

9th-12th Grade Standards at a Glance

U.S. History

The U.S. history standards promote both historical content and historical thinking skills to prepare students with a strong foundation in significant historical content and with the skills necessary to apply historical thinking to any historical context. These are the skills required not only for college and career success, but for effective democratic citizenship.

[Unit 1: The Civil War and Reconstruction](#)

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This guide was created by an Iowa teacher to demonstrate an example of how a teacher might approach using Iowa's social studies standards to put together coherent units of instruction using compelling and supporting questions and related resources.

Unit 1: The Civil War and Reconstruction

Compelling Question: Did the Civil War and Reconstruction really free African-Americans?

Vocabulary: the Wilmot Proviso, popular sovereignty, the Underground Railroad, Bleeding Kansas, the Anaconda plan, Copperheads, the Thirteenth Amendment, the Freedmen's Bureau, black codes, the Fourteenth Amendment, the Fifteenth Amendment, Carpetbaggers, Scalawag

Anchor Standard <i>The student demonstrates an understanding of:</i>	Topic	Standard(s) <i>Therefore, the student is able to:</i>	Example Content/Concepts <i>Content and/or concepts students should understand include:</i>
Gathering and Evaluating Sources (Inquiry)	America goes to war	<ul style="list-style-type: none"> • SS.9-12.4. Evaluate the credibility of a source by examining how experts value the source. 	<ul style="list-style-type: none"> • Should Lincoln have suspended Habeas Corpus? Read Lincoln's executive order and historian Eric Foner's analysis of the decision. • First Battle of Bull Run and the Union's lack of preparation. • The Union's Grand Strategy to defeat the Confederacy, the Anaconda Plan, and historical analysis as to its viability. • How the South's strategy allowed them to prolong the war.
Developing Claims and Using Evidence (Inquiry)	Emancipation	<ul style="list-style-type: none"> • SS.9-12.6. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both. 	<ul style="list-style-type: none"> • Lincoln and emancipation • Confiscation Acts • Emancipation Proclamation • African American recruits: i.e. 54th Massachusetts • Who freed the slaves? • Confederate plans for emancipation
Craft and Structure (Literacy)	The war transforms the North and South	<ul style="list-style-type: none"> • RH.11-12.4. Determine the meaning of words 	<ul style="list-style-type: none"> • Confederate nationalism • Southern cities and industry

		<p>and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p>	<ul style="list-style-type: none"> • Changing roles of women • Northern workers militancy • Northern women on the homefront and battlefield
<p>Critique Historical Sources and Evidence (History)</p>	<p>Reconstruction Amendments</p>	<ul style="list-style-type: none"> • SS-US.9-12.24. Critique primary and secondary sources of information with attention to the source of the document, its context, accuracy, and usefulness such as the Reconstruction amendments, Emancipation Proclamation, Treaty of Fort Laramie, Chinese Exclusion Act, Roosevelt’s Corollary to the Monroe Doctrine, Wilson’s Fourteen Points, New Deal Program Acts, Roosevelt’s Declaration of War, Executive Order 9066, Truman Doctrine, Eisenhower’s Farewell Speech, Gulf of Tonkin Resolution, Test Ban Treaty of 1963, Brown vs. Board of Education decision, Letter from a Birmingham Jail, and 	<ul style="list-style-type: none"> • 13th Amendment • Lincoln’s 10 percent plan • Wade-Davis Bill • Freedman’s Bureau • Johnson’s Reconstruction Plan • Presidential Reconstruction • Black Codes • Radical Republicans • 14th Amendment • Reconstruction Acts of 1867-1868 • Impeachment of Johnson • 15th Amendment

		the Voting Act of 1965.	
Justify Causation and Argumentation (History)	Slavery, expansion, and the future of the Union	<ul style="list-style-type: none"> • SS-US.9-12.26. Determine multiple and complex causes and effects of historical events in American history including, but not limited to, the Civil War, World War I and II, the Korean War and the Vietnam War. 	<ul style="list-style-type: none"> • Slave Power Conspiracy • Wilmot Proviso • War with Mexico • Compromise of 1850 • Fugitive Slave Act • <i>Uncle Tom's Cabin</i> • Underground Railroad • Kansas-Nebraska Act • Popular Sovereignty • Bleeding Kansas • Dred Scott decision
Analyze Change, Continuity, and Context (History)	Meanings of freedom	<ul style="list-style-type: none"> • SS-US.9-12.21. Analyze change, continuity and context across eras and places of study from civil war to modern America. SS-US.9-12.22. 	<ul style="list-style-type: none"> • How the notion of freedom developed from slaves to free men and women • Attempts to reunite slave families • Creating new free black communities • Dreams of economic independence for former slaves • Free men and women embrace education • Was sharecropping just slavery by a different name?

