

**East Grand Rapids  
Public Schools**

# **Social Studies**

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**C U R R I C U L U M**

**GRADES 9-12**

**November 2007  
Amended and Approved, April 2013**

“ . . . I have a dream that one day  
this nation will rise up,  
live out the true meaning of its creed:

We hold these truths  
to be self evident,  
that all men are created equal.”

— Martin Luther King  
1963

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East Grand Rapids Public Schools  
**K-12 Social Studies Curriculum Committee**

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# DISTRICT PHILOSOPHY

*Social Studies education in East Grand Rapids Public Schools  
prepares students to be informed and responsible citizens  
of our democratic society, our world, and our global community.*

## OVERVIEW and RATIONALE

The K-5 and 9-12 Social Studies Curriculum Committee was convened in January 2007 (the middle school social studies department had met a year and a half earlier, revisited curriculum, and purchased some textbooks). The original purpose of the committee was to realign specific units with minor modifications; however, as we began to unfold the last curriculum and reviewed the proposed Grade Level Content Expectations (GLCE) and High School Content Expectations (HSCE), it was evident that additional work would be needed.

Midway through our committee work, we asked the Middle School Social Studies Department to participate so that our final document would have a smooth alignment K-12. The work of the Diversity Curriculum Committee was also integrated at this time. The result of these additions was the opportunity for the middle school to review their year and a half old curriculum and make any necessary midway adjustments.

To ensure that we thoroughly examined the K-12 curriculum, we committed to:

- Reviewing our current curriculum document with the intention of assessing and aligning K-8 Grade Level Content Expectations (GLCE) and the High School Content Expectations (HSCE) recently released from the Michigan Department of Education
- Reviewing the state and national standards
- Reviewing the Cross Cultural Competencies (CCC) and Kent Intermediate School District Curriculum
- Merging the Diversity Curriculum and Social Studies Curriculum Committees to reach a better understanding of Cross Cultural Competencies
- Researching and reviewing new social studies texts and trade books that support the unit development at the elementary level
- Ensuring that a professional development plan is in place
- Aligning K-5 report cards to standard based report card
- Printing K-5 curriculum cards in a user-friendly format

## 9-12 SCOPE and SEQUENCE

Grade Level	Area of Study
Ninth .....	World History, Geography
Tenth .....	United States History, Geography, Economics
Eleventh .....	Government, Economics
Twelfth .....	Government, Economics

## CROSS CULTURAL COMPETENCY

*The skills and the ability  
to establish authentic relationships across differences*

The Social Studies Curriculum Committee and the Diversity Curriculum Committee are proud to have integrated the Cross Cultural Competencies (CCC) into the new K-12 Social Studies Curriculum. The cross cultural competencies involve teaching with a multicultural mindset.

We have provided the Cross Cultural Competency flipbook for each teacher for use as a reference, supporting the ccs listed through the curriculum.

## RECOMMENDATIONS

### High School Social Studies Program

The High School representatives have prioritized their textbook needs with the highest need being World History, Economics, and US History textbooks. The recommended vendors and associated cost can be found in the budget portion of this document. A wish list for purchase at a later date has been prioritized as follows:

- AP Government Last updated in 2000
- Psychology Last updated in 2000
- AP U.S. History Last updated in 2001
- Government Last updated in 2002
- AP World History Last updated in 2003

## STAFF DEVELOPMENT PLAN

### School Year 2007-2008

Staff development opportunities during the school year to integrate differentiation strategies throughout the curriculum.

# Core Values of American Constitutional Democracy

Middle School/High School

## Fundamental Beliefs

### Life

The individual's right to life should be considered inviolable except in certain highly restricted and extreme circumstances, such as the use of deadly force to protect one's own life or the lives of others.

### Liberty

The right to liberty is considered an unalterable aspect of the human condition. Central to this idea of liberty is the understanding that the political or personal obligations of parents or ancestors cannot be legitimately forced on people. The right to liberty includes **personal freedom**: the private realm in which the individual is free to act, to think and to believe, and which the government cannot legitimately invade; **political freedom**: the right to participate freely in the political process, choose and remove public officials, to be governed under a rule of law; the right to a free flow of information and ideas; open debate and right of assembly; and **economic freedom**: the right to acquire, use, transfer and dispose of private property without unreasonable governmental interference; the right to seek employment wherever one pleases; to change employment at will; and to engage in any lawful economic activity.

### The Pursuit of Happiness

It is the right of citizens in the United States constitutional democracy to attempt to attain—"pursue"—happiness in their own way, so long as they do not infringe upon the rights of others.

### Common Good

The public or common good requires that individual citizens have the commitment and motivation—that they accept their obligation—to promote the welfare of the community and to work together with other members for the greater benefit of all.

### Justice

People should be treated fairly in the distribution of the benefits and burdens of society, the correction of wrongs and injuries, and in the gathering of information and making of decisions.

### Equality

All citizens have: Political equality and are not denied these rights unless by due process of law; legal equality and should be treated as equals before the law; social equality so as there should be no class hierarchy sanctioned by law; economic equality which tends to strengthen political and social equality for extreme economic inequality tends to undermine all other forms of equality and should therefore be avoided.

### Diversity

Variety in culture and ethnic background, race, lifestyle, and belief is not only permissible but desirable and beneficial in a pluralist society.

### Truth

Citizens can legitimately demand that truth-telling as refraining from lying and full disclosure by government be the rule, since trust in the veracity of government constitutes an essential element of the bond between governors and governed.

## Popular Sovereignty

The citizenry is collectively the sovereign of the state and holds ultimate authority over public officials and their policies.

## Patriotism

Virtuous citizens display a devotion to their country, including devotion to the fundamental values and principles upon which it depends. They should exhibit a reasoned commitment to the core democratic values in their words and deeds.

# CONSTITUTIONAL PRINCIPLES

## Rule of Law

Both government and the governed should be subject to the law.

## Separation of Powers

Legislative, executive, and judicial powers should be exercised by different institutions in order to maintain the limitations placed upon them.

## Representative Government

The republican form of government established under the Constitution is one in which citizens elect others to represent their interests.

## Checks and Balances

The powers given to the different branches of government should be balanced, that is roughly equal, so that no branch can completely dominate the others. Branches of government are also given powers to check the power of other branches.

## Individual Rights

Fundamental to American constitutional democracy is the belief that individuals have certain basic rights that are not created by government but which government should protect. These are the right to life, liberty, economic freedom, and the “pursuit of happiness.” It is the purpose of government to protect these rights, and it may not place unfair or unreasonable restraints on their exercise. Many of these rights are enumerated in the Bill of Rights.

## Freedom of Religion

There shall be full freedom of conscience for people of all faiths or none. Religious liberty is considered to be a natural inalienable right that must always be beyond the power of the state to confer or remove. Religious liberty includes the right to freely practice any religion or no religion without government coercion or control.

## Federalism

Power is shared between two sets of governmental institutions, those of the states and those of the central of federal authorities, as stipulated by the Constitution.

## Civilian Control of the Military

Civilian authority should control the military in order to preserve constitutional government.

**Michigan Department of Education “Helping Teachers Teach and Children Learn.”** This resource is provided to assist you with improving student achievement in social studies—an important step towards responsible citizenship.



# BUDGET

## High School Social Studies

- Economics (130 books) ..... \$7,600
- U.S. History (190 books)..... 11,400
- World History (210 books) ..... 12,800

Subtotal ..... \$31,800

Shipping (approximate) ..... 2,000

Total ..... \$33,800

# East Grand Rapids High School

## Social Studies Department

### Philosophy

The Social Studies department expects students to develop the following skills: critical thinking, writing, research, discussion, and reading to help them create a body of knowledge, awareness, interest, curiosity and to understand and respect diversity. The students will become independent thinkers who can present arguments, articulate their ideas along a continuum of life long learning while considering the local state, national and world issues of yesterday and today.

### Writing in the Content Area

*Why Writing Should be Taught in Social Studies*

Writing in the content area encourages students to obtain a greater understanding of social studies. The writing process allows for students to make connections, draw conclusions, and support their opinions. Writing invites students to synthesize information from a variety of sources, including students' own prior knowledge and experiences.

Preparing students for all aspects of a social studies or history course at the college/ university level, is an integral aspect of the social studies courses. To help students to be successful, it is important to introduce the students to the different types of writing, available sources, and variety of parenthetical references. The writing requirements help fulfill this goal for all students.

A formal essay for each class will be required and is a crucial part of the writing curriculum. Several types of evidence will also be required for each subject area.

- U.S. History and Geography: Primary Documents
- Economics: Statistics
- Government: Position/Policy Paper
- World History and Geography: Charts, graphs, and maps

The required length for students in grades 9 and 10 will be 2-3 pages.

The required length for students in grades 11 and 12 will be 3-5 pages.

### Parenthetical Reference Guide Requirements

- World History and Geography: Modified MLA parenthetical reference
- Economics: Modified MLA parenthetical reference
- Government: APA
- U.S. History and Geography: Chicago Manual Style

Teaching a systematic approach to content area writing enables students to focus their thoughts, expand their ideas, evaluate their analysis, improve their mechanics, and express their opinions precisely. This systematic approach includes:

- Developing a thesis
- Researching and organizing information
- Writing a first draft
- Revising and editing
- Producing a final essay

## Reading in the Content Area

### *Why Reading should be taught in Social Studies*

Reading skills are essential to the learning of content area subjects. In social studies and history, students must read to learn. Struggling readers risk learning less than those who are proficient in reading in the content area. The combination of literacy strategies with social studies and history content actively engages students in learning. Students who learn to internalize reading strategies, such as visualizing, predicting, and making connections, become better social studies and history students, as well as, more advanced readers.

Teaching students to learn through reading focuses on the development of the skills and strategies necessary for content area comprehension. These skills and strategies include:

- *Identifying Words and Building Vocabulary*: strategies include focusing on the reading of unfamiliar words, determining the meaning of unfamiliar words, and recognizing words' meanings across subjects.
- *Reading for a Reason*: strategies include determining purpose of reading and the rate and depth at which certain text should be read. These strategies include scanning, skimming, and careful reading.
- *Reading for Understanding*: includes strategies for pre-reading, during reading, and after reading to maximize comprehension.
- *Reflecting on Content Being Read*: strategies include interpreting, inferring, drawing conclusions and considering a perspective bias, distinguishing fact from opinion, evaluating, and synthesizing.
- *Understanding Text Structure*: strategies include an understanding of the pattern of organization of a piece of writing, such as comparison and contrast, cause and effect, problem and solution, and sequence reading.
- *Reading for Research*: strategies include developing skill acquisition in how to obtain information from a wide array of resources and the organization of information. Using a variety of reading material to develop and comprehend diverse perspectives.

# High School CURRICULUM

*The question of the relation of the States to the federal government is the cardinal question of our constitutional system. At every turn of our national development we have been brought face to face with it, and no definition either of statesmen or of judges has ever quieted or decided it. It cannot, indeed, be settled by the opinion of any one generation, because it is a question of growth, and every successive state of our political and economic development gives it a new aspect, makes it a new question.*

— Woodrow Wilson  
Constitutional Government in the United States, 173 (1908)

# WORLD HISTORY AND GEOGRAPHY

## Unit 1: Ancient and Classical Periods (8000 BCE - 600CE)

### Focus Questions

1. How do Historians and geographers organize their way of thinking about the world? What does habits of mind mean?
2. How did Mesolithic and Neolithic Revolutions lead to the development of the River Valley Civilizations?
3. How did geography influence the development of ancient civilizations?
4. What circumstances led to the evolution from polytheistic to monotheistic belief systems?
5. How did political/social interaction help to develop organized society in the ancient world?
6. What impact did international trade have on ancient civilizations?
7. What developments in Mesopotamia have earned it the title of “The Cradle of Civilization” as opposed to India or China?
8. What role did the development of drama, art, and the Olympic Games play in the creation of an “interactive” Greece?
9. What is the meaning of the expression “All roads lead to Rome?”
10. How does the role of dynasty define the rise of China?

### High School Content Expectations (HSCE)

- F1 World Historical and Geographical “Habits of Mind” and Central Concepts
- F2 Systems of Human Organizations
- F3 Growth and Development of World Religions
- F4 Regional Interactions

Themes	Key Concepts
<ul style="list-style-type: none"> <li>• Belief Systems                             <ul style="list-style-type: none"> <li>○ Characteristics that distinguish this time period from the others</li> <li>○ Functions of a belief system in a society</li> </ul> </li> <li>• Civilizations                             <ul style="list-style-type: none"> <li>○ Definition and factors of a “civilization”</li> <li>○ Importance of agriculture to the development of civilization</li> <li>○ List the accomplishment of each civilization and explain how those accomplishments differentiate the various civilizations.</li> </ul> </li> <li>• Government and Politics                             <ul style="list-style-type: none"> <li>○ Political rulers’ means to gain and justify authority</li> </ul> </li> <li>• Culture                             <ul style="list-style-type: none"> <li>○ Artistic, literary, scientific, and intellectual accomplishments of these civilizations and comparison between them</li> <li>○ Belief systems and how they perceive their world</li> </ul> </li> <li>• Geographic Perspective                             <ul style="list-style-type: none"> <li>○ Role that geography plays in the formation, rise, and fall of these civilizations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Mesolithic and Neolithic Revolutions</li> <li>• Great River Valley Civilizations</li> <li>• Emergent Belief Systems</li> <li>• Mesopotamian Peoples</li> <li>• Chinese Dynasties</li> <li>• Greece and Rome</li> <li>• India</li> </ul>
	<ul style="list-style-type: none"> <li>• Revolution</li> <li>• Change</li> <li>• Interaction</li> </ul>

## Relevant Names and Examples

- Homo sapiens
- Neanderthal
- Cro-Magnon
- Mesopotamia
- Fertile Crescent
- Indus
- Tigris and Euphrates
- Nile
- Hebrews
- Phoenicians
- Hammurabi
- Cuneiform
- Hieroglyphics
- Hatshepsut
- Ramses
- Tutankhamen
- Akhenaton
- *Epic of Gilgamesh*
- Indian Caste System
- Mohenjo-Daro
- Harappa
- Monotheism
- Polytheism
- Judaism
- Moses

- Abraham
- Christianity
- Jesus
- Paul of Tarsus
- Siddhartha Gautama
- Lao Tze
- Hinduism
- Brahma
- Vishnu
- Shiva
- 10 Commandments
- Torah
- Messiah
- *Dao*
- *Karma*
- Upanishads
- Buddhism
- Four Noble Truths
- Eightfold Path
- Bhagavad-Gita
- Nirvana
- Pericles
- Alexander (the Great)
- Hellenistic Age

- Homer
- Socrates
- Plato
- Aristotle
- Plato's *Republic*
- Homer's *Iliad* and *Odyssey*
- Olympic Games
- Julius Caesar
- Caesar Augustus
- Constantine
- Consul
- *Pax Romana*
- Patricians
- Stages of Roman Government
  - Republic/Senate
  - Emperor
  - E/W Split
- Confucius
- Dynasty
- Calligraphy
- Civil Service
- "Mandate of heaven"
- The Great Wall
- Huang He

## Common Core

Common Core	Documents	Activities
RH.9-10.6	"Code of Hammurabi" An Egyptian father wants his son to be a scribe about 2000BC.	Comparison to Egyptian's Letter to His Son, Comparison to Hebrew Law. Small group work comparing life in both cultures, how cities are organized and punishment administered.
RH.9-10.8	"Was Farming a Good Idea?"	Class Discussion
RH.9-10.1	Epic of Gilgamesh	Analyze Mesopotamia's cultural values
RH.9-10.1	Poem of Mulan	Analysis of time period-War with the Xiongnu
RH.9-10.1	Ban (Pan) Zhao - Women in Classical China	Class Discussion of Chinese Gender Roles
RH.9-10.1	Urban II: The Opening of the Crusades	Analyze how Urban II justified/motivated participation in the Crusades.

## Additional Activities

1. Create a comparative study of belief systems of Hinduism, Islam, Buddhism, Christianity, and Judaism.
2. Study the code of Hammurabi and interpret its significance.
3. Study the Roman Empire's legions, laws, and language.

## Unit 2: Post-Classical Period 600 – 1450 CE

### Focus Questions

1. How did the rise of nation-states and empires change the political structure of Europe, India, the Middle East, and East Asia?
2. How did the Christian Church maintain a sense of unity in Europe after the fall of Rome?
3. How did Islam develop both as a powerful religion and influential empire?
4. What long-term impact did the Byzantine Empire have on European culture?
5. What were the sophisticated accomplishments of the Aztec, Pueblo, Inca, Mayan empire and Eastern woodland peoples?
6. How did the accomplishments of the Islamic Empire, China, and the Renaissance constitute a cultural revolution?
7. What was the impact of the separation of the Christian Church into Orthodoxy and Catholicism?
8. How do the Crusades create beneficial economic interaction between the Christians and Muslims while concurrently creating a climate of religious intolerance?

### High School Content Expectations (HSCE)

- 4.1 Cross-temporal or Global Expectations
  - 4.1.1 Crisis in the Classical World
  - 4.1.2 World Religions
  - 4.1.3 Trade Networks and Contacts
- 4.2 Interregional or Comparative Expectations
  - 4.2.1 Growth of Islam and Dar al-Islam
  - 4.2.2 Unification of Eurasia under the Mongols
  - 4.2.3 The Plague
- 4.3 Regional Expectations
  - 4.3.1 Africa to 1500
  - 4.3.2 The Americas to 1500
  - 4.3.3 China to 1500
  - 4.3.4 The Eastern European System and the Byzantine Empire to 1500
  - 4.3.5 Western Europe to 1500

Themes	Key Concepts	
<ul style="list-style-type: none"> <li>• Belief Systems               <ul style="list-style-type: none"> <li>○ Developments of Christianity</li> <li>○ Growth and spread of Islam</li> </ul> </li> <li>• Civilizations               <ul style="list-style-type: none"> <li>○ Religion becomes a unifying characteristic of empire</li> </ul> </li> <li>• Government and Politics               <ul style="list-style-type: none"> <li>○ Rise of the nation-state</li> </ul> </li> <li>• Culture               <ul style="list-style-type: none"> <li>○ Renaissance</li> <li>○ Humanism</li> <li>○ Islamic scientific accomplishments</li> <li>○ Chinese accomplishments</li> </ul> </li> <li>• Geographic Perspective               <ul style="list-style-type: none"> <li>○ Definition of borders</li> <li>○ Movement of people, ideas, goods, disease, etc.</li> <li>○ Spread of world religions</li> <li>○ Demographic effect of the plague</li> <li>○ Patterns of Mongol conquest</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Maya</li> <li>• Byzantine Empire</li> <li>• Islam</li> <li>• Mogul India</li> <li>• Feudal/Medieval Europe</li> <li>• Crusades</li> <li>• East Asia</li> <li>• Mongols</li> <li>• Hinduism</li> <li>• African civilizations</li> <li>• Mesa American civilizations</li> </ul>	<ul style="list-style-type: none"> <li>• Revolution</li> <li>• Change</li> <li>• Interaction</li> </ul>

### Relevant Names and Examples

- Maya
- Mayan calendar, architectural accomplishments
- Justinian and Theodora
- excommunicate
- Justinian’s Code
- Great Schism
- Petrarch
- Dante
- Chaucer
- Mohammed
- Sunni and Shi’a/Shiite
- Bedouin
- Mosque
- Caliph
- Imam
- Ramadan
- Silk Roads

- Dar al-Islam
- Trans-Saharan trade
- Bantu
- Qu’ran (Koran)
- Hajj
- Jihad
- Sufi
- 5 Pillars of Islam
- Clovis
- Charlemagne
- Marco Polo
- William of Normandy
- King John
- 100 year war
- Magna Carta
- Parliament
- Thomas Aquinas
- Joan of Arc

- Leif Ericsson
- Pope Urban II
- Crusades
- Lord/vassal/serf
- Chivalry
- Guilds
- Genghis Khan
- Khubilai Khan
- Tamerlane
- Yuan Dynasty
- Mongol Technological and Cultural Accomplishments
- Bubonic Plague (Black Death)
- Sultanate of Delhi
- Babylonian captivity
- Fief
- Manor

### Common Core

Common Core	Documents	Activities
<p>RH.9-10.1/2</p> <p>RH.9-10.8</p> <p>RH.9-10.5/9</p>	<p>Rihla: Ibn Battuta</p> <p>Summary of Essay by Lynda Shaffer titled “Southernization”</p> <p>Mongol Empire Builders: Fiend from Hell or Culture brokers</p>	<p>Three Points of Cultural Differences</p> <p>Debate: Should World History texts recognize the importance of South Asia on European development?</p> <p>Weigh conflicting accounts/perceptions of Mongol leaders, culture, etc. Write an essay, “What made the Mongols a success?”</p>

### Additional Activities

1. Prepare Power Point on Mongolian architecture.
2. Study and prepare Power Point on the Silk Road.



## **Unit 3: Early Modern Period 1450 – 1750 CE**

### **Focus Questions**

1. How did the Protestant Reformation challenge the theology and political influence of the Catholic Church on the European continent?
2. In what ways were the American polytheistic beliefs different than the monotheistic European faiths?
3. How do the feudal systems of the Japan compare to those of the Europe?
4. What circumstances of power allowed European countries to rise while others declined, were decimated, or became isolated?
5. Why were the English moving toward liberalism while the rest of the world remained mired in absolutism?
6. What were the main obstacles confronting those engaged in the Scientific Revolution, and how were they able to overcome those impediments?
7. What were the motivating factors that made exploration attractive to so many countries?
8. How did the advances of technology allow the first steps toward geographic globalization?
9. What were the effects of the Columbian exchange?
10. Examine the impact of the migration of world religions.
11. What labor systems, including slavery, existed and influenced Trans-African and Trans-Atlantic economic systems?

