

**UNITED STATES HISTORY I
GRADE 10**

EWING PUBLIC SCHOOLS
2099 Pennington Road
Ewing, NJ 08618

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Revised by: EHS Social Studies Staff

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Superintendent

In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.

TABLE OF CONTENTS

| | <u>Page</u> |
|---|-------------|
| Course Description | 1 |
| 21 st Century Life and Careers | 4 |
| Scope of Essential Learning: | |
| Unit 1: A New Constitution for an Emerging Nation (15 days) | 8 |
| Unit 2: Expansion and Reform (15 days) | 12 |
| Unit 3: Civil War and Reconstruction (15 days) | 15 |
| Unit 4: The Gilded Age and Immigration (9 days) | 20 |
| Unit 5: The Progressive Era (13 days) | 24 |
| Unit 6: World War I (9 days) | 27 |
| Unit 7: The Roaring Twenties (11 days) | 31 |
| Sample 21 st Century, Career, & Technology Integration | 35 |
| Holocaust & Amistad Mandates | 37 |
| LGBTQ/Disabilities Resources | 38 |

Course Description

United States History I engages students in learning about the legal and social foundations of our society. The rule of law, the slow expansion of democratic citizenship, industrial changes in the economy and the ongoing quest for racial equality and freedom are four important themes of the course, which begins with an overview of the colonial and revolutionary periods as they pertain to the foundation of the Constitutional system of government.

The course continues with a focus on Jeffersonian and Jacksonian democracy, with an emphasis on how the changing political landscape and changing geography affects the rights of people and their freedoms. Learning about the Civil War focuses on the Constitutional crises at hand, and the ensuing political and social choices American leaders faced. The period of Reconstruction allows students to realize the missed opportunities for racial reconciliation and equality, and how social customs and beliefs remained at the heart of American life.

As the country emerged from sectional conflict and war, the Gilded Age gives students a view of the beginnings of industrialization and labor in America, and how new immigrants experienced and navigated these changes. Students return to examining the role of elites in government policy in meeting the promises of democracy and economic opportunity as they learn about the Progressive Era. Our country's role in the international community becomes an important focus during the World War I unit, while learning about the Roaring Twenties helps learners to engage in a deeper understanding of individuality, popular culture and commercialism in America.

Through hands-on and experiential activities, an emphasis on primary sources and a pedagogy which allow students to examine history through their own lenses, students will become stronger analysts of the geographic, quantitative and literary sources which inform our understanding of America's past. As students become better equipped with the historical record -- and varying perspectives -- on law, democracy, economic opportunity and social equality -- students can determine the extent to which our nation has fulfilled the promises contained in the Preamble of the United States Constitution.

21st Century Life and Careers

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

The 12 Career Ready Practices

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness, Exploration, and Preparation

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

Technology Integration

8.1 Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.2 Technology Education, Engineering, Design and Computational

Thinking - Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

ELA Integration -The Research Simulation Task and the DBQ requires students to analyze an informational topic through several articles or multimedia stimuli. Students read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay.

Companion Standards - History, Social Studies, Science and Technical Subjects
(9- 10)

UNIT 1: A New Constitution for an Emerging Nation (15 DAYS)

Why Is This Unit Important?

The United States is a country built on the foundation of a number of unprecedented political, economic and social movements. This unit will examine how early national development led to a unique legal and political framework which has stood the test of time for nearly 250 years. Colonial development, religious freedom and toleration, the Revolutionary War experience, trade and taxation, and experiments with representative democracy guided the country towards an innovative federal structure based upon individual liberties and rights.

Enduring Understandings:

- Being an informed citizen can protect one from exploitation by those in power.
- During the colonial and revolutionary eras, land was synonymous with liberty, economic prosperity and power.
- The Enlightenment guided the early American principles found in the Declaration of Independence and the Constitution.
- Regional differences in geography and economy led to the federal structure of national government embodied in the Constitution.
- The slave trade and the institution of slavery established the struggle for racial equality as a feature of American life.

Essential Questions:

- To what extent did the American Revolution reflect the ideals of freedom, equality and liberty?
- Why did slavery and Native American marginalization and removal become part of life in North America?
- How does a populace become influenced by the rhetorical strategies of their leaders to act en masse?
- Can freedom exist without government or any regulation?
- How did colonial experiences and the American Revolution lead to our unique Constitution?
- To what extent did the revolutionary experience become a permanent feature of American life through our living Constitution?

Acquired Knowledge:

- Identify the importance of early colonies.
- Explain the origins, rationale, suffering and torture of slavery.
- Recognize the various treatments of Native Americans throughout the regions of North America.
- Describe the origins of colonies founded by religious faith, as well as the origins of religious toleration in America.
- Explain the economic systems of New England, Mid-Atlantic and Southern colonies.
- Recognize the influence of European political systems on colonial governments.
- Identify and describe the different factions and groups in North America during the revolutionary period.
- Make connections between the New Jersey Constitution and the United States Constitution
- Determine how the Quartering Acts and the Intolerable Acts were influences on early systems of American government.
- Examine constitutional concepts such as due process, rule of law, popular sovereignty and individual rights, and how these were applied to various groups during the historical period.
- Determine the impact of African American leaders and institutions in shaping free Black communities in the North.
- The significance of the Articles of Confederation as a step towards independent, democratic rule.
- Analyze the arguments of the Federalists and Antifederalists.
- Trace the origins of the Bill of Rights.
- Analyze rhetorical arguments about representation, slavery, legislative and executive power, and judicial review, from the Constitutional Convention.
- Establish how the Washington presidency determined firm frameworks and precedents for the limits of executive power

Acquired Skills:

- Compare and contrast the geography and systems of government of Jamestown and Plymouth.
- Apply modern American legal norms, via historical primary and secondary sources to the Salem Witch Trials.
- Examine the architecture, shape and space of ships used for the Middle Passage.
- Apply the legal concept of judicial review to historical and modern Supreme Court cases.
- Using cultural geography, determine how the United States has attempted to account for regional identities while also striving to create a national identity.
- Using modern legal norms, determine the legality of agreements made between colonial governments and/or the United States government, and groups of Native Americans.
- Evaluate the financial constraints and budgets of the British Empire and the United States government during the American Revolution.
- Explain the effects of inflation and public debt and the effects of new state and government policies to rebuild the economy by addressing issues of foreign and internal trade, banking, and taxation.
- Compare population data between colonies and states, and make connections between the data and the political/social norms and level of economic opportunity within each.
- Using primary source documents, evaluate the evolution of the early Constitution through the lens of historical African Americans, Native Americans and women.

