

Westerville City Schools
COURSE OF STUDY
American History (SS123)

Course Description:

This course examines the history of the United States of America from 1877 to the present. Through the State of Ohio College and Career Readiness Social Studies Standards in American History, students will learn about the political, economic, and social events of the course time period. In addition, historical thinking, introduced in earlier grades, will continue with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions. Students will understand how these perspectives and events came to pass and their meaning for today's citizens with particular emphasis on application, synthesis, and student relevancy.

Recommended Grade Level: 9

Course Length: 1 Year

Credits: 1.0

Course Weighting: 1.0

Prerequisites: None

Course Rationale

The State of Ohio and the Westerville City School District requires all high school students to complete a one year American History course.

United States Studies from 1877-Present is based on the 2018 Ohio Social Studies New Learning Standards, Ohio Model Curriculum, and the Common Core Standards for Literacy in History and Social Studies. The course also includes newly adopted Ohio Social Studies Standards for historical documents including: the Northwest Ordinance, Declaration of Independence, Ohio Constitution, US Constitution, and Bill of Rights.

Course Information

Pacing Guide:

	Topics of Study	Estimated Time (in weeks)	Standards
	<i>Historical Thinking and Skills</i>	throughout	01 - 02* - 03*
1	<i>Founding Documents</i>	2	04 - 05 - 06 - 07*
2	<i>Industrialization and Progressivism (1877-1920)</i>	6	08 - 09 - 10* 11 - 12* - 13*
3	<i>Foreign Affairs from Imperialism to Post-World War I (1898-1930)</i>	4	14 - 15
4	<i>Prosperity, Depression, and the New Deal (1919-1941)</i>	4	16 - 17 - 18* - 19*
5	<i>From Isolation to World War (1930-1945)</i>	4	20 - 21*
6	<i>The Cold War (1945-1991)</i>	4	22 - 23* - 24 25 - 26
7	<i>Social Transformations in the United States (1945-1994)</i>	4	27* - 28 - 29 - 30*
8	<i>United States and the Post-Cold War World (1991 to Present)</i>	4	31 - 32 - 33*

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Essential Standard for the Course

Primary Resource Recommendation:

Text:

Appleby, Joyce and Alan Brinkley. United States History and Geography: Modern Times. McGraw Hill Publishing. Bothell, WA. 2014.

Other Resources:

- Gale

Content Statements by Topic: Essential Standards in Green

Topic	#	Content Statement
Historical Thinking and Skills	1	The use of primary and secondary sources of information includes an examination of the credibility of each source.
	*2	Historians develop theses and use evidence to support or refute positions.
	*3	Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long and short-term causal relations.
Founding Documents	4	The Declaration of Independence elaborates on the rights and role of the people in building the foundations of the American nation through the principles of unalienable rights and consent of the people.
	5	The Northwest Ordinance elaborates on the rights and role of the people in building the foundations of the American nation through its establishment of natural rights and setting up educational institutions.
	6	The U.S. Constitution established the foundations of the American nation and the relationship between the people and their government.
	*7	The debate presented by the Federalist and Anti-Federalist Papers over protections for individuals and limits on government power resulted in the Bill of Rights. The Bill of Rights provides constitutional protections for individual liberties and limits on governmental power.
Industrialization and Progressivism (1877-1920)	8	The rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society.
	9	The rise of industrialization led to a rapidly expanding workforce. Labor organizations grew amidst unregulated working conditions, laissez-faire policies toward big business, and violence toward supporters of organized labor.
	*10	Immigration, internal migration, and urbanization transformed American life.
	11	Continued settlement by Americans in the West intensified conflict with American Indians and reinforced the policy of the reservation system.
	*12	Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized.

	*13	The Progressive era was an effort to address the ills of American society stemming from industrial capitalism, urbanization and political corruption.
Foreign Affairs from Imperialism to Post-World War I (1898-1941)	14	As a result of overseas expansion, the Spanish-American War and World War I, the United States emerged as a world power.
	15	After World War I, the United States pursued efforts to maintain peace in the world. However, as a result of the national debate over the Versailles Treaty ratification and the League of Nations, the United States moved away from the role of world peacekeeper and limited its involvement in international affairs.
Prosperity, Depression and the New Deal (1919-1941)	16	Racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I.
	17	An improved standard of living for many, combined with technological innovations in communication, transportation, and industry, resulted in social and cultural changes and tensions.
	*18	Movements such as the Harlem Renaissance, African-American migration, women's suffrage and Prohibition all contributed to social change.
	*19	The Great Depression was caused, in part, by the federal government's monetary policies, stock market speculation, and increasing consumer debt. The role of the federal government expanded as a result of the Great Depression.
From Isolation to World War (1930-1945)	20	During the 1930s, the US government attempted to distance the country from earlier interventionist policies in the Western Hemisphere as well as retain an isolationist approach to events in Europe and Asia until the beginning of WWII.
	*21	United States policy and mobilization of its economic and military resources during World War II affected American society. Despite mistreatment, marginalized groups played important roles in the war effort while continuing to protest unfair treatment.
The Cold War (1945-1991)	22	Use of atomic weapons changed the nature of war, altered the balance of power and began the nuclear age.
	*23	The United States followed a policy of containment during the Cold War in response to the spread of communism.
	24	The Second Red Scare and McCarthyism reflected Cold War fears in American society.

	25	The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.
	26	The collapse of communist government in Eastern Europe and the USSR brought an end to the Cold War.
Social Transformations in the United States (1945-1994)	*27	Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.
	28	The postwar economic boom and advances in science and technology, produced changes in American life.
	29	The continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt, and the increase in immigration resulting from passage of the 1965 Immigration Act have had social and political effects.
	*30	Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare, and national security.
United States and the Post-Cold War World (1991-Present)	31	Improved global communications, international trade, transnational business organizations, overseas competition and the shift from manufacturing to service industries have impacted the American economy.
	32	Focusing on domestic policy, the United States faces ongoing social, political, national security, and economic challenges in the post-Cold War era and following the attacks on September 11, 2001.
	*33	Focusing on foreign policy, the United States faces ongoing economic, political, military, and social challenges in the post-Cold War era and following the attacks of September 11, 2001.

* Essential Standard for the Course

Ohio's Standards for Literacy in History/Social Studies (reading and writing) are included to support Westerville City Schools Portrait of a Graduate, the Social Studies C3 Framework, and best practice for supporting higher level depth of knowledge (DOK) formative and summative assessments. It is important to note that the 6–12 literacy standards in history/social studies, science, and technical subjects do not replace content standards in those areas but rather supplement them.

[ODEW Standards for Literacy \(Reading and Writing\) in History / Social Studies, Grades 6-12](#)

Standards for Literacy in History / Social Studies, Science, and Technical Subjects 9–10	
Key Ideas and Details	
RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
RH.9-10.2	Analyze content-area-specific text development. a. Determine the central ideas or information of a primary or secondary source. b. Provide an accurate and objective summary of how key events or ideas develop over the course of the text.
RH.9-10.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
Craft and Structure	
RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
RH9-10.6	Compare the perspectives of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
Integration of Knowledge and Ideas	
RH9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
RH9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH9-10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.
Range of Reading and Level of Text Complexity	
RH9-10.10	By the end of grade 10, read, comprehend, and respond to history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
RST.9-10.6	Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.
Integration of Knowledge and Ideas	
RST.9-10.7	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
RST.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.
RST.9-10.9	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
Range of Reading and Level of Text Complexity	
RST.9-10.10	By the end of grade 10, read, comprehend, and respond to science/technical texts in the grades 9–10 text complexity band independently and proficiently.
Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 9–10	
Text Type and Purposes	

WHST.9-10.1	Write arguments focused on discipline- specific content. a. Establish a clear and thorough thesis to present an argument. b. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. c. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. d. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from or supports the argument presented.
WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Establish a clear and thorough thesis to present information. b. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. c. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. d. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. e. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. g. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
Production and Distribution of Writing	
WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
Research to Build and Present Knowledge	
WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
WHST.9-10.9	Draw evidence from informational texts to support analysis reflection, and research.
Range of Writing	
WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

2018 Ohio Social Studies Academic Content Standards and Model Curriculum

Theme

This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today's citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.