### **High School Content Expectations (HSCE)**

- 5.1 Cross-temporal or Global Expectations
  - 5.1.1 Emerging Global System
  - 5.1.2 World Religions
  
- 5.2 Interregional or Comparative Expectations
  - 5.2.1 European Exploration/Conquest and Colombian Exchange
  - 5.2.2 Trans-African and Trans-Atlantic Slave Systems
  
- 5.3 Regional Content Expectations
  - 5.3.1 Ottoman Empire through the 18<sup>th</sup> Century
  - 5.3.2 East Asia through the 18<sup>th</sup> Century
  - 5.3.3 South Asia/India through the 18<sup>th</sup> Century
  - 5.3.4 Russia through the 18<sup>th</sup> Century
  - 5.3.5 Europe through the 18<sup>th</sup> Century
  - 5.3.6 Latin America through the 18<sup>th</sup> Century

Themes		Key Concepts
<ul style="list-style-type: none"> <li>• Belief Systems               <ul style="list-style-type: none"> <li>○ Protestant Reformation</li> <li>○ American Polytheistic Societies</li> </ul> </li> <li>• Civilizations               <ul style="list-style-type: none"> <li>○ Continuation of Feudal Systems</li> <li>○ Clash of societies between Europe and the Americas</li> <li>○ Foundation of European superpowers</li> </ul> </li> <li>• Government and Politics               <ul style="list-style-type: none"> <li>○ Absolutism</li> <li>○ English Republicanism</li> </ul> </li> <li>• Culture               <ul style="list-style-type: none"> <li>○ Scientific Revolution</li> <li>○ Enlightenment</li> <li>○ Renaissance Art</li> <li>○ Bushido</li> </ul> </li> <li>• Geographic Perspective               <ul style="list-style-type: none"> <li>○ “Discovery” of the Americas</li> <li>○ Russian isolation</li> <li>○ Movement of world religions</li> <li>○ Development of Atlantic and African trade systems</li> <li>○ Expansion and decline of the Ottoman Empire</li> </ul> </li> </ul>	<p><b>3 Weeks</b></p> <ul style="list-style-type: none"> <li>• Renaissance Europe</li> <li>• Age of Exploration and Colonization</li> <li>• Aztec/Inca (pre- and post- colonization)</li> </ul> <p style="text-align: center;"><b>Semester Break</b></p> <p><b>4 Weeks</b></p> <ul style="list-style-type: none"> <li>• Ottoman</li> <li>• Ming/Qing China</li> <li>• Tokugawa Japan</li> <li>• Sub-Sahara Africa</li> <li>• Russia</li> </ul>	<ul style="list-style-type: none"> <li>• Revolution</li> <li>• Change</li> <li>• Interaction</li> </ul>

Relevant Names and Examples		
<ul style="list-style-type: none"> <li>• Aztecs</li> <li>• Incas</li> <li>• Montezuma</li> <li>• Iroquois</li> <li>• Pueblos</li> <li>• Christopher Columbus</li> <li>• Herman Cortés</li> <li>• Francisco Pizarro</li> <li>• Montezuma</li> <li>• Atahualpa</li> <li>• Ferdinand Magellan</li> <li>• Bartolomeu Dias</li> <li>• Marco Polo</li> <li>• Ibn Battuta</li> <li>• Vasco da Gama</li> <li>• Creoles</li> <li>• Mestizos</li> <li>• Mulattos</li> <li>• Astrolabe</li> <li>• Circumnavigate</li> <li>• Trade winds</li> </ul>	<ul style="list-style-type: none"> <li>• Smallpox</li> <li>• Janissaries</li> <li>• Süleyman the Magnificent</li> <li>• Capture/Fall of Constantinople</li> <li>• Block-printing</li> <li>• Foot binding</li> <li>• Samurai</li> <li>• <i>Shogun</i></li> <li>• Grand Canal</li> <li>• Angkor Wat</li> <li>• Raphael</li> <li>• Leonardo da Vinci</li> <li>• Michelangelo Buonarotti</li> <li>• Zheng He</li> <li>• Johann Gutenberg</li> <li>• Nicolás Machiavelli</li> <li>• Nicholas Copernicus</li> <li>• Johannes Kepler</li> <li>• Galileo Galilei</li> <li>• Martin Luther</li> <li>• Henry VIII</li> </ul>	<ul style="list-style-type: none"> <li>• Ignatius of Loyola / Jesuits</li> <li>• Louis XIV</li> <li>• Absolutism</li> <li>• Capitalism</li> <li>• Deism</li> <li>• Divine Right of Kings</li> <li>• Indulgences</li> <li>• Theocracy</li> <li>• Heliocentric</li> <li>• Catholic (Counter) Reformation</li> <li>• Peace of Augsburg</li> <li>• Edict of Nantes</li> <li>• Council of Trent</li> <li>• 30 Years War</li> <li>• Spanish Armada</li> <li>• Glorious (Bloodless) Revolution</li> <li>• English Bill of Rights (1689)</li> <li>• Bantus</li> <li>• Mansa Musa</li> <li>• Peter the Great</li> </ul>

## Common Core

Common Core	Documents	Activities
RH.9-10.2	Macartney Letter (Qianlong's Response to Britain) 1795	1421: Zheng He (Gavin Menzies)
RH.9-10.2	Act of Seclusion - Japan 1636	Analyze motives for isolation, critique effectiveness
RH.9-10.7	The Urban Game	Essay on how life was affected by the Industrial Revolution.

## Additional Activities

1. Compare and contrast Byzantine and Renaissance Art.
2. Reading and study of Mansa Musa's pilgrimage to Mecca
3. Comparative study of Japanese and European feudalism and the study of the code of chivalry and
4. bushido
5. Readings from the *Tales of Gengi*
6. Mapping activity on each region

## Unit 4: Modern Period 1750 – 1914 CE

### Focus Questions

1. What was the effect of Deism and Secular Humanism on political thought and religious beliefs?
2. How does the “white man’s burden” affect the survival of indigenous people’s civilizations?
3. Why do socialism and communism form to challenge capitalism?
4. What political conditions in Europe created the climate for the rapid escalation of militarism in the 19<sup>th</sup> century?
5. How does the rise of militarism change the power structure of Europe and the world?
6. What were the revolutionary aspects of the Industrial Revolution in regard to politics, economics, and society?
7. How did the lack of geographic barriers invite the colonization of Asia and Africa?

### High School Content Expectations (HSCE)

- 6.1 Global or Cross-temporal Expectations
  - 6.1.1 Global Revolutions
  - 6.1.2 World-wide Migrations and Population Changes
  - 6.1.3 Increasing Global Interconnections
  - 6.1.4 Changes in Economic and Political Systems
  - 6.1.5 Interpreting Europe’s Increasing Global Power
- 6.2 Interregional or Comparative Expectations
  - 6.2.1 Political Revolutions
  - 6.2.2 Growth of Nationalism and Nation-states
  - 6.2.3 Industrialization
  - 6.2.4 Imperialism
- 6.3 Regional Content Expectations
  - 6.3.1 Europe
  - 6.3.2 East Asia
  - 6.3.3 Africa

Themes		Key Concepts
<ul style="list-style-type: none"> <li>• Belief Systems               <ul style="list-style-type: none"> <li>○ Deism</li> <li>○ Secular Humanism</li> </ul> </li> <li>• Civilizations               <ul style="list-style-type: none"> <li>○ Supplanting Indigenous Peoples</li> <li>○ Imperialism</li> </ul> </li> <li>• Government and Politics               <ul style="list-style-type: none"> <li>○ Socialism</li> <li>○ Communism</li> <li>○ Capitalism</li> <li>○ Democracy</li> <li>○ Militarism</li> </ul> </li> <li>• Culture               <ul style="list-style-type: none"> <li>○ Political Philosophies</li> <li>○ Inventions</li> </ul> </li> <li>• Geographic Perspective               <ul style="list-style-type: none"> <li>○ African Colonization</li> <li>○ Asian Colonization</li> <li>○ Causes and consequences of colonization</li> <li>○ Encounters between imperial powers and indigenous people</li> </ul> </li> </ul>	<p><b>7 Weeks</b></p> <ul style="list-style-type: none"> <li>• Enlightenment and Romanticism</li> <li>• Political Revolutions</li> <li>• Industrial Revolution</li> <li>• Imperialism</li> <li>• Migration</li> </ul>	<ul style="list-style-type: none"> <li>• Revolution</li> <li>• Change</li> <li>• Interaction</li> </ul>

## Relevant Names and Examples

<ul style="list-style-type: none"> <li>• Sir Isaac Newton</li> <li>• Adam Smith</li> <li>• John Locke</li> <li>• Thomas Hobbes</li> <li>• Baron de Montesquieu</li> <li>• Voltaire (François-Marie Arouet)</li> <li>• Jean-Jacques Rousseau</li> <li>• Constitutional monarch</li> <li>• Catherine the Great</li> <li>• Simón Bolívar</li> <li>• José de San Martín</li> <li>• George Washington</li> <li>• Toussaint L'ouverture</li> <li>• Metternich</li> <li>• Otto von Bismarck</li> <li>• Maximilien Robespierre</li> <li>• Louis XVI</li> <li>• Napoleon Bonaparte</li> <li>• Nationalism</li> <li>• Divine Right of Kings</li> <li>• “Blood and iron”</li> </ul>	<ul style="list-style-type: none"> <li>• “Liberty, equality, and fraternity”</li> <li>• Conservative / moderate / liberal</li> <li>• <i>The Declaration of the Rights of Man and the Citizen</i></li> <li>• <i>Declaration of the Rights of Woman and the Female Citizen</i></li> <li>• Reign of Terror</li> <li>• Congress of Vienna</li> <li>• Battle of Waterloo</li> <li>• Luddites</li> <li>• Karl Marx and Friedrich Engels</li> <li>• James Watt</li> <li>• Thomas Malthus</li> <li>• Crop rotation</li> <li>• Laissez-faire</li> <li>• Assembly line</li> <li>• Socialism</li> <li>• Communism</li> <li>• Bourgeoisie</li> <li>• Proletariat</li> </ul>	<ul style="list-style-type: none"> <li>• Bessemer converter/process</li> <li>• Communist Manifesto</li> <li>• Cecil Rhodes</li> <li>• Rudyard Kipling</li> <li>• “White Man’s Burden”</li> <li>• Social Darwinism</li> <li>• Sepoy Mutiny</li> <li>• Suez Canal</li> <li>• Berlin Conference, 1884-8</li> <li>• Ming</li> <li>• Qing</li> <li>• White Lotus Society</li> <li>• British East India Company</li> <li>• Opium Wars</li> <li>• Taiping Rebellion</li> <li>• Boxer Rebellion</li> <li>• Meiji Restoration</li> <li>• British India</li> <li>• Decline of the Ottoman Empire</li> <li>• Persia</li> </ul>
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## Common Core

Common Core	Documents	Activities
RH.9-10.6	Declaration of the Rights of Man & Citizen. Declaration of the Rights of Woman.	Analyze “human rights” as claimed in the Rights of Man, and speculate why women were not included.
RH.9-10.3/5 RH.9-10.6	Declaration of Independence (U.S.) Jamaica Letter - Bolivar	Jigsaw w/ Questions Compare Latin America's challenges to political independence to US & France
RH.9-10.4	Excerpts from Adam Smith’s <u>Wealth of Nations</u>	Introduction of capitalism and economic vocabulary
RH.9-10.4 RH.9-10.5/8	Child Labor in the Mines Excerpts of <i>Communist Manifesto</i>	Newspaper Article Critique Marx's Interpretation of History = ‘Class Struggle’
RH.9-10.4 RH.9-10.5 RH.9-10.2	“White Man's Burden” Gunga Din Private Company Rule in the Congo	Poem Analysis and discussion Comparison to “White Man's Burden” Outline of process of colonization

## Additional Activities

1. Race for Africa
2. Industrial Revolution simulation
3. Read and interpret the Sepoy mutiny diaries.
4. Term paper on industrialization

## **Unit 5: Post-Modern Period 1914 CE - Present**

### **Focus Questions**

1. How did nationalism, the arms race, the alliance system and ethnic strife cause World War I?
2. Examine how the Treaty of Versailles directly contributes to the future conflicts between nations in Europe, the Middle East and other regions.
3. Analyze the rise of dictatorships and fascism in relation to causing World War II.
4. Examine the communist revolutions of Russia and China and how they developed as political and military superpowers.
5. In what ways did the United Nations attempt to address the issues of de-colonization, disarmament, poverty, human rights and conflict resolution?
6. Why did the “Cold War” end and examine the changes which were wrought from this?
7. How does growing consumerisms lead to the spread of transnational corporation and what is the effect on indigenous cultures?
8. How do religious beliefs and secularism influence the modern world?
9. How did the Treaty of Versailles “organize” Europe and the Middle East?
10. Why was Wilson’s vision of a more democratic world unsuccessful?
11. What were the causes of World War II?
12. What were the components which led to the rise of fascism?
13. Examine the communist revolution of China.
14. Why did the Communist countries of the U.S.S.R. and China fail in achieving a communist Utopia?
15. How does the U.N. address issues of decolonization, disarmament, poverty, human rights, and conflict resolution?
16. What factors contributed to the advent of radical Islamism?
17. Why did the “Cold War” end and what changes were wrought from this?
18. How does globalization, terrorism, 3<sup>rd</sup> World debt, and genocide present new challenges for the 21<sup>st</sup> century?

### **High School Content Expectations (HSCE)**

- 7.1 Global or Cross-temporal Expectations
  - 7.1.1 Increasing Government and Political Power
  - 7.1.2 Comparative Global Power
  - 7.1.3 Twentieth Century Genocide
  - 7.1.4 Global Technology
  - 7.1.5 Total War
- 7.2 Interregional or Comparative Expectations
  - 7.2.1 World War I
  - 7.2.2 Inter-war Period
  - 7.2.3 World War II
  - 7.2.4 Revolutionary and/or Independence Movements
- 7.3 Regional Content Expectations
  - 7.3.1 Russian Revolution
  - 7.3.2 Europe and Rise of Fascism and Totalitarian States
  - 7.3.3 Asia
  - 7.3.4 The Americas
  - 7.3.5 Middle East

8.1 Global and Cross-temporal Expectations

- 8.1.1 Origins of the Cold War
- 8.1.2 Cold War Conflicts
- 8.1.3 End of the Cold War
- 8.1.4 Mapping the 20<sup>th</sup> Century

8.2 Interregional or Comparative Expectations

- 8.2.1 The Legacy of Imperialism
- 8.2.2 Independence, Decolonization, and Democratization Movements
- 8.2.3 Middle East

**Contemporary Global Issues**

- CG1 Population
- CG2 Resources
- CG3 Patterns of Global Interactions
- CG4 Conflict, Cooperation, and Security

Themes		Key Concepts
<ul style="list-style-type: none"><li>• Belief Systems<ul style="list-style-type: none"><li>○ Islamism</li><li>○ Secularism</li><li>○ Nationalism</li></ul></li><li>• Civilizations<ul style="list-style-type: none"><li>○ Clash of Cultures</li><li>○ De-colonization</li><li>○ Transnational Corporations</li></ul></li><li>• Culture<ul style="list-style-type: none"><li>○ Decline of Indigenous Culture</li><li>○ Consumerism</li></ul></li><li>• Geographic Perspective<ul style="list-style-type: none"><li>○ Migration and Movement, Voluntary and Involuntary</li><li>○ Environmental Impact</li><li>○ Creation of New States/ nationalism</li><li>○ Economic geography</li><li>○ The causes and consequences of population change</li></ul></li></ul>	<p><b>7 Weeks</b></p> <ul style="list-style-type: none"><li>• Distribution of Natural resources</li><li>• World War I</li><li>• Between the Wars</li><li>• World War II</li><li>• Cold War</li><li>• Post-Colonization</li><li>• Globalization</li><li>• Global technology</li></ul>	<ul style="list-style-type: none"><li>• Revolution</li><li>• Change</li><li>• Interaction</li></ul>

