



PISCATAWAY TOWNSHIP SCHOOLS

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Honors United States History II

Content Area: Social Studies
Grade Span: 11th-12th
Revised by: Ryan Wernlund
Presented by:
Approval date:

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COURSE OVERVIEW

Description		
<p>This accelerated course continues to follow the development of the United States in the Twentieth century. Areas of study will include but is not limited to Progressivism, Industrialization and economic growth, Immigration, Imperialism, The Great Depression, World War II, the Cold War politics, Kennedy and the New Frontier, Johnson and the Great Society, the upheaval of the 1960s along with the Nixon, Carter, Reagan, Bush, and Clinton years and beyond. In addition, world events/issues that have shaped American policy at home and abroad will be studied.</p>		
Goals		
<p>The primary purpose Honors United States History II is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. Students will accomplish this through the examination of United States History from 1877 to the present, with emphasis placed on drawing connections between historical content and current events, using their historical understanding to make sense of the modern world.</p>		
Scope and Sequence		
Unit	Topic	Length
Unit 1	America Industrializes and Becomes a World Power (1877-1914)	Approximately 30 instructional hours
Unit 2	The First World War, the Roaring 20's, and the Stock Market Crash (1914-1929)	Approximately 20 instructional hours
Unit 3	The Great Depression and World War II (1929-1945)	Approximately 20 instructional hours
Unit 4	The Cold War: Korea, Vietnam, and U.S. Foreign Policy (1945-1975)	Approximately 20 instructional hours
Unit 5	20 th Century American Social and Cultural Changes (1945-1975)	Approximately 15 instructional hours
Unit 6	Contemporary America (1975-present)	Approximately 20 instructional hours
Resources		
<p>Core Text: <i>Created Equal, A Social and Political History of the United States</i></p> <p>Suggested Resources:</p> <ul style="list-style-type: none"> ○ <i>United States History: Preparing for the Advanced Placement Examination, An AMSCO Publication</i> (most recent edition) ○ Additional resources, lesson plans, and assessments can be found on the departmental Schoology page for reference 		

ALL UNITS: INSTRUCTIONAL FOCUS

Summary and Rationale
<p>Honors United States History II encompasses American history from the end of Reconstruction (1877) to the present. The units have been designed in such a way as to provide a balanced view of American domestic and foreign policy in this period. Students will use various lenses to analyze American history, focusing on political shifts, the causes and effects of socio-cultural changes, and America’s growing economic dominance in the world. The units have been arranged chronologically to help students better grasp cause and effect relationships. As students progress through the units of study, they will also master critical thinking and analytical writing skills to help them better make sense of the historical content they encounter.</p>
NJ State Student Learning Standards
Standard 6.1.12.5 The Development of the Industrial United States
Standard 6.1.12.6 The Emergence of Modern America: Progressive Reform
Standard 6.1.12.7 The Emergence of Modern America: World War I
Standard 6.1.12.8 The Emergence of Modern America: Roaring Twenties
Standard 6.1.12.9 The Great Depression and World War II: The Great Depression
Standard 6.1.12.10 The Great Depression and World War II: New Deal
Standard 6.1.12.11 The Great Depression and World War II: World War II
Standard 6.1.12.12 Postwar United States: Cold War
Standard 6.1.12.13 Postwar United States: Civil Rights and Social Change
Standard 6.1.12.14 Contemporary United States: Domestic Policies
Standard 6.1.12.15 Contemporary United States: International Policies
Standard 6.1.12.16 Contemporary United States: Interconnected Global Society
Standard 6.3.12 Active Citizenship in the 21st Century
For each 6.1.12 Standard (U.S. History: America in the World) and 6.3.12 (Active Citizenship in the 21st Century), the following strands are addressed
A. Civics, Government, and Human Rights
B. Geography, People, and the Environment
C. Economics, Innovation, and Technology
D. History, Culture, and Perspectives

UNIT1: America Industrializes and Becomes a World Power (1877-1914)

