

Curriculum Guide for History 10-1 and 10-2: U.S. History

Note to the reader: The Committee made a conscious decision, in most cases, to use overarching enduring understandings in recognition of the idea that these understandings can apply to more than one era and to allow flexibility in meeting student needs.

Pacing notes for each unit are approximate guides to help teachers create a “doable” year based on core curriculum. “Partial” weeks, testing, and other variables need to be taken into account.

Grade Level Expectations

(<http://www.asdk12.org/depts/reading/pages/GLEs/GLEindex.htm>)

This course should utilize and reinforce the Grade Level Expectations (GLEs) for Writing and Reading from the Anchorage School District Language Arts Department for grade 10. ASD GLEs include the Alaska State Content Standards for English/Language Arts.

Alaska State Content Standards

(<http://www.eed.state.ak.us/standards/pdf/standards.pdf>)

Throughout this course teachers should utilize and reinforce the following from the Alaska State Content Standards.

- English/Language Arts- A-E all
- Math- A:2, A:3, A:4, A6, E:1, E:2 and E:3
- Science- A:3, E:1, E:2, E:3, F:1, and F:3.
- Arts- B:2, B:4, and B:8
- Technology- A-E all
- Library/Information Literacy- A-E all
- Cultural- B:1, B:2, E:3, E:5, E:6, E:7

The Alaska State Content Standards for social studies should be taught in the following units:

- Geography- A-B all, D-all, F:1, F:2, F:3 and F:6
- Government and Citizenship- A-all, B:1, B:2, B:3, B:5, B:6, B:7, B:8, B:9, D:2, F:5, F:6,
- History- A-D all
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National History Standards serve as important reference for curriculum design and instruction

<http://nchs.ucla.edu/standards/thinking5-12.html> (historical thinking)

<http://nchs.ucla.edu/standards/us-standards5-12.html> (historical eras)

HISTORIOGRAPHY (Introductory/review unit used as an integral component throughout the course including the use of primary sources.)

Pacing notes for each unit are approximate guides to help teachers create a “doable” year based on core curriculum. “Partial” weeks, testing, and other variables need to be taken into account.

National Standards for Historical Thinking <http://nchs.ucla.edu/standards/thinking5-12.html>

Enduring Understandings

Students will understand:

1. History is about perspective, interpretation, evaluation and analysis of available data.
2. The study of history is essential in dealing with contemporary issues because it provides better insight, context and comprehensive understanding of the present.

Essential Questions

1. Why do we study history?
2. What are primary and secondary sources?
3. What is historical perspective?
4. How is history relevant?

Objectives:

- Use and identify primary sources including maps, newspaper, artifacts, letters, journals, diaries, speeches, official documents, photos, drawings, paintings, sketches, interviews, and testimony.
- Use and identify secondary sources including newspaper, memoirs, documentaries, timelines, textbooks, commentaries, editorials, literature, charts, graphs, report, testimony, and hearsay.
- Understand that many secondary sources contain primary source information.
- Understand that each participant or observer of an event may interpret the facts differently.
- Understand that historical events are interpreted differently depending on the perspective of time and place.
- Understand correlations and connections in historical and current events.
- Define major terms including: history, geography, psychology, sociology, political science, and economics.

Review of American History through 1824 - Four weeks

Enduring Understandings

Students will understand:

1. Migration to and within North America had major consequences to the various cultures involved.
2. The American democratic society grew out of revolutionary ideas and continues to evolve through the ongoing struggle to include diverse groups and opinions.

Essential Questions

1. What is the significance of the interactions of colonists and indigenous peoples?
2. How do colonization and settlement establish and develop different economic, political, religious and social institutions over time?
3. How do colonial governments and the ideas of the enlightenment plant the seeds of American democracy?
4. What is the nature of the American Revolution and its results?

