

# High School - US History

## North Boone CUSD 200

UNITS (10/10 SELECTED)

SUGGESTED DURATION

 Unit 1: The Birth of Modern America	<i>25 lessons</i>
 Unit 2: The United States becomes a World Power (Imperialism)	<i>15 lessons</i>
 Unit 3: The Progressive Era	<i>15 lessons</i>
 Unit 4: World War I	<i>20 lessons</i>
 Unit 5: 1920's/1930s: The Jazz Age, Normalcy and Good Times/The Great Depression	<i>15 lessons</i>
 Unit 6: Global Struggles Subtopic 1: 10 years leading up to WWII (1931-1941) Subtopic 2: America and World War II (1941-1945)	<i>25 lessons</i>
 Unit 7: Global Struggles Subtopic 3: Beginning of the Cold War (1945-1960) Subtopic 4: Postwar America (1945-1960)	<i>20 lessons</i>
 Unit 8: A Time of Upheaval/A Changing Society: Subtopic 1: New Frontier/The Great Society Subtopic 2: Vietnam War (Politics of Protest)	<i>20 lessons</i>
 Unit 9: Civil Rights Movement	<i>20 lessons</i>
 Unit 10: A Changing Society: Subtopic 4: Nixon, Ford, and Carter Years Subtopic 5: Resurgence of conservatism from 1980-1992 Subtopic 6: Clinton Presidency, Election of 2000, 9/11, George W. Bush, Barack Obama, Donald Trump and Joe Biden administrations	<i>15 lessons</i>

# Unit 1: The Birth of Modern America

High School - US History - Last Updated on July 5, 2022

## STANDARDS

### CSUSA Illinois - High School - Social Sciences

SS.CV.9.9-12.

Evaluate public policies in terms of intended and unintended outcomes and related consequences.

SS.H.2.9-12

Analyze change and continuity within and across historical eras.

SS.H.1.9-12.

Evaluate how historical developments were shaped by time and place as well as broader historical contexts.

SS.H.7.9-12.

Identify the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality, and justice.

SS.H.8.9-12.

Analyze key historical events and contributions of individuals through a variety of perspectives, including those of historically underrepresented groups.

SS.H.9.9-12.

Analyze the relationship between historical sources and the secondary interpretations made from them.

SS.H.11.9-12.

Analyze multiple and complex causes and effects of events in the past.

SS.IS.1.9-12.

Address essential questions that reflect an enduring issue in the field.

SS.IS.5.9-12

Identify evidence that draws information from multiple sources to revise or strengthen claims.

SS.CV.1.9-12.

Distinguish the rights, roles, powers, and responsibilities of individuals and institutions in the political system.

SS.CV.2.9-12.

Evaluate the opportunities and limitations of participation in elections, voting, and the electoral process.

# Unit 1: The Birth of Modern America

High School - US History - Last Updated on July 5, 2022

SS.G.5.9-12.
Analyze how human societies plan for and respond to the consequences of human-made and naturally occurring catastrophes and how these events impact trade, politics, and migration.
SS.G.6.9-12.
Analyze how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
SS.G.7.9-12
Evaluate how economic activities and political decisions impact spatial patterns within and among urban, suburban, and rural regions.
SS.IS.4.9-12
Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context, and corroborative value of the sources.
SS.IS.8.9-12.
Use interdisciplinary lenses to analyze the causes and effects of and identify solutions to local, regional, or global concerns.
SS.IS.6.9-12.
Construct and evaluate explanations and arguments using multiple sources and relevant, verified information.

## PRIORITY STANDARDS

Standard: SS.IS.1.9-12

Address essential questions that reflect an enduring issue in the field.

Standard: SS.IS.5.9-12

Identify evidence that draws information from multiple sources to revise or strengthen claims.

Standard: SS.IS.8.9-12

Use interdisciplinary lenses to analyze the causes and effects of and identify solutions to local, regional, or global concerns.

# Unit 1: The Birth of Modern America

High School - US History - Last Updated on July 5, 2022

## DESIRED RESULTS

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> <li>Describe the settlement of the West.</li> <li>Explain the changes to American society that resulted from industrialization.</li> <li>Analyze the role immigration played in industrialization.</li> <li>Describe the political response to the economic problems of the period.</li> </ul>	<ul style="list-style-type: none"> <li>Have Native Americans been treated fairly by the U.S. Government?</li> <li>Has immigration been the key to America’s success?</li> <li>Were big business leaders “captains of industry” or robber barons?”</li> <li>Should business be regulated closely by the government?</li> <li>Can workers attain economic justice without violence?</li> </ul>

<u>Students will know (Knowledge):</u>	<u>Students will be able to do (Skills):</u>															
<ul style="list-style-type: none"> <li><u>Academic Vocabulary</u> <table border="1" data-bbox="167 1094 789 1856"> <thead> <tr> <th><b>Content Vocabulary</b></th> </tr> </thead> <tbody> <tr><td>Homestead</td></tr> <tr><td>Bonanza Farm</td></tr> <tr><td>Nomad</td></tr> <tr><td>Open Range</td></tr> <tr><td>Placer/Quartz Mining</td></tr> <tr><td>Long Drive</td></tr> <tr><td>Assimilate</td></tr> <tr><td>Monopoly</td></tr> <tr><td>Trade Union</td></tr> <tr><td>Vertical/Horizontal integration</td></tr> <tr><td>Corporation</td></tr> <tr><td>Entrepreneur</td></tr> <tr><td>Laissez-faire</td></tr> <tr><td>Lockout</td></tr> </tbody> </table> </li> </ul>	<b>Content Vocabulary</b>	Homestead	Bonanza Farm	Nomad	Open Range	Placer/Quartz Mining	Long Drive	Assimilate	Monopoly	Trade Union	Vertical/Horizontal integration	Corporation	Entrepreneur	Laissez-faire	Lockout	<ul style="list-style-type: none"> <li>Describe the settlement of the West.</li> <li>Explain the changes to American society that resulted from industrialization.</li> <li>Analyze the role immigration played in industrialization.</li> <li>Describe the political response to the economic problems of the period.</li> </ul>
<b>Content Vocabulary</b>																
Homestead																
Bonanza Farm																
Nomad																
Open Range																
Placer/Quartz Mining																
Long Drive																
Assimilate																
Monopoly																
Trade Union																
Vertical/Horizontal integration																
Corporation																
Entrepreneur																
Laissez-faire																
Lockout																

# Unit 1: The Birth of Modern America

High School - US History - Last Updated on July 5, 2022

<u>Students will know (Knowledge):</u>	<u>Students will be able to do (Skills):</u>
<div data-bbox="167 306 789 1871" style="border: 1px solid black; padding: 10px;"><p>Closed Shop</p><p>Political Machine</p><p>Nativism</p><p>Steerage</p><p>Tenement</p><p>Settlement House</p><p>Poll Tax</p><p>Segregation</p><p>Jim Crow laws</p><p>Lynching</p><p>Henry Comstock</p><p>Stephen Long</p><p>George Custer</p><p>Little Crow</p><p>Sitting Bull</p><p>Henry Dawes</p><p>Chief Joseph</p><p>Thomas Edison</p><p>Edwin Drake</p><p>Cornelius Vanderbilt</p><p>Andrew Carnegie</p><p>John D. Rockefeller</p><p>J.P. Morgan</p><p>Samuel Gompers</p><p>William Tweed</p><p>Jane Addams</p><p>Booker T. Washington</p><p>Ida B. Wells</p><p>W.E.B. Du Bois</p><p>William McKinley</p><p>William Jennings Bryan</p></div>	

# Unit 1: The Birth of Modern America

High School - US History - Last Updated on July 5, 2022

<u>Students will know (Knowledge):</u>	<u>Students will be able to do (Skills):</u>
<div data-bbox="167 306 789 661" style="border: 1px solid black; padding: 5px;"><p>Steerage</p><p>Tenement</p><p>Settlement House</p><p>Poll Tax</p><p>Segregation</p><p>Jim Crow laws</p><p>Lynching</p></div>	

# Unit 1: The Birth of Modern America

High School - US History - Last Updated on July 5, 2022

## LEARNING PLAN

### Learning Targets / Focusing Questions:

- Students will understand the internal growth of the United States during the period of 1850s-1900.
- Identify the conditions that led to Industrial expansion.
- Compare and contrast politics of the Gilded Age and today's governmental systems.
- Describe how immigration was changing the social landscape of the United States resulting in the need for reform.
- Analyze and interpret maps, tables, and charts.
- Students will understand the conditions that led to Industrial expansion.
- Identify the conditions that led to Industrial expansion.
- Describe the technological revolution and the impact of the railroads and inventions.
- Explain the growth of labor unions and the methods used by workers to achieve reform.
- Students will understand the changes in cities and politics during the period known as the Gilded Age.
- Compare and contrast politics of the Gilded Age and today's governmental systems.
- Be able to communicate why American cities experienced rapid growth.
- Summarize the growth of Big Business and the role of monopolies.
- Students will understand the impact of immigration on the social landscape of the United States.
- Analyze and interpret maps, tables, and charts.
- Give examples of how immigration was changing the social landscape of the United States.
- Relate the reasons for reform and the impact of the social movement.
- Identify key terms.

