, reads aloud from the textbook and asks students to answer selected Text Dependent Questions. Complete the following TDQ modules:

- TDQ- The Jungle
- TDQ- Plunkitt of Tammany Hall
- TDQ- Speech At Atlanta Exposition
- TDQ- Southern Horrors: Lynch Law in All Its Phases<sup>10</sup>

Teacher ask students to read and analyze primary and secondary sources in order to write an argumentative essay. Complete the following Document Based Question.

- **DBQ - Progressivism: Where Will You Put Your Million Dollars? or Should the United States Have Annexed the Philippines?**

#### Suggested Activities and Materials:

<sup>10</sup> This TDQ module could be part of the Civil Rights Unit in connection to historical background.

## Students will ...

- Identify and evaluate problems from the 19th century by engaging in a hook exercise and document analysis in order to write an argumentative piece.
  - DBQ- Progressivism: Where Will You Put Your Million Dollars?
- Identify problems of the Industrial Era and the factors that provoked Progressive reform.
  - The Origins of the Progressive Movement. UC Berkeley History Social-Science Project. Web. 2016  
<<http://ucbhssp.berkeley.edu/content/origins-progressive-era>>
  - *The Americans: Reconstruction to the 21st Century*, McDougal Littell, © 2006. Urban Problems, pp. 264-266.
- Trace the development of the Populist Party and its impact on the Progressive Movement and third parties in American politics.
  - Rise of Populists and William Jennings Bryan. *Gilder Lehrman Institute of American History*. Web. 2016  
<<http://www.gilderlehrman.org/history-by-era/populism-and-agrarian-discontent/resources/rise-populists-and-william-jennings-bryan>>
  - Omaha Platform: Launching the Populist Movement. *American Social History Project/ Center for Media and Learning*. Web. 2016. <<http://historymatters.gmu.edu/d/5361>>
  - Populism and the Election of 1896. *Stanford History Education Group*. Web.2016  
<<https://sheg.stanford.edu/populism-election-1896>><sup>11</sup>
- Examine the role and impact of Muckrakers in addressing the problems of the Industrial Era.
  - Progressives Perspectives. *EastConn Teaching American History Project*. 2009-1012  
<<http://www.eastconn.org/tah/ProgressivesPerspectives.pdf>>
  - Progressive Reform and the Trusts. *Digital History*. Web. 2016  
<[http://www.digitalhistory.uh.edu/disp\\_textbook.cfm?smtID=11&psid=3823](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=11&psid=3823)>
  - *The Americans: Reconstruction to the 21st Century*, McDougal Littell, © 2006. “Muckrakers,” pp. 326-327.
  - Settlement House Movement. *Stanford History Education Group*. Web.2016  
<<https://sheg.stanford.edu/settlement-house-movement>><sup>12</sup>
  - Jacob Riis. *Stanford History Education Group*. Web.2016.  
<<https://sheg.stanford.edu/jacob-riis>><sup>13</sup>
- Analyze the municipal, state, and national reforms instituted during the Progressive Era and the corruption and inefficiencies that provided the impetus for such reforms.
  - *Political Bosses*. *Stanford History Education Group*. Web. 2016.  
<<https://sheg.stanford.edu/political-bosses>><sup>14</sup>
  - Urban Political Machines. *Digital History*. Web. 2016.  
<[http://www.digitalhistory.uh.edu/disp\\_textbook.cfm?smtID=11&psid=3820](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=11&psid=3820)>
  - Progressive Era. *Delaware Center Teacher Education*. Web. 2016.  
<[http://www.dcte.udel.edu/hlp/resources/lessons/lesson3b/3b\\_3.pdf](http://www.dcte.udel.edu/hlp/resources/lessons/lesson3b/3b_3.pdf)>
  - *The Americans: Reconstruction to the 21st Century*, McDougal Littell, © 2006. “The Origins of Progressivism,” pp. 306-312.
- Evaluate the scope of progress made during the Progressive Era on different segments of American Society.
  - How Progressive were the Progressives? *UC Davis History Project*. Web. 2016.  
<<http://historyproject.ucdavis.edu/lessons/bestofyolo/documents/EditedHowProgressiveWereTheProgressives.pdf>>

<sup>11</sup> You must create a free login to access resources on this site.

<sup>12</sup> You must create a free login to access resources on this site.

<sup>13</sup> You must create a free login to access resources on this site.

<sup>14</sup> You must create a free login to access resources on this site.

**Textbook:**

*The Americans: Reconstruction to the 21st Century*, McDougal Littell, © 2006. Chapters 7-9.

**Standards Addressed:**

R1; R2; R3; R4; R5; R6; R7; R8; R9; R10; W1; W2; W4; W5; W6; W7; W8; W9; W10; CR 1; CR 2; CR 4; CR 5; CR 6; CR 7; CR 8; CR 9; CR10; CR11 and CR 12.

- 11.2 Students analyze the relationship among the rise of industrialization, large-scale rural to-urban migration, and massive immigration from Southern and Eastern Europe.
- 11.2.4. Analyze the effect of urban political machines and responses to them by immigrants and middle class reformers.
- 11.2.7. Analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel e.g., using biographies of William Graham Sumner, Billy Sunday, Dwight L. Moody).
- 11.2.8. Examine the effect of political programs and activities of Populists.
- 11.2.9. Understand the effect of political programs and activities of the Progressives (e.g., federal regulation of railroad transport, Children’s Bureau, the Sixteenth Amendment, Theodore Roosevelt, Hiram Johnson).
- 11.3 Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts and issues regarding religious liberty.
- 11.3.1. Describe the contributions of various religious groups to American civic principles and social reform movements (e.g. civil and human rights, individual responsibility and the work ethic, anti-monarchy and self-rule, worker protection, family-centered communities)
- 11.3.2. Analyze the great religious revival and the leaders involved in them, including the Social Gospel Movement [and] the rise of Christian liberal theology in the nineteenth century.
- 11.10 Students analyze the development of federal civil rights and voting rights.
- 11.10.2. Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including Dred Scott, Plessy vs. Ferguson, Brown vs. the Board of Education, Regents of the University of California vs. Bakke and California Proposition 209.
- 11.10.7. Analyze the women’s rights movement from the era of Elizabeth Cady Stanton and Susan B. Anthony and the passage of the 19th Amendment to the movement launched in the 1960’s including differing perspectives on the roles of women.
- 11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.
- 11.11.3. Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.
- 11.11.5. Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.

**Unit 4:** Expanding American Global Influence

**Duration:** 3 Weeks

**Description:** At the same time that the United States industrializes, officials and citizens begin to look beyond the nation’s borders for resources and human capital. During this unit, students weigh the motivations of for U.S. interventions abroad and understand U.S. intervention in the context of the America’s “supposed” manifest destiny to expand westward. Students study the Monroe Doctrine and

policies of Teddy Roosevelt, William Taft and Woodrow Wilson. More specifically, students analyze the causes and consequences of the Spanish American War, Philippine-American War, Panamanian Revolution and Canal, as well as the Open Door Policy. To close the unit, students evaluate American participation in World War I and the effects of participation on the home front. Finally, students synthesize debates over Wilson’s 14 Points, Treaty of Versailles, and League of Nations to understand America’s growing presence in the world.

### Essential Questions:

- Cause and Consequences/Historical Perspectives: Did the United States become an imperial power? Why or why not?
- Cause and Consequences: How did America change because of World War I?
- Historical Perspectives/The Ethical Dimension: Should the U.S. have ratified the Treaty of Versailles? Why or why not?
- Historical Significance: How did America’s role in the world change between the 1870s and 1910s?

### Required Assignments:

Teacher asks students to skim a section from the textbook, reads aloud from the textbook and asks students to answer selected Text Dependent Questions. Complete the following TDQ module:

- TDQ- March of the Flag

Teacher ask students to read and analyze primary and secondary sources in order to write an argumentative essay. Complete the following Document Based Question.

- **DBQ- Progressivism: Where Will You Put Your Million Dollars? or Should the United States Have Annexed the Philippines?**

### Suggested Activities and Materials:

Students will ...

- Identify the motivations for U.S. expansion between 1890-1917 in a partial Multi-Flow Map.
  - Three Theories Explaining Imperialism. *Digital History*. Web. 2016  
<[http://www.digitalhistory.uh.edu/teachers/lesson\\_plans/pdfs/unit8\\_6.pdf](http://www.digitalhistory.uh.edu/teachers/lesson_plans/pdfs/unit8_6.pdf)>
  - Influence of Seapower Upon History. *Digital History*. Web. 2016  
<[http://www.digitalhistory.uh.edu/dispatch\\_textbook.cfm?smtID=3&psid=4044](http://www.digitalhistory.uh.edu/dispatch_textbook.cfm?smtID=3&psid=4044)>
  - Art, Commentary and Evidence: Analysis of the “White Man’s Burden.” *American Social History Project/Center for Media and Learning*, 2016. Web. 2016.  
<<http://herb.ashp.cuny.edu/items/show/1502>>
  - Strong, Josiah. *On Anglo-Saxon Dominance*, 1891.  
<<http://xroads.virginia.edu/~drbr/strong.html>>
  - America Claims an Empire. *UC Berkeley History Social-Science Project*. Web. 2016.  
<<http://ucbhssp.berkeley.edu/content/america-claims-empire>>
- Examine the various factors that fueled the Spanish-American War and reasons for why the United States invaded Cuba.
  - Spanish-American War. *Historical Thinking Matters*. Web. 2016.  
<<http://historicalthinkingmatters.org/spanishamericanwar/>>
  - Maine Explosion. *Stanford History Education Group*. Web.2016.  
<<https://sheg.stanford.edu/maine-explosion>><sup>15</sup>
  - *The Americans: Reconstruction to the 21st Century*, McDougal Littell, © 2006. The Spanish-American War, pp. 346-351.

