

**10th Grade
U.S. History I
Instructional Unit
Guides 2019-20**



**Wichita Public Schools
USD 259**



Mission Statement:



The Kansas Standards for History, Government, and Social Studies prepare students to be informed, thoughtful, engaged citizens as they enrich their communities, state, nation, world, and themselves.

An informed citizen possesses the knowledge needed to understand contemporary political, economic, and social issues.

A thoughtful citizen applies higher order thinking skills to make connections between the past, present, and future in order to understand, anticipate, respond to, and solve problems.

An engaged citizen collaborates, contributes, compromises, and participates as an active member of a community.

Effective instruction includes

Multiple perspectives and disciplines Using multiple perspectives, points of view, and the principles of history, economics, civics, geography, and the humanities, supports students' ability to empathize, to develop alternative solutions to problems, and to self-assess their own position.

Multiple causes and consequences Identifying and defending a variety of possible causes of events, and the resulting consequences, encourages appropriate decision-making and helps students understand the complexity of the various disciplines.

The use of primary sources Requiring students to analyze and interpret a variety of primary sources in traditional and digital formats provides the opportunity for students to recognize the discipline's subjective nature, directly touch the lives of people in the past, and develop high level analytical skills.

Authentic intellectual work Learning that supports realistic situations and college and career-ready pathways has value beyond the classroom, engaging students in the construction of knowledge, disciplined inquiry, and connection to the real world.

Higher order thinking Grappling with content knowledge beyond remembering and understanding, to applying, analyzing, evaluating, and creating.

Multiple means of communication Communicate relevant information through speaking, writing, and the creation of digital and print media.

Research and construction of knowledge Students must be able to collect and organize information in order to construct an understanding of relevant evidence as it applies to a particular topic. These skills must include the ability to use both traditional and digital formats and media types.

Literacy within the Social Studies Reading, comprehending, analyzing, and interpreting complex texts and media from various social studies disciplines.

Reading Standards for Literacy in History/Social Studies 9-10

Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas

7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
8. Assess the extent to which the reasoning and evidence in a text support the author's claims.
9. Compare and contrast treatments of the same topic in several primary and secondary sources.

Range of Reading and Level of Text Complexity

10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

Writing Standards for Literacy in History/Social Studies, 9-10

Text Types and Purposes

1. Write arguments focused on discipline-specific content.
 - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
 - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
 - a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
 - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
3. Incorporate narrative accounts into analyses of individuals or events of historical importance.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
9. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards, Grades 9-10

(adapted from English Language Arts standards)

Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
 - c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 - d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 for specific expectations.)

Language Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use parallel structure.*
- b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Language Standard 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.



Kansas History, Government, and Social Studies Standards



Standard # 1 Choices have consequences.

Benchmark:

- 1.1 The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures.
- 1.2 The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers.
- 1.3 The student will investigate examples of causes and consequences of particular choices and connect those choices with contemporary issues.
- 1.4 The student will use his/her understanding of choices and consequences to construct a decision-making process and to justify a decision.

Standard # 2 Individuals have rights and responsibilities.

Benchmark:

- 2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies.
- 2.2 The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations.
- 2.3 The student will investigate specific rights and responsibilities of individuals and connect those rights and responsibilities with contemporary issues.
- 2.4 The student will use his/her understanding of rights and responsibilities to address contemporary issues.

Standard # 3 Societies are shaped by beliefs, ideas, and diversity.

Benchmark:

- 3.1 The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations.
- 3.2 The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideals were reached and the multiple perspectives from which they come.

- 3.3 The student will investigate specific beliefs, contributions, ideas, and/or diverse populations and connect those beliefs, contributions, ideas and/or diversity to contemporary issues.
- 3.4 The student will use his/her understanding of those beliefs, contributions, ideas, and diversity to justify or define how community, state, national, and international ideals shape contemporary society.

Standard # 4 Societies experience continuity and change over time

Benchmark:

- 4.1 The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations.
- 4.2 The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change.
- 4.3 The student will investigate an example of continuity and/or change and connect that continuity and/or change to a contemporary issue.
- 4.4 The student will use his/her understanding of continuity and change to construct a model for contemporary reform.

Standard # 5 Relationships among people, places, ideas, and environments are dynamic

Benchmark:

- 5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.
- 5.2 The student will analyze the context of significant relationships and draw conclusions about a contemporary world.
- 5.3 The student will investigate the relationship among people, places, ideas, and/or the environment and connect those relationships to contemporary issues.
- 5.4 The student will use his/her understanding of these dynamic relationships to create a personal, community, state, and/or national narrative.

U.S. HISTORY COMMON THREADS

GRADES 8, 10 & 11

These are reoccurring themes or threads which connect each U. S. course together. They should be explicitly planned for and taught in each unit of each course. The threads will allow connections to be made to previous units, the other courses and to the state standards. Common threads also work as a way to pull in multiple perspectives and interpretations of history. In each unit teachers will have to make decisions regarding what should be focused on most or how much time to spend on certain items. Using the threads as a guide in making these decisions can help with the instructional shift of balancing content and skills for a larger impact versus the traditional march through history.

Standard 1: Choices have consequences

- global market system
- monetary policy
- industrialization
- foreign policy
- movement

Standard 2: Individuals have rights & responsibilities

- industrialization
- rights
- foreign policy
- reform

Standard 3: Societies are shaped by beliefs, ideas & diversity

- industrialization
- civilization attitude toward war
- influence of the media
- multiple perspectives of American values
- multiple interpretations of history

Standard 4: Societies experience continuity and change over time

- monetary policy
- economic cycle
- factors of production
- reform
- foreign policy

Standard 5: Relationships between people, places, ideas & environments are dynamic

- Changing borders
- Movement
- Environment
- Factors of production



SUGGESTED SCOPE & SEQUENCE



Textbook: *American Anthem*

1st Semester– approximately 18 weeks of instruction

* Consult USD 259 calendar before planning DBQ instruction and Constitution Day lesson.

Unit 1: 1860-1877	pp. 10-11
• 4 weeks	
Unit 2: 1877-1885	pp. 12-13
• 4 - 5 weeks	
Unit 3: 1885-1897	pp. 14-15
• 4 weeks	
Unit 4: 1897-1904	pp. 16-17
• 4 - 5 weeks	

2nd Semester– approximately 18 weeks of instruction

* Consult USD 259 calendar before planning DBQ instruction and Constitution Day lesson.

Unit 5: 1904-1913	pp. 18-19
• 4 weeks	
Unit 6: 1913-1921	pp. 20-21
• 4 - 5 weeks	
Unit 7: 1921-1933	pp. 22-23
• 4 weeks	
Unit 8: 1933-1945	pp. 24-25
• 4 - 5 weeks	

UNIT 1 (1861-1865 Review), 1865-1877

American Anthem pages 116-122, 127-128, 130-143, 146, 150-153, 159-160, 180-182

Context

The Civil War is covered in 8th grade, therefore this unit includes a review of the war, but the main focus should be on the years following the war.

The Civil War was the most costly of all American wars in terms of the loss of human life – and also the most destructive war ever fought in the Western Hemisphere. The death of 620,000 men was a true national tragedy, but that constituted only part of the war’s impact on American society.

As a result of the war, 4 million people were freed from slavery, industrialization and modernization were accelerated in the North, and the plantation system was largely destroyed in the South. The end of the war also left the U.S. with a new set of political and social problems. How would the South rebuild its shattered society and economy? What would be the place of the freed blacks, women, and other minorities in this new society? How should the former states of the Confederacy be treated? What would be the role of emerging political machines? Who had the authority to decide these questions: the president or congress?

