



# United States History and Geography

## Curriculum Guide

### 2008-2009

#### **Course Description:**

Students in grade eleven study the major turning points in American history in the twentieth century. Following a review of the nation's beginnings and the impact of the Enlightenment on U.S. democratic ideals, students build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. They trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events. They learn that the United States has served as a model for other nations and that the rights and freedoms we enjoy are not accidents, but the results of a defined set of political principles that are not always basic to citizens of other countries. Students understand that our rights under the U.S. Constitution are a precious inheritance that depends on an educated citizenry for their preservation and protection.

#### **Course Text:**

Danzer et al., *The Americans: Reconstruction to the 21<sup>st</sup> Century*, McDougal Littell, 2006

#### **Course Goals:**

The students will:

- develop chronological and spatial thinking skills.
- be exposed to and practice skills of historical research.
- evaluate and utilize evidence in making historical arguments.
- evaluate differing historical arguments.
- develop a sense of historical perspective
- interpret past events and issues within the context of the events
- understand the meaning, implication, and impact of historical events

#### **State Content Standards:**

- 11.1** Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.
- 11.2** Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.
- 11.3** Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.
- 11.4** Students trace the rise of the United States to its role as a world power in the twentieth century.

- 11.5** Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.
- 11.6** Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.
- 11.7** Students analyze America's participation in World War II.
- 11.8** Students analyze the economic boom and social transformation of post-World War II America.
- 11.9** Students analyze U.S. foreign policy since World War II.
- 11.10** Students analyze the development of federal civil rights and voting rights.
- 11.11** Students analyze the major social problems and domestic policy issues in contemporary American society.

## United States History & Geography Pacing Guide

<b>Foundations of American Political &amp; Social Thought</b>	<b>Industrialization and the U.S. Role as a World Power</b>	<b>United States Between the World Wars</b>	<b>World War II and Foreign Affairs</b>	<b>Post-World War II Domestic Issues</b>
<b>5 Weeks</b>	<b>7 Weeks</b>	<b>6 Weeks</b>	<b>7 Weeks</b>	<b>7 + Weeks</b>
<p><b>11.1</b> Students analyze the significant events surrounding the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.</p>	<p><b>11.2</b> Students analyze the relationship among the rise of industrialization, large-scale rural to urban migration, and massive immigration from Southern and Eastern Europe.</p> <p><b>11.4</b> Students trace the rise of the U.S. to its role as a world power in the 20th century.</p>	<p><b>11.5</b> Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.</p> <p><b>11.6*</b> Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.</p>	<p><b>11.7</b> Students analyze the American participation in World War II.</p> <p><b>11.9</b> Students analyze United States foreign policy since World War II.</p>	<p><b>11.8</b> Students analyze the economic boom and social transformation of post-World War II America.</p> <p><b>11.10**</b> Students analyze the development of federal civil rights and voting rights.</p> <p><b>11.11</b> Students analyze the major social problems and domestic policy issues in contemporary American society.</p>
<p>Textbook Chapters</p> <ul style="list-style-type: none"> <li>○ Ch. 1</li> <li>○ Ch. 2</li> <li>○ Ch. 3</li> <li>○ Ch. 4</li> </ul>	<p>Textbook Chapters</p> <ul style="list-style-type: none"> <li>○ Ch. 6</li> <li>○ Ch. 7</li> <li>○ Ch. 8</li> <li>○ Ch. 9</li> <li>○ Ch. 10</li> <li>○ Ch. 11</li> </ul>	<p>Textbook Chapters</p> <ul style="list-style-type: none"> <li>○ Ch. 12</li> <li>○ Ch. 13</li> <li>○ Ch. 14</li> <li>○ Ch. 15</li> </ul>	<p>Textbook Chapters</p> <ul style="list-style-type: none"> <li>○ Ch. 16</li> <li>○ Ch. 17</li> <li>○ Ch. 18</li> <li>○ Ch. 20, Section 1</li> <li>○ Ch. 22</li> </ul>	<p>Textbook Chapters</p> <ul style="list-style-type: none"> <li>○ Ch.19</li> <li>○ Ch. 20, Sections 2 &amp; 3</li> <li>○ Ch. 21</li> <li>○ Ch. 22</li> <li>○ Ch. 23</li> <li>○ Ch. 24-Epilogue</li> </ul>

\* Cover through 11.6 by the end of semester 1

\*\* Cover through 11.10 By the CST

Also Note: 11.3 is not listed on this pacing guide. Topics from 11.3 are embedded throughout the course.

