

## 20th Century American History

CURRICULUM/CONTENT AREA	COURSE LENGTH
<i>Social Studies</i>	<i>1 term</i>
GRADE LEVEL	DATE LAST REVIEWED
<i>10-12</i>	<i>2021</i>
PREREQUISITE(s) if applicable	BOARD APPROVAL DATE
<i>N/A</i>	<i>12/2021</i>

### PRIMARY RESOURCE if applicable

*The use of primary and secondary sources are built in each unit to support the priority inquiry standards. These skills require students to evaluate the quality, credibility, and reliability & relevance of different information sources and perspectives and derive supportable conclusions.*

*-AND-*

*United States History, 2023 (McGraw Hill) - hard copies and online, approved and adopted 7/12/22*

## DESIRED RESULTS

### COURSE DESCRIPTION AND PURPOSE

*Beginning with a brief history of America's founding, with a focus on the Constitution, 20th Century American History asks students to understand, analyze, and evaluate political, social, and economic changes of each decade through the end of the century. Students apply skills of inquiry, collaboration, decision making and problem solving to build knowledge of major historical figures, dates, and events of the decade. Throughout the decades, students will identify strengths and weaknesses of American foreign policy, analyze the economic impact of various changes, and evaluate public policy and reform movements.*

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<b>CULTURE:</b> Human beings create, learn, share, and adapt to culture. Cultures are dynamic and change over time.	What is culture? What roles does culture play in human and societal development?
<b>TIME, CONTINUITY, AND CHANGE:</b> Studying the past makes it possible for us to understand the human story across time. Knowledge and understanding of the past enable us to analyze the causes and consequences of events and developments, and to place these in the context of the institutions, values and beliefs of periods in which they took place.	Why is the past important to us today?  How do perspectives about the past differ, and to what extent do these differences inform contemporary ideas and actions?
<b>PEOPLE, PLACES, AND ENVIRONMENTS:</b> The study of people, places, and environments enables us to understand the relationship between human populations and the physical world.	How do geography, climate, and resources affect the way people live and work?
<b>INDIVIDUAL DEVELOPMENT AND IDENTITY:</b> Personal identity is shaped by an individual's culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual's own culture throughout her or his development.	How do individuals develop over time?  How do external factors influence our identity and behavior?
<b>INDIVIDUALS, GROUPS, AND INSTITUTIONS:</b> Institutions are the formal and informal political, economic, and social organizations that help us carry out, organize, and manage our daily affairs.	How am I influenced by institutions? How do institutions change? What is my role in institutional change?
<b>POWER, AUTHORITY, AND GOVERNANCE:</b> The development of civic competence requires an understanding of the foundations of political thought, and the historical development of various structures of power, authority, and governance. It also requires the knowledge of the evolving functions of these structures in contemporary U.S. society, as well as in other parts of the world. Through the study of dynamic relationships between individual rights and responsibilities, the needs of social groups, and concepts of a just society, learners become more effective problem-solvers and decision-makers when addressing the persistent issues and social problems encountered in public life.	How do different political and economic systems affect civic life?
<b>PRODUCTION, DISTRIBUTION, AND CONSUMPTION:</b>	What impacts a person's way of life or standard of living?

People have wants that often exceed the limited resources available to them.	How do scarcity and competition influence decision-making at the personal, business, and government levels?
	What is the relationship between decision-making and economic outcomes?
SCIENCE, TECHNOLOGY, AND SOCIETY: Science, and its practical application, technology, have had a major influence on social and cultural change, and on the ways people interact with the world.	How do technology influence social and cultural change in a global society?
GLOBAL CONNECTIONS: Global connections have intensified and accelerated the changes faced at the local, national, and international levels.	How does diversity impact society?
CIVIC IDEALS AND PRACTICE: Learning how to apply civic ideals as part of citizen action is essential to the exercise of democratic freedoms and the pursuit of the common good.	What knowledge and skills are needed to participate effectively in our political system?
	What is the role of the citizen in the community and the nation, and as a member of the world community?
<b>PRIORITY CONTENT STANDARDS</b>	<b>PRIORITY INQUIRY STANDARDS: DISCIPLINARY SKILLS</b>
Standard SS.BH1: Wisconsin students will <i>examine</i> individual cognition, perception, behavior, and identity (Psychology). (K-2 ONLY)	Standard SS.Inq1: Wisconsin students will <i>construct</i> meaningful questions that <i>initiate</i> an inquiry
Standard SS.BH3: Wisconsin students will <i>assess</i> the role that human behavior and cultures play in the development of social endeavors (Anthropology).	Standard SS.Inq2: Wisconsin students will <i>gather</i> and <i>evaluate</i> sources
Standard SS.Econ1: Wisconsin students <i>use</i> economic reasoning to understand issues.	Standard SS.Inq3: Wisconsin students will <i>develop</i> claims using evidence to <i>support</i> reasoning.
Standard SS.Geog1: Wisconsin students will <i>use</i> geographic tools and ways of thinking to <i>analyze</i> the world. (K-8 ONLY)	Standard SS.Inq4: Wisconsin students will <i>communicate</i> and <i>critique</i> conclusions.
Standard SS.Hist1: Wisconsin students will use historical evidence for <i>determining cause and effect</i> .	Standard SS.Inq5: Wisconsin students will <i>be civically engaged</i> .
Standard SS.PS2: Wisconsin students will <i>examine and interpret</i> rights, privileges, and responsibilities in society. (K-5 ONLY)	
Standard SS.PS4: Wisconsin students will <i>develop and employ</i> skills for civic literacy.	

