

**Brighton High School Social Studies
Department**

**State of Michigan Core Curriculum
9th Grade U.S. History (1890-Present)**

Core Units/Unit Expectations

Spring 2008

Fourth Revision: May 14, 2008

Unit I: Introduction to US History/Review of 8th Grade US History

Eras 1 – 5 (MEAP Prep & Review)

Chapters: 1-3, p. 94 – 271 in *American Vision*

Approximate Time: 2 – 3 weeks

Core Units:

A. 1690- 1776: Development of Revolutionary Ideas

Key Events and Ideas:

1. Intolerable Acts
2. John Locke
3. Thomas Paine
4. Declaration of Independence

Instruction will include:

1. John Locke:
 - Analyze how the Glorious Revolution impacted later thinkers/philosophers such as John Locke.
 - Describe the major democratic principle of the English Bill of Rights.
 - Analyze the arguments of John Locke as set forth in his "Two Treatises of Government."
2. Intolerable Acts:
 - Describe the impact of the Intolerable Acts on the colonists' decision to go to war.
3. Thomas Paine:
 - Explain how "Common Sense" by Thomas Paine inspired the colonists to justify the Revolution.
4. Declaration of Independence:
 - Explain how "The Declaration of Independence" by Thomas Jefferson inspired the colonists to justify the Revolution.

B. 1781-1791: Documents for the New Nation

Key Events and Ideas:

1. Articles of Confederation
2. United States Confederation
3. Adoption of the Bill of Rights

Instruction will include:

1. Articles of Confederation:
 - Describe the strengths and weaknesses of the Articles of Confederation.
2. United States Constitution:
 - Describe the process by which the founding fathers created the Constitution especially utilizing the skills of debate and compromise.
3. Adoption of the Bill of Rights:
 - Discuss how the addition of the Bill of Rights to the Constitution in 1789 underscored individual liberty and was essential in obtaining the final ratification of the Constitution by all states.

C. 1790-1796: Competing Visions for the New Nation

Key Events and Ideas:

1. The Jefferson Hamilton Debate: Strict and Loose Constructionists
2. National Bank
3. Washington's Farewell Address

Instruction will include:

1. The Jefferson-Hamilton Debate:
 - Compare and contrast the views of Thomas Jefferson and Alexander Hamilton in terms of a strict or loose interpretation of the Constitution.
2. National Bank:
 - Discuss the views of Thomas Jefferson, Alexander Hamilton and Andrew Jackson concerning the US Bank.
3. Washington's Farewell Address:
 - Describe the important ideas put forth by George Washington in his farewell address and how they impacted future American policies.

D. 1794-1834: Technology and Mechanization

Key Events and Ideas:

1. Eli Whitney and the Cotton Gin
2. Lowell Textiles
3. McCormick Reaper
4. Steam Engine

Instruction will include:

1. Eli Whitney and the Cotton Gin
 - Explain how the invention of the Cotton Gin by Eli Whitney extended the use of slavery in America until after the Civil War in 1865.
2. Lowell Textiles:
 - Describe how Francis Cabot Lowell established the first textile mill using the factory system technique.

3. McCormick Reaper:
 - Describe how the invention of the McCormick Reaper revolutionized agriculture in the United States.
4. Steam Engine:
 - Describe how the invention of the steam engine revolutionized industry and transportation.

E. 1804-1848: Expansion

Key Events and Ideas:

1. Northwest Territories
2. The Louisiana Purchase
3. Migration of Settlers West
4. Indian Removal Act
5. Responses of Native Americans to Westward Expansion of the United States
6. Mexican War

Instruction will include:

1. Northwest Territories:
 - Describe the role the Great Lakes region played in the development of America.
 - Mining
 - Timber
2. Louisiana Purchase:
 - Locate the area of the Louisiana Purchase and be able to describe its impact on manifest destiny.
3. Migration of Settlers West:
 - Explain the concepts of manifest destiny, the Oklahoma Land Rush, the discovery of gold in California and other factors that influenced the migration of settlers to the West.
4. Indian Removal Act:
 - Describe how manifest destiny and the encouragement of westward settlement by the government led to the removal of Native American Tribes from the west, via the Indian Removal Act.
5. Responses of Native Americans to Westward Expansion of the United States
 - Describe the responses of Native Americans to the Westward Expansion of the United States.
6. Mexican War
 - Explain how the results of the Mexican War, which established the Mexican Cession Territory, opened up the West.

F. 1833-1865: Reforms and Expressions of Equality

Key Events and Ideas:

1. The Abolition Movement
2. Seneca Falls
3. Horace Mann

Instruction will include:

1. The Abolition Movement:
 - Explain how the abolitionist movement influenced the admission of new states into the union, the moral views of American citizens, the creation of the Underground Railroad, and became a major contributing factor of the Civil War.
2. Seneca Falls:
 - Explain the influence of the Seneca Falls [NY] Convention on the women's movement whose ideas eventually led to women's suffrage and the passage of the 19th Amendment.
3. Horace Mann:
 - Describe the impact of the ideas of Horace Mann on the education system in America.

G. 1825-1869: Uniting the Nation

Key Events and Ideas:

1. Erie Canal
2. Telegraph
3. Transcontinental Railroad

Instruction will include:

1. Erie Canal:
 - Locate and describe the geographic significance of the Erie Canal and its influence on trade and on American life.
2. Telegraph:
 - Discuss the impact of the invention of the telegraph by Samuel Morse on the spread of ideas development and spread of railroads, roads, ideas and civilizations.
3. Transcontinental Railroad:
 - Explain how transcontinental railroad led to the expansion of American and led to new cities and states.

H. 1619-1860: Causes of the Civil War

Key Events and Ideas:

1. Institution of Slavery
2. Compromise of 1850
3. Secession of the Southern States

Instruction will include:

1. Institution of Slavery:
 - Analyze the causes of the Civil War by describing the institution of slavery in terms of its economic, political, social and religious impact.
2. Compromise of 1850:
 - Discuss how the 3/5th Compromise, Missouri Compromise, Compromise of 1850, and Compromise of 1854 [Kansas/Nebraska Act failed to prevent the eventual Civil War.
3. Secession of the Southern States:
 - Explain how the institution of slavery, failure of compromises, the fundamental differences in the interpretation of state's rights, and economic/social beliefs eventually led to secession of southern states and a declaration of war by the North.

I. 1861-1865: Civil War

Key Events and Ideas:

1. Abraham Lincoln
2. Emancipation Proclamation
3. Battle of Gettysburg
4. Gettysburg Address

Instruction will include:

1. Abraham Lincoln
 - Describe Lincoln's objectives for preserving the Union, prosecuting the Civil War and Reconstruction.
2. Emancipation Proclamation:
 - Analyze the impact that the Emancipation Proclamation of 1863 had in shifting the Civil War from a struggle to preserve the union into a war to free the slaves.
3. Battle of Gettysburg:
 - Explain how the Battle of Gettysburg, as a turning point the Civil War, signaled the eventual surrender of the South.
4. Gettysburg Address:
 - Discuss and analyze the impact of the Gettysburg Address and how it embodied the basic founding principles of the United States.