<sup>15</sup> You must create a free login to access resources on this site.

- Analyze the outcomes of the Spanish American War and the growing influence of the United States in Latin America.
  - Philippine-American War Political Cartoons. *Stanford History Education Group*. Web.2016. <<https://sheg.stanford.edu/philippine-war-political-cartoons>><sup>16</sup>
  - Platt Amendment. *Digital History*. Web. 2016. <[http://www.digitalhistory.uh.edu/disp\\_textbook.cfm?smtID=3&psid=3939](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=3939)>
- Understand the role of the United States in obtaining the Panama Canal.
  - US Imperialism and the Panama Canal. *UC Berkeley History Social Science Project*. Web. 2013. <<http://ucbhssp.berkeley.edu/content/us-imperialism-and-panama-canal>>
  - How the U.S. Obtained the Panama Canal. *Digital History*. Web. 2016. <[http://www.digitalhistory.uh.edu/teachers/lesson\\_plans/pdfs/unit8\\_4.pdf](http://www.digitalhistory.uh.edu/teachers/lesson_plans/pdfs/unit8_4.pdf)>
- Examine the reactions to imperialism and the various debates that took place regarding U.S. expansion.
  - To Imperialize or Not Imperialize. *UCI History Project*. Web. 2011. <<http://historyproject.uci.edu/11thgraderesources/>>
    - Scroll down on the above resource to find the lesson plan.
- Understand the principles set forth in the Open Doors Notes and how they helped shape U.S. foreign policy in China.
  - First Open Door Note. *Digital History*. Web. 2016. <[http://www.digitalhistory.uh.edu/disp\\_textbook.cfm?smtID=3&psid=4068](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=4068)>
  - Open Door Policy and Boxer War: The U.S. and China. *Gilder Lehrman Institute of American History*. Web. 2016. <<https://www.gilderlehrman.org/history-by-era/empire-building/essays/open-door-policy-and-boxer-war-us-and-china>>
- Understand the reasons for and debates surrounding U.S. involvement in WWI.
  - U.S. Entry into WWI. *Stanford History Education Group*. Web.2016. <<https://sheg.stanford.edu/us-entry-wwi>><sup>17</sup>
  - United States Entry into World War I: Two Diametrically Opposed Views. *National Endowment for the Humanities*. Web. 2016. <<http://edsitement.neh.gov/lesson-plan/united-states-entry-world-war-i-two-diametrically-opposed-views#sect-introduction>>
- Analyze U.S. propaganda supporting the war effort and its role in raising funds and convincing the American public to support the war.
  - WWI Propaganda Posters. *UNC School of Education*. Web. 2016. <<http://www.learnnc.org/lp/editions/ww1posters/4963>>
  - 4 Minute Men Volunteer Speeches During World War I: It's Duty Boy. *American Social History Project / Center for Media and Learning*. Web. 2016. <<http://historymatters.gmu.edu/d/4970/>>
- Examine the consequences of war hysteria and its effects on civil liberties in the United States.
  - How did the war fought to save the world for democracy end up threatening civil rights in America? *UCI History Project*. Web. 2016. <<http://historyproject.uci.edu/11thgraderesources/>>
  - *The Americans: Reconstruction to the 21st Century*, McDougal Littell, © 2006. "Schenck vs. U.S. (1919)," pp. 396-397
  - Sedition in the U.S. *Stanford History Education Group*. Web.2016. <<https://sheg.stanford.edu/sedition-wwi>><sup>18</sup>

<sup>16</sup> You must create a free login to access resources on this site.

<sup>17</sup> You must create a free login to access resources on this site.

<sup>18</sup> You must create a free login to access resources on this site.

- Understand the principles behind the 14 Points, the Treaty of Versailles, and the League of Nations and the responses to them.
  - The Fourteen Points and the Versailles Treaty. *Digital History*. Web. 2016. <[http://www.digitalhistory.uh.edu/teachers/lesson\\_plans/pdfs/unit8\\_11.pdf](http://www.digitalhistory.uh.edu/teachers/lesson_plans/pdfs/unit8_11.pdf)>
  - Woodrow Wilson and League of Nations. *Digital History*. Web. 2016. <[http://www.digitalhistory.uh.edu/teachers/lesson\\_plans/pdfs/unit8\\_12.pdf](http://www.digitalhistory.uh.edu/teachers/lesson_plans/pdfs/unit8_12.pdf)>
  - League of Nations. *Stanford History Education Group*. Web.2016. <<https://sheg.stanford.edu/league-of-nations>><sup>19</sup>

**Textbook:**

*The Americans: Reconstruction to the 21st Century*, McDougal Littell, © 2006. Chapters 10-11.

**Standards Addressed:**

R1; R2; R3; R4; R5; R6; R7; R8; R9; R10; W1; W2; W4; W5; W6; W7; W8; W9; W10; CR 1; CR 2; CR 4; CR 5; CR 6; CR 7; CR 8; CR 9; CR10; CR11 and CR 12.

- 11.4 Students trace the rise of the United States to its role as a world power in the twentieth century.
- 11.4.1. List the purpose and the effects of the Open Door Policy.
- 11.4.2. Describe the Spanish-American War and the U.S. expansion in the South Pacific.
- 11.4.3. Discuss America's role in the Panama Revolution and the building of the Panama Canal.
- 11.4.4. Explain Theodore Roosevelt's Big Stick Diplomacy, William Taft's Dollar Diplomacy, and Woodrow Wilson's Moral Diplomacy, drawing on relevant speeches.
- 11.4.5. Analyze the political, economic, and social ramifications of World War I on the home front.
- 11.4.6. Trace the declining role of Great Britain and the expanding role of the United States in world affairs after World War II.
- 11.9 Students analyze U.S. foreign policy since World War II.
- 11.9.7. Examine relations between the United States and Mexico in the twentieth century, including key economic, political, immigration, and environmental issues

**Unit 5: 1920s****Duration:** 2 Weeks

**Description:** When studying the 1920s, students recognize an apparent dichotomy of ideas, events and people which engender traditional America and those who represent a modern America. First, students discuss the rise economic prosperity, new innovators like Lindbergh and the spread of consumer culture through radio, film and literature. Students connect Harlem Renaissance literature and music to cultural patterns of the 1920s and social issues significant in African American communities. Students explain the rise of the Marcus Garvey's Back to Africa movement. They then trace changing roles of women through the examples of flappers and suffrage. Students examine nativist and xenophobic perspectives when synthesizing growing support of the KKK and anti-immigration policies in the context of the Red Scare. In addition, students debate fundamentalist perspectives in the context of Scopes Trial and Prohibition.

**Essential Questions:**

- Cause and Consequences: How did post-war tensions challenge American ideals and divide America during the 1920s?
- Continuity and Change: What social trends and innovations shaped popular culture in the 1920s?
- Continuity and Change: To what extent did the 1920s bring peace and prosperity to all

<sup>19</sup> You must create a free login to access resources on this site.

Americans?

### Required Assignments:

Teacher asks students to skim a section from the textbook, reads aloud from the textbook and asks students to answer selected Text Dependent Questions. Complete the following TDQ module:

- TDQ- Let America Be America Again

Teacher ask students to read and analyze primary and secondary sources in order to write an argumentative essay. Complete the following Document Based Question.

- DBQ - Prohibition: Why did America Change its Mind? or What Caused the Bowl?

### Suggested Activities and Materials:

Students will ...

- Examine the first Red Scare, the Palmer Raids, the Sacco and Vanzetti trial, and the immigration quotas and how they challenged American ideals and divided America during the 1920's.
  - Palmer Raids. *Stanford History Education Group*. Web.2016 <<https://sheg.stanford.edu/palmer-raids>><sup>20</sup>
  - Sacco and Vanzetti Put to Death Early This Morning. *Digital History*. Web. 2016. <[http://www.digitalhistory.uh.edu/disp\\_textbook.cfm?smtID=3&psid=1114](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=1114)>
  - Immigration Debates in the Era of "Open Gates." *American Social History Project/Center for Media and Learning*, 2016. Web. 2016. <<http://herb.ashp.cuny.edu/items/show/1622>>
  - Immigration Act of 1924. *Digital History*. Web. 2016 <[http://www.digitalhistory.uh.edu/disp\\_textbook.cfm?smtID=3&psid=1116](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=1116)>
- Understand the complexities of the Scopes Trial and debates that took place regarding religion vs. science.
  - Scopes Trial. *Stanford History Education Group*. Web. 2016 <<https://sheg.stanford.edu/scopes-trial>><sup>21</sup>
  - The Scopes Trial Excerpts from the textbook John Scopes used in class. *Digital History*. Web. 2016. <[http://www.digitalhistory.uh.edu/disp\\_textbook.cfm?smtID=3&psid=1134](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=1134)>
- Trace the development of women's roles from the suffrage movement to the flapper by creating a Flow Map.
  - Background on Womens' Suffrage. *Stanford History Education Group*. Web. 2016. <<https://sheg.stanford.edu/woman-suffrage>><sup>22</sup>
  - Anti-Suffragists. *Stanford History Education Group*. Web. 2016. <<https://sheg.stanford.edu/anti-suffragists>><sup>23</sup>
  - Modern Women. *America in Class*. 2012. Web. 2016. <<http://americainclass.org/sources/becomingmodern/modernity/text2/text2.htm>><sup>24</sup>
  - *The Americans: Reconstruction to the 21st Century*, McDougal Littell, © 2006. The Twenties Woman, pp. 440-443.
  - *It*. Dir. Clarence C. Badger. Perf. Clara Bow, Antonio Moreno, William Austin. Paramount Pictures. 1927 (first 20 minutes) < [https://www.youtube.com/watch?v=S4MOQSRC\\_bM](https://www.youtube.com/watch?v=S4MOQSRC_bM)>
  - Social Movements and Constitutional Change: Women's Suffrage. *American Social History Project/Center for Media and Learning*, 2016. Web. 2016. <<http://herb.ashp.cuny.edu/items/show/1696>>

<sup>20</sup> You must create a free login to access resources on this site.

