

*Bozeman Public Schools*  
**Social Studies Curriculum**  
**11th Grade**  
**U.S. History (Combo)**



**Overarching Essential Question:** Who am I, how did I get here, and how will I proceed as an informed and conscientious (productive) citizen of our world?

**Essential Understandings:** By the end of U.S. History, all students understand historical, economic, political, and cultural changes in the Americas beginning with pre-Columbian societies and continuing, with a focus on North America and the United States, through the post Cold War era. Understandings in AP U.S. History are addressed through the following themes:

- American Diversity,
- American Identity,
- Culture,
- Demographic Changes,
- Economic Transformations,
- Environment,
- Globalization,
- Politics and Citizenship,
- Reform, Religion,
- Slavery and Its Legacies in North America,
- War and Diplomacy, and
- The effects of changes in the U.S. on women and minorities.

**Essential Skills:** Throughout U.S. History, students will:

- Think chronologically by placing major events/eras in U.S. history in temporal order and explaining continuity and change over time;
- Comprehend a variety of historical sources by utilizing various primary and secondary sources, including documents, photos, maps, charts, graphs, political cartoons, works of art, etc., and identifying the literal meaning and/or historical perspective of the source;
- Engage in historical analysis and interpretation by formulating questions to focus their inquiries and analysis; comparing and contrasting different sets of ideas; considering multiple perspectives; explaining causes in historical actions, including the role of the individual, the influences of ideas and beliefs, and the role of the unexpected; and notice patterns in history and relate the past to the present;
- Conduct historical research by formulating questions, obtaining and interrogating historical data; and presenting findings in a thoughtful manner;
- Engaging in historical issues-analysis and decision making by identifying historical dilemmas and analyzing the interests and points of view of those involved evaluating alternative solutions and formulating positions; and identifying the solutions chosen in history and evaluating the consequences; and
- in other meaningful ways develop habits of mind for historical thinking (See NCHE Habits of Mind)

**Content Standards:** The content standards, history, civics, geography, economics and culture/diversity, represent five major strands within the overarching umbrella of social studies. These five strands provide a broad context in which students explore U.S. History in a time period spanning the American Revolution through contemporary American issues. These content standards are taught in conjunction with the English III content standards.

**Process Standards:** Process standards are embedded within the content standards of history, civics, geography, history, economics and culture/diversity. These standards reflect student understanding of how to access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.

**(H) History:** Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.

**Essential Questions:**

- **Historical Knowledge:**  
*How is the past revealed, interpreted and understood?*  
*What makes some historical interpretations better than others?*
- **Relevance:**  
*How and why is the past relevant to me, my community, my nation and our world?*  
*Can an individual change history or is history inevitable? (Why?)*
- **Conflict/Cooperation:**  
*How do conflict and cooperation shape (benefit/destroy) societies?*  
*In historical interactions, why do conflicts arise and how are they resolved?*
- **Perspective:**  
*Whose story is it and how and why is it being told?*
- **Change/Continuity:**  
*What causes change and continuity in history and why? (ex: economics, technology, politics, environment, traditions etc.)*

**H.1.0 Students understand the causes of the American Revolution**

H.1.1 Students analyze political, ideological, religious, and economic origins of the Revolution.

H.1.2 Students consider multiple causation with regard to the political, ideological, religious and economic origins of the Revolution.

*Examples: 1.) Students develop a concept map that illustrates the various political, economic, ideological, religious and economic causes of America's War for Independence. 2.) Students develop an interpretation (thesis statement) about which causes were most significant.*

**H.2.0 Students understand the effects of the American Revolution on society.**

H.2.1 Students evaluate the Revolution's effects on different social groups.

H.2.2 Students consider multiple perspectives with regard to the Revolution's effects on a variety of social groups.

