



# **United States History and Geography Curriculum Guide with Common Core Literacy Standards and Resources 2014-2015**

## **Course Description:**

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

## **Course Text:**

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

## **Course Goals:**

The students will:

- Cite specific textual evidence to support analysis of primary and secondary sources.
- Determine the central ideas or information of a primary or secondary source. As well as be able to evaluate historical arguments and write their own historical argument or a topic in history.
- Analyze in detail a series of events described in a text and be able to develop chronological and spatial thinking skills.
- Determine the meaning of words used in a text and be able to develop a sense of historical perspective.
- Analyze how a text uses structure to emphasis key points within the context of events and understand the meaning, implication, and impact of historical events.
- Compare the point of view of two different authors and understand how they treat similar events in history.
- Integrate and evaluate multiple perspectives in history through the use of multimedia formats such as short film clips, speeches, etc.
- Evaluate an author's premises, claims, and evidence.
- Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

## **State Content Standards:**

- 11.1** Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.
- 11.2** Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.
- 11.3** Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.
- 11.4** Students trace the rise of the United States to its role as a world power in the twentieth century.
- 11.5** Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.
- 11.6** Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.
- 11.7** Students analyze America's participation in World War II.
- 11.8** Students analyze the economic boom and social transformation of post-World War II America.
- 11.9** Students analyze U.S. foreign policy since World War II.
- 11.10** Students analyze the development of federal civil rights and voting rights.
- 11.11** Students analyze the major social problems and domestic policy issues in contemporary American society.

## **Common Core Standards for Literacy in History/Social Studies**

### **Reading Standards for History/Social Studies Grades 11-12**

#### **CCSS.ELA-Literacy.RH.11-12.1**

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

#### **CCSS.ELA-Literacy.RH.11-12.2**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

#### **CCSS.ELA-Literacy.RH.11-12.3**

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

#### **CCSS.ELA-Literacy.RH.11-12.5**

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

#### **CCSS.ELA-Literacy.RH.11-12.6**

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

#### **CCSS.ELA-Literacy.RH.11-12.7**

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-Literacy.RH.11-12.8

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-Literacy.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

CCSS.ELA-Literacy.RH.11-12.10

By the end of grade 12, read and comprehend history/**social** studies texts in the grades 11-CCR text complexity band independently and proficiently.

**Common Core Writing Standards for History/Social Studies Grade 11-12**

CCSS.ELA-Literacy.W.11-12.2.a

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.W.11-12.2.b

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-Literacy.W.11-12.2.c

Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CCSS.ELA-Literacy.W.11-12.2.d

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

CCSS.ELA-Literacy.W.11-12.2.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.

CCSS.ELA-Literacy.W.11-12.2.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).

CCSS.ELA-Literacy.W.11-12.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-Literacy.W.11-12.3.a

Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

## **Common Core Teaching Strategies and Sample Lessons:**

Students learn how to investigate historical questions by employing reading and writing strategies. Instead of memorizing historical facts, students evaluate the trustworthiness of multiple perspectives on historical issues. They learn to make historical claims backed by documentary evidence.

### **Analyzing Sources in the Common Core Classroom**

<http://safari.sandi.net/?g=b284aaa6-53f6-11e4-b4a4-842b2b653445>

### **73 Common Core aligned lessons in United States History**

<http://sheg.stanford.edu/>

## **Helpful Resources**

### **Common Core/General**

- Achieve the Core: <http://www.achievethecore.org/>
- Engage NY: <http://www.engageny.org/>
- The Source (CA History-Social Science Project): <http://chssp.ucdavis.edu/source-magazine>
- National Council for the Social Studies: <http://www.socialstudies.org/>
- Social Education: <http://www.socialstudies.org/publications/socialeducation>  
(Membership Required)

### **Content/Teaching Resources**

History Blueprint: <http://chssp.ucdavis.edu/programs/historyblueprint>

- Fordham University Source Books Project: <http://www.fordham.edu/Halsall/index.asp>
- World Digital Library: <http://www.wdl.org/en/>
- Youth Leadership Initiative: [http://208.81.226.245/central/lesson\\_plans/436?\\_yli\\_session=zjvcgmhf](http://208.81.226.245/central/lesson_plans/436?_yli_session=zjvcgmhf)
- National History Education Clearing House: <http://teachinghistory.org>
- Four Score: : <http://www.4score.org/>
- Geography Resources:  
<http://www.loc.gov/teachers/additionalresources/relatedresources/ss/geog.html>

