

Citywide History Standards and Curriculum Guide

High School 20th Century Modern American History



Introduction:

Central Elements: This guide outlines...

- the key themes, ideas, people, events, documents, policies, debates, and decisions found in 20th Century Modern American History, 1877 - 2001
- the performance benchmarks students and teachers are responsible for
- the history and social studies skills; reading, writing, and thinking strategies; discussion, presentation, and writing skills students must master to meet the performance benchmarks.

These central elements provide a concise overview of the content and skills students will be expected to master in the 20th Century Modern American History course. All of the elements are aligned with the Massachusetts History/Social Science Curriculum Framework. Classroom teachers should use this document to guide their thinking as they plan their units, lessons, and assessments.

Section I: Themes, Skills and Strategies

A. Key Themes: Adapted from the Massachusetts Curriculum Framework

The Massachusetts Curriculum Framework presents districts with seven broad overarching themes to be applied to the study of United States History. These Massachusetts themes have been modified, using information from the National Standards for United States History, the Bradley Commission's *Building A History Curriculum*ⁱ, and Project '87ⁱⁱ to create themes that enhance the study of United States History.

Each of the eight themes has been paired with key questions, which also appear throughout the guide, aligned with each historical era. These questions represent "big ideas" that are important to every era throughout U.S. History. Many of them can be discussed before students even begin to study specific content, to assess their background knowledge, beliefs, opinions, and misconceptions. They can be returned to time and again to determine how students' initial knowledge, beliefs, and opinions are being reshaped as they study new content. As students consider and respond to the questions, their answers should always be supported by evidence they've gathered from their experiences, the materials used in the course, and additional research they may have conducted.

Each era in the course is aligned with one or more key themes and selected key questions from the theme. One to three themes, and a limited number of questions, have been selected to provide a reasonable scope of inquiry for each era. Teachers may elect to pursue additional questions they think are most relevant, though care must be given to maintaining an efficient pace through the overall content of the course.

The eight themes are:

M1 – Democracy, Personal Freedom, Individual Responsibility, and Human Rights: The evolution of the concepts of personal freedom, individual responsibility, and respect for human dignity. This theme considers the central ideas and institutions of American democracy, the origins of democratic principles and institutions in Ancient Greece and Rome. The theme chronicles the growth of constitutional democracy, the balance between the needs of government and the rights of individuals, the expansion of male and female suffrage, the establishment and abolishment of slavery, and the ongoing struggle for civil and human rights from the 18th to the early 21st centuries.

Key Questions:

- What are the key principles that guide people's social, political, and economic lives in the U.S.?
- To what extent has our country lived up to these principles throughout its history?
- When have we fallen short in practicing our principles, why have we fallen short, and what have been the effects?
- What are the (recurring) issues that bring the government into conflict with peoples' freedoms?
- What is the proper balance between order on the one hand and liberty on the other?
- When should the government exert its power over an individual, even if s/he doesn't want it to?
- What role should the United States Supreme Court play in making policy for the nation?
When should the Court restrict itself to ruling narrowly on cases of law?
- What (if anything) is left for us to do to live up to our principles?

M2- Federalism – the Growth of Centralized Democracy: This theme addresses the growth and purposes of American government, and the steady development and increasing importance of the federal government in the Civil War, during the Progressive and New Deal eras, in the 1960s under President Johnson's Great Society and beyond. Specifically, the theme of Federalism and the Growth of Centralized Democracy examines the struggle to maintain a balance of power between branches of government and between nation and states.

Key Questions:

- What are the issues that bring the branches of government into conflict?
- What are the benefits and consequences of conflict among the branches of government?
- What are the dangers or benefits to national welfare if control of the three branches is vested in the hands of one political party?
- To what extent are all citizens effectively represented in the legislative, judicial, and executive branches of government? What, if any, measures should be taken to ensure that they are?
- What powers should the national government exercise? What powers should state governments exercise?
- What are the (recurring) issues that bring the national and state governments into conflict?
- Whose interests are at stake when the national and state governments collide with one another?
- When should the federal government exert its power over a state, even if the state doesn't want it to?
- What important problems did the creation of the Constitution resolve? What problems did it leave unresolved?

M3-Foreign Policy, The Exercise of National Power and the Growth of Presidential Power: The potential, limits, and the role of the United States and her leaders in world affairs.

The United States was established as a product of many conflicts among nations and indigenous people, culminating in the American Revolution. Throughout its history, the United States has followed different foreign policies to promote its interests and beliefs. These policies have included neutrality, imperialism, containment, and internationalism. This theme examines the relationship between domestic affairs and foreign policy and determines why and how the United States has chosen between international conflict and cooperation, and/or isolation and interdependence.

Key Questions:

- How have American principles and values shaped American interaction with nations and people?
- How has the United States interacted with other nations historically and in the recent past?
- What have been the United States' major successes and failures in our relations with other countries and people?
- To what extent has the United States' exercise of power been selfish or humanitarian; necessary, warranted, just, or excessive?
- To what extent should any nation be free to exercise its power to impact the destiny of other peoples or nations? What principles should guide these interactions?

- What should be the role of the United States in the world outside our borders?
- How have presidential powers changed in response to wars or other crises? Should the limits of presidential powers change during exceptional times or should they always remain as stated in the Constitution?

M4- Geography: The effects of geography on the history and development of the United States. This theme examines the influence of geography, climate and natural resources on the way that Americans live and work. The theme examines the desire to control additional land and resources within and outside the United States in the distant and recent past.

Key Questions:

- How do geography, climate and resources influence or limit the economic development of the United States?
- What is the relationship between geography and technology and its effect on the economic, social, and political development of the United States?
- What methods have been used to secure control over land and resources? To what extent has the United States, or people within the U.S., used fair and just methods to secure control over land and resources that did not belong to us (or them)? When, if ever, is it fair and just to take control of land and resources when the current inhabitants or owners object?
- How have American methods to secure control of land and resources influenced relationships among people within and without the United States?
- What is the relationship between geography and its effect on national and international economic, social and political developments?

M5- Capitalism, Free Markets, and Industrial Economies – Economic Prosperity and Increased Economic Disparities: The growth and spread of free markets and industrial economies. This theme considers the basic terms, principles, and institutions of capitalist economies, examines owners and workers relationships and strategies to facilitate industrial development (e.g., mechanization, assembly lines, partnerships, corporations, trusts, monopolies, cartels, globalization), including the responses to varied strategies. The theme addresses the role of economic trade in spreading ideas, customs, and practices, the origins and dramatic consequences of the Industrial Revolution and raises questions regarding the cause and consequences of economic prosperity and disparities.

Key Questions:

- What should be the basic rights of businesses and other employers? What should be the basic rights of employees?
- What role should the government play in protecting the interests of employers and workers alike?
- When should the government leave businesses alone and when should the government try to restrict businesses' freedom to do as they please?
- What are the causes of economic disparities and what role, if any, should businesses and the government play in correcting disparities?

M6- Scientific Reasoning and Technology: The development of scientific reasoning, technology, and formal education over time and their effects on people's health, standards of living, economic growth, government, religious beliefs, communal life, and the environment. This theme addresses the development of varied writing systems and scientific and mathematical thought. It considers the major technological innovations and scientific theories that have resulted in growth in economics, science, medicine, and communication. The theme also examines the failure and misuse of science and technology from the 19th to the early 21st centuries and long and short-term consequences.

Key Questions:

- How have scientific or technological discoveries or advancements altered American life?
- How have these discoveries or advancements been for better and for worse?
- How have Americans adapted to changes that have been difficult for some or many people?

- What rules or restrictions should be applied to the introduction of new technologies?

M7 – Individuals, Groups and Institutions: This theme examines the impact of individuals and groups whose work benefited American economic and political development and whose presence brought changes to American social and cultural landscapes from the 18th through the 21st centuries.

Key Question:

- How has immigration (voluntary and involuntary) changed America and how has America treated and changed its immigrants?
- What role should the government play to build tolerance and equity among people of different races, religions, cultures, ethnic groups, and beliefs?
- What effect does intolerance have on the social, political, and economic life of a nation and its people?
- What rules should regulate immigration to America today? Should people from all nations have fair and equal opportunities to immigrate to the United States?
- To what extent can individuals and small groups of people make important and significant changes in the ways Americans live?
- What responsibilities do you have to work for change when you recognize that change is needed?

M8- Culture and Intellectual Life: This theme examines the changing character of American society, culture, and ideas. The theme looks at the development throughout history of the arts (fine arts, theater, dance, music) and mass communication (e.g., pamphlets, newspapers, magazines, radio, television) to inform and to influence the American public. The theme also explores and questions the export of American culture, art forms and “way of life” to other countries.

Key Questions:

- How have various art forms informed and influenced the public?
- To what extent are the arts an essential element of our society that must be protected and supported? What role, if any, should the government play?
- Why doesn't everyone around the world or in this country embrace American ideas and beliefs?
- What American principles, beliefs, and ideas should be embraced by people in other countries? Why is it that some or many people don't embrace these principles, beliefs, and ideas now?
- How has “the American way of life” benefited or worked to the detriment of other peoples and countries?



