



UNITED STATES HISTORY AND GOVERNMENT

United States history is the history of a great experiment in representative democracy. The basic principles and core values expressed in the Declaration of Independence became the guiding ideas for our nation's civic culture. United States history since the Declaration of Independence has witnessed continued efforts to apply these principles and values to all people. Adoption of the United States Constitution codified these principles, but, as the history of our nation shows, that document and its amendments represented only the first step in achieving "liberty and justice for all."

One major goal of the State social studies curriculum, K- 11, calls for students to learn about the structure and function of governments and to learn how to take on their roles as citizens. Students should understand those basic principles and the cultural heritage that support our democracy so that they can become informed, committed participants in our democracy. This core curriculum lists examples that describe how individuals and groups throughout history have challenged and influenced public policy and constitutional change. These examples and this course of study should help students understand how ordinary citizens and groups of people interacted with lawmakers and policy makers and made a difference.

This core curriculum is organized into seven historical units. Each unit lists the content, concepts and themes, and connections teachers should use to organize classroom instruction and plan for assessment. The State Regents examination for United States History and Government will be based on the content column in this core curriculum. The following concepts and themes in United States history are also emphasized in this curriculum:

- Change
- Citizenship
- Civic Values
- Constitutional Principles
- Culture and Intellectual Life
- Diversity
- Economic Systems
- Environment
- Factors of Production
- Foreign Policy
- Government
- Human Systems
- Immigration and Migration
- Individuals, Groups, Institutions
- Interdependence
- Physical Systems
- Places and Regions
- Reform Movements
- Presidential Decisions and Actions
- Science and Technology

Since this curriculum emphasizes government and basic constitutional principles, students should understand the importance of key United States Supreme Court decisions. The following required Supreme Court decisions have had significant impact on our nation's history:

Marbury v. Madison (1803)
McCulloch v. Maryland (1819)
Gibbons v. Ogden (1824)
Worcester v. Georgia (1832)
Dred Scot v. Sanford (1857)
Civil Rights Cases (1883)
Wabash, St. Louis & Pacific R.R. v. Illinois (1886)
United States v. E.C. Knight Co. (1895)
In Re Debs (1895)
Plessy v. Ferguson (1896)
Northern Securities Co. v. United States (1904)
Lochner v. New York (1905)
Muller v. Oregon (1908)
Schenck v. United States (1919)
Schechter Poultry Corporation v. United States (1935)
Korematsu v. United States (1944)
Brown v. Board of Education of Topeka (1954)
Watkins v. United States (1957)
Mapp v. Ohio (1961)
Baker v. Carr (1962)
Engle v. Vitale (1962)
Gideon v. Wainwright (1963)
Heart of Atlanta Motel v. United States (1964)
Miranda v. Arizona (1966)
Tinker v. Des Moines (1969)
New York Times v. United States (1971)
Roe v. Wade (1973)
United States v. Nixon (1974)
New Jersey v. TLO (1985)
Cruzan v. Director, Missouri Department of Health (1990)
Planned Parenthood of Southeastern Pennsylvania, et. al. v. Casey (1992)
Vernonia School District v. Acton (1995)

Briefs of these cases are available in *U. S. Supreme Court Decisions: A Case Study Review for U.S. History and Government*, developed by Project P.A.T.C.H. of the Northport-East Northport U.F.S.D. and the Law, Youth, and Citizenship Program. The book can be accessed on the internet at <http://www.tourolaw.edu/patch/CaseSummary.html> where the briefs are linked to the full text of each case.

The connections column for this core curriculum was developed by Ms. Alice Grant, Pelham U.F.S.D. and Mr. Walter J Gable, Seneca Falls C.S.D. Content reviews were provided by Dr. Gregory S. Wilsey, Director, Law, Youth, and Citizenship Program of the New York State Bar Association and the New York State Education Department and Dr. James G. Basker, President, Gilder Lehrman Institute of American History.

UNIT ONE: Introduction

I. GEOGRAPHY

<i>Content</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<p>A. The physical/cultural setting in the Americas</p> <ol style="list-style-type: none"> 1. Size and location 2. Major zones/areas <ol style="list-style-type: none"> a. Climate zones b. Vegetation zones c. Agricultural areas d. Natural resources 3. Factors that shaped the identity of the United States <ol style="list-style-type: none"> a. Major mountain ranges b. Major river systems c. Great Plains d. Atlantic/Pacific oceans e. Coastlines f. Climate g. Abundance of natural resources 4. Barriers to expansion/development <ol style="list-style-type: none"> a. Climate b. Mountain ranges c. Arid lands d. Great Plains <p>B. Role/influence of geography on historical/cultural development</p> <ol style="list-style-type: none"> 1. Influences on early Native American Indians 2. Influence on colonization patterns and colonial development 3. Territorial expansion 4. Impact during wartime 5. Effect of location on United States foreign policy 	<p>Places and Regions</p> <p>Physical Systems</p> <p>Physical Systems</p> <p>Physical Systems</p> <p>Environment Human Systems</p>	<p>Note: Sections A-1 to A-3 are suggested as a combination review and overview of United States geography that should introduce this course of study. Sections A-4 to D-5 are incorporated into the content outline of this core curriculum at the appropriate historical points. The Connections column suggests where these geographic concepts and themes can be integrated into the study of United States history and government. Use climate and physical feature maps to illustrate physical setting, regions, and features of different places in the United States.</p> <p>Use maps showing the stages of the expansion of the United States to demonstrate the importance of strategic location and to explain economic need to secure the port of New Orleans in the Louisiana Purchase (1803) or the need to obtain a natural boundary to the West such as the Mississippi River in the Treaty of Paris (1783). (Study in greater detail in UNIT TWO.) Discuss the influence of geography on settlement/demographic patterns in the United States, e.g.,</p> <ul style="list-style-type: none"> - the fact that the Great Plains area was settled in the period after the Civil War (UNIT THREE); - lack of settlement in the arid lands of the Mexican Cession (UNIT TWO and UNIT THREE); - influence of mountain ranges such as Appalachians and Rocky Mountains on westward travel and settlement (UNIT TWO and UNIT THREE);

I. GEOGRAPHY, continued

Content	Concepts/Themes	Connections
<p>C. Geographic issues today</p> <ol style="list-style-type: none"> 1 Waste disposal 2 Water/air pollution 3 Shifting populations 4 Energy usage 5 Urban problems/challenges 	<p>Science and Technology</p>	<ul style="list-style-type: none"> - midwestern: effect of the Dust Bowl on agriculture (UNIT FIVE); - impact of the energy crisis of the 1970s on the development and demographic growth of the Southeast and Southwest (UNIT SEVEN). - lure of the so-called sun belt states for the increasing numbers of retired people (UNIT SEVEN) <p>Illustrate the importance of strategic location in foreign policy discussions, e.g.,</p> <ul style="list-style-type: none"> - interest in protecting the Western Hemisphere with Monroe Doctrine (UNIT TWO) and Roosevelt Corollary (UNIT FOUR); - interest in building the Panama Canal to link the Atlantic and Pacific trade (UNIT FOUR); - annexation of Hawaii as a potential naval base (UNIT FOUR); - acquisition of the Philippines in relation to China trade (UNIT FOUR); - Gulf War in terms of protecting oil resources of the Persian Gulf region (UNIT SEVEN).
<p>D. Demographics</p> <ol style="list-style-type: none"> 1 Characteristics <ol style="list-style-type: none"> a. Gender b. Age c. Ethnicity d. Religion e. Economic variables f. Nature of household g. Marital status 2 Immigration 3 Migration 4 Population relationships/trends since 1865 <ol style="list-style-type: none"> a. Population growth b. Distribution c. Density 5 Current issues <ol style="list-style-type: none"> a. Graying of America b. Effects of the baby boom generation c. Changing composition of populations 	<p>Human Systems Change</p>	<p>Discuss these geographic issues as they relate to the United States' adjustment to industrial and demographic change (UNITS THREE - SEVEN). Consider demographic change in discussing stages of settlement and impacts of new waves of immigrants (UNITS THREE - SEVEN). Consider the impact of demographic change and political, economic, and social life, for example:</p> <ul style="list-style-type: none"> - implications of baby boom generation at the early stages of their life cycle (increased demands for housing after WWII); - pressure on educational resources of the 1950s, 1960s, and 1970s; - graying of the population and its effects on Social Security and Medicare (UNIT SIX and UNIT SEVEN).
	<p>Immigration and Migration</p>	
	<p>Diversity</p>	

UNIT TWO: CONSTITUTIONAL FOUNDATIONS FOR THE UNITED STATES DEMOCRATIC REPUBLIC

I. THE CONSTITUTION: THE FOUNDATION OF AMERICAN SOCIETY

Content	Concepts/Themes	Connections
<p>A. Historical foundations</p> <p>1. 17th- and 18th-century Enlightenment thought</p> <p>a. European intellectuals (Locke, Montesquieu, Voltaire, Rousseau)</p> <p>b. Key events (Magna Carta, habeas corpus, English Bill of Rights, Glorious Revolution)</p> <p>2. The peoples and peopling of the American colonies (voluntary and involuntary)</p> <p>a. Native American Indians (relations between colonists and Native American Indians, trade, alliances, forced labor, warfare)</p> <p>b. Slave trade</p> <p>c. Varieties of immigrant motivation, ethnicities, and experiences</p> <p>3. Colonial experience: political rights and mercantile relationships</p> <p>a. Colonial charters and self-government: Mayflower Compact, town meetings, House of Burgesses, local government, property rights, enforceable contracts, Albany Plan of Union</p> <p>b. Native American governmental systems</p> <p>c. Colonial slavery (evolution and variation of slavery in Chesapeake, South Carolina and Georgia, lower Mississippi Valley, middle colonies, and the North; slave resistance; influence of Africa and African-American culture upon colonial cultures; contradiction between slavery and emerging ideals of freedom and liberty)</p> <p>d. Freedom of the press: the Zenger case</p> <p>e. Salutary neglect, rights of English citizens in America</p>	<p>Citizenship Civic Values</p> <p>Civic Values</p> <p>Government</p>	<p>Students should understand that American political rights and institutions are derived from (1) British political traditions, (2) 18th-century Enlightenment thought, and (3) developments during the colonial period.</p> <p><u>Suggested Documents</u>: Mayflower Compact, Albany Plan of Union, Declaration of Independence, New York State Constitution</p>
<p>4. The Revolutionary War and the Declaration of Independence</p> <p>a. Causes of the Revolution</p> <p>b. Revolutionary ideology (republican principles, natural rights)</p> <p>c. Revolutionary leaders: Benjamin Franklin, George Washington, John Adams, Samuel Adams, Patrick Henry</p>	<p>Civic Values Change</p>	<p>Students should understand the American Revolution as the result of colonial resistance to changes in British imperial policy after 1763 To what extent did the Declaration of Independence reflect Enlightenment thought and colonial experiences?</p> <p><u>Suggested Document</u>: Thomas Paine, <i>Common Sense</i></p>