<sup>21</sup> You must create a free login to access resources on this site.

<sup>22</sup> You must create a free login to access resources on this site.

<sup>23</sup> You must create a free login to access resources on this site.

<sup>24</sup> You must create a free login to access resources on this site.

- Analyze how the business, technological, and social developments of the 1920s launched the era of modern consumerism.
  - I'll Gladly Pay You Tomorrow for a Higher Standard of Living Today. *UC Berkeley History Social-Science Project*. Web. 2016.  
<<http://ucbhssp.berkeley.edu/content/i%E2%80%99ll-gladly-pay-you-tomorrow-higher-standard-living-today>>
- Examine the Harlem Renaissance and its impact on African-American intellectualism and American popular culture.
  - The Harlem Renaissance. *Library of Congress*. Web. 2016.  
<[http://www.loc.gov/teachers/classroommaterials/primarysourcesets/harlem-renaissance/pdf/teacher\\_guide.pdf](http://www.loc.gov/teachers/classroommaterials/primarysourcesets/harlem-renaissance/pdf/teacher_guide.pdf)>
  - Marcus Garvey. *Stanford History Education Group*. Web. 2016.  
<<https://sheg.stanford.edu/marcus-garvey>><sup>25</sup>
- Examine the growth of mass media, developments in film and technology, and the rise of spectator sports and their role in the development of popular culture in the 1920s.
  - Popular Culture. *Calisphere*. Web. 2016.  
<[http://www.calisphere.universityofcalifornia.edu/themed\\_collections/subtopic3f.html](http://www.calisphere.universityofcalifornia.edu/themed_collections/subtopic3f.html)>
  - Everyday Life and People. *Calisphere*. Web. 2016.  
<[http://www.calisphere.universityofcalifornia.edu/themed\\_collections/subtopic3e.htm](http://www.calisphere.universityofcalifornia.edu/themed_collections/subtopic3e.htm)>
  - The Phenomenon of Lindbergh. *National Humanities Center*. Web. 2016.  
<<http://americainclass.org/the-phenomenon-of-lindbergh/>>
  - The Aeroplane as a Symbol of Modernism. *National Humanities Center*. Web. 2016.  
<<http://americainclass.org/the-aeroplane-as-a-symbol-of-modernism/>>
  - The Radio: New Technology: Blessing or Curse? *National Humanities Center*. Web. 2016.  
<<http://americainclass.org/the-radio-as-new-technology-blessing-or-curse-a-1929-debate/>>
  - Babe Ruth. *Library of Congress*. Web. 2016.  
<<https://www.loc.gov/rr/news/topics/baberuth.html>>

**Textbook:**

*The Americans: Reconstruction to the 21st Century*, McDougal Littell, © 2006. Chapters 12-13.

**Standards Addressed:**

R1; R2; R3; R4; R5; R6; R7; R8; R9; R10; W1; W2; W4; W5; W6; W7; W8; W9; W10; CR 1; CR 2; CR 4; CR 5; CR 6; CR 7; CR 8; CR 9; CR10; CR11 and CR 12.

- 11.3 Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts and issues regarding religious liberty.
- 11.3.2. Analyze the great religious revival and the leaders involved in them, including the rise of Christian fundamentalism in current times.
- 11.3.4. Discuss the expanding religious pluralism in the United States and California that resulted from large scale immigration in the twentieth century.
- 11.5. Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.
- 11.5.1. Discuss the policies of Presidents Warren Harding, Calvin Coolidge, and Herbert Hoover.
- 11.5.2. Analyze the international and domestic events, interests and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey's "back-to-Africa" movement, the Ku Klux Klan, and immigration quotas and the responses of organizations such as the American

<sup>25</sup> You must create a free login to access resources on this site.

Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks.

- 11.5.3. Examine the passage of the 18th Amendment to the Constitution and the Volstead Act (Prohibition).
- 11.5.4. Analyze the passage of the 19th Amendment and the changing role of women in society.
- 11.5.5. Describe the Harlem Renaissance and new trends in literature, music, and art, with special attention to the work of writers (e.g., Zora Neale Hurston, Langston Hughes).
- 11.5.6. Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.
- 11.5.7. Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g. the automobile, electricity), and the resulting prosperity and effect on the American landscape.

## **Unit 6: Great Depression and the New Deal**

**Duration:** 3-4 Weeks

**Description:** When studying the Great Depression, students evaluate the relative causes of the Great Depression and the human impact of Great Depression. First, students investigate whether the Dust Bowl was caused by human or environmental factors. Students then compare the Hoover and FDR administration’s response to Great Depression. After identifying programs introduced by the New Deal, students debate the effectiveness of New Deal program and judge the perspectives of New Deal critics. At the end of the unit students discuss the lasting impact and legacies of New Deal, as well as the ways that federal government changed as a result.

### **Essential Questions:**

- Cause and Consequences: What were the causes of Great Depression?
- Cause and Consequences: How did the federal government government respond to the economic collapse and the Great Depression?
- Cause and Consequences: How did the Great Depression affect ordinary Americans?
- Historical Perspectives: To what extent is the expanded role of the federal government justifiable during the New Deal?

### **Required Assignments:**

**Teacher asks students to skim a section from the textbook, reads aloud from the textbook and asks students to answer selected Text Dependent Questions. Complete the following TDQ modules:**

- **TDQ- Fireside Chat 1: On the Banking Crises**

**Teacher ask students to read and analyze primary and secondary sources in order to write an argumentative essay. Complete the following Document Based Question.**

- **DBQ - Prohibition: Why did America Change its Mind? or What Caused the Bowl?**

### **Suggested Activities and Materials:**

Students will ...

- Identify the causes of the Great Depression and how the economic policies of the 1920s led to the most severe economic crisis in American history.
  - What Caused The Depression? Digital History. Web. 2016.  
<[http://www.digitalhistory.uh.edu/teachers/lesson\\_plans/pdfs/unit9\\_6.pdf](http://www.digitalhistory.uh.edu/teachers/lesson_plans/pdfs/unit9_6.pdf)>
  - TCI: Activity 2.3 “Graphing Economic Data on the Great Depression”

- Compare and contrast Hoover and FDR’s response to the Great Depression using a Double Bubble.
  - Herbert Hoover and the Depression. *Digital History*. Web. 2016. <[http://www.digitalhistory.uh.edu/teachers/lesson\\_plans/pdfs/unit9\\_7.pdf](http://www.digitalhistory.uh.edu/teachers/lesson_plans/pdfs/unit9_7.pdf)>
  - Franklin Roosevelt and the Depression. *Digital History*. Web. 2016. <[http://www.digitalhistory.uh.edu/teachers/lesson\\_plans/pdfs/unit9\\_9.pdf](http://www.digitalhistory.uh.edu/teachers/lesson_plans/pdfs/unit9_9.pdf)>
- Examine the impact of the Great Depression and the hardships faced by Americans in the 1930s.
  - The Depression. *Digital History*. Web. 2016. <[http://www.digitalhistory.uh.edu/teachers/lesson\\_plans/pdfs/unit9\\_5.pdf](http://www.digitalhistory.uh.edu/teachers/lesson_plans/pdfs/unit9_5.pdf)>
  - Hard Times. *Calisphere*. Web. 2016. <[http://www.calisphere.universityofcalifornia.edu/themed\\_collections/subtopic4b.html](http://www.calisphere.universityofcalifornia.edu/themed_collections/subtopic4b.html)>
- Understand the causes and effects of the Dust Bowl and the experiences of Dust Bowl migrants to California.
  - Dust Bowl. *Stanford History Education Group*. Web. 2016. <<https://sheg.stanford.edu/dust-bowl>><sup>26</sup>
  - Movement of People: Settling into a New Home. *UC Berkeley History Social-Science Project*. Web. 2016. <<http://ucbhssp.berkeley.edu/content/movement-people-settling-new-home-0>>
- Analyze the New Deal programs and how they combated the problems of the Great Depression.
  - New Deal SAC. *Stanford History Education Group*. Web. 2016. <<https://sheg.stanford.edu/new-deal>><sup>27</sup>
  - How Successful Was the New Deal in Addressing the following: Relief, Recovery, and Reform. *UCI History Project*. Web. 2016. <<http://historyproject.uci.edu/11thgraderesources/>>
- Examine the expansion of the federal government during the New Deal and the various attitudes and critiques that stemmed from it.
  - The Supreme Court and the New Deal. *Digital History*. Web. 2016 <[http://www.digitalhistory.uh.edu/teachers/lesson\\_plans/pdfs/unit9\\_15.pdf](http://www.digitalhistory.uh.edu/teachers/lesson_plans/pdfs/unit9_15.pdf)>
  - Social Security. *Stanford History Education Group*. Web. 2016. <<https://sheg.stanford.edu/social-security>><sup>28</sup>
  - A Great Cause for Better Citizens: Attitudes Toward the New Deal. *American Social History Project/Center for Media and Learning*, 2016. Web. 2016. <<http://herb.ashp.cuny.edu/items/show/1483>>

**Textbook:**

*The Americans: Reconstruction to the 21st Century*, McDougal Littell, © 2006. Chapters 14-15..