*Examples: 1.) Students research the Revolution's impact on various social groups including the colonial elite, slaves, women, loyalists, artisans, native peoples, etc. 2.) Students debate the question "How revolutionary was the American Revolution?"*

### **H.3.0 Students understand the causes and effects of territorial expansion and nationalism in antebellum America.**

H.3.1 Students analyze how the Louisiana Purchase, the War of 1812, and the Monroe Doctrine influenced politics, economic development and national identity [Evaluate the implementation of a decision]

*Example: 1.) Using images from magazines, partners create a collage that addresses at least ten different ways that the purchase of Louisiana transformed America's character and identity. 2.) Students assume the persona of James Madison and write a speech justifying the War of 1812 to the American people. 3.) Students listen to the national anthem and critique it as an expression of nationalism. 4.) Students draw a political cartoon demonstrating the underlying precepts of the Monroe Doctrine and how it impacted America's role in foreign affairs.*

H.3.2 Students analyze the ways in which the ideology of Manifest Destiny influenced westward expansion and the Mexican War. [Examine the influence of ideas]

*Examples: 1.) Students interpret artistic expressions of manifest destiny, such as John Gast's American Progress, or Emmanuel Leutze's Westward the Course of Empire takes its Way. 2.) Students create a dialog between President James K. Polk and a Mexican Government official that considers the extent to which the war was justifiable. 3.) Students interpret the Treaty of Guadalupe Hidalgo.*

### **H.4.0 Students understand the causes and effects of increasing sectionalism after 1800.**

H.4.1 Students explain how the cotton gin and the opening of new lands in the South and the West led to increased demand for slaves, created the northern textile industry, and negatively impacted native peoples. [Analyze cause and effect relationships]

*Examples: 1.) Students interpret economic and census data related to cotton production and the demographic/geographic expansion of slavery between 1800 and 1860. 2.) Students create an advertisement for the cotton gin. 3.) Students write an "eyewitness account" for a newspaper of time describing the factory life and female workers of Lowell, Massachusetts.*

### **H.5.0 Students understand the causes and effects of reform movements in the antebellum period.**

H.5.1 Students comprehend the impact of antebellum reform movements, especially the abolition, temperance, and women's rights movements [Examine the influence of ideas]

*Examples: 1.) Partners research and give short presentations on antebellum reformers and their various crusades. Students compare and contrast a number*

*of antebellum utopian communities and write a rationale explaining which they would prefer to have lived in and why.*

H.5.2 Students recognize the importance of Andrew Jackson and changing political character of life in “the age of the common man.” [Assess the importance of the individual in history]

*Examples: 1.) Students read excerpts from Andrew Jackson’s 1830 Message to Congress on Indian Removal and his 1832 Presidential Veto of the National Bank Rationale and discuss how each benefited the interest of “the common man.” 2.) Students put Andrew Jackson on trial for his role in the Trail of Tears.*

#### **H.6.0 Students understand the causes and effects of the Civil War.**

H.6.1 Students identify the economic, social, and cultural differences between the North and South and explain the various causes of the Civil War. [compare competing historical narratives]

*Examples: 1.) Students create a travel brochure for the antebellum North or South. 2.) Students create a chart that illustrates the economic differences between the antebellum North and South. 3.) Students compare the abolitionist writings of William Lloyd Garrison with the pro-slavery speeches of John C. Calhoun.*

H.6.2 Students assess the course and character of the Civil War and its effects on the American people as well as Montana [Examine historical perspectives]

*Example: Partners study and interpret photographs of the War’s impact on the American people and landscape.*

H.6.3 Students evaluate the provisions of the Emancipation Proclamation , Lincoln’s reasons for issuing it, and its significance. [Examine the influence of ideas]

*Example: Read the Emancipation Proclamation and interpret it as both a military strategy and a civil rights measure.*

H.6.4 Students explain the economic and social problems facing the South after the War and appraise their impact on different social groups [Examine historical perspectives]

*Examples: 1.) Students create a news broadcast reporting on the challenges facing the South and/or African Americans after the Civil War. 2.) Student writes a diary describing the feelings and hardships of Reconstruction from the perspective of a freed slave. 3.) Students analyze the song “I’m a Good ol’ Rebel”*

#### **H.7.0 Students understand the successes and failures of Reconstruction in the South, North and West, including impacts on native peoples.**

H.7.1 Students evaluate Reconstruction ideals as a culminating expression of the mid-19<sup>th</sup> century impulse of social democratization and perfectionism [Evaluate major debates among historians]

*Example: Students view and interpret Reconstruction Era cartoons by Thomas Nast*