J. 1865-1877: Reconstruction and Civil Rights for Freedmen

Key Events and Ideas:

1. Challenges of the Freedman's Bureau
2. Constitutional Amendments 13, 14, and 15
3. Withdrawal of Federal Troops

Instruction will include:

1. Challenges of the Freedman's Bureau:
 - Describe the challenges of the Freedman's Bureau in integrating the newly freed slaves into society as American citizens
2. Constitutional Amendments 13, 14, and 15:
 - Describe the Second Bill of Rights [Amendments 13, 14, 15] and explain the impact they had on all Americans.
3. Withdrawal of Federal Troops:
 - Describe the events that led to the withdrawal of federal troops from the South at the end of Reconstruction and the subsequent impact on freedmen.

*******End of Review*******

Era 6: Development of Industrial, Urban and Global United States (1870 – 1930)

Chapter 3, section 2 – Chapter 6, p. 243-399 in *American Vision*

Approximate Time: 4 – 7 weeks

Core Units:

- A. Industrialization
- B. US and the World
- C. Progressivism
- D. World War I

Core Unit A: Industrialization (1890-1900)

Key Events and Ideas:

1. US Industrializes
2. Railroads: Linking the Nation
3. Rise of Big Business
4. Labor Movement

Instruction will include:

1. US Industrializes:

- Describe the rapid growth of American industry and its changes on American society.

HIGH SCHOOL COURSE EXPECTATIONS:

- 6.1.1 **Factors in the American Industrial Revolution** – Analyze the factors that enabled the United States to become a major industrial power, including
 - gains from trade (*National Geography Standard 11, p. 206*)
 - organizational “revolution” (e.g., development of corporations and labor organizations)
 - advantages of physical geography (*National Geography Standards 4, 7, and 15; pp. 190, 197, and 214*)
 - increase in labor through immigration and migration (*National Geography Standard 9, p. 201*)
 - economic policies of government and industrial leaders (including Andrew Carnegie and John D. Rockefeller)
 - technological advances

2. Railroads: Linking the Nation

- Describe how the rapid construction of railroads accelerated the nation’s industrialization and linked the country together.

HIGH SCHOOL COURSE EXPECTATIONS:

- 6.1.1 **Factors in the American Industrial Revolution** – Analyze the factors that enabled the United States to become a major industrial power, including
 - gains from trade (*National Geography Standard 11, p. 206*)
 - organizational “revolution” (e.g., development of corporations and labor organizations)
 - advantages of physical geography (*National Geography Standards 4, 7, and 15; pp. 190, 197, and 214*)
 - increase in labor through immigration and migration (*National Geography Standard 9, p. 201*)
 - economic policies of government and industrial leaders (including Andrew Carnegie and John D. Rockefeller)
 - technological advances

3. Rise of Big Business:

- Trace the more prominent role of big business in America.

HIGH SCHOOL COURSE EXPECTATIONS:

- 6.1.5 **A Case Study of American Industrialism** – Using the automobile industry as a case study, analyze the causes and consequences of this major industrial transformation by explaining
 - the impact of resource availability (*National Geography Standard 16, p. 216*)
 - entrepreneurial decision making by Henry Ford and others
 - domestic and international migrations (*National Geography Standard 9, p. 201*)
 - the development of an industrial work force
 - the impact on Michigan
 - the impact on American society

4. Labor Movement:

- Trace the evolution of labor union's goals and challenges.

HIGH SCHOOL COURSE EXPECTATIONS:

- 6.1.2 **Labor's Response to Industrial Growth** – Evaluate the different responses of labor to industrial change including
 - development of organized labor, including the Knights of Labor, American Federation of Labor, and the United Mine Workers southern and western farmers' reactions, including the growth of populism and the populist movement (e.g., Farmers Alliance, Grange, Platform of the Populist Party, Bryan's "Cross of Gold" speech) (*National Geography Standard 6, p. 195*)

Core Unit B: United States and the World (1898-1918)

Key Events and Ideas:

1. Immigration/Urbanization
2. Imperialism/Spanish American War

Instruction will include:

1. Immigration/Urbanization:

- Trace origins of immigration to the US and Michigan at the turn of the century through WWI.
- Evaluate the impact of immigration on urban areas at the turn of the century.
- Compare and contrast the racism experienced by different ethnic groups at the turn of the century.

HIGH SCHOOL COURSE EXPECTATIONS:

- 6.1.3 **Urbanization** – Analyze the changing urban and rural landscape by examining
 - the location and expansion of major urban centers (*National Geography Standard 12, p. 208*)
 - the growth of cities linked by industry and trade (*National Geography Standard 11, p. 206*)
 - the development of cities divided by race, ethnicity, and class (*National Geography Standard 10, p. 203*)
 - resulting tensions among and within groups (*National Geography Standard 13, p. 210*)
 - different perspectives about immigrant experiences in the urban setting (*National Geography Standards 9 and 12, pp. 201 and 208*)
- 6.1.4 **Population Changes** – Use census data from 1790-1940 to describe changes in the composition, distribution, and density of the American population and analyze their causes, including immigration, the Great Migration, and urbanization. (*National Geography Standard 9 and 12, pp. 201 and 208*)

2. Imperialism/Spanish American War

- Identify major reasons why the US desired colonies overseas.
- Identify the significance for the US involvement in the Spanish American War.
- Discuss how ethnocentrism and the nation's racial attitudes fueled the motives for overseas expansion.
- Identify the long-term impact of the US involvement in the Spanish American War.
- Describe the US involvement in Japan, Hawaii and Latin America.
- Describe the US involvement in the Philippines and Cuba following the Spanish American War.

- Identify the pros and cons of **imperialism** in terms of world impact and relate it to modern day international policy.

HIGH SCHOOL COURSE EXPECTATIONS:

- 6.2.1 **Growth of U.S. Global Power** – Locate on a map the territories (Cuba, Puerto Rico, Philippines, Hawaii, Panama Canal Zone) acquired by the United States during its emergence as an imperial power between 1890 and 1914, and analyze the role the Spanish American War, the Philippine Revolution, the Panama Canal, the Open Door Policy, and the Roosevelt Corollary played in expanding America’s global influence and redefining its foreign policy. (*National Geography Standards 1 and 3; p.184 and 188*)

Core Unit C: Progressivism (1890 – 1919)

Key Events and Ideas:

1. Women’s Suffrage
2. Social Issues and Reforms
3. Business Regulations
4. Progressive Era presidents

Instruction will include:

1. Women’s Suffrage

- Trace the roots of the Women’s Suffrage Movement and analyze the impact of WWI on securing a Constitutional Amendment (19th Amendment; 1920).

HIGH SCHOOL COURSE EXPECTATIONS:

- 6.3.3 **Women’s Suffrage** – Analyze the successes and failures of efforts to expand women’s rights, including the work of important leaders (e.g., Susan B. Anthony, Elizabeth Cady Stanton) and the eventual ratification of the 19th Amendment.

2. Social Issues and Reforms

- Analyze the roots and goals of the Progressive platform.
- Trace the achievements, limitations and failures of social reforms.