**Standards Addressed:**

R1; R2; R3; R4; R5; R6; R7; R8; R9; R10; W1; W2; W4; W5; W6; W7; W8; W9; W10; CR 1; CR 2; CR 4; CR 5; CR 6; CR 7; CR 8; CR 9; CR10; CR11 and CR 12.

11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.

11.6.1. Describe the monetary issues of the late nineteenth and early twentieth century that gave rise to the establishment of the Federal Reserve and the weaknesses in key sectors of the economy in the late 1920’s

<sup>26</sup> You must create a free login to access resources on this site.

<sup>27</sup> You must create a free login to access resources on this site.

<sup>28</sup> You must create a free login to access resources on this site.

- 11.6.2. Understand the explanations of the principal causes of the Great Depression and the steps taken by the Federal Reserve, Congress and Presidents Herbert Hoover and Franklin Delano Roosevelt to combat the economic crisis.
- 11.6.3. Discuss the human toll of the Depression, natural disasters, and unwise agricultural practice and their effects on the depopulation of rural regions and on political movements of the left and right, with particular attention to the Dust Bowl refugees and their social and economic impacts in California.
- 11.6.4. Analyze the effects of and the controversies arising from New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930's (e.g., Works Progress Administration, Social Security, National Labor Relations Board, farm programs, regional development policies, and energy development projects such as the Tennessee Valley Authority, California Central Valley Project, and Bonneville Dam).
- 11.6.5. Trace the advances and retreats of organized labor, from the creation of the American Federation of Labor and the Congress Of Industrial Organizations to current issues of a postindustrial, multinational economy, including the United Farm.

## Unit 7: WWII

**Duration:** 3-4 Weeks

**Description:** During unit seven, students focus on the U.S. involvement in WWII. In order to do so, students uncover the increasing involvement of U.S. internationally in the context of lend lease policies and ideas outlined in the 4 Freedoms speech. After discussing the effects of Pearl Harbor, students trace the major turning points and theatres of war. Students understand the significance of new technologies and special fighting forces. On the homefront, student debate the impact of war on gender roles, minority rights and the economy. Students question the constitutionality of Japanese Internment, as well as justification for the use of nuclear weapons.

### Essential Questions:

- Cause and Consequences: Why did the U.S. become involved in WWII?
- Continuity and Change/ Cause and Consequences: What kinds of opportunities and hardships did WWII create for minorities abroad and at home?
- Cause and Consequences: What military strategies did the U.S. and its allies pursue to defeat the Axis Powers?
- Historical Perspectives/The Ethical Dimension: Was Truman justified in dropping of the atomic bombs?

### Required Assignments:

Teacher asks students to skim a section from the textbook, reads aloud from the textbook and asks students to answer selected Text Dependent Questions. Complete the following TDQ module:

- TDQ- The Four Freedoms

### Suggested Activities and Materials:

Students will ...

- Explain the origins of WWII and how the U.S. became increasingly involved in the WWII before the bombing of Pearl Harbor.
  - Origins of WWII: National Consensus. *UC Berkeley History Social Science Project*. Web. 2016. <<http://ucbhssp.berkeley.edu/content/origins-wwii-national-consensus>>
  - FDR and the Lend Lease. *National Endowment for the Humanities*. Web. 2016. <<http://edsitement.neh.gov/lesson-plan/fdr-and-lend-lease-act>>

- U.S. Neutrality and the War in Europe: 1939-1940. *National Endowment for the Humanities*. Web. 2016.  
<<http://edsitement.neh.gov/lesson-plan/us-neutrality-and-war-europe-1939-1940#sect-introduction>>
- Investigate the reasons for and military impact of the attack at Pearl Harbor and its effects on the American society.
  - The Road to Pearl Harbor: The United States and East Asia 1915 -1941. *National Endowment for Humanities*. Web. 2016.  
<<http://edsitement.neh.gov/curriculum-unit/road-pearl-harbor-united-states-and-east-asia-1915-1941#sect-theunit>>
  - The Evacuation of the Japanese Following Pearl Harbor. *UC Davis History Project*. Web. 2016. <[http://historyproject.ucdavis.edu/lessons/view\\_lesson.php?id=42](http://historyproject.ucdavis.edu/lessons/view_lesson.php?id=42)>
- Examine the Allied military strategies and significant battles in the European theatre to defeat the Axis Powers.
  - Turning the Tide in Europe 1942-1944. *National Endowment for the Humanities*. Web. 2016. <<http://edsitement.neh.gov/lesson-plan/turning-tide-europe-1942-1944>>
  - Victory In Europe. *National Endowment for the Humanities*. Web. 2016.  
<<http://edsitement.neh.gov/lesson-plan/victory-europe-1944-1945>>
- Examine the Allied military strategies and significant battles in the Pacific theatre to defeat the Axis Powers.
  - Turning the Tide in the Pacific. *National Endowment for the Humanities*. Web. 2016.  
<<http://edsitement.neh.gov/lesson-plan/turning-tide-pacific-1941-1943>>
  - Victory in the Pacific. *National Endowment for the Humanities*. Web. 2016.  
<<http://edsitement.neh.gov/lesson-plan/victory-pacific-1943-1945>>
- Describe how WWII affected Americans at home.
  - Everyday Life During World War II. *Calisphere*. Web. 2106.  
<[http://www.calisphere.universityofcalifornia.edu/themed\\_collections/subtopic5h.html](http://www.calisphere.universityofcalifornia.edu/themed_collections/subtopic5h.html)>
  - WWII and the Homefront: Civic Responsibility. *Smithsonian Center for Education and Museum Studies*. Web. 2016  
<[http://www.smithsonianeducation.org/educators/lesson\\_plans/civic\\_responsibility/smithsonian\\_siyc\\_fall07.pdf](http://www.smithsonianeducation.org/educators/lesson_plans/civic_responsibility/smithsonian_siyc_fall07.pdf)>
- Analyze the contributions of, opportunities afforded to, and tensions experienced by minority groups by WWII.
  - African Americans in World War II. *National World War Two Museum*. Web. 2016.  
<<http://www.nationalww2museum.org/learn/education/for-students/ww2-history/at-a-glance/african-americans.pdf>>
  - Los Veteranos- Latinos in World War II. *National World War Two Museum*. Web. 2016.  
<<http://www.nationalww2museum.org/learn/education/for-students/ww2-history/at-a-glance/los-veteranos-fact-sheet.pdf>>
  - Teaching With Documents: Memorandum Regarding the Enlistment of Navajo Indians. *National World War Two Museum*. Web. 2016.  
<<http://www.archives.gov/education/lessons/code-talkers/>>
  - The 442nd Regimental Combat Team. *Calisphere*. Web. 2016.  
<[http://www.calisphere.universityofcalifornia.edu/themed\\_collections/subtopic5f.html](http://www.calisphere.universityofcalifornia.edu/themed_collections/subtopic5f.html)>
  - Zoot Suit Riots. *Stanford History Education Group*. Web. 2016.  
<<https://sheg.stanford.edu/zoot-suit-riots>><sup>29</sup>
  - Women in the Workforce. *Calisphere*. Web. 2016.  
<[http://www.calisphere.universityofcalifornia.edu/themed\\_collections/subtopic5a.html](http://www.calisphere.universityofcalifornia.edu/themed_collections/subtopic5a.html)>
- Discuss the civil rights violations resulting from the internment of Japanese-Americans.

<sup>29</sup> You must create a free login to access resources on this site.

- Japanese Internment. *Stanford History Education Group*. Web. 2016. <<https://sheg.stanford.edu/japanese-internment>><sup>30</sup>
- Japanese Internment DBQ. *UCI History Project*. Web. 2016 <[http://www.humanities.uci.edu/history/ucihp/resources/11thgrade\\_curriculum.php](http://www.humanities.uci.edu/history/ucihp/resources/11thgrade_curriculum.php)>
- Debate whether Truman was justified in ordering the dropping of the atomic bombs on Hiroshima and Nagasaki.
  - Atomic Bomb. *Stanford History Education Group*. Web. 2016. <<https://sheg.stanford.edu/atomic-bomb>><sup>31</sup>

**Textbook:**

*The Americans: Reconstruction to the 21st Century*, McDougal Littell, © 2006. Chapters 16-17.

**Standards Addressed:**

R1; R2; R3; R4; R5; R6; R7; R8; R9; R10; W1; W2; W4; W5; W6; W7; W8; W9; W10; CR 1; CR 2; CR 4; CR 5; CR 6; CR 7; CR 8; CR 9; CR10; CR11 and CR 12.

- 11.7 Students analyze America's participation in World War II.
- 11.7.1. Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.
- 11.7.2. Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.
- 11.7.3. Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat Team, the Navajo Code Talkers).
- 11.7.4. Analyze Roosevelt's foreign policy during World War II (e.g., Four Freedoms speech).
- 11.7.5. Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., Fred Korematsu v. United States of America) and the restrictions on German and Italian resident aliens, the response of the administration to Hitler's atrocities against Jews and other groups, the roles of women in military production; and the roles and growing political demands of African Americans.
- 11.7.6. Describe major developments in aviation, weaponry, communication, and medicine and the war's impact on the location of American industry and use of resources.
- 11.7.7. Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki).
- 11.7.8. Analyze the effect of massive aid given to Western Europe under the Marshall Plan to rebuild itself after the war and the importance of a rebuilt Europe to the U.S. economy.