I. THE CONSTITUTION: THE FOUNDATION OF AMERICAN SOCIETY, continued

<i>Content</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<p>d. Slavery, African-Americans, and the outcome of the American Revolution (African-American role in the Revolution, growth of the “free black” population)</p> <p>5 New York State Constitution based on republican principles</p> <p>a. New York State Constitution</p> <p>b. State constitutions (ratification by the people, unicameral versus bicameral legislatures, branches of government)</p> <p>c. Guaranteeing religious liberty (dis-establishment of churches, the growth of religious pluralism)</p> <p>d. The abolition of slavery in the North</p> <p>6 Articles of Confederation</p> <p>7. Northwest Ordinance</p> <p>B. Constitutional Convention</p> <p>1 Representation and process</p> <p>a. Framers of the Constitution (James Madison)</p> <p>b. Plans of government (Virginia plan, New Jersey plan, Connecticut plan)</p> <p>2 Conflict and compromise: seeking effective institutions</p> <p>a. Protecting liberty against abuses or power</p> <p>b. Power separated and balanced</p> <p>c. The Constitution, slavery, and fear of tyrannical powers of government</p> <p>3 The document: structure of government</p> <p>4 Ratification</p> <p>a. The Federalist Papers—a New York activity with widespread influence</p> <p>b. The debate: Federalist and Anti-Federalist arguments</p> <p>C. The Bill of Rights</p>	<p>Civic Values</p> <p>Government</p> <p>Civic Values</p>	<ul style="list-style-type: none"> - What features from state constitutions, including New York’s, were incorporated into the United States Constitution? - Why was this time called the “critical period”? - Why were the powers of the national government purposely limited? What were the major strengths and weaknesses of the government under the Articles? How did the authors of the Constitution remedy these weaknesses? <p>Students should understand that the Philadelphia convention addressed weaknesses of the Articles while at the same time trying to avoid a tyrannical national government.</p> <ul style="list-style-type: none"> - What kinds of men were delegates? Why? - Why were no women or African-Americans included? How does this help to explain some of the resulting provisions? - Upon what principles of government did the authors agree? disagree? - What were the important compromises reached? - How did the compromises deal with slavery issues? - How was the national government under the Constitution different from that under the Articles? <p>Students should understand the major arguments expressed in the Federalist Papers to gain support for the proposed Constitution. Students could examine Federalist Papers 51 and 78 and write a paper in support of ratification. Students should understand why the Bill of Rights was added to the</p>

I. THE CONSTITUTION: THE FOUNDATION OF AMERICAN SOCIETY, continued

<i>Content</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<p>D. Basic structure and function: three branches and their operation</p>	<p>Government</p>	<p>Constitution, what the contents of the various amendments are, and how the Supreme Court has interpreted and applied the wording in specific cases. (Note: Teachers might consider discussing Bill of Rights cases listed later in the core curriculum while studying the Bill of Rights provisions.)</p> <ul style="list-style-type: none"> - How did the Bill of Rights satisfy the Anti-Federalist argument? - What specific provisions have been interpreted by the Supreme Court? <p>Students should understand the powers of each of the three branches of government as well as the system of checks and balances. Students could list the powers of each branch and explain current examples of checks and balances.</p>
<p>E. Basic constitutional principles</p> <ol style="list-style-type: none"> (1) national power—limits and potentials (2) federalism—balance between nation and state (3) the judiciary—interpreter of the Constitution or shaper of public policy (4) civil liberties—protecting individual liberties from governmental abuses; the balance between government and the individual (5) criminal procedures—the balance between the rights of the accused and protection of the community and victims (6) equality—its historic and present meaning as a constitutional value (7) the rights of women under the Constitution (8) the rights of ethnic and racial groups under the Constitution (9) Presidential power in wartime and in foreign affairs (10) the separation of powers and the capacity to govern (11) avenues of representation (12) property rights and economic policy (13) constitutional change and flexibility 	<p>Diversity</p>	<p>Students should understand basic constitutional principles and monitor their application throughout the course. After completing work on sections A-E, students could prepare a chart of several specific ideas expressed in the original Constitution and Bill of Rights. For each of these ideas, the students should (1) explain the meaning of the idea, (2) identify its historical origin(s), and (3) cite specifically where that idea is found in the Constitution and/or Bill of Rights. <u>Suggested Documents</u>: Federalist Papers, United States Constitution, Bill of Rights</p>
<p>F. Implementing the new constitutional principles</p> <ol style="list-style-type: none"> 1. Creating domestic stability through sound financial policies: Hamilton’s financial plans 2. Development of unwritten constitutional 	<p>Government</p>	<p>Students should understand that the Constitution provided only the basic framework for our government. In the early years under the Constitution, several important practical details of government were added.</p>

I. THE CONSTITUTION: THE FOUNDATION OF AMERICAN SOCIETY, continued

Content	Concepts/Themes	Connections
<p>government under Washington, Adams, and Jefferson: cabinet, political parties, judicial review, executive and Congressional interpretation, lobbying; the Marshall Court (<i>Marbury v. Madison</i>, 1803, <i>McCulloch v. Maryland</i>, 1819, and <i>Gibbons v. Ogden</i>, 1824)</p> <p>3 Establishing a stable political system</p> <p>a. The Federalist and Republican parties (philosophies of Hamilton and Jefferson)</p> <p>b. Suppressing dissent (the Whiskey Rebellion, the Alien and Sedition Acts)</p> <p>4 Neutrality and national security, Washington through Monroe: foreign affairs, establishing boundaries</p> <p>a. Neutrality: A key element of American foreign policy—influence of geography</p> <p>b. A new nation in a world at war</p> <p>c. Economic pressures as a tool of diplomacy</p> <p>d. The failure of Republican diplomacy: War of 1812 (significance of the War for Native American Indians, Spain, the growth of industry)</p> <p>e. Monroe Doctrine</p>	<p>Foreign Policy</p>	<ul style="list-style-type: none"> - How did Hamilton’s financial plans contribute to economic growth? - How did Jefferson’s and Madison’s opposition to Hamilton’s plans contribute to the rise of political parties? - How did the different geographic regions react to the economic debate? - How was the “necessary and proper” clause involved in the debate? How has this clause been used throughout our nation’s history? - What roles did Washington, Adams, and Jefferson play in shaping the office of President which had been vaguely defined in the Constitution? - How did the rulings of the Marshall Court in <i>Marbury v. Madison</i>, <i>McCulloch v. Maryland</i>, and other cases strengthen the power of the Supreme Court compared to the other two branches? How did the Marshall Court influence the elements of federalism? - What motives influenced the conduct of United States foreign policy in the following periods? <ul style="list-style-type: none"> Federalist Era: 1789-1800, 1801-1812 Post War of 1812, Monroe Doctrine, Manifest Destiny - How did geography contribute to each of these foreign policy decisions? - How did the debate over foreign policy influence the development of political parties? - How did Jefferson, a strict constructionist and a devotee of limited government and frugality in terms of government spending, justify the purchase of Louisiana? - Was the War of 1812 a “second war for independence,” a war of expansion, or a war for maritime rights? - To what extent did the Monroe Doctrine reflect isolationist/neutrality sentiment? United States national concerns? the concerns of the new Latin American republics? - To what extent was Manifest Destiny a philosophical justification for other, more complex social, political, and economic motives?

I. THE CONSTITUTION: THE FOUNDATION OF AMERICAN SOCIETY, continued

<i>Content</i>	<i>Concepts/Themes</i>	<i>Connections</i>
		<ul style="list-style-type: none"> - What regional tensions are evident in the debate over such issues as the Louisiana Purchase, Embargo Act of 1807, War of 1812, and Manifest Destiny? - In the attempt to obtain more secure national boundaries, what areas were acquired by war? by treaty and purchase? - What geographic factors were involved in acquisition and settlement of new territories?

II. THE CONSTITUTION TESTED: NATIONALISM AND SECTIONALISM

<i>Content</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<p>A. Factors unifying the United States, 1789-1861</p> <ol style="list-style-type: none"> 1. The first and second two-party systems 2. The market economy and interstate commerce 3. The Marshall Court 	Diversity	<p>Students should understand that there were forces contributing to national unity as well as sectionalism.</p> <ul style="list-style-type: none"> - What factors contributed to the growing economic interdependence of the United States at this time? - How did the further development of political parties reflect the growing economic and regional differences? - How did the rulings of the Marshall Court help to strengthen the national government and thereby help to unite the country?
<p>B. Constitutional stress and crisis</p> <ol style="list-style-type: none"> 1. Developing sectional differences and philosophies of government <ol style="list-style-type: none"> a. The growth of urban and industrial patterns of life in the North <ol style="list-style-type: none"> (1) the transportation revolution (Erie Canal, rise of the port of New York, New York City's rise as a trade and manufacturing center) (2) the introduction of the factory system (3) working conditions (4) women and work (5) urban problems b. Middle-class and working-class life in the pre-Civil War North (families, gender roles, schooling, childhood, living conditions, status of free blacks) 	<p>Government</p> <p>Factors of Production</p>	<ul style="list-style-type: none"> - What geographic and economic factors contributed to sectional differences? - How did the question of the admission of new territories such as Missouri and later the Mexican Cession threaten national unity? - How was the character of America altered by conquest and annexation of the (1) Louisiana Purchase and (2) Mexican Cession? - What compromises were reached in 1820, 1833, and 1850 to resolve these sectional differences and avert-constitutional crisis? - What characterized the early immigrant experience?

