



Honors United States History and Geography Curriculum Guide 2011-2012

Course Description:

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

Course Text:

Norton, Katzman, Blight, et al., *A People and a Nation*, 8th ed., McDougal Littell, 2009.

Course Goals:

The students will:

- develop chronological and spatial thinking skills.
- be exposed to and practice skills of historical research.
- evaluate and utilize evidence in making historical arguments.
- evaluate differing historical arguments.
- develop a sense of historical perspective
- interpret past events and issues within the context of the events
- understand the meaning, implication, and impact of historical events

State Content Standards:

- 11.1** Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.
- 11.2** Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.

- 11.3** Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.
- 11.4** Students trace the rise of the United States to its role as a world power in the twentieth century.
- 11.5** Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.
- 11.6** Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.
- 11.7** Students analyze America's participation in World War II.
- 11.8** Students analyze the economic boom and social transformation of post-World War II America.
- 11.9** Students analyze U.S. foreign policy since World War II.
- 11.10** Students analyze the development of federal civil rights and voting rights.
- 11.11** Students analyze the major social problems and domestic policy issues in contemporary American society.

Honors United States History & Geography Pacing Guide

Foundations of American Political & Social Thought	Industrialization and the U.S. Role as a World Power	United States Between the World Wars	World War II and Foreign Affairs	Post-World War II Domestic Issues
6 Weeks	8 Weeks	5 Weeks	8 Weeks	8 Weeks
<p>11.1 Students analyze the significant events surrounding the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.</p>	<p>11.2 Students analyze the relationship among the rise of industrialization, large-scale rural to urban migration, and massive immigration from Southern and Eastern Europe.</p> <p>11.4 Students trace the rise of the U.S. to its role as a world power in the 20th century.</p>	<p>11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.</p> <p>11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.</p>	<p>11.7 Students analyze the American participation in World War II.</p> <p>11.9 Students analyze United States foreign policy since World War II.</p>	<p>11.8 Students analyze the economic boom and social transformation of post-World War II America.</p> <p>11.10* Students analyze the development of federal civil rights and voting rights.</p> <p>11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.</p>
<p>Textbook Chapters</p> <ul style="list-style-type: none"> ○ Ch. 5 ○ Ch. 6 ○ Ch. 7 ○ Ch. 14 ○ Ch. 15 ○ Ch. 16 	<p>Textbook Chapters</p> <ul style="list-style-type: none"> ○ Ch. 18 ○ Ch. 19 ○ Ch. 20 ○ Ch. 21 ○ Ch. 22 ○ Ch. 23 	<p>Textbook Chapters</p> <ul style="list-style-type: none"> ○ Ch. 24 ○ Ch. 25 	<p>Textbook Chapters</p> <ul style="list-style-type: none"> ○ Ch. 26 ○ Ch. 27 ○ Ch. 28 ○ Ch. 30 	<p>Textbook Chapters</p> <ul style="list-style-type: none"> ○ Ch.29 ○ Ch. 31 ○ Ch. 32 ○ Ch. 33

* Cover through 11.10 By the CST

Also Note: 11.3 is not listed on this pacing guide. Topics from 11.3 are embedded throughout the course.