Supporting Question	Resources
1. How did American conceptions of freedom change during and after the Civil War?	<p>Primary Sources:</p> <ul style="list-style-type: none"> • Pre-Civil War African American Slavery • From slavery to freedom African American pamphlet series • Reconstruction and its aftermath primary documents <p>Primary source analysis relevant to standard 9-12.4 evaluating credibility of a source by evaluating how experts value it:</p> <ul style="list-style-type: none"> • Abraham Lincoln's First Inaugural Address and analysis by Professor Lucas Morel • Abraham Lincoln's executive order suspending Habeas Corpus and analysis by scholar James A. Dueholm
2. How effective were Reconstruction policies in establishing freedom for African Americans?	<p>Primary Sources:</p>

	<ul style="list-style-type: none"> • Reconstruction and the formerly enslaved • The Freedmen's Bureau • Reconstruction: The Challenge of Freedom • Primary source activity from docsteach.org • Veto of the Freedmen's Bureau Bill-Andrew Johnson February 19, 1866 <p>Primary source analysis relevant to standard 9-12.6 refining claims and counterclaims: Claim: The Emancipation Proclamation didn't free a single slave. Read Lincoln's Emancipation Proclamation and scholarly contemporary analysis</p>
<p>3. How did white resistance to Reconstruction in the South impact the freedom of African Americans?</p>	<p>Primary Sources:</p> <ul style="list-style-type: none"> • Reconstruction and the rise of Jim Crow • Reconstruction brings white resistance: PBS • Competing paths of struggle: African American resistance to white oppression from Yale University • The battle over Reconstruction

Unit 2: Industrial America

Compelling Question: Was the Industrial Revolution beneficial for American society?

Vocabulary: mass production, the assembly line, economies of scale, pools, trusts, stocks, settlement house

Anchor Standard <i>The student demonstrates an understanding of:</i>	Topic	Standard(s) <i>Therefore, the student is able to:</i>	Example Content/Concepts <i>Content and/or concepts students should understand include:</i>
Communicating and Critiquing Conclusions (Inquiry)	Labor resistance to industrialization	<ul style="list-style-type: none"> • SS.9-12.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. 	<ul style="list-style-type: none"> • Railroad Strike of 1877 • “Using Primary Sources to Teach the Railroad Strike of 1877”
Taking Informed Action (Inquiry)	Mechanization and changing status of labor, union movement	<ul style="list-style-type: none"> • SS.9-12.12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school contexts. 	<ul style="list-style-type: none"> • Employment of women • Child labor • Wage work • Industrial accidents • Knights of Labor • Haymarket Riot • American Federation of Labor • Pullman Strike • International Workingmen of the World • The role of labor unions in 21st century America, compared to this unit • Working conditions in the late 19th century compared to the 21st century • The controversy surrounding collective bargaining

Integration of Knowledge and Ideas (Literacy)	The Pullman Strike	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Pullman Railcar Strike • Using context and subtext to analyze the Pullman Railcar Strike-Bruce Lesh
Analyze Human Population Movements and Patterns (Geography)	Impact of technological advancement on the growth of cities	<ul style="list-style-type: none"> • SS-US.9-12.17. Explain the patterns of and responses to immigration on the development of American culture and law. 	<ul style="list-style-type: none"> • Birth of the modern city • Mechanization and mass transportation • Beginning of urban sprawl • Migration from the countryside • Immigration from southern and eastern Europe
Analyze Human Population Movement and Patterns (Geography)	Peopling the cities: migrants and immigrants	<ul style="list-style-type: none"> • SS-US.9-12.18. Analyze the effects of urbanization, segregation, and voluntary and forced migration within regions of the U.S. on social, political, and economic structures. 	<ul style="list-style-type: none"> • Immigrant cultures in new urban neighborhoods • Ethnic and racial borderlands • Ghettos and Barrios • African American and Hispanic migration to urban centers • Americanization
Analyze Change, Continuity, and Context (History)	Triumph of industrialization, changing standards of living and recreation	<ul style="list-style-type: none"> • SS-US.9-12.22. Evaluate the impact of inventions and technological innovations on the American society and culture. 	<ul style="list-style-type: none"> • Birth of the electric industry • George Westinghouse • Henry Ford and the automobile • DuPont and the chemical industry • Southern textile industry • New machines • Frederick Taylor and scientific management • Living conditions in the inner city • Changes in household technology • Sanitation and construction technology

			<ul style="list-style-type: none"> Increases in leisure time
Compare Perspectives (History)	Regional impacts of industrialization, new Immigrants, and advertising	<ul style="list-style-type: none"> SS-US.9-12.25. Analyze how regional, racial, ethnic and gender perspectives influenced American history and culture. 	<ul style="list-style-type: none"> How the industrial revolution and urbanization affected different regions in the US. The rise of a nativist movement and the differences between the old and “new” immigrants. How new technologies were marketed specifically for men and women in ways that would be considered sexist today.

Supporting Question	Resources
1. How did natural resources, railway systems, and new inventions create the conditions for the industrial revolution to begin?	<ul style="list-style-type: none"> The Rise of Industrial America-Gilder Lehrman The American West Railroads in the late 19th Century
2. What was life like during the Industrial Revolution for everyday people in the US?	<ul style="list-style-type: none"> Immigration to the US City Life in the late 19th Century Rural Life in the late 19th Century Work in the late 19th Century Immigration and Migration primary sources
3. What were the effects of the Industrial Revolution on the quality of life in the US, the environment, and countries outside of the US?	<ul style="list-style-type: none"> Industrial Revolution primary source text set The Industrial Revolution to the Contemporary World primary source text set Coal and the Industrial Revolution Child labor and the Industrial Revolution primary source text set

Unit 3: The Gilded Era and Progressive Movement

Compelling Question: Were the laissez-faire policies of the Gilded Age good for America?

