

San Mateo Union High School District
Course of Study

US History

<p>Approved by</p> <p>BOARD OF TRUSTEES</p> <p>April 19, 2018</p>

I. **Course Description**

- A. **UC/CSU “a-g” Subject Area:** A, Social Science
- B. **Rationale for Course:** US History is a mandatory course for all 11th grade students. This course focuses on the late 19th century to the modern day and provides context and background for all students who seek to be active participants to their government.
- C. **Grade Level:** 11th grade
- D. **Credits:** 10 units
- E. **Prerequisites:** Modern World History (recommended, passing grade not required)
- F. **Brief Course Description:** In this course students examine major developments and turning points in American history from the late nineteenth century to the present. During the year the following themes are emphasized: the ideals and realities of American democracy, the population’s growing diversity, the expanding role of the federal government; the expanding influence of the United States worldwide; the impact of technology on American society and culture; changes in racial, ethnic, and gender dynamics in American society; the movements toward equal rights for racial, ethnic, religious, and sexual minorities and women; and the rise of the United States as a major world power. Students examine American culture, including but not limited to religion, literature, art, music, drama, architecture, education, and the mass media.

II. **Course Purpose: Goals and Student Outcomes**

Students will:

- ☐ Understand the founding ideals of American democracy and the role of government in people’s lives. Students will be able to trace how they’ve changed over 150 years.
- ☐ Explain how the United States’ population became more diverse over the twentieth century.
- ☐ Discuss the changing role of the United States in the world and how United States’ global power has expanded.
- ☐ Explore the continued struggle for equality.
- ☐ Celebrate the cultural, political, economic, and social contributions of diverse Americans.

As students learn American history from the late 1800s through the 2010s, they should be encouraged to develop reading, writing, speaking, and listening skills that will enhance their understanding of the content. As in earlier grades, students should be taught that history is an investigative discipline, one that is continually reshaped based on primary source research and on new perspectives that can be uncovered. Students should be encouraged to read multiple primary and secondary documents; to understand multiple perspectives; to learn about how some things change over time and others tend not to; and they should appreciate that each historical era has its own context and it is up to the student of history to make sense of the past on these terms and by asking questions about it.

These outcomes align with the following content, literacy, and ELD standard from the 2016 HSS framework:

- ❑ **CA Content Standards**
- ❑ **CA HSS Analysis Skills (9–12)**
- ❑ **CA CCSS for ELA/Literacy: Reading and Writing**
- ❑ **CA ELD Standards: Grades 9-10 and Grades 11-12**

III. Course Outline

BOLD= prioritized essential question.

Instructional Unit	Nation's Beginnings
Unit Description	<p>This unit is a selected review of United States history, with an emphasis on two major topics—<i>the nation's beginnings and the industrial transformation of the new nation</i>. Special attention is given to the ideological origins of the American Revolution and its grounding in the democratic political tradition and the natural rights philosophy of the Founding Fathers with an emphasis on ideas including liberty, equality, and individual pursuit of happiness. Students will also review the rapid social, political, regional, and economic changes the United States endured during the 19th century.</p> <p>Students revisit and evaluate these concepts and themes throughout later units, tracing the development and growth of democracy over time.</p>
Essential Questions	<ul style="list-style-type: none"> - What are the key <i>founding ideals</i> of American democracy? - How did the nation change in the 19th century? <ul style="list-style-type: none"> - How did Enlightenment thought influence the development of the New Republic? - How have freedom and slavery coexisted in the nation's past? Why did the tenets of the Constitution spread across the world but failed in upholding the ideals of equality of the New Republic? - How did the new nation balance the competing notions of liberty? - How did regional divisions in the 19th century strengthen and challenge American nationalism? - How did the debate over federal vs. state power lead to the conflict between the North and the South? - How did the Civil War and Reconstruction impact American society?
CA Content Standards Addressed	<p>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.</p> <p>11.1.1: Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded.</p> <p>11.1.3: Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization</p> <p>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.</p>