Topic of Study: Historical Thinking and Skills

(To be included throughout the course)
Standards 1, 2, & 3

Students apply skills by using a variety of resources to construct theses and support or refute contentions made by others. Alternative explanations of historical events are analyzed and questions of historical inevitability are explored.

**** AH.HT.01 ** | ** AH.HT.02 ** | ** AH.HT.03 ****

Content
Statement(s)

1. The use of primary and secondary sources of information includes an examination of the credibility of each source.
- *2. Historians develop theses and use evidence to support or refute positions.
- *3. Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations.

Learning Targets

**Essential
Vocabulary**

Content Elaboration	The use of primary and secondary sources in the study of history includes an analysis of their credibility. This is accomplished by checking sources for: • the perspective of the author; • agreement with other credible sources; • the qualifications and reputation of the author; • bias of the author (including use of stereotypes); • the circumstances in which the author prepared the source; and • accuracy and consistency of arguments made throughout the source. Historians develop these and use evidence to create explanations of past events. Rather than a simple list of events, a thesis provides a meaningful interpretation of the past by telling the reader the manner in which historical evidence is significant in some larger context. The evidence used by historians may be generated from artifacts, documents, eyewitness accounts, historical sites, photographs, and other sources. Comparing and analyzing evidence from various sources enables historians to refine their explanations of past events. Historians cite their sources and use the results of their research to support or refute assertions made by others. When studying a historical event or person in history, historians analyze cause-and-effect relationships. For example, to understand the impact of the Great Migration, an analysis would include its causes and effects. An analysis also would include an examination of the sequence and correlation of events. How did one event lead to another? How do they relate to one another? An examination of the Great Migration would include the demand for workers in the industrial north as a short-term cause and the introduction of Jim Crow legislation as a long-term factor contributing to internal migration.
Expectations for Learning	Analyze and evaluate the credibility of primary and secondary sources. Develop a thesis and use evidence to support or refute a position. Identify examples of multiple long- and short-term causal relationships with respect to historical events. Analyze the relationship between historical events taking into consideration cause, effect, sequence, and correlation.

Instructional Strategies	With the characteristics of credibility in mind, have students create their own rubrics to evaluate the credibility of primary and secondary sources available on different historical topics. Provide examples of primary and secondary sources that illustrate one or more attributes related to credibility as noted in the content Elaboration. Help students recognize the attributes in the examples. Include online sources in the examples. Students create a National History Day project, examining primary and secondary sources to analyze historical events to provide evidence to support a thesis. Information on Ohio History Day can be found at http://www.ohiohistory.org/historyday/. To help students analyze primary sources: - Provide a highlighted document; - Create a bulleted list of important points; - Have students work in heterogeneous groups; - Modify the readability of the document by inserting synonyms for difficult vocabulary; - Provide two versions of text, one in original language and one in modified language; - Provide students a typed transcript, often available on history websites; and - Add captions or labels to clarify meaning of graphics and images.
Instructional Resources	History Matters http://historymatters.gmu.edu/browse/makesense/ This site provides students with skills to analyze various primary and secondary sources. Primary Sources at Yale http://www.yale.edu/collections_collaborative/primarysources/ The university's website has a primary source database with digital copies of hundreds of historical primary sources. The National Archives http://www.archives.gov/education/ This website offers primary source documents.
Essential Question(s)	

Topic of Study: Founding Documents

(Estimated Time: 2 weeks)

Standards 4, 5, 6, & 7

Some documents in American history have considerable importance for the development of the nation. Students use historical thinking to examine key documents which form the basis for the United States of America.

**** AH.FD.04 ****

Content Statement	4. The Declaration of Independence elaborates on the rights and role of the people in building the foundations of the American nation through the principles of unalienable rights and consent of the people.
Learning Targets	
Essential Vocabulary	
Content Elaboration	The Declaration of Independence was written to express the ideals that Americans believed government should be founded on. These ideals, embodied in individual and civil liberties, include: • unalienable rights; • consent of the people; • equality of rights for all citizens; and • responsibility of the government to protect the rights of its citizens
Expectations for Learning	Explain the unalienable rights found in the Declaration of Independence as they apply to individual rights, marginalized groups, and the changing role of government.
Instructional Strategies	Have students prepare a brief “background” paper for one of the grievances listed in the Declaration of Independence.
Instructional Resources	Primary Documents in American History – Declaration of Independence http://www.loc.gov/rr/program/bib/ourdocs/DeclarInd.html This website, provided by the Library of Congress, is a starting point for locating a variety of resources on the Declaration of Independence.

Essential Question(s)	
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** AH.FD.05 **	
Content Statement	5. The Northwest Ordinance elaborates on the rights and role of the people in building the foundations of the American nation through its establishment of natural rights and setting up educational institutions.
Learning Targets	
Essential Vocabulary	
Content Elaboration	The Northwest Ordinance provided the basis for temporary governance for the Northwest Territory and eventual entry of these states into the United States. The Northwest Ordinance established precedents that included: • public education (“schools and the means of education”) to be encouraged; • the establishment of civil liberties (e.g., religious liberty, right to trial by jury, writ of habeas corpus); • the prohibition of slavery (later included in the Constitution as the 13th Amendment); and • state governments were to be republican in structure (this provision was repeated in the U.S. Constitution).
Expectations for Learning	Explain the unalienable rights found in the Declaration of Independence as they apply to individual rights, marginalized groups, and the changing role of government.

Instructional Strategies	Have students compare the wording for the rights of citizens listed in the Northwest Ordinance of 1787 with the wording used in the U.S. Bill of Rights. Have the students consider what prompted the similarities/dissimilarities in the language used. Have students examine the use of “republic” and “republican” as references to a form of government. Have groups of students compare applicable references from the Pledge of Allegiance, the Northwest Ordinance (Sec. 14, Art. 5) and the Constitution of the United States (Art. IV, sec. 4) to determine the importance attached to the concept of a republic. Have students find definitions for “republic”. Emphasize the key components of a republic: - Supreme power is held by the citizens; - Citizens are entitled to vote; - Elections are held for government officers and representatives of the citizens; - Elected officers and representatives are responsible to the citizens; - Elected officers and representatives govern according to law.
Instructional Resources	Our Documents http://www.ourdocuments.gov/doc.php?doc=8&page=transcript This web site, a cooperative effort among National History Day, The National Archives and Records Administration, and USA Freedom contains a copy of the Northwest Ordinance of 1787. Wisconsin Historical Society – Wisconsin Magazine of History Archives http://content.wisconsinhistory.org/cdm4/document.php?CISOROOT=/wmh&CISOPT R=48043&CISOSHOW=48006 This site contains the essay “Freedom’s Proving Ground: The Heritage of the Northwest Ordinance” by Philip R. Shriver.
Essential Question(s)	

** AH.FD.06 **	
Content Statement	6. The U.S. Constitution established the foundations of the American nation and the relationship between the people and their government.
Learning Targets	
Essential Vocabulary	

Content Elaboration	The U.S. Constitution strengthened the structure of the national government by: • establishing three separate branches; • including the principle of federalism that delineated the distribution of powers between the national government and the states; • instituting the ability to pass legislation and amend the Constitution; and • giving the ability to address the issues facing the nation (e.g., powers to levy taxes, raise armies, and regulate commerce) to Congress. The U.S. Constitution defined the relationship between the people and their government by: • limiting government to protect individual and civil liberties; • ensuring people have a role in electing government representatives; and • guaranteeing power from the consent of the people.
Expectations for Learning	Explain how the U.S. Constitution establishes a limited government that protects the rights of the people.
Instructional Strategies	Form cooperative learning groups of six members (one student for each of the first six articles of the Constitution). Rearrange students into groups based upon the article number and assign each group three problems facing the nation in 1787. Have the students determine if the contents of their assigned article would have any bearing on the problems. After the necessary deliberation time, put students back into their original six-member groups. Have the “experts” from the article groups confer to assess how many and which provisions of the Constitution could be brought to bear on each problem. Have the groups reach a conclusion on the “strength” of the new government.
Instructional Resources	National Constitution Center http://constitutioncenter.org/ This site provides a variety of resources for teachers related to the U.S. Constitution.
Essential Question(s)	How well does the Constitution of the United States continue to serve the needs of the United States of America? How does the Constitution lay the framework for individual rights and balanced representative government? How does the Constitution reflect Enlightenment thinking and ideas? How does the Constitution address the problematic issues from the Articles of Confederation?