B. History and Social Studies Skills - Procedural Knowledge

Students are expected to develop the following skills to access, understand, evaluate, and apply the information and ideas they will study throughout the year. The development of these skills is the responsibility of every teacher.

Students will:

1. Construct timelines, identify ways to express time relationships, and arrange events in chronological order.
2. Construct, read, and interpret charts, graphs, and maps.
3. Use historical maps (physical and political) to place ideas, events, people in time and an historical context.
4. Define and use concepts and terms from history, civics and government, economics and geography.

5. Distinguish fact from opinion.
6. Identify and explain the parts of an organization, institution, or system and their relationships.
7. Identify and explain cause and effect relationships, sequence of events, and correlation of events.
8. Make causal connections between and among historic, economic, social, intellectual, cultural, and political events, ideas, and trends.
9. Compare, contrast, evaluate, defend and critique ideas, values, personalities, behaviors, motives, beliefs, opinions, and institutions.
10. Demonstrate historical understanding and perspective:
 - a. describe the past through the eyes and experiences of those who were there,
 - b. consider the historical context in which the event unfolded,
 - c. examine and judge the past first from the norms and values of the era in question before comparing the past in terms of current norms and values.
11. Explain, analyze, and evaluate events, policies, actions, ideas, movements, debates, and decisions for strengths and weaknesses, using historical evidence and considering historical context; suggest viable alternatives, where appropriate.
12. Read, observe, listen to, analyze, and evaluate primary source documents, artifacts, charts, graphs, and other data.
Students will:
 - a. Identify the author or source and assess for credibility.
 - b. Identify the central question(s) and concepts the source addresses
 - c. Identify the purpose, perspective, or point of view from which it has been constructed
 - d. Differentiate between facts, opinions, beliefs, and interpretations
 - e. Assess for accuracy and validity
 - f. Summarize
 - g. Take and defend a position on its content, where appropriate, orally and in writing.
13. Make connections between historical issues, events, decisions and the present and themselves; determine their importance to current affairs.
14. Understand instructions in order to write responses to questions. Instructions include: define, describe, explain, analyze, demonstrate, make connections, trace, summarize, evaluate, critique, defend, compare/contrast, assess, identify

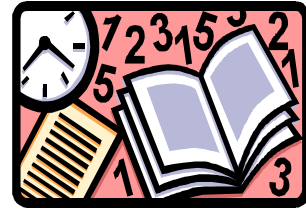


C. Assessment

In order to help students do well on the MCAS and other local assessments, teachers need to assess students' skills and understandings on a frequent basis to learn what students have and have not mastered, to inform their subsequent instruction, and to hold students accountable. All students need to:

1. Respond to frequent multiple choice, open-response, and essay questions that assess their understanding of the key themes, ideas, people, events, policies, debates, decisions, and documents included in the curriculum guide.
2. Analyze their responses to identify areas in need of improvement; work on these areas in collaboration with the teacher.
3. Maintain an up-to-date history notebook including notes, assignments, and responses to presentations, readings, videos, key questions, and primary source materials, including the key documents.

It is the responsibility of every teacher to help students learn how to do these things well.



Section II: Citywide Standards for 20th Century Modern American History, 1877 - 2001

A. Standards Format

The standards for all history courses have been divided into two sections: procedural standards and content standards. The first fifteen (15) standards for every history course are the procedural standards which precede the content standards.

The chart below highlights the format and the information to be found in the content standards. The sections of the chart are as follow:

- (#1) – Title of the Era including time periods to be addressed.
- (#2) – One or more key Massachusetts themes (number and title, i.e. M1 Democracy Personal Freedom) that align with the era, and selected key questions from the theme. Though other themes and key questions could be included, 1-3 themes and a limited number of questions have been selected to provide a reasonable scope of inquiry.
- (#3) - A listing of the Key Ideas, People and Events for the era under study.
- (#4) - Key Cases, Decisions, Debates that occurred during the era, to be addressed in all classrooms
- (#5) - Primary Source documents to be addressed by all teachers in all classrooms.

Era I: The Political and Intellectual Origins of ...			#1
Key Themes: Era I			
M1- Personal Freedom, Individual Responsibility... and questions.			#2
Key Ideas	Key People	Key Events	
▪ British imperialism	▪ John Locke	▪ French & Indian War	#3
Key Policies, Debates, Decisions: the Great Compromise; Federalists vs. Anti-Federalists			
Required Documents: Students will be able to read, interpret, discuss and respond to these documents:			#4
• Mayflower Compact (1620)*		▪ the United States Constitution (1787)*	
	#5		

A list of standards and performance benchmarks follows the grid for each era. Teachers should build their instruction, assignments, projects, and assessments around these benchmarks. Students should be able to meet the benchmarks, using key people, events, cases, decisions, and debates to illustrate their understanding.

The performance benchmarks, primary source documents, and the key ideas, people, events, cases, decisions, debates, and questions will be used in the development of multiple choice and open response/essay questions to be included in the mid and end of course, district assessments.



B. Course Sequence:

The high school course sequence for history appears below. This sequence has been established to accommodate MCAS testing that will focus on American History content. Tryouts of the examination, to be administered to sophomores, have been scheduled for spring 2005. United States History I, 20th Century Modern American History and World History: 1800 to the Present are required courses.

Grade 9	United States History I: 1763 to 1877
Grade 10	20 th Century Modern American History, 1877 - 2001 MCAS Testing (Tryouts - spring 2005.)
Grade 11	World History: 1800 to the Present (required) or AP History electives
Grade 12	Social Science Electives or World History: 1800 to the present (required)

C. Scope, Sequence, and Pacing Guide

A scope, sequence, and pacing guide have been established for the 20th Century Modern American History course. Six eras are covered during the course. Instruction in one era should be completed every six weeks.

Mid-Course Assessment: Eras VII, VIII, and IX

End-of-Course Assessment: Eras X, XI, and XII

Procedural Standards: Students are expected to develop the following skills to access, understanding, evaluate, and apply the information and ideas they will study throughout the year. The development of these skills is the responsibility of every teacher.

Standard	Students will...
1	Construct timelines, identify ways to express time relationships, and arrange events in chronological order.
2	Construct, read, and interpret charts, graphs, and maps.
3	Use historical maps (physical and political) to place ideas, events, people in time and an historical context.
4	Define and use concepts and terms from history, civics and government, economics and geography.
5	Differentiate between facts, opinions, beliefs, and interpretations.
6	Identify historical people, events, issues, decisions, documents, or ideas.
7	Describe, summarize, or explain historical events, issues, decisions, institutions, documents, artifacts, ideas, et al. using historical evidence and considering historical context.
8	Identify or describe historical people, their ideas, decisions, purpose, beliefs, opinions, motives, perspective, or point of view.
9	Identify and explain cause and effect relationships, using historical evidence and considering historical context.
10	Identify and explain sequence of events.
11	Compare and contrast historical people, events, issues, decisions, motives, beliefs, opinions, institutions, documents, ideas, et al., using historical evidence and considering historical context.
12	Make connections between and among historical people, events, issues, decisions, motives, beliefs, opinions, institutions, documents, ideas, et al., including the present, using historical evidence and considering historical context.
13	Analyze historical people, events, issues, decisions, motives, beliefs, opinions, institutions, documents, ideas, et al., using historical evidence and considering historical context.
14	Evaluate, assess, comment upon, or critique historical people, events, issues, decisions, motives, beliefs, opinions, institutions, documents, ideas, et al., using historical evidence and considering historical context.

15	Defend historical decisions, motives, beliefs, opinions, documents, ideas, et al., using historical evidence and considering historical context.
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Content Standards:

Era VII: Industrial America and Its Emerging Role in International Affairs, 1870-1920

Key Themes: Era VII

M3- Foreign Policy, The Exercise of National Power and Growth of Presidential Power

Key Question: a) To what extent should any nation be free to exercise its power to impact the destiny of other peoples or nations? What principles should guide these interactions?

M5- Capitalism, Free Markets, and Industrial Economies – Economic Prosperity and Increased

Economic Disparities Key Questions: a) What should be the basic rights of businesses and other employers? What should be the basic rights of employees? b) What role should the government play in protecting the interests of employers and workers alike?

M6- Scientific Reasoning and Technology

Key Question: a) How have scientific or technological discoveries or advancements altered American life?