Summary and Rationale	
<p>In this unit, students will explore America’s development after the period of Reconstruction. Students will focus on America’s domestic policies, including changing business practices, the rise of organized labor, changing demographics and immigration policies, and progressive reforms. Students will also focus on America’s growing role in the international sphere, including our imperialist expansion into Latin American and Asia. Students will evaluate the causes of these changes and forecast the impact that these policies will have on the development of modern America.</p>	
Recommended Pacing	
<p>Business, Labor, and Immigration : 10 instructional hours Imperialism: 10 instructional hours The Progressive Era: 10 instructional hours</p>	
State Standards	
Standard 6.1.12.5 The Development of the Industrial United States	
D.5.a	Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.
D.5.b	Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.
D.5.c	Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.
D.5.d	Relate varying immigrants’ experiences to gender, race, ethnicity, or occupation.
Standard 6.1.12.6 The Emergence of Modern America: Progressive Reforms	
A.6.a	Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
A.6.b	Evaluate the ways in which women organized to promote government policies (i.e., abolition, women’s suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.
A.6.c	Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.
C.6.b	Determine how supply and demand influenced price and output during the Industrial Revolution.
C.6.c	Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.
D.6.a	Assess the impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late 19th century in New Jersey (i.e., Paterson Silk Strike 1913) and the United States.
Standard 6.1.12.14 Contemporary United States: Domestic Policies	

C.14.d	Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ○ Students will understand that whenever groups of people interact, regardless of reason, cultural, political, economic, and/or technological change results. ○ Students will understand that interaction between people may lead to conflicts based on competition for resources, ideological differences, and societal changes. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ○ Is change inevitable? ○ Is change progress? ○ Does human interaction have positive or negative results? ○ Is conflict inevitable? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> ○ The Robber Barons ○ Strikes ○ The Gilded Age ○ The Populist Movement ○ Outcomes of the Spanish-American War ○ Roosevelt Corollary to the Monroe Doctrine ○ <i>Plessy v. Ferguson</i> ○ The Progressives and their policies ○ The Homestead Act ○ The Transcontinental Railroad ○ Women’s Suffrage ○ W.E.B. DuBois and Booker T. Washington ○ The New Immigration ○ The Chinese Exclusion Act ○ Amendments 16, 17, and 18 <p>Students will be able to:</p> <ul style="list-style-type: none"> ○ Relate industrial growth to the need for social and governmental reforms. ○ Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans. ○ Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability. ○ Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations. ○ Assess the impact of rapid urbanization on the environment and on the quality of life in cities. ○ Analyze the economic practices of various business organizations (i.e., corporations and monopolies) regarding the production and marketing of goods, and explain the positive or negative impact of these practices on the nation and on individuals. 	

- Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.
- Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.
- Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
- Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
- Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.
- Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.
- Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power.
- Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.

Resources

Core Text: *Created Equal, A Social and Economic History of the United States*

- Chapter 16: Standardizing the Nation: Innovations in Technology, Business, and Culture 1877-1890
- Chapter 17: Challenges to Government and Corporate Power: Resistance and Reform, 1877-1890
- Chapter 18: Political and Cultural Conflict in a Decade of Depression and War: The 1890's
- Chapter 19: The Promise and Perils of Progressive Reform, 1900-19112

Suggested Resources:

- Judgment in *Plessy v. Ferguson* (<http://arcweb.archives.gov/arc/action/ExternalIdSearch?id=1685178>)
- The Gospel of Wealth (<http://www.fordham.edu/HALSAll/MOD/1889carnegie.asp>)
- Petition from the citizens of New Jersey praying for Congress to make the act of lynching a crime against the United States, 02/21/1900 (<http://arcweb.archives.gov/arc/action/ExternalIdSearch?id=306656>)
- Letter from Acting Secretary of State Robert Bacon to U.S. Ambassador to the United Kingdom Whitelaw Reid Discussing Postcards Regarding the Chicago Meatpacking Industry, 10/09/1907 (<http://arcweb.archives.gov/arc/action/ExternalIdSearch?id=2657925>)
- Act of December 4, 1905 (Pure Food and Drug Act), Public Law 59-384, 34 STAT 768, which prevented the manufacture, sale, or transportation of adulterated, misbranded, poisonous, or deleterious foods, drugs, medicines, and liquors and the regulation of traffic of such items, 12/04/1905 (<http://arcweb.archives.gov/arc/action/ExternalIdSearch?id=299825>)
- Petition Against the Annexation of Hawaii, 1898 (<http://arcweb.archives.gov/arc/action/ExternalIdSearch?id=595390>)
- DeLome Letter (<http://ourdocuments.gov/doc.php?doc=53>)
- Theodore Roosevelt Corollary to the Monroe Doctrine (<http://ourdocuments.gov/doc.php?doc=56>)
- Chinese Exclusion Act (<http://ourdocuments.gov/doc.php?doc=47>)
- Additional resources, lesson plans, and assessments can be found on the departmental Schoology page for reference

UNIT 2: The First World War, the Roaring 20's, and the Stock Market Crash (1914-1929)

