

# Fairfield Public Schools Social Studies Curriculum

## United States History Grade 11



**FAIRFIELD  
PUBLIC SCHOOLS**

## United States History: Description

United States History provides high school students with an opportunity to explore the issues, events, personalities, and concepts that have shaped our nation from the Revolutionary Era to the modern era. The curriculum is based on key compelling questions which require students to think critically, analyze and synthesize information, and make connections across time periods while investigating issues from multiple perspectives. Recurring themes that serve as the foundation of study include: government, politics, and civic participation; the struggle for freedom, equality, and economic prosperity; the role of the United States in world affairs; and cultural diversity and American identity. As students explore the larger concepts and themes of United States history, a distinct focus of this course is the continued development of the intellectual skills of social studies including critical reading and document analysis, with an increased emphasis on developing research and writing skills.

Objectives and Standards:

**Historical Understandings:** Shown as content objectives, these goals define what students should know about global history upon completion of each unit. These understandings are drawn from the *Connecticut Social Studies Frameworks (2015)*, with input from various other state frameworks, as well as the *National Standards for History* developed by the National Center for History in the Schools. These understandings represent the record of American aspirations, accomplishments, and failures in the four themes described above. They also provide students with the historical perspectives required to analyze contemporary issues and problems confronting citizens today.

**Historical Thinking / Inquiry Skills:** These standards center on four dimensions driven by the use of questions to spark curiosity, guide instruction, deepen investigation, acquire rigorous content, and enable students to apply knowledge and ideas in real world settings so they can become active and engaged citizens. Drawn from the *Connecticut Social Studies Frameworks (2015)* and the *C3 Social Studies for the Next Generation National Framework (2013)*, these standards enable students to evaluate evidence, develop comparative and causal analyses, interpret the historical record, and construct sound historical arguments and perspectives.

# United States History: Overview

## Central Understandings

- Understand the fundamental and unique characteristics that define America's past and apply that information to analyze how they have influenced the development of American society.
- Analyze the evolution of the American political system, including the formal and informal structures of government and civic participation, and the way in which power and authority have been exercised through various eras of United States History.
- Analyze the development of American values, explaining how events, ideas, beliefs, and traditions have evolved over time.
- Evaluate the impact of evolving American values on various ethnic, religious, social, and political groups through various eras of United States History.
- Evaluate how the United States has interacted with the world through various stages of United States History.
- Analyze and interpret different types of primary and secondary sources of fundamental importance and relevance to topical inquiry.
- Analyze the importance of context and point of view in historical interpretation (e.g. interpret past events and issues in historical context rather than in terms of present norms and values; recognize that historians interpret the same events differently).
- Analyze and evaluate historical sources and interpretations (e.g. credibility, perspective, bias, and authenticity; verifiable or unverifiable; fact or interpretation).
- Utilize research strategies, methods, and sources to obtain, organize, and interpret historical data.
- Compose arguments / positions, and participate in debates on different interpretations of the same historical events; synthesize primary and secondary sources to justify a claim.
- Identify, analyze, and understand elements of historical cause and effect; recognize and understand patterns of change and continuity.
- Develop open-ended historical questions that can be addressed through historical research and interpretation.

## Course Themes

- **CIV:** Government, Politics, and Civic Participation
- **EQ:** The Struggle for Freedom, Equality, and Economic Prosperity
- **FOR:** The Role of the United States in World Affairs
- **CUL:** Cultural Diversity, Society, and American Identity

## Course Compelling Questions

- **CIV:** To what extent has the role and power of the US Government evolved over time?
- **EQ:** How do Americans define social, political and economic equality and how has it changed over time?
- **FOR:** How has the role of the United States in international affairs reflected American society throughout its history?
- **CUL:** To what extent has a diversity of perspectives shaped an American identity?