HIGH SCHOOL COURSE EXPECTATIONS:

- 6.3.1 **Social Issues** – Describe at least three significant problems or issues created by America’s industrial and urban transformation between 1895 and 1930 (e.g., urban and rural poverty and blight, child labor, immigration, political corruption, public health, poor working conditions, and monopolies).
- 6.3.2 **Causes and Consequences of Progressive Reform** – Analyze the causes, consequences, and limitations of Progressive reform in the following areas
 - major changes in the Constitution, including 16th, 17th, 18th, and 19th Amendments
 - new regulatory legislation (e.g., Pure Food and Drug Act, Sherman and Clayton Anti-Trust Acts)
 - the Supreme Court’s role in supporting or slowing reform
 - role of reform organizations, movements and individuals in promoting change (e.g., Women’s Christian Temperance Union, settlement house movement, conservation movement, and the National Association for the Advancement of Colored People, Jane Addams, Carrie Chapman Catt, Eugene Debs, W.E.B. DuBois, Upton Sinclair, Ida Tarbell) (*National Geography Standard 14, p. 212*)

- efforts to expand and restrict the practices of democracy as reflected in post-Civil War struggles of African Americans and immigrants(*National Geography Standards 9 and 10; pp. 201 and 203*)

3. Business Regulations

- Analyze the ways in which the Progressive Movement moved away from laissez-faire government by regulating business to protect the American people.

HIGH SCHOOL COURSE EXPECTATIONS:

- **6.3.2 Causes and Consequences of Progressive Reform** – Analyze the causes, consequences, and limitations of Progressive reform in the following areas
 - major changes in the Constitution, including 16th, 17th, 18th, and 19th Amendments
 - new regulatory legislation (e.g., Pure Food and Drug Act, Sherman and Clayton Anti-Trust Acts)
 - the Supreme Court’s role in supporting or slowing reform
 - role of reform organizations, movements and individuals in promoting change (e.g., Women’s Christian Temperance Union, settlement house movement, conservation movement, and the National Association for the Advancement of Colored People, Jane Addams, Carrie Chapman Catt, Eugene Debs, W.E.B. DuBois, Upton Sinclair, Ida Tarbell) (*National Geography Standard 14, p. 212*)
 - efforts to expand and restrict the practices of democracy as reflected in post-Civil War struggles of African Americans and immigrants(*National Geography Standards 9 and 10; pp. 201 and 203*)

4. Progressive Era presidents:

- Compare and contrast the use of presidential powers by T. Roosevelt, W.H. Taft and W. Wilson.

HIGH SCHOOL COURSE EXPECTATIONS:

- **6.3.2 Causes and Consequences of Progressive Reform** – Analyze the causes, consequences, and limitations of Progressive reform in the following areas
 - major changes in the Constitution, including 16th, 17th, 18th, and 19th Amendments
 - new regulatory legislation (e.g., Pure Food and Drug Act, Sherman and Clayton Anti-Trust Acts)
 - the Supreme Court’s role in supporting or slowing reform
 - role of reform organizations, movements and individuals in promoting change (e.g., Women’s Christian Temperance Union, settlement house movement, conservation movement, and the National Association for the Advancement of Colored People, Jane Addams, Carrie Chapman Catt, Eugene Debs, W.E.B. DuBois, Upton Sinclair, Ida Tarbell) (*National Geography Standard 14, p. 212*)
 - efforts to expand and restrict the practices of democracy as reflected in post-Civil War struggles of African Americans and immigrants(*National Geography Standards 9 and 10; pp. 201 and 203*)

Core Unit D: World War I (1914 – 1920)

Key Events and Ideas:

1. Causes of WWI
2. American Neutrality
3. Home front
4. Mechanized warfare
5. Global impact of WWI

Instruction will include:

1. Causes of WWI
 - Identify the primary causes that contributed to the outbreak of WWI in Europe.

HIGH SCHOOL COURSE EXPECTATIONS:

 - 6.2.2 **WWI** – Explain the causes of World War I, the reasons for American neutrality and eventual entry into the war, and America’s role in shaping the course of the war.
2. American Neutrality
 - Define US isolationist expectations, US declaration of neutrality, and subsequent intervention in WWI.

HIGH SCHOOL COURSE EXPECTATIONS:

 - 6.2.2 **WWI** – Explain the causes of World War I, the reasons for American neutrality and eventual entry into the war, and America’s role in shaping the course of the war.
3. Home front
 - Analyze the concept of mobilization and its impact on the economy, women, African-Americans, etc.
 - Describe the impact of US involvement in WWI at home and abroad.

HIGH SCHOOL COURSE EXPECTATIONS:

 - 6.2.2 **WWI** – Explain the causes of World War I, the reasons for American neutrality and eventual entry into the war, and America’s role in shaping the course of the war.
 - 6.2.3 **Domestic Impact of WWI** – Analyze the domestic impact of WWI on the growth of the government (e.g., War Industries Board), the expansion of the economy, the restrictions on civil liberties (e.g., Sedition Act, Red Scare, Palmer Raids), and the expansion of women’s suffrage.
4. Mechanized warfare
 - Analyze how WWI marked a change in the nature of combat.

HIGH SCHOOL COURSE EXPECTATIONS:

 - 6.2.2 **WWI** – Explain the causes of World War I, the reasons for American neutrality and eventual entry into the war, and America’s role in shaping the course of the war.

5. Global impact of WWI
- Identify the global significance of Wilson's 14 Points and the failure of US ratification of the Treaty of Versailles.
 - Analyze how the Treaty of Versailles contributed to the causes of WWII.

HIGH SCHOOL COURSE EXPECTATIONS:

- 6.2.4 **Wilson and His Opponents** – Explain how Wilson's "Fourteen Points" differed from proposals by others, including French and British leaders and domestic opponents, in the debate over the Versailles Treaty, United States participation in the League of Nations, the redrawing of European political boundaries, and the resulting geopolitical tensions that continued to affect Europe. (*National Geography Standards 3 and 13; p. 188 and 210*)

*****End of Era 6*****

Era 7: Great Depression & WWII (1920 – 1945)

Chapter 7 – Chapter 12 (pages 400 – 621) in *American Vision*

Approximate time: 7 – 8 Weeks (Finish by end of 1st semester)

Core Units:

- A. Boom Times
- B. Economic Crisis
- C. Global Struggles
- D. WWII

Core Unit A: Boom Times (1921 – 1929)

Key Events and Ideas:

1. Prohibition
2. The Jazz Age/Roaring 20's
3. The Harlem Renaissance
4. Radio
5. "Normalcy"

Instruction will include:

1. Prohibition:

- Discuss the social, economic, political implication of prohibition, especially the passage of the 18th Amendment.
- Describe the reaction of the nation to prohibition, i.e. organized crime, and how its failure led to the 21st Amendment

HIGH SCHOOL COURSE EXPECTATIONS:

- 7.1.1 **The Twenties** – Identify and explain the significance of the cultural changes and tensions in the “Roaring Twenties” including
 - cultural movements, such as the Harlem Renaissance and the “lost generation”
 - the struggle between “traditional” and “modern” America (e.g., Scopes Trial, immigration restrictions, Prohibition, role of women, mass consumption) (*National Geography Standard 10, p. 203*)

2. The Jazz Age/Roaring 20’s:

- Describe popular culture (entertainment, sports, fashion, literature, etc.) during the Jazz Age/Roaring 20’s.
- Describe the rebellious nature of the Roaring 20’s, which was epitomized by the flappers, and the Jazz Age.
- Analyze the impact of the superficial prosperity that characterized the decade of the 1920s.

