

Name of Course: United States History 2

Massachusetts History and Social Science Curriculum Framework ([link](#))

Syllabus link  1. 2022 Co Taught Syllabus Expectations

Unit 1: Reconstruction and the Rise of Jim Crow

Essential Questions

- *To what extent was Reconstruction a success?*
- What were the major problems faced by the US at the end of the Civil War?
- Compare and contrast the plans for Reconstruction laid out by Lincoln and Johnson, and the Radical Republican Congress.
- Describe the relationship between Andrew Johnson and Congress. Provide specific evidence to support your point.
- What were the major problems faced by the Freedmen after the Civil War? What did the federal government do to address these issues?
- What methods did some Southerners use to resist the policies of Radical Reconstruction?
- What factors made racism and violence possible and acceptable at this time?
- In what ways do the problems of the post-Civil War era continue today?

Standards	● Topic 5. The Civil War and Reconstruction: causes and consequences [USI.T5] ● 6. Analyze the consequences of the Civil War and Reconstruction (e.g., the physical and economic destruction of the South and the loss of life of both Southern and Northern troops; the increased role of the federal government; the impeachment of President Johnson; the 13th, 14th, and 15th Amendments; the expansion of the industrial capacity of the Northern U.S.; the role of the Freedmen's Bureau and organizations such as the American League of Colored Laborers, the National Negro Labor Council, the Colored Farmers' National Alliance and Cooperative Union; the accomplishments and failures of Radical Reconstruction; the presidential election of 1876; and the end of Reconstruction). ● 7. Analyze the long-term consequences of one aspect of the Jim Crow era (1870s–1960s) that limited educational and economic opportunities for African Americans (e.g., segregated public schools, white supremacist beliefs, the threat of violence from extra-legal groups such as the Ku Klux Klan, the 1896 Supreme Court decision in Plessy v. Ferguson, and the Court's 1954 decision in Brown v. the Board of Education of Topeka). ● 8. Evaluate the impact of educational and literary responses to emancipation and Reconstruction (e.g., founding of black colleges to educate teachers for African American schools, the U.S. publication of The Adventures of Huckleberry Finn by Samuel Clemens in 1885, and the development of African American literature in the early 20th century).
Concepts and skills	● 1. Demonstrate civic knowledge, skills, and dispositions. ● 2. Develop focused questions or problem statements and conduct inquiries. ● 3. Organize information and data from multiple primary and secondary sources. ● 4. Analyze the purpose and point of view of each source; distinguish opinion from fact. ● 5. Evaluate the credibility, accuracy, and relevance of each source. ● 6. Argue or explain conclusions, using valid reasoning and evidence. ● 7. Determine next steps and take informed action, as appropriate.
Content Objectives "I can Statements"	● I can explain the major problems facing the U.S. at the end of the Civil War. ● I can compare and contrast the Presidential and Congressional Plans for Reconstruction. ● I can analyze primary sources (i.e. excerpts of Presidential Speeches, diary entries, laws)

	● I can describe the application of Reconstruction policies as they relate to life in the United States. ● I can make connections between increased protection of the rights of African Americans and reactions to it in the South. ● I can determine the legacy of Reconstruction in the U.S. and explain its continued relevance. ● I can draw conclusions about the impact of Jim Crow laws on American society. ● I can write a clear and complex thesis statement.
Assessments, products, vocabulary, practice	● Reviewing answers to student questions each day. ● Mid-unit quiz ● Formal Unit Test (multiple choice, open response) ● Unit Essay
Text, Materials, and Resources	● SHEG (Stanford History Education Group) ● Gale Database primary and secondary sources on content ● Facing History and Ourselves ● <i>Reconstruction: The Second Civil War</i> (PBS News documentary) ● <i>The Presidents</i> (History Channel documentary clip) ● <i>Re-Writing History</i> (National Geographic documentary) ● “<i>The History of Jim Crow</i>” (www.JimCrow.org)