H.7.2 Students analyze how “the greater Reconstruction,” and especially Lincoln’s policies, transformed the American West and especially the lives of native peoples. [Analyze cause and effect relationships]

*Example: 1.) Draft an oratory from the perspective of a Plains Indian that considers the impact of the Transcontinental Railroad or the Homestead Act. Predict how both developments will transform native culture in the coming generation.*

### **H.8.0 Students understand the causes and effects of rapid industrialization and urbanization on the American people.**

H.8.1 Students evaluate the social, economic, and technological pros and cons of rapid industrialization and urbanization during the later 19<sup>th</sup> century. [Analyze cause and effect relationships]

*Examples: 1.) Students write poetry based on the child labor photographs of Lewis Hine. 2.) Students contrast the ideas of Andrew Carnegie and Henry George. 3.) Students debate the question: “The advantages of rapid industrialization were greater than the disadvantages” 4.) The student selects a major industrial city and examines its geographic evolution by using birdseye view maps found on the Library of Congress website, loc.gov. 5.) Students utilize historic photographs from Jacob Riis’ How the Other Half Lives to draw conclusions about the social impacts of rapid urbanization.*

H.8.2 Students assess the connection between industrialization and immigration. [Analyze cause-and-effect relationships]

*Examples: 1.) Students compare the attitudes found in the poems “New Colossus” by Emma Lazarus and “Unguarded Gates” by Thomas Bailey Aldrich with contemporary attitudes regarding immigrants. 2.) Students create an annotated map that illustrates the migration patterns of old and new immigrants.*

### **H.9.0 Students understand the roots and development of American overseas imperialism.**

H.9.1 Students describe how geopolitics, economic interests, racial ideology, missionary zeal, nationalism, and domestic tensions combined to create an expansionist foreign policy in the late 19<sup>th</sup> century. [Analyze cause and effect relationships]

*Example: Students compare Senator Albert Beveridge’s speech “March of the Flag” with the Platform of the Anti-Imperialist League.*

H.9.2 Students evaluate the causes, objectives, character, and outcomes of the Spanish-American War and the Filipino Insurrection [Interrogate historical data]

*Examples: 1.) Students interpret political cartoons from the Spanish American War era. 2.) Students read and discuss Mark Twain’s War Prayer or other works.*

### **H.10.0 Students understand the successes and failures of the Progressive Movement.**

H.10.1 Students explain why and how the Progressives sought to address the problems of industrial capitalism, urbanization, and political corruption and evaluate the movement’s effectiveness at the local, state and national levels.. [Examine the influence of ideas]

*Example: 1.) Students write letter home from the perspective of a “New Immigrant” based on excerpts from Upton Sinclair’s The Jungle and other*

*relevant primary sources. 2.) Students read eyewitness accounts of Triangle Fire and view segment of Ric Burns's documentary New York. 3.) Put the owners of the Triangle Shirtwaist Company on trial.*

### **H.11.0 Students understand the significance of World War I in American history.**

H.11.1 Students explain the causes of World War I and why the United States intervened. [Identify issues and problems in the past]

*Examples: 1.) Students compare Woodrow Wilson's Speech to His Countrymen (1917) and Helen Keller's Strike Against War (1916). 2.) Students debate the resolution "President Woodrow Wilson was justified in declaring war on Germany in 1917."*

H.11.2 Students assess the impact at home and abroad of the United States involvement in World War I. [Identify issues and problems in the past]

*Examples: 1.) Students interpret World War I propaganda posters, and then create their own. 2.) Students create a radio script urging women and African Americans to join the labor force and support the war effort.*

### **H.12.0 Students understand how the United States changed from the end of World War I to the eve of the Great Depression.**

H.12.1 Students examine how Prohibition, spectator sports, and new cultural movements changed American society during the 1920s. [Identify issues and problems in the past]

*Examples: Students listen to 1920s recordings of Louis Armstrong and discuss how Jazz might be a metaphor for the 1920s. Students interpret the art and poetry of the Harlem Renaissance.*

H.12.2 Students interpret racial, religious, nativist, and labor tensions and their consequences in the postwar era. [Identify issues and problems in the past]