Content Objectives

The student will:

- analyze the varying viewpoints of the causes of the Civil War. (HGSS 1.1, 1.2)
- compare and contrast the different plans for reconstruction after the Civil War. (HGSS 2.1, 2.2)
- discuss how reconstruction brought both gains and hardships to African Americans. (HGSS 2.2, 2.3)
- explain how the 15th Amendment sparked a rise in the women’s suffrage movement. (HGSS 3.1, 3.2)
- understand how American ideology regarding westward movement lead to conflicts with Native Americans. (HGSS 5.2, 5.3)
- examine the causes (big business, industry, and railroads) of the Second Industrial Revolution. (HGSS 5.1, 5.2)
- analyze post Civil War state and national political scandals and reform. (HGSS 4.1, 4.2)

Essential Questions

- What were causes and consequences of the Civil War? (HGSS 1.1, 1.2)
- How did the Radical Republican’s plan for Reconstruction redefine rights and responsibilities of Americans then and now? (HGSS 2.2, 2.3)
- How did the rise of the suffrage movement challenge society’s belief about women? (HGSS 3.2, 3.3)
- What were the connections between the westward movement and the beginning of the Second Industrial Revolution? (HGSS 5.1, 5.2)
- How did state and national governments experience continuity and change in the post Civil War era? (HGSS 4.1, 4.2)

Ideas

- sectionalism
- tariff
- reconstruction
- Black Codes
- sharecropping
- Indian policy
- capitalism
- Social Darwinism
- laissez-faire
- big business

People

- Abraham Lincoln
- Andrew Johnson
- Ulysses S. Grant
- Robert E. Lee
- Radical Republicans
- Ku Klux Klan
- Elizabeth Cady Stanton
- Susan B. Anthony
- Cornelius Vanderbilt
- Boss Tweed

Places/ Institutions

- Fort Sumter
- Gettysburg
- Appomattox
- Freedman’s Bureau
- Chisholm Trail
- political machine
- Alaska

Events

- Johnson Impeachment
- Homestead Act
- Morrill Act
- Pacific Railroad Act
- Transcontinental Railroad
- Sand Creek Massacre
- cattle drives
- Battle of Little Bighorn
- Credit Mobilier Scandal

Pacing: 4 weeks (suggested)**Instructional Ideas**

- Create a graphic organizer to understand the causes of the Civil War. Include the laws, compromises and court cases that took place between 1820-1860 and have students take notes about each of them. Have them answer questions regarding the different viewpoints between the North and the South and if war could have been avoided. (HGSS 1.1, 1.2 1.4)
 - DBQ Project: *What Caused the Civil War?*
 - *America: The Story of Us* : Division and Civil War. <http://www.history.com/shows/america-the-story-of-us/episodes>
- Lead a Socratic seminar discussion of how Reconstruction both hurt and helped African Americans in the United States, both right after the war and in the decades to follow. Encourage students to find and use historical and contemporary evidence and examples. (HGSS 2.3, 2.4)
 - DBQ Project Mini-Q: *How Free were Free Blacks in the North?*
 - *Slavery and the Making of America* <http://www.pbs.org/wnet/slavery/experience/legal/docs6.html>
 - *Gilder Lehrman Resource Page: Civil War and Reconstruction* <http://www.gilderlehrman.org/history-by-era/reconstruction/essays/reconstruction-amendments-official-documents-social-history>
- *American Anthem* Primary Source supplemental text, Report of South Carolina’s Freedmen’s Bureau (HGSS 2.1, 2.2)
- Analyze Susan B. Anthony’s comments to the Court in June 1873 after being arrested for trying to vote, along with the Reconstruction Amendments. Have students draw connections between her ideas, and arguments about suffrage and women in the 1870s to society’s views of women today. (HGSS 3.3, 3.4)
 - <http://www.loc.gov/teachers/classroommaterials/lessons/women-rights/trial.html>
- Use jigsaw groups to read and discuss excerpts from the Morrill Act, Pacific Railway Act, and Homestead Act of 1862. Have students note the changes happening regarding relationships among people, places, ideas, and environment of the West. Have them record their notes on a blank U.S. map over the areas that were experiencing the changes. Students should then write a reflection about how these changes had long term effects on the West. (HGSS 5.1, 5.2)
 - <http://www.ourdocuments.gov/content.php?flash=true&page=milestone>
 - *Gilder Lehrman Resource Page: The Development of the West.* <http://www.gilderlehrman.org/history-by-era/rise-industrial-america-1877-1900/development-west>
- *Discovery Ed.* Native American History lesson plans. (HGSS 5.1, 5.2, 5.3)
 - <http://www.discoveryeducation.com/teachers/free-lesson-plans/native-american-history.cfm>
- Analyze political cartoons of political scandals, Boss Tweed, and Credit Mobilier Scandal (HGSS 4.1, 4.2)

On Demand Writing: Was the Civil War worth the fight? (HGSS 2.2, 2.3)

Additional Resources

- History.com article and videos: *The Gettysburg Address.* http://www.history.com/topics/american-civil-war/gettysburg-address#section_3
- 13th, 14th, & 15th Amendments
- National Archives <https://www.archives.gov/education/lessons/civil-war-reconstruction.html>
- DBQ Project Mini-Q: North or South: *Who Killed Reconstruction?*
- John Green’s Crash Course U.S. History, Reconstruction and 1876: <https://www.youtube.com/watch?v=newsS7pMApI>
- John Green’s Crash Course U.S. History, The Industrial Economy: <https://www.youtube.com/watch?v=r6tRp-zRUJs>
- John Green’s Crash Course U.S. History, Westward Expansion: <https://www.youtube.com/watch?v=Q16OZkgSxfM>
- Ken Burns and Paul Barnes, “Not For Ourselves Alone”: The Story of Elizabeth Cady Stanton and Susan B. Anthony. <http://www.pbs.org/stantonanthony/resources/index.html?body=04activity.html>

UNIT 2

1877 - 1885

American Anthem pages 137-138, 142-144, 147-148, 151-160, 200-203

Context

During the late 1800s, new technology and inventions led to the growth of industry, the rise of big business, and revolutions in transportation and communication. In the years following the Civil War, the U.S. became the world's leading industrial nation. Economic opportunity drew millions of immigrants who settled in rapidly changing cities where corruption and discrimination were common.

In the late 1800s there was a steady influx of settlers into and across the West. Farming, ranching, and mining began to see the benefits and detriments of the Second Industrial Revolution. As settlers continued to move west, Native Americans continued to lose land and power.

Economic expansion was monumental for this new union being built after the Civil War. This economic drive pushed the nation to look for business and trade opportunities outside of its own national market and borders.