## Unit One: Foundations of American Political & Social Thought

Curriculum Objectives	Essential Concepts & Vocabulary	Essential Readings	Lessons, Primary Sources, Outside Readings
<p><b>11.1</b></p> <ol style="list-style-type: none"> <li>1. Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded.</li> <li>2. Analyze the ideological origins of the American Revolution, the Founding Fathers' philosophy of divinely bestowed unalienable natural rights, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights.</li> <li>3. Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization.</li> <li>4. Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late nineteenth century of the United States as a world power.</li> </ol>	<p>democracy/ democratic</p> <p>Enlightenment</p> <p>Great Awakening</p> <p>ideology</p> <p>unalienable rights</p> <p>natural rights</p> <p>compromise</p> <p>federalism</p> <p>federal vs. state authority</p> <p>Federalist/ Antifederalist</p> <p>political party/ two-party system</p> <p>Alien Act</p> <p>Sedition Act</p> <p>nullification</p> <p>Marbury v. Madison</p> <p>judicial review</p> <p>Civil War</p> <p>13<sup>th</sup> Amendment</p> <p>14<sup>th</sup> Amendment</p> <p>15<sup>th</sup> Amendment</p> <p>Reconstruction</p> <p>sharecropping</p> <p>industrial revolution</p> <p>demographics</p>	<p><b>Chapter 1</b></p> <p><i>The Enlightenment</i>: Pages 34-34</p> <p><i>The Great Awakening</i>: Pages 35-36</p> <p><b>Chapter 2</b></p> <p><i>Patriots Declare Independence</i>: Page 52-53</p> <p><i>Confederation and the Constitution</i>: Page 66-71</p> <p><i>Ratifying the Constitution</i>: Page 69-71</p> <p><i>Launching the New Nation</i>: Page 74-79</p> <p><b>Chapter 3</b></p> <p><i>John Marshall and the Supreme Court</i>: Page 113; <i>Marbury v. Madison</i>: Page 118-118</p> <p>If time permits, it is <b>recommended</b> that students are exposed to the contents of Chapter 3, sections 2-5 (Page 120-149) and Chapter 4, sections 1 &amp; 2 (Page 156-174).</p> <p><b>Chapter 4</b></p> <p><i>The War Changes the Nation</i>: Page 181-182</p> <p><i>The War Changes Lives</i>: Page 182-183</p> <p><i>Reconstruction and Its Effects</i>: Page 184-189.</p>	<p><b>Lessons</b></p> <p><i>Reading Study Guide</i></p> <p>Pg. 11/12</p> <p>Pg. 15/16</p> <p>Pg. 19/20</p> <p>Pg. 51/52</p> <p>Pg. 53/54</p> <p><i>Standards Enrichment Workbook</i></p> <p>Pg. 19/20</p> <p>Pg. 21/22</p> <p>Pg. 23/24</p> <p><b>Primary Sources</b></p> <p><i>Declaration of Independence</i></p> <p><i>The Constitution</i></p> <p><i>Bill of Rights</i></p> <p><b>From: classzone.com</b></p> <p><i>Ben Franklin on the Constitution</i></p> <p><i>Federalist 51</i></p> <p><i>Black Codes of Mississippi of 1865</i></p> <p><b>From: Electronic Library of Primary sources</b></p> <p><i>Thomas Paine, Common Sense</i></p> <p><i>John C. Calhoun, Address the People of the United States, 1832</i></p>