# Unit 1: The Vision of America

**CULTURE:**  
What is culture? What roles does culture play in human and societal development?

**INDIVIDUAL DEVELOPMENT & IDENTITY:**  
How do individuals develop over time?  
How do external factors influence our identity and behavior?

**INDIVIDUALS, GROUPS, & INSTITUTIONS:**  
How am I influenced by institutions? How do institutions change? What is my role in institutional change?

**CIVIC IDEALS & PRACTICE:**  
What knowledge and skills are needed to participate effectively in our political system?  
What is the role of the citizen in the community and the nation, and as a member of the world community?

## PRIORITY CONTENT STANDARDS AND LEARNING TARGETS

Standard SS.BH3: Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).

I can analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings including becoming critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.

Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.

**CAUSE:**  
I evaluate how different groups and individuals contributed to the event or cause

**EFFECT:**  
I evaluate multiple events from different perspectives using primary and secondary sources, and

Standard SS.PS4: Wisconsin students will develop and employ skills for civic literacy.

**CIVIL RIGHTS & CIVIL LIBERTIES**  
I critique the struggle for suffrage and citizenship since the founding period. Analyze the constitutional tension between protecting individual rights and promoting the general welfare and security of the country, as well as between majority rule and minority rights.

## PRIORITY INQUIRY STANDARD(S)- DISCIPLINARY SKILL(S)

Standard SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning.

I develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.  
I cite with evidence using sources from multiple perspectives and mediums (electronic, digital, print, and other mass media).  
I justify the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.

## SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS

**SS.Hist3.a.Connections**

I analyze significant historical periods and their relationship to present issues and events.

**SS.Hist3.b.Perspective**

I evaluate historical perspectives to create arguments with evidence concerning current events.

**SS.PS1.a.Values and principles of American constitutional democracy**

I analyze how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government.

I analyze sources of governmental authority.

**SS.PS1.b.Origins and foundation of the government of the United States**

I evaluate the work and actions of historically significant people and their contributions to the founding principles of the United States. Analyze the foundational ideas of United States government which are embedded in founding era documents. Analyze landmark Supreme Court decisions regarding how the Constitution and the Bill of Rights limits the government, protects individual rights, supports the principle of majority rule, while protecting the rights of the minority, and promotes the general welfare.

I analyze the meaning and importance of rights in the Wisconsin Constitution, and compare/contrast to the United States Constitution.

## DISCIPLINARY CONCEPT

The vision of America in its infancy  
Principles of the Constitution  
Founding Fathers Intentions  
Vision for America  
Federalist vs Anti-Federalist Arguments  
Federalism  
Rights vs Liberties  
Representation  
Majority vs Minority Competing Interests  
Globalism vs Nationalism  
Compromise  
Social Contract  
Federal Power vs State Rights

## KEY UNIT CONTENT

Declaration of Independence, Articles of Confederation, Constitution, Bill of Rights, Federalist Papers, The American Revolution, Visions of the Founding Fathers, Colonial Regions, Westward Expansion, Annexation of territories, Emancipation Proclamation, Gettysburg Address, Reconstruction, 13th, 14th, and 15th amendments, Hobbes & Locke

## COMPELLING UNIT QUESTION

Can the foundations of the United States government stand the test of time?