Key Ideas	Key People	Key Events
<ul style="list-style-type: none"> ▪ Social Darwinism ▪ <i>The White Man’s Burden</i> ▪ Assimilation ▪ Nativism ▪ Imperialism ▪ Annexation ▪ Roosevelt Corollary, 1904 ▪ Dollar Diplomacy ▪ Modern Warfare/Use of Technology ▪ Fourteen Points Doctrine, 1918 ▪ Industrial Revolution ▪ Assembly line method ▪ Mass production method ▪ Unionization 	<ul style="list-style-type: none"> ▪ Crazy Horse ▪ Sitting Bull ▪ Thomas Edison ▪ Cyrus W. Field ▪ Henry Ford ▪ Charles Goodyear ▪ Orville and Wilbur Wright ▪ Amelia Earhart ▪ Charles Lindbergh ▪ Guglielmo Marconi ▪ Alexander Graham Bell ▪ Andrew Carnegie ▪ John D. Rockefeller ▪ J.P. Morgan ▪ Cornelius Vanderbilt ▪ Samuel Gompers ▪ Eugene Debs ▪ Matthew C. Perry ▪ William McKinley ▪ Queen Liliuokalani ▪ Theodore Roosevelt ▪ William Howard Taft ▪ Woodrow Wilson 	<ul style="list-style-type: none"> ▪ Sioux Wars, 1876-77 ▪ Battle of Little Bighorn ▪ Establishment of Indian Boarding Schools ▪ Chinese Exclusion Act, 1882 ▪ Dawes Act, 1887 ▪ Battle of Wounded Knee, 1890 ▪ Increased immigration, 1890-1920 ▪ Continued westward expansion ▪ Knights of Labor formed ▪ Populist party established ▪ Socialist party established ▪ Alaska purchased, 1867 ▪ Annexation of Hawaii, 1898 ▪ Sinking of the battle ship <i>Maine</i>, 1898 ▪ Spanish American War, 1898 ▪ Open Door Policy, 1899 ▪ Construction of the Panama Canal ▪ Platt Amendment, 1903-34 ▪ Gentleman’s Agreement, 1908 ▪ American Intervention in Mexico ▪ World War I begins, 1914 ▪ America enter World War I, 1917 ▪ World War I ends, 1918 ▪ Influenza Epidemic, 1918 ▪ Treaty of Versailles, 1919 ▪ Establishment of the League of Nations

Key Policies, Debates, Decisions & Reactions: Insular Case, Open Door Policy, 1899, Treaty of Versailles, 1919

Required Documents: Emma Lazarus, “The New Colossus” (1883)

Content Standards/Performance Benchmarks:

Era VII - Industrial America and Its Emerging Role in International Affairs, 1870-1920

Standards	Students will be able to...
16	Explain and evaluate the various causes of the Industrial Revolution. Consider such factors as: a) the economic impetus provided by the Civil War b) Important technological and scientific advances and c) the role of business leaders, entrepreneurs, and inventors such as Thomas Edison, Alexander Graham Bell, Andrew Carnegie, John D. Rockefeller, J.P. Morgan, and Cornelius Vanderbilt.
17	Explain and assess the impact of the important consequences of the Industrial Revolution such as: a) the growth of big business b) the environmental impact of the Industrial Revolution and c) the expansion of cities d) the response of the federal government.
18	Describe the causes of the immigration of Southern and Eastern Europeans, and Chinese, Korean, and Japanese to America in the late 19 th and early 20 th century; describe the major roles of these immigrants in the industrialization of America; describe the role of the federal government in regulating immigration; and assess the impact of immigration on American society.
19	Explain the causes of the continuing westward expansion of the American people after the Civil War and assess the impact of this migration on the Indians.
20	Explain the formation and goals of unions such as the Knights of Labor and the Federation of Labor during the Industrial era; assess their impact on industry and workers; explain the response of industrialists and the federal government.
21	Explain the rise of radical political parties like the Populist Party and the Socialist Party during the Industrial era; assess their impact.
22	Explain the causes and course of America’s growing role in world affairs from the Civil War to World War I and assess this growing role. Consider factors such as a) the influence of the ideas associated with Social Darwinism b) the purchase of Alaska from Russia c) America’s growing influence in Hawaii leading to annexation d) the Spanish-American War e) U.S. expansion into Asia under the Open Door policy f) President Roosevelt’s Corollary to the Monroe Doctrine g) America’s role in the building of the Panama Canal h) President Taft’s Dollar Diplomacy i) President Wilson’s intervention in Mexico, and j) American entry into World War I.
23	Explain and assess the course and significance of President Wilson’s wartime diplomacy including his Fourteen Points, the League of Nations, and the failure of the Versailles treaty.

Era VIII: Age of Reform: Social, Political, Cultural Reforms, Progressivism and the New Deal, 1900-1940

Key Themes: Era VIII

M1 – Democracy, Personal Freedom, Individual Responsibility, and Human Rights

Key Questions: a) When have we fallen short in practicing our principles, why have we fallen short and what have been the effects? b) What (if anything) is left for us to do to live up to our principles?

M5- Capitalism, Free Markets, and Industrial Economies – Economic Prosperity and Increased Economic Disparities

Key Question: a) What are the causes of economic disparities; what role, if any, should business and the government play in correcting them?

M7 – Individuals, Groups and Institutions

Key Question: a) What role should the government play to build tolerance and equity among people of different races, religions, cultures, ethnic groups, and beliefs?

Key Ideas	Key People	Key Events
<ul style="list-style-type: none"> ▪ Progressivism ▪ Child Labor Laws ▪ Consumer Protection ▪ Sherman Anti-Trust Act ▪ Pure Food and Drug Act ▪ Meat Packing Act ▪ Federal Reserve Act ▪ Clayton Anti-Trust Act ▪ Muckrackers ▪ New Deal ▪ Social Responsibility ▪ Social Jurisprudence ▪ Federal Deposit Insurance Corporation ▪ Security and Exchange Commission ▪ Tennessee Valley Authority ▪ Social Security Act ▪ National Labor Relations Act ▪ Work Progress Administration ▪ Fair Labor Standards Act ▪ American Federation of Labor, the Congress of Industrial Organizations ▪ American Communist Party ▪ Segregation 	<ul style="list-style-type: none"> ▪ William Jennings Bryant ▪ Theodore Roosevelt ▪ William Howard Taft ▪ Woodrow Wilson ▪ Upton Sinclair ▪ Ida Tarbell ▪ Jane Addams ▪ Robert LaFollette ▪ John Dewey ▪ Booker T. Washington ▪ W.E.B. DuBois ▪ Marcus Garvey ▪ Madame C. J. Walker ▪ Bessie Coleman ▪ Ida B. Wells-Barnett ▪ Mary McLeod Buthane ▪ William Monroe Trotter ▪ Justice Brandeis ▪ Susan B. Anthony ▪ Carrie Chapman Catt ▪ Alice Paul ▪ Mary Church Terrell ▪ John Maynard Keynes ▪ Milton Friedman ▪ Herbert Hoover ▪ Franklin D. Roosevelt ▪ Eleanor Roosevelt ▪ Huey Long ▪ Charles Coughlin 	<ul style="list-style-type: none"> ▪ Boston Police Strike, 1919 ▪ Palmer Raids, 1919 ▪ The Red Scare, 1919 ▪ Trial of Sacco and Vanzetti, 1927 ▪ Scopes Trail ▪ Prohibition/18th Amendment, 1919 ▪ Ratification of 19th Amendment, 1920 ▪ Harlem Renaissance ▪ Cross of Gold Speech ▪ Jazz Age ▪ Formation of NAACP ▪ Race Riots/Lynchings ▪ The Great Migration ▪ Prohibition begins, ▪ Stock Market Crash, 1929 ▪ Global depression begins, 1930

Key Policies, Debates, Decisions: Child Labor Laws, New Deal, Scopes Trail, Ratification of 19th Amendment, 1920

Required Documents: President Theodore Roosevelt, “The New Nationalism,” speech

Content Standards/Performance Benchmarks: Era VIII –
The Age of Reform: Progressivism and the New Deal, 1900-1940