** AH.FD.07 **	
Essential Content Statement	7. The debate presented by the Federalist and Anti-Federalist Papers over protections for individuals and limits on government power resulted in the Bill of Rights. The Bill of Rights provides constitutional protections for individual liberties and limits on governmental power.
Learning Targets	
Essential Vocabulary	
Content Elaboration	The Federalists published a series of essays to convince others to support the ratification of the U.S. Constitution. The Federalists advocated for: • national taxation to fund the central government; • a standing army for a strong national defense; and • a strong central government with checks and balances. The Anti-Federalists also published their concerns relating to the shift of power from state governments to a strong central government. Their concerns included: • national taxation becoming repressive; • the use of a standing army against their own citizens; and • establishing a balance of power between national and state governments. One of the key issues in the debate over the ratification of the Constitution concerned individual rights. Anti-Federalist arguments regarding the lack of protections of individual liberties led to the introduction and eventual ratification of the Bill of Rights, which included: • freedom of speech, press, assembly, petition, religion; • due process of law; and • protections against illegal search and seizure.
Expectations for Learning	Compare the arguments of the Federalists and Anti-Federalists. Explain how the Federalist and Anti-Federalist debates led to the adoption of the Bill of Rights
Instructional Strategies	Instruction related to the Federalist Papers and the Anti-Federalist Papers could be connected with the “Reading Standards for Literacy in History/Social Studies 6-12” in the Common Core State Standards for English Language Arts. Standard 9 calls for students in grades 11-12 to, “Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.”

Instructional Resources	The Library of Congress http://thomas.loc.gov/home/histdox/fedpapers.html Web access to the Federalist Papers can be found here. The University of Tulsa http://www.utulsa.edu/law/classes/rice/constitutional/antifederalist/antifed.htm Web access to the Anti-Federalist Papers can be found here. National Endowment for the Humanities – <i>EDSITEment!</i> http://edsitement.neh.gov/curriculum-unit/federalist-and-anti-federalist-debates-diversity-and-extended-republic#sect-thelessons Two lessons are outlined and associated resources are provided for the debate over “Diversity and the Extended Republic.” Selections from several Federalist Papers and Anti-Federalist Papers are included in the lessons.
Essential Question(s)	How well does the Constitution of the United States continue to serve the needs of the United States of America?

Topic of Study: Industrialization and Progressivism (1877-1920)
(Estimated Time: 6 weeks)

Ignited by post-Civil War demand and fueled by technological advancements, large-scale industrialization began in the United States during the late 1800s. Growing industries enticed foreign immigration, fostered urbanization, gave rise to the American labor movement and developed the infrastructure that facilitated the settling of the West. A period of progressive reform emerged in response to political corruption and practices of big business.

**** AH.IP.08 ****

Content Statement	8. The rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society.
Learning Targets	
Essential Vocabulary	
Content Elaboration	Industrialization in the United States in the late 19th and early 20th centuries was characterized by the rise of corporations and heavy industry, which transformed the American economy. Consequences of this transformation included: • a shift from a predominance of agricultural workers to a predominance of factory workers; • a shift from rural living to urban living, with more people living in crowded and unsanitary conditions; • new technologies made production more efficient as machines replaced human labor; • increased agricultural production due to mechanized farming; and • the development of the mechanized assembly line and mass production which led to the transition from skilled to unskilled labor. Some of the technological innovations that transformed the American economy in the late 19th and early 20th centuries included the telephone, phonograph, incandescent light bulb, washing machine, skyscraper, automobile, and airplane.
Expectations for Learning	Analyze how the rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agricultural economy to an increasingly industrial economy

Instructional Strategies	Use graphic organizers to illustrate the technological changes brought to agrarian and urban life as a consequence of industrialization in the late 19th and early 20th centuries. Analyze U.S. population data from 1877-1920 and create pie charts or bar graphs to illustrate the country's shift from an agrarian to an urban population. Connect this Content Statement to Content Statement 27 by discussing the continued transformation from industrial society to a service-oriented and global economy.
Instructional Resources	<u>United States History and Geography: Modern Times</u>
Essential Question(s)	Did rapid industrialization improve the lives of Americans? Are the benefits of progress worth the costs? How did the United States become an industrial society after the Civil War? What were the causes and consequences of the transformation of the United States from an agrarian state to an industrial society / economy?

** AH.IP.09 **	
Content Statement	9. The rise of industrialization led to a rapidly expanding workforce. Labor organizations grew amidst unregulated working conditions, laissez-faire policies toward big business, and violence toward supporters of organized labor.
Learning Targets	
Essential Vocabulary	

Content Elaboration	The rise of industrialization in the United States in the late 19th and early 20th centuries increased the demand for workers. With this demand, immigrants came from other countries and Americans migrated from other parts of the United States to take jobs in industrial centers. Laissez-faire policies allowed the formation of monopolies and trusts. Conflict between corporations and labor led to the growth of labor unions. Labor unions advocated for workplace reforms such as: • shorter work days; • increased pay; • safer working conditions; and • restrictions on child labor. Tactics employed by the labor unions to achieve their goals included: • collective bargaining; • strikes; and • boycotts. Labor organizations faced violent backlash from business owners that sometimes led to government intervention.
Expectations for Learning	Analyze how the rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agricultural economy to an increasingly industrial economy
Instructional Strategies	In small groups, ask students to create a list of grievances for a simulated labor movement within the classroom and a list of three to five strategies they could employ to achieve redress for the grievances. Next, have the groups identify the strategy they feel would yield the best chance for long-term impact, an American labor organization that used that strategy, and the long-term impact of that labor organization. Debrief the activity by discussing the conditions in the United States that gave rise to labor unions in the late 19th and early 20th centuries.
Instructional Resources	Triangle Shirtwaist Factory Fire http://teachingamericanhistorymd.net/000001/000000/000024/html/t24.html This site from Teaching American History in Maryland provides resources for using primary sources to teach about the Triangle Shirtwaist Factory Fire.
Essential Question(s)	How did conditions of industrialization affect the American labor force?

**** AH.IP.10 ****

Essential Content Statement	10. Immigration, internal migration and urbanization transformed American life.
Learning Targets	
Essential Vocabulary	
Content Elaboration	Mass immigration at the turn of the 20th century made the country more diverse and transformed American life. Effects of mass immigration included: • filling a demand for workers; • diffusion of ethnic traits into American culture; • impacting the growth of cities; and • increased nativist sentiment. Internal migration contributed to the growth of urban areas. Many people left their farms for the cities seeking greater job opportunities. The Great Migration was the mass movement of African Americans who fled the rural South for the urban North. They sought to escape discrimination and secure better-paying jobs. The Great Migration helped transform northern cities economically (e.g., as workers and consumers) and culturally (e.g., art, music, and literature). Urbanization transformed the physical nature of cities including: • buildings becoming taller and tenement buildings providing housing for working families; • increased crime, disease, overcrowding, poor living conditions, and lack of sanitation services; • the emergence of ethnic neighborhoods; • improvements in public transportation; and • a growing middle class that could easily commute for employment and leisure activities
Expectations for Learning	Analyze how immigration, internal migration and urbanization transformed American life

Instructional Strategies	Students create a journal or blog based on primary accounts for a hypothetical immigrant/migrant describing life in an American city. Discussions should focus on both the changes in the immigrant's/migrant's life and the changes brought by immigration/migration to American cities. Divide students into groups. Each group is to develop an interactive museum exhibit about urban life, immigration and migration in the late 19th and early 20th centuries. Students will select primary and secondary documents to present the life for at least two socio-economic groups during the period. Students should organize their student groups by defining tasks, choosing leaders, assigning work, etc. Have students provide an annotated bibliography for their resources.
Instructional Resources	Lesson Plan: Immigration to the United States http://dnet01.ode.state.oh.us/IMS.ItemDetails/LessonDetail.aspx?id=0907f84c80532a41 This ODE model lesson can be adapted to Content Statement 7.
Essential Question(s)	How did European immigrants of the late 19th century change and influence American society? How was life in urban areas different from life in rural areas and small towns? How did immigration, internal migration, and urbanization transform American life?