### SUPPORT QUESTION 1

For what purposes was the United States government formed?

### SUPPORT QUESTION 2

How is the United States government structured?

### FORMATIVE ASSESSMENT TASK

Quick Write, Entrance/Exit tickets, Guided Reading, Turn and Talk, Quizzes, Online Resources, WICOR Strategies, etc.

### FORMATIVE ASSESSMENT TASK

Quick Write, Entrance/Exit tickets, Guided Reading, Turn and Talk, Quizzes, Online Resources, WICOR Strategies, etc.

### FEATURED SOURCE(S) may include

### FEATURED SOURCE(S) may include

United States History (textbook), Federalist Papers, Leviathan by Thomas Hobbes, Two Treatises by John Locke, excerpts from John Winthrop	United States History (textbook), Federalist Papers, Brutus I, the Articles of Confederation, the United States Constitution
<b>SUPPORT QUESTION 3 (if applicable)</b>	<b>SUPPORT QUESTION 4 (if applicable)</b>
Who is afforded rights under the United States constitution?	How responsive to the people is the American government?
<b>FORMATIVE ASSESSMENT TASK</b>	<b>FORMATIVE ASSESSMENT TASK</b>
Quick Write, Entrance/Exit tickets, Guided Reading, Turn and Talk, Quizzes, Online Resources, WICOR Strategies, etc.	Quick Write, Entrance/Exit tickets, Guided Reading, Turn and Talk, Quizzes, Online Resources, WICOR Strategies, etc.
<b>FEATURED SOURCE(s) may include</b>	<b>FEATURED SOURCE(s) may include</b>
United States History (textbook), United States History (textbook), Federalist Papers, Brutus I, the Articles of Confederation, the United States Constitution, various SCOTUS cases regarding citizenship	United States History (textbook), the Declaration of Independence, Federalist Papers, George Washington's Farewell address
<b>SUMMATIVE ASSESSMENT TASK(s)</b>	
Construct an argument that addresses the compelling question using specific claims and relevant evidence while acknowledging competing perspectives.	
<b>CIVIC ENGAGEMENT</b>	
Socratic Seminar questioning whether or not the founding fathers set up a fair and equal system of self governance	