Summary and Rationale	
<p>In this unit, students will explore America's intervention in World War I and chart the effect that wartime experiences had on the direction of the country. Students will understand how the war led to a period of isolationism that coincided with a period of economic growth and prosperity. Students will analyze the causes of this prosperity while connecting this economic growth with the subsequent crash of the stock market in 1929. Students will learn to apply their economic analyses of the time period to contemporary economic issues to make more informed economic decisions in their adult lives.</p>	
Recommended Pacing	
<p>World War I: 10 instructional hours Roaring 20s and Stock Market Crash: 10 instructional hours</p>	
NJ State Student Learning Standards	
Standard 6.1.12.5 The Development of the Industrial United States	
D.5.d	Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
Standard 6.1.12.6 The Emergence of Modern America: Progressive Reforms	
C.6.c	Analyze how the actions and policies of the United States government contributed to the Great Depression.
Standard 6.1.12.7 The Emergence of Modern America: World War I	
A.7.a	Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.
A.7.c	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.
C.7.a	Determine how technological advancements affected the nature of World War I on land, on water, and in the air.
C.7.b	Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.
D.7.a	Evaluate the effectiveness of Woodrow Wilson's leadership during and immediately after World War I.
D.7.b	Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.
D.7.c	Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.
Standard 6.1.12.8 The Emergence of Modern America: Roaring Twenties	
A.8.a	Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.
A.8.b	Compare and contrast the global marketing practices of United States factories and farms with American public opinion and government policies that favored isolationism.

A.8.c	Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.
C.8.a	Analyze the push-pull factors that led to the Great Migration.
C.8.b	Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.
Standard 6.1.12.9 The Great Depression and World War II: The Great Depression	
A.9.a	Analyze how the actions and policies of the United States government contributed to the Great Depression.
C.9.b	Explain how economic indicators (i.e., gross domestic product, the consumer index, the national debt, and the trade deficit) are used to evaluate the health of the economy.
C.9.d	Compare and contrast the causes and outcomes of the stock market crash in 1929 and other periods of economic instability.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ○ Students will understand that civilizations form institutions to problem solve and meet their needs, and that these institutions are shaped by the heritage of the people and the problems they're facing. ○ Students will understand that a local, national, global and an individual's economy are all inter-dependent. ○ Students will understand that purposes, processes, and principles of government are defined and influenced by documents, historical events, and various organizations. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ○ Is conflict inevitable? ○ What defines and shapes government? ○ Can anyone live alone? ○ Who controls the economy? ○ Are Institutions necessary? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> ○ Woodrow Wilson's Presidency ○ The Homefront at War: Victory Gardens and the Sedition Act ○ Weapons of World War I ○ Treaty of Versailles ○ President Wilson's Fourteen Points ○ The League of Nations ○ The Red Scare and Palmer Raids ○ The Great Migration ○ The Harlem Renaissance ○ The Lost Generation ○ Xenophobia ○ October 29th, 1929 ○ "Flappers" ○ Jazz Music ○ Prohibition (the 18th Amendment) <p>Students will be able to:</p>	

- Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.
- Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war (i.e., the Espionage Act and the Sedition Amendment) on individual rights.
- Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.
- Explain how global competition by nations for land and resources led to increased militarism.
- Determine how technological advancements affected the nature of World War I on land, on water, and in the air.
- Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.
- Evaluate the effectiveness of Woodrow Wilson’s leadership during and immediately after World War I.
- Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.
- Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.
- Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.
- Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.
- Compare and contrast the global marketing practices of United States factories and farms with American public opinion and government policies that favored isolationism.
- Analyze the push-pull factors that led to the Great Migration.
- Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.
- Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence
- Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.
- Compare and contrast the causes and outcomes of the stock market crash in 1929 and other periods of economic instability.
- Analyze how the actions and policies of the United States government contributed to the Great Depression.

Resources

Core Text: *Created Equal, A Social and Economic History of the United States*

- Chapter 20: War and Revolution, 1912-1920
- Chapter 21: The Promise of Consumer Culture: The 1920s
- Chapter 22: Hardship and Hope in the 1930s: The Great Depression
 - Only Section 1: Causes and the Hoover part of Section 2

Suggested Resources:

- Zimmerman Telegram as Received by the German Ambassador to Mexico (<http://arcweb.archives.gov/arc/action/ExternalIdSearch?id=302025>)
- President Wilson’s Fourteen Points (<http://ourdocuments.gov/doc.php?doc=62>)

- President Wilson's Fourteen Points Message to Congress
(<http://teachingamericanhistory.org/library/document/fourteen-points/>)
- Treaty of Versailles
 - Full Text (http://avalon.law.yale.edu/subject_menus/versailles_menu.asp)
 - Summary (http://www.historylearningsite.co.uk/treaty_of_versailles.htm)