Objectives

- Review the origins of the slave trade.
- Describe the long-term consequences of the collision of Indigenous, African, American, and European cultures.
- Review political and physical geography of the North American continent circa 1763.
- Describe the evolution of American democracy from colonization through revolution to confederation and Constitution.
- Review the key elements and significance of the American Revolution.
- Compare and contrast regional differences (political, social, and economic) of the New England, Middle, and Southern colonies/states.
- Understand the contributions of indigenous peoples.
- Review key principles of the Declaration of Independence, Constitution and the Bill of Rights.
- Reflect on Hamiltonian ideals including the national bank and economic policies.
- Reflect on Jeffersonian ideals.
- Discuss foreign policy as defined by the Monroe Doctrine.
- Define essential terms including (not limited to): mercantilism, colonialism, indentured servant, indigenous, Iroquois League, Mayflower Compact, exploitation, charter, middle passage, democracy, House of Burgesses, tariff, Patriot, Tory, Loyalists, First and Second Continental Congresses, Treaty of Paris 1783, founding fathers, compromise, ratify, sectionalism, amendment, confederation, commerce, Federalist, Anti-Federalist, precedent, Alien and Sedition Acts, Kentucky and Virginia Resolutions, 12th Amendment, judicial review, Louisiana Purchase, Industrial Revolution, War of 1812, Tariff of Abominations, Missouri Compromise.
- Reflect on the contributions of the following Americans: George Washington, John Adams, Abigail Adams, James Madison, Thomas Jefferson, James Monroe, John Quincy Adams, John Marshall, Tecumseh, Thomas Paine, Benjamin Franklin, Lewis and Clark, Sacagawea, Daniel Webster.

JACKSONIAN ERA 1825-1849

One week (Week 5)

Enduring Understandings

Students will understand:

1. The will of a majority is often upheld at the expense of a minority.
2. The Populist movement during the Jacksonian era expanded public participation in the political process.

Essential Questions

1. How has American democracy changed?
2. What is the changing relationship of peoples of different origins?

Objectives:

- Analyze the election of 1824 and assess the effects of the Corrupt Bargain on Adams' Administration.
- Analyze the impact of Jackson's policies toward indigenous people.
- Assess the meaning of Jacksonian Democracy including broadening suffrage.
- Identify and understand the changes in the nomination, campaign, and election processes and the development of new political parties, specifically the Democratic-Republican and Whig parties.
- Analyze the significance of Jackson's policies including the Nullification Crisis, Bank War, Specie Circular, and executive power.
- Explain the Panic of 1837 and election of 1840.
- Define essential terms including: kitchen cabinet, spoils system, specie, suffrage, nullification, Indian Removal Act, Worcester v. Georgia, Wilmot Proviso.
- Reflect on the contributions of the following Americans: Sequoia, John Ross, John Ridge, Andrew Jackson, Osceola, John Calhoun, Martin Van Buren, Denmark Vesey, Nat Turner.

EXPANDING NATION (1820-1868)

One week (Week 6)

Enduring Understanding

The students will understand:

1. The American Republic constantly redefines itself, due to pressures of advancing technology, immigration, social reform, and territorial expansion.

Essential Questions

1. How does territorial expansion cause regional tensions?
2. What is the impact of changing technology?
3. What is the impact of the changing labor force?
4. What role does social and political reform movements play in this period of change?
5. What is the changing relationship of peoples of different origins?

Objectives:

- Analyze the concept of Manifest Destiny and its application through the settlement and annexation of western territories including California, Texas, Utah, and Oregon.
- Examine the causes and outcomes of the Mexican War.
- Explore the role of mountain men, missionaries, Mormons, miners, military, and pioneers in the settlement of the west.
- Examine the Second Great Awakening and its role in reform movements of 1800's.
- Examine the beliefs and contributions of Transcendentalism.
- Examine the religious and utopian movements of this era, i.e. the Shakers, Mormons, Brook Farm, and New Harmony.
- Analyze the South's "peculiar institution" and the rise of abolition including the American Colonization Society through the rise of Liberty and Free Soil Parties and the Underground Railroad.
- Examine basic reform trends in temperance, education, and the treatment of criminals and the insane, and women's rights movement.
- Discuss the purchase of Alaska.
- Define essential terms including: annexation, the Alamo, Goliad, San Jacinto, Republic of Texas, California Gold Rush, forty-niners, canal, Mexican Cession, Treaty of Guadalupe Hidalgo, Gadsden Purchase, Seneca Falls Convention, Homestead Act, abolition.
- Reflect on the contributions of the following Americans: Stephen Austin, Sam Houston, Davy Crockett, Ralph Waldo Emerson, Henry David Thoreau, William Lloyd Garrison, Frederick Douglass, Harriet Tubman, Sojourner Truth, Elizabeth Cady Stanton, Susan B. Anthony, Carrie Chapman Catt, Eli Whitney, William H. Seward.

ANTEBELLUM THROUGH RECONSTRUCTION (1850-1877)

Three weeks (through Week 9)

Enduring Understandings

The students will understand:

1. Slavery was an institution impacting each region of the United States differently, and though its contradictions with the nation's founding principles were apparent to many, great efforts were made to find compromise.
2. Internal conflict is a necessary and essential component of a democratic nation.