Assessment:

Formative Assessment:

- iCivics: the Constitutional Convention
- Jigsaw Activity: Interpreting the branches government in Articles 1, 2 and 3
- Blog or small group discussion: What impact did Jamestown, Plymouth, Massachusetts Bay and Pennsylvania have on early American democracy?
- Write a diary entry as an indentured servant or slave in the New World explaining what a typical day would be like.
- Write an essay discussing how one philosopher's thoughts (e.g., Rousseau, Locke, and Cato) influenced and reappeared in the documents that would govern and inspire the new nation.
- Represent a state in Philadelphia at the Constitutional Convention; write and support a proposal to amend the Articles of Confederation.
- Argue the Federalist or Anti-federalist point of view about political parties, checks and balances, popular representation, executive power or judicial review to a panel of state legislators.
- Ratification Primary Source Activity
- Washington Report Card

Summative Assessment:

- Unit Test
- Create an infographic, utilizing quantitative data and/or primary sources, to defend or refute one of Hamilton’s or Madison’s arguments for a new, stronger national government

Benchmark Assessment:

- Question response, “Did the Framers make the best possible form of government at Philadelphia in 1787? Why or why not?”

Alternative Assessment:

- Performance Task (GRASPS)

| | |
|-----------|--|
| Goal | Students will understand that the beliefs and ideals of a society are influenced by the philosophies and social, economic and political conditions that they inherited. |
| Role | Students will act as attorneys, completing research and preparing written statements. |
| Audience | The presumed audience members consist of a jury and judge. |
| Situation | The framers of the Constitution have been accused of plagiarism. A group representing the estates of several political philosophers and writers has served a complaint against the members of the Constitutional Convention. In this activity, students will be members of a law firm to assemble a case for the plaintiffs or the defendants. See Appendix for resources. |
| Product | Students will prepare a 10-point document that analyzes the Constitution’s similarities and/or differences with the political philosophers cited in the case. |
| Standards | 6.1.12.A.2.a, 6.1.12.A.2.b |

Interdisciplinary Connections:

- Using population data and spatial geographical data to understand the birth of the principles in the Declaration of Independence and the Constitution: mathematics
- Listen to and view music and works of art which reflected the main principles of the American Revolution: visual and performing arts
- Develop rhetorical skills to create convincing arguments at Philadelphia: language arts and theatre

2020 NJCS:

6.1.12.CivicsPI.1.a
6.1.12.CivicsPD.1.a
6.1.12.GeoGI.1.a
6.1.12.HistoryCC.1.a
6.1.12.CivicsPI.2.a
6.1.12.CivicsPD.2.a
6.1.12.CivicsPR.2.a
6.1.12.GeoPP.2.a
6.1.12.EconEM.2.b
6.1.12.HistoryCC.2.b
6.1.12.HistoryUP.2.a
6.1.12.HistoryUP.2.b
6.1.12.HistoryUP.2.c
6.1.12.HistorySE.2.a
6.1.12.HistoryCA.2.a

Instructional Resources:

Core:

- Cayton, Andrew. *America: Pathways to the Present*. Needham, MA: Prentice Hall, 2003.
- Kennedy, David M. *The American Pageant: A History of the American People*. Boston, Massachusetts: Cengage Learning, 2016. Print.
- Corbett, P. Scott, et. al. [OpenStax: United States History](#). 2021. Digital.

Supplemental:

- Equiano, Olaudah. *Interesting Narrative of the Life of Olaudah Equiano*. 1789.
- Bingham, Barbara. "Colonists in Bondage: Indentured Servants in America". *Early American Life*. October 1979.
- Demos, John. "Entertaining Satan". *American Heritage*. August/September 1978.
- Miller, Arthur. *The Crucible: A Play In Four Acts*. New York: Penguin Books, 1976. Print.
- "American Revolution and The New Nation: Primary Documents of American History (Virtual Programs & Services, Library of Congress)." *Library of Congress Home*. Web. 02 Sept. 2010.
<<http://www.loc.gov/rr/program/bib/ourdocs/NewNation.html>>.

UNIT 2: Expansion and Reform (15 DAYS)

Why Is This Unit Important?

This unit will examine various influences on American expansion from 1800 – 1860 and its effects on American society, culture, and politics.

Enduring Understandings:

- The expansion of capitalist enterprise is associated with social upheaval
- Nationalism plays an integral role in encouraging economic progress and social change
- Manifest Destiny had a significant impact on developing American foreign policy
- New technologies and an abundance of natural resources spurred economic developments in the United States
- 19th century religious and social movements inspired transformations in American culture, literature, and art

Essential Questions:

- Why do historians apply titles to eras in history (e.g. Era of Good Feelings) when the simplification results in inaccurate descriptions?
- How should societies balance political and economic progress with social responsibility?
- How do different attitudes concerning education, women, slavery, and religion between the North and the South help to identify ways the Industrial Revolution sparked social reformations?

Acquired Knowledge:

- Compare the foreign policies of Jefferson, Madison, Monroe, and Jackson.
- Discuss the needs and uses of slavery in the early 19th century.
- Describe how the Supreme Court increased the power of the national government and American migration and growth.
- Explain the political, economic, and social effects of the Industrial Revolution.
- Trace the events that highlight expansion leading from the Louisiana Purchase to the Compromise of 1850.
- List the changes of women's roles in society during the 1800s.
- Uncover the history of mental health during this period, including Trenton Psychiatric, Bellevue and asylum reform

Acquired Skills:

- Analyze primary source documents connected to American foreign policy and expansion.
- Compare and contrast the effects American foreign policies had on different groups of people.
- Debate the responsibility America had to rectify its actions towards Native Americans. Trace the impact of historic policies on modern life for specific groups of Native Americans.