## Unit Two: Industrialization and the U.S. Role as a World Power

Curriculum Objectives	Essential Concepts & Vocabulary	Essential Readings	Lessons, Primary Sources, Outside Readings
<p><b>11.2</b></p> <ol style="list-style-type: none"> <li>1. Know the effects of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair's <i>The Jungle</i>.</li> <li>2. Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.</li> <li>3. Trace the effect of the Americanization movement.</li> <li>4. Analyze the effect of urban political machines and responses to them by immigrants and middle-class reformers.</li> <li>5. Discuss corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders.</li> <li>6. Trace the economic development of the United States and its emergence as a major industrial power, including its gains from trade and the advantages of its physical geography.</li> <li>7. Analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel (e.g., using biographies of William Graham Sumner, Billy Sunday, Dwight L. Moody).</li> <li>8. Examine the effect of political programs and activities of Populists.</li> <li>9. Understand the effect of political programs and activities of the Progressives (e.g., federal regulation of railroad transport,</li> </ol>	<p>democracy/ democratic federal vs. state authority industrialization The Grange/ Granger Laws Interstate Commerce Commission Robber Barons Social Darwinism Sherman Antitrust Act <i>The Jungle</i> (Upton Sinclair) Ellis Island/Angel Island nativism Chinese Exclusion Act Gentlemen's Agreement political machine corporation monopoly/ trust/ cartel urbanization Americanization movement tenements Social Gospel settlement houses Tuskegee Institute Niagara Movement Populists Progressives muckrakers scientific management initiative/referendum/recall 17<sup>th</sup> Amendment Square Deal Pure Food and Drug Act</p>	<p><b>Chapter 6</b> <i>The Age of Railroads</i>: Page 236-240 <i>Social Darwinism and Business</i>: Page 242-243 <i>Fewer Control More</i>: Page 243-244</p> <p><b>Chapter 7</b> <i>The New Immigrants</i>: Page 254-258 <i>Urban Opportunities</i>: Page 262-263 <i>Urban Problems</i>: Page 264-265 <i>Reformers Mobilize</i>: Page 266 <i>The Emergence of Political Machines</i>: Page 267-268</p> <p><b>Chapter 8</b> <i>Expanding Public Education</i>: Page 282-285</p> <p><b>Note:</b> For the purpose of this outline, <i>Segregation and Discrimination</i>: Page 286-289 is place with Standard 11.10</p> <p><b>Chapter 9</b> <i>The Origins of Progressivism</i>: Page 306-312 <i>Teddy Roosevelt's Square Deal</i>: Page 317-325 <i>Wilson's New Freedom</i>: Page 332-337</p> <p><b>Chapter 10</b> <i>America Claims an Empire</i>: Page 340-365 (<b>All of Chapter 10</b>)</p>	<p><b>Lessons</b> <i>Reading Study Guide</i> Pg. 67/68 Pg. 69/70 Pg. 73/74 Pg. 75/76 Pg. 77/78 Pg. 91/92 Pg. 95/96 Pg. 97/98 Pg. 99/100 Pg. 103/104 Pg. 105/106 Pg. 109/110 Pg. 117/118 Pg. 119/120</p> <p><i>Standards Enrichment Workbook</i> Pg. 29/30 Pg. 33/34 Pg. 35/36 Pg. 43/44 Pg. 55/56 Pg. 57/58 Pg. 59/60 Pg. 61/62 Pg. 63/64</p> <p><b>Primary Sources</b> <b>From: classzone.com</b> <i>Horatio Alger: The Two Acre Lot</i> <i>Twelve Hundred More</i> <i>The Chinese Exclusion Act of 1882</i> <i>Anti-Imperialist League Platform, 1899</i> <i>On the War in the Philippines</i> <i>Woodrow Wilson's 14 Points</i></p>