UNIT 3: The Great Depression and World War II (1929-1945)

Summary and Rationale	
<p>Students will explore the experiences of average Americans during the Great Depression to grasp the extent of the economic suffering during the period. Students will analyze and evaluate the effectiveness of the various personal and governmental solutions to the Great Depression, including the New Deal. Students will pay particular attention to the lessons that can be learned from the period and how they can apply to addressing contemporary economic issues. Students will examine the expansion of fascism in Europe as a result of economic distress, leading to the eruption of war. Students will follow America’s path from isolation to war, analyzing the various ways in which average Americans worked to support the war effort. Students will evaluate America’s decision to use atomic weapons against Japan and the legacy of nuclear weapons in the modern day. Finally, students will examine America’s efforts to create a lasting peace in the 20th century and evaluate the efficacy of these tactics and their applicability to contemporary international relations.</p>	
Recommended Pacing	
<p>The Great Depression: 5-6 instructional hours The New Deal: 3-4 instructional hours World War II: 10-12 instructional hours</p>	
NJ State Student Learning Standards	
Standard 6.1.12.6 The Emergence of Modern America: Progressive Reforms	
C.6.c	Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals
Standard 6.1.12.9 The Great Depression and World War II: The Great Depression	
A.9.a	Analyze how the actions and policies of the United States government contributed to the Great Depression
B.9.a	Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression
C.9.d	Compare and contrast the causes and outcomes of the stock market crash in 1929 and other periods of economic instability
Standard 6.1.12.10 The Great Depression and World War II: The New Deal	
A.10.b	Assess the effectiveness of governmental policies enacted during the New Deal period (i.e. the FDIC, NLRB, and Social Security) in protecting the welfare of individuals
A.10.c	Evaluate the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society
B.10.a	Assess the effectiveness of New Deal programs design to protect the environment

C.10.a	Evaluate the effectiveness of economic regulations and standards established during this period in combating the Great Depression
C.10.b	Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today
Standard 6.1.12.11 The Great Depression and World War II: World War II	
A.11.b	Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time
A.11.c	Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights
A.11.d	Analyze the decision to use the atomic bomb and the consequences of doing so
A.11.e	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides
B.11.a	Explain the role that geography played in the development of military strategies and weaponry in World War II
Standard 6.1.12.14 Contemporary United States: Domestic Policies	
A.14.a	Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ○ Students will understand that interpretations in the social sciences are influenced by individual experiences, societal values, and cultural traditions. ○ Students will understand that interaction between people may lead to conflicts based on competition for resources, ideological differences, and societal changes. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ○ What is truth? ○ Whose history is it? ○ Is change inevitable? ○ Who controls the economy? ○ Are institutions necessary? ○ Is change progress? ○ Does human interaction have positive or negative results? 	
Objectives	
Students will know: <ul style="list-style-type: none"> ○ The Election of President Franklin D. Roosevelt ○ The New Deal ○ The “Court Packing” Plan ○ The Dust Bowl ○ Lend-Lease ○ Good Neighbor Policy ○ Bombing of Pearl Harbor ○ The Allies and the Axis Powers ○ Meeting at Tehran 	

- The Tuskegee Airmen
- Rosie the Riveter
- Japanese Internment
- The Pacific Theatre
- D-Day
- The Manhattan Project and the use of the Atomic Bombs
- The Holocaust

Students will be able to:

- Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.
- Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.
- Explain how economic indicators (i.e., gross domestic product, the consumer index, the national debt, and the trade deficit) are used to evaluate the health of the economy.
- Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.
- Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.
- Explain how and why conflict developed between the Supreme Court and other branches of government over aspects of the New Deal.
- Assess the effectiveness of governmental policies enacted during the New Deal period (i.e., the FDIC, NLRB, and Social Security) in protecting the welfare of individuals.
- Evaluate the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society
- Assess the effectiveness of New Deal programs designed to protect the environment
- Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression
- Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents
- Explain how key individuals, including minorities and women (i.e., Eleanor Roosevelt and Frances Perkins), shaped the core ideologies and policies of the New Deal
- Evaluate the effectiveness of international agreements following World War I in preventing international disputes during the 1920s and 1930s.
- Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.
- Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.
- Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
- Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.
- Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.

- Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.