Assessments:

Formative Assessment:

- Write a persuasive essay either supporting or refuting the title "Era of Good Feelings".
- Discuss the role slaves played in the development of the Southern economy during the early 19th century.
- Create a series of journal entries from the perspective of a frontiersman moving west.
- Document Based Question: How did the federal government encourage westward expansion? What were the effects of these policies or actions?

Benchmark Assessment:

- Question response, "How democratic did the United States become during the Jeffersonian and Jacksonian eras?"

Summative Assessment:

- Unit Test: Multiple choice; short answer; and long answer responses

Alternative Assessment:

- Performance Task (GRASPS):

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|-----------|---|
| Goal | Students will commemorate and visually represent the importance of westward expansion. |
| Role | Students will act as designers and artists participating in a government sponsored contest. |
| Audience | The presumed audience will be members of the US Postal Service. Class members will serve as preliminary judges for the best designs. |
| Situation | The US government is seeking a new postage stamp to commemorate expansion during the 1800s. |
| Product | Students will design a commemorative stamp and write and explanation of the symbols used in their design. Students will then present their designs for judging. |

Interdisciplinary Connections:

- Compare voter turnout and voting eligibility rates across demographics: mathematics
- Determine the significance of land formations and climate with respect to migration, settlement and economic development: natural science
- Trace French town and building names to their foundation and settlement: world languages

Suggested Learning Activities:

- Provide modified primary source documents for students who struggle with reading English.
- Provide a graphic organizer outlining information about the effects of industrialization in the North and South in order to prepare for the class discussion of the role of slavery during the 1800s.

2020 NJCS:

6.1.12.CivicsPR.2.a
6.1.12.HistoryUP.2.a
6.1.12.HistorySE.2.a
6.1.12.HistoryCA.2.a
6.1.12.CivicsPI.3.a
6.1.12.CivicsDP.3.a
6.1.12.CivicsDP.3.b
6.1.12.CivicsDP.3.c
6.1.12.GeoSV.3.a
6.1.12.HistoryUP.3.a
6.1.12.HistoryUP.3.b
6.1.12.HistoryCC.3.a

Instructional Resources:

Core:

- Cayton, Andrew. *America: Pathways to the Present*. Needham, MA: Prentice Hall, 2003.
- Kennedy, David M. author. *The American Pageant: A History of the American People*. Boston, Massachusetts: Cengage Learning, 2016. Print.
- Corbett, P. Scott, et. al. [*OpenStax: United States History*](#). 2021. Digital.

Supplemental:

- Conway, J. David. The Louisiana Purchase. Oct. 2010.
<www.unyahea.org/lesson_plans/The%20Louisiana%20Purchase.doc>
- Maddox, Robert J., ed. *Annual Editions: American History*. Guilford, CT: Dushkin Pub. Group, 1995. Print.

UNIT 3: CIVIL WAR AND RECONSTRUCTION (15 DAYS)

Why Is This Unit Important?

Compromises over the issue of slavery were complicated by its link to the legislative political process in the U.S. Congress. Could any region of states accept the concept on being dictated to by another region because they had a numerical advantage in Congress? Was this a democracy or an aristocracy with northern industrialists and moralists at the helm? The Civil War erupted when compromise was no longer a solution to these problems but a threat to the life's blood of democracy: individual liberty and autonomy. The War pitted a family against itself and the nation felt the consequence deeply, economically and in terms of human capital. Reconstruction attempted to restore peace, order, and wealth, but did so as Congressmen skirted the boundary between helping the South and punishing it for its treason. Eventually, the freed men and women who were the supposed beneficiaries of this War became again enslaved by a system of black codes and Jim Crow after the Compromise of 1877.

Enduring Understandings:

- Tensions between the North and the South were caused by rapid expansion and transformation of the American economy
- Physical strife may bring quick resolutions however it may not always be the most efficient method for resolving conflict
- Although freedom is often touted as the highest attainable human goal, at times leaders must forfeit democratic ideals to maintain order
- Efforts to reunite the country through Reconstruction were contested, resisted, and had long term consequences
- Though the intentions of the 14th Amendment are clear in historical context, the general language of it has been open to interpretation and has caused tension between state and federal governments

Essential Questions:

- Why did compromising on the issue of slavery result in such chaos if compromise is one of the hallmarks of democracy?
- How do the events leading up to the Civil War exemplify democracy's greatest strengths and weaknesses?
- How can one balance the economic need for slavery with the moral dilemma the institution of slavery presents?
- For what reasons would military leadership be ill-equipped to build strategies that account for modernization of military technologies?
- What are acceptable circumstances for suspending habeas corpus and enforcing martial law?
- What are the dangers of compromising democratic principles in the name of placating fiery sensibilities on sensitive issues?
- Considering the work of Radical Republicans and new leaders in the South, was legislation regarding race proactive or reactionary?

Acquired Knowledge:

- Identify reasons for the institution of slavery in the U.S. and details of a slave's daily life.
- Discuss major events leading up to the Civil War that increased tensions between the North and South.
- Evaluate the major results of the Election of 1860 and its effects on the start of the Civil War.
- Debate the reasons for Southern secession.
- Compare how prepared the North and South were for the Civil War.
 - Define sectionalism and its impact on politics in the U.S.
- Explain the role African Americans played during the Civil War and Reconstruction Era.
- Identify differences between the North and the South during the early and mid-1800s in the following categories: geography and climate, economy, population, and transportation.
- Explain the chronological logic of the 13th, 14th, and 15th Amendments.
- Determine the extent to which enacted Reconstruction policies achieved their goals.
- Examine potential connections between Reconstruction policies and modern issues with police brutality, voter suppression and mass incarceration

Acquired Skills:

- Analyze how ideas found in the Emancipation Proclamation and Gettysburg Address contributed to demanding equality for all.
- Use maps and primary sources to assess the impact that geography, improved military strategies, and new modes of transportation had on the outcome of the Civil War.
- Analyze the impact of population shifts and migration patterns during the Reconstruction period.
- Compare and contrast the immediate and long term effects of the Civil War on the Northern and Southern economies.
- Use political cartoons to evaluate reactions to Presidential and Congressional Reconstruction plans.
- Graph data regarding regional preparedness for war that illustrates the advantages the North had over the South before the war began.
- Read textbooks as secondary sources and analyze them for revisionist biases.