Unit 2: Prosperity and Crisis	
ESSENTIAL QUESTION(S)	
<p>TIME/CONTINUITY, CHANGE: Why is the past important to us today? How do perspectives about the past differ, and to what extent do these differences inform contemporary ideas and actions?</p> <p>POWER, AUTHORITY, &amp; GOVERNANCE: How do different political and economic systems affect civic life?</p> <p>PRODUCTION, DISTRIBUTIONS, &amp; CONSUMPTION: What impacts a person's way of life or standard of living? How do scarcity and competition influence decision-making at the personal, business, and government levels? What is the relationship between decision-making and economic outcomes?</p> <p>SCIENCE, TECHNOLOGY, &amp; SOCIETY: How do technology influence social and cultural change in a global society?</p>	
PRIORITY CONTENT STANDARDS AND LEARNING TARGETS	
Standard SS.Econ: Wisconsin students use economic reasoning to understand issues.	<p>CHOICES &amp; DECISION MAKING: I can perform a cost-benefit analysis (i.e. strengths and weaknesses of alternative options) on a real-world situation and how those choices are reflected in economic markets.</p> <p>INCENTIVES I evaluate how incentives determine what is produced and distributed in a competitive market system.</p>
Standard SS.Hist: Wisconsin students will use historical evidence for determining cause and effect.	I analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect.
PRIORITY INQUIRY STANDARD(S)- DISCIPLINARY SKILL(S)	
Standard SS.Inq4: Wisconsin students will communicate and critique conclusions.	<p>I communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g. gender, class, proximity to the event or issue) may interpret the information in different ways.</p> <p>I critique a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.</p>
SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS	
<p>1. SS.Hist2.c.Contextualization</p> <p>2. SS.Hist3.a.Connections</p> <p>3. SS.Hist3.b.Perspective</p> <p>4. SS.Hist3.c.Current Implications</p>	<p>1. I evaluate how the historical context influenced the process or nature of the continuity or change that took place.</p> <p>2. I analyze significant historical periods and their relationship to present issues and events.</p> <p>3. I evaluate historical perspectives to create arguments with evidence concerning current events.</p> <p>4. I evaluate and justify predictions of potential outcomes of current events based on the past.</p>
DISCIPLINARY CONCEPT	KEY UNIT CONTENT
<p>Government's role in people's lives in times of crisis</p> <p>"Who is America?"</p> <p>Culture Shifts</p> <p>Laissez Faire</p> <p>Consumerism</p> <p>Capitalism vs Socialism</p>	<p>Harlem Renaissance, Jazz Music, Great Awakening, Roaring 20s, Social Darwinism, Stock Market Collapse, Great Depression, New Deal, Populism and Progressivism, Workers Rights/Safety, Unions and Organized Labor, Inflation, Rural vs Urban, Immigration, radio</p>
COMPELLING UNIT QUESTION	
To what extent is the government responsible for providing for its people?	
SUPPORT QUESTION 1	SUPPORT QUESTION 2
What are the structure/goals of different economic systems?	What role should the government and elected officials play in regulating and shaping the economy?
FORMATIVE ASSESSMENT TASK	FORMATIVE ASSESSMENT TASK
Quick Write, Entrance/Exit tickets, Guided Reading, Turn and Talk, Quizzes, Online Resources, WICOR Strategies, etc.	Quick Write, Entrance/Exit tickets, Guided Reading, Turn and Talk, Quizzes, Online Resources, WICOR Strategies, etc.
FEATURED SOURCE(S) may include	FEATURED SOURCE(S) may include
United States History (textbook), Black Tuesday Discovery video, Capitalism vs. Communism secondary source reading	United States History (textbook), pro/anti New Deal political cartoons, secondary sources on New Deal programs
SUPPORT QUESTION 3 (if applicable)	SUPPORT QUESTION 4 (if applicable)
What role do citizens play in shaping the economy?	What responsibilities should the American people take on in times of crisis?
FORMATIVE ASSESSMENT TASK	FORMATIVE ASSESSMENT TASK
Quick Write, Entrance/Exit tickets, Guided Reading, Turn and Talk, Quizzes, Online Resources, WICOR Strategies, etc.	Quick Write, Entrance/Exit tickets, Guided Reading, Turn and Talk, Quizzes, Online Resources, WICOR Strategies, etc.
FEATURED SOURCE(S) may include	FEATURED SOURCE(S) may include
United States History (textbook), United States History (textbook), the Dust Bowl by Ken Burns, FDR fireside chats, pro/anti New Deal speeches, Letters from citizens to Eleanor Roosevelt	United States History (textbook), United States History (textbook), the Dust Bowl by Ken Burns, FDR fireside chats, pro/anti New Deal speeches, Letters from citizens to Eleanor Roosevelt
SUMMATIVE ASSESSMENT TASK(S)	
Construct an argument that addresses the compelling question using specific claims and relevant evidence while acknowledging competing perspectives.	
CIVIC ENGAGEMENT	
Create a class forum where policy-makers with differing perspectives have the opportunity to discuss and debate the economic switch from a free market system to a mixed economy. Students will need to document the differing perspectives and implications.	