*Example: Students read and dramatically interpret selections from Inherit the Wind.*

### **H.13.0 Students understand how American life changed during the Great Depression.**

H.13.1 Students explain the effects of the Great Depression on the American people. [Analyze multiple causation]

*Example: 1.) Students view and discuss the documentary Riding the Rails. 2.) Students write original compositions based on the Dust Bowl ballads of Woody Guthrie and the photographs of Dorothea Lange.*

### **H.14.0 Students understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs.**

H.14.1 Students investigate the causes of World War II and assess how the Allies prevailed. [Identify issues and problems in the past]

*Example: 1.) Students contrast the main stipulations of the treaty of Versailles with Woodrow Wilson's Fourteen Points, and consider alternative scenarios. 2.) Students read letters from allied soldiers, and create a one act play that focuses on the experiences of enlisted men during World War II.*

H.14.2 Student analyzes the effects of World War II on the home front, including the GI Bill and the VA Loan. [Analyze cause and effect relationships]

*Examples: 1.) Students interpret Dr. Seuss cartoons from World War II. 2.) Research and debate the question: “War is good for the American economy.”*

### **H.15.0 Students understand America’s history in the Cold War Era.**

H.15.1 Students identify the origins of the Cold War and evaluate the policy of “containment” as it applied to the Korean and Vietnam Wars. [Hold interpretations of history as tentative]

*Example: 1.) Students research the pros and cons of dropping the atomic bomb and debate Truman’s decision. 2.) Students read excerpts from George Kennan’s The Long Telegram (1946) and Harry Truman’s The Truman Doctrine (1947) and discuss the philosophy of containment from a Soviet perspective. 3.) Students analyze historic and contemporary map and consider why the Korean War ended in stalemate. 4.) Students imagine a dialogue between JFK, LBJ, and Nixon regarding Vietnam*

H.15.2 Students evaluate how the Vietnam War impacted politics and culture in the United States. [Appreciate historical perspectives]

*Example: Students select and analyze a protest song from the 1960s*

H.15.3 Students contrast Richard Nixon’s Cold War policies, especially détente, with those of Ronald Reagan [Appreciate historical perspectives]

*Examples: Students compare political cartoons about foreign policy from the Nixon and Reagan eras. Students debate which strategy for dealing with the Soviet Union was more effective.*

### **H.16.0 Students understand the challenges facing America in the post-Cold War Era.**

H.16.1 Students explain the reasons for the collapse of Communist governments in Eastern Europe and the USSR. [Analyze multiple causation]

*Example: Students create a Venn diagram examining the internal and external factors resulting in the collapse of the Soviet Union and draw conclusions about which factors were the most significant.*

H.16.2 Students examine the U.S. role in political struggles in the Middle East [Analyze cause-and-effect-relationships]

*Example: Students confront a mock Middle East crisis and consider possible solutions while role-playing as members of the United Nations Security Council.*

H.16.3 Students analyze the significance of 9-11 and evaluate the George W. Bush Administration’s War on Terror [Analyze cause-and-effect-relationships]

*Example: Students debate the appropriateness of the U.S. invasion of Iraq.*

**(C) Civics:** Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.

**Essential Question(s):**

- *Has the American experiment in democracy been successful?*
- *What is the best relationship between a government and the people it governs?*
- *Why do civic life, politics, and government exist and how does each fulfill human needs? (Primary EQ: Why have a government?)*
- *Why are some governments better than others?*
- *What should be the role of the U.S. in world affairs and how do U.S. behaviors and actions affect other nations and vice versa?*

**C.1.0 Students understand the principles articulated in the Declaration of Independence.**

C.1.1 Students interpret how key principles in the Declaration of Independence grew in importance to become unifying ideas of American democracy. [ Evaluate the influence of ideas]

*Examples: 1.) Students create a work of art that summarizes the main ideas embodied in the Declaration of Independence from their perspective. 2.) Students compare the ideals expressed in the Declaration of Independence with “The Declaration of Sentiments,” Lincoln’s Gettysburg Address and Franklin Roosevelt’s Four Freedoms Speech. 3.) Students interpret Norman Rockwell’s Four Freedoms paintings.*