** AH.IP.11 **	
Content Statement	11. Continued settlement by Americans in the West intensified conflict with American Indians and reinforced the policy of the reservation system.
Learning Targets	
Essential Vocabulary	
Content Elaboration	Industrialization led to increased demand for natural resources and encouraged westward migration by Americans. As Americans moved west, conflicts often occurred as Americans came into contact with American Indians. Consequences of these conflicts included: • the Plains Wars; • the Battle of Little Bighorn; • the Wounded Knee Massacre; and

	• resistance to assimilation (e.g. Ghost Dance). The demand for resources and land in the West changed the life of the American Indians, who continued to be displaced from their ancestral lands through a series of treaties and government actions that included: • Homestead Acts; • Dawes Act; • reservation system; • Indian residential schools; and • Americanization and assimilation
Expectations for Learning	Explain how continued American westward movement impacted American Indians.
Instructional Strategies	Students read excerpts from primary sources (e.g., news articles, speeches, legislation, opinions in the <i>Plessy v. Ferguson</i> case) as ways of identifying the institutionalization of racial discrimination following Reconstruction. For each source, students should note excerpts that illustrate the institutionalization of racial discrimination. Conduct a <i>separate-but-equal</i> simulation in class in which one-half is given equal (in reality, inadequate) supplies to complete a project assigned to the entire class. Complete a debriefing activity following the experience to help students make connections to the historic past.
Instructional Resources	<u>United States History and Geography: Modern Times</u>
Essential Question(s)	How did post-Civil War policies and technological advancements help to promote racism in the United States?

** AH.IP.12 **	
Essential Content Statement	12. Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized.
Learning Targets	

Essential Vocabulary	
Content Elaboration	The removal of federal troops from the South accompanied the end of Reconstruction and helped lead to the restoration of the Democratic Party's control of state governments. Many reforms enacted by Reconstruction governments were repealed. Racial discrimination was further institutionalized with the passage of Jim Crow Laws. These state laws and local ordinances enforced discriminatory policies that included: • racial segregation; • limited ballot access; • prohibition of interracial marriage; and • limited protection of civil rights for African Americans. The U.S. Supreme Court affirmed segregation in the Plessy v Ferguson decision. The rise of the Ku Klux Klan and other nativist organizations brought increased violence against African Americans.
Expectations for Learning	Analyze the post-Reconstruction political and social developments that led to institutionalized racism in the United States. Describe institutionalized racist practices in post-Reconstruction America.
Instructional Strategies	Create a chart in which students examine Progressive-era federal legislation. The first column identifies the perceived social or political ills; the second column, the legislative action that addressed each problem; and third column provides an evaluation of the success of the legislation in addressing the problem.
Instructional Resources	Progressive Reform and the Trusts http://www.digitalhistory.uh.edu/historyonline/us31.cfm This Digital History website has primary sources relating to the Progressive era for students to interpret.
Essential Question(s)	How did the organized reform movements of Populism and Progressivism address the problems associated with industrial capitalism, urbanization, and political corruption?

**** AH.IP.13 ****

Essential Content Statement	13. The Progressive era was an effort to address the ills of American society stemming from industrial capitalism, urbanization, and political corruption.
Learning Targets	
Essential Vocabulary	
Content Elaboration	Industrial capitalism, urbanization, and political corruption contributed to problems in American society in the late 19th and early 20th centuries. Public reaction to the effects of industrialization led to the creation of a reform agenda which contributed to the rise of Progressivism. Journalists, called muckrakers, exposed political corruption, corporate and industrial practices, social injustice, and life in urban America. Progressives introduced reforms to address the issues associated with industrial capitalism. Their efforts led to antitrust lawsuits, antitrust legislation, railroad regulation, consumer protection legislation, and conservation reforms. Examples of progressive reforms included: • Sherman and Clayton Antitrust Acts; • Pure Food and Drug Act; • Meat Inspection Act; and creation of the U.S. Forest Service and the National Park Service. Progressives sought to address concerns arising with growing urban settlement. Examples of actions taken to combat problems caused by urbanization included: • the creation of settlement houses; • improvements in public sanitation; and • building codes established to address concerns with tenement housing. The Federal Reserve Act was passed to control the nation's money supply and regulate the banking system. Progressives fought political corruption and introduced reforms to make the political process more democratic. Other progressive reforms included: • 16th Amendment (power of Congress to levy an income tax); • 17th Amendment (direct election of U.S. Senators); • 18th Amendment (prohibition of alcoholic beverages); and • 19th Amendment (women's suffrage).
Expectations for Learning	Analyze and evaluate the success of progressive reforms during the late 19th and early 20th centuries in addressing problems associated with industrial capitalism, urbanization, and political corruption.

Instructional Strategies	
Instructional Resources	<u>United States History and Geography: Modern Times</u>
Essential Question(s)	

Topic of Study: Foreign Affairs from Imperialism to Post-World War I (1898-1930)

(Estimated Time: 4 weeks)

The industrial and territorial growth of the United States fostered expansion overseas. Greater involvement in the world set the stage for American participation in World War I and attempts to preserve post-war peace.

**** AH.FA.14 ****

Content Statement

14. As a result of overseas expansion, the Spanish-American War and World War I, the United States emerged as a world power.

Learning Targets

Essential Vocabulary

Content Elaboration

Following the initial settlement of the western frontier, Americans developed favorable attitudes toward foreign expansion. Pushed along by global competition for markets, prestige, an expanded navy, and a sense of cultural superiority, the United States engaged in a series of overseas actions which fostered its move to global power status. Such actions included:

- the annexation of Hawaii;
- the Spanish-American War; and
- Big Stick Diplomacy.

With its entry into World War I, the United States mobilized a large army and navy to help the Allies achieve victory. After the war, European countries were forced to concentrate their resources on rebuilding their countries which allowed the United States to emerge as a world power.

Expectations for Learning

Analyze the circumstances which enabled the United States to emerge as a world power in the early 1900s.

Instructional Strategies

Instructional Resources	Crucible of Empire: The Spanish-American War http://www.pbs.org/crucible/frames/_film.html This PBS documentary covers the Spanish-American War and how it led to the U.S. becoming a world power. This site provides additional resources. Lesson Plan: A World Power http://dnet01.ode.state.oh.us/IMS.ItemDetails/LessonDetail.aspx?id=0907f84c8053260d This ODE model lesson can be adapted to Content Statement 10. Teaching With Documents: The 1897 Petition Against the Annexation of Hawaii http://www.archives.gov/education/lessons/hawaii-petition/ This National Archives website contains documents and teaching activities on the U.S. annexation of Hawaii.
Essential Question(s)	Why was the United States willing to go to war with Spain over Cuba? Explain the key events and results of the Spanish-American War.