Unit 3: The Cost of Unity and Recovery	
ESSENTIAL QUESTION(S)	
PEOPLE, PLACES, & ENVIRONMENTS: How do geography, climate, and resources affect the way people live and work? POWER, AUTHORITY, & GOVERNANCE: How do different political and economic systems affect civic life? PRODUCTION, DISTRIBUTION, & CONSUMPTION: What impacts a person's way of life or standard of living? How do scarcity and competition influence decision-making at the personal, business, and government levels? What is the relationship between decision-making and economic outcomes? SCIENCE, TECHNOLOGY, & SOCIETY: How do technology influence social and cultural change in a global society?	
PRIORITY CONTENT STANDARDS AND LEARNING TARGETS	
Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.	CAUSE: -I evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long- and short-term perspectives; -I evaluate how different groups and individuals contributed to the event or cause
Standard SS.PS4: Wisconsin students will develop and employ skills for civic literacy.	FUNDAMENTALS OF CITIZENSHIP -I assess the difference in constitutional and legal protections for citizens vs. noncitizens. ASSERTING AND REAFFIRMING HUMAN RIGHTS -I analyze how the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups.
PRIORITY INQUIRY STANDARD(S)- DISCIPLINARY SKILL(S)	
Standard SS.Inq2: Wisconsin students will gather and evaluate sources	I determine evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources I analyze and weigh relevance of source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.
SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS	
SS.Hist2.c.Contextualization SS.PS1.a.Values and principles of American constitutional democracy	I evaluate how the historical context influenced the process or nature of the continuity or change that took place.
SS.Hist3.b.Perspective	I evaluate historical perspectives to create arguments with evidence concerning current events.
SS.PS1.a.Values and principles of American constitutional democracy	I analyze how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government. I analyze sources of governmental authority.
SS.Hist3.c.Current Implications	I evaluate and justify predictions of potential outcomes of current events based on the past.
DISCIPLINARY CONCEPT	KEY UNIT CONTENT
The global cost of unity and recovery in America after WWII. Democracy vs Authoritarianism (Facism & Communism) Isolationism vs. Interventionism "What is our responsibility to share our values across/around the world?" American Values/Ethics "Are we Truly United?" Rights and Liberties Impact in the Middle East Cold War Introduction	Japanese Internment, Holocaust, rationing, propaganda, segregation of military, the draft, atomic bomb, Allies vs. Axis powers, rise of fascism, Nuremberg trial & laws, D-day, Pearl Harbor
COMPELLING UNIT QUESTION	
Does a crisis unify a country?	
SUPPORT QUESTION 1	SUPPORT QUESTION 2
When will people be willing to make a sacrifice during a crisis?	How do rights and liberties impact compromise and values?
FORMATIVE ASSESSMENT TASK	FORMATIVE ASSESSMENT TASK
Quick Write, Entrance/Exit tickets, Guided Reading, Turn and Talk, Quizzes, Online Resources, WICOR Strategies, etc.	Quick Write, Entrance/Exit tickets, Guided Reading, Turn and Talk, Quizzes, Online Resources, WICOR Strategies, etc.
FEATURED SOURCE(S) may include	FEATURED SOURCE(S) may include
United States History (textbook), WWII propaganda posters, secondary sources on rationing	United States History (textbook), Japanese Internment primary source video, Japanese Internment secondary source video, 442nd regimental combat team video, Isaac Woodard American Experience, Ken Burns The War
SUPPORT QUESTION 3 (If applicable)	SUPPORT QUESTION 4 (If applicable)
Does national security outweigh personal liberty?	
FORMATIVE ASSESSMENT TASK	FORMATIVE ASSESSMENT TASK
Quick Write, Entrance/Exit tickets, Guided Reading, Turn and Talk, Quizzes, Online Resources, WICOR Strategies, etc.	
FEATURED SOURCE(S) may include	FEATURED SOURCE(S) may include
United States History (textbook), United States History (textbook), Japanese Internment primary source video, Japanese Internment secondary source video, 442nd regimental combat team video, Isaac Woodard American Experience, Ken Burns The War	

**SUMMATIVE ASSESSMENT TASK(s)**

Construct an argument that addresses the compelling question using specific claims and relevant

**CIVIC ENGAGEMENT**

Students will research a current problem facing our country and create an advertisement from the perspective of the government that seeks to persuade the American people



# Unit 4: American Influence and Pressure

## ESSENTIAL QUESTION(S)

**CULTURE:**  
What is culture? What roles does culture play in human and societal development?

**TIME/CONTINUITY, CHANGE:**  
Why is the past important to us today?  
How do perspectives about the past differ, and to what extent do these differences inform contemporary ideas and actions?

**POWER, AUTHORITY, & GOVERNANCE:**  
How do different political and economic systems affect civic life?

**PRODUCTION, DISTRIBUTIONS, & CONSUMPTION:**  
What impacts a person's way of life or standard of living?  
How do scarcity and competition influence decision-making at the personal, business, and government levels?  
What is the relationship between decision-making and economic outcomes?

**SCIENCE, TECHNOLOGY, & SOCIETY:**  
How do technology influence social and cultural change in a global society?

## PRIORITY CONTENT STANDARDS AND LEARNING TARGETS

Standard SS.Hist.1: Wisconsin students will use historical evidence for determining cause and effect.	<p><b>CAUSE:</b></p> <ul style="list-style-type: none"> <li>-I evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long- and short-term perspectives;</li> <li>-I evaluate how different groups and individuals contributed to the event or cause</li> </ul> <p><b>EFFECT:</b></p> <ul style="list-style-type: none"> <li>-I evaluate multiple events from different perspectives using primary and secondary sources, and</li> <li>-I analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect.</li> </ul>
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## PRIORITY INQUIRY STANDARD(S)- DISCIPLINARY SKILL(S)