Standard	Students will be able to...
24	<p>Explain the origins of Progressivism and important Progressive leaders; summarize and assess the major accomplishments of Progressivism. This includes:</p> <p><i>People:</i> a. William Jennings Bryan, President Theodore Roosevelt, President William H. Taft, President Woodrow Wilson, Upton Sinclair, Ida Tarbell, Jane Addams, Robert La Follette, John Dewey</p> <p><i>Policies:</i> b. Bans against child labor; the initiative referendum, and recall; the Sherman Anti-Trust Act (1890); the Pure Food and Drug Act (1906); the Meat Packing Act (1906); the Federal Reserve Act (1913); the Clayton Anti-Trust Act (1914); and the ratification of the Nineteenth Amendment in 1920</p>
25	<p>Explain the post-Civil War struggles of African Americans and women to gain basic civil rights and efforts used to deny them; compare and assess their varying strategies; include significant individuals and organizations such as: a. Booker T. Washington, W.E.B. Du Bois, the National Association for the Advancement of Colored People (NAACP), Marcus Garvey, Carrie Chapman Catt, and Alice Paul; assess the role of the federal government (executive, legislative, judicial branches).</p>
26	<p>Describe how the battle between traditionalism and modernity manifested itself in the major historical trends and events after World War I and throughout the 1920s. Consider: a. the Boston police strike in 1919, b. the Red Scare and Sacco and Vanzetti, c. Racial and ethnic tensions, and d. the Scopes Trial and the debate over Darwin's On the Origins of Species, e. Prohibition.</p>
27	<p>Explain the various causes and consequences of the global depression of the 1930s, and describe how Americans responded to the Great Depression. Consider: a. restrictive monetary policies, b. unemployment, c. support for political and economic reform, and d. the influence of the ideas of John Maynard Keynes, and the critique of centralized economic planning and management by Milton Friedman.</p>
28	<p>Explain and assess the important policies, institutions, and personalities of the New Deal era. This includes:</p> <p><i>People:</i> a. President Herbert Hoover, President Franklin D. Roosevelt, Eleanor Roosevelt, Huey Long, and Charles Coughlin</p> <p><i>Policies:</i> b. the establishment of the Federal Deposit Insurance Corporation, the and Exchange Commission, the Tennessee Valley Authority, the Social Security Act, the National Labor Relations Act, the Works Progress Administration, and the Fair Labor Standards Act.</p> <p><i>Institutions:</i> c. the American Federation of Labor, the Congress of Industrial Organizations, and the American Communist Party</p>
29	<p>Explain and evaluate how the Great Depression and the New Deal affected American society. Consider: a. the increased importance of the federal government in establishing economic and social policies, and b. the emergence of a "New Deal coalition" consisting of blacks, blue-collar workers, poor farmers, Jews, and Catholics.</p>

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Era IX: World War II, 1939-1945

Key Themes: Era IX

M3 – Foreign Policy, The Exercise of National Power and the Growth of Presidential Power

Key Question: a) What should be the role of the United States in the world outside our borders? b) How have presidential powers changes in response to wars or other crises? Should the limits of presidential powers change during exceptional times or should they always remain as stated in the Constitution?

M4- Geography

Key Question: a) What is the relationship between geography and its effect on national and international economic, social and political developments?

M6 – Scientific Reasoning and Technology:

Key Question: a) What rules or restrictions should be applied to the introduction of new technologies?

Key Ideas		Key People
<ul style="list-style-type: none"> ▪ Isolationism ▪ Nationalism ▪ Totalitarianism ▪ Militarism ▪ Appeasement ▪ Munich Conference ▪ Fascism ▪ Blitzkrieg ▪ Total War ▪ Neutrality Act, 1937 & 1939 ▪ Lend-Lease Act, 1941 	<ul style="list-style-type: none"> ▪ Federal Fair Employment Practices Committee, 1941 ▪ Genocide ▪ War Crimes ▪ Propaganda ▪ Indoctrination ▪ Censorship 	<ul style="list-style-type: none"> ▪ Franklin D. Roosevelt ▪ Neville Chamberlain ▪ Adolph Hitler ▪ Benito Mussolini ▪ Josef Stalin ▪ Emperor Hirohito ▪ Douglas MacArthur ▪ Winston Churchill ▪ Tuskegee Airmen ▪ Dwight Eisenhower ▪ Albert Einstein ▪ Robert Oppenheimer ▪ Harry Truman ▪ A. Philip Randolph

Key Events		
<ul style="list-style-type: none"> ▪ Hitler comes to power, 1933 ▪ German occupation of the Rhineland, 1936 ▪ German seizure of Sudetenland, 1938 ▪ German seizure of Czechoslovakia, 1939 ▪ German invasion of Poland, 1939 ▪ World War II begins in Europe, 1939 ▪ Attack on Pearl Harbor (1941) 	<ul style="list-style-type: none"> ▪ United States enter World War II, 1941 ▪ Japanese-American Internment ▪ Japanese invasion of China, ▪ Rape of Nanking, ▪ Battle of Midway (1942) ▪ D-Day Invasion (1944) ▪ Battle of Okinawa, 1945 ▪ Battle of Iwo Jima, 1945 	<ul style="list-style-type: none"> ▪ Test of atomic bomb, Alamogordo, New Mexico, 1945 ▪ Manhattan Project ▪ Atomic bomb dropped on Hiroshima and Nagasaki (1945) ▪ Battle of the Bulge, 1945 ▪ World War II ends, 1945 ▪ Yalta Conference, 1945 ▪ Potsdam Conference, 1945 ▪ Nuremberg Trials ▪ The Holocaust

Key Policies, Debates, Decisions: Japanese-American Internment, Dropping of the atomic bomb

Required Documents:

- President Franklin Roosevelt’s “Four Freedoms” speech (1941)

Content Standards/Performance Benchmarks: Era IX - World War II, 1939-1945

Standard	Students will be able to...
30	Explain and assess the impact of American isolationism after World War I; describe and assess its impact on U.S. foreign policy.
31	Explain how German aggression in Europe and Japanese aggression in Asia contributed to the start of World War II; summarize the major battles and events of the war, including: <ol style="list-style-type: none"> a. Fascism in Germany and Italy b. German rearmament and militarization of the Rhineland c. Germany's seizure of Austria and Czechoslovakia and German invasion of Poland d. Japan's invasion of China and the Rape of Nanking e. Pearl Harbor, Midway, D-Day, Okinawa, the Battle of the Bulge, Iwo Jima, and the Yalta and Potsdam conferences
32	On a map of the world, locate the Allied (France, Britain, the Soviet Union and the United States) and Axis powers (Germany, Italy, and Japan).
33	Explain the reasons for the dropping of atom bombs on Japan and evaluate the short and long-term effects.
34	Explain and evaluate important domestic events that took place during the war, including: <ol style="list-style-type: none"> a. How war-inspired economic growth ended the Great Depression b. A. Philip Randolph and the efforts to eliminate employment discrimination c. the entry of large numbers of women into the workforce d. the internment of West Coast Japanese-Americans in the U.S. and Canada

Era X: The Cold War Abroad, 1945-1989

Key Themes: Era X

M3 – Foreign Policy, The Exercise of National Power and the Growth of Presidential Power

Key Questions: a) How have American principles and values shaped American interaction with nations and people? b) To what extent has the United States’ exercise of power been selfish or humanitarian; necessary, warranted, just, or excessive?

Key Ideas	Key People	Key Events
<ul style="list-style-type: none"> ▪ Cold War ▪ Iron Curtain ▪ Brinkmanship ▪ Establishment of NATO ▪ Establishment of Organization of American States, 1948 ▪ Arms Race ▪ Communism ▪ Containment ▪ Truman Doctrine, 1947 ▪ Marshall Plan, 1948-51 ▪ Détente ▪ Perestroika ▪ Glasnost 	<ul style="list-style-type: none"> ▪ Dwight Eisenhower ▪ John Foster Dulles ▪ John F. Kennedy ▪ Mao Zedong ▪ Nikita Khrushchev ▪ Lyndon B. Johnson ▪ Richard Nixon ▪ Henry Kissinger ▪ Mikhail Gorbachev ▪ Ronald Reagan 	<ul style="list-style-type: none"> ▪ Berlin Airlift, 1948 ▪ Korean War, 1950-53 ▪ Desegregation of Armed Services ▪ Dien Bien Phu captured, 1954 ▪ Sputnik, 1959 ▪ American involvement in Vietnam/Vietnam War ▪ Bay of Pigs Invasion, 1961 ▪ Cuban Missile Crisis, 1962 ▪ Tet Offensive ▪ Gulf of Tonkin Resolution ▪ My Lai Massacre, 1969 ▪ American troops in Cambodia, 1970 ▪ American withdrawal from Vietnam, 1975 ▪ Nixon Visits China ▪ Israeli-Egyptian Accord ▪ Razing of the Berlin Wall
<p>Key Policies, Debates, Decisions: Brinkmanship, Containment, Truman Doctrine, 1947, Marshall Plan, 1948-51, Cuban Missile Crisis, 1962</p>		
<p>Required Documents:</p> <ul style="list-style-type: none"> ▪ The Truman Doctrine (1947) ▪ George Kennan, “The Source of Soviet Conduct” (1947) ▪ President John F. Kennedy, Inaugural Address (1961) 		

Content Standards/Performance Benchmarks: Era X - The Cold War Abroad, 1945-1989

Standard	Students will be able to...
35	<p>Explain the factors that contributed to the Cold War; describe and assess the policy of containment as America’s response to Soviet expansionist policies; consider:</p> <ul style="list-style-type: none"> a. the differences between the Soviet and American political and economic systems b. Soviet aggression in Eastern Europe c. the Truman Doctrine, the Marshall Plan, and NATO
36	<p>Explain and assess the importance and impact of the sources of Cold War conflict between the U.S. and the Soviet Union, including:</p> <ul style="list-style-type: none"> a. the Korean War b. Germany c. China d. the Middle East e. the arms race f. Latin America g. Africa h. the Vietnam War
37	<p>On a map of the world, locate the areas of Cold War conflict between the U. S. and the Soviet Union in the following regions, and explain and assess the importance and impact of each conflict:</p> <ul style="list-style-type: none"> a. Africa b. Asia c. Europe d. South and Central America e. the Middle East
38	<p>Summarize and assess the diplomatic and military policies of Presidents Eisenhower, Kennedy, Johnson, and Nixon</p>
39	<p>Explain how the failure of communist economic policies as well as U.S. sponsored resistance to Soviet military and diplomatic initiatives contributed to ending the Cold War.</p>

Era XI: Cold War America at Home: Economic Growth and Optimism, Anti-Communism, Social and Cultural and Reform, 1945-1980

Key Themes: Era XI

M1 – Democracy, Personal Freedom, Individual Responsibility, and Human Rights

Key Question: a) What role should the United States Supreme Court play in making policy for the nation? When should the Court restrict itself to ruling narrowly on cases of law?