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Unit 2: Building a Modern America

Essential Questions

- *Who does progress benefit?*
- What factors encouraged industrial growth in the U.S. after the Civil War?
- What effect did the rapid economic growth of the Industrial Age have on American society?
- Why did workers begin to organize in the late 1800s?
- Industrialization increased the standard of living and the opportunities available to many Americans, but at what cost?
- What impact did the surge in immigration in the second half of the 19th century have on the United States? Consider political, economic, and social effects.
- What problems were created by urbanization in the late 1800s and early 1900s? How were these problems addressed?
- Describe the relationship between the people and the government in the late 1800s.

Standards

- **Topic 6. Rebuilding the United States: industry and immigration [USI.T6]**
- Supporting Question: Industrialists have been called “Captains of Industry” and “Robber Barons.” Which title is more appropriate for them and why?
- 1. Explain the various causes of the Industrial Revolution (e.g., the economic impetus provided by the Civil War; important technological and scientific advances, such as the expansion of the railroad system; the role of business leaders, entrepreneurs, and inventors such as Alexander Graham Bell, Andrew Carnegie, Thomas Edison, J.P. Morgan, John D. Rockefeller, and Cornelius Vanderbilt).

	● 2. Make connections among the important consequences of the Industrial Revolution (e.g., economic growth and the rise of big business; environmental impact of industries; the expansion of cities; the emergence of labor unions such as the Knights of Labor and the American Federation of Labor under Samuel Gompers; workers' distrust of monopolies; the rise of the Populist Party under the leadership of William Jennings Bryan or the rise of the Socialist Party under Eugene Debs). ● 3. Evaluate the effects of the entry of women into the workforce after the Civil War and analyze women's political organizations, researching one of the following topics: the opening of teaching and nursing professions to women; new employment opportunities in clothing manufacture as a result of the invention of the sewing machine; in office work as the result of the invention of the typewriter, and in retail sales as the result of the creation of department stores; the formation of the Women's Suffrage Association in 1869 and the Women's Christian Temperance Union in 1874. ● 4. Using primary source images, data, and documents, describe the causes of the immigration of Germans, the Irish, Italians, Eastern Europeans, Chinese, Koreans, and Japanese to America in the late 19th and early 20th centuries, and the major roles of these immigrants in industrialization and the building of railroads. 5. Analyze the consequences of the continuing westward expansion of the American people after the Civil War and evaluate the impact of the 14th Amendment on Native Peoples and Asian and European immigrant men and women. Examples of research materials: the Treaty of Fort Laramie (1868), the Navajo Treaty (1868), the Chinese Exclusion Act (1882), the Dawes Act (1887), cartoons by Thomas Nast on immigration, Native Peoples, and politics for Harper's Weekly Magazine in the 1870s–1880s.
Concepts and skills	● 1. Demonstrate civic knowledge, skills, and dispositions. ● 2. Develop focused questions or problem statements and conduct inquiries. ● 3. Organize information and data from multiple primary and secondary sources. ● 4. Analyze the purpose and point of view of each source; distinguish opinion from fact. ● 5. Evaluate the credibility, accuracy, and relevance of each source. ● 6. Argue or explain conclusions, using valid reasoning and evidence. ● 7. Determine next steps and take informed action, as appropriate.

