

**ESSENTIAL QUESTIONS:**

- What were the consequences of the interactions between white settlers and Native American groups in the West during the late 1800s?
- How did technological innovations fuel industrialization, and what were the social, political, and economic results?
- What were the consequences of a rapid increase in immigration and urbanization, and how did government (local and national) respond?
- How did modern American mass-culture begin to develop through technological advances?

**CONTENT STANDARDS:**

USII.4 Analyze the causes of the continuing westward expansion of the American people after the Civil War and the impact of this migration on the Indians.

USII.1 Explain the various causes of the Industrial Revolution, including:

USII.2 Explain the important consequences of the Industrial Revolution, including:

USII.3 Describe the causes of the immigration of Southern and Eastern Europeans, Chinese, Koreans, and Japanese to America in the late 19th and early 20th centuries, and describe the major roles of these immigrants in the industrialization of America.

USII.5 Explain the formation and goals of unions as well as the rise of radical political parties during the Industrial era, including:

**RESOURCES:**

- Holt McDougal “The Americans” – Chapters 13, 14, 15, and 16, as well as supporting online “In-Depth Resources”
- Stanford History Education Group – “Beyond the Bubble” (<http://beyondthebubble.stanford.edu/>) and “Reading Like a Historian” (<http://sheg.stanford.edu/rlh>)
- Yale University “Avalon Project ” (<http://avalon.law.yale.edu/>)
- Gilder Lehrman Institute of American History Website (<http://www.gilderlehrman.org/>)
- Zinn Education Project (<http://zinnedproject.org/>) and “A Young People’s History of the United States, Volume II”
- DBQ Project “American History DBQs” and “American History Mini-Qs – Volume 2”
- National History Education Clearing House (<http://teachinghistory.org/>)
- Ashbrook Center “Teaching American History” Project (<http://teachingamericanhistory.org/>)
- Massachusetts History and Social Science Curriculum Frameworks – Appendices A, C, E, and F

**HISTORICAL THINKING STANDARD:**

**Standard 2 - Historical Comprehension**

- A. Identify the author or source of the historical document or narrative and assess its credibility.
- B. Reconstruct the literal meaning of a historical passage.
- C. Identify the central question(s) the historical narrative addresses.
- D. Differentiate between historical facts and historical interpretations.
- E. Read historical narratives imaginatively.
- F. Appreciate historical perspectives.
- G. Draw upon data in historical maps.
- H. Utilize visual, mathematical, and quantitative data.

**FORMATIVE ASSESSMENT(S):**

- Mini Document-Based Question (Mini-Q) Open-Response.
- Content/Response Notes – “Summarize It”
- Writing Activities (i.e. H.O.T. Boxes, T-W-P-S, journaling)
- Text-Based “In-Depth” Resources (i.e. Guided Reading, Building Vocabulary, Skillbuilder Practice, Reteaching Activity, Geography Application, Connections to Literature, Section Assessments, Online Test Practice)
- Graphic Organizers (i.e. Cause & Effect, Compare & Contrast, Problems & Solutions, Making Connections/Analogies, Perspective-Taking)
- Visual Analysis/Presentation Activities (i.e. illustrated timeline, thought museum, political cartoon, brochure, PowerPoint/video presentation, poster/mosaic, illustrated graphic organizer/chart/graph)

**KEY CONCEPTS:**

- Americanization Movement
- Assimilation
- Bessemer Process
- Capitalism/Laissez-Faire
- Civil Service
- Gilded Age
- Gold Standard
- Grange
- Homestead Act
- Immigration
- Industrialization
- Interstate Commerce Act
- Nativism
- Philanthropy
- Political Machine
- Populism
- Segregation
- Sherman Antitrust Act
- Social Darwinism
- Social Gospel Movement
- Socialism
- Transcontinental Railroad
- Urbanization
- Vertical and Horizontal Integration

**KEY OBJECTIVES/OUTCOMES:**

- Explain how industrialization develops due to natural resources, innovation, and expanding markets.
- Analyze and evaluate the impact of the growth of railroads.
- Identify and explain how industrialization results in the growth of Big Business and labor unions.
- Describe how immigrants coped with culture shock, prejudice, and economic opportunity.
- Identify and evaluate the challenges of rapid urbanization.
- Analyze the political corruption and reforms of the Gilded Age.
- Explain how advances in science and technology address the challenges of urbanization.
- Describe the causes and effects of reforms in education and the promotion of cultural values.
- Identify and explain how African-Americans battle institutionalized racism and segregation.
- Evaluate how a modern mass culture emerges through consumer-based economics.