M2- Federalism – the Growth of Centralized Democracy Key Question: a) When should the federal government exert its power over a state, even if the state doesn't want it to?

M7- Individuals, Groups and Institutions Key Question: a) To what extent can individuals and small groups of people make important and significant changes in the ways Americans live?

Key Ideas	Key People	Key Events
<ul style="list-style-type: none"> ▪ Fair Deal ▪ Consumerism ▪ Taft-Hartley Act, 1947 ▪ Space race ▪ American Communist Party ▪ Federal Bureau of Investigation ▪ The House Committee on Un-American Activities ▪ Blacklisting ▪ Desegregation ▪ Non-violent protests/civil disobedience ▪ Voter Registration ▪ “New Frontier” ▪ “War on Poverty,” 1964 ▪ “Great Society” Programs, 1965 ▪ Nuclear Test Ban Treaties ▪ Silent majority ▪ Counter-culture movement ▪ National Organization for Women founded, 1966 ▪ Creation of the Environmental Protection Agency, 1970 	<ul style="list-style-type: none"> ▪ Harry Truman ▪ Dwight D. Eisenhower ▪ George Wallace ▪ John F. Kennedy ▪ Lyndon B. Johnson ▪ Richard M. Nixon ▪ Spiro Agnew ▪ Henry Kissinger ▪ Gerald Ford ▪ Jimmy Carter ▪ Joseph McCarthy ▪ Whittaker Chambers ▪ Alger Hiss ▪ J. Edgar Hoover ▪ Rosa Parks ▪ Thurgood Marshall ▪ Martin Luther King, Jr. ▪ Medgar Evers ▪ Fannie Lou Hamer ▪ James Meredith ▪ Jesse Jackson ▪ James Farmer ▪ Malcolm X ▪ Black Panthers ▪ Robert Kennedy ▪ Freedom Riders ▪ Adam Clayton Powell ▪ Cesar Chavez ▪ Betty Friedan ▪ Gloria Steinem 	<ul style="list-style-type: none"> ▪ Julius and Ethel Rosenberg execution, 1953 ▪ Montgomery Bus Boycott, 1955 ▪ Little Rock, Arkansas, Integration and riots (1957) ▪ Civil Rights protest in Birmingham, Alabama, 1963 ▪ March on Washington (1963) ▪ Civil Rights Act, 1964 ▪ Civil rights march - Selma, Alabama, 1965 ▪ Voting Rights Act (1965) ▪ Native American Movement ▪ Assassinations of John F. Kennedy (1963), Malcolm X (1965), Dr. King (1968) and Robert Kennedy (1968) ▪ Urban riots, 1967 ▪ Chicago Convention. 1968 ▪ Election of 1968 ▪ Kent State ▪ Nixon’s China Visit, 1972 ▪ Watergate break-ins (1972) ▪ Nixon Resigns (1974)

Key Policies, Debates, Decisions: Brown v. Board of Education, 1954, U.S. v Nixon and Roe v. Wade, 1973; Allen Bakke v. University of California, Davis/Affirmative Action, 1978

Required Documents:

- Reverend Dr. Martin Luther King, “I Have a Dream” speech and “Letter from Birmingham City Jail” (1963); President Lyndon Johnson, speech to Congress on voting rights (March 15, 1965)

Content Standards/Performance Benchmarks: Era XI - Cold War America at Home: Economic Growth and Optimism, Anticommunism, Social and Cultural Reform, 1945-1980

Standard	Students will be able to...
40	Explain the causes and consequences of the following domestic Cold War trends. Consider: a. Economic growth and declining poverty, b. the baby boom, c. the growth of suburbs and home-ownership, d. the increase in education levels, e. the development of mass media and consumerism
41	Explain the importance and the shortcomings of following domestic policies of Presidents Truman and Eisenhower. Consider: a. Truman’s Fair Deal, b. the Taft-Hartley Act (1947), c. Eisenhower’s response to the Soviet’s launching of Sputnik, d. Eisenhower’s civil rights record
42	Explain the roots of domestic anti-communism as well as the origins and consequences of McCarthyism. Take into consideration these individuals and institutions: <i>People:</i> a. Senator Joseph McCarthy, Whittaker Chambers, Alger Hiss, J. Edgar Hoover, and Julius and Ethel Rosenberg <i>Institutions:</i> b. the American Communist Party (including its close relationship to the Soviet Union), the Federal Bureau of Investigation (FBI), the House Committee on Un-American Activities (HUAC).
43	Explain the origins, goals, key events, and varying strategies used during the Civil Rights movement. Take into consideration these individuals, institutions and events. <i>People:</i> a. Rosa Parks, Thurgood Marshall, Martin Luther King Jr., Malcolm X, and Robert Kennedy <i>Institutions:</i> b. the National Association for the Advancement of Colored People (NAACP) <i>Events:</i> c. Brown v. Board of Education (1954), the 1955-1956 Montgomery Bus Boycott, the 1957-1958 Little Rock School Crisis, the Sit-Ins and Freedom Rides of the early 1960s, the 1963 civil rights protest in Birmingham, the 1963 March on Washington, the 1965 civil rights protest in Selma and the 1968 assassination of Martin Luther King, Jr.
44	Describe the accomplishments of the civil rights movement and present day challenges. Consider: a. The 1964 Civil Rights Act and the 1965 Voting Rights Act, b. The growth of the black middle class, increased political power, and declining rates of black poverty
45	Identify the causes and explain the course of the women’s rights movement in the 1960s and 1970s. Take into consideration these individuals and institutions: a. Betty Friedan and Gloria Steinem, b. the birth control pill, c. the increasing number of working women, d. the formation of the National Organization of Women in 1967, e. the debate over the Equal Rights Amendment, f. the 1973 Supreme Court case, Roe v. Wade
46	Explain the importance and the shortcomings of the following domestic policies and events that took place during the presidencies of President Kennedy, Johnson, and Nixon. Consider: a. the space exploration program, b. the assassination of President

	Kennedy, c. Johnson’s Great Society programs, d. Nixon’s appeal to “the silent majority”, e. the anti-war and counter-cultural movements, f. the creation of the Environmental Protection Agency (EPA) in 1970, g. the Watergate scandal (including the Supreme Court case, U.S. v. Nixon)
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Era XII: Contemporary America, 1980-2001		
Key Themes: Era XII		
<p>M2- Federalism Key Question: a) What are the dangers or benefits to national welfare if control of the three branches is vested in the hands of one political party?</p> <p>M3- Foreign Policy, The Exercise of National Power and the Growth of Presidential Power Key Question: a) What should be the role of the United States in the world outside our border?</p> <p>M5- Capitalism, Free Markets and Industrial Economies -Economic Prosperity and Increased Economic Disparities Key Question: a) When should the government leave businesses alone and when should the government try to restrict businesses’ freedom to do as they please?</p> <p>M7 – Individuals, Groups and Institutions Key Question: a) What responsibilities do you have to work for change when you recognize that change is needed?</p>		
Key Ideas	Key People	Key Events
<ul style="list-style-type: none"> ▪ Reagan Revolution ▪ Reaganomics ▪ Supply-side economics ▪ “Voodoo Economics” ▪ “Star Wars” or Strategic Defense Initiative ▪ “Evil empire” ▪ Chemical weapons ▪ Weapons of mass destruction ▪ Peacekeeping missions ▪ Clean Air Act, 1990 ▪ Technological Revolution ▪ Universal Health Insurance ▪ Contract with America ▪ National Security ▪ War on Terrorism ▪ Weapons of Mass Destruction ▪ Super patriots/patriotism ▪ Racial profiling 	<ul style="list-style-type: none"> ▪ Ronald Reagan ▪ George H. W. Bush ▪ William Clinton ▪ George W. Bush ▪ Al Gore ▪ Ralph Nader ▪ Sandra Day O’Connor ▪ Antonin Scalia ▪ Oliver North ▪ Manuel Noriega ▪ Newt Gingrich ▪ Osama Bin Laden ▪ Al Queda ▪ Saddam Hussein ▪ 	<ul style="list-style-type: none"> ▪ Iran-Contra Scandal ▪ Invasion of Grenada, 1983 ▪ Air Traffic Control Strike ▪ American troops in Lebanon ▪ Gramm-Rudman-Hollings Act, 1985 ▪ Challenger explosion, 1986 ▪ Iran-Contra Scandal, 1986/87 ▪ Invasion of Panama, 1989 ▪ Persian Gulf War, 1990 ▪ Cold War ends, 1991 ▪ Election of 1992 ▪ Passage of NAFTA (1993) ▪ World Trade Building bombed, 1993 ▪ American troops to Somalia, 1993 ▪ Election of a Republican majority, 1994 ▪ American troops to Bosnia, 1995 ▪ President Clinton impeached, 1998 ▪ Election of 2000 ▪ September 11, 2001
Key Policies, Debates, Decisions: Bush v Gore		
Required Documents: No required documents for this era.		