Essential Questions

1. How is slavery justified in a democratic nation?
2. How do the American people react to the institution of slavery?
3. How does slavery impact the development of the American ideal of civil rights?
4. What are the tensions, factors, causes and outcomes of internal conflict?
5. What are the constitutional, legal and social impacts of internal conflict?
6. What is civil war?
7. How does a nation heal from its conflicts?
8. What are the short term and long term outcomes of internal conflict?
9. Why are diverse and minority opinions important in a democracy?

Objectives

- Discuss key features of the Compromise of 1850.
- Discuss the Kansas-Nebraska Act and its effects.
- Evaluate the effects of the Supreme Court decisions including the Dred Scott Case.
- Explore the rise of the Republican Party, Abraham Lincoln, the Lincoln-Douglas Debates, and 1856 Election.
- Analyze the election of 1860.
- Evaluate the multiple factors that went into various state's decisions on whether to secede or remain in the Union.
- Analyze the Civil War by locating major battle sites and discussing their significance; assessing the strengths and weaknesses of the Union and Confederacy; discussing the major stages and theaters of war; evaluate the roles of Lincoln, Davis, Grant, and Lee; Emancipation Proclamation.
- Explore the impact of the assassination of Lincoln and its effects on the nation.
- Compare and contrast the visions for Reconstruction held by Lincoln, Johnson, and the Radical Republican Congress.
- Analyze the struggle between Johnson and Congress over the direction of Reconstruction culminating in the impeachment and Senate trial of Johnson.
- Analyze the effects of Radical Reconstruction and the Compromise of 1877.
- Examine Congressional civil rights legislation and the related Civil War amendments.
- Examine the social and economic condition of the South during and after Reconstruction: from the participation of African-Americans to the return of the Old South.

- Define essential terms including: popular sovereignty, Bleeding Kansas, Freeport Doctrine, Lecompton Constitution, effective repeal of Missouri Compromise, and John Brown; Fugitive Slave Act, slave codes, antebellum, secession, emancipation, Gettysburg Address, conscription, reconstruction, 13th Amendment, 14th Amendment, 15th Amendment, impeach, scalawag, carpetbagger, black codes, Jim Crow, Ku Klux Klan, Freedman's Bureau, Plessy vs. Ferguson.
- Reflect on the contributions of the following Americans: Horace Mann, Clara Barton, Matthew Brady, Harriet Beecher Stowe, Winfield Scott, George McClellan, "Stonewall" Jackson, Joe Johnston, Wm. Tecumseh Sherman, J.E.B. Stuart.

CHANGING NATION (1867-1900)

Two weeks (through Week 11)

Enduring Understanding

The students will understand:

1. The American Republic constantly has to redefine itself due to the pressures of economic and territorial expansion.
2. The American Republic has always been powerfully shaped by mass migrations, dislocations and assimilations of peoples.
3. This period of American history saw the rise of corporations, mechanization and industrialism, and that these advances came with a cost.
4. Expanding democracy, promoting social welfare, and economic reform occurred because of the organization and struggle of America's common people.

Essential Questions

1. How does territorial expansion cause regional tensions?
2. What is the impact of changes in technology?
3. What is the impact of the changing labor force?
4. What role does social and political reform movements play in this period of change?
5. What is the impact of the interactions of immigrants and indigenous peoples?
6. How do colonization and settlement establish and develop different economic, political, religious and social institutions over time?
7. What was the impact of the rise of corporations and industrialism?
8. How did the rise of the American labor and political movements reflect social and political change?

Objectives

- Analyze the significance of "rails and trails:" the age of railroad construction and cattle drives.
- Examine topics related to the decline of the Native American culture of the West: the last of the Indian Wars and the Dawes Act.
- Analyze the composition of the Old vs. New Immigrants.
- Analyze the motives and examine the process by which immigrants came to the United States and became citizens.
- Trace the movement from rural to urban settings.
- Examine innovations in urban lifestyles: architecture, leisure, and transportation.
- Examine social problems accompanying the growth of cities.
- Examine the role of presidents in the Gilded Age.
- Discuss the pros and cons of political machines.
- Examine the factors leading to the rise of modern capitalists.
- Define and then compare and contrast the "isms": capitalism, socialism, communism, and anarchism.
- Trace the history and struggle of the labor movements.