Vocabulary: the Stalwarts, the Half Breeds, and the Mugwumps, the poll tax, the Mississippi Plan, Jim Crow laws, the Seventeenth Amendment, the Eighteenth Amendment, the Social Gospel, the Atlanta Compromise, the National Association for the Advancement of Colored People

Anchor Standard <i>The student demonstrates an understanding of:</i>	Topic	Standard(s) <i>Therefore, the student is able to:</i>	Example Content/Concepts <i>Content and/or concepts students should understand include:</i>
Communicating and Critiquing Conclusions (Inquiry)	Agrarian unrest and populism	<ul style="list-style-type: none"> • SS.9-12.8. Construct explanations using reasoning, correct sequence, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose. 	<ul style="list-style-type: none"> • The Grange movement • The White Hats and Farmer's Alliances • The rise of Populism • Depression of the 1890s • Socialists and Eugene Debs • Coxey's Army • Free Silver • Election of 1896
Communicating and Critiquing Conclusions (Inquiry)	Gilded Age politics	<ul style="list-style-type: none"> • SS.9-12.10. Critique the use of claims and evidence in arguments for credibility. 	<ul style="list-style-type: none"> • The nature of party politics: factions and party alignments • Civil service reform • Railroad regulation • Tariff and monetary policy • Analysis of arguments and credibility in Gilded Age political cartoons. • Limits of Gilded Age Politics: disenfranchisement of women and people of color

<p>Text Types and Purposes (Literacy)</p>	<p>Presidents as reformers: Roosevelt and Wilson</p>	<ul style="list-style-type: none"> ● WHST.11-12.1. Write arguments focused on discipline-specific content. <ul style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) 	<ul style="list-style-type: none"> ● Teddy Roosevelt ● Regulation of trusts ● Conservation ● Election of 1912 ● Woodrow Wilson ● New Nationalism and New Freedom ● Document based question essay evaluating the success of the Progressive Movement
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		<p>and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they</p>	
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		<p>are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>	
<p>Examine Factors that Led to Continuity and Change in Human and Group Behavior (Behavioral Sciences)</p>	<p>The Progressive impulse</p>	<ul style="list-style-type: none"> • SS-US.9-12.13. Analyze how diverse ideologies impacted political and social institutions during eras such as Reconstruction, the Progressive Era, and the Civil Rights movement. 	<ul style="list-style-type: none"> • National associations • New middle class and Muckrakers • Upper and lower class reformers • Settlement houses • Social Gospel • Opponents of progressivism
<p>Apply Civic Virtues and Democratic Principles (Civics/ Government)</p>	<p>Government and legislative reform</p>	<ul style="list-style-type: none"> • SS-US.9-12.15. Assess the impact of individuals and reform movements on changes to civil rights and liberties. (21st century skills) 	<ul style="list-style-type: none"> • Restructuring government • Labor reform • Prohibition • Continued discrimination for African Americans • Booker T. Washington and W.E.B. Dubois • Society of American Indians • "Woman Movement" • Woman suffrage

Supporting Question	Resources
<p>1. How did politicians in the Gilded Age affect this era?</p>	<p>Primary Sources:</p> <ul style="list-style-type: none"> • Gilder Lehrman Gilded Age resource • The Politics of the Gilded Age text set • The Gilded Age and the Gritty • Patronage and Populism text set

2. How did farmers respond to the economic crises of the 1870s and 1890s?	Primary Sources: <ul style="list-style-type: none">• Primary source set The Populist Movement• The Rise of the Populists and William Jennings Bryan• The Grange Movement• Primary source text set: Silver or Gold?
3. What were progressive reformers fighting for?	Primary Sources: <ul style="list-style-type: none">• Progressive Era primary sources• Progressive Era text set• Settlement Houses in the Progressive Era• Massive list of web resources for Progressive Era

Unit 4: Imperialism and the First World War

Compelling Question: To what extent did the United States uphold its democratic ideals in an era of imperialism and war?

Vocabulary: Expansionism and imperialism, Open Door Policy, Dollar Diplomacy, Roosevelt Corollary, Wilsonianism, unrestricted submarine warfare, Zimmerman Telegram, The Red Scare, Palmer Raids, League of Nations, Treaty of Versailles, Lodge Reservations

Anchor Standard <i>The student demonstrates an understanding of:</i>	Topic	Standard(s) <i>Therefore, the student is able to:</i>	Example Content/Concepts <i>Content and/or concepts students should understand include:</i>
Gathering and Evaluating Sources (Inquiry)	Civil liberties during the First World War	<ul style="list-style-type: none"> • SS.9-12.3. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. 	<ul style="list-style-type: none"> • African American struggle for freedom at home and abroad (i.e. Harlem Hellfighters and East St. Louis riots, W.E.B. Dubois) • Committees on Public Information • Espionage and Sedition Acts • Abrams vs. United States and Schenck vs. United States • Labor strikes and the Palmer Raids
Developing Claims and Using Evidence (Inquiry)	Mobilizing the home front	<ul style="list-style-type: none"> • SS.9-12.5. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. 	<ul style="list-style-type: none"> • War Industries Board • Labor shortages • The gains and losses of African Americans, and women in the workforce • National War Labor Board • Mobilizing the American Expeditionary Force