Standard SS.Inq.1: Wisconsin students will construct meaningful questions that initiate an inquiry	<p>I formulate researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.</p> <p>I apply open-ended questions that support the research and identify the sources that will be used in the student-developed research proposal.</p>
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## DISCIPLINARY CONCEPT

American cultural and governmental influence throughout the world.  
Nuclear capabilities → Space Race → Geographic → Economics  
Proxy Wars  
Competition: Internal and External  
Changes in American Culture  
"Vision of America"  
Globalism vs Nationalism

## KEY UNIT CONTENT

Iran Hostage Crisis, Berlin Wall, Bay of Pigs, Cuban Missile Crisis, FBI, CIA, Sputnik, Arms Race, Korean War, Red Scare, Vietnam War, War on Terror, Middle East Policy, Iron Curtain, Warsaw Pact, Marshall Plan, NATO, Truman Doctrine, Domino Theory, SEATO, Tonkin Gulf, Pentagon Papers, Protest movements, United Nations

## SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS

SS.Hist.2.b. Patterns change over a period of time	I evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of change in the community, the
SS.Hist.2.c. Contextualization	I evaluate how the historical context influenced the process or nature of the continuity or change that took place
SS.Hist.3.a. Connections	I analyze significant historical periods and their relationship to present issues and events.
SS.Hist.4.c. Purpose	I can analyze the intended purpose of a specific primary or secondary source.
SS.Hist.4.d. Point of View	I can analyze how the POV of the author can influence the content and intent of a primary or secondary source, and identify whose voices may be left out.

## COMPELLING UNIT QUESTION

To what extent should the United States seek to spread its values abroad?

### SUPPORT QUESTION 1

What values do Americans share with the rest of the world?

### FORMATIVE ASSESSMENT TASK

Quick Write, Entrance/Exit tickets, Guided Reading, Turn and Talk, Quizzes, Online Resources, WICOR Strategies, etc.

### FEATURED SOURCE(S) may include

United States History (textbook), JFK Inaugural, various Nixon Speeches

### SUPPORT QUESTION 2

What role should competition with other countries play in government policy?

### FORMATIVE ASSESSMENT TASK

Quick Write, Entrance/Exit tickets, Guided Reading, Turn and Talk, Quizzes, Online Resources, WICOR Strategies, etc.

### FEATURED SOURCE(S) may include

United States History (textbook), Long Telegram primary source, Cuban Missile Crisis documents, Soviet & American propaganda cartoons, Truman diary entries from Potsdam

### SUPPORT QUESTION 3 (if applicable)

Should America fear the success of other countries?

### FORMATIVE ASSESSMENT TASK

Quick Write, Entrance/Exit tickets, Guided Reading, Turn and Talk, Quizzes, Online Resources, WICOR Strategies, etc.

### FEATURED SOURCE(S) may include

United States History (textbook), Long Telegram primary source, Cuban Missile Crisis documents, Soviet & American propaganda cartoons, Truman diary entries from Potsdam

### SUPPORT QUESTION 4 (if applicable)

Do American values translate globally?

### FORMATIVE ASSESSMENT TASK

Quick Write, Entrance/Exit tickets, Guided Reading, Turn and Talk, Quizzes, Online Resources, WICOR Strategies, etc.

### FEATURED SOURCE(S) may include

United States History (textbook), Declaration of Independence of the Democratic Republic of Vietnam, Pentagon Papers, Ken Burns Vietnam

## SUMMATIVE ASSESSMENT TASK(S)

Construct an argument that addresses the compelling question using specific claims and relevant evidence while acknowledging competing perspectives.



#### CIVIC ENGAGEMENT

Structured Academic Controversy regarding whether or not American values translate to all populations abroad

# Unit 5: "All Men are Created Equal"

## ESSENTIAL QUESTION(S)

TIME/CONTINUITY, CHANGE:  
Why is the past important to us today?  
How do perspectives about the past differ, and to what extent do these differences inform contemporary ideas and actions?

PEOPLE, PLACES, & ENVIRONMENTS:  
How do geography, climate, and resources affect the way people live and work?

GLOBAL CONNECTIONS:  
How does diversity impact society?

CIVIC IDEALS & PRACTICE:  
What knowledge and skills are needed to participate effectively in our political system?  
What is the role of the citizen in the community and the nation, and as a member of the world community?

## PRIORITY CONTENT STANDARDS AND LEARNING TARGETS

Standard SS.PS.4: Wisconsin students will develop and employ skills for civic literacy.