**C.2.0 Students understand the issues involved in the creation and ratification of the United States Constitution and Bill of Rights.**

C.2.1 Students analyze the key features and major debates surrounding the formation and ratification of the U.S. Constitution and Bill of Rights [Examine the influence of ideas]

*Examples: 1.) Students create a one-act play that illustrates a major feature of the U.S. Constitution, such as checks and balances, separation of powers, federalism, etc. 2.) Students imagine a dialogue between Hamilton and Jefferson concerning the strengths and weaknesses of the U.S. Constitution and Bill of Rights. 3.) Students rank in order of importance the first ten amendments to the U.S. Constitution and discuss their reasoning.*

**C.3.0 Students understand the extension, restriction, and reorganization of political democracy from 1800 to 1865.**

C.3.1 Students contrast the fundamental differences in leaders, underlying philosophies, and social and economic composition of America’s early political parties. [Compare and contrast differing sets of ideas]

*Example: Students hold a mock election between the Federalists and Jeffersonian Republicans and vote for a candidate of their choosing.*

C.3.2 Students recognize the influence of John Marshall on the evolution of the Supreme Court’s powers during the early 19<sup>th</sup> century. [Explain historical continuity and change]

*Example: Students consider the powers granted to each branch of government and consider which is the most powerful and why.*

C.3.3 Students evaluate the fundamental political debate between states rights and federal authority and how these ideologies led to the Civil War. [Analyze cause-and-effect relationships]

*Example: Contrast excerpts from Lincoln's First Inaugural (1861) and Jefferson Davis' Address to the Provisional Congress of the Confederate States of America (1861).*

#### **C.4.0 Students understand the major political developments of the later 1800s.**

C.4.1 Students contrast the goals and objectives of Presidential and Congressional Reconstruction, and specifically the 13<sup>th</sup>-15<sup>th</sup> Amendments [Compare and contrast differing sets of ideas]

*Example: Students debate the question: "Reconstruction was a success"*

C.4.2 Students evaluate the successes and failures of populism. [Examine the influence of ideas]

*Examples: Students examine the 1892 Omaha Platform of the Populist Party and discuss the long-term political significance of the Populist Party. Students create a poster or song supporting/attacking the Populist Party and its proposals.*

#### **C.5.0 Students understand the political impacts of the Progressive Movement.**

C.5.1 Students evaluate the presidential leadership of Theodore Roosevelt, William Taft, and Woodrow Wilson [Assess the importance of the individual]

*Example: Students research the Progressive Presidents and give small group presentations evaluating their successes and failures.*

C.5.2 Students Describe how the 16<sup>th</sup>, 17<sup>th</sup>, 18<sup>th</sup>, and 19<sup>th</sup> Amendments reflected the ideals and goals of Progressivism [Evaluate the implementation of a decision]

*Example: Students draw a political cartoon in support or against one of the "Progressive Amendments."*

#### **C.6.0 Students understand how Franklin Roosevelt's New Deal transformed the role of American Government and initiated the welfare state.**

C.6.1 Students examine the presidency of Franklin D. Roosevelt. [Assess the importance of the individual in history]

*Examples: 1.) Students create campaign posters for or against Franklin Roosevelt and his New Deal programs. 2.) Students debate the question: "Franklin Roosevelt was a quasi-dictator who hurt America more than he helped it."*

#### **C.7.0 Students understand domestic politics after World War II.**

C.7.1 Students analyze the rise and fall of McCarthyism, its effects on civil liberties, and its repercussions. [Analyze cause-and-effect relationships]

*Example: Students create a wanted poster for senator Joseph McCarthy that addresses his “crimes” against the American people, using the principles imbedded in the Declaration of Independence and the Bill of Rights.*

C.7.2 Students evaluate the domestic accomplishments of the Truman, Eisenhower, Kennedy and Johnson Administrations. [Evaluate the implementation of a decision]

*Example: Students research and then present short, first person presentations emphasizing the major domestic accomplishments of each president.*

C.7.3 Students evaluate the successes and failures of the Nixon and Reagan Administrations. [Evaluate the implementation of a decision]