### Relevant Names and Terms

<ul style="list-style-type: none"> <li>• Kaiser William II (Wilhelm II)</li> <li>• Mustafa Kemal “Ataturk”</li> <li>• Nicholas II</li> <li>• Vladimir Lenin</li> <li>• Woodrow Wilson</li> <li>• autocrat</li> <li>• Malthus theory of population</li> <li>• armistice</li> <li>• reparations</li> <li>• Self-determination</li> <li>• Bolshevik Revolution</li> <li>• Treaty of Versailles</li> <li>• mandate</li> <li>• League of Nations</li> <li>• Wilson’s 14 Points</li> <li>• John Maynard Keynes</li> <li>• Joseph Stalin</li> <li>• Benito Mussolini</li> <li>• Adolf Hitler</li> <li>• Mohandas Gandhi</li> <li>• Sun Yat-sen</li> <li>• Chiang Kai-shek</li> <li>• Mao Zedong</li> <li>• Deng Xiaoping</li> <li>• Collectivization</li> <li>• <i>Satyagraha</i></li> <li>• Fascism</li> <li>• Anti-Semitism</li> </ul>	<ul style="list-style-type: none"> <li>• Great Depression</li> <li>• Stalin’s Five-Year Plans</li> <li>• Nuremberg Laws</li> <li>• <i>Mein Kampf</i></li> <li>• the “Long March”</li> <li>• Francisco Franco</li> <li>• Winston Churchill</li> <li>• Franklin D. Roosevelt</li> <li>• Harry Truman</li> <li>• Appeasement</li> <li>• <i>Blitzkrieg</i></li> <li>• Greater East Asia Co-prosperity Sphere</li> <li>• “Comfort women”</li> <li>• “Final Solution”</li> <li>• Munich Conference</li> <li>• Yalta Conference</li> <li>• United Nations</li> <li>• Truman Doctrine</li> <li>• Marshall Plan</li> <li>• NATO</li> <li>• Warsaw Pact</li> <li>• Richard Nixon</li> <li>• Nikita Khrushchev</li> <li>• Mikhail Gorbachev</li> <li>• Nicolae Ceaucescu</li> </ul>	<ul style="list-style-type: none"> <li>• containment</li> <li>• nonalignment</li> <li>• domino theory</li> <li>• <i>Glasnost</i></li> <li>• <i>Perestroika</i></li> <li>• Superpower</li> <li>• Korean War</li> <li>• Berlin Wall 1961-89</li> <li>• Solidarity</li> <li>• Nelson Mandela</li> <li>• Mohandas Gandhi</li> <li>• Taliban</li> <li>• Ayatollah Khomeini</li> <li>• Yasser Arafat</li> <li>• Juan and Eva Perón</li> <li>• Ho Chi Minh</li> <li>• Saddam Hussein</li> <li>• apartheid</li> <li>• Persian Gulf War 1990-91</li> <li>• Great Leap Forward</li> <li>• Cultural Revolution</li> <li>• Tiananmen Square Rebellion</li> <li>• Ethnic Cleansing</li> <li>• Rwanda</li> </ul>
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### Common Core

Common Core	Documents	Activities
<ul style="list-style-type: none"> <li>RH.9-10.6</li> <li>RH.9-10.6</li> <li>RH.9-10.9</li> </ul>	<ul style="list-style-type: none"> <li>In Flander’s Field: John McCrae</li> <li>Dulce et Decorum Est: Wilfred Owen</li> <li>WWI Propaganda posters from around the world</li> </ul>	<ul style="list-style-type: none"> <li>Conjunction with Owen; “Glory” of war</li> <li>Conjunction with McCrae; "Horror" of war</li> <li>Analyze how ‘modern’ war affected the relationship between citizens and their government.</li> </ul>
<ul style="list-style-type: none"> <li>RH.9-10.3</li> </ul>	<ul style="list-style-type: none"> <li>Wilson’s 14 Points</li> </ul>	<ul style="list-style-type: none"> <li>Analyze how the 14 Points did not influence the Treaty of Versailles.</li> </ul>
<ul style="list-style-type: none"> <li>RH.9-10.7</li> </ul>	<ul style="list-style-type: none"> <li>German Election results</li> </ul>	<ul style="list-style-type: none"> <li>Compare Nazi popularity before/after Great Depression</li> </ul>
<ul style="list-style-type: none"> <li>RH.9-10.3</li> </ul>	<ul style="list-style-type: none"> <li>Schools of thought: Causes of World War I</li> </ul>	<ul style="list-style-type: none"> <li>Examine how Nationalism, Industrialism, Imperialism, Militarism, &amp; secret treaties all contributed to WWI.</li> </ul>



<p>RH.9-10.2</p> <p>RH.9-10.10</p>	<p>“UN Declaration of Universal Human Rights”, 1948</p> <p>Excerpts from Thomas Friedman’s <u>The World is Flat</u></p>	<p>Analyze rights stated, &amp; compare to Wilson’s 14 Points</p> <p>Work in groups to analyze one of Friedman’s ten flatteners. Each group should research its flattener by collecting, evaluating, and employing information from multiple sources.</p>
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**Additional Activities**

1. Study alliances through the WWI simulation.
2. View and respond to *Schindler’s List*.
3. Study the decision to drop the atomic bomb.
4. “We Didn’t Start the Fire” study

# UNITED STATES HISTORY AND GEOGRAPHY

## Unit 1: Exploration, Colonization, and the American Revolution 1450-1789

### Focus Questions

1. What were the motives and methods of European explorers?
2. Why did political, religious, social, and economic differences develop in the British colonies?
3. How “revolutionary” was the American Revolutionary?

### High School Content Expectations (HSCE)

- FI Political and Intellectual Transformations of America to 1877
- F2 Geographic, Economic, Social, and Demographic Trends in America to 1877

### Cross Cultural Competencies (CCC)

- I. *Knowledge of one’s own culture*: TLW demonstrate knowledge of one’s own culture, focusing on the role of this in a global society.
- V. *Conflict resolution*: TLW will understand the discrimination against those from other cultural groups.

Key Concepts		
<ul style="list-style-type: none"> <li>Christopher Columbus</li> <li>Jamestown/ John Smith</li> <li>Pilgrim/ Puritans</li> <li>“City Upon a Hill”</li> <li>Anne Hutchinson</li> <li>John Winthrop</li> <li>Trial of John Peter Zenger</li> <li>1<sup>st</sup> Great Awakening</li> </ul>	<ul style="list-style-type: none"> <li>King Philip’s War</li> <li>Mercantilism</li> <li>Types of Colonies</li> <li>French and Indian War</li> <li>Ben Franklin</li> <li>George Washington</li> <li>John Adams</li> <li>Thomas Jefferson</li> </ul>	<ul style="list-style-type: none"> <li>Stamp Act</li> <li>Boston Massacre</li> <li>Boston Tea Party</li> <li>Concord and Lexington</li> <li>Battle of Saratoga</li> <li>Loyalists/ Tories</li> <li>Yorktown</li> <li>Treaty of Paris, 1783</li> </ul>
Common Core		
Common Core	Documents	Activities
RH.11-12.3	Disease reading, Jared Diamond- secondary	Questions- role of disease on populations
RH.11-12.4	“Sinners in the Hands of an Angry God”	Discussion and summary
RH.11-12.8	“Declaration of Independence”	Essay: refutation from the British point of view
RH.11-12.5	“The Crisis”	Analysis & reading questions
WHST.11-12.1.b	American Revolution Timeline	Perspectives for and against
Additional Activities		
<ol style="list-style-type: none"> <li>1. Newspaper front pages of the causes of the American Revolution</li> <li>2. Timeline of the causes of the American Revolution</li> <li>3. Revolutionary Obituary and Recruitment Advertisement</li> </ol>		

## Unit 2: Constitution and Civics 1787-1790

### Focus Questions

1. What were the failures of the Articles of Confederation which necessitated a new government?
2. Explain the different arguments of the Federalists and the Anti-Federalists in their opinions of the role of the federal government.
3. How does the Constitution establish the principles of popular sovereignty, limited government, checks and balances, and separation of powers?

### High School Content Expectations (HSCE)

- FI Political and Intellectual Transformations of America to 1877
- F2 Geographic, Economic, Social, and Demographic Trends in America to 1877

### Cross Cultural Competencies (CCC)

- III. *Contributions*: TLW identify and explain prominent examples of different cultural groups to historical and contemporary human society.

Key Concepts		
<ul style="list-style-type: none"> <li>Articles of Confederation</li> <li>Shay’s Rebellion</li> <li>Constitutional Convention</li> <li>James Madison</li> <li>Virginia Plan</li> <li>New Jersey Plan</li> <li>Great Compromise</li> <li>3/5 Compromise</li> </ul>	<ul style="list-style-type: none"> <li>Preamble</li> <li>Electoral College</li> <li>Federalists</li> <li>Anti-Federalists</li> <li>Constitution Ratification</li> <li>Bill of Rights: For and Against</li> <li>Thomas Jefferson</li> <li>Alexander Hamilton</li> </ul>	<ul style="list-style-type: none"> <li>Federalism</li> <li>Limited Government</li> <li>Separation of Powers</li> <li>Checks and Balances</li> <li>Popular Sovereignty</li> <li>Judicial Review</li> <li>Amendment Process</li> <li>Bank controversy</li> </ul>
Common Core		
Common Core	Documents	Activities
RH.11-12.9	<i>The Federalist Papers</i>	Analysis of two “papers”
RH.11-12.6	Arguments for & against the Bill of Rights	Compare and contrast Federalists & Anti-Federalists
RH.11-12.6	Hamilton & Jefferson roles of the gov’t & bank	Comparison of banking policies of the two parties
RH.11-12.2	Articles of Confederation	Homework- primary document analysis
RH.11-12.5	Bill of Rights	Justify the Bill of Rights in relation to the Articles of Confederation
RH.11-112.2	Shay’s Rebellion	Primary document questions- role of the national government
Additional Activities		
<ol style="list-style-type: none"> <li>1. Create an advertising campaign to “sell” the national bank, debt, and tariff.</li> <li>2. Research essay on the Bill of Rights.</li> </ol>		

## Unit 3: The New Nation 1790-1860

### Focus Questions

1. How did political parties emerge in the U.S?
2. Examine and evaluate the issues that divided the nation along regional lines and along federal versus state government lines.
3. What events led to eventual political, social, cultural, and economic divisions in the nation?
4. What were the forces which led to the expansion of the U.S.?
5. Examine the major causes of the Civil War. What prevented the resolution of these issues without war?

### High School Content Expectations (HSCE)

- FI Political and Intellectual Transformations of America to 1877  
 F2 Geographic, Economic, Social, and Demographic Trends in America to 1877

### Cross Cultural Competencies (CCC)

- IV. *Prejudice and Discrimination*: TLW be able to analyze examples of culturally-based privilege, power, and discrimination and to explain the negative effects of this on individual and our society.  
 V. *Conflict Resolution*: TLW take appropriate actions to stop discrimination against those from other cultural groups.

Key Concepts		
<ul style="list-style-type: none"> <li>Jeffersonian Republicans</li> <li>Federalists</li> <li>Whiskey Rebellion</li> <li>Alien and Sedition Acts</li> <li>Election of 1800</li> <li>Lewis and Clark</li> <li>War of 1812</li> <li>Treaty of Ghent</li> <li>Missouri Compromise</li> <li>Agrarian vs. Industrial economy</li> </ul>	<ul style="list-style-type: none"> <li>Monroe Doctrine</li> <li>Sectionalism</li> <li>Slavery System</li> <li>Nat Turner</li> <li>Abolitionist Movement</li> <li>William Lloyd Garrison</li> <li>Underground Railroad</li> <li>Election of 1824</li> <li>Oregon Trail</li> <li>Wilmot Proviso</li> </ul>	<ul style="list-style-type: none"> <li>Nullification Crisis</li> <li>Trail of Tears</li> <li>Temperance Movement</li> <li>Manifest Destiny</li> <li>Sam Houston</li> <li>Mexican-American War</li> <li>Treaty of Guadalupe Hidalgo</li> <li>Jacksonian Democrats</li> <li>Urban vs. Rural Life</li> </ul>
Common Core		
Common Core	Documents	Activities
RH.11-12.7	Lowell Girls	Primary document analysis-working conditions, social lives
RH.11-12.1	"South Carolina Exposition and Protest"	Reading and discussion
RH.11-12.2	Jackson's "1st Inaugural"	Discussion questions
RH.11-12.2	Policies of Jackson-secondary	Use of presidential power analysis
RH.11-12.1	Seneca Falls Convention	Reading "Declaration of Sentiments", similarities with the Declaration of Independence.
Additional Activities		
<ol style="list-style-type: none"> <li>1. Abolitionist Newspaper</li> <li>2. African-American Culture Research Essay</li> <li>3. Debate the reasons for and against the Mexican-American War using primary documents and political cartoons.</li> </ol>		

## Unit 4: Civil War and Reconstruction 1860-1877

### Focus Questions

1. What were the main arguments of the South for secession?
2. Explain the different strategies used by the North and South in the Civil War. What enabled the North to win the war? Why did the South lose?
3. Examine the impact of Lincoln's Presidency.
4. Examine the economic, political, and social goals of Reconstruction.
5. Why did Reconstruction fail?

### High School Content Expectations (HSCE)

FI Political and Intellectual Transformations of America to 1877

F2 Geographic, Economic, Social, and Demographic Trends in America to 1877

### Cross Cultural Competencies (CCC)

III. *Contributions*: TLW identify and explain examples of important contributions of specific men and women and different cultural groups to history.

Key Concepts		
<ul style="list-style-type: none"> <li>• Causes of the War</li> <li>• Compromise of 1850</li> <li>• Kansas-Nebraska Act</li> <li>• <i>Uncle Tom's Cabin</i></li> <li>• Republican Party</li> <li>• John Brown</li> <li>• Dred Scott Decision</li> <li>• Abraham Lincoln</li> <li>• Harper's Ferry</li> <li>• Secession</li> <li>• Border States</li> <li>• Fort Sumter</li> <li>• Ulysses S. Grant</li> </ul>	<ul style="list-style-type: none"> <li>• Robert E. Lee</li> <li>• Emancipation Proclamation</li> <li>• Battle Gettysburg</li> <li>• Battle of Vicksburg</li> <li>• Gettysburg Address</li> <li>• Reconstruction</li> <li>• Freedmen's Bureau</li> <li>• Lincoln's Plan</li> <li>• 13<sup>th</sup> Amendment</li> <li>• Black Codes</li> <li>• Johnson's Plan</li> <li>• 14<sup>th</sup> Amendment</li> <li>• Radical Republicans</li> </ul>	<ul style="list-style-type: none"> <li>• Military Reconstruction Act of 1867</li> <li>• Impeachment of Johnson</li> <li>• 15<sup>th</sup> Amendment</li> <li>• Sharecropping</li> <li>• Compromise of 1877</li> <li>• <i>Plessy v. Ferguson</i></li> <li>• Booker T. Washington</li> <li>• Jim Crow</li> <li>• W.E.B. DuBois</li> <li>• NAACP</li> <li>• Poll tax</li> <li>• Literacy test</li> </ul>
Common Core		
Common Core	Documents	Activities
<p>WHST.11-12.1 RH.11-12.7 RH.11-12.6 RH.11-12.3 RH.11-12.7</p> <p>RH.11-12.1 RH.11-12.2 RH.11-12.1 RH.11-12.2 RH.11-12.9</p>	<p>Abolitionist Newspaper Slavery from the southern perspective Lincoln-Douglas Debates Lincoln's "1st &amp; 2nd Inaugural Addresses" Civil War Battle project</p> <p>Dred Scott Decision Emancipation Proclamation <i>Plessy v. Ferguson</i> "Ethics of Living Jim Crow" by Richard Wright "Atlanta Exposition" &amp; "Niagara Address"</p>	<p>Project: editorial, articles, obituaries Chart, graph analysis Evaluation questions Reading analysis-goals, perspective on the South Analysis of the battle in relation to the war as a whole Analysis of the view of slavery &amp; rights Discussion on the meaning of freedom Analysis of rights and "Jim Crow" Questions- de facto segregation Comparison and contrast-Civil Rights perspectives</p>

## Additional Activities

### 1. Reconstruction Diary

## Unit 5: Industrialization, Labor, Immigration, Progressivism 1865-1920

### Focus Questions

1. What were the factors necessary for industrialization?
2. What problems arose from the rapid expansion of industrialization and the cities?
3. How did the labor movement attempt to address the inequalities within the industrial system?
4. Evaluate the goals, methods, and effectiveness of the variety of Progressive movements.
5. How did the physical geography of the U.S. aid the expansion of industry?
6. List the factors contributing to the development of major urban centers in the country.
7. Explain how the rising tide of immigration from Southeast Europe and Asia contributed to the racial and class tensions in the United States.
8. Evaluate the quality of life in urban centers amongst immigrant communities.
9. Evaluate the role of reform organizations, movements and individuals in promoting change.

### High School Content Expectations (HSCE)

- 6.1 Growth of an Industrial and Urban America
  - 6.1.1 Factors in the American Industrial Revolution
  - 6.1.2 Labor's Response to Industrial Growth
  - 6.1.3 Urbanization
  - 6.1.4 Population Changes
  
- 6.3 Progressivism and Reform
  - 6.3.1 Social Issues
  - 6.3.2 Causes and Consequences of Progressive Reform
  - 6.3.3 Women's Suffrage

### Cross Cultural Competencies (CCC)

- III. *Contributions*: TLW identify and explain prominent examples of different cultural groups to historical and contemporary human society.
  
- VI. TLW participate in diversity-focused activities designed for their own learning and increasing social justice.

Key Concepts		
<ul style="list-style-type: none"> <li>• Factors for Industrialization</li> <li>• Andrew Carnegie</li> <li>• John D. Rockefeller</li> <li>• Horizontal Integration</li> <li>• Vertical Integration</li> <li>• Social Darwinism</li> <li>• Monopoly</li> <li>• Sherman Anti-Trust Act</li> <li>• Clayton Anti-Trust Act</li> <li>• Pure Food and Drug Act</li> <li>• Workers' life</li> <li>• Workers' rights</li> <li>• Knights of Labor</li> <li>• AFL</li> <li>• Advancements in communication</li> </ul>	<ul style="list-style-type: none"> <li>• Panic of 1893</li> <li>• Coxey's Army</li> <li>• Late 19<sup>th</sup> Century strikes</li> <li>• Reasons of Immigration</li> <li>• Ellis Island</li> <li>• "Yellow Peril"</li> <li>• Political Machines</li> <li>• Theodore Roosevelt</li> <li>• Nativism</li> <li>• Jane Addams and Hull House</li> <li>• Angel Island</li> <li>• Assembly Line</li> <li>• "Boss" Tweed</li> <li>• Henry Ford</li> <li>• Child labor laws</li> </ul>	<ul style="list-style-type: none"> <li>• Muckrakers</li> <li>• Progressivism</li> <li>• Social Gospel</li> <li>• Political Reforms-initiative</li> <li>• Workplace reform</li> <li>• Bob LaFollette</li> <li>• 16<sup>th</sup> Amendment</li> <li>• 17<sup>th</sup> Amendment</li> <li>• 18<sup>th</sup> Amendment</li> <li>• 19<sup>th</sup> Amendment</li> <li>• Bessemer Steel process</li> <li>• United Mine Workers</li> <li>• Temperance movement</li> <li>• Chinese Exclusion Act</li> </ul>

Common Core		
Common Core	Documents	Activities
RH.11-12.2	“The Jungle” by Upton Sinclair	Analysis of workers' conditions and rights
RH.11-12.2	“Acres of Diamonds”	Reading-justification of “Robber Barons”
RH.11-12.8	Chinese Exclusion Act Renewal, 1892	Reading and discussion of anti-immigrant rationales
RH.11-12.2	Horatio Alger- secondary	Reading & discussion-wealth accumulation
RH.11.-12.2	<u>Gospel of Wealth</u>	Analysis questions-19th century philanthropy
RH.11-12.3	Late 19th Century Ads	Analysis: gender roles, fears & aspirations
RH.11-12.2	<u>History of the Standard Oil Co</u> by Ida Tarbell	Analysis of Rockefeller's business methods
RH.11-12.2	<u>Shame of the Cities</u> by Lincoln Steffens	Reading & discussion
RH.11-12.2	“Preamble to the Knights of Labor”	Primary document analysis-goals of labor
RH.11-12.9	“Robber Barons”	Research-evaluation of Rockefeller and Carnegie
Additional Activities		
<ol style="list-style-type: none"> <li>1. Research the immigration patterns by examining records from Ellis Island an Angel Island and subsequent policies dealing with the restriction of immigration.</li> <li>2. Create pamphlets to attract new members to the labor unions of the late 19<sup>th</sup> century.</li> <li>3. Using the Michigan automobile industry as a case study, analyze the causes and consequences of this major industrial change including: <ol style="list-style-type: none"> <li>a. the availability of natural resources</li> <li>b. development of suburban life</li> <li>c. changes in the employment industry</li> <li>d. workers’ satisfaction and quality of life</li> <li>e. migration patterns</li> </ol> </li> </ol>		



## Unit 6: The West, Native Americans, and Farmers 1865-1920

### Focus Questions

1. What were the major conflicts between Native Americans and whites during the late 19<sup>th</sup> century?
2. What attempts were made to “resolve” the tensions?
3. Examine the grievances of the farmers and how they organized to address these issues.
4. Analyze the role of the transcontinental railroad in the development of the West.