**CIVIL RIGHTS & CIVIL LIBERTIES**  
-I critique the struggle for suffrage and citizenship since the founding period. Analyze the constitutional tension between protecting individual rights and promoting the general welfare and security of the country, as well as between majority rule and minority rights.  
-I assess the impact of individuals, groups, and movements on the development of civil rights for different groups

**ASSERTING AND REAFFIRMING HUMAN RIGHTS**  
-I analyze how the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups.  
-I evaluate different goals and methods of groups who have advocated for access to greater rights.

## PRIORITY INQUIRY STANDARD(S)- DISCIPLINARY SKILL(S)

Standard SS.Inq.1: Wisconsin students will construct meaningful questions that initiate an inquiry

I formulate researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.  
I apply open-ended questions that support the research and identify the sources that will be used in the student-developed research proposal.

Standard SS.Inq.4: Wisconsin students will communicate and critique conclusions.

I communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).  
I critique a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.

## SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS

SS.Hist.2.c.Contextualization

I evaluate how the historical context influenced the process or nature of the continuity or change that took place.

SS.Hist.3.a.Connections

I analyze significant historical periods and their relationship to present issues and events.

SS.Hist.3.b.Perspective

I evaluate historical perspectives to create arguments with evidence concerning current events.

SS.Hist.4.a.Historical context

I can analyze how historical context influences the creation of a primary or secondary source.

SS.Hist.4.c.Purpose

I can analyze the intended purpose of a specific primary or secondary source.

SS.Hist.4.d.Point of View

I can analyze how the POV of the author can influence the content and intent of a primary or secondary source, and identify whose voices may be left out.

## DISCIPLINARY CONCEPT

The vision of equality of all persons in America. Legacy of Discrimination  
Housing and Segregation  
Milwaukee  
Majority vs Minority Interests - Federalism

## KEY UNIT CONTENT

Types of segregation, Visions of black empowerment, Emmett Till, Brown v. Board, Montgomery Bus Boycott, Civil Rights groups, Protest strategies, Civil disobedience, Civil rights vs. Civil liberties, Federal legislation, Civil unrest, Civil rights leaders, Geographic differences in civil rights movement, other social movements.

## COMPELLING UNIT QUESTION

Is equality obtainable in a democratic society?

### SUPPORT QUESTION 1

How does geography influence the experience of Americans?

### FORMATIVE ASSESSMENT TASK

Quick Write, Entrance/Exit tickets, Guided Reading, Turn and Talk, Quizzes, Online Resources, WICOR Strategies, etc.

### FEATURED SOURCE(S) may include

United States History (textbook), Black Like Me, Southern Manifesto, writings by Malcolm X, writings by Martin Luther King Jr.

### SUPPORT QUESTION 3 (If applicable)

What role should the government play in providing minorities with rights?

### FORMATIVE ASSESSMENT TASK

Quick Write, Entrance/Exit tickets, Guided Reading, Turn and Talk, Quizzes, Online Resources, WICOR Strategies, etc.

### FEATURED SOURCE(S) may include

United States History (textbook), Black Like Me, Southern Manifesto, writings by Malcolm X, writings by Martin Luther King Jr., Ken Burns Vietnam, Eyes on the Prize, Crisis 1962 video

### SUPPORT QUESTION 2

What is civil disobedience?

### FORMATIVE ASSESSMENT TASK

Quick Write, Entrance/Exit tickets, Guided Reading, Turn and Talk, Quizzes, Online Resources, WICOR Strategies, etc.

### FEATURED SOURCE(S) may include

United States History (textbook), United States History (textbook), writings by Malcolm X, writings by Martin Luther King Jr., Ken Burns Vietnam, Eyes on the Prize, Black Panther primary sources, videos on Long Hot Summer

### SUPPORT QUESTION 4 (If applicable)

What role has race played in the history of America?

### FORMATIVE ASSESSMENT TASK

Quick Write, Entrance/Exit tickets, Guided Reading, Turn and Talk, Quizzes, Online Resources, WICOR Strategies, etc.

### FEATURED SOURCE(S) may include

United States History (textbook), United States History (textbook), Black Like Me, Southern Manifesto, writings by Malcolm X, writings by Martin Luther King Jr., Ken Burns Vietnam, Eyes on the Prize, Crisis 1962 video

**SUMMATIVE ASSESSMENT TASK(s)**

Construct an argument that addresses the compelling question using specific claims and relevant evidence while acknowledging competing perspectives.