**AH.FA.15 **	
Content Statement	15. After WWI, the United States pursued efforts to maintain peace in the world. However, as a result of the national debate over the Versailles Treaty ratification and the League of Nations, the United States moved away from the role of world peacekeeper and limited its involvement in international affairs.
Learning Targets	
Essential Vocabulary	

Content Elaboration	After WWI, the United States emerged as a world leader and pursued efforts to maintain peace in the world. President Wilson's efforts partially helped shape the Treaty of Versailles, but debate over its terms and efforts to avoid foreign entanglements led to its defeat in the Senate and the United States' decision not to join the League of Nations. Desires to avoid another major war led to treaties addressing arms limitation and territorial expansion (Four-, Five- and Nine-Power Treaties). In 1928, the United States signed the Kellogg-Briand Pact to prohibit war as "an instrument of national policy." In taking a leading role in these later treaties, the United States sought to limit its involvement in international affairs.
Expectations for Learning	Explain why and how the United States moved to a policy of isolationism following World War I.
Instructional Strategies	Divide the class into groups and assign each group a treaty listed in the content Elaboration. Have them analyze the ways in which the treaty moved the United States away from the role of world peacekeeper and limited its involvement in international affairs.
Instructional Resources	Postwar Disillusionment and the Quest for Peace, 1921-1929 http://edsitement.neh.gov/lesson-plan/postwar-disillusionment-and-quest-peace-1921-1929 This <i>EDSITEment!</i> website provides an overview, lessons and resources on the U.S. movement away from international affairs following World War I.
Essential Question(s)	Are U.S. interests protected better when foreign policy leans toward Isolationism or leans toward Interventionism?

Topic of Study: Prosperity, Depression, and the New Deal (1919-1941)
(Estimated Time: 4 weeks)

The post-World War I period was characterized by economic, social and political turmoil. Post-war prosperity brought about changes to American popular culture. However, economic disruptions growing out of the war years led to worldwide depression. The United States attempted to deal with the Great Depression through economic programs created by the federal government.

**** AH.PD.16 ****

Content Statement	16. Racial intolerance, anti-immigration attitudes, and the Red Scare contributed to social unrest after World War I.
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Learning Targets	
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Essential Vocabulary	
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Content Elaboration	The Great Migration of African Americans to northern cities heightened racial tensions due to increased competition for jobs, housing, and public services. Evidence of racial tension throughout the nation included: • enforcement of Jim Crow legislation that continued in the South during the postwar era; • lynchings and threats of racial violence; • racial intolerance and the revival of the Ku Klux Klan across the United States; and • urban race riots. An increase in immigration to the United States from southern and eastern Europe preceded World War I. Nativism after the war was reflected in the passage of immigration quotas. Intolerance toward immigrants, Catholics, and Jews was exhibited by groups such as the Ku Klux Klan. The rise of Communism in Russia as well as post-war labor strikes and violence in the United States stirred fears of revolution among Americans. The Red Scare of 1919-1920 was a reaction to these perceived threats and led to the incarceration and deportation of many immigrants.
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Expectations for Learning	Describe how racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I.
Instructional Strategies	Students examine political cartoons, advertisements and media coverage of social unrest to understand stereotypes, racial intolerance, fear of communism and violence against immigrants. Have students demonstrate their understanding by making posters or presentations (e.g., performance, dramatic reading, newscast, media presentation).
Instructional Resources	Library of Congress http://www.loc.gov Search for <i>political cartoons</i> reflecting racial intolerance, anti-immigrant attitudes and the Red Scare.
Essential Question(s)	How did the cultural diversity of the United States, coupled with the fears and concerns of Americans following WWI, help to increase racial and ethnic tensions? How do troublesome times affect peoples' behaviors?

** AH.PD.17 **	
Content Statement	17. An improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes and tensions.
Learning Targets	
Essential Vocabulary	

Content Elaboration	Following World War I, the United States experienced a period of successful advances in industry and an economic boom that improved the standards of living for many Americans. Technological innovations in industry, transportation, and communication included: • the assembly line; • automobile; • commercial aircraft; • talking motion pictures; • commercial radio broadcasts; and • wider circulation of newspapers and magazines; These innovations brought change, but some changes challenged social norms and increased tensions.
Expectations for Learning	Describe how an improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes and tensions.
Instructional Strategies	
Instructional Resources	Life Without Technology http://www.pbs.org/wnet/1900house/lessons/lesson2a.html This PBS website has lessons and resources that can be adapted to this content statement. Henry Ford and the Model T: A Case Study in Productivity http://www.econedlink.org/lessons/index.php?lid=668&type=educator This website from the Council for Economic Education provides lessons and resources on the impact of Ford's Model T on the U.S.
Essential Question(s)	How was social and economic life different in the early 20th century from that of the late 19th century? How did technological innovations in the post-WWI era transform American society and economy?

**** AH.PD.18 ****

Essential Content Statement	18. Movements such as the Harlem Renaissance, African-American migration, women's suffrage and Prohibition all contributed to social change.
Learning Targets	
Essential Vocabulary	
Content Elaboration	The Harlem Renaissance was a celebration of African American culture and contributed to social change. The themes of African American art and literature gave pride to people of African heritage and increased awareness of the struggles related to intolerance and life in large urban centers. Jazz flourished during the Harlem Renaissance and became an established American music genre. The large numbers of African Americans moving to northern cities during the Great Migration increased competition for jobs, housing and public services. The movement to give women suffrage saw the fruition of its goal with the passage of the 19th Amendment. The change brought more women into the political process, eventually including women running for public office. Prohibition had mixed results. Establishments that openly sold liquor closed their doors. Prohibition lacked popular support. It further divided the nation along secularist/fundamentalist, rural/urban and modern/traditional lines. It led to speakeasies and increased organized crime. The law was difficult to enforce and was repealed with the 21st Amendment.
Expectations for Learning	Describe social changes that came from the Harlem Renaissance, African-American migration, women's suffrage and prohibition.
Instructional Strategies	Have students read examples of the literature of the Harlem Renaissance to interpret the feelings of the urbanized African-American population of the 1920s. Have students discuss how the popularity of such works could contribute to social change. Discuss the rationale behind Prohibition. Ask students if the social changes it prompted were in line with the proponents of Prohibition. Have students compare it to current laws that make certain substances illegal for consumption. How are the rationale for illegality and the problems with enforcement the same and different? Have students look beyond the literal meaning of the 19th Amendment to the U.S. Constitution. What social changes came about in part as a result of women gaining the right to vote?

Instructional Resources	Teaching With Documents: The Volstead Act and Related Prohibition Documents http://www.archives.gov/education/lessons/volstead-act/ This National Archives website contains primary source documents and teaching activities. Teaching With Documents: Woman Suffrage and the 19th Amendment http://www.archives.gov/education/lessons/woman-suffrage/ This National Archives website contains primary source documents and teaching activities on the women's movement for suffrage. Lesson Plan: Voting Rights for Women: Pro- and Anti-Suffrage http://edsitement.neh.gov/lesson-plan/voting-rights-women-pro-and-anti-suffrage This EDSITEment! lesson and resources can be adapted to Content Statement 14. Lesson Plan: The Roaring 20s http://dnet01.ode.state.oh.us/IMS.ItemDetails/LessonDetail.aspx?id=0907f84c805325e3 This ODE model lesson can be adapted to Content Statement 14.
Essential Question(s)	How did the Harlem Renaissance, African migration, women's suffrage and prohibition contribute to political, economic, and social change in the United States?

** AH.PD.19 **	
Essential Content Statement	19. The Great Depression was caused, in part, by the federal government's monetary policies, stock market speculation and increasing consumer debt. The role of the federal government expanded as a result of the Great Depression.
Learning Targets	
Essential Vocabulary	

Content Elaboration	One factor leading to the Great Depression in the United States was the excessive amount of lending by banks. This increased the easy access to and fueled the use of consumer credit. The Federal Reserve attempted to curb these practices by constricting the money supply. This action worsened economic conditions by making it more difficult for people to repay debts. It was also difficult for businesses and banks to continue operations. Another factor leading to the Depression was stock market speculation. Many investors were buying on margin with the hope of making huge profits. However, the collapse of the stock market led many to lose their investments and fortunes. The closing of many businesses led to the rise of consumer debt as workers lost needed income. During the 1930s, the role of the federal government was greatly expanded through New Deal legislation, policies, and agencies which included: • the Social Security Act; • the National Recovery Administration; • the Securities and Exchange Commission (SEC); • the Federal Deposit Insurance Corporation (FDIC); and • Public Works Programs (e.g., Works Progress Administration, Tennessee Valley Authority, Civilian Conservation Corps). The benefits of New Deal programs were unevenly distributed furthering the divide between social classes and minorities.
Expectations for Learning	Describe social changes that came from the Harlem Renaissance, African-American migration, women's suffrage, and Prohibition. Describe how the federal government's monetary policies, stock market speculation and increasing consumer debt led to the Great Depression. Explain how the efforts to combat the Great Depression led to an expanded role of the federal government.
Instructional Strategies	Have students research local WPA or CCC projects that were built as a result of New Deal legislation and the expanded role of the federal government.