### Unit Resources:

- 1) *The American Vision: Modern Times* Illustrated Edition. by Professor of History Joyce Appleby (Author), Professor of History Alan Brinkley
- 2) Students Of History Curriculum

### Summary of Learning Activities:

Notes

Map

Timeline

Assessment Choices

Simulation Activities

Multi-media options

Projects

Graphic Organizers

Unit Exam

**Unit 1: The Birth of Modern America**

High School - US History - *Last Updated on July 5, 2022*

## Unit 2: The United States becomes a World Power (Imperialism)

High School - US History - Last Updated on July 5, 2022

### STANDARDS

<b>CSUSA Illinois - High School - Social Sciences</b>
SS.H.9.9-12.
Analyze the relationship between historical sources and the secondary interpretations made from them.
SS.H.8.9-12.
Analyze key historical events and contributions of individuals through a variety of perspectives, including those of historically underrepresented groups.
SS.H.11.9-12.
Analyze multiple and complex causes and effects of events in the past.
SS.H.12.9-12.
Analyze the geographic and cultural forces that have resulted in conflict and cooperation.
SS.H.10.9-12.
Analyze the causes and effects of global conflicts and economic crises.
SS.H.7.9-12.
Identify the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality, and justice.
SS.H.4.9-12.
Analyze how people and institutions have reacted to environmental, scientific, and technological challenges
SS.H.2.9-12
Analyze change and continuity within and across historical eras.
SS.G.12.9-12
Evaluate how competition for scarce natural resources contributes to conflict and cooperation within and among countries.
SS.G.11.9-12.
Explain how globalization impacts the cultural, political, economic, and environmental characteristics of a place or region.
SS.G.10.9-12.

## Unit 2: The United States becomes a World Power (Imperialism)

High School - US History - Last Updated on July 5, 2022

Explain how and why culture shapes worldview.
SS.G.9.9-12.
Describe and explain the characteristics that constitute a particular culture.
SS.IS.1.9-12.
Address essential questions that reflect an enduring issue in the field.
SS.IS.4.9-12
Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context, and corroborative value of the sources.
SS.IS.5.9-12
Identify evidence that draws information from multiple sources to revise or strengthen claims.
SS.IS.6.9-12.
Construct and evaluate explanations and arguments using multiple sources and relevant, verified information.
SS.IS.8.9-12.
Use interdisciplinary lenses to analyze the causes and effects of and identify solutions to local, regional, or global concerns.

### PRIORITY STANDARDS

Standard: SS.IS.1.9-12.

Address essential questions that reflect an enduring issue in the field.

Standard: SS.IS. 5.9-12.

Identify evidence that draws information from multiple sources to revise or strengthen claims.

Standard: SS.IS. 6.9-12.

Construct and evaluate explanations and arguments using multiple sources and relevant, verified information.

# Unit 2: The United States becomes a World Power (Imperialism)

High School - US History - Last Updated on July 5, 2022

## DESIRED RESULTS

Enduring Understandings	Essential Question(s)
<p><b><u>Students will understand:</u></b></p> <p>That the United States both benefitted and suffered from its efforts to forge an empire.</p> <p>America saw a tension between its ideals and the goals of imperialism.</p>	<p>1) Was the United States justified in going to war against Spain in 1898?</p> <p>2) Was the acquisition of the Panama Canal Zone an act of justifiable imperialism?</p> <p>3) Does the need for self-defense give the US the right to interfere in the affairs of Latin America? (Roosevelt Corollary, “Dollar Diplomacy,” “Watchful Waiting”)</p> <p>4) Did the press cause the Spanish-American War?</p>

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none"> <li>• <u>Academic Vocabulary</u></li> <li>• Imperialism               <ul style="list-style-type: none"> <li>Open Door Policy</li> <li>Sphere of influence</li> <li>Dollar diplomacy</li> <li>Yellow Journalism</li> </ul> </li> <li>• Alfred T. Mahan               <ul style="list-style-type: none"> <li>Queen Liliuokalani</li> <li>Matthew Perry</li> <li>Theodore Roosevelt</li> <li>Hearst/Pulitzer</li> </ul> </li> <li>• Josiah Strong</li> <li>• Jingoism</li> <li>• Rough Riders</li> <li>• Emilio Aguinaldo</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Becoming a World Power, 1890-1915</u></b></li> <li>• Students will understand the role of the United States as a World Power from 1890-1950.</li> <li>• Explain the coming to power of the United States.</li> <li>• Evaluate the role of the United States as a world power.</li> </ul>

## Unit 2: The United States becomes a World Power (Imperialism)

High School - US History - Last Updated on July 5, 2022

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none"><li>• George Dewey</li><li>• Platt Amendment</li><li>• Boxer Rebellion</li><li>• Great White Fleet</li><li>• Panama Canal</li></ul>	

### LEARNING PLAN

#### Learning Targets / Focusing Questions:

- Students will know... Manifest Destiny Justifications for Imperialism Reasons for Imperialism Consequences to Imperialism, African / Asian / LA colonies, Purchase of Alaska, Purchase of Hawaii, Conflicts of 1913
- US = World's policeman, Panama Canal, Isolationism, expansion
- **Students will keep considering...**
- Do stronger nations have the right to control weaker societies?
- What are the consequences for both the imperialistic countries and those that they control?
- Do imperialist motives conflict with democratic principles?

#### Unit Resources:

- 1) *The American Vision: Modern Times* Illustrated Edition. by Professor of History Joyce Appleby (Author), Professor of History Alan Brinkley
- 2) Students Of History Curriculum

#### Summary of Learning Activities:

Notes

Map

Timeline

Assessment Choices

Simulation Activities

Multi-media options

Projects

Graphic Organizers

Unit Exam

## Unit 3: The Progressive Era

High School - US History - Last Updated on July 5, 2022

### STANDARDS

<b>CSUSA Illinois - High School - Social Sciences</b>
SS.IS.1.9-12.
Address essential questions that reflect an enduring issue in the field.
SS.CV.2.9-12.
Evaluate the opportunities and limitations of participation in elections, voting, and the electoral process.
SS.CV.1.9-12.
Distinguish the rights, roles, powers, and responsibilities of individuals and institutions in the political system.
SS.CV.9.9-12.
Evaluate public policies in terms of intended and unintended outcomes and related consequences.
SS.G.3.9-12.
Analyze and explain how humans impact and interact with the environment and vice versa.
SS.H.3.9-12.
Evaluate the methods utilized by people and institutions to promote change.
SS.H.2.9-12
Analyze change and continuity within and across historical eras.
SS.H.5.9-12.
Analyze the factors and historical context that influenced the perspectives of people during different historical eras.
SS.H.9.9-12.
Analyze the relationship between historical sources and the secondary interpretations made from them.
SS.H.8.9-12.
Analyze key historical events and contributions of individuals through a variety of perspectives, including those of historically underrepresented groups.
SS.H.11.9-12.
Analyze multiple and complex causes and effects of events in the past.

## Unit 3: The Progressive Era

High School - US History - Last Updated on July 5, 2022

### SS.IS.4.9-12

Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context, and corroborative value of the sources.

### SS.IS.5.9-12

Identify evidence that draws information from multiple sources to revise or strengthen claims.

### SS.IS.6.9-12.

Construct and evaluate explanations and arguments using multiple sources and relevant, verified information.

### SS.IS.8.9-12.

Use interdisciplinary lenses to analyze the causes and effects of and identify solutions to local, regional, or global concerns.

#### PRIORITY STANDARDS

Standard: SS.IS.1.9-12

Address essential questions that reflect an enduring issue in the field.

Standard: SS.IS.4.9-12

Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context, and corroborative value of the sources.

Standard: SS.IS.8.9-12

Use interdisciplinary lenses to analyze the causes and effects of and identify solutions to local, regional, or global concerns.