## United States History & Geography Pacing Guide

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

## Theme: Foundations of American Political & Social Thought

Curriculum Objectives	Suggested Textbook Reading (to pair with Primary/Secondary Sources)	Primary and Secondary Sources
<p><b>11.1</b></p> <ol style="list-style-type: none"> <li>1. Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded.</li> <li>2. Analyze the ideological origins of the American Revolution, the Founding Fathers' philosophy of divinely bestowed unalienable natural rights, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights.</li> <li>3. Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization.</li> <li>4. Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late nineteenth century of the United States as a world power.</li> </ol>	<p><b>Chapter 1</b>  <i>The Enlightenment</i>: Pages 34-34  <i>The Great Awakening</i>: Pages 35-36</p> <p><b>Chapter 2</b>  <i>Patriots Declare Independence</i>: Page 52-53  <i>Confederation and the Constitution</i>: Page 66-71  <i>Ratifying the Constitution</i>: Page 69-71  <i>Launching the New Nation</i>: Page 74-79</p> <p><b>Chapter 3</b>  <i>John Marshall and the Supreme Court</i>: Page 113; <i>Marbury v. Madison</i>: Page 118-118</p> <p><b>Chapter 4</b>  <i>The War Changes the Nation</i>: Page 181-182  <i>The War Changes Lives</i>: Page 182-183  <i>Reconstruction and Its Effects</i>: Page 184-189.</p>	<p><i>Declaration of Independence</i>  <a href="http://www.archives.gov/exhibits/charters/declaration_transcript.html">http://www.archives.gov/exhibits/charters/declaration_transcript.html</a></p> <p><i>The Constitution Primary Source Set</i>:  <a href="http://www.loc.gov/teachers/classroommaterials/primarysourcesets/constitution/">www.loc.gov/teachers/classroommaterials/primarysourcesets/constitution/</a></p> <p><i>Abraham Lincoln Primary Source Set</i>:  <a href="http://www.loc.gov/teachers/classroommaterials/primarysourcesets/lincoln/">www.loc.gov/teachers/classroommaterials/primarysourcesets/lincoln/</a></p> <p><i>Bill of Rights</i>  <a href="http://billofrightsinstitute.org/founding-documents/bill-of-rights/">http://billofrightsinstitute.org/founding-documents/bill-of-rights/</a></p> <p><i>Ben Franklin on the Constitution</i>  <a href="https://users.wfu.edu/zulick/340/340franklin.html">https://users.wfu.edu/zulick/340/340franklin.html</a></p> <p><i>The Federalist Papers</i>  <a href="http://www.gradesaver.com/the-federalist-papers/e-text/">http://www.gradesaver.com/the-federalist-papers/e-text/</a>  <a href="http://www.gradesaver.com/the-federalist-papers/study-guide/major-themes/">http://www.gradesaver.com/the-federalist-papers/study-guide/major-themes/</a></p> <p><i>Federalist 51</i>  <a href="http://www.constitution.org/fed/federa51.htm">http://www.constitution.org/fed/federa51.htm</a></p> <p><i>Black Codes of Mississippi of 1865</i>  <a href="http://www.pbs.org/wnet/slavery/experience/legal/docs6.html">http://www.pbs.org/wnet/slavery/experience/legal/docs6.html</a>  <a href="http://www.blackpast.org/primary/1866-mississippi-black-codes">http://www.blackpast.org/primary/1866-mississippi-black-codes</a></p> <p><i>Thomas Paine, Common Sense</i>  <a href="http://www.ushistory.org/paine/commonsense/">http://www.ushistory.org/paine/commonsense/</a></p> <p><i>John C. Calhoun, Address the People of the United States, 1832</i>  <a href="http://www.whatwouldthefoundersthink.com/nullification-an-early-argument">http://www.whatwouldthefoundersthink.com/nullification-an-early-argument</a></p>

		<p><a href="http://www.pbs.org/godinamerica/">http://www.pbs.org/godinamerica/</a> PBS God In America Includes a great timeline</p> <p><a href="https://www.teachingchannel.org/">https://www.teachingchannel.org/</a> Includes videos of teachers using the reading strategies in history classes</p> <p><a href="http://www.smithsonianmag.com/history/americas-true-history-of-religious-tolerance-61312684/?no-ist">http://www.smithsonianmag.com/history/americas-true-history-of-religious-tolerance-61312684/?no-ist</a> Article on history of religious tolerance</p> <p><a href="http://billofrightsinstitute.org/resources/educator-resources/headlines/freedom-of-religion/">http://billofrightsinstitute.org/resources/educator-resources/headlines/freedom-of-religion/</a> Bill of Rights Institute, includes current events</p> <p><a href="http://www.dailyherald.com/article/20131221/news/712219940/">http://www.dailyherald.com/article/20131221/news/712219940/</a> Nativity scene photo with article</p> <p><a href="http://www.dnainfo.com/chicago/20131203/downtown/atheist-display-marks-pagan-winter-solstice-bill-of-rights-at-daley-plaza">http://www.dnainfo.com/chicago/20131203/downtown/atheist-display-marks-pagan-winter-solstice-bill-of-rights-at-daley-plaza</a> Photograph and article of Nativity, Menorah, and Atheist display</p> <p><a href="http://www.bizpacreview.com/2013/06/13/obama-threatens-to-veto-religious-freedom-protection-for-military-76633">http://www.bizpacreview.com/2013/06/13/obama-threatens-to-veto-religious-freedom-protection-for-military-76633</a> Photograph and story about freedom of religion for military</p> <p><a href="http://blog.acton.org/archives/57908-what-is-religious-freedom.html">http://blog.acton.org/archives/57908-what-is-religious-freedom.html</a> image and article What is Religious Freedom?</p> <p><a href="https://www.aclu.org/blog/religion-belief-reproductive-freedom-womens-rights/whose-religious-freedom">https://www.aclu.org/blog/religion-belief-reproductive-freedom-womens-rights/whose-religious-freedom</a> Image and Article on Women's Freedom</p> <p><a href="http://s-usih.org/2011/05/great-forgetting.html">http://s-usih.org/2011/05/great-forgetting.html</a> Image, graphic on separation of church and state and Film Review of <i>Memento</i>, used to teach about religion freedom</p>
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## Theme: Industrialization and the U.S. Role as a World Power