Content Objectives "I can Statements"	● I can explain the factors that encouraged Industrial Growth after the Civil War. ● I can analyze primary sources (i.e. photographs, diaries, essays) ● I can make connections between industrial growth and changes in the lives of Americans. ● I can determine the legacy of the Industrial Revolution in American society (as it relates to the relationship between people and government and the growth of labor unions). ● I can draw conclusions about the impact of the growth of Big Business on American society. ● I can write a clear and complex thesis statement.
Assessments, products, vocabulary, practice	● Reviewing answers to student questions each day. ● Mid-unit quiz ● Formal Unit Test (multiple choice, open response) ● Unit Essay
Text, Materials, and Resources	● SHEG (Stanford History Education Group) ● Gale Database primary and secondary sources on content ● Facing History and Ourselves ● <i>The Men Who Built America</i> (History Channel documentary) ● <i>Conspicuous Consumption</i> (primary source) ● Jacob Riis "How the Other Half Lives" (primary source writing and photos) ● Carlisle Industrial School Primary Sources ● "<i>First Light</i>" ("The UPSTANDER Project" documentary) ● Andrew Carnegie's "<i>Gospel of Wealth</i>" (primary source essay)

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Unit 3: Progressive Movement	
Essential Questions	<i>Why do laws change over time?</i>
Standards	Topic 7. Progressivism and World War I [USI.T7] Which should take priority, domestic issues or our status as an international power? 1. Explain what Progressivism meant in the early 20th century and analyze a text or images by a Progressive leader (e.g., Jane Addams, William Jennings Bryan, John Dewey, Robert La Follette, Theodore Roosevelt, Margaret Sanger, Upton Sinclair, Lewis Hine, William H. Taft, Ida Tarbell, Woodrow Wilson). 2. Research and analyze one of the following governmental policies of the Progressive Period, determine the problem it was designed to solve, and assess its long and short-term effectiveness: bans against child labor, the development of Indian boarding schools, the Sherman Anti-Trust Act (1890), the Pure Food and Drug Act (1906), the Meat Packing Act (1906), the Federal Reserve Act (1913) 3. Analyze the campaign for, and the opposition to, women's suffrage in the late 19th and early 20th centuries; describe the role of leaders and organizations in achieving the passage of the 19th Amendment (e.g., Carrie Chapman Catt, Alice Paul, Ida B. Wells-Barnett the National Woman Suffrage Association, National Women's Party, League of Women Voters). 4. Analyze the strategies of African Americans to achieve basic civil rights in the early 20th century, and determine the extent to which they met their goals by researching leaders and organizations (e.g., Ida B.

	Wells-Barnett, W. E. B. DuBois, Marcus Garvey, Booker T, Washington, and the National Association for the Advancement of Colored People). 6. Explain the rationale and events leading to the entry of the U.S. into World War I (e.g., unrestricted submarine warfare, the sinking of the Lusitania, the Zimmerman telegram, the concept of “making the world safe for democracy.” 8. Explain the course and significance of Woodrow Wilson’s wartime diplomacy, including his Fourteen Points, the League of Nations, and the failure of the Versailles Treaty.
Concepts and skills	• 1. Demonstrate civic knowledge, skills, and dispositions. • 2. Develop focused questions or problem statements and conduct inquiries. • 3. Organize information and data from multiple primary and secondary sources. • 4. Analyze the purpose and point of view of each source; distinguish opinion from fact. • 5. Evaluate the credibility, accuracy, and relevance of each source. • 6. Argue or explain conclusions, using valid reasoning and evidence. • 7. Determine next steps and take informed action, as appropriate.
Content Objectives "I can Statements"	• I can explain the factors that to the Progressive Movement • I can analyze primary sources (i.e. photographs, diaries, essays, newspapers) • I can make connections between Progressive Movement changes in American society • I can explain the changing relationship between citizens and the government • I can determine the legacy of the Progressive Movement • I can determine the legacy of the Women’s Suffrage Movement • I can draw conclusions about the impact of the Progressive Movement on labor laws, business regulations, civil rights, addressing urban problems • I can write a clear and complex thesis statement.
Assessments, products, vocabulary, practice	• Reviewing answers to student questions each day. • Formal Unit Test (multiple choice, open response) • Unit Essay