Content Objectives

The student will:

- understand and recognize the competing perspectives regarding the beginning of the reservation system for Native Americans. (HGSS 3.1, 3.2)
- investigate the opportunities and challenges that farmers, ranchers, and miners faced during the Second Industrial Revolution. (HGSS 1.1, 1.2)
- analyze the push-pull factors that contributed to immigration and migration in the mid 19th Century. (HGSS 4.1, 4.2)
- discuss connections between industrialization and the development of a national market in the U.S. in the 19th Century. (HGSS 5.1, 5.2)
- evaluate ways in which entrepreneurs and inventors contributed to the rise of big business. (HGSS 1.3, 3.1, 3.2)
- describe what urban life was like in the mid 19th Century in the U.S. (HGSS 3.1, 3.2)
- investigate the types of discrimination minorities were encountering in the mid 19th Century in the U.S. (HGSS 2.1, 2.2)
- evaluate the conditions which prompted Americans to organize reform parties and labor unions in the mid 1800s. (HGSS 1.1, 1.2, 2.2)
- analyze the reasons for the imperialist activity of the United States in the mid 1800s. (HGSS 5.1)

Essential Questions

- How did the Reservation System shape society's beliefs and ideas over time? (HGSS 3.2, 3.3)
- What was the context and motivation of American farmers and workers to organize? (HGSS 1.1, 1.2)
- What were the push-pull factors that caused Americans to migrate within the U.S. in 1870s and 1880s? (HGSS 4.1, 4.2)
- How did the "social gospel" concept both help and hinder the rights of urban poor in the late 19th Century? (HGSS 2.1, 2.2)
- How did the Second Industrial Revolution help create new national and international markets? (HGSS 5.1, 5.2)

Ideas

- manifest destiny
- Gilded Age
- nativism
- assimilation
- Jim Crow
- market
- laissez-faire
- monopoly
- Social Gospel
- imperialism

People

- Rutherford B. Hayes
- James A. Garfield
- Chester A. Arthur
- Nez Perce/Chief Joseph
- Apache/Geronimo
- Sioux
- Helen Hunt Jackson
- Exodusters
- John D. Rockefeller
- Thomas Edison
- Alexander Graham Bell

Places/ Institutions

- Indian Reservations
- Women's Christian Temperance Union
- Settlement House
- National Grange
- Labor unions
- Hawaii

Events

- immigration
- emigration
- Oklahoma Land Rush
- The Great Railroad Strike
- Chinese Exclusion Act
- Pendleton Civil Service Act

Pacing: 4-5 weeks (suggested)**Instructional Ideas**

- Dueling Documents. Give students primary documents from two different perspectives regarding the development of the Reservation system in the U.S. Have students find similarities and differences in perspectives and what they learned about why the system was created. **(HGSS 3.2)**
 - Helen Hunt Jackson’s *A Century of Dishonor* excerpt. <https://books.google.com/books?id=Nzg-6Joo8cEC&pg=PA43&lpg=PA43>
 - Custer’s remarks on the Battle of Washita. <http://www.gilderlehrman.org/history-by-era/development-west/resources/indian-wars-battle-washita-1868>
- *American Anthem* Primary Source supplemental text, Rules for Indian Schools **(HGSS 3.1, 3.2)**
- Create a photo gallery with primary documents and photographs regarding immigration and migration to help students understand the motives for people to move to the U.S. in the late 1800s. Compare those motives to people migrating and immigrating today. **(HGSS 4.3, 4.4)**
 - Gilder Lehrman Resource Page: Immigration and Migration <http://www.gilderlehrman.org/history-by-era/rise-industrial-america-1877-1900/immigration-and-migration>
 - Ellis Island Immigration Timeline. http://www.libertyellisfoundation.org/immigration-timeline#timeline_top
- Cut strips of paper with push-pull factors of migration and immigration. Have students separate them into push factors and pull factors. Have the students explain how each factor worked. **(HGSS 4.1, 4.2)**
- Set up character corners for students to discuss the differences in public and private writings about the American West. **(HGSS 3.2)**
 - Making Myths: The West in Public and Private Writings. http://www.pbs.org/weta/thewest/lesson_plans/lesson06.htm
 - Lesson Plans on *PBS.org* for New Perspectives on THE WEST. http://www.pbs.org/weta/thewest/lesson_plans/
- Compare the new products from the mid 1800s to the new products of today and the influences that new products have on our lives and the economy. **(HGSS 3.1, 3.3)**
 - <http://www.archives.gov/education/lessons/telephone-light-patents/activities.html>
- *American Anthem* Primary Source supplemental text, Labor Union Flyer **(HGSS 1.1, 1.2)**
- Stop Action—Assess Alternatives. Analyze primary documents regarding the Great Railroad Strike in small groups. After understanding the progression of the strike and violence, have students assess what alternatives both labor union leaders and government officials could have done differently to prevent the violence and still obtain their goals. **(HGSS 1.1, 1.2, 1.3)**
 - New York State Library, Great Railroad Strike. <http://www.nysl.nysed.gov/teacherguides/strike/>

On Demand Writing: What was so revolutionary about the Second Industrial Revolution? **(HGSS 4.3)**

Additional Resources

- Lesson Plans on *Gilder Lehrman Resource Page*, Development of the West <http://www.gilderlehrman.org/history-by-era/rise-industrial-america-1877-1900/development-west>
- *Library of Congress*, Jim Crow Laws. <http://www.loc.gov/teachers/classroommaterials/primarysourcesets/civil-rights/>
- DBQ Project : *How Violent was the Old West?*
- Indian Boarding Schools: Tools of Forced Assimilation. http://americanindiantah.com/lesson_plans/ml_boardingschools.html
- *America: The Story of Us*: Heartland. <http://www.history.com/shows/america-the-story-of-us/episodes>
- Crash Course US History: War and Expansion. <https://www.youtube.com/watch?v=tkdF8pOFUFI>

UNIT 3

1885-1897

American Anthem pages 144, 147-148, 151-153, 157-161, 170-171, 180-182, 202-208

Context

In the late 19th century, land runs drew thousands of new settlers to the West. Native Americans gradually lost their battle for lands and one tribe after another was conquered and contained on ever shrinking reservations. The expansion of industries, combined with massive immigration, between 1880 and 1900 led to the growth of cities. This industrialization and migration brought a host of new problems to the U.S.

With increased opportunities to be educated and to find work, women became some of the most dedicated public servants. Women and other minorities began to organize and campaign for suffrage, an end to discrimination, and for many other public issues.

Throughout the 19th century the U.S. had been growing into its role as an imperialist power. Colonies were useful when they could supply raw materials and resources to industrialists and supply markets for American made goods. The growing influence in the Pacific helped the U.S. to expand its interests globally. Although Americans were divided on the issue of ruling territories that were very different from the United States, American industrialists demanded a global presence and the government complied.

Content Objectives

The student will:

- explain the effects of the following had on the development of the West: Wounded Knee, Dawes Act, and the Oklahoma Land Rush. **(HGSS 5.2, 5.3)**
- understand why farmers in the 1880s and 1890s wanted a silver standard for currency. **(HGSS 1.2, 5.1)**
- identify the types of segregation and discrimination that minorities faced in the late 1800s. **(HGSS 2.1, 3.1, 3.2)**
- predict how *Plessy v. Ferguson* might have affected future attempts to end racial discrimination. **(HGSS 2.2, 2.3)**
- draw connections between the problems of the rapidly growing cities, the rise of social activists, and labor leaders in the late 1800s. **(HGSS 2.2, 4.2)**
- discuss how the strategies of big business impacted the growth of the United States. **(HGSS 3.3)**
- analyze the events and circumstances that started the U.S. on the road to becoming an imperial power. **(HGSS 3.3)**
- examine how the United States' efforts at globalization led to conflict at home and abroad in the late 19th Century. **(HGSS 3.1, 3.3)**