Assessments:

Formative Assessment:

- After reading slave narratives housed at the Library of Congress and seeing information about slave life through multimedia presentations, create a slave narrative. Alternatively, students can write from the perspective of an abolitionist.
- Using political party platforms as a primary source, students will create various campaign materials for an assigned candidate from the election of 1860.
- Create and debate Reconstruction plans with classmates. Students will be assigned or will select a particular historical perspective from which to create their plan.

Summative Assessments:

- Performance Task (GRASPS):

| | |
|-----------|---|
| Goal | Students will participate in a simulated trial of John Brown. |
| Role | Students will play the roles of plaintiff, defendant, lawyers, witnesses, and jury members. |
| Audience | The presumed audience members will be the court and judge. |
| Situation | John Brown has been put on trial for murder and treason. The jury must decide if John Brown is innocent or guilty of those charges. |
| Product | Students will use research to develop arguments for or against John Brown. Students will simulate and role-play major procedures of the court case. |
| DBQ | Should Reconstruction be considered a success? Cite political, social and economic examples to support your answer. |
| Unit Test | Multiple choice; short answer; and long answer responses. |

Benchmark Assessment:

- Question response, "By the end of Reconstruction, how united was the United States of America?"

Alternative Assessment:

- Students can create a vlog or podcast to share findings from the DBQ process.

Interdisciplinary Connections:

- Students compare the rhetorical style of Stephen Douglas and Abraham Lincoln to modern political leaders: Language Arts and Theatre
- Students can evaluate the level of physical conditioning and fitness required to navigate Civil War battlefield maneuvers: Physical Education
- Students can compare musical style and composition between slave spiritual songs and popular music from the civil rights era about 100 years later: Music

Suggested Learning Activities:

- Provide modified primary source documents for students who struggle with reading English.
- Provide a graphic organizer for comparing the Emancipation Proclamation and Gettysburg Address.
- Use political cartoons to help ELL students understand different perspectives of Lincoln's roles during the Civil War.
- Participate in a discussion concerning the relationship between states and the federal government in modern day policymaking.
- Determine the extent to which enacted Reconstruction policies achieved their goals. Evaluate connections between Reconstruction policies and modern day issues relating to modern racial inequalities.

2020 NJCS:

6.1.12.HistoryCA.3.a
6.1.12.HistoryCA.3.b
6.1.12.CivicsDP.4.a
6.1.12.CivicsDP.4.b
6.1.12.CivicsPR.4.a
6.1.12.GeoPP.4.a
6.1.12.EconET.4.a
6.1.12.EconNE.4.a
6.1.12.HistoryCC.4.a
6.1.12.HistoryUP.4.a
6.1.12.HistoryUP.4.b
6.1.12.HistoryCC.4.b
6.1.12.HistoryCA.4.c

Instructional Resources:

Core:

- Cayton, Andrew. *America: Pathways to the Present*. Needham, MA: Prentice Hall, 2003.
- Kennedy, David M. author. *The American Pageant: A History of the American People*. Boston, Massachusetts: Cengage Learning, 2016. Print.
- Corbett, P. Scott, et. al. [OpenStax: United States History](#). 2021. Digital.

Supplemental:

- "Abraham Lincoln Research Site." *Information About Abraham Lincoln's Life, Assassination, and Family*. N.p., n.d. Web. 1 Sept. 2010.
- Bogue, Allan G. *The Congressman's Civil War*. Cambridge: Cambridge UP, 1989.
- Hine, Darlene Clark., William C. Hine, and Stanley Harrold. *African American History*. Upper Saddle River, NJ: Prentice Hall, 2006.
- Maddox, Robert J., ed. *Annual Editions: American History*. Guilford, CT: Dushkin Pub. Group, 1995. Print.
- Nordquist, Marty, and June M. Howland. *The Civil War and Reconstruction*. Cleveland, Ohio: Modern Curriculum, 1994.
- Northup, Solomon. *Twelve Years a Slave*. Mineola, NY: Dover Publications, 2000. Print.
- Organization of American Historians. (2010, July 12). *OAH Magazine of History: A Quarterly Magazine for Teachers of History*. Retrieved September 2010, from Organization of American Historians: <<http://www.oah.org/pubs/magazine/>>.
- Stowe, Harriet Beecher. *Uncle Tom's Cabin*. New York: Random House Inc., 2003: 249-250, 358, 507.
- *Unchained Memories: Readings from the Slave Narratives*. Prod. Jacqueline Glover. HBO, 2003. DVD.
- Library of Congress. [The African American Odyssey: A Quest for Full Citizenship](#). *Reconstruction and its Aftermath*.
- University of Houston. [America's Reconstruction: People and Politics after the Civil War](#).

UNIT 4: THE GILDED AGE (9 DAYS)

Why Is This Unit Important?

This unit traces the growth of the U.S. from isolationism to its more active and visible role in international affairs. Students will wrestle with the promise and reality of the American experiment and seek answers to contemporary questions through economic, political, and social analyses of the time period. This unit discusses how the Industrial Revolution and immigration had a powerful impact on labor relations, urbanization, the environment, and cultural values and created tensions between ethnic and social groups. Students will also discuss technological developments and how unregulated business practices revolutionized transportation, manufacturing, and consumption and changed the daily lives of Americans.