Content Standards/Performance Benchmarks: Era XII - Contemporary America, 1980-2001

Standard	Students will be able to...
47	<p>Explain the importance and shortcomings of the following decisions, policies and movements that occurred during the presidency of Ronald Reagan.</p> <ol style="list-style-type: none"> Reagan's tax rate cuts Reagan's anticommunist foreign and defense policies Reagan's Supreme Court appointments the revitalization of the conservative movement during his tenure as President the replacement of striking air traffic controllers with non-union personnel
48	<p>Describe some of the major economic and social trends of the late 20th century and their impact, including:</p> <ol style="list-style-type: none"> the computer and technological revolution of the 1980s and 1990s. Scientific and medical discoveries Major immigration and demographic changes such as the rise in Asian and Hispanic immigration (both legal and illegal) the weakening of the nuclear family and the rise in divorce rates
49	<p>Explain the importance and shortcomings of the following domestic policies and events of the Clinton presidency.</p> <ol style="list-style-type: none"> the passage of the North American Free Trade Agreement (NAFTA) in 1993 President Clinton's welfare reform legislation and expansion of the earned income tax credit the first balanced budget in over 25 years the election in 1994 of the first Republican majority in both the House and Senate in 40 years tax-credits for higher education the causes and consequences of the impeachment of President Clinton in 1998
50	<p>Explain and evaluate the importance of the 2000 presidential election; consider:</p> <ol style="list-style-type: none"> the Supreme Court case, Bush v. Gore the growing influence of the Republican Party in the South and the consolidation of the Democratic Party's hold on the coasts
51	<p>Explain the course and consequences of America's recent diplomatic initiatives; consider:</p> <ol style="list-style-type: none"> the invasion of Panama and the Persian Gulf War American intervention in Somalia, Haiti, Bosnia-Herzegovina, and Kosovo the attempts to negotiate a settlement to the Israeli-Palestinian conflict America's response to the September 11, 2001 terrorist attack on the World Trade Center in New York City and on the Pentagon in Washington, D.C.

Section III: Literacy Across the Curriculum: Strategies, Skills, Activities



Reading/Writing/Thinking Strategies: Structured Text

The following strategies help students build an understanding of the ideas in structured text (like textbooks). Teaching these strategies to students is the responsibility of all teachers.

Students will:

1. **Survey:** scan the text they will read for 1-2 minutes identifying clues about the content and most important ideas, including headings, bold-faced words, illustrations, pictures, and other striking details
2. **Question:** generate questions likely to be answered by reading the text
3. **Predict:** state 3-5 things they might learn based on the questions they generated
4. **Read:** “chunk” the text into small, manageable pieces; search for answers to their questions and responses to their predictions (on their own or with a partner); note important terms and concepts; generate additional questions as they read
5. **Respond:** answer their questions (on their own and with others); confirm or refute their predictions; generate additional ideas and responses to the text
6. **Summarize:** after completing multiple “chunks”, identify the 8-10 terms and concepts that are most important to understanding the text; write a summary statement using as many of the terms and concepts as possible; write an overall summary statement for the entire text after it has been read

Going Deeper:

7. **Infer:** take what they already know; add it to what they’ve just learned; put the two together to generate a new idea not included in the text, an assertion, a generalization, or a connection to their lives or the larger world
8. **Analyze:** where known, consider the author’s background, perspective and bias; identify facts versus opinions, beliefs, interpretations, assertions, or conclusions; identify perspectives that may be different or not represented
9. **Evaluate:** assess the validity of the author’s opinions, ideas, beliefs, interpretations, assertions, and conclusions included in the text, based on the evidence; look for content that is in/accurate, in/consistent, im/plausible, or missing; consider alternative opinions, ideas, beliefs, interpretations, and assertions that could be made...and reach conclusions of their own based on the evidence

Artifacts: Similar strategies are used when examining artifacts (e.g., political cartoons, photos, other works of art). Students will...

1. **Survey:** scan the artifact for one minute; list important, striking, or unusual details; familiar figures, symbols, or characters; titles, labels, captions, dates, and the creator’s name (if available)
2. **Question:** generate questions about the details, figures, symbols, characters, title, label, caption, creator, or the overall artifact.
3. **Infer:** generate answers to their questions; consider what they know about the details; look for connections between the parts to derive meaning; look for the deeper meaning; consider alternative interpretations...and reach a conclusion about the work based on the evidence
4. **Summarize:** write an overall conclusion about the meaning of the artifact (1-3 sentences)

Pre-, During, and After-Reading Activities: Structured and Unstructured Text

The following are additional activities that will help teachers help students read and understand challenging (historical) documents that do not provide structured support often found in textbooks... as well as textbooks with challenging language and ideas.

1. Access and Build Background Knowledge: Before students begin to read, help them access and build on their existing knowledge of key concepts, terms, and other vocabulary they'll encounter in the document. Examine and talk about short videos or images that can introduce students to key concepts in a document before you read the text. Use effective teaching strategies (e.g., Word Splash, K-W-L, Anticipation Guides) to find out what students' knowledge and misconceptions are. If you're working with long text, attack it in small chunks.
2. Read/Think Aloud: Read a portion of the document aloud, and slowly, to help students listen to and understand the particular language, structure, and style used in the document. Think aloud as you read, as if you had never read the document before, and as if the language and ideas are obscure or complex (as they will be for many of your students). Stop to re-think passages out loud as you make meaning of them. As any questions, problems, connections to prior knowledge, or new ideas comes to mind, share them with students, mark up the text or jot down notes, and let them know how you're going to process your questions, problems, connections, and ideas as you move through the text. Identify words you don't understand and talk about how you're going to figure them out. Identify sentences or passages that are deep in meaning and talk about the mental processes you go through to make meaning of them. Stop and express exasperation if the language is obscure, unfamiliar, or difficult to get a handle on. Help the students know that figuring out the meaning of any challenging text is hard work.....for everyone, not just them.
3. On Their Own: Provide your students with the same kind of opportunities to read and think aloud. Give them opportunities to read the documents slowly, carefully, and often aloud, on their own, in pairs, and in larger groups (when they feel they can read the document fluently, expressively, and with understanding). Push your students to think deeply about the document; to generate different kinds of questions and observations as they go along, including literal, interpretive, analytical, and evaluative questions. Model different kinds of questions you ask when you try to get all the meaning, nuances, implications, and connections out of a text.
4. Sharing/Debrief: Provide students with plenty of time to share and respond to what they've learned and the questions they still have. Fill in students' gaps with insights and questions of your own, but only after you've worked hard to get them thinking, questioning, sharing, and responding on their own...and have modeled some of the hard work for them.
5. Writing & Other Responses: Get students in the habit of writing in response to what they've read...while they're reading. The writing can include brief notations, summaries, questions (with or without answers...yet), comments, inferences, ideas, connections they've made to their own experiences, and other personal responses. Written responses can also include chapter, section, or paragraph headings; captions for pictures they found in the text; and brief narratives representing the feelings and ideas of different people from the time. The possibilities are limitless. There are other modalities (other than writing) students can also use to respond to what they've read, seen, or heard (e.g., cartoons, caricatures, other visual representations). Encourage students to take advantage of all their creative talents to represent important people, events, and ideas in ways that help them to understand and remember the content.

All student responses should be collected in a history notebook that is reviewed with the teacher on a regular basis, considered an important element in determining students' grades, and shared with parents during conferences and celebrations.

Key Questions for Required Primary Source Documents:

Answering the following questions will help students analyze, interpret, and reach conclusions about the required primary source documents included in the United States History I standards. They should be considered whenever these documents are being studied.

1. What type of document is being analyzed (e.g., letter, essay, article)? What are the important characteristics you need to pay attention to in this type of document?
2. For whom was the document written? Who is the intended audience?
3. What are the most important ideas and details included in the document?
4. Who was the author and what was his/her bias, perspective?
5. What are the facts, opinions, beliefs, observations, interpretations, assertions, and conclusions included in the document? Are the opinions, beliefs, observations, interpretations, assertions, and conclusions supported by the facts or other evidence?
6. Why was the document or artifact important when it was created? What event(s) highlight its importance?
7. What were the effects of the document's publication?
8. Why is the document important today? What recent event(s) highlight its importance?
9. What ideas, observations, and interpretations do you come away with after your analysis?