Curriculum Objectives	Essential Concepts & Vocabulary	Essential Readings	Lessons, Primary Sources, Outside Readings
<p>Children's Bureau, the Sixteenth Amendment, Theodore Roosevelt, Hiram Johnson).</p> <p><b>11.4</b></p> <ol style="list-style-type: none"> <li>1. List the purpose and the effects of the Open Door policy.</li> <li>2. Describe the Spanish-American War and U.S. expansion in the South Pacific.</li> <li>3. Discuss America's role in the Panama Revolution and the building of the Panama Canal.</li> <li>4. Explain Theodore Roosevelt's Big Stick diplomacy, William Taft's Dollar Diplomacy, and Woodrow Wilson's Moral Diplomacy, drawing on relevant speeches.</li> <li>5. Analyze the political, economic, and social ramifications of World War I on the home front.</li> <li>6. Trace the declining role of Great Britain and the expanding role of the United States in world affairs after World War II.</li> </ol>	<p>Clayton Antitrust Act  Federal Trade Commission  Federal Reserve System  expansionism/imperialism  global competition  annexation  Seward's Icebox/Seward's folly  yellow journalism  Platt Amendment  Open Door  Boxer Rebellion  Stick/ Dollar Diplomacy/ Moral Diplomacy  Roosevelt Corollary  propaganda  Espionage and Sedition Acts  Great Migration  League of Nations  Treaty of Versailles  reparations  war-guilt clause</p>	<p><b>Chapter 11</b></p> <p><i>The War Hits Home: Page 378-379</i></p> <p><i>The United States Declares War: Page 379</i></p> <p><i>The War at Home: Page 388-395</i></p> <p><i>Wilson Presents His Plan: Page 398-399</i></p> <p><i>Debating the Treaty of Versailles: Page 400-402</i></p>	<p><i>Woodrow Wilson's Declaration of War</i></p> <p><i>Committee on Public Information: Four Minute Speech</i></p> <p><i>Henry Cabot Lodge on the Terms for Peace</i></p> <p><i>Woodrow Wilson on Why We Need a League of Nations</i></p> <p><b>From: Electronic Library of Primary Sources</b></p> <p><i>142 Die in Factory Fire, 1911</i></p> <p><i>The Movies, Mr. Griffith, and Me</i></p>

## Unit Three: United States Between the World Wars

Curriculum Objectives	Essential Concepts & Vocabulary	Essential Readings	Lessons, Primary Sources, Outside Readings
<p><b>11.5</b></p> <ol style="list-style-type: none"> <li>Discuss the policies of Presidents Warren Harding, Calvin Coolidge, and Herbert Hoover.</li> <li>Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey's "back-to-Africa" movement, the Ku Klux Klan, and immigration quotas and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks.</li> <li>Examine the passage of the Eighteenth Amendment to the Constitution and the Volstead Act (Prohibition).</li> <li>Analyze the passage of the Nineteenth Amendment and the changing role of women in society.</li> <li>Describe the Harlem Renaissance and new trends in literature, music, and art, with special attention to the work of writers (e.g., Zora Neale Hurston, Langston Hughes).</li> <li>Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.</li> <li>Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.</li> </ol>	<p>nativism isolationism communism Red Scare Palmer Raids Ku Klux Klan quota system Teapot Dome scandal modern advertising credit/ installment plan temperance 18<sup>th</sup> Amendment Prohibition/ Volstead Act speakeasies fundamentalism Scopes trial women's suffrage 19<sup>th</sup> Amendment Flapper The Lost Generation The Harlem Renaissance</p>	<p><b>Chapter 12</b></p> <p><i>Post War Trends</i>: Page 412 <i>Fear of Communism</i>: Page 413-414 <i>Limiting Immigration</i>: Page 414-417 <i>The Harding Presidency</i>: Page 419-421 <i>The Business of America</i>: Page 422- 427</p> <p><b>Chapter 13</b></p> <p><i>Rural and Urban Differences</i>: Page 434-437 <i>Science and Religion Clash</i>: Page 438-439 <i>Women Win Suffrage</i>: Page 334-335 <i>The Twenties Women</i>: Page 440-443 <i>Radio Comes of Age</i>: Page 447-448 <i>Entertainment and the Arts</i>: Page 450 <i>Writers of the 1920s</i>: Page 450-451 <i>The Harlem Renaissance</i>: Page 452-457</p>	<p><b><u>Lessons</u></b></p> <p><i>Reading Study Guide</i> Pg. 123/124 Pg. 93/94 Pg. 133/134 Pg. 137/138</p> <p><i>Standards Enrichment Workbook</i> Pg. 69/70 Pg. 73/74 Pg. 75/76</p> <p><b><u>Primary Sources</u></b></p> <p><b>From: classzone.com</b> <i>Department of Justice Instructions on Conducting Raids, 1920</i> <i>A Letter Regarding Immigration Restrictions, 1924</i></p> <p><b>From Electronic Library of Primary Sources</b> <i>Flapper Jane, 1932</i></p>