## **United States History II: Unit 2 – Progressivism and Imperialism**

### **ESSENTIAL QUESTIONS:**

- What were the societal causes of Progressivism, and how did this movement affect the regulatory power of the government?
- How did the United States claim a role as a world power, and what were the effects of America’s diplomatic and economic policies?
- What were the causes and consequences of World War I (WWI), and how did the United States respond?

### **CONTENT STANDARDS:**

USII.8 Analyze the origins of Progressivism and important Progressive leaders, and summarize the major accomplishments of Progressivism.

USII.9 Analyze the post-Civil War struggles of African Americans and women to gain basic civil rights.

USII.6 Analyze the causes and course of America’s growing role in world affairs from the Civil War to World War I.

USII.7 Explain the course and significance of President Wilson’s wartime diplomacy, including his Fourteen Points, the League of Nations, and the failure of the Versailles treaty.

### **RESOURCES:**

- Holt McDougal “The Americans” – Chapters 17, 18, and 19, as well as supporting online “In-Depth Resources”
- Stanford History Education Group – “Beyond the Bubble” (<http://beyondthebubble.stanford.edu/>) and “Reading Like a Historian” (<http://sheg.stanford.edu/rlh>)
- Yale University “Avalon Project ” (<http://avalon.law.yale.edu/>)
- Gilder Lehrman Institute of American History Website (<http://www.gilderlehrman.org/>)
- Zinn Education Project (<http://zinnedproject.org/>) and “A Young People’s History of the United States, Volume II”
- DBQ Project “American History DBQs” and “American History Mini-Qs – Volume 2”
- National History Education Clearing House (<http://teachinghistory.org/>)
- Ashbrook Center “Teaching American History” Project (<http://teachingamericanhistory.org/>)
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**HISTORICAL THINKING STANDARD:**

**Standard 3 : Historical Analysis and Interpretation**

- A. Compare and contrast differing sets of ideas.
- B. Consider multiple perspectives.
- C. Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas.
- D. Draw comparisons across eras and regions in order to define enduring issues.
- E. Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.
- F. Compare competing historical narratives.
- G. Challenge arguments of historical inevitability.
- H. Hold interpretations of history as tentative.
- I. Evaluate major debates among historians.
- J. Hypothesize the influence of the past.

**FORMATIVE ASSESSMENT(S):**

- Mini Document-Based Question (Mini-Q) Open-Response.
- Content/Response Notes – “Summarize It”
- Writing Activities (i.e. H.O.T. Boxes, T-W-P-S, journaling)
- Text-Based “In-Depth” Resources (i.e. Guided Reading, Building Vocabulary, Skillbuilder Practice, Reteaching Activity, Geography Application, Connections to Literature, Section Assessments, Online Test Practice)
- Graphic Organizers (i.e. Cause & Effect, Compare & Contrast, Problems & Solutions, Making Connections/Analogies, Perspective-Taking)
- Visual Analysis/Presentation Activities (i.e. illustrated timeline, thought museum, political cartoon, brochure, PowerPoint/video presentation, poster/mosaic, illustrated graphic organizer/chart/graph)

**KEY CONCEPTS:**

- Boxer Rebellion
- Clayton Antitrust Act
- Conscientious Objector
- Conservation
- Dollar Diplomacy
- Espionage and Sedition Acts
- Federal Reserve System
- Federal Trade Commission
- Fourteen Points
- Great Migration
- Imperialism
- Initiative
- Meat Inspection Act
- Militarism
- Muckraker
- NAACP
- Nationalism

**KEY CONCEPTS:**

- 19th Amendment
- Open Door Notes
- Progressive Movement
- Prohibition
- Propaganda
- Protectorate
- Pure Food and Drug Act
- Referendum
- Reparations
- Roosevelt Corollary
- Selective Service Act
- Spanish-American War
- Square Deal
- Suffrage
- Treaty of Versailles
- Trench Warfare
- War Industries Board
- Yellow Journalism