# Unit 3: The Progressive Era

High School - US History - Last Updated on July 5, 2022

## DESIRED RESULTS

Enduring Understandings	Essential Question(s)
<p>Students will understand:</p> <ul style="list-style-type: none"> <li>• Scientific and technological developments are transformative and affect people's lives, culture, behavior and the environment.</li> <li>• Societies must balance the rights and responsibilities of individuals with the common good.</li> </ul>	<ul style="list-style-type: none"> <li>• Is muckraking an effective tool to reform American politics and society?</li> <li>• Were the Progressives successful in making government more responsive to the will of the people?</li> <li>• Can reform movements improve American society and politics? (Progressivism)</li> <li>• Does government have a responsibility to help the needy?</li> <li>• Is a strong president good for our nation? (Theodore Roosevelt) Or: Did Theodore Roosevelt further the goals of Progressivism?</li> <li>• Was the “New Freedom” an effective solution to the problems of industrialization?</li> </ul>

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none"> <li>• <u>Academic Vocabulary</u></li> <li>• Progressivism</li> <li>• Muckraker</li> <li>• Suffrage</li> <li>• Temperance</li> <li>• Prohibition</li> <li>• Socialism</li> <li>• Direct primary</li> <li>• Referendum</li> <li>• Recall</li> <li>• Initiative</li> <li>• Income tax</li> <li>• Alice Paul</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the legacy of the Progressive Movement.</li> <li>• Students will describe the Progress Era in terms of Legislation and Reforms.</li> <li>• Identify key Legislation and Policies of Progressive Era.</li> <li>• Communicate reforms of the Progressive Era.</li> </ul>

## Unit 3: The Progressive Era

High School - US History - Last Updated on July 5, 2022

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none"><li>• Carrie Chapman Catt</li><li>• Eugene Debs</li><li>• Upton Sinclair</li><li>• Pure Food and Drug Act</li></ul>	

## Unit 3: The Progressive Era

High School - US History - Last Updated on July 5, 2022

### LEARNING PLAN

#### Learning Targets / Focusing Questions:

- Identify and describe the causes of Progressivism and explain how it compares to Populism.
- Identify and describe the goals of Progressives.
- Identify and describe the significance of specific muckrakers including the problem they were attempting to reform. (Steffens, Riis, Tarbell, Sinclair)
- Identify and describe the reforms Progressives made to society. (Jane Addams)
- Identify and describe the reforms Progressives made to politics/government. (direct democracy, initiative, referendum, recall, 17th Amendment)
- Explain the causes and effects of the Muller v. Oregon (1908) Supreme Court decision on women in the short and long term.
- Compare the strategies of the National American Women Suffrage Association and the National Women's Party to explain how the 19th Amendment was approved.
- Explain the significance of the *Plessy v. Ferguson* (1896) Supreme Court decision on African Americans and how this contradicts the Progressive Movement.
- Compare the perspectives of Washington and DuBois to determine who was a stronger advocate for African American rights. (Primary Sources)
- Explain the cause(s) and effect(s) of the NAACP.

#### Unit Resources:

1) *The American Vision: Modern Times* Illustrated Edition. by Professor of History Joyce Appleby (Author), Professor of History Alan Brinkley

2) Students Of History Curriculum

#### Summary of Learning Activities:

Notes

Map

Timeline

Assessment Choices

Simulation Activities

Multi-media options

Projects

Graphic Organizers

Unit Exam

## Unit 4: World War I

High School - US History - Last Updated on July 5, 2022

### STANDARDS

<b>CSUSA Illinois - High School - Social Sciences</b>
SS.IS.1.9-12.
Address essential questions that reflect an enduring issue in the field.
SS.IS.5.9-12
Identify evidence that draws information from multiple sources to revise or strengthen claims.
SS.CV.3.9-12.
Analyze the impact of constitutions, laws, and agreements on the maintenance of order, justice, equality, and liberty.
SS.CV.4.9-12.
Explain how the U.S. Constitution established a system of government that has powers, responsibilities, and limits that have changed over time and are still contested while promoting the common good and protecting rights.
SS.H.2.9-12
Analyze change and continuity within and across historical eras.
SS.H.4.9-12.
Analyze how people and institutions have reacted to environmental, scientific, and technological challenges
SS.H.7.9-12.
Identify the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality, and justice.
SS.H.8.9-12.
Analyze key historical events and contributions of individuals through a variety of perspectives, including those of historically underrepresented groups.
SS.H.10.9-12.
Analyze the causes and effects of global conflicts and economic crises.
SS.H.9.9-12.
Analyze the relationship between historical sources and the secondary interpretations made from them.
SS.H.11.9-12.

## Unit 4: World War I

High School - US History - Last Updated on July 5, 2022

Analyze multiple and complex causes and effects of events in the past.
SS.H.12.9-12.
Analyze the geographic and cultural forces that have resulted in conflict and cooperation.
SS.H.5.9-12.
Analyze the factors and historical context that influenced the perspectives of people during different historical eras.
SS.G.12.9-12
Evaluate how competition for scarce natural resources contributes to conflict and cooperation within and among countries.
SS.G.11.9-12.
Explain how globalization impacts the cultural, political, economic, and environmental characteristics of a place or region.
SS.IS.4.9-12
Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context, and corroborative value of the sources.
SS.IS.6.9-12.
Construct and evaluate explanations and arguments using multiple sources and relevant, verified information.
SS.IS.8.9-12.
Use interdisciplinary lenses to analyze the causes and effects of and identify solutions to local, regional, or global concerns.

### PRIORITY STANDARDS

Standard: SS.IS.1.9-12

Address essential questions that reflect an enduring issue in the field.

Standard: SS.IS.5.9-12

Identify evidence that draws information from multiple sources to revise or strengthen claims.

Standard: SS.IS.8.9-12

Use interdisciplinary lenses to analyze the causes and effects of and identify solutions to local, regional, or global concerns.

# Unit 4: World War I

High School - US History - Last Updated on July 5, 2022

## DESIRED RESULTS

Enduring Understandings	Essential Question(s)
<ul style="list-style-type: none"><li>• Students will understand the following:</li><li>• How people respond to and resolve conflicts in a variety of ways.</li><li>• How Scientific and technological developments are transformative and affect people's lives, culture, behavior, and the environment.</li></ul>	<ul style="list-style-type: none"><li>• Was world war inevitable in 1914?</li><li>• Was it possible for the US to maintain neutrality in World War I?</li><li>• Should the United States fight wars to make the world safe for democracy? Or: Should the United States have entered World War I?</li><li>• Should a democratic government tolerate dissent during times of war and other crises? (Schenck v. United States, Abrams v. United States)</li><li>• Was the Treaty of Versailles a fair and effective settlement for lasting world peace?</li><li>• Should the United States have approved the Treaty of Versailles?</li></ul>

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none"><li>• <u>Academic Vocabulary</u></li><li>•<ul style="list-style-type: none"><li>◦ nationalism</li><li>◦ militarism</li><li>◦ propaganda</li><li>◦ contraband</li><li>◦ u-boat</li><li>◦ victory garden</li><li>◦ espionage</li><li>◦ draft</li><li>◦ convoy</li><li>◦ trench warfare</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Analyze how the United States raised an army and won support for World War I.</li><li>• Explain causes of World War I.</li><li>• Explain effects of World War I.</li><li>• After completing this unit the student will be able to:<ul style="list-style-type: none"><li>• a. identify the M-A-I-N (Militarism, Alliances, Imperialism, Nationalism) causes of World War One and give a supporting example for each cause.</li><li>• b. explain motives for the United States' entry into World War One including the use of unrestricted submarine warfare by the Germans (sinking of the Lusitania).</li><li>• c. interpret political cartoons relating to the causes</li></ul></li></ul>

## Unit 4: World War I

High School - US History - Last Updated on July 5, 2022

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none"><li>◦ stalemate</li><li>◦ armistice</li><li>◦ self-determination</li><li>◦ reparation</li><li>◦ cost of living</li><li>◦ general strike</li><li>◦ red scare</li><li>◦ deport</li><li>◦ allies</li><li>◦ central powers</li><li>◦ neutral</li><li>◦ treaty</li><li>◦ treaty of Versailles</li><li>◦ league of nations</li><li>◦ fourteen points</li><li>◦ Lusitania</li><li>◦ Franz Ferdinand</li><li>◦ Woodrow Wilson</li></ul>	<p>of World War One.</p> <ul style="list-style-type: none"><li>• d. identify new weapons and technologies that emerged in WWI and their significance.</li></ul>

# Unit 4: World War I

High School - US History - Last Updated on July 5, 2022

## LEARNING PLAN

### Learning Targets / Focusing Questions:

- I can identify the four main causes of World War I
- I can define Nationalism and Militarism
- I can Identify the participants and alliances that existed in World War I
- I can summarize the relationship between 19th and 20th century imperialism and the start of World War I.
- **Students will understand the causes and reasons for US involvement in World War I.**
- I can explain the causes of World War I.
- I can evaluate the key global events that affected the United States at home and abroad.
- I can discuss the role of the United States in the peace making process.