Essential Questions

- How did the relationship between Americans and the frontier change in the late 19th Century? **(HGSS 5.1, 5.2)**
- How did the context of the 1880s and 1890s cause many groups to fight for more rights and responsibilities? **(HGSS 2.1, 2.2)**
- Who faced consequences of the many strikes during the late 1800s and how were they effected? **(HGSS 1.1, 1.2)**
- What were the areas of continuity and change in American city life throughout the 1800s? **(HGSS 4.1)**
- How did the United States' late 19th Century idea of imperialism validate U.S. interaction in other nations through the 20th Century and today? **(HGSS 3.3, 3.4)**

Ideas

- Jim Crow
- laissez-faire
- global market
- trusts
- Gospel of Wealth
- protectorate
- yellow journalism
- sphere of influence

People

- Grover Cleveland
- Benjamin Harrison
- Populists
- Social activists
- Jacob Riis
- Jane Addams
- Andrew Carnegie
- J.P. Morgan
- Queen Liliuokalani

Places/ Institutions

- Census Bureau
- Ellis Island
- American Federation of Labor
- National Association of Colored Women
- National American Women's Suffrage Association
- Cuba
- Japan
- China
- Hawaii

Events

- Dawes Act
- Wounded Knee
- Oklahoma Land Rush
- lynchings
- *Plessy v. Ferguson*
- Sherman Anti-Trust Act
- Interstate Commerce Act
- Haymarket Riot
- Homestead Strike
- Pullman Strike
- Panic of 1893
- Bayonet Constitution

Pacing: 4 weeks (suggested)**Instructional Ideas**

- Free Silver Auction (HGSS 1.3, 4.3)
 - https://www.stlouisfed.org/legacy_assets/education_resources/assets/lesson_plans/FreeSilverMovement.pdf
- Justices Brown and Harlon were guided by different motivations in deciding the *Plessy v. Ferguson* case of 1896. Investigate the judges' evaluations of the case and determine how they had long lasting consequences for the U.S. (HGSS 2.2, 2.3)
 - Justice Brown's majority opinion and Justice Harlon's dissenting opinion. <http://teachingamericanhistory.org/library/document/plessy-v-ferguson-excerpts/>
- *American Anthem* Economics and History supplemental text, The American Labor Force (HGSS 1.1, 1.2)
- Have students separate the major events from Units 1-3 into thematic categories or place them on a time line. Have students go to discussion corners regarding continuity and change as a follow up activity. (HGSS 5.1, 5.2)
- Create a graphic organizer showing the different social and labor groups that were formed during the time. Have students research and annotate the dates, goals, affects, and people associated with each. (HGSS 1.1, 1.2, 2.1, 2.2)
 - 1896 People's Party Platform. http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=4067
 - *Preamble & Declaration of Principals of Workingmen*, Knights of Labor, 1886. <http://6hourday.org/1886.html>.
- Mark the Text and analyze photographs from Jacob Riis. (HGSS 4.1, 4.2)
 - <https://sheg.stanford.edu/jacob-riis>
- Hot Seat discussion with imperialists and anti-imperialists. Follow up reflection addressing the role of the U.S. in the global community then and now. (HGSS 3.1, 3.2, 3.3)
 - <http://edsitement.neh.gov/lesson-plan/question-american-empire#sect-activities>

On Demand Writing: How accurate is the description "The Gilded Age" for the time period? (HGSS 3.3, 3.4)

Additional Resources

- Oklahoma Land Rush lessons. http://www.historycolorado.org/sites/default/files/files/Educators/4th/Oklahoma_Land_Rush.pdf
- Dawes Act <http://www.ourdocuments.gov/doc.php?flash=true&v=zhL5DCizj5c>
- Crash Course U.S. History, Coal, Steam, and the Industrial Revolution <https://www.youtube.com/watch?v=zhL5DCizj5c>
- Crash Course U.S. History, Growth, Cities, and Immigration <https://www.youtube.com/watch?v=RRhjqqe750A>
- Crash Course U.S. History, Politics in the Gilded Age <https://www.youtube.com/watch?v=Spgdy3HkcSs&index=2&list=PLQe1Aa49jIOW87w2khBFIxNB1Kpu1fKjJ>
- DBQ Project DBQ: *Was Andrew Carnegie a Hero?*
- DBQ Project : *Robber Barron or Captain of Industry?*
- DBQ Project Mini-Q: *The Philanthropy of Andrew Carnegie: Did It Make Him a Hero?*
- *America: The Story of Us*: Cities. <http://www.history.com/shows/america-the-story-of-us/episodes>
- *Gilder Lehrman Resource Page*: Industrial Society. <http://www.gilderlehrman.org/history-by-era/rise-industrial-america-1877-1900>
- Lesson Plans on *Gilder Lehrman Resource Page*, Haymarket Riot. <http://www.gilderlehrman.org/history-by-era/populism-and-agrarian-discontent/resources/haymarket-riot>

UNIT 4

1897 - 1904

American Anthem pages 161-162, 170-175, 177-179, 183-188, 201, 203-217

Context

Amidst the new imperialist and industrial age, the cost paid by the factory workers to fuel the rapid industrial growth drew the attention of social activists. Homelessness, poverty, immigration, child labor, trusts, political corruption, and many other issues had to be addressed. Journalists began to write articles exposing the ills of society in an attempt to inspire action to find solutions to these problems. Interestingly, this was dramatically different from the practice of “yellow journalism,” where newspapers purposely exaggerated stories to sell more papers.

Before the 19th century, American foreign policy had been dominated by two ideas—Washington’s Farewell Address, in which he warned against “entangling alliances,” and the Monroe Doctrine, in which the United States declared the western hemisphere off-limits to any further European colonization. However, global competition increasingly led America to extend its power and influence over other nations. America’s actions were highly controversial and led to intense debates within the U.S. about the true motives of these imperialistic efforts. Despite these heated debates, missionary zeal, economic rivalry, naval competition, and the “yellow press” played a part in pushing American influence beyond its borders, which eventually led to armed conflict.

Content Objectives

The student will:

- analyze the reasons for going to war with Spain and determine to what extent it was justified. **(HGSS 3.1, 3.2)**
- evaluate the motives behind the acquisition of the Philippines, Hawaii, and Cuba and analyze the decisions the U.S. made in regards to each. **(HGSS 5.2, 5.3)**
- discuss American reactions to new imperialist policies. **(HGSS 3.1, 5.2)**
- analyze how the growth of big business led to corruption, required reform, and drew the attention of social activists and labor leaders. **(HGSS 1.1, 1.2, 1.3)**
- explain the problems faced by citizens in rapidly growing cities at the turn of the 20th Century. **(HGSS 4.1, 4.2)**
- identify how segregation and discrimination continued to affect minorities at the turn of the century. **(HGSS 2.1, 2.3)**

Essential Questions

- Why did foreign policy decisions of Presidents McKinley and Roosevelt cause debate amongst the American people? **(HGSS 3.1, 3.2)**
- How did the acquisition of overseas territory affect the way the U.S. viewed its role in the world? **(HGSS 5.1, 5.2)**
- What were some of the issues that Progressives focused on at the turn of the century? **(HGSS 1.1)**
- Were the early 20th Century Progressives more concerned with expanding rights and responsibilities for the working class or the middle class? **(HGSS 2.1, 2.2)**
- What were the areas of continuity and change in the political rights for individuals living in the U.S. throughout the 19th Century? **(HGSS 4.1, 4.2)**

Ideas

- imperialism
- annexation
- protectorate
- Open Door Policy
- Roosevelt Corollary
- progressivism
- Square Deal
- initiative
- recall
- referendum
- environmental conservation