Curriculum Objectives	Essential Concepts & Vocabulary	Essential Readings	Lessons, Primary Sources, Outside Readings
<p><b>11.6</b></p> <ol style="list-style-type: none"> <li>Describe the monetary issues of the late nineteenth and early twentieth centuries that gave rise to the establishment of the Federal Reserve and the weaknesses in key sectors of the economy in the late 1920s.</li> <li>Understand the explanations of the principal causes of the Great Depression and the steps taken by the Federal Reserve, Congress, and Presidents Herbert Hoover and Franklin Delano Roosevelt to combat the economic crisis.</li> <li>Discuss the human toll of the Depression, natural disasters, and unwise agricultural practices and their effects on the depopulation of rural regions and on political movements of the left and right, with particular attention to the Dust Bowl refugees and their social and economic impacts in California.</li> <li>Analyze the effects of and the controversies arising from New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930s (e.g., Works Progress Administration, Social Security, National Labor Relations Board, farm programs, regional development policies, and energy development projects such as the Tennessee Valley Authority, California Central Valley Project, and Bonneville Dam).</li> <li>Trace the advances and retreats of organized labor, from the creation of the AFL the CIO to current issues of a postindustrial, multinational economy, including the United Farm Workers in California.</li> </ol>	<p>speculation  buying on margin  Black Tuesday  Great Depression  Dust Bowl  direct relief  Reconstruction Finance Corporation  Bonus March/Bonus Army  The New Deal  Works Progress Administration  National Labor Relations Board  Wagner Act  Congress of Industrial Organizations  Tennessee Valley Authority  Federal Deposit Insurance Corporation  Securities and Exchange Commission  Social Security</p>	<p><b>Chapter 14</b>  <i>The Great Depression Begins:</i> Page 462-483 (<b>All of Chapter 14</b>).</p> <p><b>Chapter 15</b>  <i>A New Deal Fights the Depression:</i> Pages 488-494  <i>Helping Farmers:</i> Page 496-498  <i>Roosevelt Extends Relief:</i> Page 498-499  <i>Improving Labor and Other Reforms:</i> Page 499-501  <i>FDR Creates the New Deal Coalition:</i> Page 507-509  <i>The Impact of the New Deal:</i> Page 515-519</p>	<p><b><u>Lessons</u></b>  <i>Reading Study Guide</i>  Pg. 141/142  Pg. 143/144  Pg. 149/150  Pg. 153/154  Pg. 157/158    <i>Standards Enrichment Workbook</i>  Pg. 81/82  Pg. 83/84  Pg. 85/86  Pg. 87/88  Pg. 89/90</p> <p><b><u>Primary Sources</u></b>  <b>From: classzone.com</b>  <i>Franklin D. Roosevelt: First Inaugural</i>    <b>From Electronic Library of Primary Sources</b>  <i>B.E.F.: The Whole Story of the Bonus Army</i>  <i>Cesar Chaves, Childhood During the Great Depression</i></p>