- Distinguish between the various forms of corporate ownership and control and governmental responses.
- Analyze the origins of the Progressive Movement.
- Analyze the importance of the role and impact of third party political movements.
- Define essential terms including: Treaty of Fort Laramie 1868, Dawes Act, scandal, transcontinental railroad, Interstate Commerce Act, vertical and horizontal integration, Social Darwinism, monopoly, trust, Sherman Anti-Trust, American Federation of Labor, collective bargaining, gild, Chinese Exclusion Act, “gentleman’s agreement,” urbanization, graft, assimilation, Ellis Island, civil service, “mixed salad,” Reed’s Rules, Battle of Little Big Horn, Wounded Knee, reservation, Sand Creek Massacre, Rose Bud Creek, department store, mail-order catalog, Plessy v. Ferguson, NAACP.
- Reflect on the contributions of the following Americans: Jane Addams, Dorothea Dix, Frederick Jackson Turner, Ida B. Wells, W.E.B. DuBois, Chief Joseph, Mark Twain, Jack London, Thomas Nast, Alexander Graham Bell, Thomas Edison, Henry Ford, Samuel Gompers, Mary Harris Jones, Wright brothers.

PROGRESSIVE ERA (1900-1920)

One week (Week 12)

Enduring Understanding

The student will understand:

1. Excessive abuse of corporate industrialism led to movements of social and government reform to protect the public.

Essential Questions

1. How did the rise of the American labor movement and political movements reflect social and political change of the Progressive Era?
2. How did the American landscape change during this time period?

Objectives

- Define Progressivism and explain its view of the role of government.
- Analyze the role of the Muckrakers in reforming and affecting change.
- Analyze the successes and failures of progressive Presidents.
- Examine the role of party politics during the election cycle of 1912 and its role in bringing the Democratic Party back into power.
- Analyze the different philosophies of African-Americans throughout the Progressive Movement.
- Analyze the role of the progressive movement in conservation of natural resources.
- Survey significant cultural movements and their superstars.
- Define essential terms including: Niagara Movement, NAACP, social justice, women's suffrage, big business, government, economics, and conservation, prohibition, initiative, referendum, recall, 17th Amendment, Square Deal, Meat Inspection Act, Bull Moose Party, Clayton Antitrust Act, Federal Trade Commission, Federal Reserve System, 19th Amendment, Pure Food and Drug Act.
- Reflect on the contributions of the following Americans: Teddy Roosevelt, Robert M. LaFollette, Upton Sinclair, Scott Joplin, Helen Keller, Jim Thorpe, Babe Didrikson.

IMPERIALISM (1898-1914)

One week (Week 13)

Enduring Understanding

The students will understand:

1. As the twentieth century unfolds, America acquires and establishes territories around the world, fueling heated debate.
2. Mass media and the use of propaganda are major factors in shaping public opinion.

Essential Questions

1. What are the causes and effects of imperialism?
2. What were the factors of global conflict?
3. What factors have caused warfare to change over time?
4. What is the long-term outcome of global conflict on participating nations?
5. How do world leaders and nations affect global conflict?
6. How does propaganda shape the opinions of people?
7. How does global conflict shape the world?

Objectives

- Define imperialism and analyze the philosophies behind it.
- Evaluate the motivations behind imperialism; assess the motives for American involvement in Cuba, Alaska, China, Japan, Philippines, Samoa, and Hawaii prior to the Spanish-American War.
- Analyze the causes and justifications of the Spanish-American War by examining pre-war American economic interests in Cuba and the role of the yellow press.
- Analyze the outcomes of the Spanish-American War in terms of strategic acquisition of territory, imperial rule, protection of U.S. economic interests abroad, global influence, and international agreements.
- Examine the debate between the Imperialists and Anti-Imperialists.
- Trace pre-WWI imperialism in the following areas: Philippines, China, Central America, and Mexico.
- Evaluate U.S. foreign policy pre- and post-Spanish-American War.
- Define essential terms including: Rough Riders, Platt Amendment, Teller Amendment, protectorate, Open Door Policy, Boxer Rebellion, Panama Canal, Roosevelt Corollary, Dollar Diplomacy, Pancho Villa John J. Pershing, yellow journalism.
- Reflect on the contributions of the following: Queen Liliuokalani, Alfred T. Mahan, Sanford B. Dole, Jose Marti, Valeriano Weyler, George Dewey, Emilio Aguinaldo, John Hay, William Randolph Hearst.

ISOLATION AND WORLD WAR I (1914-1920)

Two weeks (through Week 15)

Enduring Understandings

The students will understand:

1. America's expanding global interests increasingly involved the nation in world affairs making us less able to remain neutral.
2. America's failure to join the League of Nations was an indicator of our increasing isolationism and focus on our own economic nationalism.