People

- William McKinley
- Theodore Roosevelt
- William Randolph Hearst
- Joseph Pulitzer
- Emilio Aguinaldo
- Frank Norris
- Florence Kelley
- Carrie Nation
- Booker T. Washington
- W.E.B. DuBois
- Ida B. Wells-Barnett

Places/ Institutions

- Japan
- China
- Cuba
- Guam
- Philippines
- Puerto Rico
- Panama

Events

- Annexation of Hawaii
- Boxer Rebellion
- Spanish-American War
- McKinley assassination
- Tenement Act 1901
- Coal Strike
- Elkins Act
- Sherman Anti-Trust Act

Pacing: 4-5 weeks (suggested)**Instructional Ideas**

- Set up Café Discussion for students to investigate President McKinley's choice to annex the Philippines. (HGSS 3.1, 3.2)
 - Reading Like a Historian Lesson Plans on Imperialism. <https://sheg.stanford.edu/american-imperialism>
 - William McKinley's *On Prayer and the Philippines*, 1899 and William James' *The Philippines Tangle*, 1899. <https://books.google.com/books?id=Nzg-6Joo8cEC&pg=PA173>
 - White Man's Burden <http://historymatters.gmu.edu/d/5478/>
- Panama Canal Lesson: Did President Roosevelt steal the canal or obtain it fairly? (The link below will open in Word) (HGSS 5.1, 5.2)
 - <https://d3jc3ahdjad7x7.cloudfront.net/4vWbrmi5Ow6hPrpu65CXWStVITziJfH4pelqhxy4Tuw7gG6.docx>
- *American Anthem* Primary Source supplemental text, William Jennings Bryan on Imperialism (HGSS 3.1, 5.1)
- Lead philosophical chairs about the differing opinions of Washington and DuBois regarding the responsibility and actions of African Americans gaining equality. (HGSS 2.1, 2.2)
 - Booker T. Washington's 1895 speech, *Atlanta Exposition Address* and W.E.B. DuBois' *Souls of Black Folk*, 1903. <https://sheg.stanford.edu/booker-t-washington-dubois>
- Analyze excerpts and photographs from Jacob Riis and Lewis Hine. (HGSS 4.1, 4.2)
 - <http://www.authentichistory.com/1898-1913/2-progressivism/2-riis/chap21.html>
 - <http://www.historyplace.com/unitedstates/childlabor/>
- Create a story board showing the evolution of Progressivism from 1880s to today (have students add to them in units 5 and 6). (HGSS 1.1, 1.2, 3.3)
 - Lesson plans on *Gilder Lehrman Resource Page*, Progressive Reforms and the Trusts <http://www.gilderlehrman.org/history-by-era/rise-industrial-america-1877-1900/gilded-age/teaching-resources>
 - Reading Like a Historian Lesson Plans on Progressivism. <https://sheg.stanford.edu/progressivism>
- *American Anthem* Primary Source supplemental text, President Roosevelt Calls for Trust Regulation. (HGSS 1.1, 1.2)

On Demand Writing: Were American imperialists arrogant or well meaning in their decisions at the end of the 19th century. (HGSS 5.2, 5.3)

Additional Resources

- DBQ Project: *Should the U.S. have Annexed the Philippines?*
- *Gilder Lehrman Research Page*: Imperialism and the Spanish American War. <http://www.gilderlehrman.org/history-by-era/development-west/resources/imperialism-and-spanish-american-war>
- Crash Course U.S. History: American Imperialism. <https://www.youtube.com/watch?v=QsfoFqsFk4>
- DBQ Project: *Progressivism: Where will you put your million dollars?*
- Ellis Island Lessons. <http://www.libertyellisfoundation.org/ellis-island-history>
- *Gilder Lehrman Research Page*: Progressive Era Reform. <http://www.gilderlehrman.org/history-by-era/progressive-era-new-era-1900-1929>
- *America: The Story of Us*: Cities. <http://www.history.com/shows/america-the-story-of-us/episodes>
- Crash Course U.S. History: The Progressive Era. <https://www.youtube.com/watch?v=i0Q4zPR4G7M>

UNIT 5

1904-1913

American Anthem pages 171-176, 179-193, 205, 215-217, 221

Context

Twentieth Century Progressives fought for reforms in housing, health care, and civil rights. They fought to prohibit child labor and improve working conditions for laborers. Political corruption was curbed with new styles of governments, as well as the La Follette Reforms and the 17th Amendment. Theodore Roosevelt continued to push for progressive reforms in the interest of individuals, workers, and business. He actively pursued labor arbitration, anti-trust laws, consumer protection, and environment conservation. William H. Taft chose to protect big business and, therefore, slowed the progressive momentum while in office.

The United States was an empire in the making at the turn of the century and Roosevelt and Taft wanted to increase the influence and prestige of the United States to make the country a true global power. They believed that the exportation of American values and ideals would have an ennobling effect on the world. Roosevelt's diplomatic approach was to "speak softly and carry a big stick," maintaining that a chief executive must be willing to use force when necessary while practicing the art of persuasion. Taft pursued a program, known as "dollar diplomacy," designed to encourage U.S. investments with military enforcement in Latin America and the Far East. Both policies contributed to ill will towards the U.S., which resulted in the convening of a Pan-American Conference intent on finding ways to curtail U.S. commercial infiltration, influence, and intervention.

Content Objectives

The student will:

- analyze the impact that progressive reforms have had on consumer protection in the early 1900s. (HGSS 1.1, 1.3)
- evaluate the effectiveness of progressive era reformers and the federal government in bringing about reform in the early 20th Century. (HGSS 4.1, 4.2)
- determine how rights and responsibilities of women and other minorities changed in the early 1900s. (HGSS 2.1, 4.1)
- explain how progressivism split the Republican Party at the end of Taft's presidency. (HGSS 1.1, 1.2)
- analyze the affects that Roosevelt's big stick policies and Taft's dollar diplomacy had on Latin America and the U.S. (HGSS 5.1)
- examine the changing relationships of the U.S. in the global community. (HGSS 5.2, 5.3)

Essential Questions

- How did the consequences of the Progressive Era benefit Americans? (HGSS 1.2, 1.3)
- Do you believe that individuals have the responsibility to work to reform problems in society? Explain your answer using examples from the 20th Century Progressive Movement, as well as current issues. (HGSS 2.3, 2.4)
- What were the motives and ideas guiding American imperialism in the early 1900s? (HGSS 3.1)
- How did the role that the federal government played in the Progressive Era experience continuity and change? (HGSS 4.1, 4.2, 4.3)
- How did the foreign policies of Roosevelt and Taft change the relationship between the U.S. and Latin America? (HGSS 5.1, 5.2)

Ideas

- progressivism
- consumer protection
- Square Deal
- direct primary
- New Nationalism
- imperialism
- Roosevelt Corollary
- Dollar Diplomacy

People

- Theodore Roosevelt
- William Howard Taft
- Upton Sinclair
- Ida Tarbell
- Lincoln Steffens
- Gifford Pinchot

Places/ Institutions

- U.S. Forest Service
- Food & Drug Administration
- Federal Children's Bureau
- National Association for the Advancement of Colored People
- Angel Island
- Industrial Workers of the World
- Panama
- Mexico

Events

- 16th Amendment
- 17th Amendment
- Hepburn Act
- Meat Inspection Act
- Payne-Aldrich Tariff
- Triangle Shirtwaist Factory Fire
- 1912 Election
- Russo-Japanese War

Pacing: 4 weeks (suggested)