## United States History: Year-at-a Glance

Unit	Title	Unit Compelling Questions
1	Foundations of the American Nation (1750-1820s)	<ul style="list-style-type: none"> <li>• What early experiences had a significant impact on the American concepts of political rights and representative government?</li> <li>• How did geography shape the economic and social development of early America?</li> <li>• Why did the American colonists declare independence and to what extent was the revolution revolutionary?</li> <li>• How did the institutions of the United States government evolve between 1787 and the 1820s?</li> <li>• How does American foreign policy between the years 1783-1800 reflect the state of the republic in the post-revolutionary era?</li> </ul>
2	Expansionism, Sectionalism and Civil War (1800-1877)	<ul style="list-style-type: none"> <li>• How did the United States justify territorial expansion between 1801 and 1861? What was the impact of this expansion?</li> <li>• How did the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement change the lives of Americans and lead to regional tensions?</li> <li>• How was political democracy extended, restricted, and reorganized between 1820 and 1840?</li> <li>• What were the sources and impact of cultural, religious, and social reform movements in the antebellum period?</li> <li>• What were the political, economic, and cultural causes of the Civil War?</li> <li>• What was the effect of the Civil War on the American people?</li> <li>• What were the successes and failures of Reconstruction?</li> </ul>
3	The Development of the Industrial United States (1865-1920)	<ul style="list-style-type: none"> <li>• How did the rise of corporations, heavy industry, and mechanized farming transform American society?</li> <li>• What factors led to massive immigration after 1870? What challenges and opportunities did new immigrants face?</li> <li>• How did Progressives and others address the problems of industrialization, urbanization, and political corruption?</li> </ul>

4	America Emerges as a World Power (1890-1945)	<ul style="list-style-type: none"> <li>• How did the role of the United States in world affairs change in the late 19<sup>th</sup> century through World War I?</li> <li>• How did the United States change politically, socially, and economically from the end of World War I to the eve of the Great Depression?</li> <li>• What were the fundamental causes of the Great Depression and how did it affect American society?</li> <li>• How did the New Deal address the Great Depression, transform American federalism, and initiate the modern welfare state?</li> <li>• What were the factors that led the United States to move from neutrality to involvement in World War II?</li> <li>• What were major turning points of World War II and what were the primary reasons for Allied victory in the war?</li> <li>• What were the political, economic, and social impacts of World War II at home?</li> </ul>
5	Postwar America (1945-1970s)	<ul style="list-style-type: none"> <li>• How did the Cold War impact the foreign policy of the United States from 1945 through the Vietnam War?</li> <li>• How did the Cold War influence domestic politics and culture?</li> <li>• To what extent were the methods used by various civil rights activists successful in advancing the goals of the Civil Rights Movement?</li> <li>• To what extent were the judicial, executive, and legislative branches effective in promoting civil liberties and equal opportunity?</li> </ul>
6	Contemporary America (1968-Present)	<ul style="list-style-type: none"> <li>• How have the events and personalities of domestic politics since 1968 impacted modern American society?</li> <li>• How have modern developments in global politics and the end of the Cold War shaped American foreign policy?</li> <li>• What economic, social, and cultural developments since 1968 have shaped modern American society?</li> <li>• How should the United States respond to global terrorism?</li> </ul>

## Monitoring Student Progress

Students' progress in relation to the content and skill standards will be measured with teacher-generated, as well as district-wide, formative and summative assessments in the following areas:

1. Determine the central ideas or information of historical content; provide an accurate summary that makes clear the relationships among the key details and ideas (INQ DIM 1-3; CCSS.ELA-LITERACY.RH11-12.2).
2. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the content as a whole (INQ DIM 1-4; CCSS.ELA-LITERACY.RH11-12.1).
3. Evaluate differing points of view on the same historical event or issue by assessing various claims, reasoning, and evidence (INQ DIM 1-3; CCSS.ELA-LITERACY.RH11-12.6).
4. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively, as well as in words) in order to address a question or solve a problem (INQ DIM 3-4; CCSS.ELA-LITERACY.RH11-12.7)
5. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources (INQ DIM 3-4; CCSS.ELA-LITERACY.RH11-12.9).
6. Produce arguments (written or presented) focused on discipline-specific content (INQ DIM 3-4; CCSS.ELA-LITERACY.WHST.11-12.1).
7. Produce informative / explanatory interpretations (written or presented) focused on discipline-specific content (INQ DIM 3-4; CCSS.ELA-LITERACY.WHST.11-12.2).
8. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation (INQ DIM 1-4; CCSS.ELA-LITERACY.WHST.11-12.7).
9. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source; integrate information into the text selectively; avoid plagiarism and overreliance on any one source and follow a standard format for citation (INQ DIM 1-4; CSS.ELA-LITERACY.WHST.11-12.8).
10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of disciplinary-specific tasks, purposes, and audiences (INQ DIM 4; CCSS.ELA-LITERACY.WHST.11-12.10)

# Foundations of the American Nation (1754-1820)

## Overview

The era 1754-1820 is of crucial importance in the study of American history. The American Revolution severed the colonial relationship with Great Britain and legally created the United States and the revolutionary generation formulated the political philosophy and laid the institutional foundations for the system of government under which we live. The Revolution and the new government were also inspired by ideas concerning natural rights and political authority that were transatlantic in reach and stretch back to Enlightenment philosophy and colonial experiences, and its successful completion affected people and governments over a large part of the globe for many generations. In thinking about the causes and course of the Revolution, it is important to study the fundamental principles of the Declaration of Independence, the causes for the outbreak of the war, the main stages of the Revolutionary War, and the reasons for American victory.