Suggested Resources and Links to Teacher Contributed Resources	<ul style="list-style-type: none"> - <i>Declaration of Independence</i> - <i>United States Constitution</i> - Selections from Enlightenment Thinkers (Locke, Montesquieu) - <i>Bill of Rights</i> - John C. Calhoun <i>South Carolina Exposition and Protest</i> - <u>Interpretations of American Revolution</u>
Instructional Unit	Industrialization, Urbanization, Immigration, and Progressive Reform
Unit Description	<p>A brief review of the industrial revolution helps to set the global context for America's economic and social development. Industrialization, an umbrella term that describes the major changes in technology, transportation, communication, the economy and political system that fostered the growth, allowed for ballooning prosperity at the turn of the century.</p> <p>Students can learn about different kinds of business growth in the nineteenth century by comparing vertical integration with horizontal integration. Students will learn about the people that fueled industrialization in the nation's expanding urban centers migrated there from more rural areas domestically and came from nations all over the world. Industrialization affected not only the demographic makeup and economic growth of the country; it changed way that ordinary people lived, worked, and interacted with one another. With the rapid growth of cities, industry, and immigration ushered in a time of new social reforms in attempts to solve many of the newly emerged problems.</p>
Essential Questions	<ul style="list-style-type: none"> - How did America's economy, industries, and population grow at the end of the 19th century and beginning of the 20th century? - What factors drove America's industrial expansion in the late 19th and early 20th century? - What changes took place in corporate organization in the late 19th century and how did these changes affect the nation's economy? - How did the federal government impact the country's growth at the end of the 19th and beginning of the 20th century? - How did workers respond to the expansion of industrialization and the new industrial economy? - What were some of the problems that resulted from rapid urbanization, and how did urban governments and reformers respond to these problems? - How were farmers affected by industrialization? How did they respond to industrialization? - Who came to United States at the end of the nineteenth and beginning of the twentieth century? Why did they come? What was their experience like when they arrived? - Why did women want the right to vote and how did they achieve the right to vote?
CA Content	11.2: Students analyze the relationship among the rise of industrialization,

Standards Addressed	<p>large scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.</p> <p>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 <i>The Jungle</i>.</p> <p>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.</p> <p>11.2.3: Trace the effect of the Americanization movement.</p> <p>11.2.4: Analyze the effect of urban political machines and responses to them by immigrants and middle-class reformers.</p> <p>11.2.5: Discuss corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders.</p> <p>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.</p> <p>11.2.8: Examine the effect of political programs and activities of Populists.</p> <p>11.2.9: Understand the effect of political programs and activities of the Progressives.</p>
Suggested Resources	<ul style="list-style-type: none"> - <i>How the Other Half Lives</i>, Jacob Riis - <i>The Jungle</i>, Upton Sinclair - Ida Tarbell - Jane Addams - Social Darwinism- - Immigration Accounts - Haymarket Affair - Seneca Falls - <i>Declaration of the Rights of Women</i> - <i>On the Souls of Black Folks</i>, WEB DuBois - <i>Ain't I a Woman?</i>, Sojourner Truth - <i>Iron Jawed Angels</i>

Instructional Unit	The Rise of the United States as a World Power
Unit Description	Students will study America's growing influence as a world power. The United States protected and promoted its economic and political interests overseas during this intense period of global competition for raw materials, markets, and colonial possessions. Students will examine how the United States stepped onto the world stage at the start of the 20th century.
Essential Questions	<ul style="list-style-type: none"> - How did America's role in the world change between the 1870s and 1910s? - What were the factors that encouraged U.S. expansion? - How did the United States become an imperial power and what were the arguments for and against imperialism? <ul style="list-style-type: none"> - How did US foreign policy impact Latin America, South Pacific, East Asia, and Hawaii?

	<ul style="list-style-type: none"> - What were the most important events that led the United States to declare war on Germany? - How did America change because of World War I? <ul style="list-style-type: none"> - How did World War I impact ideals of liberty at home and abroad? - How did World War I change the lives of women and people of color? - How did war production influence migration within the US? - How did the US react to the perceived threat of communism?
CA Content Standards Addressed	<p>11.4: Students trace the rise of the United States to its role as a world power in the twentieth century.</p> <ol style="list-style-type: none"> 1. List the purpose and the effects of the Open Door policy. 2. Describe the Spanish-American War and U.S. expansion in the South Pacific. 3. Discuss America's role in the Panama Revolution and the building of the Panama Canal. 4. Explain Theodore Roosevelt's Big Stick diplomacy, William Taft's Dollar Diplomacy, and Woodrow Wilson's Moral Diplomacy, drawing on relevant speeches. 5. Analyze the political, economic, and social ramifications of World War I on the homefront.
Suggested Resources	<ul style="list-style-type: none"> - Wilson's 14 Points - Roosevelt's Big Stick Policy - Hawaii Under Annexation, Dole - Political Cartoons from Era - Queen of Hawaii Statement - Spanish American War something - Yellow Journalism - WWI propaganda - Monroe Doctrine, Roosevelt Corollary to the Monroe Doctrine - Find Great Migration/ impact of WWI on homefront sources

