

Brighton High School Social Studies Department

State of Michigan Core Curriculum 9th Grade U.S. History (1898-Present)

Core Themes/Unit Objectives

June 2006

Unit 1: Introduction to US History/Review of 8th Grade US History

Chapters: 1-3, p. 94 – 271 (American Vision)

Approximate Length: 2 – 3 weeks

Suggested Dates: September 5, 2006 – September 22, 2006

MI Benchmarks: Refer to 9th Grade U.S. History Core Theme/Benchmarks Document

State of Michigan U.S. History Themes:

A. Development of Revolutionary Ideas (1690-1776):

Key Events, Persons, Ideas:

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

Objectives:

1. John Locke:

- Analyze how the Glorious Revolution impacted later thinkers/philosophers such as **John Locke**.
- Describe the major democratic principles 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. Documents for the New Nation (1781-1791):

Key Events, Persons, Ideas:

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

Objectives:

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. Technology and Mechanization (1794-1834):

Key Events, Persons, Ideas:

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

Objectives:

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 Cabott 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.

D. Competing Visions for the New Nation (1790-1796):

Key Events, Persons, Ideas:

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

Objectives:

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.

E. Expansion (1804-1848):

Key Events, Persons, Ideas:

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

Objectives:

1. Louisiana Purchase:

- Locate the area of the **Louisiana Purchase** and be able to describe its impact on manifest destiny.

2. Migration of Settlers West:

- Explain the concept 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.

3. 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**.

4. 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.

5. Mexican War

- Explain how the results of the **Mexican War**, which established the Mexican Cession Territory, opened up the West.

F. Reforms and Expressions of Equality (1833-1865):

Key Events, Persons, Ideas:

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

Objectives:

1. The Abolition Movement:

- Explain how the **abolitionist movement** influenced the admission of new states into the union, the moral views of American citizens 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. Uniting the Nation (1825-1869):

Key Events, Persons, Ideas:

1. Erie Canal
2. Telegraph
3. Transcontinental Railroad

Objectives:

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. Causes of the Civil War (1619-1860):

Key Events, Persons, Ideas:

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

Objectives:

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 institutional of slavery, failure of compromises, and fundamental differences in political and social beliefs eventually led to secession of southern states and a declaration of war by the North.

I. Civil War (1861-1865):

Key Events, Persons, Ideas:

1. Emancipation Proclamation
2. Battle of Gettysburg
3. Gettysburg Address

Objectives:

1. 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.
2. **Battle of Gettysburg:**
 - Explain how **the Battle of Gettysburg**, as a turning point the **Civil War**, signaled the eventual surrender of the South.
 3. **Gettysburg Address:**
 - Discuss and analyze the impact of the **Gettysburg Address** and how it embodied the basic founding principles of the United States.

J. Reconstruction and Civil Rights for Formerly Enslaved Persons (1865-1877):

Key Events, Persons, Ideas:

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

Objectives:

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 not only on African Americans, and all Americans.
3. **Withdrawal of Federal Troops:**
 - Describe the events that led to withdrawal of federal troops from the South at the end of **Reconstruction** and the subsequent impact on the former slave.
4. **Jim Crow Laws:**
 - Provide examples of Jim Crow Laws and explain how the laws perpetuated discrimination of African Americans.

K. Rise of Big Business and Responses (1890-1900):

Key Events, Persons, Ideas:

1. Railroads
2. Panic and Depression of 1893
3. Populism

Objectives:

1. **Railroads:**
 - Describe how railroads contributed to the spread of **Big Business** and their eventual regulation state and federal government, i.e. **Interstate Commerce Act**.
2. **Panic and Depression of 1893:**
 - Explain the causes and effects of the **Panic and Depression of 1893**.
3. **Populism:**
 - Describe the impact that **Populism** had at the local, state, national level.