Instructional Ideas

- Create a story board showing the evolution of Progressivism from 1880s to today (continued from unit 4 have students add on to it in unit 6). (HGSS 1.1, 1.2, 3.3, 4.2, 4.3)
 - Lesson plans on *Gilder Lehrman Resource Page*, Progressive Reforms and the Trusts <http://www.gilderlehrman.org/history-by-era/rise-industrial-america-1877-1900/gilded-age/teaching-resources>
 - Reading Like a Historian Lesson Plans on Progressivism. <https://sheg.stanford.edu/progressivism>
- 3-2-1 reflection after analyzing excerpts from Upton Sinclair’s *The Jungle*. (HGSS 2.3, 2.4)
 - https://docs.google.com/document/d/1G2U9oxA9VAz-eGLNbuVMJw4-0TqpJgUaPSH_anWOHlc/edit
- Create a timeline showing the major strikes that occurred from the late 1880s to 1913. (HGSS 3.1)
- Taft’s Dollar Diplomacy: The Alternative to Bullets in Foreign Policy (HGSS 5.1, 5.2)
 - <https://d3jc3ahdjad7x7.cloudfront.net/jAuwC95xSCbwYWt8EtcUjzwJdti6PCKOOMZ8FOeCVI49uscX.doc>
- Complete Agree/Disagree charts to examine student opinions regarding the competing beliefs of Taft, Roosevelt, and the American public about foreign policy (HGSS 5.1, 5.2)
 - Excerpts from Mark Twain and the Anti-Imperialism League <http://www.loc.gov/rr/hispanic/1898/twain.html>
 - *Gilder Lehrman Research Page*: Imperialism and the Spanish American War. <http://www.gilderlehrman.org/history-by-era/development-west/resources/imperialism-and-spanish-american-war>

On Demand Writing: Were the consequences of the American Progressive movement all beneficial for American society? (HGSS 1.3, 1.4)

Additional Resources

- Reading Like a Historian Lesson Plans on Progressivism. <https://sheg.stanford.edu/progressivism>
- Lesson plans on *Gilder Lehrman Resource Page*, Progressive Reforms and the Trusts. <https://www.gilderlehrman.org/history-by-era/politics-reform/resources/guided-readings-progressive-reform-and-trusts>
- IWW Strikes Reference Webpage. <http://www.iww.org/about/chronology/2>
- Lincoln’s Steffens’ *The Shame of the Cities*. <http://historymatters.gmu.edu/d/5732/>
- *America: The Story of Us*: Cities. <http://www.history.com/shows/america-the-story-of-us/episodes>
- Crash Course U.S. History: The Progressive Era. <https://www.youtube.com/watch?v=i0Q4zPR4G7M>
- Angel Island Lessons. <http://www.aiisf.org/education/resources/curriculum-guide>
- Reading Like a Historian Lesson Plans on Imperialism. <https://sheg.stanford.edu/american-imperialism>
- *Gilder Lehrman Research Page*: Imperialism and the Spanish American War. <http://www.gilderlehrman.org/history-by-era/development-west/resources/imperialism-and-spanish-american-war>
- Crash Course U.S. History: American Imperialism. <https://www.youtube.com/watch?v=QfsfoFqsFk4>

UNIT 6

1913-1921

American Anthem pages 172, 180, 191-193, 217, 220-223, 230-259, 270-275

Context

Woodrow Wilson was the last of the Progressive Era presidents. In the first half of the 20th century, Wilson's New Freedom called for tariff reductions and banking regulations, as well as anti-trust legislation. Women also finally earned suffrage with the 19th Amendment.

The U.S. expansionist policies over the past century forged the nation into a new role as a world power—a role that eventually got it pulled into a much “greater” war. A combination of ideas and circumstances brought every major European power into war in a matter of months in 1914. The first war of the modern era to include the industrial and technological advances of the previous decades, the war devastated the nations of Europe.

President Wilson represented the U.S. and presented his Fourteen Points plan for world peace, which was mostly discarded by the other Allied leaders, who were bent on revenge. Wilson returned home with a treaty that forced Germany to take responsibility for the war and punished them severely. These provisions, along with the controversial League of Nations, forced many in the U.S. Congress to defeat the treaty. Americans who expected peace after World War I were disappointed at the rise of Bolshevism and re-emergence of labor unions. The combination of these two ideas created the First Red Scare in the U.S.

Content Objectives

The student will:

- explain how the progressive reforms passed during Wilson's administration increased the size and role of the federal government in the United States. (HGSS 2.1, 2.2)
- compare and contrast the progressive agendas of Roosevelt, Taft, and Wilson. (HGSS 2.1, 2.2)
- examine the causes and effects of the U.S. action in Mexico. (HGSS 5.1, 5.2)
- evaluate the contributions of the U.S. military to the Allied war effort in WWI. (HGSS 1.1, 1.2)
- determine the causes of the federal government taking control of the American economy during WWI. (HGSS 4.1, 4.2)
- determine the consequences of WWI mobilization efforts of the U.S. (HGSS 1.1, 1.2)
- compare and contrast Wilson's Fourteen Points and the Treaty of Versailles. (HGSS 5.1, 5.2)
- analyze the actions taken by the U.S. government regarding the beginning of the First Red Scare. (HGSS 3.1, 3.2)

Essential Questions

- Why did Wilson believe that additional progressive legislation needed to be passed? (HGSS 2.1, 2.2)
- What were the causes and consequences of American involvement in WWI on the U.S.? (HGSS 1.1, 1.2)
- In what ways did the role that the federal government played in the economy before, during, and after WWI continue and change? (HGSS 4.1, 4.2)
- In what ways was the U.S. positively and negatively affected by external beliefs and ideas? (HGSS 3.1, 3.2)
- How did Wilson's foreign policy change the relationship between the U.S. and the global community? (HGSS 5.1, 5.2)

Ideas

- New Freedom
- Moral Diplomacy
- isolationism
- militarism
- nationalism
- imperialism
- alliance
- trench warfare
- armistice
- reparations
- communism

People

- Woodrow Wilson
- John. J. Pershing
- Vladimir Lenin
- Henry Cabot Lodge
- A. Mitchell Palmer

Places/ Institutions

- Federal Reserve
- Federal Trade Commission
- Balkans
- Central Powers
- Allied Powers
- Selective Service
- National War Labor Board
- Committee on Public Information
- League of Nations

Events

- 18th Amendment
- 19th Amendment
- Clayton Anti-trust Act
- Mexican Revolution
- Sussex Pledge
- Zimmerman Note
- Bolshevik Revolution
- War Revenue Act
- Treaty of Versailles
- flu epidemic
- First Red Scare