### High School Content Expectations (HSCE)

- 6.1 Growth of an Industrial and Urban America
  - 6.1.1 Factors in the American Industrial Revolution
  - 6.1.2 Labor’s Response to Industrial Growth

### Cross Cultural Competencies (CCC)

- III. *Contributions*: TLW identify and explain prominent examples of different cultural groups to historical and contemporary human society.
- IV. *Prejudice and Discrimination*: TLW be able to analyze examples of culturally- based privilege, power, and discrimination and to explain the negative effects of this on individuals and our society.

Key Concepts		
<ul style="list-style-type: none"> <li>Helen Hunt Jackson</li> <li>Chief Joseph</li> <li>Nez Perce</li> <li>Battle of Little Big Horn</li> <li>Indian Wars</li> <li>Transcontinental Railroad</li> <li>Bryan’s “Cross of Gold” speech</li> </ul>	<ul style="list-style-type: none"> <li>Wounded Knee</li> <li>The Grange</li> <li>Panic of 1873</li> <li>“Free Silver”</li> <li>Farmers Alliance</li> <li>Populism</li> <li>Populist party</li> </ul>	<ul style="list-style-type: none"> <li>Ocala Demands</li> <li>William Jennings Bryan</li> <li>Elections of 1892 and 1896</li> <li>Interstate Commerce Act</li> <li>Interstate Commerce Commission</li> </ul>
Common Core		
Common Core	Documents	Activities
RH.11-12.9	Sand Creek massacre	Primary sources-congressional hearings
RH.11-12.3	“Farmer Green’s Reaper”	Reading-causes of farmer’s financial issues
RH.11-12.8	Song-“Bury my Heart at Wounded Knee”	Critique of government policies towards Native Americans
RH.11-12.2	Wizard of Oz article-secondary	Reading-correlation with the Populist movement
RH.11-12.6	Historiography-Populists	Summary-major historical interpretations
RH.11-12.9	“Cross of Gold” speech	Reading and questions, “trickle-down” economics
Additional Activities		
<ol style="list-style-type: none"> <li>1. Trace the path of the Nez Perce and write an interview with Chief Joseph</li> <li>2. Evaluate the goals and successes of the Populists</li> </ol>		

## Unit 7: Imperialism and World War I 1890-1920

### Focus Questions

1. Explain the reasons why the United States became an imperial nation
2. What were the arguments against imperialism?
3. How did the foreign policy of the United States reflect the tenets of imperialism and redefine the nation's influence around the globe?
4. Evaluate the causes of European and American involvement in WWI.
5. Analyze the domestic impact of WWI on the growth of the government, the expansion of the economy, the restrictions on civil liberties and the expansion of women's suffrage.
6. How did the Treaty of Versailles redraw the boundaries of Europe and the Middle East which created geopolitical tensions that continue to this day?

### High School Content Expectations (HSCE)

- 6.2 Becoming a World Power
- 6.2.1 Growth of U.S. Global Power
  - 6.2.2 WWI
  - 6.2.3 Domestic Impact of WWI
  - 6.2.4 Wilson and His Opponents

### Cross Cultural Competencies (CCC)

- I. *Knowledge of one's own culture*: TLW demonstrate knowledge of one's own culture, focusing on the role of this in a global society.
- III. *Contributions*: TLW identify and explain prominent examples of different cultural groups to historical and contemporary human society.
- IV. *Prejudice and Discrimination*: TLW be able to analyze examples of culturally-based privilege, power, and discrimination and to explain the negative effects of this on individuals and our society.

### Key Concepts

<ul style="list-style-type: none"> <li>• Arguments for Imperialism</li> <li>• "White Man's Burden"</li> <li>• "Social Darwinism"</li> <li>• New Manifest Destiny</li> <li>• Spanish-American War</li> <li>• Henry Cabot Lodge</li> <li>• Arguments against Imperialism</li> <li>• Henry Borah</li> <li>• "Yellow Press"</li> <li>• Philippine Revolution</li> <li>• War Industries Board</li> </ul>	<ul style="list-style-type: none"> <li>• "Remember the Maine"</li> <li>• Teller Amendment</li> <li>• Emilio Aguinaldo</li> <li>• Platt Amendment</li> <li>• European Causes of World War I</li> <li>• U.S. Neutrality</li> <li>• Lusitania</li> <li>• Arabic/Sussex Pledges</li> <li>• Zimmermann Telegram</li> <li>• Panama Canal</li> <li>• Women's Suffrage movement</li> <li>• "Fourteen Points of Light" speech</li> </ul>	<ul style="list-style-type: none"> <li>• Declaration of War</li> <li>• Woodrow Wilson</li> <li>• Role of Propaganda</li> <li>• Herbert Hoover</li> <li>• Domestic Dissidents</li> <li>• Sedition Acts</li> <li>• Armistice</li> <li>• Treaty of Versailles</li> <li>• Senate Ratification</li> <li>• Open Door Policy</li> <li>• League of Nations</li> </ul>
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### Common Core

Common Core	Documents	Activities
RH.11.-12.6	Arguments for & against imperialism	Reading and summary of issues with evidence
RH.11-12.7	Political cartoon analysis	Analysis-lead U.S. to war
RH.11-12.7	WWI propaganda	Analysis-women, finance, hatred of Germany
RH.11-12.2	Alien & Sedition Acts	Analysis questions
RH.11-12.5	14 Points & Treaty of Versailles	Similarities and differences analysis
RH.11-12.2	"Banana Republic"	Reading & questions
RH.11-12.2	"No Compromise"- secondary	Reading and summary-opposition the Treaty of Versailles

### Additional Activities

1. Read Beveridge's "*America's Destiny*" and identify the arguments for imperialism.
2. Read "*The Anti-Imperialists*" and identify the arguments against imperialism.
3. Using primary sources, write a Declaration of War speech for the Spanish-American War.
4. Debate the pros and cons of the Platt Amendment.
5. Using a map of U.S. territories, locate Cuba, Puerto Rico, Philippines, Hawaii, Panama Canal Zone, Guam and the dates of their acquisition.
6. Using pre and post World War I European maps, identify the major boundary changes enacted by the Treaty of Versailles.

## Unit 8: The 1920's

### Focus Questions

1. What were the most significant cultural changes of the 1920s?
2. How did the cultural changes of the 1920's reflect the conflict between "traditional" and "modern" America?
3. How did the restrictive policies affecting immigration impact the nation?
4. Examine how race relations changed in the 1920s regarding the Great Migration, race riots, the creation of the UNIA and the rise of the KKK.

### High School Content Expectations (HSCE)

- 7.1 Growing Crisis of Industrial Capitalism and Responses
  - 7.1.1 The Twenties
- 6.1 Growth of an Industrial and Urban America
  - 6.1.5 A Case Study of American Industrialism

### Cross Cultural Competencies (CCC)

- I. *Knowledge of one's own culture:* TLW demonstrate knowledge of one's own culture, focusing on the role of this in a global society.
- III. *Contributions:* TLW identify and explain prominent examples of different cultural groups to historical and contemporary human society.
- IV. *Prejudice and Discrimination:* TLW be able to analyze examples of culturally-based privilege, power, and discrimination and to explain the negative effects of this on individuals and our society.
- V. *Conflict Resolution:* TLW take appropriate actions to stop discrimination against those from other cultural groups.

Key Concepts		
<ul style="list-style-type: none"> <li>• "Flappers"</li> <li>• Charles Lindbergh</li> <li>• "Red Scare"</li> <li>• A. Mitchell Palmer</li> <li>• Prohibition</li> <li>• "Babe" Ruth</li> <li>• F. Scott Fitzgerald</li> <li>• Harlem Renaissance</li> </ul>	<ul style="list-style-type: none"> <li>• The Scopes "Monkey" Trial</li> <li>• Harlem Renaissance</li> <li>• KKK</li> <li>• Zora Neale Hurston</li> <li>• Warren G. Harding</li> <li>• Sacco and Vanzetti</li> <li>• Langston Hughes</li> <li>• "lost generation"</li> </ul>	<ul style="list-style-type: none"> <li>• Teapot Dome Scandal</li> <li>• Radio</li> <li>• Films -"Talkies"</li> <li>• 19<sup>th</sup> Amendment</li> <li>• Immigration Restriction</li> <li>• Great Migration</li> </ul>
Common Core		
Common Core	Documents	Activities
RH.11-12.3 RH.11-12.9  RH.11-12.5 RH.11-12.2 RH.11-12.6 RH.11-12.8  RH.11-12.3	Sacco and Vazetti Trial Great Migration  Advertisement analysis "Red Summer"- secondary Warren Harding- "To Tell the Truth" <i>Inherit the Wind</i>  Bonus Army March- video & documents	Mock trial Primary document project- poetry, art, "The Crisis" Project with primary documents Reading and discussion-race riots, 1919 Analysis of presidency Evaluation of the Scopes trial-film clips & readings Critique of government response

### **Additional Activities**

1. Analyze “The National Origins Act of 1924” and its impact on prejudice and discrimination.

## Unit 9: The Great Depression and New Deal 1929- 1940

### Focus Questions

1. What were the main causes of the Great Depression?
2. How did the Great Depression affect families, the relationship between employer and employee, the American way of life, faith in the U.S. government and the “American System”?
3. What were the major programs of the New Deal and how did they attempt to address the problems in banking, agriculture, employment, and industry?
4. Was the “New Deal” successful in ending the Great Depression?.
5. How did the “New Deal” change the fundamental relationship between the citizens of the U.S. and the U.S. government?

### High School Content Expectations (HSCE)

- 7.1 Growing Crisis of Industrial Capitalism and Responses
  - 7.1.2 Causes and Consequences of the Great Depression
  - 7.1.3 The New Deal

### Cross Cultural Competencies (CCC)

- I. *Knowledge of one’s own culture:* TLW demonstrate knowledge of one’s own culture, focusing on the role of this in a global society.
- III. *Contributions:* TLW identify and explain prominent examples of different cultural groups to historical and contemporary human society.

Key Concepts		
<ul style="list-style-type: none"> <li>• Causes of the Great Depression</li> <li>• The Crash of 1929</li> <li>• Hoover’s Response</li> <li>• “Bonus” Army</li> <li>• Dust Bowl</li> <li>• Election of 1932</li> <li>• Franklin D. Roosevelt</li> <li>• New Deal</li> <li>• Wagner Act</li> </ul>	<ul style="list-style-type: none"> <li>• AAA</li> <li>• NRA</li> <li>• CCC</li> <li>• TVA</li> <li>• FDIC</li> <li>• WPA</li> <li>• Social Security</li> <li>• John L. Lewis</li> </ul>	<ul style="list-style-type: none"> <li>• Walter Reuther</li> <li>• Sit-Down Strikes</li> <li>• “Packing the Court”</li> <li>• Liberty League</li> <li>• Huey Long</li> <li>• “Fireside Chats”</li> <li>• Eleanor Roosevelt</li> <li>• Literature</li> </ul>
Common Core		
Common Core	Documents	Activities
WHST.11-12.1& 8	Oral History Essay	Analytical essay- food, housing, faith in the American System
WHST.11-12.7 WHST11-12.1	Photo Essay New Deal Chart	Analysis of specific Great Depression events Project- employment, banking, industry, agriculture
RH.11-12.5	“Every Man a King but No One Wears a Crown”	Project with questions
Additional Activities		
<ol style="list-style-type: none"> <li>1. Read <i>Women in the Breadlines</i> and explain how the Depression impacted women.</li> <li>2. Create a poster for the “Share Our Wealth” club.</li> <li>3. Read Steinbeck’s <i>Grapes of Wrath</i> and examine its historical accuracies.</li> </ol>		

## Unit 10: World War II 1921-1945

### Focus Questions

1. What were the European and Asian causes of World War II?
2. How did Pearl Harbor play a pivotal role in overcoming American isolationism toward the war?
3. In what ways did civilians, particularly women and minorities, contribute to the war effort?
4. Explain the mobilization of economical, military, and social resources in the war effort.
5. How was the U.S. able to fight a two-front war?
6. How important were the war conferences in creating a winning military strategy?
7. Evaluate the response of the Allies to the atrocities of WWII in the treatment of “war criminals” at the Nuremberg Trials.

### High School Content Expectations (HSCE)

- 7.2 World War II
- 7.2.1 Causes of WWII
  - 7.2.2 U.S. and the Course of WWII
  - 7.2.3 Impact of WWII on American Life
  - 7.2.4 Responses to Genocide

### Cross Cultural Competencies (CCC)

- I. *Knowledge of one’s own culture:* TLW demonstrate knowledge of one’s own culture, focusing on the role of this in a global society.
- II. TLW explain specific elements of culture and discuss human similarities and differences across cultural groups using these elements.
- III. *Contributions:* TLW identify and explain prominent examples of different cultural groups to historical and contemporary human society.
- IV. *Prejudice and Discrimination:* TLW be able to analyze examples of culturally-based privilege, power, and discrimination and to explain the negative effects of this on individuals and our society.
- V. *Conflict Resolution:* TLW take appropriate actions to stop discrimination against those from other cultural groups.
- VI. TLW participate in diversity-focused activities designed for their own learning and increasing social justice.

Key Concepts		
<ul style="list-style-type: none"> <li>• Washington Conference</li> <li>• Kellogg-Briand Pact</li> <li>• Rise of Mussolini, Hitler, and Franco</li> <li>• Munich Conference</li> <li>• Neutrality Acts</li> <li>• Joseph Stalin</li> <li>• Hideki Tojo</li> <li>• Invasion of Manchuria</li> <li>• “Rape” of Nanking</li> <li>• Lend-Lease Acts</li> <li>• Genocide</li> </ul>	<ul style="list-style-type: none"> <li>• Invasion of Poland</li> <li>• Atlantic Charter</li> <li>• Pearl Harbor</li> <li>• Casablanca Conference</li> <li>• “Four Freedoms”</li> <li>• Winston Churchill</li> <li>• “Germany First” policy</li> <li>• European Theater, military battles</li> <li>• Pacific Theater, military battles</li> <li>• “Big Three”</li> <li>• D-Day</li> </ul>	<ul style="list-style-type: none"> <li>• Battle of Midway</li> <li>• Japanese Internment</li> <li>• “Rosie the Riveter”</li> <li>• A. Philip Randolph</li> <li>• V-E Day</li> <li>• Manhattan Project</li> <li>• V-J Day</li> <li>• The Holocaust</li> <li>• Nuremberg Trials</li> <li>• “Final Solution”</li> </ul>

**Common Core**

<b>Common Core</b>	<b>Documents</b>	<b>Activities</b>
RH.11-12.7	Propaganda Analysis	Isolationism & events leading to the war
RH.11-12.4	<i>Atlantic Charter</i>	Reading and summary- goals of WW II
RH.11-12.2	Nuremberg Laws	Reading and summary
RH.11-12.10	Decision to drop the Atomic Bomb	Reading & discussion
RH.11-12.8	Internment- Al Hida	Analysis- issue of race during wartime
RH.11-12.1	Nuremberg Trial	War crimes analysis and discussion
WHST.11-12.2	World War II Project	Research- military, civilian contributions, domestic life

**Additional Activities**

1. Examine U.S. anti-German propaganda to create a poster of original propaganda.
2. View *Schindler's List* and write an essay evaluating Schindler's role as a "hero" vs. a German bystander role.
3. Dictator chart.



## Unit 11: Cold War and Vietnam 1945-1991

### Focus Questions

1. Explain how the Soviets and the U.S. contributed to causing the Cold War.
2. Compare and contrast the U.S. and Soviet governments in the areas of civic values, politics, economy, and post-WWII foreign policies.
3. Explain how the Cold War policies led to indirect conflicts in specific regions in the world.
4. Examine the role of domestic dissent during the HUAC Hearings, McCarthy, and Vietnam eras.
5. What was the impact of the media during the Vietnam conflict?
6. How did the Cold War end?

### High School Content Expectations (HSCE)

- 8.1 Cold War and the United States
  - 8.1.1 Origins and Beginnings of Cold War
  - 8.1.2 Foreign Policy during the Cold War

### Cross Cultural Competencies (CCC)

- I. *Knowledge of one's own culture:* TLW demonstrate knowledge of one's own culture, focusing on the role of this in a global society.
- V. *Conflict Resolution:* TLW take appropriate actions to stop discrimination against those from other cultural groups.
- VI. TLW participate in diversity-focused activities designed for their own learning and for increasing social justice.

Key Concepts			
<ul style="list-style-type: none"> <li>• Cold War, causes</li> <li>• Potsdam Conference   "Iron Curtain"</li> <li>• "Iron Curtain"</li> <li>• United Nations</li> <li>• Containment Policy</li> <li>• Truman Doctrine</li> <li>• Marshall Plan</li> <li>• NATO</li> <li>• Mao Zedong</li> <li>• NSC-68</li> <li>• John Foster Dulles</li> <li>• Department of Defense</li> <li>• CIA</li> </ul>	<ul style="list-style-type: none"> <li>• Berlin</li> <li>• Korean War</li> <li>• Ho Chi Minh</li> <li>• Dien Bien Phu</li> <li>• Warsaw Pact</li> <li>• Domino Theory</li> <li>• Ngo Dinh Diem</li> <li>• HUAC</li> <li>• Rosenbergs</li> <li>• Joseph McCarthy</li> <li>• Eisenhower's Farewell Address</li> <li>• Nikita Khrushchev</li> <li>• Bay of Pigs</li> </ul>	<ul style="list-style-type: none"> <li>• Cuban Missile Crisis</li> <li>• Totalitarian</li> <li>• Peace Corps</li> <li>• Viet Cong</li> <li>• Gulf of Tonkin Resolution</li> <li>• William Westmoreland</li> <li>• Tet Offensive</li> <li>• Soldiers' views</li> <li>• My Lai Massacre</li> <li>• Pentagon Papers</li> <li>• Yalta Conference</li> <li>• Arms Race</li> <li>• Anti-War Movement</li> </ul>	<ul style="list-style-type: none"> <li>• Vietnamization</li> <li>• Cambodia</li> <li>• Henry Kissinger</li> <li>• Latin America</li> <li>• Mikhail Gorbachev</li> <li>• Ronald Reagan</li> <li>• Fall of Eastern Europe</li> <li>• Fall of the U.S.S. R.</li> </ul>

Common Core		
Common Core	Documents	Activities
RH.11-12.2	"Gulf Tonkin" Resolution	Reading & summary- rationale for U.S. involvement in Vietnam
WHST.11-12.9	HUAC Transcripts, testimony	Reading & discussion- "Cold War" hysteria
RH.11-12.2	U-2 Spy Incident	Reading & discussion
RH.11-12.9	Vietnam Gallup Poll	Analysis
RH.11-12.6	Eisenhower's "Farewell Address"	Analysis- military industrial complex

### Additional Activities

1. Watch CNN's Cold War series, "The Marshall Plan", and examine the impact of aid on Western Europe's economic recovery.
2. Examine the Bay of Pigs and the impact it had on shaping U.S. and Soviet relations.
3. Read the "Gulf of Tonkin" Resolution and critique the goals outlined for the Vietnam War.
4. Watch Stanley Karnow's Vietnam: A Television History, "Tet" episode, and examine how this event changed the course of the war.