**KEY OBJECTIVES/OUTCOMES:**

- Explain the four goals of Progressivism, and identify progressive efforts at reform.
- Identify leaders of the woman suffrage movement and explain how suffrage was achieved.
- Describe how Roosevelt used the power of the presidency to regulate business.
- Summarize Progressivism under the Taft administration.
- Describe Wilson’s progressive reforms, and explain its limits.
- Outline the economic and cultural factors that fueled the growth of American imperialism.
- Describe the causes and effects of the conflict between the U.S. and Spain.
- Identify causes and effects of the Philippine-American War.
- Explain the purpose of the Open Door Policy in China.
- Summarize the views regarding U.S. imperialism.
- Explain how Roosevelt’s foreign policy promoted the U.S. as a world power.
- Describe how Wilson’s missionary diplomacy ensured U.S. dominance in Latin America.
- Identify the long-term causes and the immediate circumstances that led to World War I.
- Explain why and how the U.S. entered WWI.
- Identify the new weapons and the medical problems faced during WWI.
- Explain how business and government cooperated during WWI.
- Describe the attacks on civil liberties and the social changes that affected African Americans and women during and after WWI.
- Summarize Wilson’s Fourteen Points.

## **United States History II: Unit 3 – Economic Boom and Bust**

### **ESSENTIAL QUESTIONS:**

- What were the economic, social, and political changes that occurred after WWI and throughout the 1920s?
- How did Prohibition, the changing role of women, and the Harlem Renaissance affect American society?
- What were the socioeconomic causes and consequences of the Great Depression?
- How did New Deal legislative policies impact America’s economic, social, and political structures?

### **CONTENT STANDARDS:**

USII.9 Analyze the post-Civil War struggles of African Americans and women to gain basic civil rights.

USII.10 Describe how the battle between traditionalism and modernity manifested itself in the major historical trends and events after World War I and throughout the 1920s.

USII.11 Describe the causes and consequences of the global depression of the 1930s, and analyze how Americans responded to the Great Depression.

USII.12 Analyze the important policies, institutions, and leaders of the New Deal era.

USII.13 Explain how the Great Depression and the New Deal affected American society.

### **RESOURCES:**

- Holt McDougal “The Americans” – Chapters 20, 21, 22, and 23, as well as supporting online “In-Depth Resources”
- Stanford History Education Group – “Beyond the Bubble” (<http://beyondthebubble.stanford.edu/>) and “Reading Like a Historian” (<http://sheg.stanford.edu/rlh>)
- Yale University “Avalon Project ” (<http://avalon.law.yale.edu/>)
- Gilder Lehrman Institute of American History Website (<http://www.gilderlehrman.org/>)
- Zinn Education Project (<http://zinnedproject.org/>) and “A Young People’s History of the United States, Volume II”
- DBQ Project “American History DBQs” and “American History Mini-Qs – Volume 2”
- National History Education Clearing House (<http://teachinghistory.org/>)
- Ashbrook Center “Teaching American History” Project (<http://teachingamericanhistory.org/>)
- Massachusetts History and Social Science Curriculum Frameworks – Appendices A, C, E, and F