Key Ideas and Details (Literacy)	America's rejection of the Treaty of Versailles	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Paris Peace Conference • League of Nations • Lodge Reservations • Irreconcilables • Unilateralism vs Collective Security
Analyze Global Interconnections (Geography)	America becomes a world power	<ul style="list-style-type: none"> • SS-US.9-12.19. Examine how imperialism changed the role of the United States on the world stage prior to World War I. 	<ul style="list-style-type: none"> • Foreign policy elite • Imperialists and anti-imperialists • The "civilizing impulse" • Seward's quest for empire • Mahan and the "Blue Water Navy" • Annexation of Hawaii • Venezuelan boundary dispute • Spanish-American War • Philippine insurrection • Platt Amendment, Panama Canal, Roosevelt Corollary
Justify Causation and Argumentation (History)	America's struggle for neutrality	<ul style="list-style-type: none"> • SS-US.9-12.26. Determine multiple and complex causes and effects of historical events in American history including, but not limited to, the Civil War, World War I and II, the Korean War and the Vietnam War. 	<ul style="list-style-type: none"> • Wilsonianism • Violation of neutral rights: the Lusitania, the Sussex, unconditional submarine warfare • The Zimmerman telegram • The Peace movement • Wilson's war message: making the world safe for democracy
Iowa History	Iowa during the First World War	<ul style="list-style-type: none"> • SS-US.9-12.27. Evaluate lowans or groups of lowans who have influenced U.S. History. 	<ul style="list-style-type: none"> • African American soldiers at Ft. Des Moines during the First World War • Meskwaki soldiers and the First World War • Anti-lynching advocacy in Iowa during the First World War

Supporting Question	Resources
1. In what ways were arguments for 19th century American imperialism similar to and different from those for Manifest Destiny in the 1840s?	<p>Primary Sources:</p> <ul style="list-style-type: none"> • 14 primary document excerpts on Imperialism and the Spanish American War • Primary sources related to American Foreign Policy between 1898 and 1914
2. How did democratic values influence the peace process and eventual failure of the United States to ratify the Treaty of Versailles?	<p>Primary and Secondary Sources:</p> <ul style="list-style-type: none"> • Woodrow Wilson's Fourteen Points • Henry Cabot Lodge: Reservations with Regard to the Treaty • A Bitter Rejection: November 19, 1919 • William E. Borah Speech in the Senate Opposing the League of Nations • Woodrow Wilson Speech in favor of League of Nations
3. How much freedom is too much freedom in a time of war?	<p>Primary Sources:</p> <ul style="list-style-type: none"> • American WW1 propaganda posters • Excerpts from the Espionage and Sedition Acts • The Supreme Court's ruling in Schenck vs United States • W.E.B. Dubois "Returning Soldiers" • Document Based Question (DBQ) on civil liberties during the First World War • Library of Congress dissent in a time of war text set <p>The Home Front:</p> <ul style="list-style-type: none"> • Women in the First World War • Women's Land Army of America • Women war workers in America • African Americans and the First World War • "Dear Miss Cole:" World War I letters of American servicemen • The Women's Land Army of America propaganda posters • Photographs of women war workers • African Americans during the First World War

Unit 5: From Boom to Bust: The Roaring 20s and Great Depression

Compelling Question: How did different approaches to government involvement in the economy impact the stock market crash and Great Depression?

Vocabulary: Religious fundamentalism, prohibition, buying on margin, stock speculation, Hoovervilles, the Brain Trust, Parity, the Dust Bowl

Anchor Standard <i>The student demonstrates an understanding of:</i>	Topic	Standard(s) <i>Therefore, the student is able to:</i>	Example Content/Concepts <i>Content and/or concepts students should understand include:</i>
Communicating and Critiquing Conclusions (Inquiry)	The roaring 20s	<ul style="list-style-type: none"> • SS.9-12.10. Critique the use of claims and evidence in arguments for credibility. 	<ul style="list-style-type: none"> • Big business triumphant • Consumer society • Languishing agriculture • Harding administration • Coolidge administration • Effects of the automobile • Women in the workforce • Ku Klux Klan re-emerges • Sacco and Vanzetti • Scopes Monkey Trial • Harlem Renaissance • The Lost Generation • Jazz
Production and Distribution of Writing (Literacy)	The Harlem Renaissance	<ul style="list-style-type: none"> • WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. 	<ul style="list-style-type: none"> • What made life in Harlem a renaissance? • Harlem Renaissance resource set • Langston Hughes • Zora Neale Hurston • Bessie Smith • Louis Armstrong • Paul Robeson • Marian Anderson

<p>Evaluate the National Economy (Economics)</p>	<p>FDR and the New Deal</p>	<ul style="list-style-type: none"> • SS-US.9-12.16. Examine labor and governmental efforts to reform and/or maintain a capitalistic economic system in the Great Depression. 	<ul style="list-style-type: none"> • Banking crisis • FDR's first hundred days • NIRA • AAA • Relief programs • WPA • CCC • CWA • PWA • TVA • Social Security Act • National Labor Relations Act • Memorial Day Massacre
<p>Critique Historical Sources and Evidence (History)</p>	<p>Opposition to the New Deal</p>	<ul style="list-style-type: none"> • SS-US.9-12.23. Analyze the relationship between historical sources and the secondary interpretations made from them. 	<ul style="list-style-type: none"> • Business opposition to New Deal • Left wing critics • Ideologues and demagogues
<p>Critique Historical Sources and Evidence (History)</p>	<p>Limits of the New Deal</p>	<ul style="list-style-type: none"> • SS-US.9-12.24. Critique primary and secondary sources of information with attention to the source of the document, its context, accuracy, and usefulness such as the Reconstruction amendments, Emancipation Proclamation, Treaty of Fort Laramie, Chinese Exclusion Act, Roosevelt's Corollary to the Monroe Doctrine, 	<ul style="list-style-type: none"> • FDR's court packing plan • Pesky recessions • Election of 1940 • Race and the limits of the New Deal