**Unit One: Foundations of American Political & Social Thought
(6 Weeks)**

Curriculum Objectives	Essential Concepts & Vocabulary	Related Resources
<p>11.1</p> <ol style="list-style-type: none"> Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded. Analyze the ideological origins of the American Revolution, the Founding Fathers' philosophy of divinely bestowed unalienable natural rights, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights. Understand the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization. Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late nineteenth century of the United States as a world power. 	<p>democracy/ democratic Enlightenment Great Awakening ideology Declaration of Independence unalienable rights natural rights compromise Great Compromise federalism federal vs. state authority Federalist/ Antifederalist Constitution Bill of Rights political party/ two-party system Alien Act Sedition Act nullification <i>Marbury v. Madison</i> judicial review Civil War 13th Amendment 14th Amendment 15th Amendment Reconstruction sharecropping industrial revolution demographics</p>	<p><u>A People and A Nation</u> Chapter 5 <i>Severing the Bonds of Empire</i> Chapter 6 <i>A Revolution, Indeed</i> Chapter 7 <i>Forging a New Republic</i> Chapter 14 <i>Slavery and Americas Future: The Road to War</i> Chapter 15 <i>The Transforming Fire: The Civil War</i> Chapter 16 <i>Reconstruction: An Unfinished Revolution</i></p> <p><u>Maps101</u> Interactive Maps> Animated History Maps> United States History> Secession of the Southern States, 1861</p> <p><u>Library of Congress</u> <i>The Constitution Primary Source Set:</i> www.loc.gov/teachers/classroommaterials/primarysourcesets/constitution/ <i>Abraham Lincoln Primary Source Set:</i> www.loc.gov/teachers/classroommaterials/primarysourcesets/lincoln/</p>

Unit Two: Industrialization and the U.S. Role as a World Power (8 Weeks)

Curriculum Objectives	Essential Concepts & Vocabulary	Related Resources
<p>11.2</p> <ol style="list-style-type: none"> 1. Know the effects of industrialization on living and working conditions, including the portrayal of working conditions and food safety in Upton Sinclair's <i>The Jungle</i>. 2. Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class. 3. Trace the effect of the Americanization movement. 4. Analyze the effect of urban political machines and responses to them by immigrants and middle-class reformers. 5. Discuss corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders. 6. Trace the economic development of the United States and its emergence as a major industrial power, including its gains from trade and the advantages of its physical geography. 7. Analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel (e.g., using biographies of William Graham Sumner, Billy Sunday, Dwight L. Moody). 8. Examine the effect of political programs and activities of Populists. 9. Understand the effect of political programs and activities of the Progressives (e.g., federal regulation of railroad transport, Children's Bureau, the Sixteenth Amendment, Theodore Roosevelt, Hiram Johnson). 	<p>democracy/ democratic federal vs. state authority industrialization The Grange/ Granger Laws Interstate Commerce Commission Robber Barons Social Darwinism Sherman Antitrust Act <i>The Jungle</i> (Upton Sinclair) Ellis Island/Angel Island nativism Chinese Exclusion Act Gentlemen's Agreement political machine corporation monopoly/ trust/ cartel urbanization Americanization movement tenements Social Gospel settlement houses Tuskegee Institute Niagara Movement Populists Progressives muckrakers scientific management initiative/referendum/recall 17th Amendment Square Deal</p>	<p><u><i>A People and A Nation</i></u> Chapter 18 <i>The Machine Age</i> Chapter 19 <i>The Vitality and Turmoil of Urban Life</i> Chapter 20 <i>Gilded Age Politics</i> Chapter 21 <i>The Progressive Era</i> Chapter 22 <i>The Quest for Empire</i> Chapter 23 <i>Americans in the Great War</i></p>
<p>11.4</p> <ol style="list-style-type: none"> 1. List the purpose and the effects of the Open Door policy. 2. Describe the Spanish-American War and U.S. expansion in the South Pacific. 3. Discuss America's role in the Panama Revolution and 		<p><u>Maps101</u> Map Collections> History Map Sets> U.S. National Geographic> National Geographic Videos> Civilizations and History> The Second Industrial Revolution National Geographic> National Geographic Videos> Civilizations and History> America Becomes a World Power National Geographic> National Geographic Videos> Civilizations and History> The Monroe Doctrine <u>Library of Congress</u></p>