## Unit 12: Civil Rights 1945-1975

### Focus Questions

1. What was the impact of the *Brown v. Topeka Board of Ed* decision?
2. Why was southern resistance to integration so strong?
3. How did the Civil Rights Acts of 1957, 1964, and 1965 impact the issue of equality?
4. Examine the rise of the violent Civil Rights movement.
5. In what ways was the militant Civil Rights movement a reaction to the failures of Civil Rights legislation?
6. What problems of racial discrimination were found in the North?
7. What remaining evidence of racial discrimination exists in society today?

### High School Content Expectations (HSCE)

- 8.3 Civil Rights and the Post-WWII Era
  - 8.3.1 Civil Rights Movement
  - 8.3.2 Ideals of the Civil Rights Movement
  - 8.3.5 Tensions and Reactions to Poverty and Civil Rights

### Cross Cultural Competencies (CCC)

- I. *Knowledge of one's own culture:* TLW demonstrate knowledge of one's own culture, focusing on the role of this in a global society.
- II. TLW explain specific elements of culture and discuss human similarities and differences across cultural groups using these elements.
- III. *Contributions:* TLW identify and explain prominent examples of different cultural groups to historical and contemporary human society.
- IV. *Prejudice and Discrimination:* TLW be able to analyze examples of culturally-based privilege, power, and discrimination and to explain the negative effects of this on individuals and our society.
- V. *Conflict Resolution:* TLW take appropriate actions to stop discrimination against those from other cultural groups.
- VI. TLW participate in diversity-focused activities designed for their own learning and for increasing social justice.

Key Concepts		
<ul style="list-style-type: none"> <li>• NAACP</li> <li>• Martin Luther King, Jr.</li> <li>• <i>Brown v. Board of Ed</i></li> <li>• Little Rock</li> <li>• Lunch counter sit-ins</li> <li>• SNCC</li> <li>• SCLC</li> <li>• Involvement of minorities and women in the military</li> </ul>	<ul style="list-style-type: none"> <li>• George Wallace</li> <li>• University of Mississippi</li> <li>• March on Washington, 1963</li> <li>• Malcolm X</li> <li>• Nation of Islam</li> <li>• "Freedom Summer"</li> <li>• Freedom rides</li> </ul>	<ul style="list-style-type: none"> <li>• Civil Rights Act 1964</li> <li>• Voting Rights Act 1965</li> <li>• Black Panthers</li> <li>• Fair Housing Act 1968</li> <li>• King Assassination</li> <li>• Forced Busing</li> <li>• Nation of Islam</li> </ul>
Common Core		
Common Core	Documents	Activities
RH.11-12.4	<i>Brown v. Topeka Board of Ed</i>	Homework assignment- analysis of the 14th Amendment
RH.11-12.2	1965 Alabama Literacy Test	Analysis of voting rights
RH.11-12.2	Letter from Birmingham, MLK, Jr.	Reading & discussion- role of MLK
RH.11-12.7	Film, <i>The Help</i>	Questions & comparison
WHST.11-12.8	Civil Rights Project	Research- leader and current issue comparison

### Additional Activities

1. Civil Rights research project correlating a person from the 50s and 60s movement to the present day.
2. Compare and contrast the “moderate” movement of the 50s with the more “militant” movement of the 60s.
3. Compare and contrast the ideals of Martin Luther King to those stated in the Declaration of Independence, the Seneca Falls Resolution and the Gettysburg Address.
4. Compare the civil unrest in the Detroit riots with one major American city. (e.g. Los Angeles, Cleveland, Chicago, Atlanta, Newark.)

## Unit 13: Post – WWII Domestic Society

### Focus Questions

1. How did the “Baby Boom” generation affect U.S. legislation and domestic policies?
2. In what ways did television impact politics, sports, the role of women, advertising, and news?
3. Evaluate the role and impact of the Warren Court.
4. Evaluate the policy decisions and legislative actions to meet the domestic challenges of poverty, health care, immigration, and the environment.
5. In what way did the “Great Society” expand the role of the Federal Government?
6. Examine the beginnings of the Hispanic, Native American and Women’s Rights movement.

### High School Content Expectations (HSCE)

- 8.2 Domestic Policies
  - 8.2.1 Demographic Changes
  - 8.2.2 Policy Concerning Domestic Issues
  - 8.2.3 Comparing Domestic Policies
  - 8.2.4 Domestic Conflicts and Tensions
- 8.3 Civil Rights in the Post-WWII Era
  - 8.3.3 Women’s Rights
  - 8.3.4 Civil Rights Expanded

### Cross Cultural Competencies (CCC)

- I. *Knowledge of one’s own culture:* TLW demonstrate knowledge of one’s own culture, focusing on the role of this in a global society.
- II. TLW explain specific elements of culture and discuss human similarities and differences across cultural groups using these elements.
- III. *Contributions:* TLW identify and explain prominent examples of different cultural groups to historical and contemporary human society.
- IV. *Prejudice and Discrimination:* TLW be able to analyze examples of culturally-based privilege, power, and discrimination and to explain the negative effects of this on individuals and our society.
- V. *Conflict Resolution:* TLW take appropriate actions to stop discrimination against those from other cultural groups.
- VI. TLW participate in diversity-focused activities designed for their own learning and increasing social justice.

Key Concepts		
<ul style="list-style-type: none"> <li>• Growth of suburbs</li> <li>• Truman’s “Fair Deal”</li> <li>• 1956 Federal Highway Act</li> <li>• Television</li> <li>• 1960 Election</li> <li>• <i>Gideon v. Wainwright</i></li> <li>• <i>Miranda v. Arizona</i></li> <li>• <i>Griswold v. Connecticut</i></li> <li>• <i>Roe v. Wade</i></li> <li>• Population distribution</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Baker v. Carr</i></li> <li>• Betty Friedan</li> <li>• ERA</li> <li>• NOW</li> <li>• “War on Poverty”</li> <li>• “Great Society”</li> <li>• Lyndon B. Johnson</li> <li>• NASA</li> <li>• “Sunbelt”</li> <li>• Women in the workforce</li> </ul>	<ul style="list-style-type: none"> <li>• Jack Kerouac</li> <li>• Elvis Presley</li> <li>• The Beatles</li> <li>• Counterculture</li> <li>• Rachel Carson</li> <li>• Cesar Chavez</li> <li>• AIM</li> <li>• Reverse migration</li> <li>• American Disabilities Act</li> <li>• Gay and Lesbian Rights</li> </ul>

**Common Core**

<b>Common Core</b>	<b>Documents</b>	<b>Activities</b>
WHST.11-12.7	1960s Music Project	Research-song with analysis
RH.11-12.2	Levittown Article- secondary	Reading and summary-suburbanization
RH.11-12.1	“None of this is Fair” by Richard Rodriguez	Reading & discussion-Latino rights
RH.11-12.1	“ERA RIP” by Phyllis Schlafly	Reading & discussion-failure of the women’s rights movement
RH.11-12.2	“Good Housekeeping” Article	Analysis of gender roles

**Additional Activities**

1. “Great Society” Chart
2. Analyze the effect of the Warren Court decisions on American politics.

## Unit 14: Nixon and Watergate

### Focus Questions

1. What were Nixon’s major foreign policy achievements regarding China and the U.S.S.R?
2. Examine the timeline of the Watergate events and how it became a constitutional crisis.
3. Why did Nixon choose to resign in 1974?

### Cross Cultural Competencies (CCC)

- IV. Prejudice and Discrimination, TLW be able to analyze examples of culturally-based privilege, power, and discrimination and to explain the negative effects of this on individuals and our society.

Key Concepts		
<ul style="list-style-type: none"> <li>Mao Zedong</li> <li>Henry Kissinger</li> <li>Détente</li> <li>Leonid Brezhnev</li> <li>SALT I</li> <li>Oil Embargo</li> </ul>	<ul style="list-style-type: none"> <li>War Powers Act</li> <li>Break-in</li> <li>Woodward and Bernstein</li> <li>“The Plumbers”</li> <li>Halderman and Ehrlichman</li> <li>Sam Ervine</li> </ul>	<ul style="list-style-type: none"> <li>Hearings</li> <li>Tapes</li> <li>CREEP</li> <li>Impeachment</li> <li>Resignation</li> <li>Ford’s Pardon of Nixon</li> </ul>
Common Core		
Common Core	Documents	Activities
RH.11-12.2	<a href="#">Nixon &amp; Clinton Impeach Charges</a>	Comparison questions
RH.11-12.7	<a href="#">Cartoon Analysis</a>	Analysis of Nixon’s impeachment
RH.11-12.7	<a href="#">All the President’s Men</a>	Questions, timeline, & summary
Additional Activities		
<ol style="list-style-type: none"> <li>1. Newspaper reports on Foreign Policy highlighting the developments with China and the Soviet Union.</li> <li>2. Examine and discuss the impact of Ford’s pardon of Nixon.</li> </ol>		

## Unit 15: Presidents Ford, Carter, Reagan, and Bush

### Focus Questions

1. What were the domestic and international accomplishments of each president?
2. What were the major economic problems of the era and how did each president attempt to deal with these issues?
3. Examine the significant foreign policy events which challenged the role of the U.S. in the world.

### High School Content Expectations (HSCE)

- 8.1 Cold War and the United States
  - 8.1.3 End of the Cold War
- 9.1 The Impact of Globalization on the United States
  - 9.1.1 Economic Changes
  - 9.1.2 Transformation of American Politics

### Cross Cultural Competencies (CCC)

- I. *Knowledge of one's own culture*, TLW demonstrate knowledge of one's own culture, focusing on the role of this in a global society.
- II. TLW explain specific elements of culture and discuss human similarities and differences across cultural groups using these elements.
- III. *Contributions*, TLW identify and explain prominent examples of different cultural groups to historical and contemporary human society.

Key Concepts		
<ul style="list-style-type: none"> <li>• SALT II</li> <li>• Helsinki Accords</li> <li>• Gerald R. Ford</li> <li>• 1976 election</li> <li>• Economic Problems</li> <li>• <i>Bakke v. UC Davis</i></li> <li>• Panama Canal Treaty</li> <li>• Oil Crisis</li> <li>• Camp David Accords</li> <li>• Evangelical movement</li> </ul>	<ul style="list-style-type: none"> <li>• Iran Hostage Crisis</li> <li>• Jimmy Carter</li> <li>• Election of 1980</li> <li>• Ronald Reagan</li> <li>• “War on Drugs”</li> <li>• Savings and Loan Scandal</li> <li>• AIDS</li> <li>• MTV</li> <li>• Supply-side economics</li> <li>• Partisan politics</li> </ul>	<ul style="list-style-type: none"> <li>• Deficit</li> <li>• Iran-Contra</li> <li>• Mikhail Gorbachev</li> <li>• Election of 1988</li> <li>• George H.W. Bush</li> <li>• End of the “Cold War”</li> <li>• Berlin</li> <li>• Desert Storm</li> <li>• Conservative movement</li> <li>• Sectionalism in party politics</li> </ul>
Common Core		
Common Core	Documents	Activities
RH.11-12.1	Reagan Revolution	Project - terms and categories
RH.11-12.2	Desert Storm articles- secondary	Questions & timeline
RH.11-12.2	“Contract with America”	Reading and questions
Additional Activities		
<ol style="list-style-type: none"> <li>1. Analyze the 1988 Republican Presidential Advertising campaign using the scripts from the “Boston Harbor”, “Turn-style”, and “Dukakis tank” ads.</li> <li>2. Interview veterans from the “Desert Storm” conflict.</li> <li>3. Examine the impact of the changing media culture of the 1980s focusing on MTV, rise of cable news, and films.</li> </ol>		



## Unit 16: Current America 1992- Present

### Focus Questions

1. What impact did Clinton’s presidency have on the economy, domestic issues and foreign policy in the 1990s?
2. Explain the advantages, disadvantages, and challenges of the United States as the super-power in the post-Cold War world.
3. Examine the controversies surrounding the election of 2000.
4. Analyze how the attacks on 9/11 and the response to terrorism have altered American domestic and international policies.
5. Evaluate the basis of the decision to invade Iraq in 2003.

### High School Content Expectations (HSCE)

- 9.2 Changes in America’s Role in the World
  - 9.2.1 U.S. in the Post-Cold War World
  - 9.2.2 9/11 and Responses to Terrorism
- 9.3 Policy Debates

### Cross Cultural Competencies (CCC)

- I. *Knowledge of one’s own culture*: TLW demonstrate knowledge of one’s own culture, focusing on the role of this in a global society.
- II. TLW explain specific elements of culture and discuss human similarities and differences across cultural groups using these elements.
- III. *Contributions*: TLW identify and explain prominent examples of different cultural groups to historical and contemporary human society.
- IV. *Prejudice and Discrimination*: TLW be able to analyze examples of culturally-based privilege, power, and discrimination and to explain the negative effects of this on individuals and our society.
- V. *Conflict Resolution*: TLW take appropriate actions to stop discrimination against those from other cultural groups.
- VI. TLW participate in diversity-focused activities designed for their own learning and for increasing social justice.

Key Concepts		
<ul style="list-style-type: none"> <li>• Election of 1992</li> <li>• Ross Perot</li> <li>• Health Care Initiative</li> <li>• Bosnian War</li> <li>• Religious Right</li> <li>• NAFTA</li> <li>• Patriot Act</li> </ul>	<ul style="list-style-type: none"> <li>• Welfare Reform</li> <li>• Oslo Agreement</li> <li>• Internet</li> <li>• Bill Gates</li> <li>• “Contract with America”</li> <li>• Impeachment</li> <li>• Homeland Security</li> </ul>	<ul style="list-style-type: none"> <li>• Election of 2000</li> <li>• Colin Powell</li> <li>• 9/11</li> <li>• “Bush Doctrine”</li> <li>• Invasion of Iraq</li> <li>• Election of 2004</li> </ul>

Common Core		
Common Core	Documents	Activities
RH.11-12.9	Ford-George W. Bush Project	Research project
RH.11-12.2	Bush Doctrine	Reading and summary
RH.11-12.9	“Beating a Dead Parrot”- secondary	Comparison- Vietnam & Iraq wars

Additional Activities
<ol style="list-style-type: none"> <li>1. Read the “Contract with America” and examine its appeal and how it demonstrated a power shift in Congress.</li> <li>2. Examine a specific public policy issue (role of U.S. as a super-power, national economic policy, welfare policy, energy policy, health care, education, or civil rights) and justify the position with a reasoned argument using historical precedents, and constitutional principles.</li> <li>3. Use the American automobile industry as a case study to evaluate the changes in the American economy created by new markets, natural resources, technologies, corporate structures, international competition, new sources and methods of production, energy issues, and mass communication</li> </ol>

# ECONOMICS

## Unit 1: Fundamentals of Economics

### Focus Questions

1. How is the study of economics related to the presence of scarcity and choice?
2. What are the basic economic questions that all systems must answer and how does each system answer it?
3. What are the major characteristics, advantages, and disadvantages of market and command economies?
4. How do economies determine what is produced in both the public and private sectors?
5. What is the role of the public sector in the United States (e.g. protecting property rights, intervening in externalities, redistributing income) and what are the various viewpoints regarding the extent of this role?

### High School Content Expectations (HSCE)

- 1.1 Individual, Business, and Government Choices
  - 1.1.1 Scarcity, Choice, Opportunity Cost, and Comparative Advantage
  - 1.4.2 Government and Consumers
  - 1.4.3 Government Revenue and Services
  - 1.4.4 Functions of Government
- 3.1 Economic Systems
  - 3.1.1 Major Economic Systems
  - 3.1.5 Comparing Economic Systems

### Key Concepts

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Economics</li> <li>• Scarcity</li> <li>• Opportunity costs and benefits</li> <li>• Market economies</li> <li>• Command economies</li> <li>• Traditional economies</li> <li>• Mixed economies</li> </ul> | <ul style="list-style-type: none"> <li>• Public and private sectors</li> <li>• Roles of public sector</li> <li>• Externalities</li> <li>• Free rider</li> <li>• Property rights and contracts</li> <li>• Lobbying and special interest groups</li> <li>• Public goods</li> </ul> |
|--|--|

### Common Core

Common Core	Documents	Activities/Resources
RST.11-12.6 RST.11-12.7 RST.11-12.9 RST.11-12.1	“Freedom’s Toll” “Sick in America”	Questions, Article Research Paper-PBS Frontline Whitehouse.gov, etc.

### Additional Activities

1. Political Party Comparison Paper
2. Terra Island Simulation
3. Decision Making Model Group Activity
4. Economic Way of Thinking Worksheet
5. Economic Systems Exercise
6. Living in a Command Economy Exercise
7. Social/Individual Choice Test
8. Entrepreneur Test
9. Functions of the Public Sector Group Activity

10. Video – Big Sugar, Sweet Deal
11. Incentives Activity
12. Economic Philosophers Reading/Research Activity

## Unit 2: Microeconomic Economic Concepts of Supply and Demand

### Focus Questions

1. What are the laws of demand and supply and how are these graphically displayed?
2. What causes changes in demand (e.g., consumer attitudes, population of the market, substitute and complementary goods).
3. What causes changes in supply (e.g., number of producers, investment in the factors of production)?
4. How does a market arrive at an equilibrium price and how do changes in demand and supply affect this price?
5. How do government policies affect equilibrium in the market?
6. How do companies use the concept of marginal product to make hiring decisions, and how do diminishing marginal returns affect purchasing decisions?

### High School Content Expectations (HSCE)

- 1.2 Competitive Markets
  - 1.2.3 Investment, Productivity, and Growth
  
- 1.3 Prices, Supply, and Demand
  - 1.3.1 Law of Supply
  - 1.3.2 Law of Demand
  - 1.3.3 Price, Equilibrium, Elasticity, and Incentive
  
- 4.1 Decision Making
  - 4.1.2 Marginal Benefit and Cost

Key Concepts		
<ul style="list-style-type: none"> <li>Law of demand</li> <li>Law of supply</li> <li>Change in demand/supply</li> <li>Change in quantity demanded/supplied</li> <li>Equilibrium price</li> <li>Substitution effect</li> </ul>	<ul style="list-style-type: none"> <li>Complementary products</li> <li>Elasticity of demand</li> <li>Diminishing marginal utility</li> <li>Diminishing marginal product</li> <li>Price ceilings and floors</li> </ul>	
Common Core		
Common Core	Documents	Activities/Resources
RST.11-12.3	Penning Supply and Demand Curves	Supply/Demand Graphs, Experiment 2.B “Favorite Ways to Learn Economics”
Additional Activities		
<ol style="list-style-type: none"> <li>1. Video – <i>Kingdom of Mocha</i></li> <li>2. Advertising Exercise</li> <li>3. Video – <i>Willy Wonka</i> (First Half)</li> </ol>		

## Unit 3: Market Structure and Business Organization

### Focus Questions

1. What are the advantages and disadvantages of various types of business organizations?
2. Why are corporations able to make more profit than other types of business organizations?
3. What do entrepreneurs do for the market? What risks and advantages are present for entrepreneurs?
4. What are the various types of business mergers and which are most scrutinized by the government?
5. What information should an investor have when making decisions on various types of stocks and bonds, and how does that provide personal economic incentive?
6. What are the characteristics of the various types of market structures and what are examples of each?
7. What market structures are most targeted for government regulation and why?
8. Why is it important to take into consideration the presence of externalities when making production decisions?
9. How does the supply and demand of labor affect the wage rate?
10. What nongovernmental market forces (e.g., labor unions) interfere with the equilibrium wage rate?
11. How and why does the government intervene in the labor market (e.g., minimum wage) and what consequences subsequently develop?