### Unit Resources:

1) *The American Vision: Modern Times* Illustrated Edition. by Professor of History Joyce Appleby (Author), Professor of History Alan Brinkley

2) Students Of History Curriculum

### Summary of Learning Activities:

Notes

Map

Timeline

Assessment Choices

Simulation Activities

Multi-media options

Projects

Graphic Organizers

Unit Exam

# Unit 5: 1920's/1930s: The Jazz Age, Normalcy and Good Times/The Great

## Depression Depression

High School - US History - Last Updated on July 5, 2022

### STANDARDS

CSUSA Illinois - High School - Social Sciences
SS.H.12.9-12.
Analyze the geographic and cultural forces that have resulted in conflict and cooperation.
SS.H.2.9-12
Analyze change and continuity within and across historical eras.
SS.H.4.9-12.
Analyze how people and institutions have reacted to environmental, scientific, and technological challenges
SS.H.5.9-12.
Analyze the factors and historical context that influenced the perspectives of people during different historical eras.
SS.H.6.9-12.
Analyze the concept and pursuit of the American Dream.
SS.H.7.9-12.
Identify the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality, and justice.
SS.H.8.9-12.
Analyze key historical events and contributions of individuals through a variety of perspectives, including those of historically underrepresented groups.
SS.H.9.9-12.
Analyze the relationship between historical sources and the secondary interpretations made from them.
SS.H.3.9-12.
Evaluate the methods utilized by people and institutions to promote change.
SS.G.6.9-12.
Analyze how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
SS.IS.1.9-12.

# Unit 5: 1920's/1930s: The Jazz Age, Normalcy and Good Times/The Great

## Depression Depression

High School - US History - Last Updated on July 5, 2022

Address essential questions that reflect an enduring issue in the field.

SS.IS.4.9-12

Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context, and corroborative value of the sources.

SS.IS.5.9-12

Identify evidence that draws information from multiple sources to revise or strengthen claims.

SS.IS.6.9-12.

Construct and evaluate explanations and arguments using multiple sources and relevant, verified information.

SS.IS.8.9-12.

Use interdisciplinary lenses to analyze the causes and effects of and identify solutions to local, regional, or global concerns.

### PRIORITY STANDARDS

Standard: SS.IS.1.9-12

Address essential questions that reflect an enduring issue in the field.

Standard: SS.IS.4.9-12

Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context, and corroborative value of the sources.

Standard: SS.IS.8.9-12

Use interdisciplinary lenses to analyze the causes and effects of and identify solutions to local, regional, or global concerns.

# Unit 5: 1920's/1930s: The Jazz Age, Normalcy and Good Times/The Great

## Depression Depression

High School - US History - Last Updated on July 5, 2022

### DESIRED RESULTS

Enduring Understandings	Essential Question(s)
<p>Students will understand:</p> <ul style="list-style-type: none"><li>• Decisions concerning the allocation and use of resources impact individuals and groups.</li><li>• People are affected by environmental, economic, social, biological, cultural, and civic concerns.</li></ul>	<ul style="list-style-type: none"><li>• Was American foreign policy during the 1920s isolationist or internationalist?</li><li>• Was the decade of the 1920s a decade of innovation or conservatism?</li><li>• Did the Nineteenth Amendment radically change women's role in American life?</li><li>• Did women experience significant liberation during the 1920s? Or: Did the role of women in American life significantly change during the 1920s?</li><li>• Should the United States limit immigration?</li><li>• Should the United States have enacted the Prohibition Amendment?</li><li>• Does economic prosperity result from tax cuts and minimal government?</li><li>• Was the Great Depression inevitable?</li><li>• Was the New Deal an effective response to the depression?</li><li>• Did Franklin Roosevelt's New Deal weaken or save capitalism?</li><li>• Did Franklin Roosevelt's New Deal undermine the constitutional principles of separation of powers and checks and balances?</li><li>• Did minorities receive a New Deal in the 1930s?</li><li>• Do labor unions and working people owe a debt to the New Deal?</li><li>• Did the New Deal effectively end the Great Depression and restore prosperity?</li><li>• Has the United States abandoned the legacy of the New Deal?</li></ul>

# Unit 5: 1920's/1930s: The Jazz Age, Normalcy and Good Times/The Great Depression

High School - US History - Last Updated on July 5, 2022

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none"><li>• <u>Academic Vocabulary</u> <div data-bbox="168 348 789 1801" style="border: 1px solid black; padding: 5px;"><p><u>People to Know</u></p><p>John T. Scopes Babe Ruth Sacco and Vanzetti Ku Klux Klan Louis Armstrong Duke Ellington</p><div data-bbox="191 554 763 1717" style="border: 1px solid black; padding: 5px;"><p>Langston Hughes Marcus Garvey Henry Ford Charles Lindbergh Herbert Hoover Calvin Coolidge Alfred Smith John Steinbeck Walt Disney FDR Charles Coughlin Huey Long Dr. Francis Townsend Frances Perkins John M. Keynes</p><p><b><u>Content Vocabulary</u></b></p><p>Flapper Evolution Creationism Jazz Speakeasy Eugenics Anarchist Isolationism Fireside Chats Social Security Act Sit-down strike Deficit spending Court-Packing Plan FDIC Hundred Days CCC CWA AAA Hooverville Stock Market Speculation</p></div></div></li></ul>	<ul style="list-style-type: none"><li>• Describe the clash of values in the 1920s and the changing status of women.</li><li>• Analyze how the growing importance of the automobile and other new industries improved the U.S. standard of living.</li><li>• Identify the causes of the Great Depression.</li><li>• Identify and explain the action taken by Franklin Delano Roosevelt to combat the Depression.</li></ul> <div data-bbox="862 659 1484 764" style="border: 1px solid black; height: 50px; width: 100%;"></div>

# Unit 5: 1920's/1930s: The Jazz Age, Normalcy and Good Times/The Great Depression

High School - US History - Last Updated on July 5, 2022

Students will know (Knowledge):	Students will be able to do (Skills):	
<table border="1"><tr><td data-bbox="168 306 756 1024"><p><u>Places to Locate</u></p><p>Hoover Dam</p><p>Map of the Dust Bowl</p><p>Map/European Immigration totals to the Unites States</p><p>Map/Tennessee Valley Authority</p></td></tr></table>	<p><u>Places to Locate</u></p> <p>Hoover Dam</p> <p>Map of the Dust Bowl</p> <p>Map/European Immigration totals to the Unites States</p> <p>Map/Tennessee Valley Authority</p>	
<p><u>Places to Locate</u></p> <p>Hoover Dam</p> <p>Map of the Dust Bowl</p> <p>Map/European Immigration totals to the Unites States</p> <p>Map/Tennessee Valley Authority</p>		

# Unit 5: 1920's/1930s: The Jazz Age, Normalcy and Good Times/The Great Depression

High School - US History - Last Updated on July 5, 2022

## LEARNING PLAN

### Learning Targets / Focusing Questions:

- Boom Times to Hard Times, 1920-1941 Students will understand the economic and social changes that occurred between 1920-1941.
- Communicate through writing and discussion how society changed dramatically after WWI.
- Analyze how America experienced an economic boom while at the same time planted the seeds of an economic disaster.
- Identify the economic and social changes that occurred between 1920-1941.
- Describe the importance of the role of the government in establishing Roosevelt's New Deal.
- Postwar Social Change Students will understand the society of the 1920's.
- Communicate through writing and discussion how society changed dramatically after WWI.
- Politics and Prosperity. 1920-1929 Students will understand the economic, political and social changes that occurred between 1920- 1929.
- Define what "return to normalcy" meant to the American public in the post World War I years.
- Explain why communism was a threat to the United States government.
- Identify key issues that affected the outcomes of presidential elections of the 1920's.
- Crash and Depression 1929-1933 Students will understand the impact of the Stock Market crash and depression of 1929-1933.
- List and describe the causes of the Crash of 1929.
- Connect social effects and the survival techniques during the early years of the Depression.
- Discuss the response of the government to the economic crisis.
- The New Deal Students will understand the importance of the role of the government in establishing the New Deal.
- Explain the successes of the New Deal.
- Analyze social programs initiated during Roosevelt's term and their long term effect.