Curriculum Objectives	Essential Concepts & Vocabulary	Related Resources
<p>the building of the Panama Canal.</p> <p>4. Explain Theodore Roosevelt's Big Stick diplomacy, William Taft's Dollar Diplomacy, and Woodrow Wilson's Moral Diplomacy, drawing on relevant speeches.</p> <p>5. Analyze the political, economic, and social ramifications of World War I on the home front.</p> <p>6. Trace the declining role of Great Britain and the expanding role of the United States in world affairs after World War II.</p>	<p>Pure Food and Drug Act Clayton Antitrust Act Federal Trade Commission Federal Reserve System expansionism/imperialism global competition annexation Seward's Icebox/Seward's folly yellow journalism Platt Amendment Open Door Policy Boxer Rebellion Stick/ Dollar Diplomacy/ Moral Diplomacy Roosevelt Corollary "speak softly and carry a big stick" propaganda Espionage and Sedition Acts Great Migration League of Nations Treaty of Versailles reparations war-guilt clause</p>	<p><i>Industrial Revolution in the US Primary Source Set:</i> www.loc.gov/teachers/classroommaterials/primarysourcesets/industrial-revolution/</p> <p><i>Immigration Challenges for New Americans Primary Source Set:</i> www.loc.gov/teachers/classroommaterials/primarysourcesets/immigration/</p> <p><i>The Inventive Wright Brothers Primary Source Set:</i> www.loc.gov/teachers/classroommaterials/primarysourcesets/flight/</p> <p><i>Jim Crow in America Primary Source Set:</i> www.loc.gov/teachers/classroommaterials/primarysourcesets/civil-rights/</p> <p>Other Electronic Resources (Please review to determine appropriateness for your students)</p> <p>National Archives- The Development of the Industrial United States: www.docsteach.org/documents/search?mode=browse&menu=open&era[]=the-development-of-the-industrial-united-states</p> <p>Theodore Roosevelt: www.history.com/topics/theodore-roosevelt</p> <p>World War I: www.history.com/topics/world-war-i</p>

**Unit Three: United States between the World Wars
(5 Weeks)**

Curriculum Objectives	Essential Concepts & Vocabulary	Related Resources
<p>11.5</p> <ol style="list-style-type: none"> Discuss the policies of Presidents Warren Harding, Calvin Coolidge, and Herbert Hoover. Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey's "back-to-Africa" movement, the Ku Klux Klan, and immigration quotas and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks. Examine the passage of the Eighteenth Amendment to the Constitution and the Volstead Act (Prohibition). Analyze the passage of the Nineteenth Amendment and the changing role of women in society. Describe the Harlem Renaissance and new trends in literature, music, and art, with special attention to the work of writers (e.g., Zora Neale Hurston, Langston Hughes). Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture. Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape. <p>11.6</p> <ol style="list-style-type: none"> Describe the monetary issues of the late nineteenth and early twentieth centuries that gave rise to the establishment of the Federal Reserve and the weaknesses in key sectors of the economy in the late 1920s. Understand the explanations of the principal causes of the Great Depression and the steps taken by the Federal Reserve, Congress, and Presidents Herbert Hoover and Franklin Delano Roosevelt to combat the economic crisis. 	<p>nativism isolationism socialism communism anarchism Red Scare Palmer Raids Ku Klux Klan quota system Teapot Dome scandal modern advertising credit/ installment plan temperance 18th Amendment Prohibition/ Volstead Act speakeasies fundamentalism Scopes trial women's suffrage 19th Amendment Flapper The Lost Generation The Harlem Renaissance speculation buying on margin Black Tuesday Great Depression Dust Bowl direct relief Reconstruction Finance Corporation</p>	<p><u>A People and A Nation</u> Chapter 24 <i>The New Era</i> Chapter 25 <i>The Great Depression and the New Deal</i></p> <p><u>Maps101</u> Interactive Maps> Animated History Maps> United States History> Women's Suffrage, 1915 Map Collections> History Map Sets> U.S. National Geographic> National Geographic Videos> Civilizations and History> Roaring 20s National Geographic> National Geographic Videos> Civilizations and History> The Great Depression</p> <p><u>Library of Congress</u> <i>Women's Suffrage Primary Source Set:</i> www.loc.gov/teachers/classroommaterials/primarysourcesets/womens-suffrage/ <i>Harlem Renaissance Primary Source Set:</i> www.loc.gov/teachers/classroommaterials/primarysourcesets/harlem-renaissance/ <i>The NAACP: A Century in the Fight for Freedom Primary Source Set</i> www.loc.gov/teachers/classroommaterials/primarysourcesets/naacp/ <i>Dustbowl Migrations Primary Source Set:</i> www.loc.gov/teachers/classroommaterials/primarysourcesets/dustbowl-migrations/</p>