Students can appreciate how agendas for redefining American society in the postwar era differed by exploring how the Constitution was created and how it was ratified after a dramatic ideological debate in 1787-1788. The Constitution and the Bill of Rights should be approached as the culmination of the most creative era of constitutionalism in American history. However, it should be stressed that ratification of the founding documents did not end debate on governmental power or citizen participation in the political process. Economic, regional, social, ideological, religious, and political tensions would spawn continuing debates over the meaning of the Constitution and American values. In studying the post-Revolutionary generation, students should understand how the formal and informal institutions of the political system developed, how the modern American two-party system took shape, how political turmoil arose as Americans debated the French Revolution, and how the Supreme Court rose to a place of prominence

## Unit Content Objectives

At the conclusion of this unit, students will be able to:

- Analyze how the rise of American individualism contributed to the concept of participatory government in early America.
- Evaluate how geography impacted the economic and cultural development of early America.
- Examine the political, ideological, cultural, and economic origins of the American Revolution.
- Understand the principles articulated in the Declaration of Independence and the justification for the American Revolution.
- Understand the factors affecting the course of the Revolutionary War and contributing to American victory.
- Analyze the impact of the American Revolution on politics, economy, and society.
- Analyze the issues involved in the creation and ratification of the United States Constitution and the new government it established.
- Understand the guarantees of the Bill of Rights and its continuing significance.
- Evaluate the development of the Supreme Court's power and its significance from 1789 to 1820.
- Examine the factors that led to the development of the first American party system.
- Analyze the foreign policy issues that the United States faced from 1783-1800.

## Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

- What early experiences had a significant impact on the American concepts of political rights and representative government?
- How did geography shape the economic and social development of early America?
- Why did the American colonists declare independence and to what extent was the revolution revolutionary?
- How did the institutions of the United States government evolve between 1787 and the 1820s?
- How does American foreign policy between the years 1783-1800 reflect the state of the republic in the post-revolutionary era?

## Standards Emphasized in the Unit: Inquiry in the Social Studies

### **DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY**

It is expected that students in high school U.S. History will individually and with others:

**INQ 9–12.1** Explain how a question reflects an enduring issue in the field.

**INQ 9–12.2** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

**INQ 9–12.3** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

**INQ 9–12.4** Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

**INQ 9–12.5** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources

**Corresponding CT Core Standards: CCSS.ELA-Literacy, RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.7**

**Key academic vocabulary: *questioning, argument, explanation, point of view***

### **DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS**

It is expected that students in high school U.S. History will individually and with others:

#### Change, Continuity and Context

**HIST 9–12.1** Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

**HIST 9–12.2** Analyze change and continuity in historical eras.

#### Perspectives

**HIST 9–12.3** Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.



- HIST 9–12.4** Analyze how historical contexts shaped and continue to shape people’s perspectives. (e.g., immigration, labor, the role of women).
- HIST 9–12.5** Analyze the ways in which the perspectives of those writing history shaped the history that they produced.
- HIST 9–12.6** Explain how the perspectives of people in the present shape interpretations of the past.
- HIST 9–12.7** Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

#### Historical Sources and Evidence

- HIST 9–12.8** Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
- HIST 9–12.9** Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
- HIST 9–12.10** Critique the appropriateness of the historical sources used in a secondary interpretation.

#### Causation and Argumentation

- HIST 9–12.11** Analyze multiple and complex causes and effects of events in the past.
- HIST 9–12.12** Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

#### Civic and Political Institutions

- CIV 9–12.1** Analyze the role of citizens in the U.S. political system, and the theory and practice of democracy in America.
- CIV 9–12.2** Evaluate the effectiveness of citizens and institutions in solving social and political problems.

#### Participation and Deliberation

- CIV 9–12.3** Evaluate how social and political systems in the U.S. promote civic virtues and democratic principles across different contexts, times, and places.

#### Processes, Rules, and Laws

- CIV 9–12.4** Analyze how public policies promote changes, intended and unintended, in society.
- CIV 9–12.5** Analyze how societies institute change in ways that both promote and hinder the common good and that protect and violate citizens’ rights.