<p><b><u>HISTORICAL THINKING STANDARD:</u></b></p> <p style="text-align: center;"><b><u>Standard 4 : Historical Research Capabilities</u></b></p> <p>A. Formulate historical questions.</p> <p>B. Obtain historical data from a variety of sources.</p> <p>C. Interrogate historical data.</p> <p>D. Identify the gaps in the available records, marshal contextual knowledge and perspectives of the time and place.</p> <p>E. Employ quantitative analysis.</p> <p>F. Support interpretations with historical evidence.</p>	<p><b><u>FORMATIVE ASSESSMENT(S):</u></b></p> <ul style="list-style-type: none"> <li>- Mini Document-Based Question (Mini-Q) Open-Response.</li> <li>- Content/Response Notes – “Summarize It”</li> <li>- Writing Activities (i.e. H.O.T. Boxes, T-W-P-S, journaling)</li> <li>- Text-Based “In-Depth” Resources (i.e. Guided Reading, Building Vocabulary, Skillbuilder Practice, Reteaching Activity, Geography Application, Connections to Literature, Section Assessments, Online Test Practice)</li> <li>- Graphic Organizers (i.e. Cause &amp; Effect, Compare &amp; Contrast, Problems &amp; Solutions, Making Connections/Analogies, Perspective-Taking)</li> <li>- Visual Analysis/Presentation Activities (i.e. illustrated timeline, thought museum, political cartoon, brochure, PowerPoint/video presentation, poster/mosaic, illustrated graphic organizer/chart/graph)</li> </ul>
<p><b><u>KEY CONCEPTS:</u></b></p> <ul style="list-style-type: none"> <li>- Nativism</li> <li>- Isolationism</li> <li>- Communism</li> <li>- Anarchists</li> <li>- Quota System</li> <li>- Teapot-Dome Scandal</li> <li>- Urban Sprawl</li> <li>- Installment Plan</li> <li>- Prohibition</li> <li>- Fundamentalism</li> <li>- Scopes Trial</li> <li>- Flapper</li> <li>- Harlem Renaissance</li> <li>- Price Support</li> <li>- Credit</li> <li>- Speculation</li> <li>- Great Depression</li> <li>- Hawley-Smoot Tariff Act</li> <li>- Dust Bowl</li> <li>- Direct Relief</li> <li>- New Deal Legislation</li> <li>- Deficit Spending</li> <li>- Congress of Industrial Organizations</li> <li>- New Deal Coalition</li> </ul>	<p><b><u>KEY OBJECTIVES/OUTCOMES:</u></b></p> <ul style="list-style-type: none"> <li>- Summarize the reaction in the United States to the perceived threat of communism.</li> <li>- Analyze the causes and effects of the quota system in the United States.</li> <li>- Describe the postwar conflicts between labor and management.</li> <li>- Contrast the policy of “normalcy” with progressive era reforms, and identify scandals within the government.</li> <li>- Summarize the impact of the automobile and other consumer goods on American life.</li> <li>- Explain how urbanization created a new way of life that clashed with the values of traditional rural society.</li> <li>- Describe the controversy between science and religion in American education and society in the 1920s.</li> <li>- Identify the causes and results of the changing roles of women in the 1920s.</li> <li>- Describe popular culture in the 1920s, and explain why the decade came to be called the Roaring Twenties.</li> <li>- Identify the causes and results of the migration of African Americans to Northern cities in the early 1900s.</li> <li>- Describe the prolific African-American artistic activity that became known as the Harlem Renaissance.</li> <li>- Summarize the critical problems threatening the American economy in the late 1920s.</li> <li>- Describe the causes and consequences of the stock market crash and Great Depression.</li> <li>- Analyze how people struggled to survive during the Depression, and explain its impact on social structures.</li> <li>- Explain Hoover’s initial response to the Depression, and summarize the actions taken to help the economy.</li> <li>- Summarize the initial steps Roosevelt took to reform banking and finance.</li> <li>- Describe New Deal work programs, and identify criticisms of the New Deal.</li> <li>- Analyze the purpose of the Second New Deal, and describe its assistance programs.</li> <li>- Summarize labor and economic reforms carried out under the Second New Deal.</li> <li>- Identify and describe the groups that formed the New Deal coalition.</li> <li>- Outline the popular culture of the New Deal era.</li> <li>- Summarize opinions about the effectiveness of and describe the legacies of the New Deal.</li> </ul>

## **United States History II: Unit 4 – Isolation to Globalization**

### **ESSENTIAL QUESTIONS:**

- What were the causes of the rise of dictators around the world and the American response in the 1930s?
- How did political decision, military campaigns, and home-front economic shifts aid U.S. victory in World War II?
- What were the international and domestic consequences of American victory in WWII?
- How did international and domestic tensions result in a Cold War between the U.S. and the Soviet Union?

### **CONTENT STANDARDS:**

USII.14 Explain the strength of American isolationism after World War I and analyze its impact on U.S. foreign policy.

USII.15 Analyze how German aggression in Europe and Japanese aggression in Asia contributed to the start of World War II, and summarize the major battles and events of the war.

USII.16 Explain the reasons for the dropping of atom bombs on Japan, and their short and long-term effects.

USII.17 Explain important domestic events that took place during the war.

USII.18 Analyze the factors that contributed to the Cold War and describe the policy of containment as America's response to Soviet expansionist policies.