### High School Content Expectations (HSCE)

- 1.1 Individual, Business, and Government Choices
  - 1.1.2 Entrepreneurship
- 1.2 Competitive Markets
  - 1.2.1 Business Structure
  - 1.2.2 Price in the Market
- 1.4 Role of Government in the Market
  - 1.4.1 Public Policy and the Market
  - 1.4.4 Functions of Government

Key Concepts		
<ul style="list-style-type: none"> <li>Proprietorship, partnerships, and corporations</li> <li>Stocks and bonds</li> <li>Liability</li> <li>Articles of incorporation</li> <li>Multinational and nonprofit corporations</li> <li>Mergers</li> <li>Franchise</li> <li>Stock exchanges</li> <li>Perfect (pure) competition</li> </ul>	<ul style="list-style-type: none"> <li>Monopolistic competition</li> <li>Pure oligopoly</li> <li>Differentiated oligopoly</li> <li>Monopoly</li> <li>Barriers to market</li> <li>Economic profit</li> <li>Natural monopoly</li> <li>Patent and copyrights</li> <li>Cartel</li> <li>Collusion</li> </ul>	<ul style="list-style-type: none"> <li>Marginal private benefits and costs</li> <li>Marginal social benefits and costs</li> <li>Externalities</li> <li>Wage rate</li> <li>Civilian Labor Force</li> <li>Monopsony</li> <li>Labor unions</li> <li>Collective bargaining</li> <li>Subsidies</li> </ul>
Common Core		
Common Core	Documents	Activities/Resources
RST.11-12.5	"The Stock Market"	Questions, Stock Market Game-Detroit Free Press
Additional Activities		
<ol style="list-style-type: none"> <li>1. Stock Market Tutorials Online</li> <li>2. Video – <i>Tucker</i></li> <li>3. "Who's the Monopolist" Activity</li> <li>4. Minimum Wage Online Activity</li> </ol>		

5. Video – Simpson’s Episode, Externalities
6. Labor Union Simulation
7. Life at Dismal Lake
8. “Working in the System” Activity

## Unit 4: Personal Economics

### Focus Questions

1. What are the five steps of making economic decisions and how do they reflect the presence of scarcity cost, and risk in personal decision making?
2. How does credit (e.g. loans, savings, retirement) function in a market economy and how does it affect action on micro and macroeconomic levels?
3. What are the advantages/disadvantages of credit, debit, and charge cards?
4. What factors help define interest rates? How does interest influence personal financial planning in regards to economic decisions and investment?
5. How can consumers protect themselves from increasing threats such as fraud and identity theft?

### High School Content Expectations (HSCE)

- 4.1 Decision Making
  - 4.1.3 Personal Finance Strategy
  - 4.1.4 Key Components of Personal Finance
  - 4.1.5 Personal Decisions
  - 4.1.6 Risk Management Plan

Key Concepts		
<ul style="list-style-type: none"> <li>• Budget</li> <li>• Credit</li> <li>• Credit Score/Report</li> </ul>	<ul style="list-style-type: none"> <li>• Investment</li> <li>• Portfolios</li> <li>• Interest</li> </ul>	<ul style="list-style-type: none"> <li>• Credit Fraud</li> <li>• Identity Theft</li> <li>• Depreciation</li> </ul>
Common Core		
Common Core	Documents	Activities
Additional Activities		
<ol style="list-style-type: none"> <li>1. Consumer 101 Activity</li> <li>2. <i>Maxed Out</i> - documentary</li> <li>3. <i>Careful with Credit</i> – video</li> <li>4. <i>Investment Scams: What Con Artists Don't Want You to Know</i> - video</li> </ol>		

## Unit 5: Macroeconomic Indicators

### Focus Questions

1. How are economic indicators used to measure our economic growth?
2. What are the drawbacks of using GDP to measure the economy?
3. How does money flow through the economy? How does the government alter this flow?
4. What characteristics most likely affect whether a person in the United States will live in poverty? What public policies are in place to combat poverty, and why are they controversial?
5. How do we calculate unemployment rates in the economy? What various types of unemployment do we experience, and how do they differ?
6. What is inflation? What are the different types of inflation, what are the ramifications, and how does the government try to control it?
7. How does the economy move in a cycle, and how can you recognize this on a graph?

### High School Content Expectations (HSCE)

#### 2.1 Understanding National Markets

- 2.1.1 Income
- 2.1.2 Circular Flow and the National Economy
- 2.1.4 Money Supply, Inflation, and Recession
- 2.1.5 Gross Domestic Product (GDP) and Economic Growth
- 2.1.6 Unemployment
- 2.1.7 Economic Indicators
- 2.1.8 Relationship Between Expenditures and Revenue (Circular Flow)

#### 2.2 Role of Government in the American Economy

- 2.2.1 Federal Government and Macroeconomic Goals
- 2.2.2 Macroeconomic Policy Alternatives

Key Concepts		
<ul style="list-style-type: none"> <li>Factors of Production</li> <li>Land, labor, capital, entrepreneurship</li> <li>Wages, rent, profit, interest (payments for factors of production)</li> <li>Product market</li> <li>Factor Market</li> <li>Capital Resources</li> <li>Natural Resources</li> <li>Human Resources</li> </ul>	<ul style="list-style-type: none"> <li>Aggregate Demand and Supply</li> <li>Macroeconomic equilibrium</li> <li>Gross Domestic Product</li> <li>Per capita GDP</li> <li>Constant dollar (real) GDP</li> <li>Distribution of income</li> <li>Poverty</li> <li>Unemployment rate</li> <li>Civilian labor force</li> </ul>	<ul style="list-style-type: none"> <li>Frictional unemployment</li> <li>Structural unemployment</li> <li>Seasonal unemployment</li> <li>Cyclical unemployment</li> <li>Inflation</li> <li>Consumer price index</li> <li>Deflation</li> <li>Demand-pull inflation</li> <li>Cost-push inflation</li> </ul>
Common Core		
Common Core	Documents	Activities
RST.11-12.4	“Reteaching Activity: Federal Government Spending”	Read from Chapter 14, Section 3, then complete the handout questions, Economics: Concepts and Choices
Additional Activities		
<ol style="list-style-type: none"> <li>1. The Trial of Ann Flation</li> <li>2. The Econo Game</li> <li>3. Bureau of Labor Statistics Internet Activity</li> <li>4. Ups and Downs Activity</li> </ol>		



## Unit 6: Monetary and Fiscal Policy

### Focus Questions

1. What is the definition of money and what function does it serve?
2. How are interest rates determined? How does interest rate fluctuation affect individual consumers and industries?
3. What are the functions of the Federal Reserve?
4. What is monetary policy? How is it implemented, and what are the implications?
5. From what sources do federal and state governments receive their revenue? How and where is that revenue used by the government regarding major public welfare programs and services?
6. What is fiscal policy? What are the tools used to implement fiscal policy, and what are the implications of doing so?
7. How does fiscal policy compare to monetary policy in regards to incentives, implementation, and effect? Which is more effective?
8. What is the effect of a national debt on the economy?

### High School Content Expectations (HSCE)

- 2.2 Role of Government in the American Economy
  - 2.2.5 Government Revenue and Services
  
- 1.4 Role of Government in the Market
  - 1.4.4 Functions of Government
  - 1.4.5 Economic Incentives and Government
  
- 2.1 Understanding National Markets
  - 2.1.3 Financial Institutions and Money Supply
  
- 2.2 Role of Government in the American Economy
  - 2.2.3 Fiscal Policy and its Consequences
    - 2.2.4 Federal Reserve and Monetary Policy

Key Concepts		
<ul style="list-style-type: none"> <li>Federal Deposit Insurance Corporation</li> <li>Federal Reserve (Fed)</li> <li>Discount rate</li> <li>Loose (expansionary) monetary policy</li> <li>Tight (Contractionary) monetary policy</li> <li>Open market operations</li> <li>Reserve ratio</li> <li>Reserve requirement</li> <li>Expansionary fiscal policy</li> <li>Restrictive fiscal policy</li> </ul>	<ul style="list-style-type: none"> <li>Progressive tax</li> <li>Regressive tax</li> <li>Proportional tax</li> <li>Benefit principle of taxation</li> <li>Ability to pay principle of taxation</li> <li>Direct tax</li> <li>Indirect tax</li> <li>Excise tax</li> <li>Income tax</li> </ul>	<ul style="list-style-type: none"> <li>National debt</li> <li>Budget deficit</li> <li>Recession</li> <li>Depression</li> <li>Business cycle</li> <li>Crowding out</li> <li>Consumer goods</li> <li>Capital goods</li> <li>Production possibilities model</li> </ul>
Common Core		
Common Core	Documents	Activities/Resources
RST.11-12.2	“The Federal Reserve System & Monetary Policy”	Questions-Capstone: NCEE Handout 5-4-3
RST.11-12.7 RST.11-12.9	“The President’s Dilemma”	Project - students presented with economic problem that has to be solved / Interact, Buck Institute for Education
RST.11-12.8	“Something D-O-O Econ”	Webquest-Washington Post.com

## Additional Activities

1. Federal Reserve 101 Tutorial Online Activity
2. US Budget Review Online Activity
3. Doughnut Sale Simulation
4. What is Money? Activity
5. What is a Fair Tax? Activity

## Unit 7: Global Economics

### Focus Questions

1. How has the concept of globalization (e.g., technology, communication, resources, outsourcing) changed the manner in which countries trade and interact?
2. What are the arguments both for and against free trade? How has this new discussion shown a change in international trade policies and actions?
3. What is the concept of comparative and absolute advantage and how does this explain why nations trade?
4. How is currency exchanged between countries? How does this fluctuation affect travelers, investors, and consumers?
5. How do the domestic financial decisions of individual countries affect international trade?
6. What are the three major trade agreements currently in force regarding the United States? What are the controversies surrounding these agreements?
7. What are the characteristics of a Less Developed Country? What barriers to economic growth do they face?
8. What correlations exist between GDP, standard of living, location, and developed economies as opposed to lesser developed or developing economies?
9. What Intergovernmental Organizations (IGO's) and international trade agreements affect global trade patterns and development of industrializing nations?
10. Should the United States provide foreign aid to LDCs? What types of aid are available, and what are the advantages and disadvantages of these?

### High School Content Expectations (HSCE)

- 2.1 Understanding National Markets
  - 2.1.9 American Economy in the World
- 3.1 Economic Systems
  - 3.1.2 Developing Nations
  - 3.1.3 International Organizations and the World Economy
  - 3.1.4 GDP and Standard of Living
  - 3.1.6 Impact of Transitional Economies
- 3.2 Economic Interdependence – Trade
  - 3.2.1 Absolute and Comparative Advantage
  - 3.2.2 Domestic Activity and World Trade
  - 3.2.3 Exchange Rates and World Trade
  - 3.2.4 Monetary Policy and International Trade
  - 3.2.5 The Global Economy and the Marketplace

Key Concepts		
<ul style="list-style-type: none"> <li>Imports</li> <li>Exports</li> <li>Comparative advantage</li> <li>Absolute advantage</li> <li>Tariff</li> <li>Quota</li> <li>Interdependence</li> </ul>	<ul style="list-style-type: none"> <li>Protectionism</li> <li>Infant industry</li> <li>Gold standard</li> <li>Bretton Woods Agreement</li> <li>Trade deficit</li> <li>Trade surplus</li> <li>IMF</li> </ul>	<ul style="list-style-type: none"> <li>Flexible exchange rate</li> <li>Balance of trade</li> <li>Subsistence economy</li> <li>LDC</li> <li>Population density</li> <li>Dual economy</li> <li>WTO</li> </ul>
Common Core		
Common Core	Documents	Activities/Resources
RST.11-12.10	“North/South Business”	Reading Questions-International Relations textbook, Chapter 13

## Additional Activities

1. Global Trade Balance Online Activity
2. Should You Locate Here? Activity
3. Gang of 15 Activity
4. *The Global Economy* video

# CIVICS AND GOVERNMENT

## Unit 1: Political and Economic Theory

### Focus Questions

1. How did governments and nations originate?
2. What are the different types of government?
3. What concepts define a democracy?
4. What are the roles of the citizen in American Democracy?

### High School Content Expectations (HSCE)

- 1.1 Nature of Civic Life, Politics, and Government
  - 1.1.1 Roles citizens play
  - 1.1.2 Concepts of “power,” “legitimacy,” “authority,” and “sovereignty”
- 1.2 Alternative Forms of Government
  - 1.2.1 Forms of governmental structures including, anarchy, monarchy, military, etc.
  - 1.2.3 Similarities and differences in systems of government
- 2.1 Origins of American Constitutional Government
- 2.2 Foundational Values and Constitutional Principles of American Government
- 5.1 The Meaning of Citizenship in the United States of America
- 5.5 Dispositions of Citizenship
- 6.2 Participating in Civic Life
  - 6.2.1 Relationship between politics and individual and public goals

### Cross Cultural Competencies (CCC)

- IV. *Prejudice and Discrimination*: TLW be able to analyze examples of culturally-based privilege, power, and discrimination and to explain the negative effects of this on individuals and our society.

Key Concepts		
<ul style="list-style-type: none"> <li>State</li> <li>Force Theory</li> <li>Confederacy</li> <li>Dictatorship</li> <li>Democracy</li> <li>Republic</li> <li>Anarchy</li> <li>Capitalism</li> <li>Socialism</li> </ul>	<ul style="list-style-type: none"> <li>Communism</li> <li>Mixed Economy</li> <li>Laissez Faire</li> <li>Presidential Government</li> <li>Parliamentary Government</li> <li>Divine Right Theory</li> <li>Social Contract Theory</li> <li>Unitary Government</li> <li>Federal Government</li> </ul>	<ul style="list-style-type: none"> <li>Citizenship</li> <li>Origins of the state</li> <li>Forms of Government</li> <li>Basic Concepts of Democracy</li> <li>Equality</li> <li>Majority Rule and Minority Rights</li> <li>Economic Theories</li> <li>Communist Theory</li> </ul>
Activities		
<ol style="list-style-type: none"> <li>1. Essay on the definition of government and the necessity of government.</li> <li>2. Read John Locke’s <i>Second Treatise’s on Civil Government</i> and analyze his contributions to the formation of the U.S. system of government.</li> <li>3. Create a chart comparing different types of government.</li> <li>4. Read excerpts from <i>The Communist Manifesto</i> and examine the ideological foundations of the communist system and its influence in the revolutions in Russia, China, and Cuba.</li> <li>5. Debate the advantages and disadvantages of a federal system.</li> </ol>		

## Unit 2: The Constitution

### Focus Questions

1. How are the basic principles of the democratic government demonstrated in the articles and amendments of the Constitution?
2. Examine how the amendment process reflects the practical application of democratic ideals.
3. What are the informal amendments and when are they used?
4. Analyze the division of powers and how it protects the ideas of federalism.

### High School Content Expectations (HSCE)

- 3.1 Structure, Functions, and Enumerated Powers of National Government
  - 3.1.7 Enumerated power of federal government; reserved power of state government
- 3.2 Powers and Limits on Powers
- 3.3 Structure and Functions of State and Local Governments

### Cross Cultural Competencies (CCC)

- V. TLW participate in diversity-focused activities designed for their own learning and for increasing social justice.

Key Concepts	
<ul style="list-style-type: none"> <li>• Popular Sovereignty</li> <li>• Limited Government</li> <li>• Separation of Powers</li> <li>• Checks and Balances</li> <li>• Three Branches</li> <li>• Judicial Review</li> <li>• Federalism</li> <li>• Bill of Rights</li> <li>• Basic Legislation</li> <li>• Executive Action</li> <li>• Court Decision</li> <li>• Customs</li> <li>• Delegated Powers</li> <li>• Expressed Powers</li> <li>• Inherent Powers</li> </ul>	<ul style="list-style-type: none"> <li>• Powers Denied – National and State</li> <li>• Reserved Powers</li> <li>• Exclusive Powers</li> <li>• Concurrent Powers</li> <li>• <i>McCulloch v. Maryland</i></li> <li>• Revenue Sharing</li> <li>• Block Grants</li> <li>• Methods of Amending the Constitution</li> <li>• Basic Principles of the Constitution</li> <li>• Formal Amendments</li> <li>• Informal Amendments</li> <li>• Powers of the National Government</li> <li>• Powers of the State Government</li> <li>• National government’s obligation to the states</li> </ul>
Activities	
<ol style="list-style-type: none"> <li>1. Create a constitution for a city, school, classroom, or any organized body.</li> <li>2. Read the Declaration of Independence and “sell” the concept to the colonists in a TV commercial, bumper sticker, and billboard advertisement</li> <li>3. Research the Minimum Drinking Age Act of 1984.</li> <li>4. Using current newspapers and news magazines find and analyze examples of the various constitutional powers for each branch of government.</li> </ol>	

## Unit 3: Civil Liberties

### Focus Questions

1. Examine the definition of Civil Rights.
2. How have the clauses of the First Amendment been expanded or restricted through Supreme Court decisions?
3. Have Civil Rights developed and what cases, laws, and amendments have strengthened these ideals?
4. How do amendments protect the rights of persons accused of a crime?

### High School Content Expectations (HSCE)

- 3.4 System of Law and Laws
  - 3.4.4 Considerations and criteria to deny, limit, or extend protection of individual rights
  - 3.4.5 Levels, responsibilities, and relationships of federal and state courts
- 5.2 Becoming a Citizen
- 5.3 Rights of Citizenship
- 5.4 Responsibilities of Citizenship
- 5.5 Dispositions of Citizenship
- 6.1 Civic Inquiry and Public Disclosure

### Cross Cultural Competencies (CCC)

- I. *Knowledge of one’s own culture:* TLW demonstrate knowledge of one’s own culture, focusing on the role of this in a global society.
- IV. *Prejudice and Discrimination:* TLW be able to analyze examples of culturally-based privilege, power, and discrimination and to explain the negative effects of this on individuals and our society.
- V. *Conflict Resolution:* TLW take appropriate actions to stop discrimination against those from other cultural groups.
- VI. TLW participate in diversity-focused activities designed for their own learning and for increasing social justice.

Key Concepts		
<ul style="list-style-type: none"> <li>• Absolute</li> <li>• 14<sup>th</sup> Amendment</li> <li>• Due Process Clause</li> <li>• First Amendment</li> <li>• Separation of Church and State</li> <li>• Excessive Entanglement</li> <li>• Libel</li> <li>• Slander</li> <li>• Obscenity</li> <li>• “Shield Laws”</li> <li>• Symbolic Speech</li> <li>• Radio and Television</li> <li>• Sedition</li> </ul>	<ul style="list-style-type: none"> <li>• Assembly and Petition</li> <li>• Procedural Due Process</li> <li>• Substantive Due Process</li> <li>• Police Power</li> <li>• Second Amendment</li> <li>• Third Amendment</li> <li>• Fourth Amendment</li> <li>• Exclusionary Rule</li> <li>• Habeas Corpus</li> <li>• Ex Post Facto Law</li> <li>• 5<sup>th</sup> Amendment</li> <li>• Double Jeopardy</li> <li>• Grand Jury</li> </ul>	<ul style="list-style-type: none"> <li>• 6<sup>th</sup> Amendment</li> <li>• Miranda Rule</li> <li>• 8<sup>th</sup> Amendment</li> <li>• Capital Punishment</li> <li>• <i>Barrow v. Barrow</i></li> <li>• Incorporation Doctrine</li> <li>• <i>Bollinger v. University of Michigan</i></li> <li>• Controversy of defining Civil Rights</li> <li>• Importance and various interpretations of the 1<sup>st</sup> Amendment</li> <li>• Rights of persons accused of a crime</li> </ul>
Activities		
<ol style="list-style-type: none"> <li>1. Research the “Bakke” case and examine the issues concerning reverse discrimination.</li> <li>2. Read the <i>Miranda v. Arizona</i> case and analyze the ideas behind the expansion of the 5<sup>th</sup> and 6<sup>th</sup> Amendments.</li> <li>3. Studying selected Supreme Court cases, students in groups will assess hypothetical cases dealing with the same principals.</li> <li>4. Defend or criticize the “flag-burning” symbolic speech case.</li> <li>5. Interview a reporter about the importance of the 1<sup>st</sup> Amendment.</li> </ol>		

## Unit 4: Elections and Politics

### Focus Questions

1. How and why does the United States have a two party system?
2. What role do third parties have in the political process?
3. Examine the influences on voters in elections.
4. How does the electoral process function?
5. What is the role of public opinion and pressure groups in a democracy?
6. What are the responsibilities of citizens?
7. How can citizens take part in civil life?