Enduring Understandings:

- Capitalism fuels economic growth through competition.
- Transportation, manufacturing, and consumption changed the daily lives of Americans.
- Urbanization and the struggle for upward mobility led to tensions between social and ethnic groups.

Essential Questions:

- Was the growth of industry in the late 1800s primarily detrimental or beneficial to American politics, economics, and society?
- Why is there a connection between the growth of business and industry and the growth of poverty?
- How does the statement "all men are created equal" become "gilded" considering the experiences of immigrants, minorities, the poor, and women?

Acquired Knowledge:

- Relate industrial growth to the need for social and governmental reforms.
- Explain how the development of transcontinental railroads promoted the growth of a nationwide economy and the movement of populations.
- Describe the effects big business policies had on industry and society.
- Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.
- Examine the pathway by which African-American business people engaged in the industrial economy of the period

Acquired Skills:

- Analyze the effectiveness of governmental policies to address discrimination against new immigrants, Native Americans, and African Americans.
- Assess the impact of rapid urbanization on the environment and on the quality of life in cities.
- Compare and contrast economic development of the North, South, and West in the post-Civil War period.
- Research the experiences of impoverished people referencing their personal narratives.

Assessments:

Formative Assessment:

- After reading about the inventions and technologies of the Gilded Age, students will design a Sears Catalog highlighting those major advancements.
- Interpret competing images of the American entrepreneur through political cartoons.
- Develop plans that appease the following parties involved in a labor dispute: politicians, business owners, high wage workers, and low wage workers.
- Students will select their own modern analog for a robber baron of the Gilded Age.

Summative Assessment:

- Document Based Question: Students will analyze the impact of big business on the economy and politics of the United States and the responses of Americans to those changes between 1870 and 1900.
- Unit Test: Multiple choice; short answer; and long answer responses

Benchmark Assessment:

- Question Response, "Is the term *gilded* the best way to define the final decades of the 19th century?"

Alternate Assessment:

- Performance Task (GRASPS):

| | |
|-----------|---|
| Goal | Students will create a scrapbook detailing social aspects of the Gilded Age. |
| Role | Students will act as researchers, historians, designers, and marketers. |
| Audience | The museum directors will serve as the audience. |
| Situation | A local museum needs souvenirs to sell in order to raise money for a new Gilded Age exhibit. |
| Product | Students will use primary and secondary sources to design a scrapbook that accurately portrays social aspects of the Gilded Age including: entertainment, sports, immigration, women’s issues, education, migration, urbanization, city life and reform. Final presentations will be made to market the scrapbooks to the museum for use. Students will plan and produce a segment for a modern day cable-news business or financial show and give news and commentary on business and economic news on a particular day during the Gilded Age. |

2020 NJCS:

- 6.1.12.CivicsDP.5.a
- 6.1.12.EconEM.5.a
- 6.1.12.GeoPP.5.a
- 6.1.12.GeoHE.5.a
- 6.1.12.HistoryCC.5.a
- 6.1.12.HistoryUP.5.a

Interdisciplinary Connections:

- Students can determine the value of a dollar for a typical urban family during the Gilded Age, and compare with the value of a dollar for a typical modern family: Mathematics
- Students can research the short-term and long-term environmental impact of Gilded Age industries: Science

Suggested Learning Activities:

- Provide modified primary source documents for students who struggle with reading English.
- Provide a graphic organizer to help prepare for the performance assessment.

Instructional Resources:

Core:

- Cayton, Andrew. *America: Pathways to the Present*. Needham, MA: Prentice Hall, 2003.
- Kennedy, David M. author. *The American Pageant: a History of the American People*. Boston, Massachusetts: Cengage Learning, 2016. Print.
- Corbett, P. Scott, et. al. [OpenStax: United States History](#). 2021. Digital.

Supplemental:

- *1897 Sears Roebuck Catalogue*. New York: Chelsea House Publishers, 1968.
- "Downloads: 11th Grade Curriculum / Voting Rights and Citizenship Curriculum." *Welcome to CUNY - The City University of New York*. N.p., n.d. Web. 27 Apr. 2011. <http://www1.cuny.edu/portal_ur/content/voting_curriculum/11th_grade.html>
- "The Gilded Age to the Depression [Beyond Books]." *Beyond Books*. N.p., n.d. Web. 27 Apr. 2011. <<http://www.beyondbooks.com/ush11/>>.
- Maddox, Robert J., ed. *Annual Editions: American History*. Guilford, CT: Dushkin Pub. Group, 1995. Print.
- "The Rich Are Good-Natured": William Graham Sumner Defends the Wealthy." *History Matters: The U.S. Survey Course on the Web*. N.p., n.d. Web. 27 Apr. 2011. <<http://historymatters.gmu.edu/d/4998>>.
- *The Way We Say It: Robber Barons or Captains of Industry?* Fort Atkinson: Highsmith Inc., 2001. Print.
- "The Workingman's Ten Commandments." *History Matters: The U.S. Survey Course on the Web*. N.p., n.d. Web. 27 Apr. 2011. <<http://historymatters.gmu.edu/d/5747/>>.
- New York Times, 2021. "[What is Labor Day?](#)"

UNIT 5: THE PROGRESSIVE ERA (13 DAYS)

Why Is This Unit Important?

This unit will examine the roots of the Progressive Movement and the impact the movement had on protecting social welfare, promoting moral improvement, creating economic reform, and fostering efficiency. The role of government in business, trust-busting, environmental and consumer protection, voting and women's issues are all explored within the unit. Workers' rights advanced during this era, while American democracy slowly moved towards greater inclusivity. The Progressive Era fomented significant change that had a lasting impact on American society.

Enduring Understandings:

- Progressive social reforms continue to affect societal changes today.
- Revolt and reform are often inspired by written texts and the expansion of communication.
- There is a complex relationship between the purpose of government, its principles and ideals.

Essential Questions:

- Why do people resist change?
- Did the Progressives achieve their goals?
- Did the status for women and minorities change during the Progressive Era?
- Was there any muckraker that was not effective?
- Did life for most Americans improve because of Progressive efforts?
- Which progressive president had the greatest impact on solving the problems of the Gilded Age?