Unit 2a: Imperialism and Progressivism (1890-1919)

Chapter: 3 section 3 (Immigration), p. 254-263

Chapters: 4 – 5, p. 288-361

Approximate Length: 2 - 3 weeks

Suggested Dates: September 25, 2006 – October 13, 2006

MI Benchmarks: *Refer to 9th Grade U.S. History Core Theme/Benchmarks Document

Key Events, Persons, Ideas:

1. Immigration at the turn of the century
2. Imperialism/Spanish American War
3. Progressivism
4. Women's Suffrage

MI Benchmark:

*p. 3 & 4

*p. 1 & 2

*p. 10 & 11

*p. 12 - 14

Unit Objectives:

1. Immigration:

- Trace the origins of **immigration** to the US and Michigan during the late 1800s 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.

2. Imperialism/Spanish American War:

- Identify major reasons why the US desired colonies overseas.
- Explain how the **Spanish American War** made the US a world power.
- 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.

3. Progressivism:

- Analyze the goals of the **Progressive** platform.
- Trace the government, business, and social reforms of the **Progressive Movement**.
- Evaluate the contributions and failures of the **Progressive Movement**.
- Compare and contrast the use of presidential powers by T. Roosevelt, W.H. Taft, and W. Wilson.

4. 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).

Unit 2b: World War I (1914-1920)

Chapter: 6, p. 362 - 399

Approximate Length: 3 - 4 weeks

Suggested Dates: October 16, 2006 – November 3, 2006

MI Benchmarks: *Refer to 9th Grade U.S. History Core Theme/Benchmarks Document

Key Events, Persons, Ideas:

1. World War I

MI Benchmark:

*p. 5

1. World War I:

- Identify the primary causes that contributed to the outbreak of **WWI** in Europe.
- Explain the factors that led America to change its position of neutrality to active involvement in **WWI**.
- Identify the impact of the war on the economy, women, African-Americans, etc.
- Analyze how **WWI** marked a change in the nature of combat.
- Describe the impact of US military involvement in **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**.

Unit 3a: Boom & Bust (1921-1929)

Chapters: 7 & 8, p. 400-463

Approximate Length: 2+ weeks

Suggested Dates: November 6, 2006 – November 21, 2006

MI Benchmarks: Refer to 9th Grade U.S. History Core Theme/Benchmarks Document

Key Events, Persons, Ideas:

1. Prohibition
2. Roaring 20's
3. Harlem Renaissance
4. Home Radio
5. Normalcy

MI Benchmark:

*p. 15 & 16

*p. 55

*p. 17 & 18

*p. 19 & 20

Unit Objectives:

1. Prohibition:

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

2. 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.

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.

4. Home Radio:

- Discuss the impact of the **home radio** American society in the 1920s in terms of social, economic, and political change.

5. Normalcy:

- Explain how 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 infrastructure during the 1920s.
- Evaluate how technological innovations (assembly line) increase manufacturing efficiency and impacted the nature of work in America in the 1920s.
- Explain why America adopted an isolationist stance in terms of international policy during the post **WWI** era.
- Describe the diplomatic agreements that attempted to prevent future wars.

Unit 3b: Boom & Bust (1929-1941)

Chapters: 9 & 10, p. 464-529

Approximate Length: 2 weeks

Suggested Dates: November 27, 2006 – December 8, 2006

MI Benchmarks: Refer to 9th Grade U.S. History Core Theme/Benchmarks Document

Key Events, Persons, Ideas:

1. Great Depression
2. New Deal
3. Flint GM Sit-down Strike

MI Benchmark:

- *p. 21 - 23
- *p. 24 - 26
- *p. 27 - 29

Unit Objectives:

1. Great Depression:

- Explain the economic factors leading to the Crash of 1929.
- Explain the principle social, political, and economic causes of the **Great Depression**.
- Discuss the human toll of the **Depression**, natural disasters, and unwise agricultural practices.
- Assess the ways in which Americans attempted to cope with the hardships of the **Great Depression**.

- Compare and contrast the responses of President Hoover and President Roosevelt to the **Great Depression**.
- Analyze the long-term impact of the **Great Depression** on American society.