II. THE CONSTITUTION TESTED: NATIONALISM AND SECTIONALISM, continued

Content	Concepts/Themes	Connections
<p>c. Foreign immigration and nativist reactions (Jews; Irish mass starvation, 1845-1850; Germans; 1848 refugees; Know Nothings)</p> <p>d. Patterns of Southern development (growth of cotton cultivation, movement into the Old Southwest, women on plantations)</p> <p>e. Life under slavery (slave laws; material conditions of life; women and children; religious and cultural expression; resistance)</p> <p>2. Equal rights and justice: expansion of franchise; search for minority rights; expansion of slavery; abolitionist movement; the underground railroad; denial of Native American Indian rights and land ownership</p> <p>a. Political democratization: national political nominating convention, secret ballot</p> <p>b. The rise of mass politics (John Quincy Adams, Andrew Jackson, the spoils system, the bank war, Martin Van Buren)</p> <p>c. Native Americans</p> <p>(1) History of Indian relations from 1607</p> <p>(2) Native American cultural survival strategies (cultural adaptation, cultural revitalization movements, Pan-Indian movements, resistance)</p> <p>(3) The removal policy: <i>Worcester v. Georgia</i>, 1832</p> <p>d. The birth of the American reform tradition (religious and secular roots; public schools; care for the physically disabled and the mentally ill; the problems of poverty and crime; antislavery; women's rights movement)</p> <p>3. The great constitutional debates: states' rights versus federal supremacy (nullification); efforts to address slavery issue (Missouri Compromise, Compromise of 1850, fugitive slave law, <i>Dred Scott v. Sanford</i>, 1857); preservation of the Union</p>	<p>Immigration and Migration</p> <p>Diversity</p> <p>Civic Values</p> <p>Reform Movement</p>	<ul style="list-style-type: none"> - What roles did these immigrant groups play in pre-Civil War American society—Irish, German, Scandinavian, and Chinese? - Where did these immigrant groups settle and why? - How did new arrivals change the composition of a region? <p>Students should understand the causes (push and pull factors) of Irish immigration to the United States during this period and the impacts of that migration on both Ireland and the United States. Students should understand that the Age of Jackson led to a series of democratic/humanitarian reform movements.</p> <ul style="list-style-type: none"> - To what extent were reforms realized in the areas of voting rights, the abolition of slavery, women's rights, and property rights for Native American Indians? <p><u>Suggested Documents:</u> Seneca Falls Declaration and Resolutions on Woman's Rights, 1848</p> <ul style="list-style-type: none"> - Did the Supreme Court ruling in <i>Dred Scott v. Sanford</i> make a civil war inevitable? Was "compromise" possible? - Why did Southerners see the election of Lincoln in 1860 as such a threat? - On what basis did Southerners justify their secession? How did this viewpoint compare with that of the Founding Fathers? - How did Lincoln and Buchanan differ regarding their constitutional powers as President? - In addition to slavery, what factors contributed to the Civil War? <p><u>Suggested Document:</u> <i>Dred Scott v. Sanford</i>, 1857</p>
<p>C. Territorial expansion through diplomacy, migration, annexation, and war; Manifest Destiny</p> <p>1. The Louisiana Purchase</p>	<p>Immigration and Migration</p>	

UNIT THREE: INDUSTRIALIZATION OF THE UNITED STATES

I. THE RECONSTRUCTED NATION

<i>Content</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<p>A. Reconstruction plans</p> <ol style="list-style-type: none"> 1. Lincoln's plan 2. Congressional Reconstruction 3. Post-Civil War amendments (13th, 14th, and 15th) 4. Impeachment of Andrew Johnson 5. The reconstructed nation and shifting relationships between the federal government, state governments, and individual citizens 	<p>Change Constitutional Principles Citizenship</p>	<ul style="list-style-type: none"> - In what ways were the Congressional Republican plans for Reconstruction more "radical" than those of Abraham Lincoln and Andrew Johnson? What were their views on secession, amnesty and pardon, and procedures for readmission of the Confederate states? - How might the debate over Reconstruction have been seen as an attempt to restore the balance of power between Congress and President that had been eroded by Lincoln's wartime measures? - Why did the Radical Republicans want to impeach Andrew Johnson? What are the constitutional grounds for impeachment? Had Johnson been removed from office through the impeachment process, how might our government system have changed? - What are the specific provisions of the 13th, 14th, and 15th amendments? In spite of the passage of these amendments, how did the Southern states deprive African-Americans of these rights for over 100 years? - What impact did the withdrawal of federal support for enforcement of these amendments have upon the status of freedmen?
<p>B. The North</p> <ol style="list-style-type: none"> 1. Economic and technological impacts of the Civil War 2. Expanding world markets 3. Developing labor needs 	<p>Factors of Production</p>	<ul style="list-style-type: none"> - In what ways did the North benefit economically from the Civil War?
<p>C. The New South</p> <ol style="list-style-type: none"> 1. Agriculture: land and labor (sharecropping and tenant farming) 2. Status of freedmen <ol style="list-style-type: none"> a. The economic, political, social, and educational experiences of formerly enslaved African-Americans b. From exclusion to segregation 3. Struggle for political control in the New South 	<p>Places and Regions</p> <p>Change</p>	<p>Students should understand what economic changes were brought about in the South in the years after the Civil War.</p> <ul style="list-style-type: none"> - What new forms of economic and political discrimination developed in the years following the Civil War? - In what ways did the Freedmen's Bureau benefit freed slaves? - What were the successes and failures of Reconstruction?

I. THE RECONSTRUCTED NATION, continued

Content	Concepts/Themes	Connections
<p>4 Supreme Court interpretations of the 13th and 14th amendments (<i>Civil Rights Cases</i>, 1883)</p> <p>5 The emerging debate over “proper” role of African-Americans</p> <p>D. End of Reconstruction</p> <p>1 Disputed election of 1876</p> <p>2 End of military occupation</p> <p>3 Restoration of white control in the South (1870s and 1880s) and abridgment of rights of freed African-Americans</p> <p>4 <i>Plessy v. Ferguson</i>, 1896 “separate but equal”</p>		<ul style="list-style-type: none"> - How did the Supreme Court rulings in the <i>Civil Rights Cases</i> narrow the meaning of the 14th Amendment? - Students might use excerpts from speeches and writings of Booker T. Washington and W. E. B. DuBois to compare and contrast the strategies of each to achieve equal rights. Ask students to evaluate the effectiveness of each strategy. - How did the Compromise of 1877 contribute to segregation? - Why did the Northern Republicans and Congressional leaders abandon African-Americans in the 1870s? - Use excerpts from the Supreme Court’s ruling in <i>Plessy v. Ferguson</i> to demonstrate that the Court’s interpretation of the 14th Amendment established a legal basis for segregation.
<p>E. The Impact of the Civil War and Reconstruction: Summary</p> <p>1 On political alignments</p> <p>2 On the nature of citizenship</p> <p>3 On federal-state relations</p> <p>4 On the development of the North as an industrial power</p> <p>5 On American society</p>	<p>Citizenship</p> <p>Environment</p>	<ul style="list-style-type: none"> - How successful were the Radical Republicans in achieving their Reconstruction goals? - How and why did the “Solid South” emerge? - What issues became the primary concerns of the Republican Party after 1877? - What major civil rights issues remained unresolved? - How were economic development and expansion of the United States affected by the Civil War and Reconstruction? - Did the Compromise of 1877 make the end of the Civil War a “draw” rather than a “victory” for the North?

II. THE RISE OF AMERICAN BUSINESS, INDUSTRY, AND LABOR, 1865 - 1920

Content	Concepts/Themes	Connections
<p>A. Economic transformation and the “search for order”</p> <ol style="list-style-type: none"> 1. Business response to change: organize and rationalize 2. Organizational responses <ol style="list-style-type: none"> a. From proprietorships and partnerships to the rise of monopolies b. Incorporation c. Capital concentration; consolidation d. Expanding markets: national and international e. Merchandising changes, department stores, mail order catalogs 	<p>Factors of Production</p> <p>Factors of Production Human Systems</p>	<p>Students should understand the elements and implications of the expansion and consolidation of American business following the Civil War.</p> <ul style="list-style-type: none"> - What are the advantages of corporations over proprietorships and partnerships? - What methods did business leaders use to maximize profits, reduce costs, and/or eliminate competition?
<p>B. Major areas of growth in business and industry</p> <ol style="list-style-type: none"> 1. Transportation: railroads and automobiles; urban transportation 2. Building materials: steel 3. Energy sources: coal, oil, electricity 4. Communications: telegraph, telephone 	<p>Science and Technology</p>	<p>Students should understand the geographic effects of the railroads on the United States.</p>
<p>C. Representative entrepreneurs: Case studies in concentrated wealth and effort (other personalities may be substituted; local examples of enterprise should also be used)</p> <ol style="list-style-type: none"> 1. John D. Rockefeller: oil; Andrew Carnegie: steel; Ford: auto 2. Work ethic: Cotton Mather to Horatio Alger 3. Conflict between public good and private gain, e.g., use of resources 	<p>Physical Systems</p>	<ul style="list-style-type: none"> - For the various business leaders studied, what benefits did each individual’s success bring to American society? How did these “captains of industry” build great fortunes? How did they use their wealth? What effects did the practices employed by these business leaders have upon competition? Were these business leaders “captains of industry” or “robber barons”? - How do the prominent business leaders of the late- 19th century compare with prominent contemporary business leaders? - What examples of philanthropic contributions exist in your community?
<p>D. New business and government practices: Popular and government responses</p> <ol style="list-style-type: none"> 1. Laissez-faire and government support; interpretation of 14th Amendment by Supreme Court 2. Railroad “pooling”; rate inequities (<i>Wabash, St. Louis, and Pacific Railway v. Illinois, 1886</i>); railroad regulation: state and national ICC. 3. Competition and absorption; mergers and trusts; Sherman Antitrust Act, 1890 (<i>United States v. E.C. Knight, 1895</i>) 	<p>Economic Systems</p>	<p>Students should note that while the government basically pursued a policy of laissez-faire, there were many government policies that encouraged business development at this time.</p> <ul style="list-style-type: none"> - What is meant by “laissez-faire”? - How did land grants, subsidies to railroads, tariff and monetary policies, military interventions to break strikes, injunctions, and immigration policies