#### Economic Decision-Making

- ECO 9–12.1** Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

#### Exchange and Markets

- ECO 9–12.2** Evaluate the extent to which competition among sellers and among buyers exists in specific markets.
- ECO 9–12.3** Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.

#### The National Economy

- ECO 9–12.4** Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.
- ECO 9–12.5** Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of

living.

Geographic Representations: Spatial Views of the World

**GEO 9–12.1** Use maps and other geographic representations to analyze the relationships between the locations of places and their political, cultural, and economic history.

Human-Environmental Interaction: Places, Regions, and Culture

**GEO 9–12.2** Evaluate the impact of human activities on the environmental and cultural characteristics of the various places and regions in the United States.

Human Population: Spatial Patterns and Movement

**GEO 9–12.3** Evaluate the impact of economic activities, political decisions, cultural practices, and climate variability on human migration, resource use, and settlement patterns.

---

**DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE**

It is expected that students in high school U.S. History will individually and with others:

**INQ 9–12.6** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

**INQ 9–12.7** Evaluate the credibility of a source by examining how experts value the sources.

**INQ 9–12.8** Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

**INQ 9–12.9** Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

**Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.11-12.1-10; CCSS.ELA-WHST.11-12.1-2; CCSS.ELA-Literacy.WHST.11-12.7-10**

**Key academic vocabulary: *argument, sources, evidence, claims, counterclaims***

---

**DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION**

It is expected that students in high school U.S. History will individually and with others:

**INQ 9–12.10** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

**INQ 9–12.11** Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and

pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)

**INQ 9–12.12** Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

**INQ 9–12.13** Critique the use of claims and evidence in arguments for credibility.

**INQ 9–12.14** Critique the use of the reasoning, sequencing, and supporting details of explanations.

**INQ 9–12.15** Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

**INQ 9–12.16** Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

**INQ 9–12.17** Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

**Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.1-8**

**Key academic vocabulary: *argument, explanation, sources, evidence, claims, counterclaims, visually / visualize, credibility***

## Expansionism, Sectionalism, and Civil War (1801-1877)

### Overview

The nation experienced vast territorial expansion between 1800 and 1861 as restless Americans pushed westward to the Pacific Ocean. This process was fueled by a hunger for land, the nationalistic ideology of “Manifest Destiny”, as well as economic and sectional interests. The economic and social development of the United States during this era is extremely complex. In the North, the first stage of industrialization exposes students to the role of technology and increased immigration in historical change with the transportation revolution, the creation of a national market system, and the growth of cities. In the South, students explore the growth of slavery as an economic and social system. These dramatically different regional experiences would have a profound impact on politics, economics, and society leading to Civil War by 1861.

Throughout this process, however, American political democracy was in many ways expanding and being reorganized. The rise of the second party system and modern interest-group politics mark the advent of modern politics. However, as white male suffrage spreads, students will also explore the disenfranchisement of free African Americans in the north, women, and other groups. Connected to all of the above is the concept of reform as the rapid transformation and expansion of the American economy and society brought about one of the greatest bursts of reformism in American history.

The Civil War put constitutional government to the most severe test as the long debate over slavery and the power of the federal government versus states’ rights reached a climax. Students will study the course and character of the war and its effects on the American people. As important as the war itself, is the study of the promises and challenges of Reconstruction. Through fundamental revisions of the Constitution and the hope for full equality, then the rise of legal segregation and intimidation, and violence, students will assess the political, social, and economic successes and failures of the Reconstruction period.

### Unit Content Objectives

At the conclusion of this unit, students will be able to:

- Analyze the international background and consequences of the Louisiana Purchase, the War of 1812, and the Monroe Doctrine.
- Evaluate the ideology of Manifest Destiny, the nation’s expansion to the Pacific, and the Mexican-American War.
- Understand how the factory system, immigration, and the transportation and market revolutions shaped regional patterns of economic development.
- Understand the changing character of American political life from the 1820s through the 1840s.
- Analyze the rapid growth of slavery after 1800 and the varied experiences of African Americans under slavery.
- Analyze and evaluate how the debates over slavery influenced politics and sectionalism.
- Understand how Americans strived to reform society (e.g. abolition, women’s rights, education, and social reform).
- Explore how the North and South differed and how politics, economics, and ideologies over federalism led to the Civil War.
- Understand the social experience of the Civil War on the battlefield and on the homefront.
- Evaluate the political, social, and economic successes and failures of Reconstruction.

## Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

- How did the United States justify territorial expansion between 1801 and 1861? What was the impact of this expansion?
- How did the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement change the lives of Americans and lead to regional tensions?
- How was political democracy extended, restricted, and reorganized between 1820 and 1840?
- What were the sources and impact of cultural, religious, and social reform movements in the antebellum period?
- What were the political, economic, and cultural causes of the Civil War?
- What was the effect of the Civil War on the American people?
- What were the successes and failures of Reconstruction?

## Standards Emphasized in the Unit: Inquiry in the Social Studies

### **DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY**

It is expected that students in high school U.S. History will individually and with others:

**INQ 9–12.1** Explain how a question reflects an enduring issue in the field.

**INQ 9–12.2** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

**INQ 9–12.3** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

**INQ 9–12.4** Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

**INQ 9–12.5** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources

**Corresponding CT Core Standards: CCSS.ELA-Literacy, RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.7**

**Key academic vocabulary: *questioning, argument, explanation, point of view***

### **DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS**

It is expected that students in high school U.S. History will individually and with others:

Change, Continuity and Context

**HIST 9–12.1** Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

**HIST 9–12.2** Analyze change and continuity in historical eras.

### Perspectives

**HIST 9–12.3** Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

**HIST 9–12.4** Analyze how historical contexts shaped and continue to shape people’s perspectives. (e.g., immigration, labor, the role of women).

**HIST 9–12.5** Analyze the ways in which the perspectives of those writing history shaped the history that they produced.

**HIST 9–12.6** Explain how the perspectives of people in the present shape interpretations of the past.

**HIST 9–12.7** Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

### Historical Sources and Evidence

**HIST 9–12.8** Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.

**HIST 9–12.9** Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.

**HIST 9–12.10** Critique the appropriateness of the historical sources used in a secondary interpretation.

### Causation and Argumentation

**HIST 9–12.11** Analyze multiple and complex causes and effects of events in the past.

**HIST 9–12.12** Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

### Civic and Political Institutions

**CIV 9–12.1** Analyze the role of citizens in the U.S. political system, and the theory and practice of democracy in America.

**CIV 9–12.2** Evaluate the effectiveness of citizens and institutions in solving social and political problems.

### Participation and Deliberation

**CIV 9–12.3** Evaluate how social and political systems in the U.S. promote civic virtues and democratic principles across different contexts, times, and places.

### Processes, Rules, and Laws

**CIV 9–12.4** Analyze how public policies promote changes, intended and unintended, in society.

**CIV 9–12.5** Analyze how societies institute change in ways that both promote and hinder the common good and that protect and violate citizens’ rights.

### Economic Decision-Making

**ECO 9–12.1** Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

### Exchange and Markets

**ECO 9–12.2** Evaluate the extent to which competition among sellers and among buyers exists in specific markets.

**ECO 9–12.3** Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.

The National Economy

**ECO 9–12.4** Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.

**ECO 9–12.5** Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.

Geographic Representations: Spatial Views of the World

**GEO 9–12.1** Use maps and other geographic representations to analyze the relationships between the locations of places and their political, cultural, and economic history.

Human-Environmental Interaction: Places, Regions, and Culture

**GEO 9–12.2** Evaluate the impact of human activities on the environmental and cultural characteristics of the various places and regions in the United States.

Human Population: Spatial Patterns and Movement

**GEO 9–12.3** Evaluate the impact of economic activities, political decisions, cultural practices, and climate variability on human migration, resource use, and settlement patterns.

---

**DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE**

It is expected that students in high school U.S. History will individually and with others:

**INQ 9–12.6** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

**INQ 9–12.7** Evaluate the credibility of a source by examining how experts value the sources.

**INQ 9–12.8** Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

**INQ 9–12.9** Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

**Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.11-12.1-10; CCSS.ELA-WHST.11-12.1-2; CCSS.ELA-Literacy.WHST.11-12.7-10**

**Key academic vocabulary: *argument, sources, evidence, claims, counterclaims***

---

**DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION**

It is expected that students in high school U.S. History will individually and with others:

**INQ 9–12.10** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims

and evidentiary weaknesses.

**INQ 9–12.11** Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)

**INQ 9–12.12** Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

**INQ 9–12.13** Critique the use of claims and evidence in arguments for credibility.

**INQ 9–12.14** Critique the use of the reasoning, sequencing, and supporting details of explanations.

**INQ 9–12.15** Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

**INQ 9–12.16** Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

**INQ 9–12.17** Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

**Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.1-8**

**Key academic vocabulary: *argument, explanation, sources, evidence, claims, counterclaims, visually / visualize, credibility***



# The Development of the Industrial United States (1861-1920)

## Overview

From the Civil War era through the first decades of the 20<sup>th</sup> century, the United States underwent an economic transformation that involved the maturing of the industrial economy, the rapid expansion of big business, the development of large-scale agriculture, and the rise of national labor unions and pronounced industrial conflict. This period also witnessed unprecedented immigration and urbanization, both of which were indispensable to industrial expansion. American society became even more diverse as immigrants flooded from southern and eastern Europe, and also from Asia, Mexico, and Central America. As newcomers created a new American mosaic, society attempted a search for national unity amid growing cultural diversity.