### High School Content Expectations (HSCE)

- 3.5 Other Actors in the Policy Process
- 5.4 Responsibilities
- 6.2 Participating in Civic Life

### Cross Cultural Competencies (CCC)

- I. *Knowledge of one's own culture:* TLW demonstrate knowledge of one's own culture, focusing on the role of this in a global society.
- II. TLW explain specific elements of culture and discuss human similarities and differences across cultural groups using these elements.
- III. *Contributions:* TLW identify and explain prominent examples of different cultural groups to historical and contemporary human society.
- IV. *Prejudice and Discrimination:* TLW be able to analyze examples of culturally-based privilege, power, and discrimination and to explain the negative effects of this on individuals and our society.

### Key Concepts

<ul style="list-style-type: none"> <li>• Major parties</li> <li>• Plurality</li> <li>• Minor parties</li> <li>• Ideological parties</li> <li>• Single-issue parties</li> <li>• Economic protest parties</li> <li>• Splinter parties</li> <li>• National Convention</li> <li>• National Committees</li> <li>• Suffrage</li> <li>• Qualifications to vote</li> <li>• Civil Rights Act of 1964</li> <li>• Voting Rights Act of 1975</li> <li>• "Cannot voters"</li> <li>• Political Socialization</li> </ul>	<ul style="list-style-type: none"> <li>• Sociological factors</li> <li>• Psychological factors</li> <li>• Closed Primary</li> <li>• Open Primary</li> <li>• Coattail effect</li> <li>• PACs</li> <li>• Campaign finance</li> <li>• Campaign reform</li> <li>• Public Opinion</li> <li>• Mass Media</li> <li>• Mandate</li> <li>• Pressure Groups</li> <li>• Straw vote</li> <li>• Polling</li> <li>• Propaganda</li> </ul>	<ul style="list-style-type: none"> <li>• Public interest groups</li> <li>• Lobbying</li> <li>• Functions of parties</li> <li>• Evolution of the two-party system</li> <li>• How a political party is organized</li> <li>• Issue of nonvoting</li> <li>• Voting behavior</li> <li>• Nominating process</li> <li>• Types of ballots</li> <li>• Role of money in elections</li> <li>• Types and role of special interest groups</li> <li>• McCain-Feingold Act of 2002</li> <li>• Public Policy</li> </ul>
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### Activities

1. Research the Republican and Democratic parties on the issues affecting Americans today.
2. Develop a position on a problem or political issue and write a letter to the editorial page of the Grand Rapids Press.
3. Research and evaluate the amount of money and the role of money in the presidential campaigns of 2000, 2004, and 2006.
4. In an election year, follow the campaign of a local, state, or national official and explain what made the candidate successful or unsuccessful.



## Unit 5: Congress

### Focus Questions

1. How is the U. S. Congress organized?
2. Examine the importance of the committee system in how legislation is passed.
3. How powerful is Congress?

### High School Content Expectations (HSCE)

- 3.1 Structure, Functions, and Enumerated Powers of the National Government
  - 3.1.1 Article I of the Constitution
  - 3.1.5 Tensions between the three branches of government
  - 3.1.6 Major sources of revenue for the national government, including constitutional provisions for taxes

### Cross Cultural Competencies (CCC)

- I. *Knowledge of one's own culture:* TLW demonstrate knowledge of one's own culture, focusing on the role of this in a global society.
- II. TLW explain specific elements of culture and discuss human similarities and differences across cultural groups using these elements.
- IV. *Prejudice and Discrimination:* TLW be able to analyze examples of culturally-based privilege, power, and discrimination and to explain the negative effects of this on individuals and our society.

### Key Concepts

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Bicameral</li><li>• Term – House and Senate</li><li>• Special Session</li><li>• Gerrymandering</li><li>• 17<sup>th</sup> Amendment</li><li>• Constituents</li><li>• Responsibilities</li><li>• Speaker of the House</li><li>• President Pro Tempore</li><li>• Majority and Minority Leaders</li><li>• Majority and Minority Whips</li><li>• Party Caucus</li><li>• Seniority Rule</li></ul> | <ul style="list-style-type: none"><li>• Committees: standing, rules, select, conference, subcommittee</li><li>• Bills: public, private, joint resolution</li><li>• Quorum</li><li>• Filibuster</li><li>• Cloture Rule</li><li>• Expressed Powers: Article I, Sec. 8. Clause 18</li><li>• Implied Powers</li><li>• Non-legislative Powers</li><li>• Congressional terms, apportionment, qualification</li><li>• Powers of positions in Congress</li><li>• Types of Bills</li><li>• Powers of Congress</li></ul> |
|---|--|

### Activities

1. Create a chart comparing the requirements and duties of both houses of Congress.
2. Recreate a mock Congressional session with writing Bills, debating in committee and the House or Senate, and the passage or defeat of the Bill.
3. Draw a series of maps, using the latest census information, on the process of apportionment and the effects of gerrymandering.
4. Locate news articles concerning members of Congress and evaluate the job they are doing.

## Unit 6: The Presidency

### Focus Questions

1. What are the roles of the president?
2. How is a president elected?
3. Examine the pros and cons of the Electoral College.
4. How are a president's powers defined and restricted by the Constitution, Congress, the courts, public opinion, and international pressures?

### High School Content Expectations (HSCE)

- 3.1 Structure, Functions, and Enumerated Powers of the National Government
  - 3.1.2 Article II of the Constitution
  - 3.1.4 Role of independent regulatory agencies in the federal bureaucracy
- 6.1 Civic Inquiry and Public Discourse

### Cross Cultural Competencies (CCC)

- I. *Knowledge of one's own culture*: TLW demonstrate knowledge of one's own culture, focusing on the role of this in a global society.
- IV. *Prejudice and Discrimination*: TLW be able to analyze examples of culturally-based privilege, power, and discrimination and to explain the negative effects of this on individuals and our society.

Key Concepts	
<ul style="list-style-type: none"> <li>Qualifications</li> <li>Terms</li> <li>Compensation</li> <li>Jobs of the Vice President</li> <li>25<sup>th</sup> Amendment</li> <li>Electoral College</li> <li>12<sup>th</sup> Amendment</li> <li>Convention process</li> <li>Sessions of the Convention</li> <li>Executive office</li> <li>OMB</li> <li>NSC</li> <li>National Drug Control Policy</li> </ul>	<ul style="list-style-type: none"> <li>The Cabinet</li> <li>Ordinance Power</li> <li>Executive Power</li> <li>Removal Power</li> <li>Treaty Power</li> <li>Executive Agreements</li> <li>War Powers</li> <li>Veto Powers</li> <li>Judicial Powers</li> <li>Defects/proposed reforms of the Electoral College</li> <li>Roles of the president</li> <li>The role of the Cabinet</li> <li>Analysis of presidential power</li> </ul>
Activities	
<ul style="list-style-type: none"> <li>Essay on how the Electoral College works and its relationship to the popular vote.</li> <li>Locate and analyze newspaper articles describing the roles of the president.</li> <li>Create a chart listing the executive departments, the head of each department, and the principal duties of the department.</li> <li>Create the “perfect” presidential candidate and campaign including a convention acceptance speech, strategy to win, advertising campaign with commercials, Vice Presidential nominee, and election results.</li> </ul>	

## Unit 7: The Judiciary

### Focus Questions

1. Examine the role and importance of the Judiciary in a democracy.
2. What power does the Supreme Court have?
3. What are the differences between activist jurists and passive jurists and how important is that difference in the influence of the court on public policy?

### High School Content Expectations (HSCE)

3.1.3 Article III of the Constitution

### Cross Cultural Competencies (CCC)

- I. *Knowledge of one's own culture:* TLW demonstrate knowledge of one's own culture, focusing on the role of this in a global society.

### Key Concepts

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• Judiciary</li><li>• Jurisdiction</li><li>• District Courts</li><li>• The Court of Appeals</li><li>• Supreme Court</li><li>• Judicial Review</li><li>• <i>Marbury v. Madison</i></li></ul> | <ul style="list-style-type: none"><li>• <i>The Federalist, Number 51</i></li><li>• Types of Federal Courts</li><li>• Types of special courts</li><li>• Selection of judges</li><li>• Majority Opinion</li><li>• Dissenting Opinion</li><li>• Concurring Opinion</li></ul> |
|---|---|

### Activities

1. Diagram and explain the Federal Court System and paths to the Supreme Court.
2. Research a current Supreme Court Justice and examine his or her decisions in at least three cases.
3. Participate in a mock trial.
4. Visit the closest Federal Court to observe the court system in action.

## Unit 8: State and Local Governments

### Focus Questions

1. How important are state and local governments in the daily lives of most Americans?
2. Examine the different types of local governments.
3. What impact would change in state and local governments have in your geographic area?
4. Are all politics “local?”

### High School Content Expectations (HSCE)

- 3.3 Structure and Functions of State and Local Governments  
 6.2 Participating in Civic Life

### Cross Cultural Competencies (CCC)

- I. *Knowledge of one’s own culture:* TLW demonstrate knowledge of one’s own culture, focusing on the role of this in a global society.
- II. TLW explain specific elements of culture and discuss human similarities and differences across cultural groups using these elements.
- III. *Contributions:* TLW identify and explain prominent examples of different cultural groups to historical and contemporary human society.

Key Concepts	
<ul style="list-style-type: none"> <li>Referendum</li> <li>Justice of the Peace</li> <li>Misdemeanor</li> <li>Bench Trial</li> <li>Mayor-council government</li> <li>County Manager Plan</li> <li>Common Law</li> <li>Precedent</li> <li>Injunction</li> </ul>	<ul style="list-style-type: none"> <li>Recall</li> <li>Pardon</li> <li>Parole</li> <li>Charter</li> <li>Mayor</li> <li>Zoning</li> <li>The history of relevance of state constitutions</li> <li>The organization, power, and structure of state legislatures</li> <li>The roles and powers of the governor</li> </ul>
Activities	
<ol style="list-style-type: none"> <li>1. Create lists of the services provided by state, county, and local governments.</li> <li>2. Attend and report on a local governmental meeting. For example, a school board meeting, city council, or library board.</li> <li>3. Interview a person working for the Governor and examine the role of the chief executive in the state of Michigan.</li> <li>4. Research a local issue and examine how it is resolved through the mechanisms of local government.</li> </ol>	

## Unit 9: World Governments

### Focus Questions

1. What are the different types of governments in the world?
2. How are governments similar or different to the U. S.?
3. What effect will the varying governments have on U. S. foreign policy?

### High School Content Expectations (HSCE)

### Cross Cultural Competencies (CCC)

- II. TLW explain specific elements of culture and discuss human similarities and differences across cultural groups using these elements.
- III. *Contributions*: TLW identify and explain prominent examples of different cultural groups to historical and contemporary human society.
- IV. *Prejudice and Discrimination*: TLW be able to analyze examples of culturally-based privilege, power, and discrimination and to explain the negative effects of this on individuals and our society.
- V. *Conflict Resolution*: TLW take appropriate actions to stop discrimination against those from other cultural groups.
- VI. TLW participate in diversity-focused activities designed for their own learning and for increasing social justice.

### Key Concepts

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• Great Britain</li><li>• Unwritten Constitution</li><li>• Monarchy</li><li>• Parliament</li><li>• MP</li><li>• France</li><li>• National Assembly</li><li>• PM</li><li>• President</li><li>• Japan</li></ul> | <ul style="list-style-type: none"><li>• Constitution</li><li>• National Diet</li><li>• JCP</li><li>• U.S.S.R.</li><li>• History</li><li>• Soviet Constitution</li><li>• Politburo</li><li>• Supreme Soviet</li><li>• Different types of governments</li><li>• Strengths and weaknesses of the different governments</li></ul> |
|---|---|

### Activities

1. Research a country with a political system unlike the United States and examine the pros and cons of each system.
2. Write a speech to try and gather support for a Communist Revolution.
3. Locate and analyze articles about different world governments.

## Unit 10: Civil Rights

### Focus Questions

1. Examine the history of race from slavery to the 1950s.
2. What were the most significant events which impacted the Civil Rights movement?
3. What court cases demonstrated the progress of Civil Rights for all citizens?
4. How were women, Hispanic American and Native Americans influenced by their own struggles in the Civil Rights movement?

### High School Content Expectations (HSCE)

- 3.4 System of Law and Laws
  - 3.4.2 What can happen in the absence or breakdown of the rule of law
  - 3.4.3 Meaning and importance of equal protection of the law

### Cross Cultural Competencies (CCC)

- I. *Knowledge of one's own culture:* TLW demonstrate knowledge of one's own culture, focusing on the role of this in a global society.
- II. TLW explain specific elements of culture and discuss human similarities and differences across cultural groups using these elements.
- III. *Contributions:* TLW identify and explain prominent examples of different cultural groups to historical and contemporary human society.
- IV. *Prejudice and Discrimination:* TLW be able to analyze examples of culturally-based privilege, power, and discrimination and to explain the negative effects of this on individuals and our society.
- V. *Conflict Resolution:* TLW take appropriate actions to stop discrimination against those from other cultural groups.
- VI. TLW participate in diversity-focused activities designed for their own learning and increasing social justice.

Key Concepts		
<ul style="list-style-type: none"> <li>• 13<sup>th</sup> Amendment</li> <li>• 14<sup>th</sup> Amendment                             <ul style="list-style-type: none"> <li>- Equal Protection Clause</li> </ul> </li> <li>• 15<sup>th</sup> Amendment                             <ul style="list-style-type: none"> <li>- poll tax (24<sup>th</sup> Amendment)</li> <li>- white primary</li> <li>- literacy test</li> <li>- grandfather clause</li> <li>- intimidation/violence</li> </ul> </li> <li>• <i>Plessy v. Ferguson</i></li> <li>• <i>Brown v. Topeka Board of Education</i></li> <li>• Native Americans                             <ul style="list-style-type: none"> <li>- Title II</li> <li>- AIM</li> <li>- NARF</li> </ul> </li> <li>• Hispanic Americans                             <ul style="list-style-type: none"> <li>- MALDEF</li> </ul> </li> <li>• Asian Americans                             <ul style="list-style-type: none"> <li>- <i>Korematsu v. U.S.</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Women                             <ul style="list-style-type: none"> <li>- <i>Reed v. Reed</i></li> <li>- Seneca Falls</li> </ul> </li> <li>• 19<sup>th</sup> Amendment                             <ul style="list-style-type: none"> <li>- <i>Craig v. Boren</i></li> </ul> </li> <li>• ERA                             <ul style="list-style-type: none"> <li>- Title IX of Education Act of 1972</li> </ul> </li> <li>• NOW                             <ul style="list-style-type: none"> <li>- Comparable Worth</li> </ul> </li> <li>• EEOC                             <ul style="list-style-type: none"> <li>- Sexual Harassment</li> </ul> </li> <li>• ADA</li> <li>• de jure and de facto segregation</li> <li>• Equal Pay Act of 1963</li> <li>• Civil Rights Act of 1964                             <ul style="list-style-type: none"> <li>- Title VII</li> </ul> </li> <li>• Voting Rights Act of 1965</li> <li>• Open Housing Act of 1968</li> <li>• Race Riots: 1965, 1967, 1992, 2000</li> </ul>	<ul style="list-style-type: none"> <li>• Slavery</li> <li>• Dred Scott Decision</li> <li>• Jim Crow</li> <li>• Lynchings</li> <li>• Affirmative Action</li> <li>• Bakke case</li> <li>• Weber case</li> <li>• OJ Simpson case</li> <li>• Heterogeneous</li> <li>• Segregation</li> <li>• Reverse Discrimination</li> <li>• “Mommy Track”</li> <li>• Adarand case</li> <li>• Rational Basis Test</li> <li>• Strict Scrutiny Test</li> <li>• Proposition 209</li> <li>• Citizenship</li> <li>• Naturalization</li> <li>• Immigration</li> </ul>
Activities		
<ol style="list-style-type: none"> <li>1. Debate on the pros and cons of Affirmative Action.</li> <li>2. Watch the episode on the Northern Busing Controversy from the series, <u><a href="#">Eyes on the Prize</a></u></li> <li>3. Timeline of major Civil Rights events.</li> </ol>		

## Unit 11: Foreign Policy and National Security

### Focus Questions

1. What is the role of the Congress in foreign policy?
2. What are the roles and powers of the President in creating foreign policy?
3. How do the various agencies, NGOs and government, affect foreign policy and national security issues?

### High School Content Expectations (HSCE)

- 4.1 Formation and Implementation of U.S. Foreign Policy
- 4.2 U.S. Role in International Institutions and Affairs

Key Concepts	
<ul style="list-style-type: none"> <li>• Foreign Affairs</li> <li>• Isolationism</li> <li>• Internationalism</li> <li>• Foreign Policy</li> <li>• State Department</li> <li>• President's roles</li> <li>• Congress' roles</li> <li>• State Department                             <ul style="list-style-type: none"> <li>- organization</li> </ul> </li> <li>• Right of Legation</li> <li>• Ambassadors                             <ul style="list-style-type: none"> <li>- appointments</li> <li>- roles</li> <li>- diplomatic immunity</li> </ul> </li> <li>• Special Diplomats                             <ul style="list-style-type: none"> <li>- passport</li> <li>- visa</li> </ul> </li> <li>• Defense Department                             <ul style="list-style-type: none"> <li>- jobs</li> <li>- Joint Chiefs of Staff</li> </ul> </li> <li>• Military Departments</li> <li>• CIA</li> <li>• Homeland Security</li> <li>• NASA</li> <li>• Selective Service</li> </ul>	<ul style="list-style-type: none"> <li>• Policy Overview                             <ul style="list-style-type: none"> <li>- George Washington</li> <li>- Monroe Doctrine</li> <li>- Expansionism</li> <li>- World Power</li> <li>- Good Neighbor Policy</li> <li>- Open Door to China</li> <li>- WWI</li> <li>- WWII</li> <li>- Collective Security</li> <li>- Deterrence</li> <li>- Cold War</li> <li>- Truman Doctrine</li> <li>- Cuban Missile Crisis</li> <li>- Korean War</li> <li>- Vietnam</li> <li>- Détente</li> <li>- End of the Cold War</li> <li>- Persian Gulf War</li> <li>- 9/11</li> <li>- Iraqi War</li> </ul> </li> <li>• Regional Security Alliances                             <ul style="list-style-type: none"> <li>- NATO</li> </ul> </li> <li>• Middle East</li> <li>• The United Nations</li> </ul>
Activities	
<ol style="list-style-type: none"> <li>1. National Security Council simulation.</li> <li>2. Research essay on a current foreign policy topic.</li> <li>3. Create a timeline of the significant foreign policy events from the Cold War to the present.</li> </ol>	

# ADVANCED PLACEMENT WORLD HISTORY

## Unit 1: Ancient and Classical Periods (8000 BCE - 600CE)

### Focus Questions

1. What are the characteristics that distinguish this time period from the others?
2. What function does a belief system hold in a society?
3. What are the definition and factors of a “civilization?”
4. How/why has agriculture important to the development of civilization?
5. List the accomplishment of each civilization and explain how those accomplishments differentiate the various civilizations.
6. How did political rulers gain and justify authority?
7. How do the artistic, literary, scientific, and intellectual accomplishments of these civilizations compare?
8. What role does geography play in the formation, rise, and fall of these civilizations?