Resources

Core Text: *Created Equal, A Social and Economic History of the United States*

- Chapter 22: Hardship and Hope in the 1930s: The Great Depression
 - From FDR section onward
- Chapter 23: Global Conflict: World War II, 1937-1945

Suggested Resources:

- President Franklin D. Roosevelt’s First Inaugural Address (<http://www.archives.gov/education/lessons/fdr-inaugural/>)
- Picturing the Great Depression and the New Deal, Archival Collection by the National Archives (<https://www.archives.gov/seattle/exhibit/picturing-the-century/great-depression.html>)
- Declaring “War” on the Great Depression Lesson Plan by the National Archives (<https://www.archives.gov/education/lessons/fdr-inaugural/activities.html>)
- Dust Storm in Rolla, Kansas; “05/06/35; Dear Mr. Roosevelt, Darkness came when it hit us. Picture taken from water tower one hundred feet high. Yours Truly, Chas. P Williams.” Photo: Massive Dark cloud approaching village in forefront, 04/14/1935 (<http://arcweb.archives.gov/arc/action/ExternalIdSearch?id=195691>)
- Lend Lease Act (<http://ourdocuments.gov/doc.php?doc=71>)
- Joint Address to Congress Leading to a Declaration of War Against Japan (1941) (<http://ourdocuments.gov/doc.php?doc=73>)
- Letter from Albert Einstein to President Franklin D. Roosevelt, 08/02/1939 (<http://arcweb.archives.gov/arc/action/ExternalIdSearch?id=593374>)

UNIT 4: The Cold War: Korea, Vietnam, and U.S. Foreign Policy (1945-1975)

Summary and Rationale	
<p>Students will delve into the deteriorating relationship between the US and the USSR during the middle portion of the 20th century. Students will explore the various tactics used to combat Soviet influence, including containment, evaluating how these concepts are applied in the cases of Korea, Vietnam, and the various other countries subject to American intervention during the time period. For each of these major conflicts, students will balance an exploration of the conflict itself with an analysis of popular responses to the war domestically. Students will synthesize the legacy of America’s foreign policy with America’s current foreign policy, evaluating the strengths and weaknesses of engaging in geopolitical conflict.</p>	
Recommended Pacing	
<p>Early Cold War (including Korea): approximately 7 instructional hours The Vietnam War: approximately 7 instructional hours The Late Cold War: approximately 6 instructional hours</p>	
NJ State Student Learning Standards	
Standard 6.1.12.12 Postwar United States: Cold War	
D.12.a	Analyze the impact of American governmental policies on independence movements in Africa, Asia, the Caribbean, and the Middle East
D.12.b	Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties
D.12.c	Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations
D.12.d	Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts
D.12.e	Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War
A.12.a	Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War
A.12.b	Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts
A.12.c	Explain how the Arab-Israeli conflict influenced American foreign policy
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ○ Students will understand that interpretations in the social sciences are influenced by individual experiences, societal values, and cultural traditions. ○ Students will understand that societal change occurs when subordinate groups use threats, trade, and/or reason against the dominant group. ○ Students will understand that purposes, processes, and principles of government are defined and influenced by documents, historical events, and various organizations. 	

Unit Essential Questions

- What defines and shapes government?
- Is change inevitable?
- Is progress inevitable?
- Can you influence change?
- What is truth?
- Whose history is it?
- Do humans have a positive or negative effect on the environment?

Objectives

Students will know:

- Marshall Plan
- The United Nations
- The creation of Israel
- The Berlin Airlift
- The Korean War
- "Duck and Cover"
- Sputnik
- McCarthyism
- The "Military Industrial Complex"
- The Bay of Pigs
- The Space Race
- The Cuban Missiles Crisis
- The Berlin Wall
- The Vietnam War
- Gulf of Tonkin Resolution
- War Powers Act
- OPEC/the Oil Embargo

Students will be able to:

- Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.
- Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.
- Explain how the Arab-Israeli conflict influenced American foreign policy.
- Evaluate the effectiveness of the Marshall Plan and regional alliances in the rebuilding of European nations in the post World War II period.
- Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.
- Assess the impact of agricultural innovation on the world economy.
- Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.
- Analyze the impact of American governmental policies on independence movements in Africa, Asia, the Caribbean, and the Middle East.

- Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
- Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.
- Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.
- Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.