Text, Materials, and Resources	● SHEG (Stanford History Education Group) ● Gale Database primary and secondary sources on content ● Facing History and Ourselves ● <i>Iron Jawed Angels</i> (HBO Movie)
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Unit 4: WWII	
Essential Questions	● To what extent was WWII a positive influence on the American homefront? ● What does war make possible?
	US III.T3.3 Explain the reasons for American involvement in World War II and the key actions and events leading up to declarations of war against Japan and Germany. USIII.T3.5. Using primary sources such as news articles/analyses, editorials, and radio/newsreel coverage, analyze one of the events that led to World War II, one of the major battles of the war and its consequences, or one of the conferences of Allied leaders following the war: ○ c. the Nazi-Soviet Pact of 1939 and the invasion of Poland

Standards	○ e. Pearl Harbor, Midway, D-Day, Okinawa, the Battle of the Bulge, Iwo Jima ○ f. the Yalta and Potsdam conferences US III.T3.7. Explain the reasons the United States gave for the use of atomic bombs at Hiroshima and Nagasaki in Japan; and use primary and secondary sources to analyze how arguments for and against the use of nuclear weapons developed from the late 1940s to the early 1960s. US III. T3. 8. Explain the long-term consequences of important domestic events during the war. ○ a. the War's stimulus to economic growth ○ d. large numbers of women in the workforce of munitions industries and serving in non-combat jobs in the military, including as pilots, clerks, computer scientists, and nurses ○ e. the internment of West Coast Japanese Americans in the U.S. and Canada ○ f. how the two world wars led to greater demands for civil rights for women and African Americans.
Concepts and skills	● 1. Demonstrate civic knowledge, skills, and dispositions. ● 2. Develop focused questions or problem statements and conduct inquiries. ● 3. Organize information and data from multiple primary and secondary sources. ● 4. Analyze the purpose and point of view of each source; distinguish opinion from fact. ● 5. Evaluate the credibility, accuracy, and relevance of each source. ● 6. Argue or explain conclusions, using valid reasoning and evidence. ● 7. Determine next steps and take informed action, as appropriate.
Content Objectives "I can Statements"	● I can explain the factors that led to American entry into WWII ● I can analyze primary sources (i.e. photographs, diaries, essays) ● I can make connections between WWII and changes in the American homefront ● I can determine the legacy of WWII on the American homefront and on the soldiers who fought ● I can draw conclusions about the impact of WWII on American society and culture ● I can write a clear and complex thesis statement.

Assessments, products, vocabulary, practice	● Reviewing answers to student questions each day. ● Formal Unit Test (multiple choice, open response) ● Unit Essay
Text, Materials, and Resources	● SHEG (Stanford History Education Group) ● Gale Database primary and secondary sources on content ● Densho ● PBS “The War” ● “And They Came for Us” documentary film ● “24 Hours After Hiroshima” or “White Flash, Black Rain” ● Congressional Medal of Honor Society- Interview Desmond Doss ● National Archives- “Powers of Persuasion”

Name of Course : United States History 3 Massachusetts History and Social Science Curriculum Framework (link) Syllabus link Link	
Unit 5: The Cold War	
Essential Questions	● <i>Was the Post-WWII period truly a time of great peace, progress, and prosperity for Americans?</i>