2. **New Deal:**

- Compare and contrast rugged individualism with the **New Deal**.
- Identify ways the **New Deal** brought about economic recovery (Relief, Recovery, Reform)
- Evaluate **New Deal** legislation.
- Discuss the lasting impact of the **New Deal** on the United States in terms of the role of government in the lives of individuals.

3. **Flint GM Sit-down Strike:**

- Describe the impact of the **Flint GM Sit-down strike** on unionism in the 1930s.
- Discuss 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]

Unit 4a: Global Struggles (1931-1941)

Chapter: 11, p. 530-567

Approximate Length: 1.5 weeks

Suggested Dates: December 11, 2006 – December 20, 2006

MI Benchmarks: Refer to 9th Grade U.S. History Core Theme/Benchmarks Document

Key Events, Persons, Ideas:

1. Fascism/Militarism (Rise of Dictatorship)
2. World War II
3. The Holocaust

MI Benchmark:

*p. 30

*p. 30 - 32

*p. 33 & 34

Unit Objectives:

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**.

2. **World War II:**

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

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.
- Compare and contrast Stalin's treatment of Jews to Hitler.

Unit 4b: Global Struggles (1941-1945)

Chapter: 12, p. 568 - 621

Approximate Length: 2 weeks

Suggested Dates: January 22, 2007 – February 2, 2007

MI Benchmarks: Refer to 9th Grade U.S. History Core Theme/Benchmarks Document

Key Events, Persons, Ideas:

1. Home Front
2. World War II

MI Benchmark:

- *p. 31 - 32
*p. 30 - 32

Unit Objectives:

1. Home Front:

- Describe the domestic climate during **WWII**, including isolationism, propaganda, the mobilization of manufacturing, the contribution of women in the workforce, financing the war, and rationing programs.

2. World War II:

- Discuss the major military campaigns and analyze their impact 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 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.

Unit 5: A Time of Upheaval (1945-1963)

Chapters: 13 & 14, p. 622 – 697

Chapter: 15, Sections 1 & 2, p. 698 - 713

Approximate Length: 5 weeks

Suggested Dates: February 5, 2007 – March 9, 2007

MI Benchmarks: Refer to 9th Grade U.S. History Core Theme/Benchmarks Document

Key Events, Persons, Ideas:

1. Cold War
2. Berlin Airlift
3. Korea
4. Post-War Domestic Policies
5. Urbanization to Suburbanization
6. Affluence in Post-War America and the Changing American Family

MI Benchmark:

- *p. 49 - 54
*p. 49 & 50
*p. 51 & 52
*p. 49 - 54
*p. 42 & 43
*p. 47 & 48

7. US Space Program

*p. 71 & 72

8. JFK and the Cuban Missile Crisis

*p. 53 & 54

Unit Objectives:

1. Cold War:

- 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, and the continuous threat of nuclear attack.

2. Berlin Airlift:

- Describe how the drawing of the "iron curtain", the division of Berlin into sectors, the establishment of the Warsaw Pact and the creation of NATO was countered by the Truman Doctrine and the **Berlin Airlift**.
- Explain how the Truman Doctrine and the Berlin Airlift was used by American to stop the spread and threat of world-wide Communism.

3. Korea:

- 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**.

4. Post-War Domestic Policies:

- Analyze the responses of Truman and Eisenhower to the social and economic changes that impacted the U.S. immediately after **WWII**.

5. Urbanization to Suburbanization:

- Describe the reasons for the decline of America's urban centers and the subsequent **suburban exodus**.

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

- 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.

7. 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.

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 dealt with Cold War challenges.
- Describe the impact of John F. Kennedy's assassination on American society.