Major Events/Themes Curriculum Objectives	Suggested Textbook Reading (to pair with Primary/Secondary Sources)	Primary and Secondary Sources
<p><b>11.2</b></p> <ol style="list-style-type: none"> <li>1. Know the effects of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair's <i>The Jungle</i>.</li> <li>2. Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.</li> <li>3. Trace the effect of the Americanization movement.</li> <li>4. Analyze the effect of urban political machines and responses to them by immigrants and middle-class reformers.</li> <li>5. Discuss corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders.</li> <li>6. Trace the economic development of the United States and its emergence as a major industrial power, including its gains from trade and the advantages of its physical geography.</li> <li>7. Analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel (e.g., using</li> </ol>	<p><b>Chapter 6</b></p> <p><i>The Age of Railroads</i>: Page 236-240</p> <p><i>Social Darwinism and Business</i>: Page 242-243</p> <p><i>Fewer Control More</i>: Page 243-244</p> <p><b>Chapter 7</b></p> <p><i>The New Immigrants</i>: Page 254-258</p> <p><i>Urban Opportunities</i>: Page 262-263</p> <p><i>Urban Problems</i>: Page 264-265</p> <p><i>Reformers Mobilize</i>: Page 266</p> <p><i>The Emergence of Political Machines</i>: Page 267-268</p> <p><b>Chapter 8</b></p> <p><i>Expanding Public Education</i>: Page 282-285</p> <p><b>Chapter 9</b></p> <p><i>The Origins of Progressivism</i>: Page 306-312</p> <p><i>Teddy Roosevelt's Square Deal</i>: Page 317-325</p> <p><i>Wilson's New Freedom</i>: Page 332-337</p> <p><b>Chapter 10</b></p> <p><i>On the War in the Philippines</i></p>	<p><b>Primary Sources</b></p> <p><i>Horatio Alger: The Two Acre Lot</i>  <a href="http://www.ulib.niu.edu/rarebooks/alger/DigRepos/twoacrelot.cfm">http://www.ulib.niu.edu/rarebooks/alger/DigRepos/twoacrelot.cfm</a></p> <p><i>Twelve Hundred More</i>  <a href="http://www.sjUSD.org/leland/teachers/sgillis/immigration/pdf/Chinese_Must_Go.pdf">http://www.sjUSD.org/leland/teachers/sgillis/immigration/pdf/Chinese_Must_Go.pdf</a></p> <p><i>The Chinese Exclusion Act of 1882</i>  <a href="http://www.pbs.org/weta/thewest/resources/archives/seven/chinxact.htm">http://www.pbs.org/weta/thewest/resources/archives/seven/chinxact.htm</a></p> <p><i>Industrial Revolution in the US Primary Source Set</i>:  <a href="http://www.loc.gov/teachers/classroommaterials/primarysourcesets/industrial-revolution/">www.loc.gov/teachers/classroommaterials/primarysourcesets/industrial-revolution/</a></p> <p>National Archives- The Development of the Industrial United States:  <a href="http://www.docsteach.org/documents/search?mode=browse&amp;menu=open&amp;era[]=the-development-of-the-industrial-united-states">www.docsteach.org/documents/search?mode=browse&amp;menu=open&amp;era[]=the-development-of-the-industrial-united-states</a></p> <p><i>Immigration Challenges for New Americans Primary Source Set</i>:  <a href="http://www.loc.gov/teachers/classroommaterials/primarysourcesets/immigration/">www.loc.gov/teachers/classroommaterials/primarysourcesets/immigration/</a></p> <p><i>The Inventive Wright Brothers Primary Source Set</i>:  <a href="http://www.loc.gov/teachers/classroommaterials/primarysourcesets/flight/">www.loc.gov/teachers/classroommaterials/primarysourcesets/flight/</a></p> <p><i>Anti-Imperialist League Platform, 1899</i>  <a href="https://www.google.com/search?q=Anti-Imperialist+League+Platform%2C+1899&amp;ie=utf-8&amp;oe=utf-8&amp;aq=t&amp;rls=org.mozilla:en-US:official&amp;client=firefox-a">https://www.google.com/search?q=Anti-Imperialist+League+Platform%2C+1899&amp;ie=utf-8&amp;oe=utf-8&amp;aq=t&amp;rls=org.mozilla:en-US:official&amp;client=firefox-a</a></p> <p>Theodore Roosevelt  <a href="http://www.history.com/topics/theodore-roosevelt">www.history.com/topics/theodore-roosevelt</a></p>