**Unit 8: Cold War**

**Duration:** 4 Weeks

**Description:** Even before the end of World War II American leaders sensed that Joseph Stalin, the leader of the Soviet Union, had a plan for the postwar world that did not align with America's vision of an open-door world. It was soon clear that there would be an ideological and geopolitical struggle with consequences rippling across the globe between the Soviet Union, a Communist nation with an authoritarian government that had a very poor record of protecting human rights (which students should

<sup>30</sup> You must create a free login to access resources on this site.

<sup>31</sup> You must create a free login to access resources on this site.

recall from grade 10), and a vision of foreign policy bent on creating and supporting other Communist Nations, and the United States, a capitalist-leaning nation with an elected government and a vision of foreign policy bent on supporting other capitalist-leaning nations. Although the Americans and Soviets were allies during World War II, the postwar relations of these two super powers pitted them in opposition to one another. Students learn about change over time by deconstructing the intent of Containment; the goal of containing the threat of further Soviet influence in the world broke from earlier precedents that advocated spreading all over the world American ideals of open markets and self-determination. Students study of American Cold War foreign policy can be extended to an examination of the major events of the administrations of Harry Truman, Dwight D. Eisenhower, John F. Kennedy, and Lyndon B. Johnson.

Students learn about the domestic side of the Cold War by considering the domestic political response to the spread of international communism involved government investigations, new laws, trials, and values. Students learn about the investigations of domestic communism at the federal and state levels and about the spy trials of the period. Outside the federal government, fear of communism also affected people's daily lives. In addition to the movements for equality that made the 1960s and early 1970s remarkable for the heightened level of activism, the expansion of the war in Vietnam provoked antiwar protests that reflected and contributed to a deep rift within American society and culture. In the 1980s the Cold War thawed and eventually ended. In order for students to understand the context and significance of the end of the Cold War, they should be reminded of the anti-communist and free market goals that drove American foreign policy in the past decades.<sup>32</sup>

#### **Essential Questions:**

- Cause and Consequences: How did the U.S. and U.S.S.R. become Cold War adversaries? How did the Cold War end?
- Historical Perspectives/The Ethical Dimension: To what extent were the methods used by the United States to contain communism justified?
- Cause and Consequences: How did the anxieties raised by the Cold War affect life in the United States?
- Historical Perspectives/The Ethical Dimension: What groups benefitted from and rebelled against the American Dream in the 1950s?
- Cause and Consequences: What was the course and consequence of United States involvement in Vietnam?

#### **Required Assignments:**

**Teacher asks students to skim a section from the textbook, reads aloud from the textbook and asks students to answer selected Text Dependent Questions. Complete the following TDQ modules:**

- TDQ- Ich bin ein Berliner
- TDQ- A Subculture Emerges

**Teacher ask students to read and analyze primary and secondary sources in order to write an argumentative essay. Complete the following Document Based Question.**

- **DBQ - Berlin, Korea, and Cuba: How did the US Contain Communism? or Politics or Principle: Why did LBJ Sign the Civil Rights Act of 1964? or What Made Cesar Chavez an Effective Leader?**

#### **Suggested Activities and Materials:**

Students will ...

- Compare and contrast U.S. and Soviet ideologies to understand the origins of the Cold War.

<sup>32</sup> This description comes from the *History-Social Science Framework for California Public Schools*, 2016.

- The Cold War. *Stanford History Education Group*. Web. 2016. <<http://sheg.stanford.edu/the-cold-war>><sup>33</sup>
- Why did we Fight the Cold War? *UCI History Project*. Web. 2016. <[http://www.humanities.uci.edu/history/ucihp/resources/11thgrade\\_curriculum.php](http://www.humanities.uci.edu/history/ucihp/resources/11thgrade_curriculum.php)>
- Analyze U.S. foreign policy in containing communism around the world.
  - Containing Communism Abroad. *California History-Social Science History Project: History Blueprint Civil War*, 2011-16. Web. 2016. <<http://historyblueprint.org/cwa2-us-abroad-print.pdf>>
  - The Strategy of Containment: 1947-1948. *National Endowment for the Humanities*. Web. 2016 <<http://edsitement.neh.gov/lesson-plan/strategy-containment-1947-1948>>
- Examine the origins and geopolitical consequences of containment policies in China and Korea.
  - Truman and MacArthur. *Stanford History Education Group*. Web. 2016. <<http://sheg.stanford.edu/truman-macarthur>><sup>34</sup>
  - Korean War. *Stanford History Education Group*. Web. 2016. <<http://sheg.stanford.edu/korean-war>><sup>35</sup>
  - What Caused the Korean War? *UCI History Project*. Web. 2016. <[http://www.humanities.uci.edu/history/ucihp/resources/11thgrade\\_curriculum.php](http://www.humanities.uci.edu/history/ucihp/resources/11thgrade_curriculum.php)>
- Examine the origins and geopolitical consequences of containment policies in Cuba.
  - Cuban Missile Crisis. *Stanford History Education Group*. Web. 2016. <<http://sheg.stanford.edu/cuban-missile-crisis>><sup>36</sup>
  - On the Brink: From Bay of Pigs to the Cuban Missile Crisis. *UCI History Project*. Web. 2016. <[http://historyproject.uci.edu/files/2016/03/11.9-HOT-On\\_The\\_Brink.pdf](http://historyproject.uci.edu/files/2016/03/11.9-HOT-On_The_Brink.pdf)>
- Examine the origins, escalation, geopolitical consequences, and American responses to containment policies in Vietnam.
  - Cold War America Lesson #4: The Vietnam War (1945 – 1975). *UC Davis History Project*. Web. 2016. <<http://chssp.ucdavis.edu/cwa4-vietnam.pdf>>
  - The Gulf of Tonkin and Escalation of the Vietnam War. *National Endowment for the Humanities*. Web. 2016. <<http://edsitement.neh.gov/lesson-plan/gulf-tonkin-resolution-and-escalation-vietnam-war>>
  - The Anti-Vietnam War Movement. *Stanford History Education Group*. Web. 2016. <<http://sheg.stanford.edu/anti-vietnam-war-movement>><sup>37</sup>
- Understand how fear and hysteria fueled containment policies at home and impact civil liberties at home.
  - Containment at Home. *California History-Social Science History Project: History Blueprint Civil War*, 2011-16. Web. 2016. <<http://historyblueprint.org/cwa3-containment-at-home.pdf>>
  - McCarthyism Through Cartoons. *UCI History Project*. Web. 2016. <[http://www.humanities.uci.edu/history/ucihp/resources/11thgrade\\_curriculum.php](http://www.humanities.uci.edu/history/ucihp/resources/11thgrade_curriculum.php)>
  - House Un-American Activities Committee. *National Endowment for the Humanities*. Web. 2016. <<http://edsitement.neh.gov/lesson-plan/house-un-american-activities-committee>>
- Understand the American Dream and social conformity in the the context of the 1950s.
  - Mass Production, Suburbia & Conformity in the 1950s. *Gilder Lehrman Institute of American History*. Web. 2016.

<sup>33</sup> You must create a free login to access resources on this site.

<sup>34</sup> You must create a free login to access resources on this site.

<sup>35</sup> You must create a free login to access resources on this site.

<sup>36</sup> You must create a free login to access resources on this site.

<sup>37</sup> You must create a free login to access resources on this site.

- <http://www.gilderlehrman.org/history-by-era/fifties/resources/mass-production-suburbia-conformity-1950s>>
- Paving the Way for Suburbanization. *UC Berkeley History Social Science Project*. Web. 2016. <<http://ucbhssp.berkeley.edu/content/paving-way-suburbanization>>
- California Postwar Suburban Home. *Calisphere*. Web. 2016. <[http://www.calisphere.universityofcalifornia.edu/themed\\_collections/subtopic5g.html](http://www.calisphere.universityofcalifornia.edu/themed_collections/subtopic5g.html)>
- Building Suburbia: Highways and Housing in Postwar America. *National Endowment for the Humanities*. Web. 2016. <<http://edsitement.neh.gov/lesson-plan/building-suburbia-highways-and-housing-postwar-america>>
- Women in the 1950s. *Stanford History Education Group*. Web. 2016. <<http://sheg.stanford.edu/women-1950s>><sup>38</sup>
- Analyze the development of the subculture of the fifties that came in response to the conformity of the era.
  - The Fifties. *Gilder Lehrman Institute of American History*. Web. 2016. <<http://www.gilderlehrman.org/history-by-era/fifties/essays/fifties>>
  - The Big Bang! The Birth of Rock 'n' Roll. *Gilder Lehrman Institute of American History*. Web. 2016. <<http://www.gilderlehrman.org/history-by-era/art-music-and-film/resources/big-bang-birth-rock-and-roll>>
  - *The Americans: Reconstruction to the 21st Century*, McDougal Littell, © 2006. The Emergence of the Teenager, pp. 658-659

**Textbook:**

*The Americans: Reconstruction to the 21st Century*, McDougal Littell, © 2006. Chapters 18-20, and 22..

**Standards Addressed:**

R1; R2; R3; R4; R5; R6; R7; R8; R9; R10; W1; W2; W4; W5; W6; W7; W8; W9; W10; CR 1; CR 2; CR 4; CR 5; CR 6; CR 7; CR 8; CR 9; CR10; CR11 and CR 12.