Unit 5b: A Time of Upheaval (1954-1980)

Chapter: 15, Section 3, p. 722 - 735

Chapter: 16, p. 736 - 767

Approximate Length: 2 weeks

Suggested Dates: March 12, 2007 – March 21, 2007

MI Benchmarks: Refer to 9th Grade U.S. History Core Theme/Benchmarks Document

Key Events, Persons, Ideas:

1. NAACP & CORE
2. Individual Rights: Civil Rights Movement
3. LBJ and the Great Society
4. Assassinations/Urban Riots

MI Benchmark:

- *p. 35 & 36
- *p. 37 & 38
- *p. 39 - 41
- *p. 61 & 62

Unit Objectives:

1. NAACP and CORE:

- Discuss the founding of the NAACP by WEB Du Bois 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.

2. Individual Rights: The Civil Rights 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.

3. Great Society:

- Explain how the establishment of the Great Society by President Lyndon Johnson, which included the war on poverty, changed social, political, and economic values in America.

4. Assassinations/Urban Riots:

- Underscore the impact that was made on American politics and culture by the assassination of JFK, Robert Kennedy, Malcolm X, and MLK.
- Analyze the impact that was made on American politics and culture by the urban riots, especially Watts, in LA and in Detroit.

Unit 5c: A Time of Upheaval (1954-1980)

Chapter: 17, p. 768 - 801

Approximate Length: 2 weeks

Suggested Dates: March 22, 2007 – April 5, 2007

MI Benchmarks: Refer to 9th Grade U.S. History Core Theme/Benchmarks Document

Key Events, Persons, Ideas:

1. Vietnam

MI Benchmark:

- *p. 59 & 60

Unit Objectives:

1. Vietnam:

- Chronicle events leading toward and including the resolution of the **Vietnam War** and analyze the divisive impact of the war on American.

Unit 5d: A Time of Upheaval (1960-1980)

Chapter: 18, p. 802 - 843

Approximate Length: 3 weeks

Suggested Dates: April 16, 2007 – May 4, 2007

MI Benchmarks: Refer to 9th Grade U.S. History Core Theme/Benchmarks Document

Key Events, Persons, Ideas:

1. Woodstock/Counterculture
2. Environmental Issues
3. Feminist Movement

MI Benchmark:

*p. 56

*p. 68

Unit Objectives:

1. **Woodstock:**

- Explain how Woodstock reflected the music, culture, and behavior of the “Hippie” generation.

2. **Environmental Issues:**

- Explain how the ever-increasing process of globalization has impacted the environment in terms of water pollution, deforestation, global warming, etc.

Unit 6a: A Changing Society (1968-present)

Chapter: 19, p. 844 - 881

Approximate Length: 1 week

Suggested Dates: May 7, 2007 – May 11, 2007

MI Benchmarks: Refer to 9th Grade U.S. History Core Theme/Benchmarks Document

Key Events, Persons, Ideas:

1. Watergate
2. Richard Nixon
3. “Me” Decade

MI Benchmark:

*p. 63 - 65

*p. 63 - 65

Unit Objectives:

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**.

Unit 6b: A Changing Society (1980-1992)

Chapters: 20 & 21

Approximate Length: 2.5 weeks

Suggested Dates: May 14, 2007 – May 30, 2007

MI Benchmarks: Refer to 9th Grade U.S. History Core Theme/Benchmarks Document

Key Events, Persons, Ideas:

	<u>MI Benchmark:</u>
1. Conservatism	*p. 44 - 46
2. Changing Families & Aging of Americans	*p. 47 & 48
3. MTV	*p. 57
4. Middle East	*p. 66 & 67
5. Health Issues	*p. 69 & 70
6. Multinational Corporations	*p. 73 & 74
7. Personal Computers and the Internet	*p. 75 & 76

Unit Objectives:

1. **Conservative Movement:**

- Describe the rise of **conservatism** from Reagan's election in 1980 to the present.

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. **MTV:**

- Describe how **MTV** became the voice of "Generation X."

4. **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.

5. **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.

6. **Multinational Corporations:**

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

7. **Personal Computers and the Internet:**

- Explain how the computer revolution and rise of the **internet** changed the workplace and the way people communicate.