II. THE RISE OF AMERICAN BUSINESS, INDUSTRY, AND LABOR, 1865 - 1920, continued

Content	Concepts/Themes	Connections
<p>E. Labor’s response to economic change: Organize</p> <ol style="list-style-type: none"> 1. Efforts at national labor unions: Knights of Labor (1869); AF of L (1881- 1886); ILGWU (1900) <ol style="list-style-type: none"> a. “Bread and butter” objectives b. Unions and social issues (education) c. Attitudes toward immigrants, African-Americans, women d. Union leadership (Gompers, Debs) 2. Struggle and conflict <ol style="list-style-type: none"> a. Major strikes: gains and losses—Homestead, Pullman (<i>In Re Debs</i>, 1895), Lawrence b. Management’s position c. Weapons or tactics employed in disputes between labor and management d. Attitude and role of government 	<p>Factors of Production Human Systems</p> <p>Diversity</p>	<p>aid the development of business and industry?</p> <ul style="list-style-type: none"> - How did Supreme Court rulings affect efforts to regulate business? - To what extent was the Sherman Antitrust Act effective in protecting competition? - How did groups such as farmers, consumers, workers, and company stockholders react to railroad practices during this time period? - How effective was government regulation of railroads at the state level? national level? <p>Students should understand that poor working conditions led to the formation of labor unions.</p> <ul style="list-style-type: none"> - How did the AF of L and Knights of Labor differ in terms of types of workers organized; their views of immigrants, African-Americans, Chinese and women workers; union leadership; their positions on strikes and reform agendas? - How do the goals of labor unions in the late- 19th century compare with goals today? - For the following three strikes, chart (a) conditions that led to the strike, (b) tactics used by both sides, (c) union leadership, (d) role of state or federal government, and (e) outcome of the strike: <ol style="list-style-type: none"> (1) Homestead (2) Pullman (3) Lawrence
<p>F. Agrarian response to economic change: Organize and protest</p> <ol style="list-style-type: none"> a. The Grange movement as agrarian protest b. Populism: a political response—William Jennings Bryan and the election of 1896 <ol style="list-style-type: none"> (1) Case study: The Populists as a grass-roots political party c. National government response: Interstate Commerce Act, 1887 	<p>Government</p>	<p>Students should understand the problems faced by farmers in an expanding industrial economy and assess various efforts to resolve these problems.</p> <ul style="list-style-type: none"> - What were the problems experienced by small farmers? - Compare the problems of farmers in the 1890s, 1920s, 1950s, 1980s. - What economic solutions were proposed by the Grangers? - To what extent was the Populist party successful in resolving the problems of farmers? What aspects of the Populist agenda were eventually legislated? - Was the Populist party a “typical” third party?

III. ADJUSTING SOCIETY TO INDUSTRIALISM: AMERICAN PEOPLE AND PLACES

Content	Concepts/Themes	Connections
<p>A. Impact of industrialization</p> <ol style="list-style-type: none"> 1. Urban growth <ol style="list-style-type: none"> a. Attractions: jobs, education, culture, public education system b. Problems (slums, increased crime, inadequate water and sanitation services) c. Skyscrapers and elevators; tenements and walk-ups d. Social Darwinism, increased class division, conspicuous consumption, social conscience, philanthropy 2. Work and workers <ol style="list-style-type: none"> a. Factories and people—immigrant patterns of settlement b. Geographic, economic, social, and political considerations c. Working conditions: “wage slavery” d. Living conditions: company towns and urban slums e. The Great Migration: The migration of African-Americans to the North 3. Women, families, and work <ol style="list-style-type: none"> a. Traditional roles—Victorian ideal and reality b. Outside and inside their homes: double drudgery c. Jobs for domestics, laundresses, and textile workers; technology brought jobs as telephone operators and typists d. Emerging family patterns: two wage earners, broken homes e. Problems of child labor, elderly, disabled, and African-American women <ol style="list-style-type: none"> (1) Case study: child labor f. Role of religion in a pluralistic society <ol style="list-style-type: none"> (1) Religious tolerance develops slowly (2) Puritan beliefs and values influenced our historical development (3) Religion and party politics to 1896 4. The growing middle class (consumerism and its material benefits and effects) 5. Art and literature (Mark Twain and penny dailies) 	<p>Culture and Intellectual Life</p> <p>Factors of Production</p> <p>Diversity</p> <p>Culture and Intellectual Life</p>	<p>Students should understand the economic, social, and political implications of rapid industrial growth and the shift from a rural to an urban way of life.</p> <ul style="list-style-type: none"> - What transformations did your own community undergo during this time period? <p>Students should contrast the views of Social Darwinists like Carnegie, Russell Conwell, Vanderbilt, Rockefeller, and Morgan with the views of labor leaders, Populists, and Progressive reformers.</p> <ul style="list-style-type: none"> - Use political cartoons to illustrate the images of big business and the call for reforms. - How were the lives of working-class women and children affected by industrialization? How did this reality compare with the Victorian view of traditional roles in society? - What insights about the nature of child labor can be drawn from John Spargo’s <i>The Bitter Cry of the Children</i>? <p>Describe the effects of internal migration on different regions of the United States.</p> <ul style="list-style-type: none"> - How was the class structure altered by industrialization?
<p>B. Immigration, 1850-1924</p> <ol style="list-style-type: none"> 1. New sources: eastern/southern Europe; Asia—the “new ethnicity” <ol style="list-style-type: none"> a. Case studies: Italian immigration, Chinese immigration (1850-1924, West to East migration), Russian/Jewish immigration 2. The impulses abroad 3. The attractions here: labor shortages, liberty, 	<p>Diversity</p> <p>Change</p>	<p>Students should understand the characteristics that distinguished the new immigrants (1850-1924) from the earlier immigrant groups. What difficulties did they face? In what specific ways did they contribute to the shaping of American society?</p>

III. ADJUSTING SOCIETY TO INDUSTRIALISM: AMERICAN PEOPLE AND PLACES, continued

Content	Concepts/Themes	Connections
<p>and freedoms</p> <p>4 Urbanization: ghettos</p> <p>5 “Americanization” process</p> <p>6 Impacts on family, religion, education, and politics</p> <p>7. Contributions to American society</p> <p>a. Diversity of the United States population</p> <p>C. Reactions to the “new” immigration</p> <p>1. Cultural pluralism: assimilation (Americanization), acculturation (“melting pot” or cultural pluralism), or both</p> <p>2 Nativist reactions: stereotyping and prejudice</p> <p>(1) Case study: Irish immigration</p> <p>3 Impact on African-Americans and other established minorities</p> <p>4 “Yellow Peril,” West Coast restrictions</p> <p>5 Literacy testing, 1917</p> <p>6 The Red Scare</p> <p>7. Quota acts of 1921 and 1924</p> <p>D. The frontier (1850-1890)</p> <p>1. Land west of the Mississippi</p> <p>a. Rolling plains and the Great American Desert</p> <p>b. Native American Indian nations; concept of oneness with the environment</p> <p>c. The Homestead Act, 1862, and the settlement of the West</p> <p>2 The impact of industrialization</p> <p>a. Improved transportation facilitated shipping of foodstuffs and migration of population</p> <p>b. Western migration of immigrants</p> <p>c. Potential for investment: development of key urban centers</p> <p>3 Native American Indians</p> <p>a. Pressures of advancing white settlement: differing views of land use and ownership</p> <p>b. Treaties and legal status</p> <p>c. The Indian wars: 1850-1900</p> <p>d. Legislating Indian life: reservations; Dawes Act (1887)</p> <p>e. Indian civil rights laws—legal status of Native American Indians, 1887-1970 citizenship, 1924; self-government, 1934; self-determination, 1970</p>	<p>Culture and Intellectual Life</p> <p>Citizenship</p> <p>Environment</p> <p>Human Systems</p> <p>Science and Technology</p> <p>Diversity</p> <p>Human Systems Citizenship</p>	<ul style="list-style-type: none"> - Use cartoons from Thomas Nast to illustrate the negative reactions to these new immigrants. - Compare and contrast the following: <ul style="list-style-type: none"> - nativist movement of 1850s - Ku Klux Klan of 1860s and 1870s - Ku Klux Klan of 1920s - What conflicts between American ideals and reality are illustrated in a study of immigration laws such as (1) Chinese Exclusion Act, (2) Gentlemen’s Agreement, (3) Literacy Test (1917), (4) Emergency Quota Act (1921), (5) Immigration Restriction Act (1924), (6) the McCarran-Walter Act (1952), and (7) immigration legislation of 1965, 1986 and the 1990s? - Locate the concentrations of different ethnic groups in the United States at the turn of the 20th century. - Use an excerpt from Frederick Jackson Turner’s frontier thesis and an excerpt from one of his critics to illustrate conflicting views about the role of the frontier in the making of American democracy. - What are the geographic differences between the Great Plains, the Southwest, and the Rocky Mountains regions of the West? - What role did government policies play in the settling of the West? Have students consider the Homestead Act, land grants and subsidies to transcontinental railroads, and liberal immigration policy. - How did the Industrial Revolution contribute to the economic development of the Great Plains? Students should understand the clash that occurred between Native American Indians and advancing white settlers. - How did the Native American Indians’ concepts of land ownership and respect for the natural environment compare with that of the white settlers? - Were the Indian wars a case study of genocide? - Evaluate the federal government’s attempts to address Native American Indian rights from 1887 to the present.