		Wilson's Fourteen Points, New Deal Program Acts, Roosevelt's Declaration of War, Executive Order 9066, Truman Doctrine, Eisenhower's Farewell Speech, Gulf of Tonkin Resolution, Test Ban Treaty of 1963, Brown vs. Board of Education decision, Letter from a Birmingham Jail, and the Voting Act of 1965.	
Iowa History (History)	Henry Wallace, Secretary of Agriculture and Vice President of the United States	<ul style="list-style-type: none"> • SS-US.9-12.27. Evaluate lowans or groups of lowans who have influenced U.S. History. 	<ul style="list-style-type: none"> • Uncommon man • IPTV Henry Wallace • Selected works of Henry Wallace

Supporting Question	Resources
1. How did economic practices during the 1920s influence the collapse of the stock market?	Primary and secondary sources: <ul style="list-style-type: none"> • Did the Harding Administration end progressivism DBQ • 1920s DBQ • The Roaring 20s • Age of Prosperity? • Gilder Lehrman sources • Library of Congress sources
2. Were the policies of rugged individualism effective in addressing the stock market crash and first years of the depression?	Primary and secondary sources: <ul style="list-style-type: none"> • Hoover and the Depression Gilder Lehrman • Analyzing Hoover's response through primary sources • Library of Congress resource guide • Papers of Herbert Hoover • Hoover's efforts at recovery

<p>3. What was the impact of New Deal legislation on US society?</p>	<p>Primary and secondary sources:</p> <ul style="list-style-type: none">• Great Depression and New Deal DBQ• What did the New Deal accomplish?• Library of Congress source set• African Americans and the New Deal• New Deal resources from the National Archives• Primary source set New Deal
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Unit 6: The Second World War and the Home Front

Compelling Question: Why was the United States on the winning side of World War II?

Vocabulary: Appeasement, neutrality, propaganda, firebombing, POW, Allied powers, Axis powers, home front

Anchor Standard <i>The student demonstrates an understanding of:</i>	Topic	Standard(s) <i>Therefore, the student is able to:</i>	Example Content/Concepts <i>Content and/or concepts students should understand include:</i>
Constructing Supporting Questions (Inquiry)	N/A	<ul style="list-style-type: none"> • SS.9-12.2. Develop supporting questions that contribute to an inquiry and demonstrate how, through engaging source work, new compelling and supporting questions emerge. 	<ul style="list-style-type: none"> • How additional questions emerge when analyzing primary and secondary sources.
Integration of Knowledge and Ideas (Literacy)	Dropping of the atomic bomb	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Historian Gar Alperovitz excerpts • Historian Howard Zinn excerpts • Truman autobiography excerpts • US Strategic Bombing Survey July 1945 • Truman diary excerpt
Recognize the Interaction Between Individuals and Various Groups (Behavioral Sciences)	The production front and American workers	<ul style="list-style-type: none"> • SS-US.9-12.14. Evaluate the impact of gender roles on economic, political, and social life in the U.S. 	<ul style="list-style-type: none"> • Businesses and the war effort • Manhattan Project/Hidden Figures • New opportunities for African Americans • Women at work • Organized labor

<p>Justify Causation and Argumentation (History)</p>	<p>The road to war and winning the war in Europe and the Pacific</p>	<ul style="list-style-type: none"> • SS-US.9-12.26. Determine multiple and complex causes and effects of historical events in American history including, but not limited to, the Civil War, World War I and II, the Korean War and the Vietnam War. 	<ul style="list-style-type: none"> • German aggression under Hitler • Isolationist views in the US • Japanese aggression • Attack on Pearl Harbor • Tension among the Allies • Europe first strategy • Invasion of Normandy • Battle of the Bulge • Fall of Berlin • Coral Sea and Midway • Leyte Gulf and the Philippines • Island hopping • Iwo Jima • Firebombing Tokyo • Atomic Bombing of Hiroshima and Nagasaki
<p>Critique Historical Sources and Evidence (History)</p>	<p>Limits of American ideals</p>	<ul style="list-style-type: none"> • SS-US.9-12.24. Critique primary and secondary sources of information with attention to the source of the document, its context, accuracy, and usefulness such as the Reconstruction amendments, Emancipation Proclamation, Treaty of Fort Laramie, Chinese Exclusion Act, Roosevelt’s Corollary to the Monroe Doctrine, Wilson’s Fourteen Points, New Deal Program Acts, Roosevelt’s Declaration of War, Executive Order 9066, Truman Doctrine, 	<ul style="list-style-type: none"> • Internment of Japanese Americans • Executive Order 9066 • A segregated military • America and the Holocaust, the St. Louis