Acquired Knowledge:

- Identify the agendas of three Progressive Presidents; Roosevelt, Taft & Wilson.
- Explain the role of muckrakers and media in changing policy.
 - Identify the roots and causes of the Progressive Movement.
- Identify contrasting political forces.
- Explain the role of women and minorities in gaining civil rights.

Acquired Skills:

- Develop a definition for Progressivism.
- Compare, contrast, and evaluate progressive agendas.
- Analyze primary sources to determine Progressive goals.
- Persuasively present a point of view supporting or contrasting Progressive values.
- Develop a "muckraking" editorial or political cartoon.

Assessments:

Formative Assessment:

- Socratic Discussion: Who were the Progressives?
- Graphic organizer: Compare and contrast Woodrow Wilson’s New Freedom approach to regulation with Theodore Roosevelt’s New Nationalism approach. Whose Progressive model for change is most significant?

Summative Assessment:

- Unit Test: Multiple choice; short answer; and long answer responses

Alternative Assessment:

- Performance Task (GRASPS):

| | |
|-----------|---|
| Goal | Develop a resolution to a current societal injustice. |
| Role | The student will assume the role of Reporter for a major metropolitan newspaper. |
| Audience | Newspaper Editor and the public. |
| Situation | As a reporter for a major metropolitan newspaper you have found an injustice that needs remedying. The current political establishment has been unwilling or unable to address the concern. |
| Product | Students will create a “muckraking” editorial or political cartoon that indicts a current social or political issue. |

Benchmark Assessment:

- Question Response, “Was the Progressive Era truly progressive?”

2020 NJCS:

- 6.1.12.CivicsDP.6.a.
- 6.1.12.CivicsDP.6.b.
- 6.1.12.CivicsPR.6.a.
- 6.1.12.GeoHE.6.a.
- 6.1.12.EconNE.6.a.
- 6.1.12.HistoryCC.6.b.
- 6.1.12.HistoryCC.6.d.
- 6.1.12.HistoryCA.6.a.

Interdisciplinary Connections:

- Examine the impact of the evolving, daily mass media by viewing and discussing newspaper archives: Language Arts and Mass Media
- Examine the environmental impact of big business on the land by viewing photographs of the land, as well as climate and animal species changes over time: Science

Suggested Learning Activities:

- Provide modified primary source documents for students who struggle with reading English.
- Extended time on written assessments.

Instructional Resources:

Core:

- Cayton, Andrew. *America: Pathways to the Present*. Needham, MA: Prentice Hall, 2003.
- Kennedy, David M. author. *The American Pageant: a History of the American People*. Boston, Massachusetts: Cengage Learning, 2016. Print.
- Corbett, P. Scott, et. al. [OpenStax: United States History](#). 2021. Digital.

Supplemental:

- Hite, Kenneth and Shepherd Hendrix. *The Complete Idiot's Guide to U.S. History, Graphic Illustrated*. New York: Alpha, 2009. Print.
- Leone, Bruno. *Opposing Viewpoints in American History, Volume II*. San Diego: Greenhaven, 1996. Print.
- Maddox, Robert J., ed. *Annual Editions: American History*. Guilford, CT: Dushkin Pub. Group, 1995. Print.
- Schneir, Miriam. *Feminism: The Essential Historical Writings*. Vintage Books ed. New York: Vintage Books, 1994. Print.
- Sinclair, Upton. *The Jungle*. Cambridge, MA: R. Bentley, 1971. Print. [DocsTeach.org](#)

Technology Integration:

- Use Padlet for performance tasks
- Jamboard for collaborations on how the Progressive Era impacted various minority groups in American society.

UNIT 6: WORLD WAR I (5 DAYS)

Why Is This Unit Important?

This unit will examine the themes of war and diplomacy as well as the social impact on minority groups, labor, business, and civil liberties will be considered. An analysis of the ongoing struggles of isolationist and interventionist forces can be seen in the political battle between the reservationists, irreconcilables and Wilson whose failed solemn referendum lead to the defeat of the Treaty of Versailles in the US and our non-participation in the League of Nations. Americas changing dynamic during this period has a significant impact not only on the United States but on the world.

Enduring Understandings:

- Students will be able to identify the changing role of the United States on the global stage.
- Students will discern the relationship between liberal and conservative forces and judge which have been more influential in framing American foreign policy, particularly comparing Roosevelt, Taft, and Wilson.
- Students will make connections between the Civil War and World War I.
- Students will assess the impact war had on civil liberties.

Essential Questions:

- What should be the political role of America in the World?
- Are war-time measures devised to protect the country unjust?
- Was the use of propaganda during war effective?
- Has the status for women and minorities changed significantly during this time period?
- Who was responsible for the failure of the Treaty of Versailles?

Acquired Knowledge:

- Identify the factors driving American foreign policy.
- Chronicle the events leading up to US involvement in WWI.
- Explain the role propaganda in preparation for war.
- Analyze government management of the wartime economy.
- Identify the Big Four and explain the divergent agendas of the world leaders.
- Determine how technological advancements affected the nature of World War I on land, on water, and in the air.
- Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.
- Recognize the geopolitical changes in reshaping of the globe after WWI.
- Define the solemn referendum and explain Woodrow Wilson's role in the failure of the Treaty of Versailles.

Acquired Skills:

- Discuss the perspectives of isolationists and interventionists. Analyze primary source documents in the formation of arguments in favor of and against American involvement in the League of Nations
- Analyze the causes and impact of WWI.
- Work cooperatively to consider the impact of the war on minorities, labor, and business.
- Relate social intolerance and xenophobia to government policies during WWI. Geographically organize the significant changes in political boundaries before and after WWI.

Formative Assessment:

- Graphic organizer: Is the government justified in limiting civil liberties during war?
- Canvas discussion: How did the U.S. Involvement in WWI impact the following: African-Americans, women, labor, civil liberties, and business?