HIGH SCHOOL COURSE EXPECTATIONS:

- 7.1.1 **The Twenties** – Identify and explain the significance of the cultural changes and tensions in the “Roaring Twenties” including
 - cultural movements, such as the Harlem Renaissance and the “lost generation”
 - the struggle between “traditional” and “modern” America (e.g., Scopes Trial, immigration restrictions, Prohibition, role of women, mass consumption) (*National Geography Standard 10, p. 203*)

3. Harlem Renaissance:

- Describe the impact of the Harlem Renaissance on black America as a foundation of the future Civil Rights Movement.
- Trace the roots of the Harlem Renaissance and describe the contributions of the movement on American art, literature and music.

HIGH SCHOOL COURSE EXPECTATIONS:

- 7.1.1 **The Twenties** – Identify and explain the significance of the cultural changes and tensions in the “Roaring Twenties” including
 - cultural movements, such as the Harlem Renaissance and the “lost generation”
 - the struggle between “traditional” and “modern” America (e.g., Scopes Trial, immigration restrictions, Prohibition, role of women, mass consumption) (*National Geography Standard 10, p. 203*)

4. Radio:

- Discuss the impact of mass media, especially the home radio, on social change, economic and political change.
- Discuss the use of radio as a means of dissemination of news and entertainment.

5. "Normalcy":

- Explain how and why Warren G. Harding's campaign slogan "Return to Normalcy" was so successful after WWI.
- Assess how the growing popularity of the automobile impacted American culture and changed the nation's infrastructure during the 1920s.
- Evaluate how technological innovations (assembly line) increase manufacturing efficiency and impacted the nature of work in America.
- Explain why America adopted an isolationist stance as an international policy during the post WWI era.
- Describe the various treaties that attempted to limit the arms trade and the possibility of future wars.

Core Unit B: Economic Crisis (1929 – 1937)

Key Events and Ideas:

1. The Great Depression
2. The New Deal
3. Labor Union Tactics

Instruction will include:

1. The Great Depression:

- Explain the economic factors leading to the Crash of 1929 and the social, political, and economic causes and implications of the Great Depression.
- Discuss the human toll of The Great Depression, natural disasters and unwise agricultural practices on the average American.
- Assess the ways in which Americans attempted to cope with the hardships of the Great Depression.
- Analyze the long-term impact of The Great Depression on American society and politics.

HIGH SCHOOL COURSE EXPECTATIONS:

- 7.1.2 **Causes and Consequences of the Great Depression** – Explain and evaluate the multiple causes and consequences of the Great Depression by
 - analyzing the political, economic, environmental, and social causes of the Great Depression including fiscal policy, overproduction, under consumption, and speculation, the 1929 crash, and the Dust Bowl (*National Geography Standards 14 and 15; p. 212 and 214*)
 - the economic and social toll of the Great Depression, including unemployment and environmental conditions that affected farmers, industrial workers and families (*National Geography Standard 15, p. 214*)
 - Hoover's policies and their impact (e.g., Reconstruction Finance Corporation)

2. The New Deal:

- Compare and contrast the responses of President Hoover's "rugged individualism" with those of President Roosevelt's New Deal in response to The Great Depression.
- Identify ways the New Deal brought about economic recovery (Relief, Recovery, Reform)
- Evaluate New Deal legislation in light of unprecedented economic hardship.
- Discuss the lasting impact of the New Deal on the United States in terms of the role or government in the lives of individuals.

HIGH SCHOOL COURSE EXPECTATIONS:

- 7.1.2 **Causes and Consequences of the Great Depression** – Explain and evaluate the multiple causes and consequences of the Great Depression by
 - analyzing the political, economic, environmental, and social causes of the Great Depression including fiscal policy, overproduction, under consumption, and speculation, the 1929 crash, and the Dust Bowl (*National Geography Standards 14 and 15; p. 212 and 214*)
 - the economic and social toll of the Great Depression, including unemployment and environmental conditions that affected farmers, industrial workers and families (*National Geography Standard 15, p. 214*)
 - Hoover’s policies and their impact (e.g., Reconstruction Finance Corporation)
- 7.1.3 **The New Deal** – Explain and evaluate Roosevelt’s New Deal Policies including
 - expanding the federal government’s responsibilities to protect the environment (e.g., Dust Bowl and the Tennessee Valley), meet challenges of unemployment, address the needs of workers, farmers, poor, and elderly (*National Geography Standard 14, p. 212*)
 - opposition to the New Deal and the impact of the Supreme Court in striking down and then accepting New Deal laws
 - consequences of New Deal policies (e.g., promoting workers’ rights, development of Social Security program, and banking and financial regulation conservation practices, crop subsidies)(*National Geography Standard 16, p. 216*)

3. Labor Union Tactics:

- Describe the impact of the Flint GM Sit-down strike on unionism in the 1930s.
- Describe how unionism was strengthened during the Great Depression through the establishment of the CIO [Committee for Industrial Organization] and the passage of the Wagner Act 1935 [Labor Bill of Rights]
- Discuss organizing efforts among western agricultural workers.

HIGH SCHOOL COURSE EXPECTATIONS:

- 7.1.3 **The New Deal** – Explain and evaluate Roosevelt’s New Deal Policies including
 - expanding the federal government’s responsibilities to protect the environment (e.g., Dust Bowl and the Tennessee Valley), meet challenges of unemployment, address the needs of workers, farmers, poor, and elderly (*National Geography Standard 14, p. 212*)
 - opposition to the New Deal and the impact of the Supreme Court in striking down and then accepting New Deal laws
 - consequences of New Deal policies (e.g., promoting workers’ rights, development of Social Security program, and banking and financial regulation conservation practices, crop subsidies)(*National Geography Standard 16, p. 216*)

Core Unit C: Global Struggles (1931 – 1941)

Key Events and Ideas:

1. Fascism/Militarism (Rise of dictatorship)
2. Causes of World War II

Instruction will include:

1. Fascism/Militarism:

- Identify the social/economic factors that led to the rise of fascism and militarism and their impact on WWII.
- Evaluate how the failure of the Treaty of Versailles and League of Nations led to the rise of fascism and militarism.

HIGH SCHOOL COURSE EXPECTATIONS:

- 7.2.1 **Causes of WWII** – Analyze the factors contributing to World War II in Europe and in the Pacific region, and America’s entry into war including
 - the political and economic disputes over territory (e.g., failure of Versailles Treaty, League of Nations, Munich Agreement)(*National Geography Standard 13, p. 210*)
 - the differences in the civic and political values of the United States and those of Nazi Germany and Imperial Japan
 - United States neutrality
 - the bombing of Pearl Harbor (*National Geography Standard 13, p. 210*)

2. Causes of World War II:

- Trace the causes of World War II.
- Identify the three main theaters of WWII.

HIGH SCHOOL COURSE EXPECTATIONS:

- 7.2.1 **Causes of WWII** – Analyze the factors contributing to World War II in Europe and in the Pacific region, and America’s entry into war including
 - the political and economic disputes over territory (e.g., failure of Versailles Treaty, League of Nations, Munich Agreement)(*National Geography Standard 13, p. 210*)
 - the differences in the civic and political values of the United States and those of Nazi Germany and Imperial Japan
 - United States neutrality
 - the bombing of Pearl Harbor (*National Geography Standard 13, p. 210*)

Core Unit D: World War II (1941 – 1945)

Key Events and Ideas:

1. The Home Front
2. World War II
3. The Holocaust

Instruction will include:

1. The Home Front:

- Describe the domestic climate during WWII, including isolationism, propaganda, the mobilization of manufacturing, the contribution of women and minorities in the workforce/war effort, financing the war, and rationing programs.
- Internment of Japanese-Americans.