Essential Questions

1. What are the causes and effects of imperialism?
2. What were the factors of global conflict?
3. What factors have caused warfare to change over time?
4. What is the long-term outcome of global conflict on participating nations?
5. How do world leaders and nations affect global conflict?
6. How does propaganda shape the opinions of people?
7. How does global conflict shape the world?
8. What kept the U.S. out of the League of Nations?
9. What was the post- W.W.I. economic focus of the U.S.?

Objectives

- List and discuss causes for the war in Europe: militarism, alliances, imperialism, and nationalism (MAIN reasons).
- Describe how America moves from neutrality to involvement and intervention.
- Analyze the war by examining major theaters and innovations in warfare, Wilson's Fourteen Points, and the Treaty of Versailles.
- Examine how the home front was organized to support the war effort and limit dissent.
- Evaluate the use of propaganda in obtaining support for American entry into the war.
- Analyze changing political boundaries of the world before and after the war.
- Examine the debate over American ratification of the Treaty of Versailles and the League of Nations.
- Evaluate the importance of changing world politics in reference to the Russian Revolution and as a foundation for the enduring conflicts throughout World War II and the Cold War.
- Survey significant cultural movements during the war.
- Define essential terms including: "no man's land," trench warfare, *Lusitania*, Zimmerman Note, Selective Service Act, conscientious objector, mechanized warfare, War Industries Board, Espionage and Sedition Acts, U-Boats, armistice, poisonous gases, "doughboy," war reparations.
- Reflect on the contributions of the following: Archduke Ferdinand, Alvin York, Kaiser Wilhelm, Henry Cabot Lodge, and Woodrow Wilson.

POST WORLD WAR I (ROARING TWENTIES) (1919-1929)

Two weeks (through Week 17), followed by Final Exam and End of Semester One

Enduring Understandings

The students will understand:

1. Laissez faire capitalism flourished, providing wealth to some and poverty to others.
2. Women and other minorities got the right to vote at this time.
3. The 1920's were a period of redefining social mores.

Essential Questions

1. How do social tensions and their outcomes affect society in the post war era?
2. How does a modern capitalist economy emerge in the 1920s?
3. What are the causes and effects of a changing society and its relationship to cultural movements?

Objectives

- Analyze the strengths and weaknesses of the federal government's policies and actions during the Roaring Twenties.
- Examine reactions to radicals and immigrants.
- Examine American foreign policy and its attempts to prevent future war.
- Examine how the neglect of the debt-ridden farmer helped perpetuate an agricultural depression.
- Examine changing societal roles and mores such as the evolving role of women.
- Examine the role of technology (radio, film) in societal change.
- Understand the impact of government policy on the economy.
- Analyze cultural movements such as the Harlem Renaissance as outcomes and catalysts of economic and political change.
- Survey significant cultural movements (literature, art, music, dance, theater, sports) and their superstars.
- Define essential terms including: anarchist, Palmer Raids, Great Migration, Flappers, Scopes Trial, Harlem Renaissance, Lost Generation, leisure time, quota system, Teapot Dome Scandal, Kellogg-Briand Pact, Universal Negro Improvement Association, speakeasy, fundamentalism, organized crime, mass media.
- Reflect on the contributions of the following: A. Mitchell Palmer, Sacco and Vancetti, Jeanette Rankin, Ella Fitzgerald, Louis Armstrong, Duke Ellington, F. Scott Fitzgerald, Dizzy Gillespie, Miles Davis, Bessie Smith, Charles Lindberg, Langston Hughes, Carl Sandberg, George O'Keefe, George Gershwin.

SECOND SEMESTER

Research Project - Week 1

DEPRESSION, THE NEW DEAL, and NEUTRALITY

Two weeks (through Week 3)

Enduring Understandings

The students will understand:

1. The Great Depression was an economic crisis that profoundly shaped American character.
2. FDR's New Deal was a turning point in American History, redefining the government's role in managing the economy and social welfare.

Essential Questions

1. In what ways does the federal government respond to the depression?
2. How does the presidency of Franklin Roosevelt change America?
3. Why do people migrate during economic crises?

Objectives:

- Compare and contrast the policies of the presidents during the 1920s with Roosevelt's first hundred days.
- Analyze Roosevelt's New Deal programs and evaluate their impact.
- Analyze the migrations during the Great Depression.
- Explain the unprecedented increase of power in the executive branch during Roosevelt's administrations.
- Analyze the impact of Eleanor Roosevelt in both domestic and international arenas.
- Describe how America moves from neutrality to involvement and intervention including the shift in focus from domestic to international issues.
- Compare and contrast the U.S. response to the depression with that of other nations.
- Define essential terms including: "alphabet soup," buying on margin, speculation, Black Tuesday, Dust Bowl, Hawley-Smoot Tariff Act, bank holiday, Bonus Army, Dow Jones Industrial Average, deficit spending
- Reflect on the contributions of the following: Huey Long, Frances Perkins, Amelia Earhart, John Steinbeck, Ernest Hemingway, Maya Angelou, Woodie Guthrie, Dorothy Lange, Irving Berlin, Jesse Owens