Major Events/Themes Curriculum Objectives	Suggested Textbook Reading (to pair with Primary/Secondary Sources)	Primary and Secondary Sources
<p>biographies of William Graham Sumner, Billy Sunday, Dwight L. Moody).</p> <p>8. Examine the effect of political programs and activities of Populists.</p> <p>9. Understand the effect of political programs and activities of the</p> <p>10. Progressives (e.g., federal regulation of railroad transport, Children's Bureau, the Sixteenth Amendment, Theodore Roosevelt, Hiram Johnson).</p> <p><b>11.4</b></p> <p>1. List the purpose and the effects of the Open Door policy.</p> <p>2. Describe the Spanish-American War and U.S. expansion in the South Pacific.</p> <p>3. Discuss America's role in the Panama Revolution and the building of the Panama Canal.</p> <p>4. Explain Theodore Roosevelt's Big Stick diplomacy, William Taft's Dollar Diplomacy, and Woodrow Wilson's Moral Diplomacy, drawing on relevant speeches.</p> <p>5. Analyze the political, economic, and social ramifications of World War I on the home front.</p> <p>6. Trace the declining role of Great Britain and the expanding role of the United</p>	<p><i>America Claims an Empire:</i> Page 340-365 (<b>All of Chapter 10</b>)</p> <p><b>Chapter 11</b></p> <p><i>The War Hits Home:</i> Page 378-379</p> <p><i>The United States Declares War:</i> Page 379</p> <p><i>The War at Home:</i> Page 388-395</p> <p><i>Wilson Presents His Plan:</i> Page 398-399</p> <p><i>Debating the Treaty of Versailles:</i> Page 400-402</p>	<p><i>On the War in the Philippines</i> <a href="http://www.rialto.k12.ca.us/rhs/planetwhited/AP%20PDF%20Docs/Unit%2009/Bever3.pdf">http://www.rialto.k12.ca.us/rhs/planetwhited/AP%20PDF%20Docs/Unit%2009/Bever3.pdf</a></p> <p>World War I: <a href="http://www.history.com/topics/world-war-i">www.history.com/topics/world-war-i</a></p> <p><i>Woodrow Wilson's 14 Points</i> <a href="https://history.state.gov/milestones/1914-1920/fourteen-points">https://history.state.gov/milestones/1914-1920/fourteen-points</a></p> <p><a href="http://www.washingtonpost.com/opinions/david-ignatius-rethinking-woodrow-wilsons-14-points/2014/07/08/809c20b0-06c1-11e4-a0dd-f2b22a257353_story.html">http://www.washingtonpost.com/opinions/david-ignatius-rethinking-woodrow-wilsons-14-points/2014/07/08/809c20b0-06c1-11e4-a0dd-f2b22a257353_story.html</a></p> <p><a href="https://www.khanacademy.org/humanities/history/euro-hist/ww1-aftermath/v/woodrow-wilson-s-fourteen-points">https://www.khanacademy.org/humanities/history/euro-hist/ww1-aftermath/v/woodrow-wilson-s-fourteen-points</a></p> <p><i>Woodrow Wilson's Declaration of War</i> <a href="http://www.lib.byu.edu/index.php/Wilson%27s_War_Message_to_Congress">http://www.lib.byu.edu/index.php/Wilson%27s_War_Message_to_Congress</a></p> <p><i>Committee on Public Information: Four Minute Speech</i> <a href="http://historymatters.gmu.edu/d/4970/">http://historymatters.gmu.edu/d/4970/</a></p> <p><i>Henry Cabot Lodge on the Terms for Peace</i> <a href="http://historymatters.gmu.edu/d/4970/">http://historymatters.gmu.edu/d/4970/</a></p> <p><i>Woodrow Wilson on Why We Need a League of Nations</i> <a href="http://www.firstworldwar.com/source/wilsonspeech_league.htm">http://www.firstworldwar.com/source/wilsonspeech_league.htm</a> <a href="https://history.state.gov/milestones/1914-1920/league">https://history.state.gov/milestones/1914-1920/league</a></p>

<b>Major Events/Themes Curriculum Objectives</b>	<b>Suggested Textbook Reading (to pair with Primary/Secondary Sources)</b>	<b>Primary and Secondary Sources</b>
<p>States in world affairs after World War II.</p>		<p><i>142 Die in Factory Fire, 1911</i> <a href="https://history.state.gov/milestones/1914-1920/league">https://history.state.gov/milestones/1914-1920/league</a> <a href="http://www.youtube.com/watch?v=4ulaG9x4GpE">http://www.youtube.com/watch?v=4ulaG9x4GpE</a> <a href="http://www.history.com/news/100-years-ago-the-triangle-shirtwaist-fire">http://www.history.com/news/100-years-ago-the-triangle-shirtwaist-fire</a></p>

## Theme: United States between the World Wars

Major Events/Themes Curriculum Objectives	Suggested Textbook Reading (to pair with Primary/Secondary Sources)	Primary and Secondary Sources
<p><b>11.5</b></p> <ol style="list-style-type: none"> <li>1. Discuss the policies of Presidents Warren Harding, Calvin Coolidge, and Herbert Hoover.</li> <li>2. Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey's "back-to-Africa" movement, the Ku Klux Klan, and immigration quotas and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks.</li> <li>3. Examine the passage of the Eighteenth Amendment to the Constitution and the Volstead Act (Prohibition).</li> <li>4. Analyze the passage of the Nineteenth Amendment and the changing role of women in society.</li> <li>5. Describe the Harlem Renaissance and new trends in literature, music, and art, with special attention to the work of writers (e.g., Zora Neale</li> </ol>	<p><b>Chapter 12</b></p> <p><i>Post War Trends:</i> Page 412</p> <p><i>Fear of Communism:</i> Page 413-414</p> <p><i>Limiting Immigration:</i> Page 414-417</p> <p><i>The Harding Presidency:</i> Page 419-421</p> <p><i>The Business of America:</i> Page 422- 427</p> <p><b>Chapter 13</b></p> <p><i>Rural and Urban Differences:</i> Page 434-437</p> <p><i>Science and Religion Clash:</i> Page 438-439</p> <p><i>Women Win Suffrage:</i> Page 334-335</p> <p><i>The Twenties Women:</i> Page 440-443</p> <p><i>Radio Comes of Age:</i> Page 447-448</p> <p><i>Entertainment and the Arts:</i> Page 450</p> <p><i>Writers of the 1920s:</i> Page 450-451</p> <p><i>The Harlem Renaissance:</i> Page 452</p>	<p><i>Department of Justice Instructions on Conducting Raids, 1920</i>  <a href="http://teacherweb.com/LA/ASH/MAHilton/U.S.-Department-of-Justice-Instructions-Regarding-Conduct-of-Raids-1920.pdf">http://teacherweb.com/LA/ASH/MAHilton/U.S.-Department-of-Justice-Instructions-Regarding-Conduct-of-Raids-1920.pdf</a></p> <p><i>A Letter Regarding Immigration Restrictions, 1924</i>  <a href="http://www.rialto.k12.ca.us/rhs/planetwhited/AP%20PDF%20Docs/Unit%2011/Roaring20s/Mars%20hal4.pdf">http://www.rialto.k12.ca.us/rhs/planetwhited/AP%20PDF%20Docs/Unit%2011/Roaring20s/Mars hal4.pdf</a></p> <p><a href="http://immigrationinamerica.org/590-immigration-act-of-1924.html">http://immigrationinamerica.org/590-immigration-act-of-1924.html</a></p> <p><i>Women's Suffrage Primary Source Set:</i>  <a href="http://www.loc.gov/teachers/classroommaterials/primarysourcesets/womens-suffrage/">www.loc.gov/teachers/classroommaterials/primarysourcesets/womens-suffrage/</a></p> <p><i>Harlem Renaissance Primary Source Set:</i>  <a href="http://www.loc.gov/teachers/classroommaterials/primarysourcesets/harlem-renaissance/">www.loc.gov/teachers/classroommaterials/primarysourcesets/harlem-renaissance/</a></p>