Resources

Core Text: *Created Equal, A Social and Economic History of the United States*

- Chapter 24: Cold War and Hot War 1945-1953
- Chapter 25: Domestic Dreams and Atomic Nightmares. 1953-1979 – The Eisenhower Years: Eisenhower’s Foreign Policy (859), The Kennedy Era Foreign Policy (868)
- Chapter 26: The Nation Divides: The Vietnam War and Social Conflict. 1964-1971 – Into War in Vietnam (882), The New Left and the Struggle Against the War/Cultural Rebellion and the Counterculture (892-93), The Conservative Response (899)
- Chapter 27: Reconsidering National Priorities, 1972-1979 – Triangular diplomacy, détente, (909), The Oil Embargo (918)
- Chapter 28: The Cold War Returns – and Ends, 1979-1991 – Anticommunism Revived (942), The End of the Cold War (961)

Suggested Resources:

- President John F. Kennedy on the Cuban Missile Crisis (<http://www.americanrhetoric.com/speeches/jfk-cuban-missile-crisis.html>)
- Gulf of Tonkin Resolution, as Introduced, S.J. Res. 189, 08/04/1964 (<http://arcweb.archives.gov/arc/action/ExternalIdSearch?id=2127364>)
- United States Recognition of Israel (<http://ourdocuments.gov/doc.php?doc=83>)
- Marshall Plan (<http://ourdocuments.gov/doc.php?doc=82>)
- Eisenhower Library: Sputnik and the Space Race (http://www.eisenhower.archives.gov/Research/Digital_Documents/Sputnik)
- United Nations Charter Preamble (<http://www.un.org/en/documents/charter/preamble.shtml>)
- Telegram from George Kennan Charge d’Affaires at United States Embassy in Moscow to the Secretary of State: The Long Telegram (<http://arcweb.archives.gov/arc/action/ExternalIdSearch?id=2642322>)
- Truman Doctrine Documents

UNIT 5: 20th Century American Social and Cultural Changes (1945-1975)

Summary and Rationale	
<p>Students will explore how American demographics and society changed during the middle of the 20th century. In particular, students will focus on the experiences of several minority groups during this time period and will track the causes and effects of changing social attitudes due to social justice movements. This unit is designed to address the experiences of varied groups, including women, African Americans, American Indians, Hispanic Americans, and the LGBTQ community. To evaluate the efficacy of these various movements, students will analyze how the government enacted policies and legislation designed to protect these groups, as well as the successes and failures of these policies. Students will explore how these changing social and cultural standards have impacted American society as a whole and the implications of this shift.</p>	
Recommended Pacing	
<p>African American Civil Rights: approximately 8 instructional hours Equal Rights for other minority groups: approximately 6 instructional hours Social changes and the role of the government: approximately 6 instructional hours</p>	
NJ State Student Learning Standards	
Standard 6.1.12.13 Postwar United States: Civil Rights and Social Change	
C.13.a	Explain how individuals and organizations used economic measures (e.g. the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights
D.13.a	Determine the impetus for the Civil Rights Movement, and explain why the national governmental actions were needed to ensure civil rights for African Americans
D.13.b	Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies
D.13.c	Analyze the successes and failures of women’s rights organizations, the American Indian Movement, and La Raza in pursuit of civil rights and equal opportunities
D.13.d	Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement
D.13.e	Explain why the Peace Corps was created and how its role has evolved over time
D.13.f	Relate the changing role of women in the labor force to changes in family structure
A.13.a	Analyze the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e. Hedgepeth and Williams v Trenton Board of Education), and New Jersey’s Law Against Discrimination (i.e., P.L. 1945, c.169) in eliminating segregation and discrimination
A.13.b	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v Board of Education, and Roe v Wade) in promoting civil liberties and equal opportunities
Standard 6.1.12.14 Contemporary United States: Domestic Policies	
A.14.b	Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies

A.14.d	Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms
A.14.e	Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern

Instructional Focus

Unit Enduring Understandings

- Students will understand that the Earth is characterized by varied physical environments and that a reciprocal relationship, both positive and negative, exists between human behavior and these environments.
- Students will understand that interaction between people may lead to conflicts based on competition for resources, ideological differences, and societal changes.
- Students will understand that purposes, processes, and principles of government are defined and influenced by documents, historical events, and various organizations.

Unit Essential Questions

- Is change inevitable?
- Is change progress?
- Can you influence change?
- What is truth?
- Whose history is it?
- Do humans have a positive or negative effect on the environment?