### Unit Resources:

- 1) *The American Vision: Modern Times* Illustrated Edition. by Professor of History Joyce Appleby (Author), Professor of History Alan Brinkley
- 2) Students Of History Curriculum

### Summary of Learning Activities:

Notes

Map

Timeline

Assessment Choices

- Simulation Activities
- Multi-media options
- Projects

# Unit 5: 1920's/1930s: The Jazz Age, Normalcy and Good Times/The Great Depression

High School - US History - *Last Updated on July 5, 2022*

- Graphic Organizers
- Unit Exam

# Unit 6: Global Struggles Subtopic 1: 10 years leading up to WWII (1931-1941)

## Subtopic 2: America and World War II (1941-1945)

High School - US History - Last Updated on July 5, 2022

### STANDARDS

<b>CSUSA Illinois - High School - Social Sciences</b>
SS.IS.6.9-12.
Construct and evaluate explanations and arguments using multiple sources and relevant, verified information.
SS.H.4.9-12.
Analyze how people and institutions have reacted to environmental, scientific, and technological challenges
SS.H.5.9-12.
Analyze the factors and historical context that influenced the perspectives of people during different historical eras.
SS.H.7.9-12.
Identify the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality, and justice.
SS.H.8.9-12.
Analyze key historical events and contributions of individuals through a variety of perspectives, including those of historically underrepresented groups.
SS.H.9.9-12.
Analyze the relationship between historical sources and the secondary interpretations made from them.
SS.H.10.9-12.
Analyze the causes and effects of global conflicts and economic crises.
SS.H.11.9-12.
Analyze multiple and complex causes and effects of events in the past.
SS.H.12.9-12.
Analyze the geographic and cultural forces that have resulted in conflict and cooperation.
SS.IS.1.9-12.
Address essential questions that reflect an enduring issue in the field.
SS.IS.5.9-12

## Unit 6: Global Struggles Subtopic 1: 10 years leading up to WWII (1931-1941)

### Subtopic 2: America and World War II (1941-1945)

High School - US History - Last Updated on July 5, 2022

Identify evidence that draws information from multiple sources to revise or strengthen claims.

SS.IS.4.9-12

Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context, and corroborative value of the sources.

SS.IS.8.9-12.

Use interdisciplinary lenses to analyze the causes and effects of and identify solutions to local, regional, or global concerns.

#### PRIORITY STANDARDS

Standard: SS.IS.1.9-12

Address essential questions that reflect an enduring issue in the field.

Standard: SS.IS.6.9-12

Construct and evaluate explanations and arguments using multiple sources and relevant, verified information.

Standard: SS.IS.8.9-12

Use interdisciplinary lenses to analyze the causes and effects of and identify solutions to local, regional, or global concerns.

# Unit 6: Global Struggles Subtopic 1: 10 years leading up to WWII (1931-1941)

## Subtopic 2: America and World War II (1941-1945)

High School - US History - Last Updated on July 5, 2022

### DESIRED RESULTS

Enduring Understandings	Essential Question(s)
<p>Students will understand:</p> <ul style="list-style-type: none"><li>• In a society, individuals and groups develop systems to manage conflict and create order.</li><li>• Scientific and technological developments are transformative and affect people's lives, culture, behavior, and the environment.</li></ul>	<p>Did United States foreign policy during the 1930s help promote World War II? Or: Could the United States have prevented the outbreak of World War II?</p> <p>How important was the home front in the United States' victory in World War II?</p> <p>Was the treatment of Japanese Americans during World War II justified or an unfortunate setback for democracy?</p> <p>Should the US employ atomic (nuclear) weapons to defeat its enemies in war? (President Truman's decision to drop the atom bomb on Japan)</p> <p>Could the United States have done more to prevent the Holocaust?</p> <p>Should the United States sell arms to other nations? Or: Should the United States have aided the Allies against the Axis powers? Or: Does American security depend upon the survival of its allies?</p> <p>Was World War II a "good war?" Or: Was World War II justified by its results?</p>

# Unit 6: Global Struggles Subtopic 1: 10 years leading up to WWII (1931-1941)

## Subtopic 2: America and World War II (1941-1945)

High School - US History - Last Updated on July 5, 2022

Students will know (Knowledge):	Students will be able to do (Skills):
<p><u>People to Know</u></p> <p>Joseph Stalin Benito Mussolini Adolf Hitler Winston Churchill FDR Douglas MacArthur George Patton</p> <p>James Doolittle Chester Nimitz Philip Randolph Harry Truman Curtis Lemay</p> <p>Fascism Appeasement Blitzkrieg Holocaust Concentration camp Extermination camp Victory Garden Rationing Kamikaze Napalm Liberty Ship</p> <p><u>Places to Locate</u></p> <p><b>Important Battles during WWII: Europe/Pacific Maps Examples= Pearl Harbor, Normandy, Nagasaki</b></p> <p>•</p>	<ul style="list-style-type: none"><li>• Identify events leading up to World War II.</li><li>• Detail the major battles and strategies of World War II.</li><li>• Identify the causes of WWII.</li><li>• Describe the characteristics of totalitarian dictators.</li><li>• Analyze Hitler's aggression in the 1930s.</li><li>• Evaluate the effects of the bombing of Pearl Harbor.</li><li>• Describe the outcomes of WWII and how it was the prelude to the Cold War.</li></ul>

# Unit 6: Global Struggles Subtopic 1: 10 years leading up to WWII (1931-1941)

## Subtopic 2: America and World War II (1941-1945)

High School - US History - Last Updated on July 5, 2022

### LEARNING PLAN

#### Learning Targets / Focusing Questions:

- I can describe the political and Military shift from neutrality to involvement in Europe and the Pacific.
- I can identify the opportunities, hardships, and inequities that the war created for Americans at home.
- I can explain key turning points of WWII.
- I can explain the significant results of WWII.
- I can explain the unequal impact of post-WWII on whites, women, and people of color.

#### Unit Resources:

- 1) *The American Vision: Modern Times* Illustrated Edition. by Professor of History Joyce Appleby (Author), Professor of History Alan Brinkley
- 2) Students Of History Curriculum

#### Summary of Learning Activities:

Notes

Map

Timeline

Assessment Choices

Simulation Activities

Multi-media options

Projects

Graphic Organizers

Unit Exam

# Unit 7: Global Struggles Subtopic 3: Beginning of the Cold War (1945-1960)

## Subtopic 4: Postwar America (1945-1960)

High School - US History - Last Updated on July 5, 2022

### STANDARDS

<b>CSUSA Illinois - High School - Social Sciences</b>
SS.H.11.9-12.
Analyze multiple and complex causes and effects of events in the past.
SS.H.10.9-12.
Analyze the causes and effects of global conflicts and economic crises.
SS.H.9.9-12.
Analyze the relationship between historical sources and the secondary interpretations made from them.
SS.H.8.9-12.
Analyze key historical events and contributions of individuals through a variety of perspectives, including those of historically underrepresented groups.
SS.H.7.9-12.
Identify the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality, and justice.
SS.H.12.9-12.
Analyze the geographic and cultural forces that have resulted in conflict and cooperation.
SS.H.5.9-12.
Analyze the factors and historical context that influenced the perspectives of people during different historical eras.
SS.H.4.9-12.
Analyze how people and institutions have reacted to environmental, scientific, and technological challenges
SS.H.2.9-12
Analyze change and continuity within and across historical eras.
SS.H.3.9-12.
Evaluate the methods utilized by people and institutions to promote change.
SS.H.1.9-12.

## Unit 7: Global Struggles Subtopic 3: Beginning of the Cold War (1945-1960)

### Subtopic 4: Postwar America (1945-1960)

High School - US History - Last Updated on July 5, 2022

Evaluate how historical developments were shaped by time and place as well as broader historical contexts.

SS.G.11.9-12.

Explain how globalization impacts the cultural, political, economic, and environmental characteristics of a place or region.

SS.G.5.9-12.

Analyze how human societies plan for and respond to the consequences of human-made and naturally occurring catastrophes and how these events impact trade, politics, and migration.

SS.EC.7.9-12.

Describe how government policies are influenced by and impact a variety of stakeholders

SS.IS.1.9-12.

Address essential questions that reflect an enduring issue in the field.

SS.IS.3.9-12.

Develop new supporting and essential questions through investigation, collaboration, and using diverse sources.

SS.IS.4.9-12

Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context, and corroborative value of the sources.

SS.IS.5.9-12

Identify evidence that draws information from multiple sources to revise or strengthen claims.

SS.IS.6.9-12.

Construct and evaluate explanations and arguments using multiple sources and relevant, verified information.

SS.IS.8.9-12.

Use interdisciplinary lenses to analyze the causes and effects of and identify solutions to local, regional, or global concerns.

## Unit 7: Global Struggles Subtopic 3: Beginning of the Cold War (1945-1960)

### Subtopic 4: Postwar America (1945-1960)

High School - US History - Last Updated on July 5, 2022

#### PRIORITY STANDARDS

Standard: SS.IS.1.9-12

Address essential questions that reflect an enduring issue in the field.

Standard: SS.IS.4.9-12

Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context, and corroborative value of the sources.

Standard: SS.IS.6.9-12

Construct and evaluate explanations and arguments using multiple sources and relevant, verified information.