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<p>Hurston, Langston Hughes).</p> <p>6. Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.</p> <p>7. Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.</p> <p><b>11.6</b></p> <p>1. Describe the monetary issues of the late nineteenth and early twentieth centuries that gave rise to the establishment of the Federal Reserve and the weaknesses in key sectors of the economy in the late 1920s.</p> <p>2. Understand the explanations of the principal causes of the Great Depression and the steps taken by the Federal Reserve, Congress, and Presidents Herbert Hoover and Franklin Delano Roosevelt to combat the economic crisis.</p> <p>3. Discuss the human toll of the Depression, natural disasters, and unwise agricultural practices and their effects on the</p>	<p><b>Chapter 14</b></p> <p><i>The Great Depression Begins:</i> Page 462-483 <b>(All of Chapter 14).</b></p> <p><b>Chapter 15</b></p> <p><i>A New Deal Fights the Depression:</i> Pages 488-494</p> <p><i>Helping Farmers:</i> Page 496-498</p> <p><i>Roosevelt Extends Relief:</i> Page 498-499</p> <p><i>Improving Labor and Other Reforms:</i> Page 499-501</p> <p><i>FDR Creates the New Deal Coalition:</i> Page 507-509</p> <p><i>The Impact of the New Deal:</i> Page 515-519</p>	<p><i>Franklin D. Roosevelt: First Inaugural</i> <a href="http://historymatters.gmu.edu/d/5057/">http://historymatters.gmu.edu/d/5057/</a> <a href="http://www.inaugural.senate.gov/swearing-in/event/franklin-d-roosevelt-1933">http://www.inaugural.senate.gov/swearing-in/event/franklin-d-roosevelt-1933</a></p> <p><i>B.E.F.: The Whole Story of the Bonus Army</i> <a href="http://fhsdfhn.sharpschool.net/UserFiles/Servers/Server_999412/File/Staff%20Directory/Social%20Studies/Beckman/History/BonusArmy.pdf">http://fhsdfhn.sharpschool.net/UserFiles/Servers/Server_999412/File/Staff%20Directory/Social%20Studies/Beckman/History/BonusArmy.pdf</a></p> <p><i>Cesar Chavez, Childhood During the Great Depression</i> <a href="http://www.rialto.k12.ca.us/rhs/planetwhited/AP%20PDF%20Docs/Unit%2011/Depression/Chavez4.pdf">http://www.rialto.k12.ca.us/rhs/planetwhited/AP%20PDF%20Docs/Unit%2011/Depression/Chavez4.pdf</a></p> <p><i>How Government Prolonged the Great Depression</i> <a href="http://online.wsj.com/news/articles/SB123353276749137485">http://online.wsj.com/news/articles/SB123353276749137485</a></p>

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<p>depopulation of rural regions and on political movements of the left and right, with particular attention to the Dust Bowl refugees and their social and economic impacts in California.</p> <p>4. Analyze the effects of and the controversies arising from New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930s (e.g., Works Progress Administration, Social Security, National Labor Relations Board, farm programs, regional development policies, and energy development projects such as the Tennessee Valley Authority, California Central Valley Project, and Bonneville Dam).</p> <p>5. Trace the advances and retreats of organized labor, from the creation of the AFL the CIO to current issues of a postindustrial, multinational economy, including the United Farm Workers in California.</p>		