WORLD WAR II

Three weeks (through Week 6)

Enduring Understandings

The students will understand:

1. Global war is the result of changing political, economic, and social interests, as well as technological development.
2. Mass media and the use of propaganda is a major factor in shaping people's opinions.
3. A dominant culture can severely limit the civil liberties of a minority culture.
4. The long-term effects of World War II were profound and far-reaching.

Essential Questions

1. How do economic interests contribute to global war?
2. How do world leaders and nations affect global war?
3. How does technological development contribute to the character and outcomes of WWII?
4. How is propaganda used in global war?
5. Why and how does a society limit rights of its citizens, especially in times of war?
6. How does genocide occur and how does it affect the world?
7. What are the outcomes of the war?
8. How does a culture become a dominant culture?

Objectives

- Trace the rise of Japanese imperialism and the growth of totalitarian dictatorships in Europe.
- Examine the policy of appeasement in Europe and the Pacific.
- Examine the role of FDR's leadership during this period.
- Analyze the progress of WWII: theaters, technological and scientific innovations, diplomatic maneuvering, and significant individuals.
- Examine how the home front was organized including: increasing productivity, war bonds, and conservation of resources.
- Trace the changing roles of women and minorities.
- Examine the internments of the Japanese and Aleut Americans.
- Assess the use and effectiveness of propaganda by all sides.
- Analyze Alaska's strategic role in WWII.
- Evaluate Truman's decision and significance of using atomic weapons.
- Compare the consequences of unconditional surrender on Germany and Japan.
- Investigate the Holocaust and global repercussions.
- Analyze maps of the world before and after the war.
- Define essential terms including: appeasement, non-aggression pact, *kristallnacht*, blitzkrieg, Lend-Lease Act, Selective Training and Service Act, war bonds, Axis Powers, Allied Powers, Holocaust, genocide, pogrom, concentration camps, internment camp, Issei, Nisei, Pearl Harbor, War Production Board, rationing, D-Day,

kamikaze, Manhattan Project, atomic bomb, Yalta Conference, Nuremburg Trials, Congress of Racial Equality, Japanese-American Citizens league, fascism, Nazism, V-E Day, V-J Day, unconditional surrender, final solution, code talkers, Triple Nickels (555), Tuskegee Airmen, 100th/442, ENIGMA, WAVS, WACS, totalitarian, resistance movement

- Reflect on the involvement of the following: Adolf Hitler, Benito Mussolini, Josef Stalin, General Tojo, Emperor Hirohito, Franklin D. Roosevelt, Francisco Franco, Harry S Truman, Neville Chamberlain, Winston Churchill, Dwight Eisenhower, George Marshall, Douglas MacArthur, George Patton, Jimmy Doolittle, Chester Nimitz, J. Robert Oppenheimer, Albert Einstein, Rosie the Riveter.

COLD WAR (1945-1989)

Four weeks (through Week 10)

Enduring Understandings

The students will understand:

1. The ideologies of America and Soviet Union came into conflict and powerfully influenced global and domestic affairs.
2. Ideologies are value systems that may contain both political and economic beliefs.

Essential Questions

1. How do the superpowers develop and shape conflict?
2. How does the Cold War evolve from post-WWII through *glasnost* and *perestroika*?
3. How do regional conflicts become political and economic concerns around the globe?
4. How did the Cold War affect the United States at home?

Objectives

- Examine the development of the United Nations.
- Assess the Cold War's impact on domestic policy and civil liberties.
- Examine the emerging roles of the superpowers along with the conflict and responsibilities that accompany it.
- Examine the move toward collective security through organizations like NATO and the Warsaw Pact.
- Evaluate the role of media and propaganda in the Cold War.
- Examine the rise of China toward superpower status.
- Evaluate the role of the United Nations and the U.S. in the Korean conflict and its aftermath.
- Compare and contrast the role of technology especially in regards to the arms race and the space race between the United States and the Soviet Union.
- Examine domestic economic affairs and global economic competition.
- Analyze the regional conflicts, which became Cold War hotspots in Africa, the Middle East, Latin America, and East Asia.
- Analyze organized attempts within the Soviet Bloc to resist communist ideology and any U.S. response.
- Trace the Vietnam conflict and examine its significance in changing social and political policies, attitudes and behaviors in the United States.
- Evaluate Alaska's strategic significance in the Cold War.
- Define essential terms including: Six Day War, partition, cold war, Truman Doctrine, Marshall Plan, Berlin Airlift, blacklist, McCarthyism, H-bomb, containment, brinkmanship, mutually assured destruction, satellite nation, bloc, HUAC, domino theory, Iron Curtain, Geneva Accords, Viet Cong, search and destroy missions, Ho Chi Minh Trial, Tonkin Gulf Resolution, Credibility Gap, POW/MIA, Pentagon Papers, anti-war draft resistance, Silent Majority, Vietnamization, Cuban Missile Crisis, Bay of Pigs, War Powers Act, détente, INF Treaty, Commonwealth of Independent States, Solidarity Movement, ICBMs, ABMs, U-2 incident, capitalism,