This era is full of contradictions and paradoxes for students to explore. Industrial development raises the standard of living for millions of Americans while fueling the rise of national labor unionism and unprecedented clashes in industrial and mining sites between capital and labor. Also, the wrenching economic dislocations of this period and the social problems that erupted in rural and urban settings capture the attention of reformers and politicians, giving rise to third-party movements and the Progressive movement.

Progressives were a diverse group, with various agendas, but all reformers focused on a set of corrosive problems arising from rapid industrialization, urbanization, and business and political corruption. Many of the issues confronted by Progressives are still central today. The Progressive movement, however, had significant limitations, particularly its antagonism to radical labor movements and indifference to the plight of African Americans and other minorities.

## Unit Content Objectives

At the conclusion of this unit, students will be able to:

- Make connections between industrialization, the creation of modern business practices, and the distribution of wealth.
- Understand the rapid growth of cities and the impact on American life.
- Evaluate the factors that led to a new wave of immigration in the late 19<sup>th</sup> century and assess the challenges and opportunities of various groups.
- Understand how the “second industrial revolution” changed the nature and conditions of work.
- Analyze the rise of national labor unions and the role of state and federal governments in labor conflicts.
- Analyze how Americans grappled with the social, economic, and political issues of the late 19<sup>th</sup> century and early 20<sup>th</sup> century.
- Evaluate the origins and the effectiveness of the Progressive Movement.

## Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

- How did the rise of corporations, heavy industry, and mechanized farming transform American society?
- What factors led to massive immigration after 1870? What challenges and opportunities did new immigrants face?
- How did Progressives and others address the problems of industrialization, urbanization, and political corruption?

## Standards Emphasized in the Unit: Inquiry in the Social Studies

### **DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY**

It is expected that students in high school U.S. History will individually and with others:

**INQ 9–12.1** Explain how a question reflects an enduring issue in the field.

**INQ 9–12.2** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

**INQ 9–12.3** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

**INQ 9–12.4** Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

**INQ 9–12.5** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources

**Corresponding CT Core Standards: CCSS.ELA-Literacy, RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.7**

**Key academic vocabulary: *questioning, argument, explanation, point of view***

### **DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS**

It is expected that students in high school U.S. History will individually and with others:

#### Change, Continuity and Context

**HIST 9–12.1** Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

**HIST 9–12.2** Analyze change and continuity in historical eras.

#### Perspectives

**HIST 9–12.3** Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

**HIST 9–12.4** Analyze how historical contexts shaped and continue to shape people’s perspectives. (e.g., immigration, labor, the role of women).

**HIST 9–12.5** Analyze the ways in which the perspectives of those writing history shaped the history that they produced.

**HIST 9–12.6** Explain how the perspectives of people in the present shape interpretations of the past.

**HIST 9–12.7** Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

#### Historical Sources and Evidence

**HIST 9–12.8** Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.

**HIST 9–12.9** Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.

**HIST 9–12.10** Critique the appropriateness of the historical sources used in a secondary interpretation.

#### Causation and Argumentation

**HIST 9–12.11** Analyze multiple and complex causes and effects of events in the past.

**HIST 9–12.12** Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

#### Civic and Political Institutions

**CIV 9–12.1** Analyze the role of citizens in the U.S. political system, and the theory and practice of democracy in America.

**CIV 9–12.2** Evaluate the effectiveness of citizens and institutions in solving social and political problems.

#### Participation and Deliberation

**CIV 9–12.3** Evaluate how social and political systems in the U.S. promote civic virtues and democratic principles across different contexts, times, and places.

#### Processes, Rules, and Laws

**CIV 9–12.4** Analyze how public policies promote changes, intended and unintended, in society.

**CIV 9–12.5** Analyze how societies institute change in ways that both promote and hinder the common good and that protect and violate citizens' rights.

#### Economic Decision-Making

**ECO 9–12.1** Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

#### Exchange and Markets

**ECO 9–12.2** Evaluate the extent to which competition among sellers and among buyers exists in specific markets.

**ECO 9–12.3** Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.

#### The National Economy

**ECO 9–12.4** Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.

**ECO 9–12.5** Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.

#### Geographic Representations: Spatial Views of the World

**GEO 9–12.1** Use maps and other geographic representations to analyze the relationships between the locations of places and their political, cultural, and economic history.