Curriculum Objectives	Essential Concepts & Vocabulary	Related Resources
<p>3. Discuss the human toll of the Depression, natural disasters, and unwise agricultural practices and their effects on the depopulation of rural regions and on political movements of the left and right, with particular attention to the Dust Bowl refugees and their social and economic impacts in California.</p> <p>4. Analyze the effects of and the controversies arising from New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930s (e.g., Works Progress Administration, Social Security, National Labor Relations Board, farm programs, regional development policies, and energy development projects such as the Tennessee Valley Authority, California Central Valley Project, and Bonneville Dam).</p> <p>5. Trace the advances and retreats of organized labor, from the creation of the AFL the CIO to current issues of a postindustrial, multinational economy, including the United Farm Workers in California.</p>	<p>Bonus March/Bonus Army bank holiday The New Deal Works Progress Administration National Labor Relations Board Wagner Act Congress of Industrial Organizations Tennessee Valley Authority Federal Deposit Insurance Corporation Securities and Exchange Commission Social Security</p>	<p>rysourcesets/dust-bowl-migration/ <i>The New Deal Primary Source Set</i> www.loc.gov/teachers/classroommaterials/primarysourcesets/new-deal/</p> <p>Other Electronic Resources (Please review to determine appropriateness for your students)</p> <p>National Archives- The Emergence of Modern America: www.docsteach.org/documents/search?mode=browse&menu=open&era[]=the-emergence-of-modern-america</p> <p>National Archives- The Great Depression and World War II: www.docsteach.org/documents/search?mode=browse&menu=open&era[]=the-great-depression-and-world-war-ii</p>

Unit Four: World War II and Foreign Affairs (8 Weeks)

Curriculum Objectives	Essential Concepts & Vocabulary	Related Resources
<p>11.7</p> <ol style="list-style-type: none"> Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor. Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge. Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, the Navajo Code Talkers). Analyze Roosevelt's foreign policy during World War II (e.g., Four Freedoms speech). Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., <i>Fred Korematsu v. United States of America</i>) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans. Describe major developments in aviation, weaponry, communication, and medicine and the war's impact on the location of American industry and use of resources. Discuss the decision to drop atomic bombs and the consequences of the decision (Hiroshima and Nagasaki). Analyze the effect of massive aid given to Western Europe under the Marshall Plan to rebuild itself after the war and the importance of a rebuilt Europe to the U.S. economy. 	<p>neutrality cash-and-carry Axis Powers Lend Lease Act Atlantic Charter Allies Women's Auxiliary Army Corps (WAAC) war time economy (ex. Office of Price Administration) rationing Tuskegee Airmen 442 Regimental Combat team Navajo Code Talkers D-Day V-E Day/ V-J Day Yalta Conference Nuremberg Trials Four Freedoms speech Zoot Suit Riot Internment Executive Order 9066 Korematsu v. United States United Nations International Declaration of Human Rights IMF/World Bank/ GATT NATO/SEATO Truman Doctrine Containment Marshall Plan mutually assured destruction</p>	<p><u><i>A People and A Nation</i></u> Chapter 26 <i>The United States in a Troubled World</i> Chapter 27 <i>The Second World War at Home and Abroad</i> Chapter 28 <i>The Cold War and American Globalism</i> Chapter 30 <i>The Tumultuous Sixties</i></p> <p><u>Maps101</u> Map Collections> History Map Sets> U.S. National Geographic> National Geographic Videos> Civilizations and History> World War II Interactive Maps> Animated Timeline Maps> American Leadership and War</p> <p><u>Library of Congress</u> <i>Veterans' Stories: The Veterans History Project</i> Primary Source Set: http://www.loc.gov/teachers/classroommaterials/primarysourcesets/veterans/ <i>Veterans' Stories: The Struggle for Participation</i> Primary Source Set: www.loc.gov/teachers/classroommaterials/primarysourcesets/veterans/struggles.html <i>Japanese American Internment during World War II</i> Primary Source Set:</p>
<p>11.9</p> <ol style="list-style-type: none"> Discuss the establishment of the United Nations and International Declaration of Human Rights, International Monetary Fund, World Bank, and General Agreement on Tariffs and Trade (GATT) and their importance in 		