HIGH SCHOOL COURSE EXPECTATIONS:

- 7.2.3 **Impact of WWII on American Life** – Analyze the changes in American life brought about by U.S. participation in World War II including
 - mobilization of economic, military, and social resources
 - role of women and minorities in the war effort

- role of the home front in supporting the war effort (e.g., rationing, work hours, taxes)
- internment of Japanese-Americans (*National Geography Standard 10, p. 203*)

2. World War II:

- Discuss the major military campaigns and analyze their impact on the outcome of the war.
- Evaluate the decision to use the nuclear bomb against Japan in terms of its impact on the outcome of the war and its long-term impact on the U.S. and world relations.
- Analyze the relationship between the United States and the Soviet Union at the end of WWII in terms of its impact on the Cold War.

HIGH SCHOOL COURSE EXPECTATIONS:

- 7.2.2 **U.S. and the Course of WWII** – Evaluate the role of the U.S. in fighting the war militarily, diplomatically and technologically across the world (e.g., Germany First strategy, Big Three Alliance and the development of atomic weapons).

3. The Holocaust:

- Distinguish between the terms genocide and holocaust.
- Trace the causes of the Holocaust and analyze the complexity and long-term impact of this human tragedy.

HIGH SCHOOL COURSE EXPECTATIONS:

- 7.2.4 **Responses to Genocide** – Investigate development and enactment of Hitler’s “final solution” policy, and the responses to genocide by the Allies, the U.S. government, international organizations, and individuals (e.g., liberation of concentration camps, Nuremberg war crimes tribunals, establishment of state of Israel). (*National Geography Standard 13, p. 210*)

*****End of Era 7*****

(End of 1st Semester)

Era 8: Post WWII United States (1945 – 1989)

Chapter 13 - Chapter 19 (pages 622 – 881) in *American Vision*

Approximate time: 13 Weeks

Core Units:

- A. The Cold War Era
- B. Justice and Equality
- C. Vietnam
- D. Social Movements of the 1960s and 1970s
- E. Political Turmoil and Disillusionment

Core Unit A: The Cold War Era (1945 – 1963)

Chapter 13 - Chapter 15, Sections 1 & 2 (pages 622 – 713)

Key Events and Ideas:

1. The Cold War
2. The Berlin Airlift
3. The Formation of the Israeli State
4. The Korean War
5. Post-War Domestic Policies
6. Urbanization to Suburbanization
7. Affluence in Post-War America and the Changing American Family
8. JFK and the Cuban Missile Crisis
9. US Space Program

Instruction will include:

1. The Cold War:
 - Contrast the differences in political, economic and educational ideologies of the U.S. and U.S.S.R.
 - Discuss the causes of the Cold War in terms of international competition and opposing ideologies.
 - Analyze how the division of Europe after WWII contributed to the tensions that led to the Cold War.
 - Discuss the impact of the Cold War on American society in terms of the new Red Scare, McCarthyism, the nuclear arms race and the continuous threat of nuclear attack.
 - Discuss the effects of the Rosenberg's espionage case on worldwide military strategy.

HIGH SCHOOL COURSE EXPECTATIONS:

- 8.1.1 **Origins and Beginnings of Cold War** – Analyze the factors that contributed to the Cold War including
 - differences in the civic, ideological and political values, and the economic and governmental institutions of the U.S. and U.S.S.R.

- diplomatic decisions made at the Yalta and Potsdam Conferences (1945)
- actions by both countries in the last years of and years following World War II (e.g., the use of the atomic bomb, the Marshall Plan, the Truman Doctrine, North American Treaty Alliance(NATO), and Warsaw Pact) (*National Geography Standard 13, p. 210*)

2. The Berlin Airlift:

- Describe how the Truman Doctrine and the Berlin Airlift countered the drawing of the “iron curtain”, the division of Berlin into sectors, the establishment of the Warsaw Pact and the creation of NATO.
- Explain how the Truman Doctrine and the Berlin Airlift was used by Americans to stop the spread and threat of worldwide Communism.

HIGH SCHOOL COURSE EXPECTATIONS:

- 8.1.1 **Origins and Beginnings of Cold War** – Analyze the factors that contributed to the Cold War including
 - differences in the civic, ideological and political values, and the economic and governmental institutions of the U.S. and U.S.S.R.
 - diplomatic decisions made at the Yalta and Potsdam Conferences (1945)
 - actions by both countries in the last years of and years following World War II (e.g., the use of the atomic bomb, the Marshall Plan, the Truman Doctrine, North American Treaty Alliance (NATO), and Warsaw Pact) (*National Geography Standard 13, p. 210*)

3. The Formation of the Israeli State

- Trace the founding of the nation of Israel and its effects on politics in the Middle East.

4. The Korean War:

- Explain the causes of the Korean War, analyze the reasons for US involvement and summarize the effects of the outcomes of the conflict on the Cold War.

HIGH SCHOOL COURSE EXPECTATIONS:

- 8.1.2 **Foreign Policy during the Cold War** – Evaluate the origins, setbacks, and successes of the American policy of “containing” the Soviet Union, including
 - the development of a U.S. national security establishment, composed of the Department of Defense, the Department of State, and the intelligence community (*National Geography Standard 13, p. 210*)
 - the armed struggle with Communism, including the Korean conflict(*National Geography Standard 13, p. 210*)
 - direct conflicts within specific world regions including Germany and Cuba (*National Geography Standards 5 and 13; pp. 192 and 210*)
 - U.S. involvement in Vietnam, and the foreign and domestic consequences of the war (e.g., relationship/conflicts with U.S.S.R. and China, U.S. military policy and practices, responses of citizens and mass media) (*National Geography Standard 13, p. 210*)
 - indirect (or proxy) confrontations within specific world regions (e.g., Chile, Angola, Iran, Guatemala) (*National Geography Standards 5 and 13; pp. 192 and 210*)
 - the arms race (*National Geography Standards 13, p. 210*)

5. Post-War Domestic Policies:

- Analyze the responses of Truman and Eisenhower to the social changes that impacted the U.S. immediately after WWII.
- Compare and contrast the Truman response to the Eisenhower response concerning economic changes that impacted the United States immediately after WWII.

HIGH SCHOOL COURSE EXPECTATIONS:

- 8.1.2 **Foreign Policy during the Cold War** – Evaluate the origins, setbacks, and successes of the American policy of “containing” the Soviet Union, including
 - the development of a U.S. national security establishment, composed of the Department of Defense, the Department of State, and the intelligence community (*National Geography Standard 13, p. 210*)
 - the armed struggle with Communism, including the Korean conflict (*National Geography Standard 13, p. 210*)
 - direct conflicts within specific world regions including Germany and Cuba (*National Geography Standards 5 and 13; pp. 192 and 210*)
 - U.S. involvement in Vietnam, and the foreign and domestic consequences of the war (e.g., relationship/conflicts with U.S.S.R. and China, U.S. military policy and practices, responses of citizens and mass media) (*National Geography Standard 13, p. 210*)
 - indirect (or proxy) confrontations within specific world regions (e.g., Chile, Angola, Iran, Guatemala) (*National Geography Standards 5 and 13; pp. 192 and 210*)
 - the arms race (*National Geography Standards 13, p. 210*)
- 8.1.3 **End of the Cold War** – Evaluate the factors that led to the end of the cold war including détente, policies of the U.S. and U.S.S.R. and their leaders (President Reagan and Premier Gorbachev), the political breakup of the Soviet Union, and the Warsaw Pact.