		Eisenhower's Farewell Speech, Gulf of Tonkin Resolution, Test Ban Treaty of 1963, Brown vs. Board of Education decision, Letter from a Birmingham Jail, and the Voting Act of 1965.	
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Supporting Question	Resources
1. Why was the home front so important to the war front?	<ul style="list-style-type: none"> • “Wartown: War Production in America” • “We can do it” • “Give ‘em both barrels” • “United We Win” • “War by the numbers”
2. What did the United States contribute to the Allies' victory in Europe?	<ul style="list-style-type: none"> • Why Hitler's grand plan collapsed • Deaths by country • Ken Burns video clip of D Day
3. How did the United States win the war against Japan?	<ul style="list-style-type: none"> • “Every war must end” by Ikle • War in the Pacific images • Truman announces the bombing of Hiroshima

Unit 7: The Cold War and Containment

Compelling Question: Who's to blame for the Cold War?

Vocabulary: Containment, escalation, diplomacy, atomic, doctrine, decolonization, blockade, retaliation

Anchor Standard <i>The student demonstrates an understanding of:</i>	Topic	Standard(s) <i>Therefore, the student is able to:</i>	Example Content/Concepts <i>Content and/or concepts students should understand include:</i>
Communicating and Critiquing Conclusions (Inquiry)	Unrelenting Cold War	<ul style="list-style-type: none"> • SS.9-12.7. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. 	<ul style="list-style-type: none"> • Massive retaliation • Changing role of the CIA • Nuclear buildup • Revolution in Hungary • U-2 incident • Formosa Resolution
Communicating and Critiquing Conclusions (Inquiry)	Korean War	<ul style="list-style-type: none"> • SS.9-12.10. Critique the use of claims and evidence in arguments for credibility. 	<ul style="list-style-type: none"> • US forces intervene • China enters the war • Truman fires MacArthur • Peace agreement • Consequences of the war
Taking Informed Action (Inquiry)	Containment in Action	<ul style="list-style-type: none"> • SS.9-12.11. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to 	<ul style="list-style-type: none"> • Walter Lippman's critique • The Marshall Plan • National Security Act 1947 • Berlin Blockade and Airlift • Communists victorious in China • NSC-68 • Vietnam's quest for independence

		address these problems over time and place.	
Research to Build and Present Knowledge (Literacy)	Was the Cold War Inevitable?	<ul style="list-style-type: none"> • WHST.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 	<ul style="list-style-type: none"> • Atomic Diplomacy • Soviet perspective of the Cold War • American perspective on the Cold War • Gar Alperovitz's work on Atomic Diplomacy
Analyze Global Interconnections (Geography)	Beginnings of the Cold War	<ul style="list-style-type: none"> • SS-US.9-12.20. Analyze the growth of and challenges to U.S. involvement in the world in the post-World War II era. 	<ul style="list-style-type: none"> • US and Soviet relations cool • Decolonization • Stalin and Truman 1945 • Beginnings of the Cold War • Atomic Diplomacy • Truman Doctrine
Critique Historical Sources and Evidence (History)	Struggle for the Third World	<ul style="list-style-type: none"> • SS-US.9-12.23. Analyze the relationship between historical sources and the secondary interpretations made from them. 	<ul style="list-style-type: none"> • Intervention in Guatemala • Cuba and the Cuban Revolution • Arab-Israeli Conflict • Suez Crisis • Eisenhower Doctrine • Geneva Accords on Vietnam • National Liberation Front

Supporting Question	Resources
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<p>1. What tensions were visible between the US and USSR during and immediately after World War II?</p>	<p>Primary and secondary sources:</p> <ul style="list-style-type: none"> • Excerpts from three primary documents directly related to supporting question #1. • Cold war beginnings primary sources • Ideological foundations of the Cold War document source • Incredibly detailed list of primary sources, many pre-1945 sources • Edsitement Origins of Cold War 1945-1949
<p>2. How did these tensions turn into actions by the US and the USSR?</p>	<p>Primary and secondary sources:</p> <ul style="list-style-type: none"> • Postwar politics and timeline • Truman letter to Secretary of State James Byrnes • Excerpt from Valentin Brezhnev under supporting question #2 • Gilder Lehrman Cold War sources from early 1950s • Origins of the Cold War and containment policy primary sources • Cold War 1945-1991 primary sources • Cold War sources
<p>3. What arguments do historians make about who started the Cold War?</p>	<p>Primary and secondary sources:</p> <ul style="list-style-type: none"> • Where historians disagree: excerpts from secondary sources where historians discuss who is responsible for the Cold War • Comparing viewpoints on who caused the Cold War

Unit 8: The 1950s: America at Mid Century

Compelling Question: In what ways, and for whom, was the United States a land of opportunity in the 1950s?