Instructional Unit	The 1920s
Unit Description	The 1920s is often characterized as a period of Prohibition, gangsters, speakeasies, jazz bands, and flappers, conspicuous consumption, overshadowing the complex realities of this era. In reality, the 1920s is a decade of extremes: broad cultural leaps forward to embrace modernity and simultaneously a deep anxiety about the country changing too fast, and for the worse.
Essential Questions	<ul style="list-style-type: none"> - How did culture change in the 1920s? <ul style="list-style-type: none"> - How did technology facilitate the development of a national culture? - How did mass consumption and mass production impact

	<p>American society?</p> <ul style="list-style-type: none"> - How did African Americans define and celebrate their culture in the 1920s? - Were the 1920s a “return to normalcy”? Why or why not? - Why were the 1920s filled with political, social, and economic extremes? <ul style="list-style-type: none"> - How were the 1920s simultaneously a time of peace and prosperity and a time of anxiety and oppression? - What issues led to Prohibition in the 1920s, and what problems contributed to its failure? - What was the controversy over the role of science and religion? - How did women, LGBT people, and artists challenge social norms during the 1920s?
CA Content Standards Addressed	<p>11.5: Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.</p> <ol style="list-style-type: none"> 1. Discuss the policies of Presidents Warren Harding, Calvin Coolidge, and Herbert Hoover. 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 Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks. 3. Examine the passage of the Eighteenth Amendment to the Constitution and the Volstead Act (Prohibition). 4. Analyze the passage of the Nineteenth Amendment and the changing role of women in society. 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). 6. Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture. 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
Suggested Resources	<ul style="list-style-type: none"> - Excerpts from <i>The Great Gatsby</i> - Supreme Court Cases: <i>Schenck v. US</i> and <i>Whitney v. California</i> as well as <i>United States v. Bhagat Singh Thind</i> - Red Scare Propaganda - Marcus Garvey - Langston Hughes, Zora Neale Hurston, other Harlem Renaissance works - William Faulkner, Gertrude Stein, Sinclair Lewis - <i>The Birth of a Nation</i> - Sacco- Vanzetti

	- Scopes Trial
Instructional Unit	The Great Depression and New Deal
Unit Description	Students will study the causes of the collapse of the national and international financial system in 1929 that led to the most intense and prolonged economic crisis in American history. Students will learn about how the government responded with the New Deal and analyze effects of the New Deal by exploring what areas of U.S. society were addressed. Students will explore the impact of the economic collapse on various social groups.
Essential Questions	<ul style="list-style-type: none"> - What were the causes of the Great Depression? What made it so severe and last so long? - How did Hoover and Roosevelt try to deal with the Depression? - How did the New Deal attempt to remedy problems from the Great Depression? <ul style="list-style-type: none"> - How did the scope and role of the federal government change as a result of the Great Depression? - Who were some of the critics of the New Deal and how did the criticism influence FDR's Second New Deal? - How did social reformers attempt to remedy the problems from the Great Depression? - How did ordinary people respond to the Great Depression? <ul style="list-style-type: none"> - How did the Dust Bowl exacerbate the plight of the farmer and cause mass migration? - How did the economic crisis impact farm workers in California and lead to the Mexican Repatriation Program and the Filipino Repatriation Program? - How did the Great Depression impact women, children, African Americans, and migrant farm workers? - What gains did organized labor make during the 1930's and how did labor achieve those gains?
CA Content Standards Addressed	<p>11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.</p> <p>1. Describe the monetary issues of the late nineteenth and early twentieth centuries that gave rise to the establishment of the Federal Reserve and the weaknesses in key sectors of the economy in the late 1920s.</p> <p>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.</p> <p>3. Discuss the human toll of the Depression, natural disasters, and unwise agricultural practices and their effects on the depopulation of rural regions and on political movements of the left and right, with particular attention to</p>

	<p>the Dust Bowl refugees and their social and economic impacts in California.</p> <p>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 1930s (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).</p> <p>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 Workers in California.</p>
Suggested Resources	<ul style="list-style-type: none"> - Dorothea Lange's photojournalism - John Steinbeck - Huey Long, Share our Wealth - https://livingnewdeal.org <ul style="list-style-type: none"> - maps all New Deal programs around the world - FDR's policy speeches, fireside chats - Alphabet Soup of New Deal Programs - <u>Primary sources from suffering people</u>