Curriculum Objectives	Essential Concepts & Vocabulary	Related Resources
<p>shaping modern Europe and maintaining peace and international order.</p> <p>2. Understand the role of military alliances, including NATO and SEATO, in deterring communist aggression and maintaining security during the Cold War.</p> <p>3. Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including the following:</p> <ul style="list-style-type: none"> o The era of McCarthyism, instances of domestic Communism (e.g., Alger Hiss) and blacklisting o The Truman Doctrine o The Berlin Blockade o The Korean War o The Bay of Pigs invasion and the Cuban Missile Crisis o Atomic testing in the American West, the "mutual assured destruction" doctrine, and disarmament policies o The Vietnam War o Latin American policy <p>4. List the effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam, the "nuclear freeze" movement).</p> <p>5. Analyze the role of the Reagan administration and other factors in the victory of the West in the Cold War.</p>	<p>House Un-American Activities Committee (HUAC)</p> <p>McCarthyism</p> <p>Blacklist</p> <p>flexible response</p> <p>Bay of Pigs</p> <p>Cuban Missile Crisis</p> <p>Berlin Wall</p> <p>Limited Test Ban Treaty</p> <p>domino theory</p> <p>Vietcong</p> <p>Gulf of Tonkin Resolution</p> <p>Students for a Democratic Society</p> <p>doves/hawks</p> <p>Vietnamization</p> <p>Pentagon Papers</p> <p>War Powers Act</p> <p>détente</p> <p>SALT I Treaty</p> <p>nuclear freeze movement</p>	<p>www.loc.gov/teachers/classroommaterials/primarysourcesets/internment/</p> <p>Other Outside Electronic Resources (Please review to determine appropriateness for your students)</p> <p>National Archives- The Great Depression and World War II: www.docstoc.org/documents/search?mode=browse&menu=open&era[]=the-great-depression-and-world-war-ii</p> <p>World War II: www.history.com/topics/world-war-ii</p> <p>The American Home Front During World War II: www.history.com/topics/us-home-front-during-world-war-ii</p> <p>Fred T. Korematsu Institute: www.korematsuinstitute.org/</p> <p>Cold War: www.history.com/topics/cold-war</p>

**Unit Five: Post-World War II Domestic Issues
(8 Weeks)**

Curriculum Objectives	Essential Concepts & Vocabulary	Related Resources
<p>11.8</p> <ol style="list-style-type: none"> Trace the growth of service sector, white collar, and professional sector jobs in business and government. Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California. Examine Truman's labor policy and congressional reaction to it. Analyze new federal government spending on defense, welfare, interest on the national debt, and federal and state spending on education, including the California Master Plan. Describe the increased powers of the presidency in response to the Great Depression, World War II, and the Cold War. Discuss the diverse environmental regions of North America, their relationship to local economies, and the origins and prospects of environmental problems in those regions. Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology. Discuss forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles). <p>11.10</p> <ol style="list-style-type: none"> Explain how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt's ban on racial discrimination in defense industries in 1941, and how African Americans' service in World War II produced a stimulus for President Truman's decision to end segregation in the armed forces in 1948. 	<p>GI Bill of Rights suburb conglomerate franchise social conformity baby boom roles of women mass media stereotypes in the media Beat Movement rock 'n' roll white flight inner city urban renewal braceros the New Frontier Peace Corps space race Alliance for Progress War on Poverty Great Society Medicare/ Medicaid Immigration Act of 1965 voting restrictions: eg. poll tax, grandfather clause Jim Crow laws segregation <i>Plessy v. Ferguson</i> debt peonage NAACP</p>	<p><u><i>A People and A Nation</i></u> Chapter 29 <i>America at Midcentury</i> Chapter 31 <i>Continuing Divisions and New Limits</i> Chapter 32 <i>Conservatism Revived</i> Chapter 33 <i>Into the Global Millennium</i></p> <p><u>Maps101</u> Map Collections> History Map Sets> U.S. Interactive Maps> Animated History Maps> United States History> Public School Segregation by State, 1954 National Geographic> National Geographic Videos> Civilizations and History> Impact of Television National Geographic> National Geographic Videos> Civilizations and History> Impact of Civil Rights</p> <p><u>Library of Congress</u> <i>Photos of Signs Enforcing Segregation:</i> www.loc.gov/rr/print/list/085_disc.html <i>Hispanic Americans Themed Resources:</i> www.loc.gov/teachers/classroommaterials/themes/hispanic-americans/</p>