- 11.3 Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts and issues regarding religious liberty.
- 11.3.1. Describe the contributions of various religious groups to American civic principles and social reform movements (e.g. civil and human rights, individual responsibility and the work ethic, anti-monarchy and self-rule, worker protection, family-centered communities).
- 11.3.5. Describe the principles of religious liberty found in the Establishment and Free Exercise clauses of the First Amendment, including the debate on the issue of separation of church and state.
- 11.8 Students analyze the economic boom and social transformation of post World War II America.
- 11.8. 1. Trace the growth of service sector, white collar, and professional sector jobs in business and government.
- 11.8.2. Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.
- 11.8.3. Examine Truman's labor policy and congressional reaction to it.
- 11.8.4. Analyze new federal government spending on defense, welfare, interest on the national debt, and federal and state spending on education, including the California Master Plan.
- 11.8.5. Describe the increased powers of the presidency in response to the Great Depression, World War II, and the Cold War.

<sup>38</sup> You must create a free login to access resources on this site.

- 11.8.6. Discuss the diverse environmental regions of North America, their relationship to local economies, and the origins and prospects of environmental problems in those regions.
- 11.8.7. Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.
- 11.8.8. Discuss forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles).
- 11.9 Students analyze U.S. foreign policy since World War II.
- 11.9.1. Discuss the establishment of the United Nations and international Declaration of Human Rights, International Monetary Fund, World Bank and General Agreement on Tariffs and Trade (GATT) and their importance in shaping modern Europe and maintaining peace and international order.
- 11.9.2. Understand the role of military alliance, including, NATO and SEATO, in deterring communist aggression and maintaining security during the Cold War.
- 11.9.3. Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy including the era of McCarthyism, instances of domestic Communism (e.g., Alger Hiss) and blacklisting; the Truman Doctrine; the Berlin Blockade; the Korean War; The Bay of Pigs Invasion and the Cuban Missile Crisis; Atomic testing in the American West, the “mutual assured destruction” doctrine, and disarmament policies; the Vietnam War and Latin American policy.
- 11.9.4. List the effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam, the “nuclear freeze” movement).
- 11.9.5. Analyze the role of the Reagan administration and other factors in the victory of the West in the Cold War.
- 11.9.6. Describe U.S. Middle East policy and its strategic, political and economic interests, including those related to the Gulf War.
- 11.9.7. Examine relations between the United States and Mexico in the twentieth century, including key economic, political, immigration, and environmental issues

## Unit 9: Civil Rights

**Duration:** 2 Weeks

**Description:** In this unit, students understand the civil rights movement not as a pre-ordained movement that turned out exactly as intended. Students should first learn about the rise of the African American civil rights movement and the legal battle to abolish segregation. The *Brown* decision stimulated a generation of political and social activism led by African Americans pursuing their civil rights. Students investigate the goals and strategies of the civil rights movement. In particular, students discuss the shifting ideologies, geographic orientations, organizational compositions, and forms of protest for the movements for equality. In addition, students question the extent to which the government was involved in the civil rights movement. Students question how various movements for equality build upon one another by identifying commonalities in goals, organizational structures, forms of resistance, and members. Students also consider the modern women’s movement by continuing how various movements for equality build upon one another. Students also examine the emergence of a movement for lesbian, gay, bisexual, and transgender rights starting in the 1950s with California-based groups like the Mattachine Society and the Daughters of Bilitis.<sup>39</sup>

**Essential Questions:**

<sup>39</sup> This description comes from the *History-Social Science Framework for California Public Schools*, 2016.

- Historical Significance: What were the key events, policies, and court cases of the Civil Rights movement?
- Continuity and Change: How did civil rights activists change their strategies and goals in the 1960s and 1970s, and how successful were they in achieving racial equality?
- Cause and Consequence: How did the efforts of African Americans influence women and other minority groups to gain similar rights?
- Cause and Consequence: What was the impact of the counterculture on the civil rights movement?
- Historical Perspectives: Did Lyndon Johnson go too far or not far enough in shaping American society?

### Required Assignments:

Teacher asks students to skim a section from the textbook, reads aloud from the textbook and asks students to answer selected Text Dependent Questions. Complete the following TDQ modules:

- TDQ- Letter From a Birmingham Jail
- TDQ- The Feminine Mystique

Teacher ask students to read and analyze primary and secondary sources in order to write an argumentative essay. Complete the following Document Based Question.

- **DBQ - Berlin, Korea, and Cuba: How did the US Contain Communism? or Politics or Principle: Why did LBJ Sign the Civil Rights Act of 1964? or What Made Cesar Chavez an Effective Leader?**

### Suggested Activities and Materials:

Students will ...

- Trace the evolution of the African-American Civil Rights movement by looking at key events and people before the 1950s (Plessy v. Ferguson, Jim Crow, key leaders, African-American sports figures, Tuskegee Airmen, desegregation of the armed forces) by creating an annotated timeline.
  - The Movement Before the Movement: Civil Rights Activism in the 1940s. *American Social History Project/Center for Media and Learning*, 2016. Web. 2016. <<http://herb.ashp.cuny.edu/items/show/1839>>
  - The 14th Amendment and Jim Crow Laws. *Digital History*, 2007. Web. 2016. <[http://www.digitalhistory.uh.edu/teachers/lesson\\_plans/pdfs/unit11\\_1.pdf](http://www.digitalhistory.uh.edu/teachers/lesson_plans/pdfs/unit11_1.pdf)>
  - African Americans and the Land of Equality. *Digital History*, 2007. Web. 2016. <[http://www.digitalhistory.uh.edu/teachers/lesson\\_plans/pdfs/unit11.pdf](http://www.digitalhistory.uh.edu/teachers/lesson_plans/pdfs/unit11.pdf)>
  - Beyond the Playing Field- Jackie Robinson, Civil Rights Advocate. *National Archives*. Web. 2016. <<http://www.archives.gov/education/lessons/jackie-robinson/>>
- Understand the significance of the Brown vs. Board of Education of Topeka and its impact on desegregating the South.
  - The Supreme Court Orders Desegregation. *Digital History*. Web. 2016. <[http://www.digitalhistory.uh.edu/teachers/lesson\\_plans/pdfs/unit11\\_2.pdf](http://www.digitalhistory.uh.edu/teachers/lesson_plans/pdfs/unit11_2.pdf)>
  - Discrimination in Public Accommodations. *Digital History*. Web. 2016. <[http://www.digitalhistory.uh.edu/teachers/lesson\\_plans/pdfs/unit11\\_4.pdf](http://www.digitalhistory.uh.edu/teachers/lesson_plans/pdfs/unit11_4.pdf)>
- Describe the philosophies, strategies, and accomplishments of the Civil Rights advocates and organizations of the African American Civil Rights Movement.
  - Martin Luther King Jr. and Malcolm X: A Common Solution? The Martin Luther King, Jr. Research and Education Institute. *The Martin Luther King Jr. Research and Educational Institute*. Web. 2016. <<https://kinginstitute.stanford.edu/liberation-curriculum/lesson-plans/lesson-plan-martin-luther-king-jr-and-malcolm-x-common-solution>>

- Black Separatism or Beloved Community: Malcolm X and Martin Luther King Jr. *National Endowment for the Humanities*. Web. 2016.  
<<http://edsitement.neh.gov/lesson-plan/black-separatism-or-beloved-community-malcolm-x-and-martin-luther-king-jr>>
- JFK, Freedom Riders and the Civil Rights Movement. *National Endowment for the Humanities*. Web. 2016.  
<<http://edsitement.neh.gov/lesson-plan/kennedy-administration-and-civil-rights-movement#sect-introduction>>
- Montgomery Bus Boycott. *Stanford History Education Group*. Web. 2016.  
<<http://sheg.stanford.edu/montgomery-bus-boycott>><sup>40</sup>
- What We Want, What We Believe: Teaching with the Black Panthers' Ten Point Program. *Zinn Education Project*. Web. 2016.  
<<http://zinnedproject.org/materials/black-panthers-ten-point-program/>>
- A Time for Justice. *Teaching Tolerance*. Web. 2016.  
<[http://www.tolerance.org/sites/default/files/kits/A\\_Time\\_for\\_Justice\\_Teachers\\_Guide.pdf](http://www.tolerance.org/sites/default/files/kits/A_Time_for_Justice_Teachers_Guide.pdf)>
- A Documents-Based Lesson on the Voting Rights Act: A Case Study of SNCC's work in Lowndes County and the Emergence of Black Power. *Civil Rights Teaching*. Web. 2016.  
<<http://civilrightsteaching.org/resource/vra-lesson/>>
- Civil Rights Act of 1964. *Stanford History Education Group*. Web. 2016.  
<<http://sheg.stanford.edu/civil-rights-act-1964>><sup>41</sup>
- Examine the impact of the African American Civil Rights Movement on subsequent movements (i.e. Native-American, Latino, Women, LGBT)
  - What were the Goals of the Chicano Civil Rights Movement in California. *UCI History Project*. Web. 2016.  
<<http://www.humanities.uci.edu/history/ucihp/resources/11th%20grade%20for%20website/11.10%20Exploring%20California's%20Role%20in%20Chicano%20Civil%20Rights.pdf>>
  - Equal Rights? The Women's Movement from Suffrage to Schlafly. *UCI History Project*. Web. 2016.  
<[http://historyproject.uci.edu/files/2016/03/11.5-and-11.10-HOT-Equal\\_Rights-1.pdf](http://historyproject.uci.edu/files/2016/03/11.5-and-11.10-HOT-Equal_Rights-1.pdf)>
  - Affirmative Action and the Case of Allan Bakke. *Digital History*. Web. 2016.  
<[http://www.digitalhistory.uh.edu/teachers/lesson\\_plans/pdfs/unit11\\_7.pdf](http://www.digitalhistory.uh.edu/teachers/lesson_plans/pdfs/unit11_7.pdf)>
  - Civil Rights Primary Sources. *UCI History Project*. Web. 2016.  
<<http://historyproject.uci.edu/11thgraderesources/>>
  - LGBT Pride Parade. *Calisphere*. Web. 2016.  
<[http://www.calisphere.universityofcalifornia.edu/themed\\_collection/LGBT-Pride-Parade/](http://www.calisphere.universityofcalifornia.edu/themed_collection/LGBT-Pride-Parade/)>

**Textbook:**

*The Americans: Reconstruction to the 21st Century*, McDougal Littell, © 2006. Chapter 21.