# Unit 7: Global Struggles Subtopic 3: Beginning of the Cold War (1945-1960)

## Subtopic 4: Postwar America (1945-1960)

High School - US History - Last Updated on July 5, 2022

### DESIRED RESULTS

Enduring Understandings	Essential Question(s)
<p>Students will understand:</p> <ul style="list-style-type: none"><li>• People respond to and resolve conflicts in a variety of ways.</li><li>• In the postwar years, material prosperity gave rise to the notion of an ‘American Dream.’</li></ul>	<p>Was the Cold War inevitable?</p> <p>Was containment an effective policy to thwart communist expansion?</p> <p>Should the United States have feared internal communist subversion in the 1950s?</p> <p>Were the 1950s a time of great peace, progress, and prosperity for Americans?</p> <ul style="list-style-type: none"><li>• Should the United States have fought “limited wars” to contain communism? (Korean conflict)</li></ul>

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none"><li>• <u>Academic Vocabulary</u><ul style="list-style-type: none"><li>George Marshall</li><li>George Kennan</li><li>Joe McCarthy</li><li>Alger Hiss</li><li>Dwight Eisenhower</li><li>Jonas Salk</li><li>John Kenneth Galbraith</li><li>Elvis Presley</li><li>Ed Sullivan</li><li>Jack Kerouac</li><li>Little Richard</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Explain how the Cold War began.</li><li>• Describe life in postwar America.</li><li>• Differentiate between Capitalism and Communism.</li><li>• Trace the spread of Communism in the 1950s.</li><li>• Differentiate between a Hot and Cold War.</li></ul>

# Unit 7: Global Struggles Subtopic 3: Beginning of the Cold War (1945-1960)

## Subtopic 4: Postwar America (1945-1960)

High School - US History - Last Updated on July 5, 2022

Students will know (Knowledge):	Students will be able to do (Skills):
<div data-bbox="168 306 764 464" style="border: 1px solid black; padding: 5px;"><p>Cold War Iron curtain Fallout shelter</p></div> <p><b>Containment</b></p> <div data-bbox="168 537 764 894" style="border: 1px solid black; padding: 5px;"><p>Brinkmanship Military-industrial complex Massive retaliation Baby boom Franchise Poverty Line American Dream</p></div>	

# Unit 7: Global Struggles Subtopic 3: Beginning of the Cold War (1945-1960)

## Subtopic 4: Postwar America (1945-1960)

High School - US History - Last Updated on July 5, 2022

### LEARNING PLAN

#### Learning Targets / Focusing Questions:

- I can compare and contrast the different political and economic systems of the US and USSR that resulted in the cold war.
- I can describe the military competition that led to the arms and space race.
- I can identify the impact of the anxieties of the Cold War on the Home Front.
- I can Identify and discuss the justification of us containment policies throughout the world.

#### Unit Resources:

1) *The American Vision: Modern Times* Illustrated Edition. by Professor of History Joyce Appleby (Author), Professor of History Alan Brinkley

2) Students Of History Curriculum

#### Summary of Learning Activities:

Notes

Map

Timeline

Assessment Choices

Simulation Activities

Multi-media options

Projects

Graphic Organizers

Unit Exam

# Unit 8: A Time of Upheaval/A Changing Society: Subtopic 1: New Frontier/The Great Society Subtopic 2: Vietnam War (Politics of Protest)

High School - US History - Last Updated on July 5, 2022

## STANDARDS

<b>CSUSA Illinois - High School - Social Sciences</b>
SS.IS.1.9-12.
Address essential questions that reflect an enduring issue in the field.
SS.CV.2.9-12.
Evaluate the opportunities and limitations of participation in elections, voting, and the electoral process.
SS.CV.3.9-12.
Analyze the impact of constitutions, laws, and agreements on the maintenance of order, justice, equality, and liberty.
SS.H.12.9-12.
Analyze the geographic and cultural forces that have resulted in conflict and cooperation.
SS.H.11.9-12.
Analyze multiple and complex causes and effects of events in the past.
SS.H.10.9-12.
Analyze the causes and effects of global conflicts and economic crises.
SS.H.9.9-12.
Analyze the relationship between historical sources and the secondary interpretations made from them.
SS.H.8.9-12.
Analyze key historical events and contributions of individuals through a variety of perspectives, including those of historically underrepresented groups.
SS.H.7.9-12.
Identify the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality, and justice.
SS.H.6.9-12.
Analyze the concept and pursuit of the American Dream.
SS.H.5.9-12.

# Unit 8: A Time of Upheaval/A Changing Society: Subtopic 1: New Frontier/The Great Society Subtopic 2: Vietnam War (Politics of Protest)

High School - US History - Last Updated on July 5, 2022

Analyze the factors and historical context that influenced the perspectives of people during different historical eras.
SS.H.4.9-12.
Analyze how people and institutions have reacted to environmental, scientific, and technological challenges
SS.H.3.9-12.
Evaluate the methods utilized by people and institutions to promote change.
SS.H.2.9-12
Analyze change and continuity within and across historical eras.
SS.H.1.9-12.
Evaluate how historical developments were shaped by time and place as well as broader historical contexts.
SS.G.6.9-12.
Analyze how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
SS.IS.4.9-12
Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context, and corroborative value of the sources.
SS.IS.5.9-12
Identify evidence that draws information from multiple sources to revise or strengthen claims.
SS.IS.6.9-12.
Construct and evaluate explanations and arguments using multiple sources and relevant, verified information.
SS.IS.8.9-12.
Use interdisciplinary lenses to analyze the causes and effects of and identify solutions to local, regional, or global concerns.

# Unit 8: A Time of Upheaval/A Changing Society: Subtopic 1: New Frontier/The Great Society Subtopic 2: Vietnam War (Politics of Protest)

High School - US History - Last Updated on July 5, 2022

## PRIORITY STANDARDS

Standard: SS.IS.1.9-12

Address essential questions that reflect an enduring issue in the field.

Standard: SS.IS.5.9-12

Identify evidence that draws information from multiple sources to revise or strengthen claims.

Standard: SS.IS.8.9-12

Use interdisciplinary lenses to analyze the causes and effects of and identify solutions to local, regional, or global concerns.

# Unit 8: A Time of Upheaval/A Changing Society: Subtopic 1: New Frontier/The Great Society Subtopic 2: Vietnam War (Politics of Protest)

High School - US History - Last Updated on July 5, 2022

## DESIRED RESULTS

Enduring Understandings	Essential Question(s)
<p>Students will understand:</p> <ul style="list-style-type: none"> <li>• The emergence of the 'counterculture' in the 1960s challenged the traditional views of America.</li> <li>• From the 'Fair Deal' to the 'Great Society' the federal government sought to address social issues in the postwar era.</li> <li>• Throughout the 1960s and 70s, Americans became wary about the direction of the nation and began to lose trust in their government.</li> </ul>	<ul style="list-style-type: none"> <li>• Should President Kennedy have risked nuclear war to remove missiles from Cuba?</li> <li>• Does the image of John F. Kennedy outshine the reality?</li> <li>• Did American presidents have good reasons to fight a war in Vietnam?</li> <li>• Can domestic protest affect the outcome of war?</li> <li>• Did the war in Vietnam bring a domestic revolution to the United States?</li> <li>• Did the "Great Society" programs fulfill their promises?</li> </ul>

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none"> <li>• <u>Academic Vocabulary</u></li> <li>• 1. missile gap 2. reapportionment 3. due process 4. flexible response 5. space race 6. consensus 7. war on poverty 8. medium 9. reside 10. arbitrary 11. institute 12. symbol 13. theory 14. analogy 15. confine 16. sector</li> <li>• VISTA, Great Society, Medicare, Medicaid, Head Start, Robert Weaver</li> <li>• Peace Corps, Berlin Wall, Warren Commission</li> <li>• New Frontier, Earl Warren</li> <li>• 26th Amendment (1971)</li> <li>• Domino Theory</li> <li>• Credibility Gap</li> <li>• Tet Offensive</li> <li>• Vietnamization</li> <li>• Gulf of Tonkin Resolution</li> <li>• War Powers Act (1973)</li> </ul>	<ul style="list-style-type: none"> <li>• Summarize Kennedy's economic policies</li> <li>• Explain why Congress often did not support Kennedy's proposals.</li> <li>• Describe Kennedy's plan for the Armed Forces.</li> <li>• Explain how the Cold War influenced foreign aid and the space program.</li> <li>• Explain what inspired Johnson's Great Society programs</li> <li>• The Kennedy/Johnson Era during the Vietnam conflict. Students will analyze the deep division and turmoil in the U.S. during the Kennedy Johnson era as the country became increasingly involved in Vietnam.</li> <li>• Critique the foreign policy of the early 1960's.</li> <li>• Explain American involvement in the Vietnam conflict. The Era of activism and the counterculture Students will communicate the ideas of a youthful counterculture that was critical</li> </ul>