Summative Assessment:

- Unit Test: Multiple choice; short answer; and long answer responses

Alternative Assessment:

- Performance Task (GRASPS): Decide and defend a position regarding U.S. ratification of the Treaty of Versailles and membership into the League of Nations. Role Act as members of a Congressional committee. Audience Congress. The final bullets of World War I have been fired. The world is in disarray and Europe will struggle to find its economic and political footing. The United States, traditionally isolationist, is now in the position to rise as a major world power. Isolationist and expansionist factions in the country are quarreling over the expediency of further global involvement. Our special Congressional committee must decide an expedient course of action. A Congressional resolution addressing these four major issues of contention:
 - Should the United States ratify the Treaty of Versailles and join the League of Nations?
 - Would the Versailles Treaty ensure a just and workable peace?
 - Would joining the League of Nations amount to a surrender of the sovereign power of the United States to decide matters of war and peace?
 - Would the League permit international interference with American privileges under the Monroe Doctrine?

Benchmark Assessment:

- Question Response, "Did American policies during World War I lead to more liberty and freedom for citizens, or less?"

Interdisciplinary Connections:

- Consider how Progressive changes in mechanization and efficiency led to more effective military innovations: Mathematics, Science and Technology
- Uncover the underlying reasons for post-traumatic stress disorders, and link their symptoms to

2020 NJCS:

6.1.12.CivicsDP.7.a.
6.1.12.EconNM.7.a.
6.1.12.HistoryCC.7.a.
6.1.12.HistoryCA.7.a.
6.1.12.HistoryCA.7.b.
6.1.12.HistoryCA.7.c.
6.1.12.HistoryUP.7.a.

Instructional Resources:

Core:

- Cayton, Andrew. *America: Pathways to the Present*. Needham, MA: Prentice Hall, 2003.
- Kennedy, David M. author. *The American Pageant: a History of the American People*. Boston, Massachusetts: Cengage Learning, 2016. Print.
- Corbett, P. Scott, et. al. [OpenStax: United States History](#). 2021. Digital.

Supplemental:

- Maddox, Robert J., ed. *Annual Editions: American History*. Guilford, CT: Dushkin Pub. Group, 1995. Print.
- "President Wilson's Fourteen Points - World War I Document Archive." *Main Page - World War I Document Archive*. Web. 27 Apr. 2011. <http://wwi.lib.byu.edu/index.php/President_Wilson's_Fourteen_Points>.
- *The Century: America's Time*. Vol. #1 1914 -- 1919 "Shellshock." ABC News. 1999.
- "The Zimmermann Telegram." *National Archives and Records Administration*. N.p., n.d. Web. 27 Apr. 2011. <http://www.archives.gov/education/lessons/zimmermann/>.

Technology Integration:

- Use the National Archives online to research and read primary source documents from the World War I era.

UNIT 7: THE ROARING TWENTIES (5 DAYS)

Why Is This Unit Important?

As America emerged from World War I, it entered what many called “the Roaring Twenties”. While innovators and captains of industry like Henry Ford ushered in a dramatic economic expansion based upon consumer culture, were the Twenties really “roaring”, or was it simply a facade for deep-seated social and economic problems? In particular, this unit will examine the emerging isolationism and social tensions that can be seen in the rise of the KKK and the Scopes “Monkey” and Sacco & Vanzetti trials. The themes of social, economic and technological change will be considered as seen in popular culture and changing roles for women, advertisements and the radio, assembly line production and the automobile, the Harlem Renaissance, prohibition, organized crime and divergent attitudes towards alcohol. The conservative political administrations of Presidents Harding, Coolidge, and Hoover will be scrutinized. An analysis of the government’s laissez-faire approach will reveal a problematic tariff policy and poor market regulation; these policies were not able to counteract a culture of greed exemplified by stock pools, buying on margin, corrupt banking and speculation.

Enduring Understandings:

- Isolationism, nativism, and racism fueled the Red Scare and the revival of the KKK.
- Political, economic, and natural factors led to an economic depression.
- Popular culture, sports and music of the 1920s continue to shape modern entertainment.
- As social mores changed, the struggle for gender equality remained a difficult barrier to overcome.

Essential Questions:

- What impact did the automobile have on the American economy and society?
- Do sports and entertainment figures deserve the attention they receive?
- Was America truly isolationist during the 1920s?
- Which technological advancements had the greatest impact on 1920s American society?

Acquired Knowledge:

- Relate government policies to the prosperity of the country and determine the impact of these policies on economic growth and the economic collapse.
- Identify objectives and methods of the Republican administrations of presidents Harding and Coolidge.
- Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agriculture practices on people and the environment.
- Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.

Acquired Skills:

- Assess the impact of artists, writers, and musicians of the Harlem Renaissance on American Culture.
- Research and analyze the causes of the Boom.
- Analyze the major factors that led to the Great Migration.
- Analyze primary source documents addressing the role of birth control in the women's movement.
- Analyze the musical, rhythmic, and lyrical content of jazz music in historical context.

Assessments:

Formative Assessment:

- Students will research a historical figure from the 1920s and create a mock social media page for that personality.
- Blooket assessment on Great Migration push-and-pull factors.

Summative Assessment:

- Unit Test: Multiple choice; short answer; and long answer responses

Alternative Assessment:

- Performance Task (GRASPS):

| | |
|-----------|--|
| Goal | Write a historical fiction narrative. |
| Role | The students will play. |
| Audience | Publisher and readers. |
| Situation | It has been 5 years since your last published novel. There has been a revival of interest in the 1920s. Product Class will read the short story Cordelia the Crude by Wallace Thurman, written in 1926. The themes and props in the story will help us understand the time period as well as provide a model for "showing" and not "telling" a historical context. |
| Product | Using Google News archives, students will find news articles from the 1920s to develop historically accurate timelines. They will use these events in their as anchors and backdrops to the fictional narratives they create. |

Benchmark Assessment:

- Question response, "To what extent did the Roaring Twenties reflect equality and opportunity in the United States?"