### **RESOURCES:**

- Holt McDougal "The Americans" – Chapters 24, 25, and 26, as well as supporting online "In-Depth Resources"
- Stanford History Education Group – "Beyond the Bubble" (<http://beyondthebubble.stanford.edu/>) and "Reading Like a Historian" (<http://sheg.stanford.edu/rlh>)
- Yale University "Avalon Project" (<http://avalon.law.yale.edu/>)
- Gilder Lehrman Institute of American History Website (<http://www.gilderlehrman.org/>)
- Zinn Education Project (<http://zinnedproject.org/>) and "A Young People's History of the United States, Volume II"
- DBQ Project "American History DBQs" and "American History Mini-Qs – Volume 2"
- National History Education Clearing House (<http://teachinghistory.org/>)
- Ashbrook Center "Teaching American History" Project (<http://teachingamericanhistory.org/>)
- Massachusetts History and Social Science Curriculum Frameworks – Appendices A, C, E, and F

**HISTORICAL THINKING STANDARD:**

**Standard 5 : Historical Issues-Analysis and Decision-Making**

- A. Identify issues and problems in the past.
- B. Marshal evidence of antecedent circumstances.
- C. Identify relevant historical antecedents.
- D. Evaluate alternative courses of action.
- E. Formulate a position or course of action on an issue.
- F. Evaluate the implementation of a decision.

**FORMATIVE ASSESSMENT(S):**

- Mini Document-Based Question (Mini-Q) Open-Response.
- Content/Response Notes – “Summarize It”
- Writing Activities (i.e. H.O.T. Boxes, T-W-P-S, journaling)
- Text-Based “In-Depth” Resources (i.e. Guided Reading, Building Vocabulary, Skillbuilder Practice, Reteaching Activity, Geography Application, Connections to Literature, Section Assessments, Online Test Practice)
- Graphic Organizers (i.e. Cause & Effect, Compare & Contrast, Problems & Solutions, Making Connections/Analogies, Perspective-Taking)
- Visual Analysis/Presentation Activities (i.e. illustrated timeline, thought museum, political cartoon, brochure, PowerPoint/video presentation, poster/mosaic, illustrated graphic organizer/chart/graph)

**KEY CONCEPTS:**

- Totalitarianism
- Fascism
- Nazism
- Neutrality
- Appeasement
- Blitzkrieg
- Holocaust
- Final Solution
- Concentration Camp
- Axis Powers/Allies
- Lend-Lease Act
- Atlantic Charter
- Manhattan Project
- Economic Controls
- D-Day

- V-E Day
- Kamikaze
- Atomic Bomb
- V-J Day
- Nuremberg Trials
- GI Bill of Rights
- Internment
- Cold War
- Satellite Nations
- Containment
- Iron Curtain
- NATO
- Korean War
- HUAC
- McCarthyism
- Brinkmanship
- Warsaw Pact

**KEY OBJECTIVES/OUTCOMES:**

- Identify the types of governments in Russia, Italy, Germany, and Japan after WW I.
- Explain why America turned to isolationism in the 1930s.
- Analyze Hitler’s motives for expansion and how Britain and France responded.
- Describe the blitzkrieg tactics that Germany used against Central European countries.
- Outline the reasons behind Nazi persecution of the Jews, the problems facing Jewish refugees, and the horrors and legacy of the Holocaust.
- Describe the U.S. response to the outbreak of war in Europe in 1939.
- Summarize the events that brought the United States into armed conflict with Germany.
- Describe the American response to the Japanese attack on Pearl Harbor.
- Describe the wartime mobilization of industry, labor, scientists, and the media.
- Evaluate the efforts of the U.S. government to control the economy and deal with subversion.
- Summarize the Allies’ plan for winning the war, and describe the liberation of Europe.
- Identify key points in Pacific campaign, and describe the Allied offensive against the Japanese.
- Explain both the development of the atomic bomb and debates about its use.
- Analyze the challenges faced by the Allies in building a just and lasting peace.
- Describe the economic and social changes that reshaped American life during World War II.
- Analyze the opportunities and the discrimination minorities experienced during WWII.
- Explain the breakdown in relations between the U.S. and the Soviet Union after WWII.
- Summarize the steps taken to contain Soviet influence, and describe how the Truman Doctrine and the Marshall Plan deepened Cold War tensions.
- Explain how conflicts over Germany increased fear of Soviet aggression.
- Explain how Communists came to power in China and how the United States reacted.
- Summarize the events of the Korean War.
- Describe government efforts to investigate the loyalty of U.S. citizens and the alleged Communist influence in the United States.
- Describe American and Soviet actions that caused the Cold War to spread around the world.