**CIVIC ENGAGEMENT**

Project where students create a campaign to address a social cause of their choosing, drawing on current events.

Unit 6: The Evolution of American Government	
ESSENTIAL QUESTION(S)	
<p>TIME/CONTINUITY, CHANGE: Why is the past important to us today? How do perspectives about the past differ, and to what extent do these differences inform contemporary ideas and actions?</p> <p>INDIVIDUAL DEVELOPMENT &amp; IDENTITY: How do individuals develop over time? How do external factors influence our identity and behavior?</p> <p>INDIVIDUALS, GROUPS, &amp; INSTITUTIONS: How am I influenced by institutions? How do institutions change? What is my role in institutional change?</p> <p>CIVIC IDEALS &amp; PRACTICE: What knowledge and skills are needed to participate effectively in our political system? What is the role of the citizen in the community and the nation, and as a member of the world community?</p>	
PRIORITY CONTENT STANDARDS AND LEARNING TARGETS	
Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.	<p>CAUSE: -I evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long- and short-term perspectives; -I evaluate how different groups and individuals contributed to the event or cause</p> <p>EFFECT: -I evaluate multiple events from different perspectives using primary and secondary sources, and -I analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect.</p>
PRIORITY INQUIRY STANDARD(S)- DISCIPLINARY SKILL(S)	
Standard SS.Inq4: Wisconsin students will communicate and critique conclusions.	<p>I communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways) I critique a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.</p>
Standard SS.Inq5: Wisconsin students will be civically engaged.	I engage opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.
SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS	
<p>SS.Hist2.a Patterns stay the same over a period of time. SS.Hist2.b Patterns change over a period of time SS.Hist3.a Connections SS.Hist3.c Current implications</p>	<p>I evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of continuity in the community, the state, the United States and the world.</p> <p>I evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of change in the community, the state, the United States and the world.</p>
DISCIPLINARY CONCEPT	KEY UNIT CONTENT
<p>The modifications of American culture and government throughout time. Founding Fathers' intentions Vision for America Rights vs. Liberties Representation Majority vs. Minority Competing Interests Globalism vs. Nationalism Compromise</p>	<p>Watergate, Deindustrialization, War on Drugs, Collapse of USSR, War on Terror, Internet Revolution, Patriot Act, Political Ideology and the conflict it creates, Materialism, American political culture, Clinton Impeachment, Minority and female representation in government, 2008 financial crisis, DACA, new social justice movements, Money in politics</p>
COMPELLING UNIT QUESTION	
Is the vision of the founding fathers still being achieved?	
SUPPORT QUESTION 1	SUPPORT QUESTION 2
Do the American people have confidence in their government? Why or why not?	Should the United States seek to be the global superpower?
FORMATIVE ASSESSMENT TASK	FORMATIVE ASSESSMENT TASK
Quick Write, Entrance/Exit tickets, Guided Reading, Turn and Talk, Quizzes, Online Resources, WICOR Strategies, etc.	Quick Write, Entrance/Exit tickets, Guided Reading, Turn and Talk, Quizzes, Online Resources, WICOR Strategies, etc.
FEATURED SOURCE(S) may include	FEATURED SOURCE(S) may include
United States History (textbook), excerpts from All the President's Men, Jimmy Carter Malaise speech, LBJ 1968 speech, Bobby Kennedy for President video, relevant Clinton Impeachment videos,	United States History (textbook), videos on the end of Vietnam, videos on Soviet collapse, videos on 9/11 and the beginning of the war on terror
SUPPORT QUESTION 3 (if applicable)	SUPPORT QUESTION 4 (if applicable)
What challenges does our democracy currently face?	To what extent has the United States evolved, politically, economically, and socially?
FORMATIVE ASSESSMENT TASK	FORMATIVE ASSESSMENT TASK
Quick Write, Entrance/Exit tickets, Guided Reading, Turn and Talk, Quizzes, Online Resources, WICOR Strategies, etc.	Quick Write, Entrance/Exit tickets, Guided Reading, Turn and Talk, Quizzes, Online Resources, WICOR Strategies, etc.
FEATURED SOURCE(S) may include	FEATURED SOURCE(S) may include
United States History (textbook), The Social Dilemma, George W. Bush axis of evil speech	United States History (textbook)
SUMMATIVE ASSESSMENT TASK(S)	
Construct an argument that addresses the compelling question using specific claims and relevant evidence while acknowledging competing perspectives.	
CIVIC ENGAGEMENT	