## Theme: World War II and Foreign Affairs

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<p><b>11.7</b></p> <ol style="list-style-type: none"> <li>Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.</li> <li>Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.</li> <li>Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, the Navajo Code Talkers).</li> <li>Analyze Roosevelt's foreign policy during World War II (e.g., Four Freedoms speech).</li> <li>Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., <i>Fred Korematsu v. United States of America</i>) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's</li> </ol>	<p><b>Chapter 16</b></p> <p><b>Note:</b> Sections 1 &amp; 2 of Chapter 16 provide background for the causes of World War II</p> <p><i>America Moves Toward War:</i> Page 550-557</p> <p><b>Chapter 17</b></p> <p><i>The United States in World War II:</i> Page 560-595 (<b>All of Chapter 17</b>)</p> <p><b>Chapter 18</b></p> <p><i>Origins of the Cold War:</i> Page 602-608</p> <p><i>The Korean War:</i> Page 611-612</p> <p><i>The United States Fights in Korea:</i> Page 612-615</p> <p><i>The Cold War at Home:</i> Page 616-621</p> <p><b>Chapter 20</b></p> <p><i>A New Military Policy:</i> Page 673</p> <p><i>Crisis over Cuba:</i> Page 673-677</p> <p><i>Crisis over Berlin:</i> Page 677-678</p> <p><b>Chapter 22</b></p>	<p><i>Franklin D. Roosevelt: On Declaration of War, 1941</i>  <a href="http://www.historyplace.com/speeches/fdr-infamy.htm">http://www.historyplace.com/speeches/fdr-infamy.htm</a>  <a href="http://historymatters.gmu.edu/d/5166/">http://historymatters.gmu.edu/d/5166/</a>  <a href="http://www.youtube.com/watch?v=ufoUtoQLGQY">http://www.youtube.com/watch?v=ufoUtoQLGQY</a></p> <p><i>Harry S. Truman: Statement on the Atomic Bomb</i>  <a href="http://www.pbs.org/wgbh/americanexperience/features/primary-resources/truman-hiroshima/">http://www.pbs.org/wgbh/americanexperience/features/primary-resources/truman-hiroshima/</a>  <a href="http://www.trumanlibrary.org/whistlestop/study_collections/bomb/large/documents/index.php?documentdate=1945-07-30&amp;documentid=9-15&amp;studycollectionid=&amp;pagenumber=1">http://www.trumanlibrary.org/whistlestop/study_collections/bomb/large/documents/index.php?documentdate=1945-07-30&amp;documentid=9-15&amp;studycollectionid=&amp;pagenumber=1</a></p> <p><i>The Truman Doctrine</i>  <a href="https://history.state.gov/milestones/1945-1952/truman-doctrine">https://history.state.gov/milestones/1945-1952/truman-doctrine</a>  <a href="http://avalon.law.yale.edu/20th_century/trudoc.asp">http://avalon.law.yale.edu/20th_century/trudoc.asp</a></p> <p><i>Are We Being Led into War?</i>  <a href="http://www.rialto.k12.ca.us/rhs/planetwhited/AP%20PDF%20Docs/Unit%2012/WorlWarII/DO_NDERO5.PDF">http://www.rialto.k12.ca.us/rhs/planetwhited/AP%20PDF%20Docs/Unit%2012/WorlWarII/DO_NDERO5.PDF</a></p> <p><i>Let Us Face the Truth, 1941</i>  <a href="http://www.rialto.k12.ca.us/rhs/planetwhited/AP%20PDF%20Docs/Unit%2012/WorlWarII/Truth5.pdf">http://www.rialto.k12.ca.us/rhs/planetwhited/AP%20PDF%20Docs/Unit%2012/WorlWarII/Truth5.pdf</a></p> <p><i>Office of Civilian Defense: What Can I Do?</i>  <a href="http://www.rialto.k12.ca.us/rhs/planetwhited/AP%20PDF%20Docs/Unit%2012/WorlWarII/Canido5.pdf">http://www.rialto.k12.ca.us/rhs/planetwhited/AP%20PDF%20Docs/Unit%2012/WorlWarII/Canido5.pdf</a>  <a href="http://www.gwu.edu/~erpapers/teaching/glossary/office-civilian-defense.cfm">http://www.gwu.edu/~erpapers/teaching/glossary/office-civilian-defense.cfm</a></p>

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<p>atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans.</p> <p>6. Describe major developments in aviation, weaponry, communication, and medicine and the war's impact on the location of American industry and use of resources.</p> <p>7. Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki).</p> <p>8. Analyze the effect of massive aid given to Western Europe under the Marshall Plan to rebuild itself after the war and the importance of a rebuilt Europe to the U.S. economy.</p> <p><b>11.9</b></p> <p>1. Discuss the establishment of the United Nations and International Declaration of Human Rights, International Monetary Fund, World Bank, and General Agreement on Tariffs and Trade (GATT) and their importance in shaping modern Europe and maintaining peace and international order.</p> <p>2. Understand the role of</p>	<p><i>The Vietnam War Years:</i> Page 728-761 (<b>All of Chapter 22</b>)</p> <p><b>Chapter 24</b></p> <p><i>Nixon's Foreign Policy Triumphs:</i> Page 799-801</p> <p><b>Chapter 25</b></p> <p><i>The Cold War Ends:</i> Page 848-850</p>	<p><i>Japanese American Testimony</i>  <a href="http://www.rialto.k12.ca.us/rhs/planetwhited/AP%20PDF%20Docs/Unit%2012/WorlWarII/JAPANE5.PDF">http://www.rialto.k12.ca.us/rhs/planetwhited/AP%20PDF%20Docs/Unit%2012/WorlWarII/JAPANE5.PDF</a></p> <p><i>The Truman Doctrine, 1947</i>  <a href="https://history.state.gov/milestones/1945-1952/truman-doctrine">https://history.state.gov/milestones/1945-1952/truman-doctrine</a>  <a href="http://www.history.com/this-day-in-history/truman-doctrine-is-announced">http://www.history.com/this-day-in-history/truman-doctrine-is-announced</a></p> <p><i>Statement on Civil Liberties in America</i>  <a href="http://www.rialto.k12.ca.us/rhs/planetwhited/AP%20PDF%20Docs/Unit%2013/Robeson5.pdf">http://www.rialto.k12.ca.us/rhs/planetwhited/AP%20PDF%20Docs/Unit%2013/Robeson5.pdf</a></p> <p><i>National Archives- Post War United States:</i>  <a href="http://www.docsteach.org/documents/search?mode=browse&amp;menu=open&amp;era[]=postwar-united-states&amp;sortBy=arc_id">www.docsteach.org/documents/search?mode=browse&amp;menu=open&amp;era[]=postwar-united-states&amp;sortBy=arc_id</a></p> <p><i>National Archives- Contemporary United States:</i>  <a href="http://www.docsteach.org/documents/search?mode=browse&amp;menu=open&amp;era[]=contemporary-united-states&amp;sortBy=arc_id">www.docsteach.org/documents/search?mode=browse&amp;menu=open&amp;era[]=contemporary-united-states&amp;sortBy=arc_id</a></p>

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<p>military alliances, including NATO and SEATO, in deterring communist aggression and maintaining security during the Cold War.</p> <p>3. Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following:</p> <ul style="list-style-type: none"> <li>○ The era of McCarthyism, instances of domestic Communism (e.g., Alger Hiss) and blacklisting</li> <li>○ The Truman Doctrine</li> <li>○ The Berlin Blockade</li> <li>○ The Korean War</li> <li>○ The Bay of Pigs invasion and the Cuban Missile Crisis</li> <li>○ Atomic testing in the American West, the "mutual assured destruction" doctrine, and disarmament policies</li> <li>○ The Vietnam War</li> <li>○ Latin American policy</li> </ul> <p>4. List the effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam, the "nuclear freeze" movement).</p> <p>5. Analyze the role of the Reagan administration and other factors in the victory of the West in the Cold War.</p>		