Vocabulary: Military Industrial Complex, suburbanization, hysteria, *Silent Spring*, Redbaiting, baby boom, housing boom

Anchor Standard <i>The student demonstrates an understanding of:</i>	Topic	Standard(s) <i>Therefore, the student is able to:</i>	Example Content/Concepts <i>Content and/or concepts students should understand include:</i>
Communicating and Critiquing Conclusions (Inquiry)	Cold War fears	<ul style="list-style-type: none"> • SS.9-12.9. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies and digital technologies. 	<ul style="list-style-type: none"> • Espionage and nuclear fears • The politics of anticommunism • HUAC • McCarthyism • Anticommunism in Congress • Internal Security Act • Alger Hiss • Army-McCarthy hearings
Key Ideas and Details (Literacy)	Limits of a middle class nation	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Critics of conformity • Environmental destruction • Rachel Carson and <i>Silent Spring</i> • Racism continues • Poverty still prevalent
Recognize the Interaction Between	A middle class nation	<ul style="list-style-type: none"> • SS-US.9-12.14. Evaluate the impact of 	<ul style="list-style-type: none"> • Prosperity for more Americans • Growth of the Sunbelt

Individuals and Various Groups (Behavioral Sciences)		gender roles on economic, political, and social life in the U.S.	<ul style="list-style-type: none"> • Middle Class culture • Television • Consumer culture • Marriage and families • Gender roles in the 1950s • Women at work • Youth culture
Analyze Human Population Movement and Patterns (Geography)	Civil Rights	<ul style="list-style-type: none"> • SS-US.9-12.18. Analyze the effects of urbanization, segregation, and voluntary and forced migration within regions of the U.S. on social, political, and economic structures. 	<ul style="list-style-type: none"> • Truman's Committee on Civil Rights • Growing Black political power • Brown vs Board of Education 1954 • Montgomery Bus Boycott • White Citizens Councils • Little Rock Crisis 1957 • Eisenhower and Civil Rights
Analyze Change, Continuity, and Context (History)	Shaping postwar America	<ul style="list-style-type: none"> • SS-US.9-12.22. Evaluate the impact of inventions and technological innovations on the American society and culture 	<ul style="list-style-type: none"> • Veterans return from WWII • GI Bill • Economic growth • Baby Boom • Suburbanization • Levittowns

Supporting Questions	Resources
1. How did cold war fears of communism impact Americans at home?	Primary and secondary sources: <ul style="list-style-type: none"> • Gilder Lehrman source on Anti Communism of 1950s • Anti Communism at Home resource • Edsitement Communist Hysteria resource • Cold War on the home front
2. How did opportunities for women and minorities to participate in the economy and political process change, or not change, in the 1950s?	Primary and secondary sources: <ul style="list-style-type: none"> • The role of women • Women in the 1950s Stanford History in Education Group

	<ul style="list-style-type: none"> • The “ideal” woman • Brown vs. Board of Ed. primary sources • Montgomery Bus Boycott primary sources • Crisis in Little Rock primary sources
<p>3. In what ways did the 1950s represent unprecedented growth for the middle class in the 1950s, and what were the limits of this growth?</p>	<p>Primary and secondary sources:</p> <ul style="list-style-type: none"> • GI Bill of Rights • Eisenhower’s address on Highway Act • Needs of the highway system 1955 • Sources on Levittowns • Building the Suburban Dream • “Little Boxes” sung by Pete Seeger, critical of conformity of the ‘50s • Excerpts from Rachel Carson “Silent Spring”

Unit 9: The Rights Movements of the 1960s

Compelling Question: Why were the 1960s a tumultuous time?

Vocabulary: Civil Rights, loose interpretation of the Constitution, nonviolent civil disobedience, protest, assassination, convention, strategy, scandal, riot

Anchor Standard <i>The student demonstrates an understanding of:</i>	Topic	Standard(s) <i>Therefore, the student is able to:</i>	Example Content/Concepts <i>Content and/or concepts students should understand include:</i>
Communicating and Critiquing Conclusions (Inquiry)	Kennedy and the Cold War	<ul style="list-style-type: none"> • SS.9-12.9. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies and digital technologies. 	<ul style="list-style-type: none"> • Election of 1960 • Nation building in the Third World • Berlin Wall • Bay of Pigs • Cuban Missile Crisis • Cuban Missile Crisis simulation
Integration of Knowledge and Ideas (Literacy)	The Great Society	<ul style="list-style-type: none"> • RH.11-12.8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. 	<ul style="list-style-type: none"> • JFK assassination • Johnson and the Great Society • Civil Rights Act • Election of 1964 • War on poverty
Examine Factors that Led to Continuity and	Civil Rights in the '60s	<ul style="list-style-type: none"> • SS-US.9-12.13. Analyze how diverse ideologies impacted 	<ul style="list-style-type: none"> • SNCC • Freedom rides and voter registration • JFK and Civil Rights-James Meredith

Change in Human and Group Behavior (Behavioral Sciences)		political and social institutions during eras such as Reconstruction, the Progressive Era, and the Civil Rights movement.	<ul style="list-style-type: none"> • Birmingham bombings • George Wallace and white resistance • March on Washington • Freedom Summer
Apply Civic Virtues and Democratic Principles (Civics/ Government)	A nation divided	<ul style="list-style-type: none"> • SS-US.9-12.15. Assess the impact of individuals and reform movements on changes to civil rights and liberties. (21st century skills) 	<ul style="list-style-type: none"> • Urban unrest • Black Power • The New Left • Free Speech Movement • Student activism • Counterculture
Critique Historical Sources and Evidence (History)	1968	<ul style="list-style-type: none"> • SS-US.9-12.23. Analyze the relationship between historical sources and the secondary interpretations made from them. 	<ul style="list-style-type: none"> • TET Offensive • Johnson chooses not to run • MLK and RFK assassinations • Chicago Democratic National Convention • Nixon's election of 1968
Justify Causation and Argumentation (History)	Vietnam	<ul style="list-style-type: none"> • SS-US.9-12.26. Determine multiple and complex causes and effects of historical events in American history including, but not limited to, the Civil War, World War I and II, the Korean War and the Vietnam War. 	<ul style="list-style-type: none"> • Kennedy legacy in Vietnam • Johnson's position on Vietnam • Gulf of Tonkin Resolution • Decision to escalate • Opposition to our involvement in Vietnam • American soldiers in Vietnam