2020 NJCS:

- 6.1.12.CivicsHR.8.a.
- 6.1.12.EconET.8.a.
- 6.1.12.EconNM.8.a.
- 6.1.12.HistoryCC.8.a.
- 6.1.12.HistoryCC.8.b.
- 6.1.12.HistoryCC.8.c.

Interdisciplinary Connections:

Students will explore the differences between emerging genres of music during the Roaring Twenties: visual and performing arts

Students will investigate the reasons for dramatic changes in leisure activities during the Roaring Twenties: visual and performing arts, sociology

Instructional Resources:

Core:

- Cayton, Andrew. *America: Pathways to the Present*. Needham, MA: Prentice Hall, 2003.
- Kennedy, David M. author. *The American Pageant: a History of the American People*. Boston, Massachusetts: Cengage Learning, 2016. Print.
- Corbett, P. Scott, et. al. [OpenStax: United States History](#). 2021. Digital.

Supplemental:

- *The Century: America's Time - Complete 12 Hour Series*. Perf. Peter Jennings. ABC News, 2009. DVD.
- "Facebook Project & Template." *Tomorrow's Tech in Today's School*. N.p., 22 Jan. 2010. Web. 27 Apr. 2011.
<<http://techtoolsforschools.blogspot.com/2010/01/facebook-project-template.html>>.
- Maddox, Robert J., ed. *Annual Editions: American History*. Guilford, CT: Dushkin Pub. Group, 1995. Print.
- Thurman, Wallace, Amritjit Singh, and Daniel M. Scott. *The collected writings of Wallace Thurman, a Harlem Renaissance reader*. New Brunswick, N.J.: Rutgers University Press, 2003. Print.

Technology Integration:

- Use Google applications to design mock social media page.
- Research using Duke University's Ad*Access database of advertisements from the Roaring Twenties.
- Present the presidencies of Harding and Coolidge using Prezi and Padlet.

Sample Standards Integration

21st Century Skills & Career Readiness Practices

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills. CRP3.

Attend to personal health and financial well-being. CRP4.

Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

For Example: Throughout the course students are required to demonstrate all of the above skills as they apply viable research strategies, evaluate data, close read content-specific text, communicate in multiple ways, and effectively employ technology to share ideas in performance tasks and written essays

Unit 2 offers a great opportunity to explore fields of law and law enforcement. While learning about the Constitution and Bill of Rights, students can practice applying the law to real situations and supreme court cases.

Unit 5 focuses on industrialization and the role of labor unions in protecting worker's rights. In class, this is a great opportunity to discuss modern trade unions and educate students about potential career paths.

9.3.12.AG-

NR.2 Analyze the interrelationships between natural resources and humans.

For Example: Unit 1 focuses on trade relationships between Europe and the American colonies, with particular attention paid to the raw materials Europeans were looking to exploit and how this leads to the Transatlantic Slave Trade. Unit 3 includes discussion of Native American Removal Policies which were motivated by desire for natural resources. Finally, Unit 5 includes an investigation of Gilded Age Industrialists and their use/exploitation of natural resources.

Technology Integration

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review

8.1.8.D.4 Assess the credibility and accuracy of digital content.

8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

For Example: In Unit 7, students work collaboratively to research and create accurate historical timelines in order to craft a historical narrative. Students examine primary documents from the National Archives other secondary sources to create the historical backdrop. The end result is a project prepared for professional audience.

Interdisciplinary Connection

The Research Simulation Task requires students to analyze an informational topic through several articles or multimedia stimuli. Students read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay.

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

For Example: The Document Based Questions in Units 1, 3, 4, and 5 all involved detailed analysis of primary and secondary sources in order to compose an analytical essay. Students are encouraged to look “beyond of the words” included in a document to look for an author’s purpose, intended audience and additional historical context to understand the document.

Holocaust Mandate

The curricula addresses issues of bias, prejudice, and bigotry, including bullying through the teaching of the Holocaust and genocide K-12

For Example: Units 1-4 discuss issues of discrimination and hate against African Americans, Native Americans, and immigrants from both Europe and Asia. Throughout the curriculum issues of bias and prejudice are addressed and debunked, advocating a theme of tolerance.

Amistad Mandate

Mandate requires the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African Americans to our society.

For Example: Units 1-4 outline the beginning of the slave trade, southern reliance on slavery, abolition and finally the end of the slavery. Units 4-8 investigate issues concerning the continued fight for civil rights for African Americans in the United States after the period of Reconstruction ends. The Progressive Era (Unit 7) looks at early civil rights leaders and their different views of equality. The Roaring 20s (Unit 8) explores the Harlem Renaissance and the evolving culture and pride of African Americans.

LGBTQ/Disabilities Resources

Unit 1: Garden State Equality: [How Gender and Mainstream Ideas of American Feminine Beauty Influenced Roles in the War](#)

History Channel: [The Revolutionary War Hero Who Was Openly Gay](#)

Johns Hopkins: [Revolutionary War Invalid Pensions and the Bureaucratic Language of Disability in the Early Republic](#)

Unit 2: PBS, Out of the Past: [A Timeline of LGBT History in the United States](#)

National Park Service: [A Theme Study on LGBTQ History in America](#) (this version is relevant to 19th century)

Minnesota Department of Administration: [A History of Developmental Disabilities, The Rise of the Institutions](#)

Unit 3: LGBTQ History: [Timeline](#)

Joshua Bader, [A Queer Civil War Soldier's Story](#)

JSTOR Daily: [The Invisible Struggles of the Civil War's Veterans](#)

Unit 4: LGBTQ History: [Timeline](#)

National Park Service: [LGBTQ Heritage](#)

Unit 5: Society for Historians of the Gilded Age & Progressive Era: [Rethinking Sexuality in the Progressive Era](#)

National Park Service: [The Very Queer History of the Suffrage Movement](#)

Unit 6: [Smithsonian: How WWI Sparked the Gay Rights Movement](#)

Unit 7: History.com: [How Gay Culture Blossomed During the Roaring Twenties](#)

Montana State University: [LGBT Rights, Early 20th Century](#)