## Unit Four: World War II and Foreign Affairs

Curriculum Objectives	Essential Concepts & Vocabulary	Essential Readings	Lessons, Primary Sources, Outside Readings
<p><b>11.7</b></p> <ol style="list-style-type: none"> <li>1. Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.</li> <li>2. Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.</li> <li>3. Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, the Navajo Code Talkers).</li> <li>4. Analyze Roosevelt's foreign policy during World War II (e.g., Four Freedoms speech).</li> <li>5. Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., <i>Fred Korematsu v. United States of America</i>) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans.</li> <li>6. Describe major developments in aviation, weaponry, communication, and medicine and the war's impact on the location of American industry and use of resources.</li> <li>7. Discuss the decision to drop atomic</li> </ol>	<p>neutrality  cash-and-carry  Axis Powers  Lend Lease Act  Atlantic Charter  Allies  Women's Auxiliary Army Corps (WAAC)  war time economy (ex. Office of Price Administration)  rationing  Tuskegee Airmen  442 Regimental Combat team  Navajo Code Talkers  D-Day  V-E Day/ V-J Day  Yalta Conference  Nuremberg Trials  Four Freedoms speech  Zoot Suit Riot  Internment  Executive Order 9066  Korematsu v. United States  United Nations  International Declaration of Human Rights  IMF/World Bank/ GATT  NATO/SEATO  Truman Doctrine  Containment  Marshall Plan  mutually assured destruction</p>	<p><b>Chapter 16</b>  <b>Note:</b> Sections 1 &amp; 2 of Chapter 16 provide background for the causes of World War II  <i>America Moves Toward War:</i> Page 550-557  <b>Chapter 17</b>  <i>The United States in World War II:</i> Page 560-595 (<b>All of Chapter 17</b>)  <b>Chapter 18</b>  <i>Origins of the Cold War:</i> Page 602-608  <i>The Korean War:</i> Page 611-612  <i>The United States Fights in Korea:</i> Page 612-615  <i>The Cold War at Home:</i> Page 616-621  <b>Chapter 20</b>  <i>A New Military Policy:</i> Page 673  <i>Crisis over Cuba:</i> Page 673-677  <i>Crisis over Berlin:</i> Page 677-678  <b>Chapter 22</b>  <i>The Vietnam War Years:</i> Page 728-761 (<b>All of Chapter 22</b>)  <b>Chapter 24</b>  <i>Nixon's Foreign Policy Triumphs:</i> Page 799-801  <b>Chapter 25</b>  <i>The Cold War Ends:</i> Page 848-850</p>	<p><b>Lessons</b>  <i>Reading Study Guide</i>  Pg. 167/168  Pg. 171/172  Pg. 173/174  Pg. 175/176  Pg. 177/178  Pg. 181/182  Pg. 183/184  Pg. 185/186  Pg. 187/188  Pg. 201/202  Pg. 217/218  Pg. 219/220  Pg. 221/222  Pg. 223/224  Pg. 225/226  <i>Standards Enrichment Workbook</i>  Pg. 91/92  Pg. 93/94  Pg. 95/96  Pg.97/98  Pg. 99/100  Pg. 101/102  Pg. 103/104  Pg. 105/106  Pg. 125/126  Pg. 127/128  Pg. 129/130  <b>Primary Sources</b>  <b>From: classzone.com</b>  <i>Franklin D. Roosevelt: On Declaration of War, 1941</i>  <i>Harry S. Truman: Statement on the Atomic Bomb</i></p>

Curriculum Objectives	Essential Concepts & Vocabulary	Essential Readings	Lessons, Primary Sources, Outside Readings
<p>bombs and the consequences of the decision (Hiroshima and Nagasaki).</p> <p>8. Analyze the effect of massive aid given to Western Europe under the Marshall Plan to rebuild itself after the war and the importance of a rebuilt Europe to the U.S. economy.</p> <p><b>11.9</b></p> <p>1. Discuss the establishment of the United Nations and International Declaration of Human Rights, International Monetary Fund, World Bank, and General Agreement on Tariffs and Trade (GATT) and their importance in shaping modern Europe and maintaining peace and international order.</p> <p>2. Understand the role of military alliances, including NATO and SEATO, in deterring communist aggression and maintaining security during the Cold War.</p> <p>3. Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following:</p> <ul style="list-style-type: none"> <li>o The era of McCarthyism, instances of domestic Communism (e.g., Alger Hiss) and blacklisting</li> <li>o The Truman Doctrine</li> <li>o The Berlin Blockade</li> <li>o The Korean War</li> <li>o The Bay of Pigs invasion and the Cuban Missile Crisis</li> <li>o Atomic testing in the American West, the "mutual assured destruction" doctrine, and disarmament policies</li> <li>o The Vietnam War</li> <li>o Latin American policy</li> </ul> <p>4. List the effects of foreign policy on domestic policies and vice versa</p>	<p>House Un-American Activities Committee (HUAC)</p> <p>McCarthyism</p> <p>Blacklist</p> <p>flexible response</p> <p>Bay of Pigs</p> <p>Cuban Missile Crisis</p> <p>Berlin Wall</p> <p>Limited Test Ban Treaty</p> <p>domino theory</p> <p>Vietcong</p> <p>Gulf of Tonkin Resolution</p> <p>Students for a Democratic Society</p> <p>doves/hawks</p> <p>Vietnamization</p> <p>Pentagon Papers</p> <p>War Powers Act</p> <p>détente</p> <p>SALT I Treaty</p> <p>nuclear freeze movement</p>		<p><i>The Truman Doctrine</i></p> <p><b>From: Electronic Library of Primary Sources</b></p> <p><i>Are We Being Led into War?</i></p> <p><i>Let Us Face the Truth, 1941</i></p> <p><i>Office of Civilian Defense: What Can I Do?</i></p> <p><i>Japanese American Testimony</i></p> <p><i>The Truman Doctrine, 1947</i></p> <p><i>Statement on Civil Liberties in America</i></p>