Instructional Resources	Lesson Plan: Where Did All the Money Go? The Great Depression Mystery http://www.econedlink.org/lessons/index.php?lid=558&type=educator This lesson plan from the Council on Economic Education provides activities and resources on the causes of the Great Depression. Search for <i>great depression</i>. Lesson Plan: Economics of the New Deal http://www.econedlink.org/lessons/index.php?lid=459&type=educator This lesson plan from the Council for Economic Education provides activities and resources on the economics of the Great Depression. American Memory http://memory.loc.gov/ammem/index.html Students can access WPA photographs and oral history projects through the Library of Congress' <i>American Memory</i> website. Lesson Plan: The Great Depression and the Federal Government http://dnet01.ode.state.oh.us/ims.itemdetails/lessondetail.aspx?id=0907f84c80531d14 This ODE model lesson can be adapted to Content Statement 15. Lesson Plan: The 1930s: Drastic Times Call For Drastic Measures http://dnet01.ode.state.oh.us/ims.itemdetails/lessondetail.aspx?id=0907f84c805313d1
Essential Question(s)	What political, economic, and social factors led to the Great Depression? How did the role of the federal government expand as a result of the New Deal?

Topic of Study: From Isolation to World War (1930-1945)
(Estimated Time: 4 weeks)

The isolationist approach to foreign policy meant U.S. leadership in world affairs diminished after World War I. Overseas, certain nations saw the growth of tyrannical governments which reasserted their power through aggression and created conditions leading to the Second World War. After Pearl Harbor, the United States entered World War II, which changed the country's focus from isolationism to international involvement.

**** AH.WW.20 ****

Content Statement	20. During the 1930s, the U.S. government attempted to distance the country from earlier interventionist policies in the Western Hemisphere as well as retain an isolationist approach to events in Europe and Asia until the beginning of WWII.
Learning Targets	
Essential Vocabulary	
Content Elaboration	Following World War I, the United States was reluctant to become entangled in overseas conflicts that would lead to another war. Although it had used the Monroe Doctrine and the Roosevelt Corollary to justify intervention into Latin American affairs, the U.S. retreated from these policies during the 1930s with the Good Neighbor Policy. The Neutrality Acts of the 1930s were attempts to isolate the country from the problems erupting in Asia and Europe. The United States tried to maintain its isolationist approach when war broke out in Europe. But to aid countries fighting against fascist aggression, the United States introduced the <i>cash-and-carry</i> policy, negotiated the <i>destroyer-for-bases</i> agreement and enacted the Lend-Lease Policy. It also helped write the Atlantic Charter. The expansionist policies of Japan and the bombing of Pearl Harbor ended U.S. isolationist policies.
Expectations for Learning	Explain how America transitioned from an isolationist foreign policy to involvement in World War II.
Instructional Strategies	Have students hold a debate between isolationists and those that felt the United States needed to prepare for possible conflict. Students should use primary sources to support their positions.

Instructional Resources	<u>United States History and Geography: Modern Times</u>
Essential Question(s)	Explain how the United States foreign policy, in the 1930's and early 1940's, transitioned from isolationist to interventionist approaches?

** AH.WW.21 **	
Essential Content Statement	21. United States policy and mobilization of its economic and military resources during World War II affected American society. Despite mistreatment, marginalized groups played important roles in the war effort while continuing to protest unfair treatment.
Learning Targets	
Essential Vocabulary	
Content Elaboration	The policy and mobilization of the United States at the outbreak of World War II greatly impacted the lives of Americans. Aspects of wartime policy and mobilization included: • transition from peacetime to wartime economy (e.g., price controls, War Production Board); • personal sacrifices for the war effort (e.g., rationing, victory gardens); • military mobilization efforts (e.g., military draft, naval expansion); • contributions to the war effort (e.g., war bonds, scrap drives); and • propaganda efforts by the government. Job opportunities in the civilian workforce and in the military opened for women and minorities. Marginalized groups and their experiences during World War II included: • African Americans (e.g., Double V Campaign); • Japanese Americans (e.g., internment camps); • American Indians (e.g., Navajo Code Talkers); and • Mexican Immigrants (e.g., Bracero Program).
Expectations for Learning	Identify and explain changes American society experienced with the mobilization of its economic and military resources during World War II.

Instructional Strategies	Provide students with images of war bond posters (e.g., Rosie the Riveter). Use National Archive primary source analysis worksheets to guide discussion of the posters. Students can discuss how the government worked to mobilize the home front for the war effort and how this carried over to breaking some of the traditional societal roles of women and minorities.
Instructional Resources	Teaching With Documents: Memorandum Regarding the Enlistment of Navajo Indians http://www.archives.gov/education/lessons/code-talkers/ This National Archives website contains documents and teaching activities on the contribution of American Indians to the war effort. Teaching With Documents: Documents and Photographs Related to Japanese Relocation During World War II http://www.archives.gov/education/lessons/japanese-relocation/ This National Archives website contains primary source documents and teaching activities relating to the forced relocation of Japanese Americans during World War II. Lesson Plan: Japanese American Internment http://www.loc.gov/teachers/classroommaterials/lessons/fear/ This lesson from the Library of Congress website includes primary source documents and activities.
Essential Question(s)	How did World War II result in the expansion of the role of the United States government? After the United States entered World War II, on the home front, how did American life transform or change?

Topic of Study: The Cold War (1945-1991)
(Estimated Time: 4 weeks)

The United States and the Union of Soviet Socialist Republics (U.S.S.R.) emerged as the two strongest powers in international affairs. Ideologically opposed, they challenged one another in a series of confrontations known as the Cold War. The costs of this prolonged contest weakened the U.S.S.R. so that it collapsed due to internal upheavals as well as American pressure. The Cold War had social and political implications in the United States.

**** AH.CW.22 ****

Content Statement	22. Use of atomic weapons changed the nature of war, altered the balance of power and began the nuclear age.
Learning Targets	
Essential Vocabulary	
Content Elaboration	The dropping of the atomic bombs on Japan hastened the end of World War II and is considered the beginning of the nuclear age. The use of these bombs introduced a new type of weapon capable of mass destruction. In the four-year period following World War II, the United States was the only country in possession of atomic bombs and this contributed to its status as a superpower. The threat of using this weapon was seen as a deterrent to the ambitions of the Soviet Union. The testing and explosion of the atomic bomb by the Soviets in 1949 established the Soviet Union as a second superpower. It also began a nuclear arms race that continued for decades and threatened world peace.
Expectations for Learning	Explain how atomic weapons have changed the nature of war, altered the balance of power and started the nuclear age.
Instructional Strategies	

Instructional Resources	<i>Code-Name Downfall: The Secret Plan to Invade Japan-And Why Truman Dropped the Bomb</i> by Thomas Allen and Norman Polmar. This book offers the possible operation that President Truman could have followed had he decided not to order the dropping of the atomic bombs. Maps in the book can initiate discussion.
Essential Question(s)	How did the use of Atomic weapons change the nature of war, alter the balance of power, and begin the nuclear age?