**Standards Addressed:**

R1; R2; R3; R4; R5; R6; R7; R8; R9; R10; W1; W2; W4; W5; W6; W7; W8; W9; W10; CR 1; CR 2; CR 4; CR 5; CR 6; CR 7; CR 8; CR 9; CR10; CR11 and CR 12.

- 11.3 Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts and issues regarding religious liberty.
- 11.3.2. Analyze the great religious revival and the leaders involved in them, including the impact of the Second Vatican council.
- 11.3.4. Discuss the expanding religious pluralism in the United States and California that resulted from

<sup>40</sup> You must create a free login to access resources on this site.

<sup>41</sup> You must create a free login to access resources on this site.

large scale immigration in the twentieth century.

- 11.10 Students analyze the development of federal civil rights and voting rights.
- 11.10.1. Explain how demands of African Americans helped produce a stimulus for civil rights including President Roosevelt's ban on racial discrimination in defense industries in 1941, and how African American's service in World War II produced a stimulus for President Truman's decision to end segregation in the armed forces in 1948.
- 11.10.2. Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including Dred Scott, Plessy vs. Ferguson, Brown vs. the Board of Education, Regents of the University of California vs. Bakke and California Proposition 209.
- 11.10.3. Describe the collaboration on legal strategy between African American and white civil rights lawyers to end racial segregation in higher education.
- 11.10.4. Examine the role of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King, Jr., Malcolm X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther King Jr.'s "Letter from Birmingham Jail" and "I Have a Dream" speech.
- 11.10.5. Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.
- 11.10.6. Analyzed the passage and effects of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the Twenty- Fourth Amendment, with an emphasis on equality of access to education and to the political process.
- 11.10.7. Analyze the women's rights movement from the era of Elizabeth Cady Stanton and Susan B. Anthony and the passage of the 19th Amendment to the movement launched in the 1960's including differing perspectives on the roles of women.
- 11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.
- 11.11.3. Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.
- 11.11.5. Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.

## Unit 10: Contemporary Problems

**Duration:** 4 Weeks

**Description:** Students begin their studies of contemporary America by surveying American presidents that served during these decades. Presidents Richard Nixon, Jimmy Carter, Ronald Reagan, George H.W. Bush, Bill Clinton, George W. Bush and Barack Obama all promised to alter the scope of the government – some to contract it and some to extend it. Also, students consider should be given to the major social and political challenges of contemporary America. For example, students trace the modern environmental movement and the environmental protection laws that were passed. Students recognize that under our democratic political system the United States has achieved a level of freedom, political stability, and economic prosperity that has made it a model for other nations, the leader of the world's democratic societies, and a magnet for people all over the world who yearn for a life of freedom and opportunity. Students understand that Americans' rights and freedoms are the result of a carefully defined

set of political principles that are embodied in the Constitution. Yet these freedoms are imperfect: for example, even though Americans elected the nation's first black president in 2008, poverty, incarceration, and lower life-expectancy rates continue to afflict communities of color at rates that are far higher than that of white communities. Nevertheless, students see that the enduring significance of the United States lies in its free political system, its pluralistic nature, and its promise of opportunity. The United States has demonstrated the strength and dynamism of a racially, religiously, and culturally diverse people.<sup>42</sup>

### Essential Questions:

- Historical Perspectives: How should historians characterize the 1970s?
- Historical Perspectives: To what extent did George H.W. Bush, Bill Clinton and George W. Bush fulfill their domestic policy goals?
- The Ethical Dimension: What debates have arisen because of persistence of poverty, globalization, increasing immigration, pollution, and terrorism?

### Required Assignments:

Teacher asks students to skim a section from the textbook, reads aloud from the textbook and asks students to answer selected Text Dependent Questions. Complete the following TDQ module:

- TDQ- Conservatism and the Rise of Ronald Reagan

### Suggested Activities and Materials:

Students will ...

- Trace the development of American society, politics, economics, and culture from the 1970s to today.
  - Richard Nixon
    - Nixon Visits China. *Nixon Presidential Library and Museum*. Web. 2016. <<https://www.nixonlibrary.gov/forkids/chinafront.php>>
    - The Path to Watergate. *UC Davis History Project*. Web. 2016. <[http://historyproject.ucdavis.edu/lessons/view\\_lesson.php?id=44](http://historyproject.ucdavis.edu/lessons/view_lesson.php?id=44)>
  - Gerald Ford
    - Proclamation 4311 - Granting Pardon to Richard Nixon. *JimmyCarterLibrary*. Web. 2016. <<http://www.jimmycarterlibrary.gov/education/pt/Unit10.pdf>>
  - Jimmy Carter
    - Carter: Documents. *Teaching American History*. Web. 2016. <<http://teachingamericanhistory.org/library/carter/>>
    - Jimmy Carter: Teacher's Guide. *PBS American Experience*. Web. 2016. <<http://www.pbs.org/wgbh/americanexperience/features/teachers-resources/carter-teachersguide/>>
  - Ronald Reagan
    - Ronald Reagan and the Constitution. *Center for Civic Education*. Web. 2016. <<http://www.civiced.org/resources/curriculum/reagan>>
    - Reagan and the New Conservative Movement. *UC Berkeley History Social-Science Project*. Web. 2016. <<http://ucbhssp.berkeley.edu/content/1980s-%E2%80%93-reagan-and-new-conservative-movement>>
    - Decoding U.S. Foreign Policy: The Iran- Contra Affair. *American Social History Project/Center for Media and Learning*, 2016. Web. 2016. <<http://herb.ashp.cuny.edu/items/show/1582>>

<sup>42</sup> This description comes from the draft version of the *History-Social Science Framework for California Public Schools, 2014-16*.

- George H.W. Bush
  - Operation Desert Storm: Ten Years Later. *National Security Archive*. Web. 2016. <<http://nsarchive.gwu.edu/NSAEBB/NSAEBB39/>>
- William Clinton
  - The Impeachment of Bill Clinton. *Bill of Rights Institute*. Web. 2016. <<http://billofrightsinstitute.org/educate/educator-resources/lessons-plans/presidents-constitution/clinton-impeachment/>>
- George W. Bush
  - Bush v. Gore and the 2000 Election. *Bill of Rights Institute*. Web. 2016. <<http://billofrightsinstitute.org/educate/educator-resources/lessons-plans/presidents-constitution/bush-v-gore/>>
  - 911: Ground Zero. *Docs Teach, National Archives*. Web. 2016. <<https://www.docsteach.org/documents/document/1-911-ground-zero>>
  - George W Bush Documents. *Teaching American History*. Web. 2016. <<http://teachingamericanhistory.org/library/gw-bush/>>
- Barack Obama
  - The Election of Barack Obama 44th President of the United States. *National Endowment for the Humanities*. Web. 2016. <<http://edsitement.neh.gov/lesson-plan/election-barack-obama-44th-president-united-states>>
- Discuss the various debates that have arisen regarding contemporary issues today (persistence of poverty, globalization, increasing immigration, pollution, and terrorism)
  - Issues of Poverty. *Teaching Tolerance*. Web. 2016. <<http://www.tolerance.org/lesson/issues-poverty>>
  - Ten Basic Questions about Globalization. *International Monetary Fund*. Web. 2016. <<https://www.imf.org/external/np/exr/center/students/hs/think/lesson1.pdf>>
  - Struggles for Justice: Mexican Immigration in the 20th Century. *UC Berkeley History Social Science Project*. Web. 2016. <<http://ucbhssp.berkeley.edu/content/struggles-justice-mexican-immigration-20th-century>>
  - Many Voices, Many Visions: Analyzing Contemporary Environmental Issues. *California Education and the Environment Initiative*. Web. 2016. <<http://www.calrecycle.ca.gov/eei/unitdocs/grade11/11115/11115te.pdf>>
  - Who's "Terrorism?" *The Zinn Education Project*. Web. 2016. <<http://zinnedproject.org/materials/whose-terrorism/>>
  - Mini DBQ - Politics or Principle: Should the United States Drill for Oil in Alaska's Wilderness?

**Textbook:**

*The Americans: Reconstruction to the 21st Century*, McDougal Littell, © 2006. Chapters 23-26.

**Standards Addressed:**

R1; R2; R3; R4; R5; R6; R7; R8; R9; R10; W1; W2; W4; W5; W6; W7; W8; W9; W10; CR 1; CR 2; CR 4; CR 5; CR 6; CR 7; CR 8; CR 9; CR10; CR11 and CR 12.