Objectives

Students will know:

- Desegregation of the Armed Forces
- Brown v Board of Education
- The Montgomery Bus Boycott
- The Little Rock 9
- Sit-ins
- The Civil Rights March on Washington
- JFK's assassination
- The Civil Rights Act of 1964
- The Voting Rights Act
- Black Power movement
- Reynolds v Sims
- Gideon v Wainwright
- Miranda v Arizona
- The First Earth Day/"Silent Spring"
- Migrant Workers Movement/Cesar Chavez
- Native American Rights movement
- Title IX
- NOW
- ERA
- Roe v Wade
- Nixon's resignation/Watergate

Students will be able to:

- Analyze the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., *Hedgepeth and Williams v. Trenton Board of Education*), and New Jersey’s Law Against Discrimination (i.e., P.L. 1945, c.169) in eliminating segregation and discrimination.
- Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, *Brown v. Board of Education*, and *Roe v. Wade*) in promoting civil liberties and equal opportunities.
- Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities.
- Evaluate the effectiveness of environmental movements and their influence on public attitudes and environmental protection laws.
- Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights.
- Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation.
- Determine the effectiveness of social legislation that was enacted to end poverty in the 1960s and today.
- Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.
- Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.
- Analyze the successes and failures of women’s rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.
- Analyze the successes and failures of women’s rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.
- Explain why the Peace Corps was created and how its role has evolved over time.
- Explain why the Peace Corps was created and how its role has evolved over time.

Resources

Core Text: *Created Equal, A Social and Economic History of the United States*

- Chapter 25: Domestic Dreams and Atomic Nightmares, 1953-1963 – Cold War, Warm Hearth (842), The Civil Rights Movement (851), The Eisenhower Years (856-858), Outsiders and Opposition (862), The Kennedy Years – Domestic Policy (866)
- Chapter 26: The Nation Divides: The Vietnam War and Social Conflict, 1964-1971 – Lyndon Johnson and the Apex of Liberalism (876), The Movement (889)
- Chapter 27: Reconsidering National Priorities, 1972-1979 – Watergate (912), The End of the Long Boom (916), The Environmental Movement (919), Reshuffling Politics (922), Diffusing the Women’s Movement (931)

Suggested Resources:

- I Have a Dream Speech by Dr. Martin Luther King, Jr.
(<http://www.americanrhetoric.com/speeches/mlkhaveadream.htm>)
- Executive Order 9981: Desegregation of the Armed Forces (<http://ourdocuments.gov/doc.php?doc=84>)
- Opinion in *Brown v. Board of Education of Topeka* 08/31/1954
(<http://arcweb.archives.gov/arc/action/ExternalIdSearch?id=2641494>)
- Civil Rights Act (<http://ourdocuments.gov/doc.php?doc=97>)
- Voting Rights Act (<http://ourdocuments.gov/doc.php?doc=100>)
- President Lyndon B. Johnson’s Great Society Speech
(http://www.lbjlib.utexas.edu/johnson/lbjforkids/gociety_read.shtm)
- Letter from a Birmingham Jail by Dr. Martin Luther King, Jr.
(<http://teachingamericanhistory.org/library/document/letter-from-birmingham-city-jail-excerpts/>)

UNIT 6: Contemporary America (1975-present)

Summary and Rationale	
<p>Students will use their knowledge of American history to contextualize contemporary issues from 1975 to the present. In particular, students will examine how society grew less accepting of New Deal policies, leading to the resurgence of the conservative movement towards the end of the 20th century. Students will examine America’s foreign policies and how they built on the legacy of Vietnam, particularly American interventions in the Middle East. Students will analyze the increasing role of technology and its transformative effect on American society, including the economic prosperity of the 1990s. Finally, students will study the terrorist attacks of September 11 and the long-reaching effects of this event on American society. This serves as a capstone for the course, where students will use the skills that they have mastered to help make better sense of the world around them in preparation for their adult lives.</p>	
Recommended Pacing	
<p>The Conservative Resurgence: approximately 5 instructional hours Post-Cold War United States: approximately 5 instructional hours Post-9/11 United States: approximately 10 instructional hours</p>	
NJ State Student Learning Standards	
Standard 6.1.12.3 Expansion and Reform	
C.3.a	Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation
C.3.b	Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals
Standard 6.1.12.10 The Great Depression and World War II: New Deal	
A.10.c	Evaluate the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society
Standard 6.1.12.12 Postwar United States: Cold War	
C.12.d	Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability
Standard 6.1.12.13 Postwar United States: Civil Rights and Social Change	
B.13.b	Evaluate the effectiveness of environmental movements and their influence on public attitudes and environmental protection laws
Standard 6.1.12.14 Contemporary United States: Domestic Policies	
A.14.a	Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times
A.14.b	Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies
A.14.c	Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups

A.14.d	Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms
A.14.f	Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy
A.14.g	Analyze the impact of community groups and state policies that strive to increase the youth vote (i.e., distribution of voter registration forms in high schools)
A.14.h	Assess the effectiveness of government policies in balancing the rights of the individual against the need for national
B.14.c	Evaluate the effectiveness of individual, business, and government decisions and actions on the environment, and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions
C.14.a	Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies
C.14.c	Analyze economic trends, income distribution, labor participation (i.e., unemployment, the composition of the work force), and government and consumer debt and their impact on society
D.14.a	Determine the relationship between United States domestic and foreign policies
D.14.b	Assess the effectiveness of actions taken to address the causes of continuing urban tensions and violence
D.14.c	Determine the impact of the changing role of labor unions on the economy, politics, and employer-employee relationships
D.14.d	Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society
D.14.f	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture
Standard 6.1.12.15 Contemporary United States: International Policies	
B.15.a	Evaluate the effectiveness of the United States government's efforts to provide humanitarian assistance during international natural disasters and times of crisis
C.15.a	Relate the role of America's dependence on foreign oil to its economy and foreign policy
C.15.b	Assess economic priorities related to international and domestic needs, as reflected in the national budget
D.15.c	Explain how and why religious tensions and historic differences in the Middle East have led to international conflicts, and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region
D.15.d	Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism
Standard 6.1.12.16 Contemporary United States: Interconnected Global Society	
A.16.b	Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies
B.16.a	Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources

C.16.b	Predict the impact of technology on the global workforce and on entrepreneurship
C.16.c	Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce
D.16.a	Analyze the impact of American culture on other world cultures from multiple perspectives
D.16.b	Explain how and why technology is transforming access to education and educational practices worldwide
D.16.c	Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society

Instructional Focus

Unit Enduring Understandings

- Students will understand that governments are created and changed by people to address the competing interests between individual rights and societal needs.
- Students will understand that a local, national, global and an individual's economy are all interdependent.
- Students will understand that interaction between people may lead to conflicts based on competition for resources, ideological differences, and societal changes.

Unit Essential Questions

- What is the purpose of government?
- Which is more important-rights or the good of the whole?
- Can anyone live alone?
- Who controls the economy?
- Is conflict inevitable?
- Is change progress?
- Does interaction have positive or negative results?

Objectives

Students will know:

- Jimmy Carter's presidency
- The Camp David Accords
- The Hostage Crisis
- The "Malaise" Speech
- The election of Ronald Reagan
- The "New Right"
- The AIDS crisis
- The end of the Cold War
- The 1st Gulf War
- The election of Bill Clinton
- The Contract with America
- Changes in Technology
- Issues in Bosnia, Haiti, Somalia
- 9/11
- Wars in Afghanistan and Iraq
- Election of Barak Obama

Students will be able to:

- Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.

- Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.
- Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
- Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
- Analyze the impact of community groups and state policies that strive to increase the youth vote (i.e., distribution of voter registration forms in high schools).
- Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.
- Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.
- Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy
- Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.
- Determine the relationship between United States domestic and foreign policies.
- Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.
- Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union, and determine how the fall influenced the global power structure.
- Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.
- Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.
- Relate the role of America’s dependence on foreign oil to its economy and foreign policy.
- Explain how and why religious tensions and historic differences in the Middle East have led to international conflicts, and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.
- Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.
- Determine the impact of media and technology on world politics during this time period.
- Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.
- Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.
- Analyze the impact of American culture on other world cultures from multiple perspectives.

Resources

Core Text: *Created Equal, A Social and Economic History of the United States*

- Chapter 28: The Cold War Returns – and Ends, 1979-1991 – Republican Rule at Home (947), Cultural Conflict (954)
- Chapter 29: Post Cold War America, 1991-2000
- Chapter 30: A Global Nation for the New Millennium

Suggested Resources:

- “A Quilt of a Country,” by Anna Quindlen – PARCC Exemplar (<http://www.newsweek.com/quilt-country-151869>, <https://alex.state.al.us/ccrs/sites/alex.state.al.us/ccrs/files/handout%205-%20Grade%2011%20lesson.pdf>)
- President Ronald Reagan’s Remarks at Brandenburg Gate, Berlin, Germany, 06/12/1987 (<http://arcweb.archives.gov/arc/action/ExternalIdSearch?id=198491>)
- Letter from President Jimmy Carter to Ayatollah Ruhollah Khomeini Regarding the Release of the Iranian Hostages, 11/06/1979 (<http://arcweb.archives.gov/arc/action/ExternalIdSearch?id=593939>)
- President George W. Bush Speech on 9/11 (<http://www.americanrhetoric.com/speech/gwbush911addresstothenation.htm>)