Pacing: 4-5 weeks (suggested)**Instructional Ideas**

- Create a story board showing the evolution of Progressivism from 1880s to today (continued from units 4 & 5) (HGSS 2.1, 2.2)
 - Lesson plans on *Gilder Lehrman Resource Page*, Progressive Reforms and the Trusts <http://www.gilderlehrman.org/history-by-era/rise-industrial-america-1877-1900/gilded-age/teaching-resources>
 - Reading Like a Historian Lesson Plans on Progressivism. <https://sheg.stanford.edu/progressivism>
- *American Anthem* History and Geography supplemental text, Women Win the Vote (HGSS 2.1, 2.2)
- Create a graphic organizer showing the programs created and laws passed during U.S. mobilization for WWI. Save this and compare it to a similar one for WWII in unit 8. (HGSS 1.2, 4.1, 4.2)
- Set up a gallery walk with posters targeting African American soldiers during the war. Have students create their own recruitment posters. (HGSS 1.2, 4.1, 4.2)
 - <https://www.gilderlehrman.org/history-by-era/world-war-i/resources/recruiting-posters-for-african-american-soldiers-1918>
- Read an excerpt from a diary by Ella Jane Osborn and read the poem, *In Flanders Fields*. Create a one pager describing the scene and effects of war. (HGSS 1.1, 1.2)
 - <https://www.gilderlehrman.org/history-by-era/world-war-i/resources/world-war-i-poems-flanders-fields-answer-1918>
- Lead Philosophical Chairs discussions on the treatment of Germany after World War I and whether or not the U.S. should have joined the League of Nations. (HGSS 5.1, 5.2)
 - Wilson's *Fourteen Points*. http://avalon.law.yale.edu/20th_century/wilson14.asp.
 - Summary of Treaty of Versailles. http://www.historylearningsite.co.uk/treaty_of_versailles.htm
- Read the description of the *Schenck v United States* and conduct a Socratic Seminar on whether the government can/should curtail free speech during a time of war. (HGSS 1.1, 1.2, 3.1, 3.2)
 - http://www.pbs.org/wnet/supremecourt/capitalism/landmark_schenck.html
 - Espionage & Sedition Acts <http://immigrationtounitedstates.org/482-espionage-and-sedition-acts-of-1917-1918.html>

On Demand Writing: What was the most significant American contribution to the Allied War effort during WWI? (HGSS 3.3, 3.4)

Additional Resources

- Crash Course U.S. History on World War I. <https://www.youtube.com/watch?v=y59wErqg4Xg&index=33&list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s>
- *Gilder Lehrman Resource Page*: World War I. <http://www.gilderlehrman.org/history-by-era/progressive-era-new-era-1900-1929/world-war-i>.
- *PBS.com* on The Great War. <http://www.pbs.org/greatwar/>
- *PBS.com* on the American Experience: Influenza Outbreak. <http://www.pbs.org/wgbh/americanexperience/films/influenza/>
- DBQ Project (World History): *What were the underlying causes of World War I?*
- Bolshevik Revolution. <http://www.history.com/topics/russian-revolution>

UNIT 7

1921-1933

American Anthem pages 274-343

Context

As a result of World War I, many Americans became disillusioned with world affairs and opted for a foreign policy of isolationism. The 1920s transformed society in the areas of race, religion, popular culture, and the role of women. Nativism and the Ku Klux Klan saw a resurgence as Americans associated immigrants with communism and anarchism. Meanwhile, debates surfaced regarding the clash between urban and rural values.

The boom of the 1920s, aided by pro-business Republican presidents, was built on growing consumer credit that would eventually create an economic bubble, which led to the worst economic depression in the history of the U.S. The factors of the Great Depression; bank failures, foreclosures, high unemployment, and a decrease in consumerism were compounded by the drought in the Great Plains.

Content Objectives

The student will:

- discover the changing rights, responsibilities, and roles of women. **(HGSS 5.1)**
- analyze the factors that contributed to changes in production and consumerism during the 1920s. **(HGSS 4.1, 4.2)**
- draw connections between the American perception of immigrants and the desire for isolationism in the aftermath of WWI. **(HGSS 2.1, 2.2)**
- determine the significant positive and negative developments in race relations during the 1920s. **(HGSS 5.1)**
- Examine reactions to societal changes, such as prohibition and fundamentalism, of the roaring twenties. **(HGSS 1.2, 1.4, 3.1, 3.2)**
- analyze how the arts, music, and literature reflected social change. **(HGSS 3.1, 3.2)**
- explain the causes and consequences of the Great Depression. **(HGSS 5.1)**
- judge Hoover's economic policies during the Great Depression. **(HGSS 4.1, 4.2, 5.1)**

Essential Questions

- Can the U.S. government enforce a policy the American people are unwilling to follow, for instance, Prohibition? **(HGSS 1.2, 1.4)**
- How did the threat of foreign philosophies (communism, socialism, anarchism) justify government action in the post WWI era? **(HGSS 2.1, 2.2)**
- How did the context of the 1920s cause competing ideals and beliefs? **(HGSS 3.1, 3.2)**
- How did the economic conditions of the 1920s lead to the Great Depression? **(HGSS 4.1, 4.2)**
- Why was there a desire for a change in the relationship among people, communities, states, and the national government? **(HGSS 5.1)**

Ideas

- isolationism
- organized crime
- fundamentalism
- consumerism
- wealth distribution
- credit
- laissez-faire
- tariffs

People

- Warren G. Harding
- Calvin Coolidge
- Herbert Hoover
- Ku Klux Klan
- Nicola Sacco
- Bartolomeo Vanzetti
- Henry Ford
- Langston Hughes
- Marcus Garvey
- Okies

Places/ Institutions

- Harlem
- Wall Street
- Hooverilles
- Hoover Dam
- Dust Bowl

Events

- Washington Naval Conference
- Kellogg-Briand Pact
- National Origins Act
- Teapot Dome Scandal
- Indian Citizenship Act
- Great Migration
- *Tennessee v. Scopes*
- Stock Market Crash
- Bonus Army
- Reconstruction Finance Corporation
- Fordney-McCumber Tariff
- Smoot-Hawley Tariff

Pacing: 4 weeks (suggested)**Instructional Ideas**

- Reading Like a Historian Lessons on WWI and the 1920s. (HGSS 3.1, 3.2)
 - <https://sheg.stanford.edu/wwi-1920s>
- Economic goals of Society activity from the Focus Economic books. (HGSS 4.1, 4.3)
 - <https://books.google.com/books?id=36WBQIBGqjAC&pg=PA17&lpg=PA17&dq=lesson+one+broad+social+goals+of+economic+systems&source=bl&ots=01nJJaeGI&sig=Eqn7l0aVAb-UKy99cbchwNR4Q0&hl=en&sa=X&ved=0ahUKEwiB6PbziozNAhUTFVIKHZOiD0sQ6AEILzAD>
- 1920s opposing interpretations. Select passages regarding the 1920s that show a different perspective and description of the time period. Set up a centers activity with resources that students can use to find evidence to help them decide which interpretation is the most accurate. (HGSS 1.1, 1.2, 3.1, 3.2)
 - National Humanities Council Website—Becoming Modern: America in the 1920s. <http://americanclass.org/sources/becomingmodern/divisions/text1/text1.htm>
 - Eyewitnesstohistory.com: America in the 20s. <http://www.eyewitnesstohistory.com/snpmech.htm>
- RAFT writings. Assign different roles for students to take on in their journal entry. They might choose an African-American, a woman, an immigrant, etc. The journal entry should contain specific elements of the daily lives. (HGSS 2.1, 2.2, 5.1, 5.2)
- Students will develop a magazine that depicts the important cultural (arts, music, literature, etc.), social (lifestyles, way people lived and interacted, clash of urban v. rural values, etc.), political, and economic events of the 1920s. Each individual should write at least one magazine article, as well as create one supplementary piece of work such as an advertisement, political cartoon, a letter to the editor or an editorial. (HGSS 3.1, 3.2, 5.1, 5.2)

On Demand Writing: How did WWI change the U.S.? (HGSS 4.3, 4.4)

Additional Resources

- Analyze the poetry of Langston Hughes. <http://www.poetryfoundation.org/poem/177020>
- Nineteenth Amendment. http://www.archives.gov/exhibits/charters/constitution_amendments_11-27.html
- Mini-Q's in American History—*Prohibition: Why Did America Change Its Mind?*
- Emergence of Advertising in America: 1850-1920. <http://library.duke.edu/digitalcollections/ea/>
- Crash Course U.S. History, The Roaring 20s <https://www.youtube.com/watch?v=VfOR1XCMf7A>
- Crash Course U.S. History, Women's Suffrage. <https://www.youtube.com/watch?v=HGEMscZE5dY>
- America: Story of Us: *Boom*. <http://www.history.com/shows/america-the-story-of-us/episodes>

UNIT 8

1933-1945

American Anthem pages 344-452

Context

While Hoover and the Republicans were unsuccessful securing the support of the American people in the election of 1932, Franklin Delano Roosevelt and the New Democratic party seemed to provide hope through his New Deal programs. However, these programs experienced limited success, and ultimately, it was World War II that pulled America out of the depths of its ailing economy and catapulted it to the richest and most powerful nation in the world. The worldwide Great Depression led to Japanese, Italian, and German aggression, which eventually led to WWII.