Discussion and Presentation Skills:

There are certain discussion and presentation skills students must master to engage in effective dialogue to enhance their learning. Helping students develop these skills is an important responsibility of every teacher. Students will:

1. Participate in formal and informal discussions and debates in large and small groups; build and use agreed upon rules to conduct and facilitate them
2. Organize and present their thoughts in a logical manner
3. Support their ideas with evidence or details; expect and request the same of others
4. Actively listen, respond to, and build on ideas generated during discussions
5. Use the information to inform or change their perspectives
6. Ask for clarification when others' responses are unclear
7. Summarize and evaluate what they have learned from the discussion
8. Evaluate the productivity of discussions using established criteria; make suggestions to improve the discussions
9. Give oral presentations; use established criteria to prepare, assess, and improve their presentations

Writing Skills:

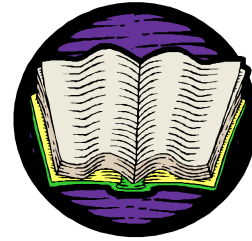
Students must do a great deal of writing to learn and exhibit what they've learned. Helping students develop solid writing skills is an important responsibility of every teacher.

Students will:

1. Write clear, cogent, focused responses to open-ended and essay questions; responses will include a thesis that is supported by evidence from the text or the historical record.
2. Write frequent responses to readings, lectures, and other presentations (e.g., summaries, questions, reactions, interpretations, connections, perspectives, predictions, and other responses to people and events).

3. Maintain a system (e.g., history notebook) for collecting, referring to, and sharing their notes, thoughts, and writings, including formal writing products.
4. Write occasional, brief research reports to extend their knowledge beyond classroom presentations. Each report should include a clear focus and supporting details.





Appendix A: Seminal Primary Documents to Consider 20th Century Modern American History, 1877 – 2001

Era VII – Industrial America and Its Emerging Role in International Affairs, 1870-1920

- Younghill Kang, *East Goes West*, (1937)

Era VIII – The Age of Reform: Progressivism and the New Deal, 1900-1940

- Booker T. Washington, the Atlanta Exposition Address (1895) and the Niagara Movement Declaration of Principles (1905)

Era IX – World War II, 1939-1945

- Justice Robert M. Jackson’s opinion for the Supreme Court in *West Virginia State Board of Education v. Barnette*, (1943) and Learned Hand’s *The Spirit of Liberty* (1944)

Era X – The Cold War Abroad, 1945 - 1989

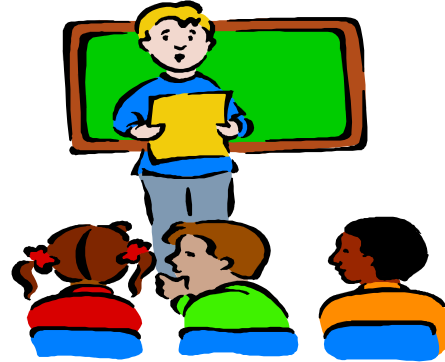
- President Ronald Reagan, Speech at Moscow State University (1988)

Era XI – Cold War America at Home: Economic Growth and Optimism, Anti-Communism, and Reform, 1945-1980

- None listed for this era

Era XII – Contemporary America, 1980 - 2001

- None listed for this era



Appendix B: History Alive Activities

History Alive! allows teachers to use instructional strategies they have learned with specific activities to engage students in active learning, understanding and reflection. History Alive United States History materials are available in all Boston high schools and should be used on a regular basis. Selected activities should assist students in identifying and solidifying knowledge about the key people, events, and issues of a particular period in American History. History Alive! materials have been aligned with each era under study.

Titles of activities and summaries of the information found in a binder have been taken from the Teachers’ Curriculum Institute website (www.teachtci.com). Please visit this website for additional activities (*Enrichment Essays and Activities for History Alive! The United States*).

Era VII – Industrial America and Its Emerging Role in International Affairs, 1870-1920	
History Alive Binder #1: The United States Coming of Age: 1890-1920	
When you teach these activities:	Students will:
<p>The Immigrants</p> <ul style="list-style-type: none"> • 1.1 The Rising Tide of Immigration • 1.2 Voices of Chinese Immigrants: Poems from Angel Island • 1.3 Analyzing Attitudes on Immigration Through Political Cartoons • 1.4 Interviewing a Recent Immigrant 	<ul style="list-style-type: none"> • Create journal entries in the voices of immigrants as they partake in the great European migration. • Discuss life on Angel Island between 1910 and 1940, and create illustrated poems describing detainees’ feelings. • Critically analyze eight political cartoons to discover attitudes Americans held toward immigrants. • Write a profile that documents an immigrant’s experiences in America.
<p>The Growth of U.S. Imperialism</p> <ul style="list-style-type: none"> • 3.1 Isolationism to Imperialism: The Foreign Policy Spectrum • 3.2 The Spanish-American War and the Growth of Imperialism • 3.3 U.S. Foreign Policy Is Like a... ? 	<ul style="list-style-type: none"> • Arrange nine foreign policy actions along a spectrum ranging from isolation to imperialism. • Discuss nine slides depicting key events of the Spanish-American War and post-war power. • Work in groups to create visual metaphors of U.S. foreign policy at the turn of the century.
<p>World War I</p> <ul style="list-style-type: none"> • 4.1 From Neutrality to War • 4.2 Analyzing World War I Propaganda Posters 	<ul style="list-style-type: none"> • Explore six slides illustrating the events of World War I and the U.S. response to them. • Examine World War I posters from four countries to identify propagandists’ objectives and tools.

<ul style="list-style-type: none"> 4.3 Living Trench Warfare 4.4 Negotiating a Treaty to Secure World Peace 	<ul style="list-style-type: none"> Quiver with fear and empathy as they assume the role of soldiers in the trenches. Assume the roles of President Wilson and the European powers to negotiate a peace treaty.
Industrialism and the Progressive Response <ul style="list-style-type: none"> 2.1 Experiencing the Assembly Line 2.2 The Growth of Industrialism 	<ul style="list-style-type: none"> Feel the impact of assembly line production as they race to complete multiple drawings of a person. Discuss a series of 10 slides depicting the period of rapid industrialization in the United States.
Culminating Project <ul style="list-style-type: none"> 5.1 Designing a Museum to Evaluate the United States: 1890–1920 	<ul style="list-style-type: none"> Design a museum examining American society and the U.S. government from 1890 to 1920.

Era VIII – The Age of Reform: Progressivism and the New Deal, 1900 -1940 History Alive Binder #1: The United States Coming of Age: 1890-1920	
When you teach these activities:	Students will:
Industrialism and the Progressive Response <ul style="list-style-type: none"> 2.3 Progressive Era Thinkers 	<ul style="list-style-type: none"> Meet the Press Actively question nine Progressive era thinkers to understand contrasting viewpoints on key issues.
History Alive Binder #2: The Roaring Twenties and the Great Depression	
When you teach these activities:	Students will:
The Coming of the Great Depression <ul style="list-style-type: none"> 2.1 The Economic Collapse 2.2 The Pain of the Failing Economy 2.3 Graphing Economic Data on the Great Depression 	<ul style="list-style-type: none"> Explore the causes of the economic collapse and Great Depression in the late 1920s and the 1930s. Struggle with feelings of despair as the teacher refuses to give credit for “lost” quizzes, and tie these emotions to bank failures. Interpret economic data to understand the causes and effects of the Great Depression.
The Human Impact of the Great Depression <ul style="list-style-type: none"> 3.1 Creating Minidramas About the Great Depression 3.2 Empathizing with Victims of the Great Depression 	<ul style="list-style-type: none"> Enact minidramas depicting the experiences of eight American social groups during the 1930s. Conduct photographic research and write a letter to the president about the hardships of the 1930s.
The New Deal <ul style="list-style-type: none"> 4.1 My Deal: What Should Be Done About the Great Depression 4.2 FDR and the New Deal 4.3 Discovering the Legacy of the New Deal 	<ul style="list-style-type: none"> Assume the role of economists to advise Congress on the economic problems faced by the U. S. Analyze a series of seven slides introducing the rise of FDR and the legacy of the New Deal. Explore how the New Deal affected the Great Depression and has influenced contemporary American society.
Culminating Project <ul style="list-style-type: none"> 5.1 An Illustrated Storybook About the Roaring Twenties 	<ul style="list-style-type: none"> Publish a storybook that illustrates the key lessons of the Roaring Twenties and the and the Great Depression

Era IX – World War II, 1939 - 1945 History Alive Binder 3# : The United States in World War II	
When you teach these activities:	Students will:
The Coming of World War II	