Curriculum Objectives	Essential Concepts & Vocabulary	Related Resources
<p>2. Examine and analyze the key events, policies, and court cases in the evolution of civil rights, including <i>Dred Scott v. Sandford</i>, <i>Plessy v. Ferguson</i>, <i>Brown v. Board of Education</i>, <i>Regents of the University of California v. Bakke</i>, and California Proposition 209.</p> <p>3. Describe the collaboration on legal strategy between African American and white civil rights lawyers to end racial segregation in higher education.</p> <p>4. Examine the roles of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King, Jr., Malcolm X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther King, Jr.'s "Letter from Birmingham Jail" and "I Have a Dream" speech.</p> <p>5. Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.</p> <p>6. Analyze the passage and effects of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the Twenty-Fourth Amendment, with an emphasis on equality of access to education and to the political process.</p> <p>7. Analyze the women's rights movement from the era of Elizabeth Stanton and Susan Anthony and the passage of the Nineteenth Amendment to the movement launched in the 1960s, including differing perspectives on the roles of women.</p> <p>11.11</p> <p>1. Discuss the reasons for the nation's changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society.</p> <p>2. Discuss the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., with regard to education, civil rights, economic policy, environmental policy).</p> <p>3. Describe the changing roles of women in society as</p>	<p><i>Brown v. Board of Education</i> "massive resistance" Crisis in Little Rock boycott/ Montgomery Bus Boycott Southern Christian Leadership Conference (SCLC) Student Nonviolent Coordinating Committee (SNCC) sit-ins freedom riders Birmingham march Civil Rights Act of 1964 Voting Rights Act of 1965 Freedom Summer Nation of Islam Black Power Black Panthers affirmative action United Farm Workers Organizing Committee American Indian Movement (AIM) feminism National Organization for women Equal Rights Amendment conservatism New Federalism stagflation Organization of Petroleum Exporting Countries (OPEC) Watergate Committee to Reelect the President (CRP or CREEP) Saturday Night Massacre energy crisis <i>Regents of the University of California v.</i></p>	<p>Other Outside Electronic Resources (Please review to determine appropriateness for your students)</p> <p>PBS: Freedom Riders: www.pbs.org/wgbh/americanexperience/freedomriders/wat</p> <p>Fred T. Korematsu Institute: www.korematsuinstitute.org/</p> <p>Presidential Libraries: www.jfklibrary.org/ www.lbjlibrary.org/ www.library.nixonfoundation.org/ www.jimmycarterlibrary.gov/ www.reaganfoundation.org/ www.bushlibrary.tamu.edu/ www.clintonlibrary.gov/ www.bushcenter.com/ www.eisenhower.archives.gov/</p> <p>National Archives- Post War United States: www.docsteach.org/documents/search?mode=rowse&menu=open&era[]=postwar-united-states&sortBy=arc_id</p> <p>National Archives- Contemporary United States: www.docsteach.org/documents/search?mode=rowse&menu=open&era[]=contemporary-united-states&sortBy=arc_id</p> <p>The Watergate Scandal: www.history.com/topics/watergate</p>