I. REFORM IN AMERICA, continued

Content	Concepts/Themes	Connections
<p>C. Progressivism and government action</p> <ol style="list-style-type: none"> 1. Emerging Progressive movement: political reform <ol style="list-style-type: none"> (1) Influence of America’s urban middle class a. Municipal and state reform <ol style="list-style-type: none"> (1) Municipal reform: response to urban problems (2) Sudden growth and needed services b. Progressive state reform: e.g., Wisconsin (Robert LaFollette); New York (Theodore Roosevelt); Massachusetts (initiative, referendum, recall); economic, social, environmental reforms 2. Theodore Roosevelt and the Square Deal <ol style="list-style-type: none"> a. The stewardship theory of the Presidency b. Legislation strengthening railroad regulation and consumer protection c. “Trust-busting” court cases (<i>Northern Securities Co. v. United States</i>, 1904); rule of reason: Standard Oil 3. Conservation <ol style="list-style-type: none"> a. Theodore Roosevelt’s concern for nature, land, and resources b. Federal legislation and projects: effects on states’ limits c. Roles of Gifford Pinchot and John Muir 4. Woodrow Wilson and the New Freedom <ol style="list-style-type: none"> a. Progressivism at its zenith; the 1912 election: Taft, Roosevelt, Wilson b. The Underwood Tariff and the graduated income tax c. Clayton Antitrust Act and the Federal Trade Commission d. The Federal Reserve System (monetary controls) e. Women’s suffrage amendment 5. World War I: effect on domestic reform 	<p>Government</p> <p>Civic Values</p> <p>Government</p> <p>Environment</p> <p>Civic Values</p>	<ul style="list-style-type: none"> - How were the powers of the Presidency influenced by the reforming role played by Theodore Roosevelt and Woodrow Wilson? - How did the Supreme Court both aid and retard Progressive reform at this time?

II. THE RISE OF AMERICAN POWER

Content	Concepts/Themes	Connections
<p>A. An emerging global involvement</p> <ol style="list-style-type: none"> 1. From old diplomacy to new, 1865-1900 <ol style="list-style-type: none"> a. Role of increased American power <ol style="list-style-type: none"> (1) Communications technology (2) American attitudes toward international role (3) Growth of naval power b. Perry and the "opening" of Japan (1854) 2 Other Pacific overtures <ol style="list-style-type: none"> a. United States and China; the Chinese perspective (Boxer Rebellion) b. The Open-Door policy c. Acquisition of Hawaii d. Naval bases: Samoa 3 Imperialism: the Spanish-American War <ol style="list-style-type: none"> a. Causes for war b. United States empire—Puerto Rico; Cuban protectorate (the Platt Amendment) <ol style="list-style-type: none"> (1) Acquisition of the Philippines: "the great debate" (2) Disposition of territories (3) Constitutional issues 4 Latin American affairs <ol style="list-style-type: none"> a. Monroe Doctrine update (Roosevelt corollary): the view from Latin America b. West Indies protectorates ("the big stick") c. Panama Canal: acquisition and construction; Canal retrocession treaty d. Taft and dollar diplomacy <p>B. Restraint and involvement: 1914-1920</p> <ol style="list-style-type: none"> 1. United States involvement <ol style="list-style-type: none"> a. Efforts at neutrality and "preparedness" b. Causes of United States entry into World War I c. United States role in the war d. United States reaction to the Russian Revolution 	<p>Places and Regions</p> <p>Change</p> <p>Independence</p> <p>Change</p>	<p>Students should understand that United States imperialist designs in Asia and Latin America represent the second phase of Manifest Destiny.</p> <ul style="list-style-type: none"> - Compare and contrast the motives and policies of the period 1890-1914 with those of the 1840s. - How was Social Darwinism reflected in United States foreign policy from 1890 to 1914? <ul style="list-style-type: none"> - Students should analyze headlines in Pulitzer and Hearst newspapers from 1897 to 1898 to illustrate Social Darwinism and the role of the press in shaping public opinion. - To help students understand the opposing arguments of the imperialists and anti-imperialists regarding annexation of the Philippines, conduct a simulated Senate Foreign Relations Committee hearing on the proposed 1898 Treaty of Paris. - Were United States actions in Latin America during this period a continuation of or a departure from previous American policy? - In what ways did United States policy from 1914 to 1917 violate Wilson's promise of neutrality in thought and actions? How did this action lead the United States into war?
<p>C. Wartime constitutional issues</p> <ol style="list-style-type: none"> 1 War opposition and patriotism: the draft issue 2 Espionage and Sedition acts 3 <i>Schenck v. United States</i>, 1919; clear and present danger doctrine 4 Red Scare, 1918-1919 <p>D. The search for peace and arms control: 1914-</p>	<p>Change</p>	<p>Students should understand how the rights of citizens are limited during wartime.</p> <ul style="list-style-type: none"> - How did World War I restrictions on civil liberties compare with those imposed during the Civil War? World War II? (see <i>Schenck v. United States</i>, 1919 and <i>Debs v. United States</i>, 1919)

II. THE RISE OF AMERICAN POWER, continued

<i>Content</i>	<i>Concepts/Themes</i>	<i>Connections</i>
1930 1. The peace movement: Women’s International League for Peace and Freedom 2. War aims: The Fourteen Points 3. Treaty of Versailles: Wilson’s role 4. League of Nations: Henry Cabot Lodge and the United States Senate rejection 5. Washington Naval Disarmament Conference (1920s) 6. Reparations and war debts (United States as a world banker) 7. Kellogg-Briand Pact (1928) 8. Establishment of the World Court	Government Citizenship Human Rights Civic Values	<ul style="list-style-type: none"> - Why weren’t the provisions of the Treaty of Versailles based more fully on Wilson’s Fourteen Points? - What factors contributed to the Senate’s failure to ratify the Treaty of Versailles? - To what extent did the Treaty of Versailles and subsequent diplomacy from 1920 to 1933 reflect Wilsonian principles? - Ask students to nominate individuals for the Nobel Peace Prize for actions taken during the period 1914-1930. More recently?

UNIT FIVE: AT HOME AND ABROAD: PROSPERITY AND DEPRESSION, 1917 - 1940

I. WAR AND PROSPERITY: 1917 - 1929

<i>Content</i>	<i>Concepts/Themes</i>	<i>Connections</i>
A. Impact of war <ol style="list-style-type: none"> 1. War’s effects on gender roles, on African-Americans, and other minority groups 2. Case study: Movement of African-Americans from the South to northern cities 3. Return to “normalcy”: 1918-1921 B. The twenties: Business boom or false prosperity? <ol style="list-style-type: none"> 1. Post-World War I recession 2. Avarice and scandal: Teapot Dome 3. Coolidge prosperity; not for everyone 4. Problems on the farm <ol style="list-style-type: none"> a. Expansion, mortgages, and advancing technology b. Farmers and minorities fail to share in economic benefit 5. Speculative boom: the “big bull market” 	Diversity Factors of Production	<ul style="list-style-type: none"> - What important social changes took place both during and after World War I? - What did the American public perceive “normalcy” to mean? (Apply the concept to both foreign and domestic affairs.) - Investigate the causes and effects of the South-to-North migration during this time period. - How did the economic policies of the 1920s contribute to the Great Depression? - What scandals arose during the Harding administration? What scandals have plagued subsequent administrations?

I. WAR AND PROSPERITY: 1917 - 1929, continued

Content	Concepts/Themes	Connections
<p>C. Mass consumption and the clash of cultural values</p> <ol style="list-style-type: none"> 1. Mass consumption <ol style="list-style-type: none"> a. The automobile: new industries, products, and services b. Installment buying: consumer durable goods (appliances) c. Real estate boom and suburban development; its economic and geographic implications: decline of trolleys and trains, improvement of roads <ol style="list-style-type: none"> (1) The emergence of new regional, political, and economic units d. Entertainment: radio; motion pictures; advertising and cultural homogenization 2. Constitutional and legal issues <ol style="list-style-type: none"> a. Threats to civil liberties: Red Scare, Ku Klux Klan, and Sacco and Vanzetti b. Prohibition (18th Amendment) and the Volstead Act: stimulus to crime, public attitudes, repeal (21st Amendment) c. Science, religion, and education: the Scopes trial (1925) d. Restrictions on immigration: closing the “golden door” 3. Shifting cultural values <ol style="list-style-type: none"> a. Revolution in morals and manners: fads, flappers, and Freud b. Women’s changing roles <ol style="list-style-type: none"> (1) Effect of World War I (2) Involvement in the political process: the 19th Amendment (3) Health and working conditions (4) Women in the workforce (5) Emerging role: emphasis on wife rather than mother c. The literary scene <ol style="list-style-type: none"> (1) Sinclair Lewis, Ernest Hemingway, Edith Wharton, Willa Cather, and F. Scott Fitzgerald (2) The Harlem Renaissance: Duke Ellington, Langston Hughes, Bessie Smith 	<p>Culture and Intellectual Life Factors of Production</p> <p>Science and Technology</p> <p>Citizenship</p> <p>Culture and Intellectual Life Diversity</p>	<p>- How did the growth of the automobile industry stimulate the growth of other industries? How did it influence United States politics and lifestyles?</p> <p>Have students compare the attitudes of the 1920s with those of the 1950s relative to: (1) restrictions on immigration, (2) anti-communist hysteria, (3) religion and morality, (4) role of women, (5) civil rights, (6) new forms of entertainment, (7) growth of suburbia, (8) transportation improvements, and (9) consumer attitudes.</p>