- 11.3 Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts and issues regarding religious liberty.
- 11.3.2. Analyze the great religious revival and the leaders involved in them, including the rise of Christian fundamentalism in current times.

- 11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.
- 11.11.1. Discuss the reasons for the nation's changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American policy.
- 11.11.2. Discuss the significant domestic political speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy).
- 11.11.4. Explain the constitutional crisis originating from the Watergate scandal.
- 11.11.7. Explain how the federal, state and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentration in the cities, migration, International migration, decline of family farms, increase in out-of-wedlock births and drug abuse.

## Unit 11: American History Civics Inquiry Project

**Duration:** 2 Weeks

**Description:** All United States history students in the Long Beach Unified School District are required to write a United States History Civics Inquiry Project as a course requirement. Students will research a United States History topic and write a research paper based upon their findings. Then students will use their research to engage in community action. Throughout the project, students will submit a variety of research components. Students will be awarded a grade for accuracy and content for History. All requirements and district supports are found in a document created by the History Office. See the Intranet and myPD.

### Essential Questions:

Historical Significance: How do we decide what is important to learn about the past?

Evidence: How do we know what we know about the past?

Continuity and Change: How can we make sense of the complex flows of history?

Cause and Consequences: Why do events happen, and what are their impacts?

Historical Perspectives: How can we better understand the people of the past?

The Ethical Dimension: How can history help us to live in the present?

### Required Assignments:

**Teacher ask students to write a question, research sources, share findings, write a paper and engage in a Civic Action.**

- [American History Civics Inquiry Project](#)

### Suggested Activities and Materials:

1. Framing the Inquiry- The student or teacher develops a question for study.
  - is clear, specific, authentic and manageable
  - addresses a problem that is authentic and relevant
  - activity engages students in the question development stage
  - students develop creativity, collaboration, communication and critical thinking skills
  - students develop cognitive and civic participatory skills
2. Investigation- The student researches to answer the question for inquiry.
  - students develop or respond to compelling or supporting questions
  - students apply disciplinary knowledge and concepts

- students seek out evidence from multiple sources
- students evaluate sources, analyze information or make conclusions
- students research to respond to the inquiry question
- students use technology or digital media

3. Collaborative Conversations- Students discuss their research findings.

- students value all viewpoints
- students are civil and respectful at all times
- students prepare for academic discourse
- students demonstrates use of academic language
- students' discourse relies on evidence from multiple sources
- teacher allows time to explore a particular idea before moving to another topic
- teacher designs discussion to make all participants feel comfortable
- teachers and students use questions that propel and scaffold the conversation

4. Communicating Conclusions-Conclusions: Students write at least a three-page paper based upon their findings.

- students work together to collect and analyze evidence
- students may or may not reach consensus when determining conclusions
- conclusions reflect an analysis of multiple perspectives by acknowledging the strengths and weaknesses of claims and counterclaims
- students communicate clearly; language is appropriate and compelling
- students demonstrate proficient use of academic language and conventions
- are carefully constructed to influence constituencies with various perspectives
- students have the opportunity to write multiple drafts and base claims on evidence.
- papers must be at least three pages or 750 words and include a 12-point font.
- papers must be formatted in accordance with a Modern Language Association (MLA) citation format.

5. Taking Informed Action- Students take their finding to solve a real-world problem.

- students communicate in multiple formats and inspire a variety of audiences (i.e. students, families, community members) to take informed civic action
- student action is based on an extensive inquiry for understanding the causes and characteristics of an issue, analysis of a variety of democratic strategies and procedures, and assessment of the challenges and opportunities faced by those who have tried to address the issue over time and place
- students apply democratic procedures to address the issue in a strategic manner to a variety of audiences
- students utilize a variety of tools and innovative formats to promote action (i.e. multi-media) presentations, petitions, online
- teachers dedicate time for students to reflect on the process and outcomes

**Textbook:**

*The Americans: Reconstruction to the 21st Century*, McDougal Littell, © 2006. Chapters 1-26.

**Standards Addressed:**

R1; R2; R3; R4; R5; R6; R7; R8; R9; R10; W1; W2; W4; W5; W6; W7; W8; W9; W10; CR 1; CR 2; CR 4; CR 5; CR 6; CR 7; CR 8; CR 9; CR10; CR11 and CR 12.

11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

- 11.2 Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.
- 11.3 Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.
- 11.4 Students trace the rise of the United States to its role as a world power in the twentieth century.
- 11.5 Students analyze the major political, social, economic, technological, and cultural development of the 1920s.
- 11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.
- 11.7 Students analyze America’s participation in World War II.
- 11.8 Students analyze the economic boom and social transformation of post-World War II America.
- 11.9 Students analyze U.S. foreign policy since World War II.
- 11.10 Students analyze the development of federal civil rights and voting rights.
- 11.11 Students analyze the major social problems and domestic policy issues in contemporary American Society.

**INSTRUCTIONAL METHOD AND/OR STRATEGIES:**

A variety of instructional strategies will be utilized to accommodate all learning styles. See the document titled, “Using Formative Assessment to Address the Specific Learning Needs of Low Achieving Students, High Achieving Students, Students with Disabilities and English Language Learners in K-12 ELA and CONTENT LITERACY.”

**COURSE MATERIALS:**

*The Americans: Reconstruction to the 21st Century*, McDougal Littell, © 2006.

**RESOURCES:**

*Documents*

- Using Formative Assessment for Differentiation      LBUSD ELA Curriculum Documents
- CTE Standards      <http://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp>
- ELD Standards      <http://www.cde.ca.gov/sp/el/er/eldstandards.asp>

*District Offices*

- History Curriculum Office      (562) 997-8000, ext. 2956

**CLASSROOM PERFORMANCE CRITERIA:**

Defines how good is good enough on which measures to demonstrate achievement of content standards.

	<b>F</b>	<b>D</b>	<b>C</b>	<b>B</b>	<b>A</b>
Homework and Notebook	A score of one on a six-point rubric, or a score of one on a four-point rubric for constructed response or less than 60% on scoring guide for	A score of two on a six-point rubric, or a score of two on a four-point rubric, for constructed response or 60% - 69% on scoring guide	A score of three or four on a six-point rubric, or a score of two on a four-point rubric for constructed response or 70% - 79% on scoring guide	A score of four or five on a six-point rubric, a score of three on a four-point rubric for constructed response or 80% - 89% on scoring guide	A score of five or six on a six-point rubric, or a score of four on a four-point rubric for constructed response or 90% - 100% on scoring guide

	selected response	for selected response	for selected response	for selected response	for selected response
Graded Written Assignments, Performance Assessments and Projects	A score of one on a six-point rubric, or a score of one on a four-point rubric	A score of two on a six-point rubric, or a score of two on a four-point rubric,	A score of three or four on a six-point rubric, or a score of two on a four-point rubric	A score of four or five on a six-point rubric, a score of three on a four-point rubric	A score of five or six on a six-point rubric, or a score of four on a four-point rubric
Periodic Quizzes and Unit Exams	A score of one on a six-point rubric, or a score of one on a four-point rubric for constructed response or less than 60% on scoring guide for selected response	A score of two on a six-point rubric, or a score of two on a four-point rubric, for constructed response or 60% - 69% on scoring guide for selected response	A score of three or four on a six-point rubric, or a score of two on a four-point rubric for constructed response or 70% - 79% on scoring guide for selected response	A score of four or five on a six-point rubric, a score of three on a four-point rubric for constructed response or 80% - 89% on scoring guide for selected response	A score of five or six on a six-point rubric, or a score of four on a four-point rubric for constructed response or 90% - 100% on scoring guide for selected response

**Standard Grading Scale:**

<b>A</b>	90 – 100%
<b>B</b>	80 – 89%
<b>C</b>	70 – 79%
<b>D</b>	60 – 69%
<b>F</b>	0 – 59%

**Suggested Grade Weighting:**

1. Homework and Notebooks 10%
  - This practice reinforces the learning of a skill or content acquired by the student during or outside of class. Work could be checked for completion, but not graded.
  - Homework could be: reading notes, vocabulary definitions, Thinking Maps, graphic organizers, or processing for short-term or long-term projects.
  - If teachers and students are using an Interactive Notebook, all classwork and homework could be included here. Preview assignments, reading notes, lecture notes and processing assignments are part of this approach.
  
2. Classwork, In-class, or Suggested Assignments 30%
  - After processing course material in notes, students create products.

- Group and individual projects might include: Reports of Information, Argumentative Writing, Posters, Debates, Visuals, Discussion Participation, Skits, Performances, Short Written Work and other Daily Assignments.

3. Periodic Quizzes and Unit Exams 30%

- Unit Exams are used to determine if students have attained proficiency. Teachers will likely require short-answer or in-class writing assessments.
- Quizzes are short assessments to check understanding of the content. Teachers can use these to determine if students are ready to move onto the next lesson or unit. These quizzes can be oral, multiple-choice, short answer, essay format, or a possible project, like a poster.

4. Research Products or Performance Tasks 30%

- History-Social Science research reports should teach students research and critical thinking skills.
- Students should use a variety of sources and learn how to evaluate sources for reliability.
- Students corroborate sources to come up with a written, visual or oral report of information or argumentative writing.

Submitted by: Jane Suh, Marika Manos, and Scott Manson

Submission Date: July 1, 2016

School/Office: History Office, OCIPD

Original Board Approval Date:

Revised Board Approval Date: 1/17/12; 7/18/16

Saved on L:/drive, Common, Manos, Course Outlines, US History