*Examples: 1.) Students debate the pros and cons of the New Deal and Great Society vs. the pros and cons of the Republican Revolution in Presidential Final Four Tournament between FDR, LBJ, Nixon and Reagan. 2.) Students write a persuasive newspaper editorial condemning the Nixon Administration’s involvement in the Watergate Scandal. 4.) Students discuss Reagan’s legacy after reading two opposing articles, and Robert Samuelson Praises the Reagan Record (1989) and Frances Fitzgerald Laments the Reagan Legacy (1988).*

**(G): Geography** Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).

**Essential Question(s):**

- *Where am I and how do I explain where I am? (need to wordsmith)*
- *How does place drive the decisions people make?*
- *How do people interact with their environments?*
- *What are the causes and effects of human movement?*
- *What makes places similar and different?*

**G.1.0 Students understand the geographical importance westward expansion.**

G.1.1 Students describe the various steps through which the physical boundaries of the continental United States were defined from the Treaty of Paris (1783) to the Treaty of Guadalupe Hidalgo (1848) [Draw upon data in historical maps]

*Example: The student creates an annotated map that focuses on the geographic expansion of the United States over time.*

**G.2.0 Students understand the causes and effects of rapid industrialization and urbanization.**

G.2.1 Students explain how rapid industrialization and urbanization transformed the environment. [Analyze multiple causation]

*Example: Students view the film Butte America and consider the modern legacy of rapid industrialization close to home.*

**G.3.0 Students understand the geographic outcomes of the Spanish-American War.**

G.3.1 Students trace the acquisition of new territories. [Reconstruct patterns of historical succession and duration]

*Example: Students answer questions based on an annotated map of America's "Age of Overseas Expansion."*

#### **G.4.0 Students understand the geographic impacts of the Great Depression.**

G.4.1 Students explain the causes and effects of the Dust Bowl and associated migrations. [Analyze multiple causation]

*Example: Students visit in class "stations" showing various graphic depictions, maps, and photographs related to the homestead boom, crop prices, war production efforts, and the dust bowl, and formulate a thesis as to the causes of the agricultural crisis of the 1930s.*

#### **G.5.0 Students understand the geographic transformation of the United States in the post World War II period.**

G.5.1 Students describe the expansion of suburbanization and analyze how interstate highways, the "crabgrass frontier" and "the baby boom" affected American society. [Explain historical continuity and change]

*Examples: Students listen to the song "Little Boxes" and view photographs of Levittown before discussing the pros and cons of suburban life in the 1950s. Students hypothesize how the 1950s suburban life influenced the social/cultural character of the 1960s.*

**(E): Economics** Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.

#### **Essential Questions:**

- *Why do people and nations trade?*
- *How does something acquire value?*
- *Note: Include in ELEs How do price and supply and demand influence each other? What are markets and how do they work?*
- *How do economic systems affect individuals, communities, societies and the world?*
- *What role should government play in economic systems?*
- *Which economic systems work best?*
- *How does technology drive change?*
- *Do the advantages of globalization outweigh the disadvantages?*

#### **E.1.0 Students understand how the industrial revolution, increasing immigration, the rapid expansion of slavery changed the lives of Americans and led toward regional tensions.**

E.1.1 Students explain how the emergence of the factory system and the market revolution shaped regional patterns of economic development. [Analyze cause-and-effect relationships]

*Example: Students imagine that they are a southern slaveholder or a northern textile industrialist and write a detailed letter to their business affiliate in the North or South.*

#### **E.2.0 Students understand how the "Second Industrial Revolution" transformed the economy, work processes, and domestic life.**

E.2.1 Students examine how industrialization made consumer goods more available, increased the standard of living for most Americans, and redistributed wealth. [Utilize quantitative data]

*Examples: 1.) Students create an illustrated children's book about a great inventor in the Age of Invention. 2.) Students create an advertisement illustrating how a consumer good of the late 1800s improved the standard of living for average Americans.*

E.2.2 Students analyze the causes and effects of escalating labor conflict between “robber barons” and their workers.