II. THE GREAT DEPRESSION

Content	Concepts/Themes	Connections
<p>A. Onset of the Depression</p> <ol style="list-style-type: none"> 1. Weakness in the economy <ol style="list-style-type: none"> a. Overproduction/underconsumption (maldistribution of wealth) b. Overexpansion of credit (e.g., buying stock on margin) 2. The stock market crash <ol style="list-style-type: none"> a. Worldwide nature—Growing financial interdependence b. Interdependent banking systems c. International trade d. Political repercussions 3. The Hoover response <ol style="list-style-type: none"> a. Rugged individualism; “trickle down” economics b. Reconstruction Finance Corporation 4. Unemployment, the Bonus Army, Hoovervilles; impact on women and minorities 	<p>Factors of Production</p> <p>Economic Systems</p> <p>Diversity</p>	<p>Students should understand that the basic weaknesses in the economy contributed to both the stock market crash and the general economic collapse that became known as the Great Depression.</p> <ul style="list-style-type: none"> - Compare and contrast the responses of Presidents Herbert Hoover and Franklin Delano Roosevelt to the Depression.
<p>B. Franklin D. Roosevelt and the New Deal: Relief, recovery, and reform programs</p> <ol style="list-style-type: none"> 1. Relief of human suffering <ol style="list-style-type: none"> a. Bank “holiday”; Emergency Banking Act b. Federal Emergency Relief Act c. Unemployment: WPA, PWA, CCC; troubling equity issues 2. Recovery of the United States economy <ol style="list-style-type: none"> a. NRA: “codes of fair competition” b. Mortgage relief: HOLC, FHA c. First and second AAA, scarcity and parity 3. Search for effective reform (program examples) <ol style="list-style-type: none"> a. Banking: Glass-Steagall Act (FDIC) b. Stock market: SEC c. Social Security d. Labor <ol style="list-style-type: none"> (1) Wagner Act (NLRB) (2) Labor Standards Act 4. Labor’s response: Formation of CIO 5. Controversial aspects of the New Deal <ol style="list-style-type: none"> a. Constitutional issues <ol style="list-style-type: none"> (1) Supreme Court and the NRA (<i>Schechter Poultry Corp. v. United States</i>, 1935) (2) Supreme Court and the AAA (3) TVA: model yardstick or creeping socialism 	<p>Government</p> <p>Economic Systems</p> <p>Government</p>	<p>Students should compare and contrast the New Deal with the Progressive and Great Society reform movements in terms of goals, leadership, and accomplishments.</p> <p>Students should understand that even though the New Deal did much to alleviate the effects of the Depression, the New Deal raised controversy. Some felt that it was leading to socialism, destroying checks and balances, and violating the two-term Presidential tradition. (see <i>United States v. Butler</i>, 1936)</p>

II. THE GREAT DEPRESSION, continued

Content	Concepts/Themes	Connections
<p>b. 1936 election “mandate”</p> <p>c. Roosevelt’s “Court-packing” proposal: failure and success</p> <p>d. 1940 third-term controversy (the unwritten constitution)</p> <p>e. Passage of the 22nd Amendment (1951)</p> <p>6 The human factor</p> <p>a. FDR as communicator and his efforts to restore public confidence; press conferences, “fireside chats,” and effective use of the radio</p> <p>b. Eleanor Roosevelt as the President’s eyes and ears</p> <p>c. The Dust Bowl and the Okies</p> <p>d. The New Deal and women (Frances Perkins)</p> <p>e. The New Deal and minorities (shift in African-American vote): discriminatory results</p> <p>f. Indian Reorganization Act (1934)</p> <p>7. Culture of the Depression</p> <p>a. Literature: John Steinbeck and Langston Hughes</p> <p>b. Music: jazz, swing (big bands)</p> <p>c. Art: WPA, fine arts, Hollywood, comic books</p> <p>8 Opposition to the New Deal: Al Smith, Norman Thomas, Huey Long, Father Coughlin, Dr. Townsend</p>	<p>Culture and Intellectual Life</p> <p>Diversity</p> <p>Culture and Intellectual Life</p>	<ul style="list-style-type: none"> - Have students analyze the political impact of the “Court packing” proposal by comparing the anti-New Deal decision in <i>United States v. Butler</i>, 1936 with the pro-New Deal decision in <i>National Labor Relations Board v. Jones & Laughlin Steel Corp.</i>, 1937. - Why did Eleanor Roosevelt play such a substantive role as First Lady? How do her actions as First Lady compare with the actions of more recent First Ladies? - Why did African-American voters increasingly change political allegiance from the Republican Party to the Democratic Party after 1934? - How did the Depression and New Deal programs affect women and the nuclear family? - What geographic/environmental conditions contributed to the migration from the Dust Bowl to the West? - How do the problems of farmers in the 1920s and 1930s compare with those of the 1880s, 1950s, and 1980s? - How did the Indian Reorganization Act of 1934 compare with the Dawes Act of 1887 in terms of (1) goals and (2) Native American Indian reactions? - How did the New Deal support the fine arts? - Why did “escapist” movies become popular at this time? - What New Deal projects were completed in your own community? - What are the themes of the literature of John Steinbeck and the photographs of Margaret Bourke-White?

UNIT SIX: THE UNITED STATES IN AN AGE OF GLOBAL CRISIS: RESPONSIBILITY AND COOPERATION

I. PEACE IN PERIL: 1933 - 1950

Content	Concepts/Themes	Connections
<ul style="list-style-type: none"> A. Isolation and neutrality <ul style="list-style-type: none"> 1. Causes of disillusion and pacifism 2. Neutrality Acts of 1935-37 3. Spanish Civil War: testing war technology and ideology 4. FDR’s “quarantine” speech (1937) B. Failure of peace; triumph of aggression <ul style="list-style-type: none"> 1. Aggressions of Japan, Germany, Italy: 1932-1940 2. Appeasement: The Munich Conference (1938) 3. German attack on Poland; start of World War II in Europe 4. Gradual United States involvement <ul style="list-style-type: none"> a. Neutrality Act of 1939 (“cash and carry”) b. Lend-Lease Act and 50 overage destroyers deal c. The moral dimension: The Atlantic Charter (August 1941) C. The United States in World War II <ul style="list-style-type: none"> 1. Pearl Harbor 2. The human dimensions of the war <ul style="list-style-type: none"> a. The “arsenal of democracy” (feats of productivity) b. Role of women: WACs; Rosie the Riveter; return of the retired c. Mobilization: the draft; minority issues d. Financing the war: war bond drives; Hollywood goes to war e. Rationing f. Experiences of men and women in military service 3. Allied strategy and leadership <ul style="list-style-type: none"> a. Assistance to Soviet Union b. Europe first c. Atwo-front war 4. The atomic bomb <ul style="list-style-type: none"> a. The Manhattan Project (role of refugees) b. Truman’s decision to use the atomic bomb against Japan: Hiroshima and Nagasaki c. United States occupation of Japan; the “MacArthur constitution” d. Japanese war crime trials 5. The war’s impact on minorities 	<ul style="list-style-type: none"> Interdependence Places and Regions Interdependence Culture and Intellectual Life Science and Technology Diversity 	<ul style="list-style-type: none"> - To what extent did the isolationist policies of the 1930s reflect a desire to avoid a repeat of the conditions that drew us into World War I? - In what sense was the United States “involved” in World War II before the Pearl Harbor attack and the Congressional declaration of war in December 1941? - How did the need to wage “total war” alter the nature of American society? - How did United States domestic policies during World War II compare with those of World War I? Students should compare the role of the United States in World War I and World War II in terms of (1) the arsenal of democracy, (2) United States military leadership and strategy, and (3) role of the President in planning the peace. Students should understand that there were several moral issues that grew out of the war experience. These include (1) rights of Japanese-Americans, (2) integration of African-Americans, (3) United States reactions to the Nazi Holocaust, (4) morality of nuclear warfare, and (5) treatment of war criminals. - Students should study the origins of these concerns and the ways in which

I. PEACE IN PERIL: 1933 - 1950, continued

<i>Content</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<ul style="list-style-type: none"> a. Incarceration of West Coast Japanese-Americans; Executive Order 9066; <i>Korematsu v. United States</i> (1944) b. Extent of racially integrated units in the military c. The Nazi Holocaust: United States and world reactions d. The Nuremberg war crimes trials; later trials of other Nazi criminals, e.g., Eichmann, Barbie 	<p>Civic Values Constitutional Principles</p>	<p>they have been addressed in the post-war period.</p> <ul style="list-style-type: none"> - The Nuremberg trials established the concept of “crimes against humanity.” What are some more current examples?
<p>6 Demobilization</p> <ul style="list-style-type: none"> a. Inflation and strikes b. The G.I. Bill; impact on education and housing c. Truman’s Fair Deal d. Partisan problems with Congress e. Minorities continued to find it difficult to obtain fair practices in housing, employment, education f. Upset election of 1948; Truman versus Dewey g. Truman and civil rights 	<p>Change</p> <p>Diversity</p>	<ul style="list-style-type: none"> - How did the economic, social, and political problems of adjusting to the end of World War II compare with those after World War I? Consider inflation, strikes, Presidential policies, political control of Congress, ways of dealing with communist threats, immigration policies, and opportunities for veterans. - How did Truman enhance the civil rights of African-Americans? Why did he use executive power rather than Congressional legislation?