** AH.CW.23 **	
Essential Content Statement	23. The United States followed a policy of containment during the Cold War in response to the spread of communism.
Learning Targets	
Essential Vocabulary	
Content Elaboration	The policy of containment began in the late 1940s to halt the spread of communism in Europe and Asia, and expanded to other parts of the world over the next several decades. Reasons for implementing the policy of containment included: • the fear of Soviet expansion in Europe; • the rise of communism in China; and • the spread of communism throughout Latin America and Asia. Containment policies and international alliances included: • the Marshall Plan; • the Truman Doctrine; and • the North Atlantic Treaty Organization (NATO). In Asia, the policy of containment was the basis for U.S. involvement in the Korean and Vietnam Wars

Expectations for Learning	Analyze the policy of containment the United States followed during the Cold War in response to the spread of Communism.
Instructional Strategies	Have the students analyze perspectives of the policy of containment by using the primary sources in the Digital History website found under <i>The Containment Policy</i> . http://www.digitalhistory.uh.edu/historyonline/us37.cfm
Instructional Resources	Lesson Plan: Teaching With Documents: The United States Enters the Korean Conflict http://www.archives.gov/education/lessons/korean-conflict/#documents This National Archives lesson plan contains primary source documents and teaching activities originally published in the NCSS publication <i>Social Education</i> .
Essential Question(s)	Why did the United States follow a policy of containment during the Cold War in response to the spread of Communism?

** AH.CW.24 **	
Content Statement	24. The Second Red Scare and McCarthyism reflected Cold War fears in American society.
Learning Targets	
Essential Vocabulary	
Content Elaboration	The actions of the Soviet Union in Eastern Europe and the spread of communism in Asia caused a Second Red Scare. These developments sparked fears among many Americans and challenged civil liberties. The Second Red Scare focused attention on the media, labor unions, universities, and the military as targets of communist subversion. Fears of subversion and charges of communist infiltration of the U.S. government led to the following actions: • McCarthyism; • investigations of the House Un-American Activities Committee (HUAC); and • blacklisting of suspected communists.

Expectations for Learning	Explain how the Second Red Scare and McCarthyism reflected Cold War fears in American society.
Instructional Strategies	Have students contrast political climate (i.e., McCarthyism) in the 1950s with the current fear of terrorist attack. <i>Are we reacting in similar ways? Why or why not?</i>
Instructional Resources	Lesson Plan: The Rise and Fall of Joseph McCarthy http://edsitement.neh.gov/lesson-plan/rise-and-fall-joseph-mccarthy This <i>EDSITEment!</i> website has lesson activities, resources, guided questions, assessments and extension strategies.
Essential Question(s)	Describe the impact of the second Red Scare and McCarthyism on American society.

** AH.CW.25 **	
Content Statement	25. The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.
Learning Targets	
Essential Vocabulary	
Content Elaboration	The Cold War dominated international politics and impacted domestic policies in the United States for 45 years. Domestic and international concerns during this period included: • the Korean War; • the Second Red Scare; • the nuclear arms race; • the Bay of Pigs Invasion and Cuban Missile Crisis; • political and military intervention in the Middle East and Latin America; • expansion of the role of the United Nations; and • the Vietnam War. The Korean War sparked international events and concerns that would persist for decades including: • further tensions between the United States and China; • the continued division of North and South Korea; and • improved relations and diplomacy between the United States and Japan. The Vietnam War divided the country and sparked massive protests. Major domestic issues and events included: • cuts to spending on domestic programs; • urban unrest and violence; and • anti-war protests.

Expectations for Learning	Analyze how the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics between the end of World War II and 1991.
Instructional Strategies	
Instructional Resources	<u>United States History and Geography: Modern Times</u>
Essential Question(s)	How did conflicts during this time period influence American foreign and domestic policy?

** AH.CW.26 **	
Content Statement	26. The collapse of communist governments in Eastern Europe and the USSR brought an end to the Cold War.
Learning Targets	
Essential Vocabulary	
Content Elaboration	U.S. economic and military pressure contributed to the collapse of communist governments in Eastern Europe and the Soviet Union (i.e., Union of Soviet Socialist Republics). This led to a reduction of tensions between the United States and the former Soviet Union. The fall of the Berlin Wall followed by mass demonstrations for democracy contributed to the decline of communist governments in Eastern Europe. The collapse of the Soviet Union resulted in independent republics that moved to institute democratic reforms and introduce free-market economies. The United States supported economic and education reforms by providing assistance to some of the former communist countries.
Expectations for Learning	Explain how U.S. economic and military pressure contributed to the collapse of communist governments in Eastern Europe and the Soviet Union and brought a close

	to the Cold War.
Instructional Strategies	
Instructional Resources	The Cold War Museum http://www.coldwar.org/articles/90s/fall_of_the_soviet_union.asp This site offers a summary on how the collapse of the Soviet Union ended the Cold War.
Essential Question(s)	How did the collapse of the communist governments in Eastern Europe and the USSR bring an end to the Cold War?

Topic of Study: Social Transformations in the United States (1945-1994)

(Estimated Time: 4 weeks)

A period of post-war prosperity allowed the United States to undergo fundamental social change. Adding to this change was an emphasis on scientific inquiry, the shift from an industrial to a technological/service economy, the impact of mass media, the phenomenon of suburban and Sun Belt migrations, the increase in immigration and the expansion of civil rights.

**** AH.ST.27 ****

Essential
Content Statement

27. Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.

Learning Targets

Essential
Vocabulary

Content Elaboration	Following World War II, movements began to highlight the need to secure the same freedoms and opportunities for groups of marginalized Americans that other Americans enjoyed. Civil Rights organizations fought for equal opportunities for African Americans and to end segregation. Organizations such as the National Association for the Advancement of Colored People (NAACP), the Southern Christian Leadership Conference (SCLC), and the Student Nonviolent Coordinating Committee (SNCC) sought to change long-standing policies and laws. Many Civil Rights activists demonstrated to affect political and social change. These activists mobilized to carry out demonstrations to bring light to the injustices plaguing the nation. Examples of these actions included: • the Montgomery Bus Boycott; • the March on Washington; and • the Freedom Rides. Their actions helped to bring about legislative Civil Rights Act and Voting Rights Acts and judicial change including <i>Brown v. Board of Education</i>. Mexican Americans organized through the United Farm Workers of America (UFW) to improve the conditions of migrant workers. Women made progress toward equal opportunities through demonstrations, legislation, and the establishment of the National Organization for Women (NOW). The American Indian Movement (AIM) worked to improve conditions on reservations, protect land rights, and improve opportunities in education and employment. The Gay Liberation Movement began with the Stonewall Riots, which led to an organized effort for full inclusion in public life and institutions.
Expectations for Learning	Summarize the struggle for racial and gender equality and the extension of civil rights that occurred in the United States in the postwar period.
Instructional Strategies	Have students read or watch Dr. Martin Luther King's <i>I Have A Dream</i> speech and evaluate whether the ideals of the speech have been realized in modern American society. Extend the activity to consider the extent to which these ideals impacted other groups in American society (see content Elaboration).

Instructional Resources	Lesson Plan: Civil Disobedience During the Civil Rights Movement http://dnet01.ode.state.oh.us/IMS.ItemDetails/LessonDetail.aspx?id=0907f84c805325b This ODE model lesson can be adapted to Content Statement 23. Lesson Plan: Justice and the Jim Crow Laws http://learningtogive.org/lessons/unit232/lesson2.html#lesson This lesson plan can be adapted for Content Statement 23. Lesson Plan: The March on Washington and Its Impact http://www.pbs.org/newshour/extra/teachers/lessonplans/history/dream2_8-20.html This PBS website contains a lesson on how the 1963 March on Washington changed America.
Essential Question(s)	What challenges did the United States face in regards to racial and gender equality and the extension of civil rights?

** AH.ST.28 **	
Content Statement	28. The postwar economic boom, greatly affected by advances in science, produced changes in American life.
Learning Targets	
Essential Vocabulary	

Content Elaboration	In the decades following World War II, the United States experienced an era of unprecedented prosperity and economic growth. Several factors that contributed to this prosperity and economic growth included: • increased demand for goods and services; • growth of suburbs; and • the Baby Boom. Advances in science and technology following the war also impacted American life in several ways including: • medicine (e.g., polio vaccine, birth control pill); • nuclear power plants; • transportation (e.g., passenger jet plane, automobiles); and • television.
Expectations for Learning	Describe how American life in the postwar period was impacted by the postwar economic boom and by advances in science and technology.
Instructional Strategies	Have students compare the use of advertising in the 1950s with its use in the 1920s. Provide examples of advertising and have students reflect on the methods used to induce consumer spending.
Instructional Resources	<u>United States History and Geography: Modern Times</u>
Essential Question(s)	Describe the changes that the post-war economic boom had on American life.