Curriculum Objectives	Essential Concepts & Vocabulary	Related Resources
<p>reflected in the entry of more women into the labor force and the changing family structure.</p> <p>4. Explain the constitutional crisis originating from the Watergate scandal.</p> <p>5. Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.</p> <p>6. Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.</p> <p>7. Explain how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse.</p> <p>11.9.6/11.9.7</p> <p>6. Describe U.S. Middle East policy and its strategic, political, and economic interests, including those related to the Gulf War.</p> <p>7. Examine relations between the United States and Mexico in the twentieth century, including key economic, political, immigration, and environmental issues.</p>	<p><i>Bakke</i></p> <p>environmentalism</p> <p><i>Silent Spring</i></p> <p>Earth Day</p> <p>Environmental Protection Agency (EPA)</p> <p>Three Mile Island</p> <p>The New Right</p> <p>the conservative coalition</p> <p>Moral Majority</p> <p>“Reaganomics”</p> <p>supply-side economics</p> <p>Strategic Defense Initiative (Star Wars)</p> <p>Deregulation</p> <p>New Democrats</p> <p>Camp David Accords</p> <p>Iran hostage crisis</p> <p>Iran-Contra Scandal</p> <p>Persian Gulf War</p> <p>Department of Homeland Security</p> <p>weapons of mass destruction (WMD)</p>	

Sample Research Project:

Name: _____

Date: _____

Period: _____

Research Paper Topic: _____

Research Question:

Annotated Bibliography

List the sources you used to conduct your research, using MLA formatting (see Works Cited Page below). Write a brief (1-2 sentence) summary of each source. You should assess the source. Does it seem like a reliable and current source? Why? Is the source biased or objective? Who is the author? Is s/he qualified in this subject? Is this source scholarly, popular, some of both? After summarizing and assessing, you should also reflect on this source. How does it fit into your research? Is this a helpful resource? Why?

Title Page

3-5 page paper

Your paper must be type written, using standard formatting: 1 in. margins, 12 pt. font, double spacing, Times New Roman or Areal font style.

Works Cited Page

Cite sources using MLA format. For information about formatting, visit the Purdue University Writing Labe website at: <http://owl.english.purdue.edu/owl/resource/747/08/>

Sample Research Project Rubric

Research question: _____

CATEGORY	10 (Advanced)	8 (Proficient)	6 (Basic)	4 (Below Basic)	Score
Thesis/Argument	The research paper is organized around a strong thesis/central argument that clearly addresses the research question.	The research paper contains a thesis/central argument related to the research question.	The research paper has an unclear or underdeveloped thesis.	The research paper lacks a thesis.	
Required Content	All questions clearly and thoroughly answered. Relevant examples are provided. Shows a deep understanding of the topic through analysis	All questions clearly answered. Relevant examples are provided. Understanding of the topic is evident through analysis.	All questions not clearly answered. Examples are provided, but may not be relevant. Some understanding of the topic is evident.	All questions not clearly answered. Examples are not provided. Limited understanding of the topic.	_____
Historical Accuracy	Contains no factual errors or minor errors that do not detract from meaning.	Contains some factual errors, but they do not detract from meaning.	Contains major factual errors. Make sure historical figures and events are from the correct time period.	Contains substantial factual errors. Make sure historical figures and events are from the correct time period.	_____
Project Design	The project is well organized, and contains all of the required components.	The project has good organization, and contains all of the critical components.	The project is adequately organized and contains all of the critical components.	The project shows signs of organization; it is missing one or more critical component.	_____
Mechanics	Is well written, adheres to standards of conventions, and uses a high level of academic language.	Is written in a clear manner, and adheres to standards of conventions with use of academic language.	Makes attempts at clear writing, contains grammatical errors that detract from meaning. Consider having a peer edit your work. Use a spell/grammar checker.	Lacks clear organization, grammatical errors detract from meaning. Consider having an adult and a peer edit your work. Use a spell/grammar checker.	_____

Total _____/50