communism, Reds, Kremlin, Tiananmen Square, sphere of influence, space race, NASA, Sputnik.

- Reflect on the involvement of the following: the Rosenbergs, Nikita Khrushchev, John Foster Dulles, Ho Chi Minh, Chiang Kai-shek, Mao Zedong, J. Edgar Hoover, Dean Rusk, Robert McNamara, William Westmoreland, John F. Kennedy, Robert Kennedy, Henry Kissinger, Tom Hayden, Jane Fonda, Fidel Castro, Lyndon B. Johnson, Richard Nixon, Jimmy Carter, Leonid Brezhnev, Deng Xiaoping, Mikhail Gorbachev, Ronald Reagan, and Nelson Mandela.

THE AMERICAN DREAM (1945-1960)

One week (Week 11)

Enduring Understandings

The students will understand:

1. The evolving relationship between the economic, political, and social systems created a period of prosperity and conservatism, which included a rising middle class.
2. While this period exuded prosperity and conservatism, many groups were excluded from access to the American Dream ideal.

Essential Questions

1. How do social tensions and their outcomes affect society in the post war era?
2. How does a modern economy emerge post WWII?
3. What are the causes and effects of a changing society and its relationship to cultural movements?

Objectives

- Understand the new prosperity and rising conservatives.
- Understand the benefits and the costs of pursuing the American Dream.
- Understand how mass culture reflected middle class values and how some subcultures dissented from those values.
- Survey significant cultural movements (literature, art, music, dance, theater, television, film, sports) and their superstars.
- Define essential terms including: Beat Generation, rock and roll, anti-materialism, down-size, G. I. Bill of Rights, suburbs, nuclear family, extended family, shell-shock, conglomerate, franchise, conformity, baby boom, leisure class, automobile culture, consumerism.
- Reflect on the involvement of the following: James Dean, Buddy Holly, J.D. Salinger, Ricky Nelson, Elvis Presley, Chuck Berry, Marilyn Monroe, Jack Kerouac, Dr. Jonas Salk, George Burns.

CIVIL RIGHTS AND THE SOCIAL REVOLUTION

Three weeks (through Week 14)

Enduring Understandings

The student will understand:

1. Civil rights are a basic guarantee for everyone under the U.S. Constitution.
2. All citizens have a responsibility to protect civil liberties and basic democratic principles.
3. The interpretation of “rights” is constantly evolving.

Essential questions

1. How does WWII provide the foundation for the American Civil Rights movement?
2. How does a counter culture movement bring about social and political change in America?
3. How does social revolution come about; how do individuals or groups achieve power, keep power, or lose power?
4. How does the early American Civil Rights Movement provide a framework for other disenfranchised groups?
5. How do we measure the achievements of the Civil Rights Movement?
6. How does the idea of universal human rights evolve, and what is its relation to the American Civil Rights Movement?

Objectives:

- Survey the milestones of American civil rights.
- Discuss the role of the media in affecting social change.
- Explore civil rights and how have they been abused and protected?
- Examine the significance of legislation and court decisions that are integral to the Civil Rights Movement.
- Distinguish between *de jure* and *de facto* segregation.
- Analyze the effectiveness of affirmative action programs.
- Assess the reasons for an effectiveness of the escalation from civil disobedience to more radical protest in the civil rights movement.
- Analyze the ongoing effects of various social and economic programs that attempt to achieve equality such as the War on Poverty, EEO, explore reform movements that promote environmental, women’s liberation, and other civil rights agendas.
- Survey the counterculture that grew in the 60’s and 70’s.
- Survey significant cultural movements (literature, art, music, dance, theater, film, sports) and their superstars.
- Define essential terms including: segregation, discrimination, entitlement program, sit-in, demonstration, protest, march, boycott, activism, Freedom Riders, Freedom Summer, draft card, picketing, Black Power, separate but equal, sexual revolution, anti-war movement, equal rights, Title IX, women’s liberation, 1968 Democratic Convention.