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## Theme: Post-World War II Domestic Issues

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<p><b>11.8</b></p> <ol style="list-style-type: none"> <li>1. Trace the growth of service sector, white collar, and professional sector jobs in business and government.</li> <li>2. Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.</li> <li>3. Examine Truman's labor policy and congressional reaction to it.</li> <li>4. Analyze new federal government spending on defense, welfare, interest on the national debt, and federal and state spending on education, including the California Master Plan.</li> <li>5. Describe the increased powers of the presidency in response to the Great Depression, World War II, and the Cold War.</li> <li>6. Discuss the diverse environmental regions of North America, their relationship to local economies, and the origins and prospects of environmental problems in those regions.</li> <li>7. Describe the effects on society and the economy of technological developments since 1945, including the computer</li> </ol>	<p><b>Chapter 19</b></p> <p><i>Readjustment and Recovery:</i> Page 634-636</p> <p><i>Meeting Economic Challenges:</i> Page 636-637</p> <p><i>The Organization and the Organization Man:</i> Page 641-643</p> <p><i>The Suburban Lifestyle:</i> Page 643-646</p> <p><i>Popular Culture:</i> Page 652-657</p> <p><i>The Other America:</i> Page 660-663</p> <p><b>Chapter 20</b></p> <p><i>The Promise of Progress:</i> Page 679-682</p> <p><i>The Movement of Migrant Workers:</i> Page 684-685</p> <p><i>Johnson's Domestic Agenda:</i> Page 687-688</p> <p><i>Building the Great Society:</i> Page 689-691</p> <p><i>Impact of the Great Society:</i> Page 693</p> <p><b>Chapter 8</b></p> <p><i>Segregation and Discrimination:</i> Page 286-289</p> <p><b>Chapter 17</b><i>Labor's Contribution:</i> Page 565-566</p>	<p>The Great Society</p> <p><a href="http://www.ushistory.org/us/56e.asp">http://www.ushistory.org/us/56e.asp</a></p> <p>The Great Society at 50</p> <p><a href="http://www.washingtonpost.com/sf/national/2014/05/17/the-great-society-at-50/">http://www.washingtonpost.com/sf/national/2014/05/17/the-great-society-at-50/</a></p> <p>Civil Rights</p> <p><a href="http://www.pbs.org/wgbh/americanexperience/features/primary-resources/lbj-civilrights/">http://www.pbs.org/wgbh/americanexperience/features/primary-resources/lbj-civilrights/</a></p>

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<p>revolution, changes in communication, advances in medicine, and improvements in agricultural technology.</p> <p>8. Discuss forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles).</p> <p><b>11.10</b></p> <p>1. Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt's ban on racial discrimination in defense industries in 1941, and how African Americans' service in World War II produced a stimulus for President Truman's decision to end segregation in the armed forces in 1948.</p> <p>2. Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including <i>Dred Scott v. Sandford</i>, <i>Plessy v. Ferguson</i>, <i>Brown v. Board of Education</i>, <i>Regents of the University of California v. Bakke</i>, and California Proposition 209.</p> <p>3. Describe the collaboration on legal strategy between</p>	<p><b>Chapter 21</b> <i>Civil Rights</i>: Page 698-723</p> <p><b>Chapter 23</b> <i>Latinos and Native Americans Seek Equality</i>: Page 768-772</p> <p><i>Women Fight for Equality</i>: Page 776-780</p> <p><b>Chapter 24</b> <i>Nixon's New Conservatism</i>: Page 794-796</p> <p><i>Watergate: Nixon's Downfall</i>: Page 802-807</p> <p><i>Carter's Domestic Agenda</i>: Page 812-814</p> <p><i>Environmental Activism</i>: Page 820-825</p> <p><b>Chapter 25</b> <i>A Conservative Movement Emerges</i>: Page 830-833</p> <p>"Reaganomics" Takes Over: Page 834-836</p> <p><i>Deregulating the Economy</i>: Page 837</p> <p><i>The Fight for Rights Continues</i>: Page 843-845</p> <p><b>Chapter 26</b> <i>Moderate Reform and Economic Boom</i>: Page 861-862</p> <p><i>Triumph and Crisis in the Middle East</i>: Page 816-817</p> <p><i>Middle East Trouble Spots</i>: Page</p>	<p><i>On the Space Program</i> <a href="http://www.ifklibrary.org/JFK/JFK-in-History/Space-Program.aspx">http://www.ifklibrary.org/JFK/JFK-in-History/Space-Program.aspx</a></p> <p><i>Desegregation at Central High (Beals)</i> <a href="http://www.rialto.k12.ca.us/rhs/planetwhited/AP%20PDF%20Docs/Unit%2013/Beals5.pdf">http://www.rialto.k12.ca.us/rhs/planetwhited/AP%20PDF%20Docs/Unit%2013/Beals5.pdf</a></p> <p><i>Desegregation at Central High (Rains)</i> <a href="http://www.rialto.k12.ca.us/rhs/planetwhited/AP%20PDF%20Docs/Unit%2013/Rains5.pdf">http://www.rialto.k12.ca.us/rhs/planetwhited/AP%20PDF%20Docs/Unit%2013/Rains5.pdf</a></p> <p><i>Malcolm X: A Speech to Mississippi Youth, 1964</i> <a href="http://www.britannica.com/blackhistory/article-9399834">http://www.britannica.com/blackhistory/article-9399834</a> <a href="http://www.google.com/search?q=Malcolm+X%3A+A+Speech+to+Mississippi+Youth%2C+1964&amp;ie=utf-8&amp;oe=utf-8&amp;aq=t&amp;rls=org.mozilla:en-US:official&amp;client=firefox-a&amp;qws_rd=ssl&amp;surl=1&amp;safe=active">http://www.google.com/search?q=Malcolm+X%3A+A+Speech+to+Mississippi+Youth%2C+1964&amp;ie=utf-8&amp;oe=utf-8&amp;aq=t&amp;rls=org.mozilla:en-US:official&amp;client=firefox-a&amp;qws_rd=ssl&amp;surl=1&amp;safe=active</a></p> <p><i>The Strategy for Confrontation, 1968</i> <a href="http://images.classwell.com/mcd_xhtml_ebooks/2002_americans/pdf/TAR03_22_752_P_S.pdf">http://images.classwell.com/mcd_xhtml_ebooks/2002_americans/pdf/TAR03_22_752_P_S.pdf</a></p>