*Examples: 1.) Students create mottos that describe the business philosophy of the “robber barons” of the late 19<sup>th</sup> century. 2.) Students create a protest speech from the perspective of a new immigrant factory worker. 3.) Role-play a strike negotiation between an industrialist and a union leader.*

### **E.3.0 Students understand how a modern capitalist economy emerged in the early decades of the 20<sup>th</sup> century.**

E.3.1 Explain how principles of scientific management and technological innovations, including assembly lines, rapid transit, household appliances, and radio, continued to transform production, work, and daily life. [Examine the influence of ideas]

*Example: Students interpret advertisements from the 1920s.*

### **E.4.0 Students understand the causes of the Great Depression and how it affected American society.**

E.4.1 Students evaluate the economic causes and effects of the Great Depression, including the stock market crash of 1929. [Analyze multiple causation]

*Examples: 1.) Write a newspaper headline and article for October 29, 1929. 2.) Students compare and contrast the Great Depression and today's economic crisis. 3.) Evaluate the similarities and differences between Franklin Roosevelt and Barack Obama. 4.) Students debate the question: “The federal Government has an obligation to protect the economic well-being of the American people.”*

### **E.5.0 Students understand the economic boom/bust of postwar United States.**

E.5.1 Students explain the reasons for the rapid growth and eventual decline of the postwar consumer economy. [Analyze cause-and-effect relationships]

*Examples: 1.) Conduct oral history interviews with elderly family members about the impact of the GI Bill and VA loans in the formation of the American Dream. 2.) Create a dialog between American and Japanese automakers*

**(D): Culture & Diversity-** Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

### **Essential Questions:**

- *What is culture, why is it important?*
- *Who should decide what “culture” and “cultured” are?*
- *Is there such a thing as cultural superiority? Why?*
- *How do cultural expressions (including literature, art, architecture, music, technology) shape history?*
- *How does cultural diversity impact a society?*
- *What happens when cultures converge or collide?*
- *What is morality and ethics?*
- *Who are the heroes and villains and what do they reveal about a culture?*
- *In what ways do religion, beliefs, values and/or spirituality contribute to progress, regress, or stagnation in society?*

**D.1.0 Students understand the social impacts of the American Revolution on women and minorities.**

D.1.1 Students demonstrate the fundamental contradictions between the ideals expressed in the Declaration of Independence and the social realities confronting African Americans, native people, and women. [Consider multiple perspectives]

*Examples: 1.) Students read and discuss Abigail Addams’ correspondence with John Adams. 2.) Students critique Frederick Douglass, Fourth of July Speech (1852)*

**D.2.0 Students understand the varied experiences of African Americans under slavery.**

D.2.1 Students identify the various ways in which African Americans resisted the conditions of their enslavement and analyze the consequences of violent uprisings. [Analyze cause-and-effect relationships]

*Example: Students listen to slave spirituals like “Follow the Drinking Gourd” and “Go Down Moses,” and interpret their meaning for slaves.*

**D.3.0 Students understand the consequences of westward expansion for Native Americans.**

D.3.1 Students compare the policies toward Native Americans pursued by presidential administrations through the Jacksonian era and assess the various strategies of Native Americans such as accommodation, revitalization, and resistance. [Compare and contrast differing sets of ideas]

*Examples: 1.) Students read excerpts from Thomas Jefferson’s letters and speeches regarding native peoples and then compare these ideas with those found in Andrew Jackson’s 1830 Message to Congress on Indian Removal. 2.) Students recite, compare, and contrast the speeches of native leaders such as Red Jacket, Tecumseh, and Black Hawk.*

**D.4.0 Students understand how antebellum immigration changed American society.**

D.4.1 Students explain how immigration intensified ethnic and cultural conflict and complicated the forging of a national identity. [Interrogate historical data]

*Example: Students interpret immigration-related political cartoons from the mid to late 19<sup>th</sup> century and evaluate how (if at all) public attitudes regarding immigration changed over time.*

**D.5.0 Students understand how antebellum Americans strived to reform society and create a distinct culture.**

D.5.1 Students analyze the activities of women of different racial and social groups in the reform movements for education, abolition, temperance, and women's suffrage. [Examine the importance of the individual]

*Example: Partners create a public service announcement expressing the main ideas found in the Declaration of Sentiments.*