- Describe the role of important people and groups: Elizabeth Peratrovich, Thurgood Marshall, Jackie Robinson, A. Philip Randolph, Rosa Parks, Dr. Martin Luther King, Jr., Medgar Evers, Malcolm X, Stokely Carmichael, Bull Connor, James Meredith, George Wallace, the Little Rock Nine, Black Panthers, Nation of Islam, CORE, SCLC, SNCC, SDS, ACLU, Caesar Chavez, AIM, La Raza, the Women's Rights Movement, Gloria Steinem, Betty Freidan, Dennis Banks, Russell Means, Vine Deloria, Jr., Timothy Leary, Tom Hayden, Abby Hoffman, the Beatles, Woodstock, Joan Baez, Grateful Dead, Andy Warhol, Janis Joplin, Jimi Hendrix, Kurt Vonnegut, Tom Wolfe, Bob Dylan.

Contemporary America (1968-present)
Three weeks (through Week 17), followed by Final Exam

Enduring Understandings

The student will understand:

1. Globalization, economic interdependence, debate over the environment and use of natural resources, and human rights issues increasingly impact U.S. domestic and foreign policy.
2. Debate to interpret the constitutional balance of power among the branches of government strengthens our democratic principles, while failure to maintain that balance undermines those ideals.
3. Technology is exponentially changing every aspect of American life.

Essential Questions

1. How are political leaders and government entities held responsible for their actions?
2. How is foreign and domestic policy shaped in contemporary America?
3. How did the downfall of Soviet communism and the dissolution of the Soviet Union affect America?
4. How do interest groups affect the fight over resource management?
5. What are the positive and negative aspects of the use of technology in the Information Age?

Objectives

- Analyze the events and effects of Watergate and other political scandals.
- Examine the changing and expanding role of media in global politics, economics, and society.
- Evaluate the importance of major court decisions.
- Explore the conflict between environmentalism and big business in economic policy.
- Trace the history of environmentalism in the U.S.
- Define globalization and describe its impact on public policy including foreign and domestic economics policies.
- Explore the changing immigration policy and the resulting social change emphasizing the importance of tolerance in an expanding multicultural society.
- Discuss the dynamic of regional conflict and international responses.
- Explore the role of human rights in the evolution of U.S. policy.
- Explore the role of technology in all aspects of society including leisure time, international business, medicine, science and cultural innovation.
- Discuss Operation Desert Storm (causes, events, and outcomes).
- Investigate the events, reactions, and responses of September 11, 2001.
- Define essential terms including: new federalism, stagflation, OPEC, realpolitik, Camp David Accords, Environmental Protection Agency, Three Mile Island, Affirmative Action, reverse discrimination, Conservative Coalition, Reaganomics, Strategic Defense Initiative, trade imbalance, AIDS, NAFTA, downsize, urban flight, telecommute, conservation, conservatism, environmentalism, Information Age,

Moore's Law, international coalition, terrorism, terrorist attack, al-Qaeda, homeland security, clone, economic sanctions, Munich Olympics, Desert Shield, the Rehnquist Court, the EU

- Describe the role of important people and group such as: Richard Nixon, John Mitchell, Gerald Ford, Jimmy Carter, Geraldine Ferraro, Sandra Day O'Connor, George Bush (41st), Bill Clinton, and George W. Bush (43rd)
- Survey significant cultural movements (literature, art, music, dance, theater, film, sports, etc.) and their superstars such as: Rachel Carson, Bill Gates, Steve Jobs, Paul Allen, Arthur Ashe, Michael Jackson, Madonna, Neil Armstrong, Sally Ride, Truman Capote, Ted Turner, Tiger Woods, Alice Walker, Oprah Winfrey, Eugene O'Neill, Amy Tan, Norman Mineta, Tim Berners-Lee, Steven Spielberg, George Lucas, Lance Armstrong

Anchorage School District
10th Grade United States History – List of Adopted Materials
June 25, 2007

Core Instructional Materials for United States History:

Ayers, Edward L.; Schulzinger, Robert D.; de la Teja, Jesus F.; and White, Deborah Gray; American Anthem; Holt, Rinehart and Winston; Orlando: 2007.

Core Instructional Materials for Honors United States History:

Appleby, Joyce; Brinkley, Alan; Broussard, Albert S.; McPherson, James M.; and Ritchie, Donald A.; American Vision; McGraw Hill Glencoe; New York: 2008.