6. Urbanization to Suburbanization:

- Describe the reasons for the decline of America’s urban centers and the subsequent suburban influx.

HIGH SCHOOL COURSE EXPECTATIONS:

- 8.2.1 **Demographic Changes** – Use population data to produce and analyze maps that show the major changes in population distribution, spatial patterns and density, including the Baby Boom, new immigration, suburbanization, reverse migration of African Americans to the South, and the flow of population to the “Sunbelt.” (*National Geography Standards 1,3, 5, 9, 10; p. 184, 188, 192, 201, 203*)

7. Affluence in Post-War America and the Changing American Family:

- Analyze the impact the G.I. Bill had on the development of Post-war America.
- Discuss the social implications of increased affluence in post-war America and compare/contrast the experiences of minority groups with white, middle-class Americans.
- Discuss the impact of the birth of the “baby-boom” generation on American culture.

HIGH SCHOOL COURSE EXPECTATIONS:

- 8.2.1 **Demographic Changes** – Use population data to produce and analyze maps that show the major changes in population distribution, spatial patterns and density, including the Baby Boom, new immigration, suburbanization, reverse migration of African Americans to the South, and the flow of population to the “Sunbelt.” (*National Geography Standards 1,3, 5, 9, 10; p. 184, 188, 192, 201, 203*)

8. JFK and the Cuban Missile Crisis:

- Explain how the Bay of Pigs invasion, Cuban Missile Crisis, anti-Castro sentiment extended the Cold War to the Western Hemisphere.
- Explain how President Kennedy’s Peace Corps Program dealt with Cold War challenges.
- Describe the impact of John F. Kennedy’s assassination on American society.

HIGH SCHOOL COURSE EXPECTATIONS:

- 8.1.2 **Foreign Policy during the Cold War** – Evaluate the origins, setbacks, and successes of the American policy of “containing” the Soviet Union, including
 - the development of a U.S. national security establishment, composed of the Department of Defense, the Department of State, and the intelligence community (*National Geography Standard 13, p. 210*)
 - the armed struggle with Communism, including the Korean conflict (*National Geography Standard 13, p. 210*)
 - direct conflicts within specific world regions including Germany and Cuba (*National Geography Standards 5 and 13; pp. 192 and 210*)
 - U.S. involvement in Vietnam, and the foreign and domestic consequences of the war (e.g., relationship/conflicts with U.S.S.R. and China, U.S. military policy and practices, responses of citizens and mass media) (*National Geography Standard 13, p. 210*)
 - indirect (or proxy) confrontations within specific world regions (e.g., Chile, Angola, Iran, Guatemala) (*National Geography Standards 5 and 13; pp. 192 and 210*)
 - the arms race (*National Geography Standards 13, p. 210*)
- 8.1.3 **End of the Cold War** – Evaluate the factors that led to the end of the cold war including détente, policies of the U.S. and U.S.S.R. and their leaders (President Reagan and Premier Gorbachev), the political breakup of the Soviet Union, and the Warsaw Pact.

9. The US Space Program:

- Explain the relationship between the Cold War and the race to space between the US and the Soviet Union.
- Identify the major milestones of the US Space Program.

HIGH SCHOOL COURSE EXPECTATIONS:

- 8.1.1 **Origins and Beginnings of Cold War** – Analyze the factors that contributed to the Cold War including
 - differences in the civic, ideological and political values, and the economic and governmental institutions of the U.S. and U.S.S.R.
 - diplomatic decisions made at the Yalta and Potsdam Conferences (1945)
 - actions by both countries in the last years of and years following World War II (e.g., the use of the atomic bomb, the Marshall Plan, the Truman Doctrine, North American Treaty Alliance (NATO), and Warsaw Pact) (*National Geography Standard 13, p. 210*)

Core Unit B: Justice and Equality (1964 – 1980)

Chapters 15, Section 3 & Chapter 16 (pages 722 – 767) in *American Vision*

Key Events and Ideas:

1. LBJ and the Great Society
2. Individual Rights: Civil Rights Movement
3. Civil Rights Activist Groups
4. Assassinations/Urban Riots

Instruction will include:

1. LBJ and the Great Society:

- Explain how the establishment of the Great Society by President Lyndon Johnson changed social, political, and economic values in America.
- Describe the key elements of President Johnson's war on poverty, highlighting the impact of VISTA on urban America.

HIGH SCHOOL COURSE EXPECTATIONS:

- 8.2.3 **Comparing Domestic Policies** – Focusing on causes, programs, and impacts, compare and contrast Roosevelt's New Deal initiatives, Johnson's Great Society programs, and Reagan's market-based domestic policies. (*National Geography Standard 14, p. 212*)

2. Individual Rights: The Civil Rights Movement:

- Describe the historical origins of the Civil Rights Movement.
- Describe Martin Luther King Jr.'s non-violent method of protest and compare it to the Black Power Movement.
- Explain the significance of *Brown v. Board of Education* (1954) and the Civil Rights Act 1964 in contributing to individual rights and the overall Civil Rights Movement.

HIGH SCHOOL COURSE EXPECTATIONS:

- 8.3.1 **Civil Rights Movement** – Analyze the key events, ideals, documents, and organizations in the struggle for civil rights by African Americans including
 - the impact of WWII and the Cold War (e.g., racial and gender integration of the military) Supreme Court decisions and governmental actions (e.g., *Brown v. Board* (1954), Civil Rights Act (1957), Little Rock schools desegregation, Civil Rights Act (1964), Voting Rights Act (1965))
 - protest movements, organizations, and civil actions (e.g., integration of baseball, Montgomery Bus Boycott (1955–1956), March on Washington (1963), freedom rides, National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), Student Non-violent Coordinating Committee (SNCC), Nation of Islam, Black Panthers)
 - resistance to Civil Rights (*National Geography Standard 6, p. 195*) (*National Geography Standard 10, p. 203*)
- 8.3.4 **Civil Rights Expanded** – Evaluate the major accomplishments and setbacks in civil rights and liberties for American minorities over the 20th century including American Indians, Latinos/Latinas, new immigrants, people with disabilities, and gays and lesbians. (*National Geography Standard 10, p. 203*)

3. Civil Rights Activist Groups:

- Discuss the founding of the NAACP by WEB DuBois in 1909 and CORE, founded by James Farmer and George Houser in 1942.
- Explain the contributions of the NAACP and CORE in furthering the civil rights movement from its grassroots to a nationwide effort.
- Trace the foundation of SCLC, SNCC, Nation of Islam and the Black Panthers.