II. PEACE WITH PROBLEMS: 1945 - 1960

<i>Content</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<p>A. International peace efforts</p> <ul style="list-style-type: none"> 1. Formation of the United Nations 2. United Nations Universal Declaration of Human Rights <ul style="list-style-type: none"> a. Eleanor Roosevelt’s role b. Senate response 3. Displaced persons: refugee efforts <p>B. Expansion and containment: Europe</p> <ul style="list-style-type: none"> 1. Summitry: Yalta and Potsdam, establishing “spheres of influence” 2. The Iron Curtain: Winston Churchill 3. Postwar uses for United States power <ul style="list-style-type: none"> a. The Truman Doctrine: Greece and Turkey b. The Marshall Plan <ul style="list-style-type: none"> (1) Aid for Europe (2) The Common Market (3) European Parliament c. Berlin airlift d. Formation of NATO alliance <p>C. Containment in Asia, Africa, and Latin America</p> <ul style="list-style-type: none"> 1. The United States and Japan 	<p>Civic Values</p> <p>Places and Regions</p> <p>Interdependence</p> <p>Foreign Policy</p>	<p>Students should understand the role played by the United States in securing peace: (1) formation of the United Nations, (2) relief and refugee efforts, and (3) economic assistance to war-torn economies and societies.</p> <ul style="list-style-type: none"> - How did the United States respond to the expansion of communism in Europe? in Asia? - Compare and contrast the international role of the United States following World War II and World War I. - How might the situation in Europe be different today if the United States had not applied the Truman Doctrine? extended Marshall Plan aid? conducted the Berlin airlift? formed NATO? <p><u>Suggested Documents:</u> The United Nation Charter (1945); The Truman Doctrine (1947)</p>

II. PEACE WITH PROBLEMS: 1945 - 1960, continued

<i>Content</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<ul style="list-style-type: none"> a. Separate peace treaty (1951) b. Reconstruction of Japan 2 The United States and China <ul style="list-style-type: none"> a. Rise to power of Mao Zedong and the People's Republic of China b. Chiang Kai-shek to Taiwan (1949) 3 USSR tests an A-bomb (1949) 4 The "hot war" in Asia: Korean War <ul style="list-style-type: none"> a. The Yalu River: China enters the war b. United Nations efforts: MacArthur, Truman, and "limited war" c. Stalemate and truce (1953) 5 Point four aid: Africa, Asia, Latin America D. The Cold War at home <ul style="list-style-type: none"> 1. Truman and government loyalty checks Case studies: The Smith Act and the House Un-American Activities Committee (<i>Watkins v. United States</i>, 1957); the Alger Hiss case (1950); the Rosenberg trial (1950) 2 Loyalty and dissent: the case of Robert Oppenheimer 3 McCarthyism 4 Politics of the Cold War <ul style="list-style-type: none"> a. Loss of China b. Stalemate in Korea c. Truman's falling popularity 	<p>Interdependence</p> <p>Citizenship Civic Values</p>	<ul style="list-style-type: none"> - Was the Cold War inevitable? How did United States support for "self-determination" conflict with the Soviet Union's desire for security in Eastern Europe at the end of the war? - How did the United States respond to the communist threat at home? - What constitutional values were sacrificed in responding to the communist threat? - How did the second Red Scare compare with the first Red Scare? - What has "McCarthyism" come to mean? - How has the term "McCarthyism" been applied in more recent history?

UNIT SEVEN: WORLD IN UNCERTAIN TIMES: 1950 - PRESENT

I. TOWARD A POSTINDUSTRIAL WORLD: LIVING IN A GLOBAL AGE

<i>Content</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<ul style="list-style-type: none"> A. Changes within the United States <ul style="list-style-type: none"> 1. Energy sources (nuclear power) 2. Materials (plastics, light metals) 3. Technology (computers) 4. Corporate structures (multinational corporations) 5. Nature of employment (agriculture to industry to service) 6. Problems (waste disposal, air/water pollution, growing energy usage, depleting resources, e.g., domestic oil supply) 	<p>Science and Technology</p> <p>Environment</p>	

II. CONTAINMENT AND CONSENSUS: 1945 - 1960

Content	Concepts/Themes	Connections
<p>A. Review postwar events</p> <ol style="list-style-type: none"> 1. Emerging power relationships: East/West; North/South; (haves/have-nots; developed/developing nations) <p>B. Eisenhower foreign policies</p> <ol style="list-style-type: none"> 1. The end of the Korean War 2. John Foster Dulles, the domino theory and massive retaliation; brinkmanship posture 3. The H-bomb; atoms for peace 4. Summits and U-2s 5. Establishment of SEATO 6. Controversy: Aswan Dam and Suez Canal 7. Polish and Hungarian uprisings 8. Eisenhower Doctrine: intervention in Lebanon 9. Sputnik: initiating the space race <p>C. Domestic politics and constitutional issues</p> <ol style="list-style-type: none"> 1. The Eisenhower peace <ol style="list-style-type: none"> a. Returning the United States to a peacetime economy b. Interstate Highway Act (1956) c. Suburbanization d. The Warren Court 2. Civil rights <ol style="list-style-type: none"> a. Jackie Robinson breaks the color barrier b. <i>Brown v. Board of Education of Topeka</i>, 1954 c. Beginnings of modern civil rights movement <ol style="list-style-type: none"> (1) Rosa Parks and the Montgomery bus boycott (2) Little Rock: school desegregation (3) Segregation in public transportation ruled unconstitutional (4) Sit-ins: nonviolent tactic (5) Civil Rights Act of 1957 <p>D. The people</p> <ol style="list-style-type: none"> 1. Prosperity and conservatism <ol style="list-style-type: none"> a. Postwar consumption: homes, autos, and television b. New educational opportunities: G.I. Bill c. The baby boom and its effects 2. Migration and immigration <ol style="list-style-type: none"> a. Suburbanization: Levittowns b. Cities: declining c. New immigration patterns: Caribbean focus 	<p>Places and Regions</p> <p>Interdependence</p> <p>Places and Regions</p> <p>Civic Values</p> <p>Citizenship Civic Values</p> <p>Change</p> <p>Environment Diversity Immigration and Migration</p>	<ul style="list-style-type: none"> - How did each of the post-World War II Presidents build on and extend the policy of containment? - How did Truman, Eisenhower, Kennedy, and Johnson carry forth the programs of the New Deal? - How did Presidents Eisenhower, Kennedy, and Johnson further the civil rights initiatives begun by Truman? <p>Students should understand that in spite of the victory of the forces of integration in the <i>Brown v. Board of Education of Topeka</i> decision, there was much resistance to a broader application of the principle of integration. Students should study various specific events in the civil rights movement from 1955 to 1965.</p> <ul style="list-style-type: none"> - Compare the attitudes, values, and social changes of the 1950s (post-World War II) with those of the 1920s (post-World War I). - What significant demographic changes became evident in the 1950s? - Explain how increased use of the automobile changed urban areas. Consider how the automobile contributed to the growth of suburbs and changed the demographic composition of the center city.

III. DECADE OF CHANGE: 1960s

<i>Content</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<p>A. The Kennedy years</p> <p>1. The New Frontier: dreams and promises</p> <p>a. Civil rights actions</p> <p>(1) James Meredith at the University of Mississippi</p> <p>(2) Public career of Dr. Martin Luther King, Jr., Birmingham protest (“Letter from Birmingham Jail”)</p> <p>(3) Assassination of Medgar Evers</p> <p>(4) March on Washington</p> <p>2. Foreign policy and Cold War crises</p> <p>a. Bay of Pigs invasion</p> <p>b. Vienna Summit/Berlin Wall</p> <p>c. Cuban missile crisis</p> <p>d. Laos and Vietnam</p> <p>e. Latin America and the Alliance for Progress</p> <p>f. Peace Corps</p> <p>g. Launching the race to the Moon</p> <p>h. Nuclear Test Ban Treaty 1963, 1967; Hot Line established</p> <p>3. Movement for rights of disabled citizens</p> <p>a. Background</p> <p>(1) Historic attitude that disabled were defective</p> <p>(2) Emergence of humanitarian view in 19th century, development of large institutions</p> <p>(3) Development of the concept of normalization; early-20th-century programs of education and training</p> <p>b. Kennedy administration, 1961-1963 beginning awareness, changing attitudes</p> <p>(1) President’s Council on Mental Retardation</p> <p>(2) Special Olympics</p> <p>c. Litigation and legislation; 1960- present</p> <p>(1) Education of the Handicapped Act, 1966</p> <p>(2) Education for All Handicapped Children Act, 1971</p> <p>(3) Rehabilitation Act of 1973, Section 504</p> <p>(4) Americans with Disabilities Act, 1990</p> <p>d. Dependence to independence</p> <p>(1) Activism by disabled veterans</p> <p>(2) Deinstitutionalization</p> <p>(3) Mainstreaming</p> <p>4. Assassination in Dallas</p>	<p>Civic Values</p> <p>Interdependence</p> <p>Places and Regions</p> <p>Citizenship</p> <p>Diversity</p>	<p>- Is the “New Frontier” label for the Kennedy administration justified in terms of both foreign and domestic policies?</p> <p>- Although President Kennedy’s charismatic style enhanced his public image, what practical effect did it have on his working relationship with Congress? Apply this question to the following areas: (1) civil rights legislation, (2) immigration reform, (3) federal aid to education, and (4) foreign policy initiatives.</p> <p><u>Suggested Document</u>: John F. Kennedy’s Inaugural Address</p> <p>- In what ways were your school district facilities and programs changed as a result of State and federal programs regarding the handicapped and disabled?</p>