	○ What led to the Cold War between the United States and the Soviet Union? To what extent were the hostilities that developed between the United States and the Soviet Union during the Cold War inevitable? ○ What were the main objectives of U.S. foreign policy early in the Cold War? How did Cold War policies change over time and with different presidential administrations? ○ How did Joseph McCarthy contribute to the national hysteria surrounding communism? ○ Why did a space race emerge between the Soviet Union and the USA? What was the end result of this race? ○ In what way was the 1950s an era of both conformity and great change? ○ What was the impact of the Cold War on American culture and daily life? ○ What kind of a role should the U.S. play in world affairs? ○ How did the U.S. government respond to challenges to freedom at home during the Cold War?
Standards	Topic 3. Defending democracy: responses to fascism and communism [USH.T3] ● 9. Analyze the factors that contributed to the Cold War and describe the policy of containment as a response by the United States to Soviet expansionist policies, using evidence from primary sources to explain the differences between the Soviet and American political and economic systems; Soviet aggression in Eastern Europe; the Korean War, United States support of anti- Communist regimes in Latin America and Southeast Asia; the Truman Doctrine, the Marshall Plan, NATO, and the Warsaw Pact). ● 10. Explain what communism is as an economic system and analyze the sources of Cold War conflict; on a political map of the world, locate the areas of Cold War conflict between the U.S. and the Soviet Union in the 1950s to the 1980s. Clarification Statement: Students can research and report on conflicts in particular areas, such as Korea, Germany, China, the Middle East, Africa, Central and South America, Cuba, and Vietnam ● 12. Summarize the diplomatic and military policies on the War in Vietnam of Presidents Eisenhower, John F. Kennedy, Lyndon Johnson, and Richard Nixon and explain the intended and unintended consequences of the Vietnam War the Vietnamese and Americans.

	Topic 4: Defending democracy: the Cold War and civil rights at home [USH.T4] 2. Analyze the roots of domestic communism and anti-communism in the 1950s, the origins and consequences of, and the resistance to McCarthyism, researching and reporting on people and institutions such as Whittaker Chambers, Alger Hiss, FBI Director J. Edgar Hoover, Senators Joseph McCarthy and Margaret Chase Smith, Julius and Ethel Rosenberg, the American Communist Party, the House Committee on Un-American Activities, and congressional investigations into the Lavender Scare). Topic 5. United States and globalization [USH.T5] 1. Using primary sources such as campaign literature and debates, news articles/analyses, editorials, and television coverage, analyze the important policies and events that took place during the presidencies of John F. Kennedy (e.g., the confrontation with Cuba over missile bases, the space exploration program, Kennedy's assassination), Lyndon Johnson (the Great Society programs, the Civil Rights and Voting Rights Acts, the Vietnam War and anti-war movements, the 1965 Immigration and Nationality Act, the assassinations of Martin Luther King, Jr., and Robert F. Kennedy), and Richard Nixon (the creation of the Environmental Protection Agency, diplomacy with China, détente with the Soviet Union, the Watergate scandal, and Nixon's resignation).
Concepts and skills	● 1. Demonstrate civic knowledge, skills, and dispositions. ● 2. Develop focused questions or problem statements and conduct inquiries. ● 3. Organize information and data from multiple primary and secondary sources. ● 4. Analyze the purpose and point of view of each source; distinguish opinion from fact. ● 5. Evaluate the credibility, accuracy, and relevance of each source. ● 6. Argue or explain conclusions, using valid reasoning and evidence. ● 7. Determine next steps and take informed action, as appropriate.

Content Objectives "I can Statements"	● I can explain the causes of the Cold War between the United States and the U.S.S.R. ● I can analyze primary sources (i.e. Churchill's Iron Curtain Speech, the Marshall Plan, Lavender Scare documents, Duck and Cover film) ● I can describe the application of Cold War foreign policies as they relate to Cold War events. ● I can make connections between the Cold War and contemporary America (i.e. North Korea, Ukraine, NATO) ● I can determine the legacy of McCarthyism in the United States. ● I can draw conclusions about the impact of the Space Race on American Society. ● I can write a clear and complex thesis statement.
Assessments, products, vocabulary, practice	● Daily one sentence summaries related to key vocabulary of the day's lesson. ● Formal Unit Test (multiple choice, open response) ● Reviewing answers to student questions each day.
Text, Materials, and Resources	● SHEG (Stanford History Education Group) ● Gale Database primary and secondary sources on content ● JFK Library resources ● <i>The Century: America's Time</i> (ABC News documentary) ● <i>Inside North Korea</i> (National Geographic documentary) ● "The 60s: The Space Race" (CNN documentary) ● American Experience: McCarthy (PBS documentary)