HIGH SCHOOL COURSE EXPECTATIONS:

- 8.3.1 **Civil Rights Movement** – Analyze the key events, ideals, documents, and organizations in the struggle for civil rights by African Americans including
 - the impact of WWII and the Cold War (e.g., racial and gender integration of the military) Supreme Court decisions and governmental actions (e.g., *Brown v. Board* (1954), Civil Rights Act (1957), Little Rock schools desegregation, Civil Rights Act (1964), Voting Rights Act (1965))
 - protest movements, organizations, and civil actions (e.g., integration of baseball, Montgomery Bus Boycott (1955–1956), March on Washington (1963), freedom

rides, National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), Student Non-violent Coordinating Committee (SNCC), Nation of Islam, Black Panthers)

- resistance to Civil Rights (*National Geography Standard 6, p. 195*) (*National Geography Standard 10, p. 203*)
- **8.3.2 Ideals of the Civil Rights Movement** – Compare and contrast the ideas in Martin Luther King’s March on Washington speech to the ideas expressed in the Declaration of Independence, the Seneca Falls Resolution, and the Gettysburg Address.

4. Assassinations/Urban Riots:

- Underscore the impact that was made on American politics and culture by the assassination of President John F. Kennedy, Robert Kennedy, Malcolm X, and Martin Luther King, Jr..
- Analyze the impact that was made on American politics and culture by the urban riots, especially in Los Angeles and in Detroit.
- Discuss the urban unrest following the assassination of Martin Luther King, Jr.

HIGH SCHOOL COURSE EXPECTATIONS:

- **8.3.5 Tensions and Reactions to Poverty and Civil Rights** – Analyze the causes and consequences of the civil unrest that occurred in American cities by comparing the civil unrest in Detroit with at least one other American city (e.g., Los Angeles, Cleveland, Chicago, Atlanta, Newark). (*National Geography Standard 12, p. 208*)

Core Unit C: Vietnam (1954 – 1975)

Chapter 17 (pages 768 – 801) in *American Vision*

Key Events and Ideas:

1. Causes of the Vietnam Conflict
2. Going to war
3. Vietnam divides America

Instruction will include:

1. Causes of the Vietnam Conflict:
 - Discuss the impact of the growth of Vietnamese nationalism.
 - Analyze the Gulf of Tonkin “incident”.

HIGH SCHOOL COURSE EXPECTATIONS:

- **8.2.4 Domestic Conflicts and Tensions** – Using core democratic values, analyze and evaluate the competing perspectives and controversies among Americans generated by U.S. Supreme Court decisions (e.g., Roe v Wade, Gideon, Miranda, Tinker, Hazelwood), the Vietnam War (anti-war and counter-cultural movements), environmental movement, women’s rights movement, and the constitutional crisis generated by the Watergate scandal. (*National Geography Standard 16, p. 216*)

2. Going to war

- Discuss the military objectives and strategies of the Vietnam War.

HIGH SCHOOL COURSE EXPECTATIONS:

- 8.2.4 **Domestic Conflicts and Tensions** – Using core democratic values, analyze and evaluate the competing perspectives and controversies among Americans generated by U.S. Supreme Court decisions (e.g., Roe v Wade, Gideon, Miranda, Tinker, Hazelwood), the Vietnam War (anti-war and counter-cultural movements), environmental movement, women’s rights movement, and the constitutional crisis generated by the Watergate scandal. (*National Geography Standard 16, p. 216*)

3. Vietnam divides America

- Describe the development of the anti-war movement.
- Trace events such as the Tet Offensive, MyLai Massacre, draft protests and the impact of America’s support of the war.
- Describe the legacy of the Vietnam War on subsequent foreign policy issues.

HIGH SCHOOL COURSE EXPECTATIONS:

- 8.2.4 **Domestic Conflicts and Tensions** – Using core democratic values, analyze and evaluate the competing perspectives and controversies among Americans generated by U.S. Supreme Court decisions (e.g., Roe v Wade, Gideon, Miranda, Tinker, Hazelwood), the Vietnam War (anti-war and counter-cultural movements), environmental movement, women’s rights movement, and the constitutional crisis generated by the Watergate scandal. (*National Geography Standard 16, p. 216*)

Core Unit D: Social Movements of the 1960s & 1970s

Chapter 18 (pages 802 – 843) in *American Vision*

Key Events and Ideas:

1. Counterculture
2. Feminist Movement
3. Civil Rights for Minority Groups
4. Environmental Issues

Instruction will include:

1. Counterculture:

- Describe the components of the “Conservative Establishment” as it relates to society; i.e. the military industrial complex, traditional family structure and governmental institutions
- Explain how “sex, drugs and rock n’ roll” influenced the behavior and culture of American youth.

HIGH SCHOOL COURSE EXPECTATIONS:

- 8.2.4 **Domestic Conflicts and Tensions** – Using core democratic values, analyze and evaluate the competing perspectives and controversies among Americans generated by U.S. Supreme Court decisions (e.g., Roe v Wade, Gideon, Miranda, Tinker, Hazelwood), the Vietnam War (anti-war and counter-cultural movements), environmental movement, women’s rights movement, and the constitutional crisis generated by the Watergate scandal. (*National Geography Standard 16, p. 216*)

2. Feminist Movement:

- Analyze the timing, causes and course of the women's rights movement in the 1960s and 1970s.
- Analyze the impact of *Roe v. Wade*, birth control and Title 9 on the American woman.
- Describe the movement to acknowledge women as multi-faceted individuals as opposed to sex objects in American culture.

HIGH SCHOOL COURSE EXPECTATIONS:

- 8.3.3 **Women's Rights** – Analyze the causes and course of the women's rights movement in the 1960s and 1970s (including role of population shifts, birth control, increasing number of women in the work force, National Organization for Women (NOW), and the Equal Rights Amendment (ERA)). (*National Geography Standard 10, p. 203*)

3. Civil Rights for Minority Groups:

- Describe the justification and impact of Affirmative Action policies.
- Trace civil rights accomplishments for the following: Hispanic Americans, Native Americans, new immigrants, people with disabilities and the gay liberation movement.

HIGH SCHOOL COURSE EXPECTATIONS:

- 8.3.4 **Civil Rights Expanded** – Evaluate the major accomplishments and setbacks in civil rights and liberties for American minorities over the 20th century including American Indians, Latinos/Latinas, new immigrants, people with disabilities, and gays and lesbians. (*National Geography Standard 10, p. 203*)

4. Environmental Issues:

- Trace the origins of the environmental movement
- Explain how the ever-increasing process of globalization has impacted the environment in terms of water pollution, deforestation, global warming, etc.
- Describe the contributions governmental policies had in dealing with environmental problems

HIGH SCHOOL COURSE EXPECTATIONS:

- 8.2.2 **Policy Concerning Domestic Issues** – Analyze major domestic issues in the Post-World War II era and the policies designed to meet the challenges by
 - describing issues challenging Americans such as domestic anticommunism (McCarthyism), labor, poverty, health care, infrastructure, immigration, and the environment (*National Geography Standards 9 and 14; pp. 201 and 212*)
 - evaluating policy decisions and legislative actions to meet these challenges (e.g., G.I. Bill of Rights (1944), Taft-Hartley Act (1947), Twenty-Second Amendment to the U.S. Constitution (1951), Federal Highways Act (1956), National Defense Act (1957), E.P.A. (1970) (*National Geography Standards 12 and 14; pp. 208 and 212*)
- 8.2.4 **Domestic Conflicts and Tensions** – Using core democratic values, analyze and evaluate the competing perspectives and controversies among Americans generated by U.S. Supreme Court decisions (e.g., *Roe v Wade*, *Gideon*, *Miranda*, *Tinker*, *Hazelwood*), the Vietnam War (anti-war and counter-cultural movements), environmental movement, women's rights movement, and the constitutional crisis generated by the Watergate scandal. (*National Geography Standard 16, p. 216*)

Core Unit E: Political Turmoil and Disillusionment (1968 – 1992)

Chapter 19 (pages 844 – 881) in *American Vision*

Key Events and Ideas:

1. Watergate
2. Economic Crisis of the 1970s

Instruction will include:

1. Watergate:

- Describe the investigation of the break-in at **Watergate** and the political firestorm that ensued and brought down the presidency of **Richard M. Nixon**.