# Unit 8: A Time of Upheaval/A Changing Society: Subtopic 1: New Frontier/The Great Society Subtopic 2: Vietnam War (Politics of Protest)

High School - US History - Last Updated on July 5, 2022

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none"><li>• Silent Majority</li><li>• Counterculture</li><li>• Hippies</li><li>• Repatriation</li></ul>	<p>of the traditional values of many Americans. Discuss the feminist and civil rights movements.</p> <ul style="list-style-type: none"><li>• Define the counterculture.</li><li>• Recognize new emerging cultural identities.</li></ul>

# Unit 8: A Time of Upheaval/A Changing Society: Subtopic 1: New Frontier/The Great Society Subtopic 2: Vietnam War (Politics of Protest)

High School - US History - Last Updated on July 5, 2022

## LEARNING PLAN

### Learning Targets / Focusing Questions:

- I can explain the role of the US in the Vietnam War including the impact of the secret war in Laos.
- Is secrecy more important than the public's right to know in implementing foreign policy?
- Should the president be able to wage war without congressional authorization?
- Should people who believe a war is unjust be required to fight?
- What is meant by 'imperial presidency'?
- Does popular culture reflect social and political change or bring about change?
- What unintended impact did the protests of the era have on many in mainstream America?
- How does media coverage affect events?
- What is effective leadership?
- To what extent did the dynamic between the three branches of government belie the democratic principles upon which the U.S. was founded?
- Which pieces of legislation have had the greatest positive and/or negative impact on American society?

### Unit Resources:

1) *The American Vision: Modern Times* Illustrated Edition. by Professor of History Joyce Appleby (Author), Professor of History Alan Brinkley

2) Students Of History Curriculum

### Summary of Learning Activities:

Notes

Map

Timeline

Assessment Choices

Simulation Activities

Multi-media options

Projects

Graphic Organizers

Unit Exam

## Unit 9: Civil Rights Movement

High School - US History - Last Updated on July 5, 2022

### STANDARDS

<b>CSUSA Illinois - High School - Social Sciences</b>
SS.IS.1.9-12.
Address essential questions that reflect an enduring issue in the field.
SS.H.11.9-12.
Analyze multiple and complex causes and effects of events in the past.
SS.H.9.9-12.
Analyze the relationship between historical sources and the secondary interpretations made from them.
SS.H.8.9-12.
Analyze key historical events and contributions of individuals through a variety of perspectives, including those of historically underrepresented groups.
SS.H.7.9-12.
Identify the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality, and justice.
SS.H.6.9-12.
Analyze the concept and pursuit of the "American Dream."
SS.H.5.9-12.
Analyze the factors and historical context that influenced the perspectives of people during different historical eras.
SS.H.3.9-12.
Evaluate the methods utilized by people and institutions to promote change.
SS.H.2.9-12.
Analyze change and continuity within and across historical eras.
SS.H.1.9-12.
Evaluate how historical developments were shaped by time and place as well as broader historical contexts.
SS.EC.7.9-12.

## Unit 9: Civil Rights Movement

High School - US History - Last Updated on July 5, 2022

Describe how government policies are influenced by and impact a variety of stakeholders
SS.EC.4.9-12.
Evaluate the effectiveness of government policies to improve market outcomes, address inequality, or reduce inefficiencies.
SS.CV.9.9-12.
Evaluate public policies in terms of intended and unintended outcomes and related consequences.
SS.CV.8.9-12.
Analyze how individuals use and challenge laws to address a variety of public issues.
SS.CV.3.9-12.
Analyze the impact of constitutions, laws, and agreements on the maintenance of order, justice, equality, and liberty.
SS.CV.2.9-12.
Evaluate the opportunities and limitations of participation in elections, voting, and the electoral process.
SS.CV.1.9-12.
Distinguish the rights, roles, powers, and responsibilities of individuals and institutions in the political system.
SS.IS.4.9-12
Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context, and corroborative value of the sources.
SS.IS.5.9-12
Identify evidence that draws information from multiple sources to revise or strengthen claims.
SS.IS.6.9-12.
Construct and evaluate explanations and arguments using multiple sources and relevant, verified information.
SS.IS.8.9-12.
Use interdisciplinary lenses to analyze the causes and effects of and identify solutions to local, regional, or global concerns.

## Unit 9: Civil Rights Movement

High School - US History - Last Updated on July 5, 2022

### PRIORITY STANDARDS

Standard: SS.IS.1.9-12

Address essential questions that reflect an enduring issue in the field.

Standard: SS.IS.4.9-12

Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context, and corroborative value of the sources.

Standard: SS.IS.5.9-12

Identify evidence that draws information from multiple sources to revise or strengthen claims.

# Unit 9: Civil Rights Movement

High School - US History - Last Updated on July 5, 2022

## DESIRED RESULTS

Enduring Understandings	Essential Question(s)
<p>Students will understand:</p> <ul style="list-style-type: none"> <li>In a society, individuals and groups develop systems to manage conflict and create order.</li> <li>Respond to and resolve conflicts in a variety of ways.</li> <li>Societies must balance the rights and responsibilities of individuals with the common good.</li> <li>As minorities and women continued to experience prejudice and discrimination, groups formed to improve civil rights for all.</li> </ul>	<ul style="list-style-type: none"> <li>Is civil disobedience the most effective means of achieving racial equality?</li> <li>Is violence or non-violence the most effective means to achieve social change?</li> <li>Did the Civil Rights Movement of the 1960s effectively change the nation?</li> <li>Do the ideas of the 1960s still have relevance today?</li> <li>Has the women’s movement for equality in the United States become a reality or remained a dream?</li> <li>Did the Warren Supreme Court expand or undermine the concept of civil liberties?</li> <li>Should affirmative action programs be used as a means to make up for past injustices?</li> </ul>

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none"> <li><u>Academic Vocabulary</u></li> <li>Gay Rights Movement (Stonewall Uprising)</li> <li>Brown v. Board of Education (1954)</li> <li>Thurgood Marshall</li> <li>Rosa Parks</li> <li>Martin Luther King, Jr.</li> <li>Southern Christian Leadership Conference (SCLC)</li> <li>Student Nonviolent Coordinating Committee (SNCC)</li> <li>sit-in</li> <li>Freedom Rides</li> <li>Emmett Till</li> <li>Freedom Summer</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate successes and failures of the Civil Rights movements of the 60s and 70s</li> <li>Connect Civil Rights leaders to their movements – Martin Luther King Jr., Cesar Chavez, Betty Friedan, Russell Means</li> <li>Analyze cause and effect in the Civil Rights movement</li> <li>Students will identify how the civil rights movement affected almost every aspect of American society.</li> <li>Identify key events that led to demand for civil rights.</li> <li>Understand the early groups and their philosophy of non violence.</li> </ul>

# Unit 9: Civil Rights Movement

High School - US History - Last Updated on July 5, 2022

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none"><li>• Integration</li><li>• Chicano Movement</li><li>• Little Rock Nine</li><li>• Women's rights movement</li></ul>	<ul style="list-style-type: none"><li>• Describe the political responses to the civil rights movement.</li></ul>

## LEARNING PLAN

### Learning Targets / Focusing Questions:

- I can identify the origin of racial oppression in the US and the need for the Civil Rights Movement.
- I can analyze the method that made the Civil Rights Movement successful and evaluate its societal and political gains and limitations.
- I can give examples of the legacy of the civil rights movement and how it became a model for other groups to work towards equality.
- I can describe the changes and impacts Native Americans face from government actions and policies overtime.

### Unit Resources:

- 1) *The American Vision: Modern Times* Illustrated Edition. by Professor of History Joyce Appleby (Author), Professor of History Alan Brinkley
- 2) Students Of History Curriculum

### Summary of Learning Activities:

Notes

Map

Timeline

Assessment Choices

Simulation Activities

Multi-media options

Projects

Graphic Organizers

Unit Exam

**Unit 10: A Changing Society: Subtopic 4: Nixon, Ford, and Carter Years Subtopic 5: Resurgence of conservatism from 1980-1992 Subtopic 6: Clinton Presidency, Election of 2000, 9/11, George W. Bush, Barack Obama, Donald Trump and Joe**

**STANDARDS**

<b>CSUSA Illinois - High School - Social Sciences</b>
SS.H.11.9-12.
Analyze multiple and complex causes and effects of events in the past.
SS.H.10.9-12.
Analyze the causes and effects of global conflicts and economic crises.
SS.H.9.9-12.
Analyze the relationship between historical sources and the secondary interpretations made from them.
SS.H.8.9-12.
Analyze key historical events and contributions of individuals through a variety of perspectives, including those of historically underrepresented groups.
SS.H.7.9-12.
Identify the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality, and justice.
SS.H.6.9-12.
Analyze the concept and pursuit of the "American Dream."
SS.H.5.9-12.
Analyze the factors and historical context that influenced the perspectives of people during different historical eras.
SS.H.4.9-12.
Analyze how people and institutions have reacted to environmental, scientific, and technological challenges
SS.H.3.9-12.
Evaluate the methods utilized by people and institutions to promote change.
SS.H.2.9-12
Analyze change and continuity within and across historical eras.
SS.H.1.9-12.