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<p>African American and white civil rights lawyers to end racial segregation in higher education.</p> <p>4. Examine the roles of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King, Jr., Malcolm X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther King, Jr.'s "Letter from Birmingham Jail" and "I Have a Dream" speech.</p> <p>5. Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.</p> <p>6. Analyze the passage and effects of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the Twenty-Fourth Amendment, with an emphasis on equality of access to education and to the political process.</p> <p>7. Analyze the women's</p>	<p>852-855</p> <p><i>Antiterrorist Measures</i>: Page 866-867</p> <p><i>War Against Iraq</i>: Page 867</p>	<p><i>Cesar Chavez: The Birth of La Causa</i></p> <p><a href="http://www.ufw.org/_page.php?menu=research&amp;inc=history/07.html">http://www.ufw.org/_page.php?menu=research&amp;inc=history/07.html</a></p> <p><a href="http://chavez.cde.ca.gov/ModelCurriculum/teachers/Lessons/resources/documents/Chavez_Biography_by_Levy.PDF">http://chavez.cde.ca.gov/ModelCurriculum/teachers/Lessons/resources/documents/Chavez_Biography_by_Levy.PDF</a></p> <p><a href="http://www.npr.org/blogs/codeswitch/2014/03/28/295245896/new-movie-cesar-chavez-spotlights-chicano-movement-organizer">http://www.npr.org/blogs/codeswitch/2014/03/28/295245896/new-movie-cesar-chavez-spotlights-chicano-movement-organizer</a></p> <p><i>Articles of Impeachment, 1973</i></p> <p><a href="http://watergate.info/impeachment/articles-of-impeachment">http://watergate.info/impeachment/articles-of-impeachment</a></p>

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<p>rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s, including differing perspectives on the roles of women.</p> <p><b>11.11</b></p> <ol style="list-style-type: none"> <li>1. Discuss the reasons for the nation's changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society.</li> <li>2. Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy).</li> <li>3. Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.</li> <li>4. Explain the constitutional crisis originating from the Watergate scandal.</li> <li>5. Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park system,</li> </ol>		<p><a href="http://www.history.com/topics/black-history/civil-rights-movement">http://www.history.com/topics/black-history/civil-rights-movement</a></p> <p><i>Obituary of A. Philip Randolph</i> <a href="http://www.nytimes.com/learning/general/onthisday/bday/0415.html">http://www.nytimes.com/learning/general/onthisday/bday/0415.html</a></p> <p><i>Biography information A. Philip Randolph</i> <a href="http://www.anb.org/articles/15/15-01101.html">http://www.anb.org/articles/15/15-01101.html</a></p> <p><i>Oral History A. Philip Randolph</i> <a href="http://www.lbjlib.utexas.edu/johnson/archives.hom/oralhistory.hom/RandolpA/randolp.as.p">http://www.lbjlib.utexas.edu/johnson/archives.hom/oralhistory.hom/RandolpA/randolp.as.p</a></p> <p><i>James Farmer</i> <a href="http://www.biography.com/people/james-farmer-21349629#found-core">http://www.biography.com/people/james-farmer-21349629#found-core</a></p> <p><a href="http://www.pbs.org/wgbh/americanexperience/freedomriders/people/james-farmer">http://www.pbs.org/wgbh/americanexperience/freedomriders/people/james-farmer</a></p> <p><i>Voting Acts Rights</i> <a href="http://www.justice.gov/crt/about/vot/intro/intro_b.php">http://www.justice.gov/crt/about/vot/intro/intro_b.php</a></p> <p><a href="http://www.history.com/topics/black-history/voting-rights-act">http://www.history.com/topics/black-history/voting-rights-act</a></p> <p><i>Supreme Court Invalidates Key Part of Voting Act, includes links to historical information about Voting Act</i> <a href="http://www.nytimes.com/2013/06/26/us/supreme-court-ruling.html?pagewanted=all">http://www.nytimes.com/2013/06/26/us/supreme-court-ruling.html?pagewanted=all</a></p> <p><a href="http://millercenter.org/president/truman/speeches/speech-3339">http://millercenter.org/president/truman/speeches/speech-3339</a></p> <p><a href="http://www.trumanlibrary.org/teacher/doctrine.htm">http://www.trumanlibrary.org/teacher/doctrine.htm</a></p> <p><i>Eisenhower</i> <a href="http://www.history.com/this-day-in-history/eisenhower-gives-famous-domino-theory-speech">http://www.history.com/this-day-in-history/eisenhower-gives-famous-domino-theory-speech</a></p> <p><i>Military-Industrial Complex Speech</i> <a href="http://coursesa.matrix.msu.edu/~hst306/documents/indust.html">http://coursesa.matrix.msu.edu/~hst306/documents/indust.html</a></p>

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