### Activities

1. Discuss the issues involved in using “civilization” as an organizing principle in world history?
2. Using China, India, Egypt and Mesopotamia, evaluate the relative importance of: Physical Geography; Demand for and available supply of specific resources; and Centralized political power.
3. Stage a debate among Confucian, Daoist, and Legalist supporters: Which philosophy would end the Era of Warring States?
4. Analyze the relationship between the growth of international trade and the spread of Christianity and Buddhism in the 3<sup>rd</sup>-6<sup>th</sup> centuries C.E.
5. Using jigsaw cooperative groups, examine the extent of trade, diplomacy, and intellectual exchanges among Roman, Mauryan/Gupta, and Han empires.



## Unit 2: Post-Classical Period 600 – 1450 CE

### Focus Questions

1. What are the divisions of Christendom into eastern and western Christian cultures?
2. Was there a world economic network in this period?
3. Examine the issues involved in using cultural areas rather than states as units of analysis.
4. Explain the impact of the Mongols.
5. What were the social, cultural, economic, and political patterns in the Amerindian world?
6. Explain the role of Dar al-Islam as a unifying cultural and economic force, Islamic caliphate, Islamic contributions to Arts, sciences, and technologies.
7. Examine the impact of the Crusades.
8. Compare European and Japanese feudalism.
9. Were there common patterns in the new opportunities available to and constraints placed on elite women in this period?
10. What were the consequences of plague pandemics in the 14<sup>th</sup> century?
11. Examine the growth and role of cities (e.g., the expansion of urban commercial centers in Song China and in the Aztec Empire.).
12. What was the Tang and Song cultural influence on Eastern Asia?
13. Assess the impact of nomadic migrations on Afro-Eurasia and the Americas (e.g., Aztecs, Mongols, Turks, Vikings, mid Arabs).
14. Describe the migration of agricultural peoples (e.g., Bantu migrations, European peoples to east/central Europe).

### Activities

1. Make an advertisement for one scientific advancement of the Muslims.
2. Write a 1-2 paragraph journal entry about what it is like to be a woman in early Islamic society.
3. Given their technological accomplishments, analyze why Song China *didn't* have an industrial revolution.
4. Compare different historical interpretations of the relative importance of the Mongols, India, and interregional trade in the post-classical era.
5. Evaluate the evidence that Chinese explorer Zheng He was the first explorer to discover the Americas.

## Unit 3: Early Modern Period 1450 – 1750 CE

### Sub Units

1. How did religion's role in society change during this period? (compare Christianity, Islam, Buddhism)
2. What were the Scientific Revolution and the Enlightenment?
3. How did different cultures practice and justify slavery?
4. Examine the slave systems and slave trade.
5. Compare the structural strengths and weaknesses
6. Examine the major empires: Ottoman, China, Portugal, Spain, Russia, France, England, Tokugawa, Mughal, and the characteristics of African empires in general.
7. Compare the global causes and impacts of cultural change.
8. What were the changes and continuities in Confucianism?
9. Assess the major developments and exchanges in the arts.
10. What demographic and environmental changes occurred? (diseases, new crops, population trends)
11. What was the impact of Columbian Exchange?

### Activities

1. Write a set of educational recommendations in accordance with humanist ideals. Who should be educated and what should they learn?
2. Assume the role of a slave on a plantation and explain the ways in which you resist the institution of slavery.
3. Draft a statement to be sent throughout the Mughal Empire listing Akbar's methods for creating harmony among the various groups he ruled.

## Unit 4: Modern Period 1750 – 1914 CE

### Focus Questions

1. What were the changes in patterns of world trade?
2. How did the Industrial Revolution impact world economic patterns?
3. How did European and Asian societies differentiate men's and women's roles in society?
4. Compare the French, U.S., Haitian, and Latin American Revolutions.
5. What are the debates over the nature of women's roles in this period and how do these debates apply to industrialized areas and how do they apply in colonial societies?
6. Examine the rise of democracy and its limitations: reform; women; racism.
7. Explain the patterns of cultural and artistic interactions (compare Tokugawa v. Meiji Japan, Ming/Qing China).
8. Assess the demographic and environmental changes due to Industrial Revolution.

### Activities

1. Compare the French, American, and Haitian Revolutions according to the Crane-Brinton Revolutionary model.
2. Illustrate the impact of the Industrial Revolution on a small village from 1700-1850 C.E.
3. Role-play a "Meeting of the Minds" between western advisors and the leaders of Asian empires during the 19<sup>th</sup> century. (Ottoman, Russia, Mughal, Qing, Tokugawa) What kinds of advice would "the west" give, and how would the Asian empires receive this advice.
4. Debate the political, economic, religious, and military, and practical effects of imperialism before World War I.

## Unit 5: Post-Modern Period 1914 CE - Present

### Focus Questions

1. Assess different proposals for third world economic development and the social and political consequences.
2. Compare the effects of two revolutions (Russian, Chinese, Cuban, Iranian) on the roles of women.
3. Compare the nationalist ideologies and movements in contrasting European and colonial environments.
  - a. Compare the patterns and results of decolonization in Africa and India.
4. Compare the effects of the World Wars on areas outside of Europe.
5. Examine the impact of:
  - World Wars
  - Holocaust
  - Cold War
  - Nuclear weaponry
  - International organizations
6. Is the world growing closer together (culturally, economically, politically) or farther apart?
7. Compare the impacts of Western consumer society on two civilizations outside of Europe.
8. Compare the reactions of different world regions to globalization.

### Activities

1. Role-play representatives from the Middle East, South Asia, and East Asia. Compare and analyze their reaction to the Treaty of Versailles.
2. Analyze the methods and effectiveness of propaganda posters from World War I and World War II.
3. Role-play reporters at Potsdam Conference, asking questions of Truman, Churchill, and Stalin.
4. Compare the effects of the Iranian, Cuban, Russian, and Chinese revolutions on women.
5. Compare the independence/decolonization movement of Africa since 1945 to the American Revolution.
6. Evaluate the role of consumerism and globalization around the world.

# ADVANCED PLACEMENT UNITED STATES HISTORY CURRICULUM

## Unit I: Exploration, Colonization, and Colonial Society

### Focus Questions

1. Examine the various European countries and their motives in exploration and colonization.
2. What role did religion have in the colonies (founding, development, and conflicts)?
3. How did the relationship between the colonists and the Native Americans develop? What were the consequences for each group?
4. Assess the economic philosophy of Mercantilism and examine the British Parliament's attempts to bind the colonies to Great Britain.

### Activities

1. Primary Document Analysis: "First Encounters: The Confrontation between Cortes and Montezuma"
2. Examine why Anne Hutchinson was such a threat? Was it because of the theological view she held; because she was a woman, or because she challenged the political authority of the colonies' leaders?
3. How did the Navigation Acts, which were imperial regulatory measures, become a divisive political issue for the colonies?

## Unit 2: The American Revolution

### Focus Questions

1. How did the American colonies develop a distinct identity apart from the British?
2. How difficult was it for the colonies to put aside their political, geographic, social, and economic differences to form a united body against the British?
3. How was the "unity" of the colonies achieved?
4. Why was rebellion and armed revolution the best solution to the colonies' grievances?

### Activities

1. What are the thirteen arguments of the Americans in the Declaration of the Stamp Act Congress in October, 1765? In what ways are the colonists laying the foundation for independence? In what ways are they demonstrating their loyalty to Great Britain? What would the British object to the most? Why?
2. Would Thomas Paine's Common Sense sway you to support the American Revolution? Cite specific evidence from the chapter.
3. Refute the Declaration of Independence from the British point of view using quotes from the document and evidence from the chapter.
4. Pre-American Revolution Timeline

## Unit 3: The Constitution and Civics

### Focus Questions

1. Why was a new government needed by 1787?
2. Examine the debate over the issue of state versus national power.
3. What issues divided the members of the Constitutional Convention? How do the compromises address these issues?
4. Examine the arguments of the Federalists and the anti-Federalists.
5. What are some of the “mistakes” the new nation made during this time?
6. How does the present U.S. government reflect the ideas of the original “founding fathers?”

### Activities

1. Assess the persuasiveness of “The Federalists” #10. (Address the issues and arguments, *not* the style or tone of the essay.)
2. Questions, *not an essay*:
  - Outline Washington’s “Farewell Address.”
  - Considering the historical events of the 1790s and early 1800s, what were Washington’s most immediate foreign policy concerns?
  - How important were these concerns for the new nation?

## Unit 4: Age of Jefferson, Nationalism, and Economic Expansion

### Focus Questions

1. Examine the beginnings of a unique American cultural identity.
2. What were the causes of the War of 1812?
3. How did the United States expand geographically?
4. How did the Supreme Court define and solidify their position in the national government?

### Activities

1. Outline the Monroe Doctrine.
2. Compare and contrast the issues and ideas of Jefferson’s “First Inaugural Address” and John Marshall’s opinion in *Marbury v. Madison*.
3. “The Clash of Political Philosophies: The Debate over Universal Suffrage in New York” (1821) Outline and questions.

## Unit 5: Age of Jackson, Northern Economic Expansion, and Creating an American Identity

### Focus Questions

1. How did “Jacksonian Democracy” change the American political scene?
2. What were the new political parties of this era?
3. Examine the Nullification Crisis.
4. How was the United States changing regarding immigration, transportation, industrialization, and the family?
5. Examine the new religious and utopian communities.
6. Evaluate the reform movements of this era.

### Activities

1. Writing as a member of Congress in 1828, explain how you would vote either for or against the “Tariff of Abominations.” Cite the “South Carolina Exposition and Protest” at least twice and explain what influenced your decision.
2. Considering the issues of class differences and states’ rights, examine the appeal of Jackson’s “Bank Veto Message” of 1832.
3. Examine and analyze two arguments which support the rights of the Cherokee Nation as proposed in the “Appeal of the Cherokee Nation” (1830)
4. Read *seven* of the documents which describe life in the Lowell Mills during the early 19<sup>th</sup> century. List the positive and negative aspects of working in the factories. Write a report describing *two* of the working conditions, social lives, and the effects of the “system” on the workers of the Lowell Mills. Cite each document in the listing but not in the report

## Unit 6: Territorial Expansion, Decade of Crisis, Slavery, and Sectionalism

### Focus Questions

1. How does the nation adopt the “Manifest Destiny” philosophy? What effect does this have on foreign relations with Mexico and Great Britain?
2. How does economic sectionalism develop during this time?
3. In what ways do slavery and the Abolitionist movement divide the nation?

### Activities

1. Evaluate the influence of Thomas Hart Benton’s “The Destiny of the Race” on the idea/philosophy of “Manifest Destiny” in the 1840s.
2. Discuss the issue of rights as compared in David Walker’s “Appeal to the Colored citizens of the World” and the Dred Scott decision.

## Unit 7: The Civil War, Reconstruction, and the New South

### Focus Questions

1. Why was compromise unattainable to avoid the war?
2. Evaluate the issue of slavery during the war and in the immediate end of the conflict.
3. What were the goals of the Radical Republicans during Reconstruction?
4. Was Reconstruction a success or failure?

### Activities

1. Assess the arguments of the Mississippi Resolution on Secession and cite specific historical events which the documents reference.
2. Examine and evaluate the goals and accomplishments of the Freedmen's Bureau.
3. Compare and contrast W.E.B. DuBois' "Niagara Movement" speech and Booker T. Washington's "Atlanta Exposition Address"
4. Thomas Nast's "Reconstruction" political cartoon analysis

## Unit 8: Industrialization, Labor, and the City

### Focus Questions

1. What factors contributed to the industrialization of the U.S. in the late 19<sup>th</sup> century?
2. In what ways did industrialization affect workers? How did workers respond to their new economic position?
3. Why does immigration increase? What problems are created because of this?
4. What are the responsibilities of the city and state governments to the issues facing the urbanization of America? What are the responsibilities of charities? Society in general? Religious organizations?

### Activities

1. Discuss the similarities in the use of propaganda in "Triumphant Democracy" and "The Jungle."
2. Compare and contrast Andrew Carnegie's "Triumphant Democracy" and Jacob Riis' "How the Other Half Lived."



## Unit 9: Intellectual and Cultural Movements, the Guided Ages, and Progressivism

### Focus Questions

1. What are the different groups and interests which are defined as Progressive?
2. How did each president, Roosevelt, Taft, and Wilson, respond to the demands of the Progressive movement?
3. Examine the ways in which a uniquely “American” culture is forming.

### Activities

1. Outline the Progressive Party Platform of 1912. List the similarities between the goals of the Progressives, Populists, and Labor. List the laws which were enacted which were based on the platform.
2. 19<sup>th</sup> Century Ads analysis

## Unit 10: The New West and Agrarian Discontent

### Focus Questions

1. What are the grievances of the farmers? How effective were they in attempting political, economic, or social solutions to their problems?
2. In what way did the farmers attempt to control their economic lives?
3. Examine the issues regarding the treatment of the Plains Indians.

### Activities

1. Discuss the idea that class interests cut across racial lines in economic and political life as portrayed in “Populism in the South.”
2. Examine the issues in “Chief Joseph’s Story” and explain how they are supported in “A Century of Dishonor.”

## Unit 11: Foreign Policy, Imperialism, and World War I

### Focus Questions

1. What are the arguments of the imperialists and the benefits of an imperialist policy? What are the arguments of the anti-imperialists and disadvantages of pursuing an imperial policy?
2. How did the United States become an imperialist nation?
3. How did World War I begin in Europe? How did the United States get involved in WWI?
4. What were the failures of the Treaty of Versailles?

### Activities

1. Examine and evaluate the expansionist/imperialist arguments presented by Albert Beveridge in “America’s Destiny” and identify historical events which demonstrate his ideas.

## Unit 12: The 1920s

### Focus Questions

1. What are the most dramatic political, social, and economic changes of the 1920s?
2. How did a new culture emerge in the 1920s? How did this new culture “clash” with the more traditional culture? (Examine the role of women; urban v. rural, and industrial v. agricultural.)
3. What ways did groups and people use to deal with the new way of life?

### Activities

1. Immigration restriction became an intense and volatile issue in the 1920s. Considering the historical context of at least one event, examine the main arguments of the article, “The Alien in our Midst,” and explain how it would impact the National Origins Act of 1924 and at least one of the following
  - The rise of the KKK
  - “Red Scare”
  - Sacco and Vanzetti
  - The Scopes Trial.

## Unit 13: Great Depression and New Deal

### Focus Questions

1. How did Hoover and Roosevelt differ on their approaches to the problems created by the Great Depression?
2. How did the New Deal programs attempt to deal with the problems of unemployment? Agricultural prices? The banking crisis? Industry and labor?

### Activities

1. Great Depression Oral History Paper

#### Sources:

- *The Great Depression*, a film
- *What if Our Check Does Not Come?* by Ann Rivington
- *Women on the Breadlines*, by Meridel Lesueur
- Excerpt from *Judgment*, by James T. Farrell
- Anonymous Letter
- *No Help Wanted*, by E.W. Bakke
- *Dear Mrs. Roosevelt*, by C.V.B.
- *The Forgotten Man*
- From *Hard Times*, by Studs Terkel, an interview with Peggy Terry
- *Mr. Patterson*, by Mirra Komarovsky
- *Brother Can You Spare a Dime?* by E.Y. Harburg
- *Pretty Boy Floyd*, by Woody Guthrie
- *Hard Times: An Oral History of the Great Depression*, by Kitty McCulloch
- *People Will Turn Out All Right if you Give Them a Chance*, by John Dos Passos
- *Do You Long for the Old Days?* by Wanda Ponshair

2. **Assignment:** Using the film and at least *six* of the previous sources, write an essay answering the following:

**How did the Great Depression affect Americans?** Consider the following aspects of American life:

Housing	Families	Faith in the American System
Employment	Relationships	Faith in the U.S. government
Food	Self-confidence	Hope for the future

## Unit 14: World War II

### Focus Questions

1. What were the causes of World War II?
2. How important was the wartime alliance of the “Big Three?” Examine the documents and conferences which supported their efforts and goals.
3. Examine the Pacific and European Theatres of war.

### Activities

1. Outline of atomic bomb arguments:
  - Identify for or against
  - Supporting arguments
  - Context, job, reactions to others

## Unit 15: Cold War and Vietnam

### Focus Questions

1. What were the causes of the “Cold War?”
2. In what ways did “Cold War” hysteria affect domestic politics? Foreign Policy?
3. What were the successful events? The major defeats?
4. How did the United States become involved in Vietnam?
5. Why was the United States unable to “win” the conflict in Vietnam?

### Activities

1. How did Dwight D. Eisenhower, in his “Farewell Address” (1960), explain the threats of the military-industrial complex to the nation’s democracy?
2. Examine the arguments from Lyndon B. Johnson’s “Message on the Gulf of Tonkin” (1964) and explain how he presented United States’ involvement in South Vietnam regarding the Domino Theory, the United States’ position in the world, and military alliances.

## Unit 16: Civil Rights

### Focus Questions

1. What were the goals of the Civil Rights movement? Economic? Political? Social?
2. Examine the variety of methods used by the various Civil Rights organizations.
3. Examine the issues which were the basis for the opposition of Southern whites?
4. How did the militant Civil Rights movement evolve? What issues did this address? How did it differ from the more “mainstream” organizations?

### Activities

1. Analyze the main arguments of the *Brown v. Topeka Board of Education* decision including “legal precedent” and “inherently unequal.”
2. Assess the main tenets, goals, methods, and tone of the “Letter from Birmingham City Jail” by Martin Luther King, Jr., and the “Position Paper of the Student Non-Violent Coordinating Committee: by Stokely Carmichael regarding the Civil Rights Movement of the 1960s.

## Unit 17: Nixon, Ford, and Carter

### Focus Questions

1. What were the most important cultural changes of the 1960s?
2. How did the Women's Rights, Hispanic, and Native American movements change the meaning of freedom and rights in the United States?
3. Examine the causes, events, and implications of the Watergate scandal.
4. In what ways did President Ford deal with the domestic and international issues of the mid-1970s?
5. What were the successes and failures of the Carter administration?

### Activities

1. In Kennedy's Inaugural Address in 1961, he identified an expansive vision of the world and the United States' commitments in achieving the goals of his ideals. Examine at least two of Kennedy's principles and analyze the issues connecting the speech with the "Carrying Forth Democracy," life in the Peace Corps, "The Interstate Highway System," and "Green Acres."
2. Define and assess the "Imperial Presidency" and examine how the "White House Conversations," regarding the Watergate scandal, support your definition and assessment.

## Unit 18: 1980s – Present

### Focus Questions

1. How did the election in 1980 usher in a new era of conservatism in the "Reagan Revolution?"
2. What were the major foreign policy challenges of the 1980s?
3. How did the end of the "Cold War" impact the "New World Order" and place of the United States in the world?
4. What were the successes and failures of the Clinton administration?
5. How does the "war on terrorism" impact domestic and foreign policy?

### Activities

1. Examine how Ronald Reagan's "First Inaugural Address" (1981) articulated a vastly different role for the federal government first established by the New Deal.
2. How is the "Bush Doctrine" (2002) a break from U.S. foreign policy since the end of World War II?