<b>Curriculum Objectives</b>	<b>Essential Concepts &amp; Vocabulary</b>	<b>Essential Readings</b>	<b>Lessons, Primary Sources, Outside Readings</b>
<p>(e.g., protests during the war in Vietnam, the "nuclear freeze" movement).</p> <p>5. Analyze the role of the Reagan administration and other factors in the victory of the West in the Cold War.</p>			

## Unit Five: Post-World War II Domestic Issues

Curriculum Objectives	Essential Concepts & Vocabulary	Essential Readings	Lessons, Primary Sources, Outside Readings
<p><b>11.8</b></p> <ol style="list-style-type: none"> <li>1. Trace the growth of service sector, white collar, and professional sector jobs in business and government.</li> <li>2. Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.</li> <li>3. Examine Truman's labor policy and congressional reaction to it.</li> <li>4. Analyze new federal government spending on defense, welfare, interest on the national debt, and federal and state spending on education, including the California Master Plan.</li> <li>5. Describe the increased powers of the presidency in response to the Great Depression, World War II, and the Cold War.</li> <li>6. Discuss the diverse environmental regions of North America, their relationship to local economies, and the origins and prospects of environmental problems in those regions.</li> <li>7. Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.</li> <li>8. Discuss forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles).</li> </ol>	<p>GI Bill of Rights suburb conglomerate franchise social conformity baby boom roles of women mass media stereotypes in the media beat movement rock 'n' roll white flight inner city urban renewal braceros the New Frontier Peace Corps space race Alliance for Progress War on Poverty Great Society Medicare/ Medicaid Immigration Act of 1965 voting restrictions: eg. poll tax, grandfather clause Jim Crow laws segregation <i>Plessy v. Ferguson</i> debt peonage NAACP Brown v. Board of Education "massive resistance"</p>	<p><b>Chapter 19</b> <i>Readjustment and Recovery:</i> Page 634-636 <i>Meeting Economic Challenges:</i> Page 636-637 <i>The Organization and the Organization Man:</i> Page 641-643 <i>The Suburban Lifestyle:</i> Page 643-646 <i>Popular Culture:</i> Page 652-657 <i>The Other America:</i> Page 660-663</p> <p><b>Chapter 20</b> <i>The Promise of Progress:</i> Page 679-682 <i>The Movement of Migrant Workers:</i> Page 684-685 <i>Johnson's Domestic Agenda:</i> Page 687-688 <i>Building the Great Society:</i> Page 689-691 <i>Impact of the Great Society:</i> Page 693</p> <p><b>Chapter 8</b> <i>Segregation and Discrimination:</i> Page 286-289</p> <p><b>Chapter 17</b> <i>Labor's Contribution:</i> Page 565-566</p> <p><b>Chapter 21</b> <i>Civil Rights:</i> Page 698-723 (<b>All of Chapter 21</b>)</p>	<p><b>Lessons</b> <i>Reading Study Guide</i> Pg. 191/192 Pg. 193/194 Pg. 195/196 Pg. 197/198 Pg. 203/204 Pg. 205/206 Pg. 85/86 Pg. 209/210 Pg. 211/212 Pg. 213/214 Pg. 229/230 Pg. 231/232 Pg. 237/238 Pg. 239/240 Pg. 243/245 Pg. 247/248 Pg. 249/250 Pg. 251/252 Pg. 257/258 Pg. 253/254</p> <p><i>Standards Enrichment Workbook</i> Pg. 109/110 Pg. 111/112 Pg. 113/114 Pg. 115/116 Pg. 139/140 Pg. 143/144 Pg. 145/146 Pg. 149/150 Pg. 151/152 Pg. 155/156 Pg. 157/158</p> <p><b>Primary Sources</b></p>