**Unit 10: A Changing Society: Subtopic 4: Nixon, Ford, and Carter Years Subtopic 5: Resurgence of conservatism from 1980-1992 Subtopic 6: Clinton Presidency, Election of 2000, 9/11, George W. Bush, Barack Obama, Donald Trump and Joe**

Evaluate how historical developments were shaped by time and place as well as broader historical contexts.

SS.G.7.9-12

Evaluate how economic activities and political decisions impact spatial patterns within and among urban, suburban, and rural regions.

SS.G.6.9-12.

Analyze how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

SS.G.5.9-12.

Analyze how human societies plan for and respond to the consequences of human-made and naturally occurring catastrophes and how these events impact trade, politics, and migration.

SS.G.4.9-12.

Evaluate how political and economic decisions have influenced cultural and environmental characteristics of various places and regions.

SS.G.3.9-12.

Analyze and explain how humans impact and interact with the environment and vice versa.

SS.IS.1.9-12.

Address essential questions that reflect an enduring issue in the field.

SS.IS.4.9-12

Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context, and corroborative value of the sources.

SS.IS.5.9-12

Identify evidence that draws information from multiple sources to revise or strengthen claims.

SS.IS.6.9-12.

Construct and evaluate explanations and arguments using multiple sources and relevant, verified information.

SS.IS.8.9-12.

Use interdisciplinary lenses to analyze the causes and effects of and identify solutions to local, regional, or global concerns.

**Unit 10: A Changing Society: Subtopic 4: Nixon, Ford, and Carter Years Subtopic 5: Resurgence of conservatism from 1980-1992 Subtopic 6: Clinton Presidency, Election of 2000, 9/11, George W. Bush, Barack Obama, Donald Trump and Joe**

**PRIORITY STANDARDS**

Standard: SS.IS.1.9-12

Address essential questions that reflect an enduring issue in the field.

Standard: SS.IS.6.9-12

Construct and evaluate explanations and arguments using multiple sources and relevant, verified information.

Standard: SS.IS.8.9-12

Use interdisciplinary lenses to analyze the causes and effects of and identify solutions to local, regional, or global concerns.

**Unit 10: A Changing Society: Subtopic 4: Nixon, Ford, and Carter Years Subtopic 5: Resurgence of conservatism from 1980-1992 Subtopic 6: Clinton Presidency, Election of 2000, 9/11, George W. Bush, Barack Obama, Donald Trump and Joe**

**DESIRED RESULTS**

Enduring Understandings	Essential Question(s)
<p>Students will understand:</p> <ul style="list-style-type: none"> <li>• Conservative economic policies of the 1980s focused on reductions in entitlements and increased defense spending .</li> <li>• Technological innovation and ‘information overload’ continue to transform all dimensions of life in the United States</li> <li>• Beneath the prosperity of the last decades of the end of the 20th century, inequities persisted</li> <li>• In the wake of the Cold War, globalization presented Americans with new challenges.</li> <li>• Foreign policy decisions in the wake of the September 11th attacks are driven by concerns about global and domestic security against terrorism as much as maintenance of our economic strength.</li> </ul>	<ul style="list-style-type: none"> <li>• How have national security concerns been addressed throughout contemporary American society?</li> <li>• Should the U.S. utilize economic means (trade agreements, sanctions, aid) to its diplomatic ends?</li> <li>• How has the world’s perception of the U.S. changed over time?</li> <li>• How and why has America’s means of waging war changed over time?</li> <li>• How did the shift away from an industrial economy affect America’s foreign policy?</li> <li>• Is it constitutional for the U.S. to fight preemptive wars?</li> <li>• Should U.S. foreign policy differ from region to region?</li> <li>• In addressing global concerns, should the U.S. act independently or as part of the United Nations?</li> <li>• How do disagreements over immigration policy reflect the benefits and challenges of a diverse population?</li> <li>• How might improvements in the educational system help solve other social problems?</li> <li>• Should Americans be optimistic about our future?</li> <li>• Have contemporary technological innovations had a greater impact on the American way of life than those at any other time in our history?</li> <li>• How does the media influence public opinion?</li> <li>• Do political parties, lobbies and special interest groups serve the public interest and further the cause of democracy?</li> <li>• How effective were the economic policies of this era?</li> <li>• Can the United States maintain prosperity?</li> </ul>

**Unit 10: A Changing Society: Subtopic 4: Nixon, Ford, and Carter Years Subtopic 5: Resurgence of conservatism from 1980-1992 Subtopic 6: Clinton Presidency, Election of 2000, 9/11, George W. Bush, Barack Obama, Donald Trump and Joe**

Enduring Understandings	Essential Question(s)
	<ul style="list-style-type: none"> <li>• How did the shift from an industrial economy affect the American people and our economic stability?</li> <li>• What do the decisions we make about the federal budget and national debt reveal about us as a people?</li> </ul>

<b><u>Students will know (Knowledge):</u></b>	<b><u>Students will be able to do (Skills):</u></b>
<p><u>Academic Vocabulary</u></p> <ul style="list-style-type: none"> <li>• 9/11</li> <li>• Southern Strategy</li> <li>• Watergate Scandal</li> <li>• Rust Belt</li> <li>• Sunbelt</li> <li>• Iran Contra Scandal</li> <li>• Space Shuttle</li> <li>• Glasnost</li> <li>• Perestroika</li> </ul>	<ul style="list-style-type: none"> <li>• Students will recognize the role of the United States as a leader in the modern world.</li> <li>• Discuss policies of Presidents Nixon, Ford and Carter.</li> <li>• Identify the political, social, and cultural upheavals of the 1960s and 1970s and explain why Americans wanted a return to smaller government and conservative ideas.</li> <li>• Discuss the sweeping changes in world affairs in the early 1990s that change the face of world politics. Nixon, Ford, Carter, 1969-1981</li> <li>• Discuss the policies of Presidents Nixon, Ford and Carter.</li> <li>• Discuss Nixon’s foreign Policy and the Watergate scandal.</li> <li>• Explain how Ford tried to heal the government after the Watergate Scandal.</li> <li>• Evaluate the Carter administration and U.S. involvement in the Middle East. The Conservative Revolution</li> <li>• Students will discuss why Americans wanted a return to smaller government and conservative ideas during the 1980s.</li> <li>• Analyze the roots of New Conservatism.</li> <li>• Discuss Reagan’s administration and the social</li> </ul>

**Unit 10: A Changing Society: Subtopic 4: Nixon, Ford, and Carter Years Subtopic 5: Resurgence of conservatism from 1980-1992 Subtopic 6: Clinton Presidency, Election of 2000, 9/11, George W. Bush, Barack Obama, Donald Trump and Joe**

<u>Students will know (Knowledge):</u>	<u>Students will be able to do (Skills):</u>
	<p>and political changes that occurred.</p> <ul style="list-style-type: none"> <li>• Entering the New Era Students will discuss the sweeping changes in world affairs in the early 1990s that changed the face of world politics.</li> <li>• Interpret world conflicts today and their impact on the United States.</li> </ul>

**LEARNING PLAN**

**Learning Targets / Focusing Questions:**

- I can compare America's political shift from a reform agenda in the 1960s and 70s to a conservative agenda in the 1980s.
- I can explain how America's role has changed in the global economy.
- I can explain how US foreign policy has its roots in Cold War policies.
- I can describe how technology has made changes in the 21st century.
- I can trace the events leading up to 9/11 and analyze the federal government's response in its attempt to balance National Security while preserving American ideals.

**Unit Resources:**

- 1) *The American Vision: Modern Times* Illustrated Edition. by Professor of History Joyce Appleby (Author), Professor of History Alan Brinkley
- 2) Students Of History Curriculum

**Summary of Learning Activities:**

<ul style="list-style-type: none"> <li>Notes</li> <li>Map</li> <li>Timeline</li> <li>Assessment Choices             <ul style="list-style-type: none"> <li>Simulation Activities</li> <li>Multi-media options</li> <li>Projects</li> <li>Graphic Organizers</li> <li>Unit Exam</li> </ul> </li> </ul>
---