III. DECADE OF CHANGE: 1960s, continued

Content	Concepts/Themes	Connections
<p>B. Johnson and the Great Society</p> <ol style="list-style-type: none"> 1. Expanding on the Kennedy social programs <ol style="list-style-type: none"> a. War on poverty; VISTA b. Medicare c. Federal aid to education d. Environmental issues and concerns 2. The Moon landing: the challenge of space exploration 3. Continued demands for equality: civil rights movement <ol style="list-style-type: none"> a. Black protest, pride, and power <ol style="list-style-type: none"> (1) NAACP (National Association for the Advancement of Colored People): legal judicial leadership, Urban League b. Case studies <ol style="list-style-type: none"> (1) SNCC (Student Nonviolent Coordinating Committee): sit-in movement among college students (2) SCLC (Southern Christian Leadership Conference): promote nonviolent resistance, sit-ins, boycotts (3) CORE (Congress of Racial Equality): “Freedom Riders” (4) Testing of segregation laws (5) Others: Black Muslims; prominence of Malcolm X: advocating separation of races, separate state in the United States (6) Civil unrest: Watts riot, 1965, as example; Kerner Commission (7) Assassination of Malcolm X (February 1965) c. Legislative impact <ol style="list-style-type: none"> (1) Civil Rights Act of 1964 (<i>Heart of Atlanta Motel, Inc. v. United States</i>, 1964), modifications since 1964 (2) 24th Amendment (eliminating poll tax) (3) Voting Rights Act, 1965 (4) Court decisions since 1948 upholding or modifying preferential treatment in employment; equal access to housing; travel and accommodations; voting rights; educational equity (5) Fair Housing Act, 1968 4. Demands for equality: women <ol style="list-style-type: none"> a. The modern women’s movement <ol style="list-style-type: none"> (1) Kennedy Commission and the Civil Rights Act, 1963-1964 	<p>Presidential Decisions and Actions</p> <p>Civic Values</p> <p>Diversity</p> <p>Civic Values</p> <p>Civic Values</p> <p>Citizenship</p> <p>Diversity</p>	<ul style="list-style-type: none"> - In what ways did Johnson’s social programs build upon the Kennedy legacy? - Why was Johnson more successful than Kennedy in translating social programs into legislation? - Students should understand that the 1960s witnessed protest movements of peoples of diverse backgrounds (African-Americans, women, Hispanic-Americans, Native American Indians). - Compare and contrast the civil rights movement after 1965 with the earlier phase (1955-1965) in terms of (1) goals, (2) leadership, (3) strategies, and (4) achievements. - Compare the feminist movement of the 1960s with the suffragist movement in terms of (1) goals, (2) leadership, (3) strategies, and (4) achievements. - To what extent did the civil rights movement influence the demands for equality on the part of Hispanic-Americans and Native American Indians? How successful were their efforts?

III. DECADE OF CHANGE: 1960s, continued

<i>Content</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<p>(2) NOW (1966) to present</p> <p>b. Issues</p> <p>(1) Shifting roles and images</p> <p>(2) Equal Rights Amendment (failure to ratify)</p> <p>(3) <i>Roe v. Wade</i>, 1973</p> <p>(4) Equality in the workplace: compensation, the glass ceiling</p> <p>(5) Increased focus on domestic abuse</p> <p>5. Rising consciousness of Hispanic-Americans</p> <p>a. “Brown power” movement</p> <p>b. Organizing farm labor (Cesar Chavez)</p> <p>c. Cuban and Haitian immigration</p> <p>d. Increasing presence in American politics</p> <p>6. Demands for equality: American Indian Movement (AIM) and other protests</p> <p>a. Occupation of Alcatraz</p> <p>b. The “long march”</p> <p>c. Wounded Knee, 1973</p> <p>7. Rights of the accused</p> <p>a. <i>Mapp v. Ohio</i>, 1961</p> <p>b. <i>Gideon v. Wainwright</i>, 1963</p> <p>c. <i>Miranda v. Arizona</i>, 1966</p> <p>8. Legislative reapportionment: <i>Baker v. Carr</i>, 1962</p>	<p>Diversity</p> <p>Civic Values</p>	<ul style="list-style-type: none"> - Students should understand the tension involved in balancing the protection of the rights of the accused with the need to protect society. - Examine the content of the <i>Baker v. Carr</i> ruling to discuss how legislative reapportionment has expanded the concept of democratic representation.

IV. THE LIMITS OF POWER: TURMOIL AT HOME AND ABROAD, 1965 - 1972

<i>Content</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<p>A. Vietnam: sacrifice and turmoil</p> <p>1. The French-Indochinese War: early United States involvement; Truman, Eisenhower, and Kennedy policies (review how foreign policy is formulated)</p> <p>2. United States and the spread of communism; domino theory; credibility of other United States commitments</p> <p>3. Civil war in South Vietnam; concept of guerrilla warfare</p> <p>4. LBJ and the Americanization of the war</p> <p>a. Fear of “losing” Vietnam</p> <p>b. Escalation and United States assumptions; Tet offensive</p> <p>5. Student protests at home</p> <p>a. Draft protesters</p> <p>b. Political radicals: protests, Students for a Democratic Society (SDS), antiwar</p>	<p>Places and Regions</p> <p>Culture and Intellectual Life</p>	<p>Students should (1) trace the history of United States involvement in Vietnam in the context of containment policy in Southeast Asia, (2) examine its domestic impact, and (3) evaluate both its short-term and long-term effects.</p>

IV. THE LIMITS OF POWER: TURMOIL AT HOME AND ABROAD, 1965 - 1972, continued

<i>Content</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<ul style="list-style-type: none"> c. Cultural radicals: hippies and communalists <p>6 1968 A year of turmoil</p> <ul style="list-style-type: none"> a. President Johnson's decision not to seek reelection b. Assassinations of Dr. Martin Luther King, Jr. (April 1968) and Robert Kennedy (June 1968) c. The Democratic Convention; war protesters disrupt proceedings d. Impact of the Vietnam War on society 	Change	

V. THE TREND TOWARD CONSERVATISM, 1972 - 1985

<i>Content</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<p>A. Nixon as President, 1969-1974</p> <ul style="list-style-type: none"> 1. Domestic policies and events <ul style="list-style-type: none"> a. Modifications to Great Society programs (OSHA, Federal Energy Office, DEA, Clean Air Act, food stamps, revenue sharing) b. The Moon landing c. Environmental Protection Agency (1970) d. Self-determination for American Indians (1970) e. Ratification of the 26th Amendment (1971) f. Title IX - equal education access (1972) 2. Nixon's internationalism <ul style="list-style-type: none"> a. Henry Kissinger and realpolitik <ul style="list-style-type: none"> (1) Withdrawal from Vietnam and Cambodia; peace talks and signing of Paris Peace Accords (Pentagon papers, <i>New York Times v. United States</i>, 1971) (2) Nixon Doctrine (3) Opening to China (4) Detente: SALT and grain 3. The Presidency in crisis <ul style="list-style-type: none"> a. Resignation of Spiro Agnew b. Watergate affair and its constitutional implications c. <i>United States v. Nixon</i>, 1974 d. The impeachment process and resignation 	<p>Change Presidential Decisions and Actions</p> <p>Choice</p>	<ul style="list-style-type: none"> - In what specific ways did Nixon depart from Johnson's Great Society? - Identify and evaluate Nixon's foreign policy initiatives. - What factors contributed to the weakening of the "Imperial Presidency" under Nixon, Ford, and Carter?

V. THE TREND TOWARD CONSERVATISM, 1972 - 1985, continued

<i>Content</i>	<i>Concepts/Themes</i>	<i>Connections</i>
E. Renewed United States power image 1. Central America and the Caribbean: debt and stability; Sandinistas, Contras, El Salvadorians 2 Middle East: war and hostages	Human systems	policy represent a return to traditional themes of Cold War and power politics?
F. Trade imbalance and divesting 1. Japan: trade imbalance 2. United States and South Africa	Interdependence	
G. United States—Soviet relations 1. Gorbachev and Soviet relations 2. “Star Wars” and arms limitation efforts 3. Cuts in defense spending and the fall of the Soviet Union	Foreign Policy	

VI. APPROACHING THE NEXT CENTURY 1986 - 1999

<i>Content</i>	<i>Concepts/Themes</i>	<i>Connections</i>
A. The Bush Presidency 1. Case study: The election of 1988 a. Effects of demographics b. Rise of a third party (H. Ross Perot) c. Increasing influence of political action committees 2. Domestic issues a. Environmental concerns b. Immigration issues c. Savings and loan scandal d. Social concerns (<i>Cruzan v. Director, Missouri Department of Health, 1990</i> and <i>Planned Parenthood of Southeastern Pennsylvania, et. al. v. Casey, 1992</i>) 3. Foreign policy issues a. Dissolution of the Soviet Union b. Fall of the Berlin Wall and German reunification (1990) c. Crisis in Bosnia d. Persian Gulf crisis	Presidential Decisions and Actions Environment Interdependence Foreign Policy	Students should study these elections to deepen their understanding of prior developments in United States history. Some examples are (1) third-party candidacy of Perot in 1992 compared to Theodore Roosevelt in 1912, (2) change in party control of Congress in midterm elections (1994 compared with 1918, 1930, 1946) and its impact on the working relationship between the President and Congress. Evaluate the effectiveness of the foreign policies of Presidents Reagan and Bush.
B. The Clinton Presidency 1. Domestic issues	Presidential Decisions and Actions Economic Systems	

VI. APPROACHING THE NEXT CENTURY 1986 - 1999, continued

Content	Concepts/Themes	Connections
<ul style="list-style-type: none"> a. Social concerns <ul style="list-style-type: none"> (1) Health care (2) Education (3) Welfare reform (4) Stability of the Social Security system b. Economic concerns <ul style="list-style-type: none"> (1) Role of technologies (2) Impact of the baby boom generation (3) Balanced budget amendment (debate) (4) Market trends: The bull market of the 1990s c. Political concerns <ul style="list-style-type: none"> (1) Senate Whitewater investigations (2) Gun control (3) Campaign finance reform (debate) d. Impeachment and acquittal 2 Foreign policy issues <ul style="list-style-type: none"> a. United States—Middle East relations: Israeli—PLO agreement (Rabin—Arafat) b. United States in the global economy <ul style="list-style-type: none"> (1) NAFTA (2) GATT (3) Economic aid to Russia (4) United States trade with China, Japan, and Latin America c. Intervention in Somalia, Haiti, Bosnia, and Yugoslavia d. United States—Russian relations; 1990 to the present e. United States—European relations: European Union (EU), NATO 	<p>Foreign Policy</p> <p>Places and Regions</p> <p>Foreign Policy</p> <p>Interdependence</p>	<p><u>Suggested Document</u>: <i>Renov. American Civil Liberties Union, 1997</i></p> <p>Students should examine the foreign policies of Bush and Clinton to understand the complexities of post-Cold War issues and realities.</p>