Supporting Question	Resources
1. Were tactics used by Civil Rights advocates successful in advancing equality?	Primary and secondary sources: <ul style="list-style-type: none"> • Competing voices of the Civil Rights Movement

	<ul style="list-style-type: none"> • Malcolm X: A Radical Vision • Freedom Riders and Popular Music • JFK, LBJ, and the struggle for opportunity
2. Why were Americans divided over the conflict in Vietnam?	<p>Primary and secondary sources:</p> <ul style="list-style-type: none"> • Vietnam War primary source database • Was US involvement in Vietnam justified? • Teaching the Vietnam War with primary sources • Antiwar movement • Resisting the Vietnam War
3. How did activism for free speech and gender equality change or not change American society?	<p>Primary and secondary sources:</p> <ul style="list-style-type: none"> • Student free speech movement archive • Berkeley free speech archive • Social protest and the free speech movement • Documents from the women's liberation movement • Women's rights primary source collection • The Women's Movement PBS • National Organization for Women

Unit 10: America in a Globalizing World

Compelling Question: How does our society adapt to an increasingly more radical religious, political, economic, and social ideologies?

Vocabulary: Stagflation, impeachment, terrorism, fundamentalism, polarization, culture, identity politics, weapons of mass destruction

Anchor Standard <i>The student demonstrates an understanding of:</i>	Topic	Standard(s) <i>Therefore, the student is able to:</i>	Example Content/Concepts <i>Content and/or concepts students should understand include:</i>
Gathering and Evaluating Sources (Inquiry)	Nixon, Kissinger, and the World	<ul style="list-style-type: none"> • SS.9-12.3. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. 	<ul style="list-style-type: none"> • Nixon Doctrine • Détente • Opening China • Watergate • Nixon's resignation
Gathering and Evaluating Sources (Inquiry)	Renewed Cold War and Middle East crisis	<ul style="list-style-type: none"> • SS.9-12.4. Evaluate the credibility of a source by examining how experts value the source. 	<ul style="list-style-type: none"> • Carter's administration • Camp David Accords • Soviet invasion of Afghanistan • Iran Hostage Crisis
Key Ideas and Details (Literacy)	George W. Bush and Barack Obama	<ul style="list-style-type: none"> • RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific 	<ul style="list-style-type: none"> • 9/11 and the War in Iraq • Afghanistan War • PATRIOT Act • Invasion of Iraq • Fall of Baghdad • Election of 2004 • Hurricane Katrina

		details to an understanding of the text as a whole.	<ul style="list-style-type: none"> • Election of 2008 • Confronting terrorism
Apply Civic Virtues and Democratic Principles (Civics/Government)	Era of cultural transformation	<ul style="list-style-type: none"> • SS-US.9-12.15. Assess the impact of individuals and reform movements on changes to civil rights and liberties. (21st century skills) 	<ul style="list-style-type: none"> • Growing environmentalism of the '70s • Growth of the Religious Right • "Culture Wars" • Aids epidemic
Analyze Human Population Movement and Patterns (Geography)	American society in the 1980s	<ul style="list-style-type: none"> • SS-US.9-12.17. Explain the patterns of and responses to immigration on the development of American culture and law. 	<ul style="list-style-type: none"> • New immigrants from Asia • Growing Latino population • Crisis of the American City • Reaganomics • Deregulation • Reagan Doctrine • Iran Contra Crisis • Terrorism • Perestroika and Glasnost
Compare Perspectives (History)	George H.W. Bush and Bill Clinton presidencies	<ul style="list-style-type: none"> • SS-US.9-12.25. Analyze how regional, racial, ethnic and gender perspectives influenced American history and culture. 	<ul style="list-style-type: none"> • First Persian Gulf War • Election of 1992 and the New Democrats • Contract with America • Balkan Crisis • LA Riots • Kyoto Protocol • Bin Laden and Al Queda • Digital Revolution • Critics of Globalization • NAFTA • Election of 2000

Supporting Question	Resources
1. How did the Barack Obama presidency reflect growing partisan politics?	Primary and secondary sources: <ul style="list-style-type: none"> • To what extent is ideological division an issue in America DBQ

	<ul style="list-style-type: none"> • Different viewpoints on Barack Obama DBQ • Obama presidency primary sources • 2008 election primary sources
2. Are we winning the war on terror?	<p>Primary and secondary sources:</p> <ul style="list-style-type: none"> • 9/11 Primary Sources • The Iraq War Primary Sources • Terrorism and 9/11 links • Ten lessons since the 9/11 attacks
3. What does the election of 2016 mean for the future of America?	<p>Primary and secondary sources:</p> <ul style="list-style-type: none"> • Speeches, statements, and press releases of all major candidates from 2016 election. • Election of 2016 lesson plans • Dear Future Historians • PBS Election of 2016 sources • Voter turnout and the election of 2016