<ul style="list-style-type: none"> ▪ 1.1 Bringing World War II Terms to Life ▪ 1.2 From Versailles to Pearl Harbor ▪ 1.3 Using Historical Hindsight to Prevent World War II 	<ul style="list-style-type: none"> ▪ Present skits and pictowords that demonstrate the meaning of eight key World War II terms. ▪ Explore the events that led to the outbreak of World War II and discuss how the U.S. responded. ▪ Write a memo explaining how the U.S. and its allies could have prevented World War II.
<p>The United States Goes to War</p> <ul style="list-style-type: none"> ▪ 2.1 Winning World War II ▪ 2.2 Assessing the Decision to Build and Use the Bomb 	<ul style="list-style-type: none"> ▪ Explore a series of slides depicting major military events during World War II. ▪ Debate the U.S. government’s decision to use atomic weapons in World War II.
<p>The Home Front</p> <ul style="list-style-type: none"> ▪ 3.1 Newscasts from the Home Front ▪ 3.2 Evaluating the Japanese Internment During World War II ▪ 3.3 Haiku About Internment 	<ul style="list-style-type: none"> ▪ Broadcast news stories on how U.S. involvement in World War II impacted the American home front. ▪ Investigate how U.S. concerns about enemy collaborators led to the use of internment camps. ▪ Assume the role of Japanese-American poets to create illustrated haikus about internment.
<p>The Holocaust</p> <ul style="list-style-type: none"> ▪ 4.1 Facing the Holocaust: Why Genocide? ▪ 4.2 Analyzing American Responses to the Holocaust 	<ul style="list-style-type: none"> ▪ Critically analyze the escalation of the Holocaust in Germany during World War II. ▪ Examine societal reactions to understand what U.S. measures could have prevented the Holocaust.
<p>Culminating Project</p> <ul style="list-style-type: none"> ▪ 5.1 Creating an Illustrated World War II Report Card 	<ul style="list-style-type: none"> ▪ Design an illustrated report card that evaluates the U.S. performance in World War II.

<p>Era X – The Cold War Abroad, 1945 - 1989 History Alive Binder #4 : The Cold War</p>	
<p>When you teach these activities:</p>	<p>Students will:</p>
<p>Early Cold War Tensions</p> <ul style="list-style-type: none"> ▪ Contrasting Cold War Terms ▪ 1.2 Discovering the Roots of the Cold War ▪ 1.4 The Cuban Missile Crisis: 	<ul style="list-style-type: none"> ▪ Define eight Cold War terms to explain the tension between the U.S. and the Soviet Union. ▪ Discuss seven slides depicting the key events in the development of the Cold War. ▪ You Make the Call Act as presidential advisors to respond to the escalating stages of the Cuban Missile Crisis.
<p>A Case Study of the Vietnam War</p> <ul style="list-style-type: none"> ▪ 2.1 Writing Oral Histories from the Vietnam War. ▪ 2.2 The Vietnam War: A Visual History 2.3 Writing Songs About the Vietnam War ▪ 2.4 Taking a Stand on the Vietnam War 	<ul style="list-style-type: none"> ▪ Conduct interviews and write oral histories that document the interviewees’ experiences with Vietnam ▪ Explore a series of slides that chronicles the key stages of the Vietnam War. ▪ Compose song lyrics about the Vietnam War from varying perspectives. ▪ Debate the merits of U.S. involvement in the war and then write position papers on the topic.
<p>The End of the Cold War</p> <ul style="list-style-type: none"> ▪ 3.1 Experiencing Missile Madness ▪ 3.2 Identifying U.S. Methods in the Late Cold War (1970–1990) 	<ul style="list-style-type: none"> ▪ Form a human bar graph to represent the arms race and then connect their experience to history. ▪ Critically analyze eight events from the late Cold War to uncover anti-communism tactics of the U.S.
<p>Culminating Project</p> <ul style="list-style-type: none"> ▪ 4.1 Creating a Visual Metaphor on the Cold War 	<ul style="list-style-type: none"> ▪ Create a visual metaphor representing the U.S. role in the Cold War.

Era XI – Cold War America at Home: Economic Growth and Optimism, Anticommunism, and Reform, 1945 - 1980	
History Alive Binder #4: The Cold War	
When you teach these activities:	Students will:
Early Cold War Tensions <ul style="list-style-type: none"> ▪ 1.3 McCarthy and the Cold War at Home 	<ul style="list-style-type: none"> ▪ Form groups based on secret identities, making connections to the anticommunist hysteria of the 1950s.
History Alive Binder #5: The Civil Rights Movement	
When you teach these activities:	Students will:
The Challenges and Benefits of American Pluralism <ul style="list-style-type: none"> ▪ 1.1 Creating an American Quilt ▪ 1.2 Experiencing the Sting of Discrimination 	<ul style="list-style-type: none"> ▪ Design quilt squares depicting the contributions of 16 ethnic and racial groups in the United States. ▪ Compare reactions to an unfairly disparate testing situation to experience discrimination and segregation.
The African-American Civil Rights Movement <ul style="list-style-type: none"> ▪ 2.1 African Americans Lead the Struggle for Equal Rights ▪ 2.2 Martin Luther King Jr. and Malcolm X Talk It Out ▪ 2.3 Creating Interactive Monuments to Heroes of the Civil Rights Movement 	<ul style="list-style-type: none"> ▪ Examine 12 slides depicting key events in the African-American civil rights movement. ▪ Write a fictional dialogue reflecting Martin Luther King Jr.'s and Malcolm X's differing viewpoints. ▪ Dramatize various African Americans' heroic acts during the civil rights movement.
The Widening Struggle for Equal Rights <ul style="list-style-type: none"> ▪ 3.1 The Widening Struggle: Analyzing Civil Rights Documents ▪ 3.2 Creating Newscasts on the Women's Movement ▪ 3.3 Understanding the Legacy of the Women's Movement Through Oral History 	<ul style="list-style-type: none"> ▪ Examine primary-source documents to identify methods used by various groups to gain civil rights. ▪ Broadcast news stories that show how the women's movement of the 1960s and 1970s changed American society. ▪ Interview four generations of women on how their lives have been affected by the movement.
Civil Rights Today <ul style="list-style-type: none"> ▪ 4.1 Analyzing the Impact of the Civil Rights Movement ▪ 4.2 Who Should Be Admitted? 	<ul style="list-style-type: none"> ▪ Interpret graphs of social, economic, and political data to evaluate the progress made by various American groups. ▪ Debate as college admission officers whether ethnicity and economic status should be considered.
Culminating Project <ul style="list-style-type: none"> ▪ 5.1 Creating a News Magazine on the Civil Rights Movement 	<ul style="list-style-type: none"> ▪ Publish a news magazine on how the civil rights movement has contributed to making the U.S. a more just society.
History Alive Binder #6 : Contemporary American Society	
When you teach these activities:	Students will:
Idealism and Dissent in the 1960s <ul style="list-style-type: none"> ▪ 3.1 The Aura of Camelot: The Kennedy Presidency ▪ 3.2 Discovering the Legacy of the "War on Poverty" ▪ 3.3 Debating Mainstream and Counterculture Views in the 1960s 	<ul style="list-style-type: none"> ▪ Examine 11 slides depicting the life, accomplishments, and sorrows of the Kennedy family. ▪ Discuss President Johnson's "War on Poverty" programs, such as Head Start, the Job Corps, and VISTA. ▪ Debate topics of cultural rift between the mainstream and the counterculture and write a reflective editorial.

Era XII – Contemporary America, 1980-2001	
History Alive Binder #6 : Contemporary American Society	
When you teach these activities:	Students will:
An Overview of Contemporary American Society 1.1 Exploring Popular Culture of the 1950s, 1960s, 1970s, and 1980s 1.2 Interpreting a Song About Contemporary America	<ul style="list-style-type: none"> ▪ Interpret images and music on five topics—fads, cars, weddings, technology, and popular music. ▪ Perform interpretations of song stanzas to create a “music video” of the four decades.
The 1950s: Pursuing the American Dream 2.1 Peace, Prosperity, and Progress	<ul style="list-style-type: none"> ▪ Compare a series of 11 slides on the ideals and realities of American social life during the 1950s.
Reactions from the Political Right: The 1970s and 1980s <ul style="list-style-type: none"> ▪ 4.1 A Cartoon History of the Watergate Scandal ▪ 4.2 Creating Commemorative Plaques and “Wanted Posters” of Ronald Reagan. 	<ul style="list-style-type: none"> ▪ Analyze a series of Watergate political cartoons and discuss the scandal’s effect on American politics. ▪ Apply opposing perspectives of Reagan’s policies to design commemorative plaques and “wanted” posters.
Culminating Project <ul style="list-style-type: none"> ▪ 5.1 Assembling a Time Capsule of Contemporary America 	<ul style="list-style-type: none"> ▪ Encapsulate 10 events from 1950 to 1990 that have significantly shaped present-day American society.

Appendix C: High School Standards Review Team

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Endnotes:

ⁱ Bradley Commission, Building a History Curriculum: Guidelines for Teaching History in Schools, p6.

ⁱⁱ Project ’87 was a collaboration of the American Historical Association and the American Political Science Association.