** AH.ST.29 **	
Content Statement	29. The continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt and the increase in immigration resulting from passage of the 1965 Immigration Act have had social and political effects.
Learning Targets	

Essential Vocabulary	
Content Elaboration	The postwar movement from cities to suburbs had social and political effects that included: • white flight and discriminatory loan practices towards minorities (i.e., redlining); • polarization of urban and rural voters; and • urban riots throughout the 1960s. Residents of the Rust Belt region of the country were being drawn by the employment opportunities offered by defense plants and high-tech industries located in the South and California. This migration led to the growth of the Sun belt. This development contributed to a political power shift in the country reflected in the reapportionment of congressional districts. The 1965 Immigration Act allowed more individuals from Asia, Africa, and Latin America to enter the United States. The immigration that followed impacted the country's demographic makeup. For example, Hispanics became the fastest growing minority in the U.S. which led to an increase in Spanish language media and funding for bilingual education programs. These demographic changes impacted voting practices and the balance of power between the major political parties.
Expectations for Learning	Analyze the social and political effects of the continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt, and the increase in immigration resulting from passage of the 1965 Immigration Act.
Instructional Strategies	
Instructional Resources	The Growth of the Suburbs – and the Racial Wealth Gap http://www.pbs.org/race/000_About/002_04-teachers-07.htm This part of the PBS series <i>Race: The Power of an Illusion</i> examines the post-war growth of suburbs and the impact the practice of redlining mortgage applications had on segregation of American society and creating a racial wealth gap.
Essential Question(s)	How did the migration from cities to suburbs, from the Rust Belt to the Sun Belt, and the increase in immigration change the United States politically and socially?

** AH.ST.30 **	
Essential Content Statement	30. Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare and national security.
Learning Targets	
Essential Vocabulary	
Content Elaboration	In the post-World War II period, the role of the government in influencing the economy continued to be a source of partisan debate. Public opinion on the issue was often influenced by the state of the economy (e.g., poverty, and unemployment). Examples of major economic policies influenced by shifts in public opinion included: • the Great Society (Medicare and Medicaid); and • Reaganomics (Supply-Side Economics and Deregulation). The debate on the government's role in protecting the environment also increased due to research on the effects of pesticides, pollution, waste disposal, and the extent of climate change. Demands from environmentalists led to the establishment of the Environmental Protection Agency (EPA). The controversies surrounding the federal government's role in protecting the country from communist infiltration and subversion continued during the Vietnam War Era. Domestic issues that led to debates over national security included: • anti-war protests; • Civil Rights Movement; and • balance between individual rights and national security
Expectations for Learning	Explain why the government's role in the economy, environmental protection, social welfare and national security became the topic of political debates between 1945 and 1994.
Instructional Strategies	Have students examine the perspectives of the conservative and liberal positions on the role of the government in the economy that are provided in the <i>What Role Should the Government Play in the Economy?</i> activity found on the EcEdWeb . Have them identify presidential policies that adhered to these views and evaluate their outcomes.
Instructional Resources	Earth Day 40th Anniversary Curriculum Unit http://files.earthday.net/earthdaycurriculum/modernenvironmental.php This Earth Day Network website provides lessons and resources on the history of the environmental movement.

Essential Question(s)	How did the role of the US government change due to economic and environmental issues during this time period?
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Topic of Study: United States and the Post-Cold War World (1991-Present)

(Estimated Time: 4 weeks)

The United States emerged from the Cold War as a dominant leader in world affairs amidst a globalized economy, political terrorism and the proliferation of nuclear weapons.

**** AH.PCW.31 ****

Content
Statement

31. Improved global communications, international trade, transnational business organizations, overseas competition and the shift from manufacturing to service industries have impacted the American economy.

Learning Targets

Essential
Vocabulary

Content
Elaboration

The American economy has been impacted by many influences since the early 1990s. Global technology has increased communication through the use of the:

- personal computer;
- Internet and social media; and
- mobile phone.

International trade, transnational business organizations, and overseas competition have challenged American producers and local communities, the effects of which have led to:

- a decrease in manufacturing jobs and closing of plants;
- a shift from a manufacturing industry toward a service industry;
- growth in lower-paying jobs; • growth of information technology jobs; and
- an increase in the U.S. trade deficit

Expectations for
Learning

Analyze how the American economy has been impacted by improved global communications, international trade, transnational business organizations, overseas competition and the shift from manufacturing to service industries.

Instructional
Strategies

Have students look around their homes and write down the locations where items were made. Have them compare their results with the rest of the class and discuss how overseas competition and the shift from manufacturing to service industries have impacted the American economy.

Instructional Resources	<u>United States History and Geography: Modern Times</u>
Essential Question(s)	How have the following issues transformed the United States: global communications, international trade, transnational business organizations, overseas competition, and the shift from manufacturing to service?

** AH.PCW.32 **	
Content Statement	32. The United States faced new political, national security and economic challenges in the post-Cold War world and following the attacks on September 11, 2001.
Learning Targets	
Essential Vocabulary	
Content Elaboration	The post-Cold War period and the attacks on Sept. 11, 2001, presented new domestic challenges for the United States. Issues impacting national security include: • the dynamic of balancing national security with civil liberties (USA PATRIOT Act); • the creation of the Transportation Security Administration; • an increase in Islamophobia and xenophobia; and • increasing fears of domestic terrorism. The continuing debate between the role of the state and federal government in political and social issues includes disagreements over: • LGBTQ+ rights; • legalization of marijuana for medical conditions; • gun rights and gun control; • racial and gender equality; and • health care. Issues impacting the American economy include: • operating within a globalized economy; • a post-Cold War decrease in defense spending; • the mortgage crisis; and • government bailouts

Expectations for Learning	Describe political, national security and economic challenges the United States faced in the post-Cold War period and following the attacks on Sept. 11, 2001.
Instructional Strategies	Have students interview adults about the terrorist attacks of September 11, 2001, and how those events presented new political, national security and economic challenges to the United States. Students will then present their findings to the class. Invite veterans of recent foreign wars to speak to classes about their experiences and challenges of serving in the U.S. military. Have the veterans discuss the role of the armed forces in providing for national security and advancing U.S. interests in the world.
Instructional Resources	
Essential Question(s)	What new political, social, and economic challenges face the United States in the post-Cold War world?

** AH.PCW.33 **	
Essential Content Statement	33. Focusing on foreign policy, the United States faces ongoing economic, political, military, and social challenges in the post-Cold War era and following the attacks of September 11, 2001.
Learning Targets	
Essential Vocabulary	

Content Elaboration	The post-Cold War period and the attacks on Sept. 11, 2001, presented new foreign policy challenges for the United States. Economic challenges of a globalized world have led to the following: • international demand for the U.S. dollar; • balance of trade; • international economic partnerships (World Economic Forum and World Trade Organization); and • outsourcing of U.S. jobs. Social and political challenges of a globalized world include: • pandemic diseases; • an increase in the immigration of refugees from war-torn regions of the world; • international humanitarian aid; and • the debate over the treatment of enemy combatants. The post-Cold War period and the attacks on September 11, 2001 impacted the military in the following ways: • increased defense spending as a result of the war on terrorism; • role of the United States and United Nations in addressing political and social unrest in the Middle East; and • the control of weapons of mass destruction in areas of the world perceived as a threat to world stability.
Expectations for Learning	Explain the social, political, economic, and national security challenges the United States' foreign policy faced in the post-Cold War period and following the attacks on Sept. 11, 2001.
Instructional Strategies	
Instructional Resources	<u>United States History and Geography: Modern Times</u>
Essential Question(s)	