Instructional Unit	America's Participation in World War II
Unit Description	In this unit students examine the role of the United States in World War II. Students will review the causes of the war, but go deeper into how the war changed the American politics, economy, and social roles. Students will evaluate how civil rights were challenged and changed during the war as well as contributions from various peoples.
Essential Questions	<ul style="list-style-type: none"> - How did events in Asia and Europe affect debate within the United States over whether or not to embrace a more interventionist stance abroad? - What was the sequence of events between 1939 and 1941 that brought the United States into military involvement in WWII? - How did the American government change because of World War II? - What was the impact of the war on the U.S. economy and America's role in the world? - How was the war mobilized and fought differently in the Atlantic versus the Pacific? How was the experience of U.S. soldiers different in the European theater than in the Pacific? <ul style="list-style-type: none"> - What were the major battles and turning points in both the European and Pacific theaters? - Was the decision to drop the atomic bomb justified? - How did World War II serve to advance movements for equality at home and abroad? <ul style="list-style-type: none"> - How were individual's civil rights violated during World War

	<p>II? To what extent did the US government balance individual rights with collective security by putting Japanese Americans in internment camps?</p> <ul style="list-style-type: none"> - How and why did marginalized and minority groups contribute to the war effort (African American, Mexican Americans, Filipino Americans, Native Americans, Chinese Americans, women, LGBTQ, and others)? How did their participation, despite continued discrimination, lay the foundation for future rights struggles?
CA Content Standards Addressed	<p>11.7 Students analyze America's participation in World War II.</p> <ol style="list-style-type: none"> 1. Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor. 2. Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge. 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). 4. Analyze Roosevelt's foreign policy during World War II (e.g., Four Freedoms speech). 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. 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. 7. Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki). 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
Suggested Resources	<ul style="list-style-type: none"> - <i>Korematsu v. United States</i> - <i>Only What We Could Carry</i> - Government video about Japanese Internment - FDR's Four Freedoms - Propaganda - "A Date Which will Live in Infamy" - FDR - HBO, The Pacific - Accounts from marginalized peoples (women in industry, Tuskegee Airman, Code talker) - Howard Zinn- use of the atomic bomb
Instructional Unit	The Cold War

Unit Description	Students will study how American foreign and domestic policy were largely shaped by the decades long conflict between the Soviet Union and the United States. They will examine in depth the strategy of containment and and how anti- Communist ideology drove America's actions abroad. Further, they will look at how the American political, social, and cultural landscape was changed by foreign conflicts and the perceived domestic threat of Communism.
Essential Questions	<ul style="list-style-type: none"> - What is America's role in the world after World War II? <ul style="list-style-type: none"> - How did American foreign policy shift after World War II? - Why was the period between 1946- 1990 known as the Cold War? - What was the effect of the war on American society? <ul style="list-style-type: none"> - Why did the economy boom of the postwar era change American lifestyles? Why was it called the "Age of Conformity?" - What were the significant scientific and technological breakthroughs of the 1950's and 60's? - Who constituted the "other America" who failed to share in the economic prosperity and affluence of the postwar era? Why were they left out? - What was the theory of containment and how did it drive U.S. foreign policy and foreign intervention in the postwar era? <ul style="list-style-type: none"> - Where did containment succeed and where did it fail? - How did U.S involvement in Vietnam escalate through the 1960's? - How was the war in Vietnam similar or different from other Cold War struggles? - Why did the fear of communism at home reach such great proportions? What events helped fan that fear? - How did the government work to combat the perceived threat of Communism domestically? <ul style="list-style-type: none"> - How did propaganda, education, the Space Race, media mobilize the American people against Communism? - How were American politics shaped by the Cold War? <ul style="list-style-type: none"> - What was McCarthyism and how did it impact domestic relations? - How did the Cold War affect ordinary Americans? <ul style="list-style-type: none"> - How were individual rights impacted by the fear and anxiety toward the Communist threat? - What was the Lavender Scare and how does it compare with the Red Scare? - How did the waning public support for the war in Vietnam lead to a rise in public protests? - How did the draft for Vietnam disproportionately impact certain groups and how did this lead to further disillusionment with the war? - How did the Cold War end and what foreign policy developments

	came out of it?
CA Content Standards Addressed	<p>11.8 Students analyze the economic boom and social transformation of post World War II America.</p> <p>1. Trace the growth of service sector, white collar, and professional sector jobs in business and government.</p> <p>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.</p> <p>5. Describe the increased powers of the presidency in response to the Great Depression, World War II, and the Cold War.</p> <p>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.</p> <p>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.</p> <p>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).</p>
Suggested Resources	<ul style="list-style-type: none"> - Good Night and Good Luck - Truman Doctrine - Marshall Plan - Feminine Mystique, Betty Friedan - Silent Spring, Rachel Carson