HIGH SCHOOL COURSE EXPECTATIONS:

- **8.2.4 Domestic Conflicts and Tensions** – Using core democratic values, analyze and evaluate the competing perspectives and controversies among Americans generated by U.S. Supreme Court decisions (e.g., Roe v Wade, Gideon, Miranda, Tinker, Hazelwood), the Vietnam War (anti-war and counter-cultural movements), environmental movement, women’s rights movement, and the constitutional crisis generated by the Watergate scandal. (*National Geography Standard 16, p. 216*)

2. Economic Crisis of the 1970s

- Describe the impact of inflation, the OPEC oil embargo and “stagflation”.

*******End of Era 8*******

Era 9: America in a New Global Age (1989 – present)

Chapters 20 & 21 (pages 882 – 963) in *American Vision*

Approximate time: 2 – 3 weeks

Core Units:

- A. Resurgence of Conservatism
- B. Into a New Century

Core Unit A: Resurgence of Conservatism (1980 – 1992)

Chapter 20 (Pages 882 – 925)

Key Events and Ideas:

1. Conservatism
2. Changing Families and Aging Americans
3. Middle East
4. The Collapse of European Communism

Instruction will include:

1. Conservative Movement:

- Describe the rise of conservatism from Reagan's election in 1980 to the present.
- Analyze the impact of evangelical religion in national politics.
- Explain the intensification of partisanship.

HIGH SCHOOL COURSE EXPECTATIONS:

- **9.1.2 Transformation of American Politics** – Analyze the transformation of American politics in the late 20th and early 21st centuries including
 - growth of the conservative movement in national politics, including the role of Ronald Reagan
 - role of evangelical religion in national politics (*National Geography Standards 3 and 6; pp.188 and 195*)
 - intensification of partisanship
 - partisan conflict over the role of government in American life
 - role of regional differences in national politics (*National Geography Standard 6, p. 195*)

2. Changing Families and Aging of America:

- Discuss the social implications of the increasing number of non-traditional nuclear family and the impact of an aging "baby boomer" generation on America.

3. Middle East:

- Describe the establishment of Israel as a nation-state in 1947. Egypt becoming a republic, the rise to prominence of Middle Eastern OPEC nations and the increasing tension and eventual terrorism as a result of oil, and clash of cultural and religious values between the Middle East and the West.

HIGH SCHOOL COURSE EXPECTATIONS:

- **9.2.1 U.S. in the Post-Cold War World** – Explain the role of the United States as a super-power in the post-Cold War world, including advantages, disadvantages, and new challenges (e.g., military missions in Lebanon, Somalia, Haiti, Bosnia, Kosovo, and the Gulf War). (*National Geography Standard 13, p. 210*)
- **9.2.2 9/11 and Responses to Terrorism** – Analyze how the attacks on 9/11 and the response to terrorism have altered American domestic and international policies (including e.g., the Office of Homeland Security, Patriot Act, wars in Afghanistan and Iraq, role of the United States in the United Nations, NATO). (*National Geography Standard 13, p. 210*)

4. The Collapse of European Communism

- Discuss foreign policy changes as a result of the collapse of the communist regimes in Eastern Europe.

HIGH SCHOOL COURSE EXPECTATIONS:

- 9.2.1 **U.S. in the Post-Cold War World** – Explain the role of the United States as a super-power in the post-Cold War world, including advantages, disadvantages, and new challenges (e.g., military missions in Lebanon, Somalia, Haiti, Bosnia, Kosovo, and the Gulf War). (*National Geography Standard 13, p. 210*)

Core Unit B: Into the 21st Century (1992 – 2001)

Chapter 21 (pages 926 – 965)

Key Events and Ideas:

1. Transformation of Technology
2. Health Issues
3. Globalization
4. Multi-national Corporations
5. 9/11 and Responses to Terrorism

Instruction will include:

1. Transformation of Technology:

- Explain how the personal computer revolution, cable TV and rise of the internet changed the workplace and the way people communicate to maximize the distribution of information.
- Explain how technology has transformed corporate structure and international companies.
- Compare/contrast new energy sources and methods of energy production.

HIGH SCHOOL COURSE EXPECTATIONS:

- **Economic Changes** – Using the changing nature of the American automobile industry as a case study, evaluate the changes in the American economy created by new markets, natural resources, technologies, corporate structures, international competition, new sources and methods of production, energy issues, and mass communication. (*National Geography Standard 11, p. 206*)

2. Health Issues:

- Explain how innovations in modern health care have increased the quality of life and life expectancy, but have also become more expensive for the average American.

HIGH SCHOOL COURSE EXPECTATIONS:

- 9.3.1 Compose a persuasive essay on a public policy issue, and justify the position with a reasoned argument based upon historical antecedents and precedents, and core democratic values or constitutional principles.
 - role of the United States in the world
 - national economic policy
 - welfare policy
 - energy policy
 - health care
 - education
 - civil rights (*National Geography Standard 17, p. 216*)

3. Globalization:

- Explain the economic changes caused by new marketing strategies and techniques.

HIGH SCHOOL COURSE EXPECTATIONS:

- 9.1.1 **Economic Changes** – Using the changing nature of the American automobile industry as a case study, evaluate the changes in the American economy created by new markets, natural resources, technologies, corporate structures, international competition, new sources and methods of production, energy issues, and mass communication. (*National Geography Standard 11, p. 206*)

4. Multinational Corporations:

- Explain the impact of multi-national corporations on American jobs, manufacturing processes, and the global market and trade.

HIGH SCHOOL COURSE EXPECTATIONS:

- 9.1.1 **Economic Changes** – Using the changing nature of the American automobile industry as a case study, evaluate the changes in the American economy created by new markets, natural resources, technologies, corporate structures, international competition, new sources and methods of production, energy issues, and mass communication. (*National Geography Standard 11, p. 206*)

5. September 11th and Responses to Terrorism:

- Explain how 9/11 altered American policies, both domestic and international.

HIGH SCHOOL COURSE EXPECTATIONS:

- 9.2.2 **9/11 and Responses to Terrorism** – Analyze how the attacks on 9/11 and the response to terrorism have altered American domestic and international policies (including e.g., the Office of Homeland Security, Patriot Act, wars in Afghanistan and Iraq, role of the United States in the United Nations, NATO). (*National Geography Standard 13, p. 210*)

*****End of Era 9*****

Needed:

Cover letter: How to use this document.

Appendix A: Page of Teacher Resources:

Appendix B: Common Assessment:

- ExamPro View
- History Book

Notes!

Do we want to require that specific primary resources are used in everyone's classes?

Should we create an appendix for Primary Sources?