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<p><b>11.10</b></p> <ol style="list-style-type: none"> <li>1. Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt's ban on racial discrimination in defense industries in 1941, and how African Americans' service in World War II produced a stimulus for President Truman's decision to end segregation in the armed forces in 1948.</li> <li>2. Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including <i>Dred Scott v. Sandford</i>, <i>Plessy v. Ferguson</i>, <i>Brown v. Board of Education</i>, <i>Regents of the University of California v. Bakke</i>, and California Proposition 209.</li> <li>3. Describe the collaboration on legal strategy between African American and white civil rights lawyers to end racial segregation in higher education.</li> <li>4. Examine the roles of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King, Jr., Malcolm X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther King, Jr. 's "Letter from Birmingham Jail" and "I Have a Dream" speech.</li> <li>5. Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic</li> </ol>	<p>Crisis in Little Rock boycott/ Montgomery Bus Boycott Southern Christian Leadership Conference (SCLC) Student Nonviolent Coordinating Committee (SNCC) sit-ins freedom riders Birmingham march Civil Rights Act of 1964 Voting Rights Act of 1965 Freedom Summer Nation of Islam Black Power Black Panthers affirmative action United Farm Workers Organizing Committee American Indian Movement (AIM) feminism National Organization for women Equal Rights Amendment conservatism New Federalism stagflation Organization of Petroleum Exporting Countries (OPEC) Watergate Committee to Reelect the President (CRP or CREEP) Saturday Night Massacre energy crisis <i>Regents of the University of California v. Bakke</i> environmentalism</p>	<p><b>Chapter 23</b> <i>Latinos and Native Americans Seek Equality</i>. Page 768-772 <i>Women Fight for Equality</i>. Page 776-780</p> <p><b>Chapter 24</b> <i>Nixon's New Conservatism</i>: Page 794-796 <i>Watergate: Nixon's Downfall</i>: Page 802-807 <i>Carter's Domestic Agenda</i>: Page 812-814 <i>Environmental Activism</i>: Page 820-825</p> <p><b>Chapter 25</b> <i>A Conservative Movement Emerges</i>: Page 830-833 <i>"Reaganomics" Takes Over</i>: Page 834-836 <i>Deregulating the Economy</i>: Page 837 <i>The Fight for Rights Continues</i>: Page 843-845</p> <p><b>Chapter 26</b> <i>Moderate Reform and Economic Boom</i>: Page 861-862 <i>Triumph and Crisis in the Middle East</i>: Page 816-817 <i>Middle East Trouble Spots</i>: Page 852-855 <i>Antiterrorist Measures</i>: Page 866-867 <i>War Against Iraq</i>: Page 867</p>	<p><b>From: Electronic Library of Primary Sources</b> <i>The Other America</i> <i>On the Space Program</i> <i>Desegregation at Central High (Beals)</i> <i>Desegregation at Central High (Rains)</i> <i>Malcolm X: A Speech to Mississippi Youth, 1964</i> <i>The Strategy for Confrontation, 1968</i> <i>Cesar Chavez: The Birth of La Causa</i> <i>The Feminine Mystique</i> <i>Articles of Impeachment, 1973</i> <i>Mission Statement, Million Man March</i> <i>Being Digital, 1995</i></p>

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<p>Americans for civil rights and equal opportunities.</p> <p>6. Analyze the passage and effects of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the Twenty-Fourth Amendment, with an emphasis on equality of access to education and to the political process.</p> <p>7. Analyze the women's rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s, including differing perspectives on the roles of women.</p> <p><b>11.11</b></p> <p>1. Discuss the reasons for the nation's changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society.</p> <p>2. Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy).</p> <p>3. Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.</p> <p>4. Explain the constitutional crisis originating from the Watergate scandal.</p> <p>5. Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park</p>	<p><i>Silent Spring</i></p> <p>Earth Day</p> <p>Environmental Protection Agency (EPA)</p> <p>Three Mile Island</p> <p>The New Right</p> <p>the conservative coalition</p> <p>Moral Majority</p> <p>“Reaganomics”</p> <p>supply-side economics</p> <p>Strategic Defense Initiative (Star Wars)</p> <p>Deregulation</p> <p>New Democrats</p> <p>Camp David Accords</p> <p>Iran hostage crisis</p> <p>Iran-Contra Scandal</p> <p>Persian Gulf War</p> <p>Department of Homeland Security</p> <p>weapons of mass destruction (WMD)</p>		

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<p>system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.</p> <p>6. Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.</p> <p>7. Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse.</p> <p><b>11.9.6/11.9.7</b></p> <p>6. Describe U.S. Middle East policy and its strategic, political, and economic interests, including those related to the Gulf War.</p> <p>7. Examine relations between the United States and Mexico in the twentieth century, including key economic, political, immigration, and environmental issues.</p>			