Instructional Unit	Movements for Equality
Unit Description	<p>This unit students focus on the history of the movements for equality, and on the broader social and political transformations that they inspired, beginning with the civil rights movement in the South and continuing for the thirty-five year period after World War II. Students will look at tactics and evaluate the relationships between movements. Students will evaluate the successes and continued struggles for these movements.</p>
Essential Questions	<ul style="list-style-type: none"> - What were the social characteristics of the social and cultural revolutions of the 1960's and 1970's? - Why was there a civil rights movement? <ul style="list-style-type: none"> - What were the struggles of African Americans, Chicanos/as, Native Americans, Asian Americans, as well as women and LGBTQ people, and people with disabilities? - What were the goals and strategies of the civil rights movements? <ul style="list-style-type: none"> - How did activist groups utilize non violence, walkouts, protests, the courts, and legislation to achieve their goals? - Why did the civil rights movement become increasingly assertive and militant over the course of the 1960's?

	<ul style="list-style-type: none"> - To what extent is the United States upholding the founding democratic ideals for all people? - How did various movements for equality build upon one another? - How was the government connected to the movements for equality? <ul style="list-style-type: none"> - How did the federal/state governments promote or hinder movements for equality?
CA Content Standards Addressed	<p>11.10 Students analyze the development of federal civil rights and voting rights.</p> <ol style="list-style-type: none"> 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 Americans' service in World War II produced a stimulus for President Truman's decision to end segregation in the armed forces in 1948. 2. Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including Dred Scott v. Sandford, Plessy v. Ferguson, Brown v. Board of Education, Regents of the University of California v. Bakke, and California Proposition 209. 3. Describe the collaboration on legal strategy between African American and white civil rights lawyers to end racial segregation in higher education. 4. Examine the roles of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King, Jr., Malcom 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. 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, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities. 6. Analyze 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. 7. Analyze the women's rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s, including differing perspectives on the roles of women.
Suggested Resources	<ul style="list-style-type: none"> - <i>Brown v. Board of Education and Mendez v. Westminster</i> - <i>Letter from a Birmingham Jail</i> - <i>Loving v. Virginia</i> - <i>Selma</i> - <i>Eyes on the Prize</i> - <i>Regents of the University of California v. Bakke</i> - Freedom Riders - SCLC, CORE, SNCC resources - Southern Manifesto (1956)

	<ul style="list-style-type: none"> - AIM Alcatraz photos - Stonewall Riots - LA Student Walk out - Cesar Chavez speech - Children's Crusade - Feminine Mystique - Roe v. Wade - Same sex marriage litigation
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Instructional Unit	Contemporary American Society
Unit Description	This unit attempts to distill complicated changes related to deindustrialization, globalization, changing patterns of immigration, political scandals and realignments, and the age of terror into a coherent course of study. Teachers are encouraged to focus on one or two questions, but to connect them back to relevant questions from previous units.
Essential Questions	<ul style="list-style-type: none"> - How has the role of the federal government (and especially the presidency) changed from the 1970s through more recent times? - What was the Watergate scandal and how did it affect the presidency? - What economic and energy problems plagued the presidencies of Gerald Ford and Jimmy Carter? - Why did the American electorate become increasingly conservative during the 1970's and 1980's - What philosophy guided foreign policy Reagan and how did the rise of Gorbachev alter Reagan's policy toward the Soviet Union? - What does globalization mean and how has it affected the United States? - Why is the United States more diverse now than it was in the middle of the twentieth century? - In what ways have issues such as education; civil rights for people of color, religious minorities, immigrants, and lesbian, gay, bisexual, and transgender Americans, and disabled Americans; economic policy; systemic inequalities; recognition of economic, social and cultural rights; the environment; and the status of women remained unchanged over time? In what ways have they changed? How can residents of the US inspire positive change toward more inclusivity?
CA Content Standards Addressed	<p>11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.</p> <p>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 society.</p> <p>2. Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with</p>

	<p>regard to education, civil rights, economic policy, environmental policy).</p> <p>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.</p> <p>4. Explain the constitutional crisis originating from the Watergate scandal.</p> <p>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.</p> <p>6. Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.</p> <p>7. Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse.</p>
Suggested Resources	<ul style="list-style-type: none">- Choices: US Role in the Modern World- Immigration Act of 1965- NAFTA