**D.6.0 Students understand the effects of the Civil War and Reconstruction Eras on racial minorities.**

D.6.1 Students compare various perspectives on federal Indian policy, westward expansion, and the resulting struggles. [Compare and contrast differing sets of ideas]

*Examples: Read Richard Pratt's "Kill the Indian, Save the Man," and view before and after photos from native boarding schools. 2.) Read various native and non-native accounts of the Wounded Knee Massacre. Hold a court marshal hearing for the commanding officer.*

D.6.2 Students explain the rising racial conflict in different regions, including the anti-Chinese movement in the West and the rise of lynching in the South. [Explain historical continuity and change]

*Example: Students interpret Thomas Nast cartoons on racial violence*

**D.7.0 Students understand massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity.**

D.7.1 Students explain how immigration intensified ethnic and cultural conflict and complicated the forging of a national identity. [Interrogate historical data]

*Example: Students write a final statement from a condemned Haymarket Square Anarchist*

D.7.2 Students recognize how new immigrants helped produce a composite American culture that transcended group boundaries. [Reconstruct patterns of historical succession and duration]

*Example: Students conduct a family history project*

**D.8.0 Students understand how the 1920s impacted women and African Americans.**

D.8.1 Students examine rising racial tensions and the resurgence of the Ku Klux Klan. [Analyze cause-and-effect relationships]

*Example: Students write a movie review of "Birth of a Nation."*

D.8.2 Students analyze how the emergence of the "New Woman" challenged Victorian values. [Examine the influence of ideas]

Example: Students create a Victorian vs. New Woman fashion show

D.8.3 Students identify the factors contributing to “The Great Migration” between 1910 – 1930.

*Example: Jim Crow laws and boll weevil infestation in combination with industrialization*

#### **D.9.0 Students understand the effects of World War II on women and minorities.**

D.9.1 Students analyze the effects of World War II on women’s roles and the American family. [Compare and contrast differing sets of ideas]

*Examples: 1.) Students listen to the song “Rosie the Riveter” and write their own lyrics encouraging women to become factory workers. 2.) Students create a diary written from the perspective of a female housewife who temporarily becomes a factory worker during the war.*

D.9.2 Students evaluate the internment of Japanese Americans during the war and assess the implication for civil liberties. [Evaluate the implementation of a decision]

*Example: Write a letter to President Roosevelt from the perspective of a Japanese American citizen who is being sent to an internment camp.*

D.9.3 Students examine the role of Native American code talkers that enhanced the communications security of front line operations during World War II.

D.9.4 Students analyze the impact of a racially segregated force during World War II.

#### **D.10.0 Students understand cultural developments, including the struggle for racial and gender equality and for the extension of civil liberties, during second half of the 20<sup>th</sup> century.**

D.10.1 Students analyze the leadership and ideology of Martin Luther King Jr. and Malcolm X in the civil rights movement and evaluate their legacies [ Assess the importance of the individual in history]

*Example: Students create a dialog between Martin Luther King Jr. and Malcolm X.*

D.10.2 Students evaluate the agendas, strategies, and effectiveness of various African Americans, Native Americans, and others in the quest for civil rights and equal opportunities. [Explain historical community and change]

*Example: Students view and discuss the DVDs Eyes on the Prize and We Shall Remain: Wounded Knee*

D.10.3 Students analyze the factors contributing to modern feminism and evaluate the ideas, agendas, and strategies of feminists and counter feminists. [Marshall evidence of antecedent circumstances]

*Example: Students compare and contrast How to be a Good Wife (c. 1954), National Organization for Women, Statement of Purpose (1966), and No More Miss America (1968).*

## **D.11.0 Students understand culture in contemporary United States.**

D.11.1 Students evaluate the contemporary American culture, including ethnic subcultures.

*Example: Students debate the pros and cons of affirmative action in modern American society.*

D.11.2 Students examine cultural conflict in contemporary United States.

### *Appendix A*

**Special Note:** This offers students the opportunity for building these connections through a chronological study of U. S. history, literature, and culture in an integrated class taught by one member of the Social Studies department and one member of the English department. The course fulfills the history and English requirements for junior year and will be taught in a two-hour block. Curriculum standards for the English component of this class are available in the English curriculum.