Once the U.S. entered the war, the Roosevelt administration changed its focus from New Deal reforms to using the nation's vast productive capacity to defeat the Axis powers. Unprecedented government spending and economic controls helped mobilize the nation's industry for war. After Pearl Harbor, thousands of young men enlisted or were drafted into the armed forces. While this vacuum created opportunities for racial and ethnic minorities, as well as women, most were still treated with continued discriminatory attitudes. With American assistance, the war in Europe began to turn against the Germans, leading to their defeat and surrender in 1945. The United States military also led the charge against Japan in the Pacific Theatre. The unwillingness of the Japanese to surrender and the death of President Roosevelt left the decision on whether to use the newly developed atomic bomb to the country's new president, Harry Truman. That decision shaped America's role in the world for the decades to come.

Content Objectives

The student will:

- analyze the consequences of the Great Depression for the U.S. (HGSS 1.1, 1.2)
- evaluate the effectiveness of the New Deal programs for various groups through the 1930s and 1940s. (HGSS 2.1, 2.2, 3.1, 3.2)
- explain how the Great Depression and the Treaty of Versailles helped to create new political orders in many nations. (HGSS 1.1, 1.2)
- analyze the causes and consequences of American intervention in WWII. (HGSS 4.2, 5.1, 5.2)
- describe how the U.S. efforts of mobilization changed the relationship between the federal government and American citizens. (HGSS 2.1, 2.2, 3.1, 3.2)
- determine factors which pulled the U.S. out of the Great Depression. (HGSS 1.1, 1.2, 5.1, 5.2)
- Discuss how various groups in the U.S. were affected by WWII and the U.S. effort in the war. (HGSS 2.1, 2.2)

Essential Questions

- How were the ideas of work ethic, pride, individualism, and self-reliance challenged during the Great Depression and the New Deal? (HGSS 3.1, 3.2)
- How did the choices made by the U.S. during the 1930s impact Europe as WWII began? (HGSS 1.1, 1.2)
- How did Roosevelt balance American isolationism with the need to intervene in the war? (HGSS 4.2)
- In what way were the rights and responsibilities of women and other minorities changing in the 1930s and 1940s? (HGSS 2.1, 2.2)
- How did the U.S.'s role in WWII change the relationship of the U.S. in the global community? (HGSS 5.1, 5.2)

Ideas

- New Deal
- Keynesian economics
- appeasement
- fascism
- communism
- anti-Semitism
- isolation vs. intervention

People

- Franklin Roosevelt
- Francis Perkins
- Dorothea Lange
- Eleanor Roosevelt
- A. Phillip Randolph
- Adolf Hitler
- Joseph Stalin
- Winston Churchill
- Dwight Eisenhower
- Douglas MacArthur
- Tuskegee Airman
- Navajo Code Talkers
- Albert Einstein

Places/ Institutions

- Pearl Harbor
- Hiroshima
- Nagasaki
- Atlantic Theater
- Pacific Theater
- Dust Bowl
- Hoovervilles

Events

- 20th Amendment
- 21st Amendment
- 22nd Amendment
- Great Depression
- Fireside Chats
- Zoot Suit Riots
- Yalta Conference
- Potsdam Conference
- Holocaust
- Japanese Internment
- Manhattan Project
- United Nations

Pacing: 4-5 weeks (suggested)**Instructional Ideas**

- Silent Discussions. Use quotations from Roosevelt and Hoover to discuss whether it is more important for the federal government to “promote the general welfare” or to “secure the blessings of liberty.” (HGSS 1.1, 1.3)
 - <http://store.billofrightsinstitute.org/v/vspfiles/assets/images/pdf%20lessons/hoover%20and%20roosevelt.pdf.pdf>
- Have students create New Deal Program Posters describing purposes and effects. Then have students participate in a gallery walk to learn about the different programs. (HGSS 2.1, 2.2, 3.1, 3.2)
 - National Archives, *The New Deal*. <http://www.archives.gov/research/alic/reference/new-deal.html>
- Reading Like a Historian Lessons on the New Deal and WWII. (HGSS 2.1, 2.2, 3.1, 3.2)
 - <https://sheg.stanford.edu/new-deal-wwii>
- Create a graphic organizer showing the programs created and laws passed during U.S. mobilization for WWII. Compare this to the one done in unit 6 for WWI. (HGSS 3.2, 4.1, 4.2)
- WWII timeline with pictures: Have students put major events on a timeline that includes text explanation and photographs. (HGSS 4.1, 4.2, 5.2)
 - <http://www.nationalww2museum.org/learn/education/index.html>
- Four Freedoms Speech: Read and analyze the document. Using inside/outside circles, have students discuss how Roosevelt was advocating intervention in WWII. (HGSS 4.2)
 - <http://www.fdrlibrary.marist.edu/fourfreedoms>
- Home was a Horse Stall activity: Japanese American internment experience (HGSS 2.1, 2.2, 1.2)
 - <http://www.tolerance.org/activity/activity-home-was-horse-stall>
- WWII Causes and Effects TChart: After students have created their Tchart, they should rank the causes and effects in order from greatest to least. Conduct think/pair/share discussing justification for their rankings. (HGSS 1.1, 3.2, 5.1, 5.2)

On Demand Writing: Did the U.S. help to cause WWII? (HGSS 1.3, 1.4)

Additional Resources

- Companion website to Ken Burns’ *Documentary on the Dust Bowl*. <http://www.pbs.org/kenburns/dustbowl/>
- Library of Congress, *On the Home Front: American During WWI and WWII*. <http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/homefront/economic.html>
- DBQ Project: *What Caused the Great Depression?*
- History of the Flint Sit Down Strike. <http://flint.matrix.msu.edu/>
- Crash Course U.S. History: The Great Depression <https://www.youtube.com/watch?v=GCQfMWAikyU>
- Crash Course U.S. History: New Deal <https://www.youtube.com/watch?v=6bMq9Ek6jnA>
- Dorothea Lange Collection. http://www.moma.org/collection/artist.php?artist_id=3373
- DBQ Project Mini-Qs: *Why Did the Japanese Bomb Pearl Harbor?*
- A. Philip Randolph, *Call to Negro America to March on Washington*. http://www.wwnorton.com/college/history/archive/resources/documents/ch30_02.htm
- Japanese Internment. <http://www.pbs.org/childofcamp/history/index.html?PHPSESSID=032e01e0>