Human-Environmental Interaction: Places, Regions, and Culture

**GEO 9–12.2** Evaluate the impact of human activities on the environmental and cultural characteristics of the various places and regions in the United States.

Human Population: Spatial Patterns and Movement

**GEO 9–12.3** Evaluate the impact of economic activities, political decisions, cultural practices, and climate variability on human migration, resource use, and settlement patterns.

---

**DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE**

It is expected that students in high school U.S. History will individually and with others:

**INQ 9–12.6** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

**INQ 9–12.7** Evaluate the credibility of a source by examining how experts value the sources.

**INQ 9–12.8** Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

**INQ 9–12.9** Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

**Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.11-12.1-10; CCSS.ELA-WHST.11-12.1-2; CCSS.ELA-Literacy.WHST.11-12.7-10**

**Key academic vocabulary: *argument, sources, evidence, claims, counterclaims***

---

**DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION**

It is expected that students in high school U.S. History will individually and with others:

**INQ 9–12.10** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

**INQ 9–12.11** Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).

**INQ 9–12.12** Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and

digital technologies (e.g., Internet, social media, and digital documentary).

**INQ 9–12.13** Critique the use of claims and evidence in arguments for credibility.

**INQ 9–12.14** Critique the use of the reasoning, sequencing, and supporting details of explanations.

**INQ 9–12.15** Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

**INQ 9–12.16** Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

**INQ 9–12.17** Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

**Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.1-8**

**Key academic vocabulary: *argument, explanation, sources, evidence, claims, counterclaims, visually / visualize, credibility***

## America Emerges as a World Power (1890-1945)

### Overview

Beginning in the 1890s, the United States began to practice some of the same imperialistic policies that it had previously criticized major European powers for. Efforts to expand American influence abroad were motivated by economic, political, religious, and social factors which flourished during the Spanish-American War of 1898. There were also influential opponents to imperialism who often based their opposition on moral grounds. American intervention into World War I would mark the coming-of-age of the United States as a world power. Students will consider the complexities of foreign policy by studying the difficulties of maintaining neutrality in World War I while acquiring the role of an economic giant with global interests and while fervently wishing to export democracy around the world.

The postwar period witnesses the prosperity of the 1920s and the domination of big business and Republican policies. The 1920s display dramatically the American urge to build, innovate, and explore. The cultural and social realms of the 1920s include women's struggle for equality, radical labor movements and radical ideologies that sparked fear and even hysteria, and the recurring racial tensions that lead to black nationalism, the Harlem Renaissance, the Great Migration, and the resurgence of the Ku Klux Klan.

The Great Depression and the New Deal deserve careful attention for many reasons. Americans in the 1930s endured the greatest economic crisis in American history which wrought deep changes in people's attitudes toward government's responsibilities. Furthermore, organized labor acquired new rights and Franklin Roosevelt's New Deal set in place legislation that reshaped modern American capitalism and politics.

World War II solidified the nation's role as a global power. Students will need to assess carefully the international context to the war, the course and turning points on the battlefield, the collapse of the Grand Alliance, and its unsettling effects on the postwar period. Also, they will evaluate the social effects of the war on the homefront, such as internal migrations, the influx of women into previously male job roles, and the attempts of African Americans and others to obtain desegregation of the armed forces and end discriminatory hiring.

### Unit Content Objectives

At the conclusion of this unit, students will be able to:

- Evaluate how America's role in the world changed in the late 19<sup>th</sup> and early 20<sup>th</sup> century.
- Analyze the reasons for United States intervention in World War I and analyze the impact intervention had at home and abroad.
- Evaluate Wilson's Fourteen Points, his negotiations at the Versailles Treaty talks, and the national debate over treaty ratification and the League of Nations.
- Demonstrate an understanding of the domestic political, social, and economic changes in the postwar era and their consequences (e.g. radical political movements, women's suffrage, resurgence of the KKK, clash between traditional moral values and changing ideas, radio, Harlem Renaissance, modern capitalist economy, etc.).
- Demonstrate an understanding of the causes of the crash of 1929 and the global context of a worldwide economic collapse.

- Analyze how American life changed during the 1930s as a result of the Great Depression.
- Compare and contrast the ideologies and responses to the Great Depression of Herbert Hoover and Franklin D. Roosevelt.
- Evaluate the effectiveness of the New Deal in combating the Great Depression and demonstrate an understanding of the opposition to the New Deal.
- Assess the international background and origins of World War II and analyze the United States movement from neutrality to war.
- Understand the major turning points of the war and the reasons for Allied victory.
- Evaluate the effects of World War II on the homefront.

### Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

- How did the role of the United States in world affairs change in the late 19<sup>th</sup> century through World War I?
- How did the United States change politically, socially, and economically from the end of World War I to the eve of the Great Depression?
- What were the fundamental causes of the Great Depression and how did it affect American society?
- How did the New Deal address the Great Depression, transform American federalism, and initiate the modern welfare state?
- What were the factors that led the United States to move from neutrality to involvement in World War II?
- What were major turning points of World War II and what were the primary reasons for Allied victory in the war?
- What were the political, economic, and social impacts of World War II at home?

### Standards Emphasized in the Unit: Inquiry in the Social Studies

#### **DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY**

It is expected that students in high school U.S. History will individually and with others:

**INQ 9–12.1** Explain how a question reflects an enduring issue in the field.

**INQ 9–12.2** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

**INQ 9–12.3** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

**INQ 9–12.4** Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

**INQ 9–12.5** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources

**Corresponding CT Core Standards: CCSS.ELA-Literacy, RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.7**

**Key academic vocabulary: *questioning, argument, explanation, point of view***

## **DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS**

It is expected that students in high school U.S. History will individually and with others:

### Change, Continuity and Context

**HIST 9–12.1** Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

**HIST 9–12.2** Analyze change and continuity in historical eras.

### Perspectives

**HIST 9–12.3** Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

**HIST 9–12.4** Analyze how historical contexts shaped and continue to shape people’s perspectives. (e.g., immigration, labor, the role of women).

**HIST 9–12.5** Analyze the ways in which the perspectives of those writing history shaped the history that they produced.

**HIST 9–12.6** Explain how the perspectives of people in the present shape interpretations of the past.

**HIST 9–12.7** Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

### Historical Sources and Evidence

**HIST 9–12.8** Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.

**HIST 9–12.9** Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.

**HIST 9–12.10** Critique the appropriateness of the historical sources used in a secondary interpretation.

### Causation and Argumentation

**HIST 9–12.11** Analyze multiple and complex causes and effects of events in the past.

**HIST 9–12.12** Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

### Civic and Political Institutions

**CIV 9–12.1** Analyze the role of citizens in the U.S. political system, and the theory and practice of democracy in America.

**CIV 9–12.2** Evaluate the effectiveness of citizens and institutions in solving social and political problems.

### Participation and Deliberation

**CIV 9–12.3** Evaluate how social and political systems in the U.S. promote civic virtues and democratic principles across different contexts, times, and places.

### Processes, Rules, and Laws

**CIV 9–12.4** Analyze how public policies promote changes, intended and unintended, in society.

**CIV 9–12.5** Analyze how societies institute change in ways that both promote and hinder the common good and that protect and violate citizens’ rights.



### Economic Decision-Making

**ECO 9–12.1** Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

### Exchange and Markets

**ECO 9–12.2** Evaluate the extent to which competition among sellers and among buyers exists in specific markets.

**ECO 9–12.3** Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.

### The National Economy

**ECO 9–12.4** Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.

**ECO 9–12.5** Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.

### The Global Economy

**ECO 9–12.6** Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.

### Geographic Representations: Spatial Views of the World

**GEO 9–12.1** Use maps and other geographic representations to analyze the relationships between the locations of places and their political, cultural, and economic history.

### Human-Environmental Interaction: Places, Regions, and Culture

**GEO 9–12.2** Evaluate the impact of human activities on the environmental and cultural characteristics of the various places and regions in the United States.

### Human Population: Spatial Patterns and Movement

**GEO 9–12.3** Evaluate the impact of economic activities, political decisions, cultural practices, and climate variability on human migration, resource use, and settlement patterns.

### Global Interconnections

**GEO 9-12.4** Evaluate how globalization, competition for scarce resources, and human migration contribute to conflict and cooperation within and among countries.

---

## **DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE**

It is expected that students in high school U.S. History will individually and with others:

**INQ 9–12.6** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context,

and corroborative value of the sources to guide the selection.

**INQ 9–12.7** Evaluate the credibility of a source by examining how experts value the sources.

**INQ 9–12.8** Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

**INQ 9–12.9** Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

**Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.11-12.1-10; CCSS.ELA-WHST.11-12.1-2; CCSS.ELA-Literacy.WHST.11-12.7-10**

**Key academic vocabulary: *argument, sources, evidence, claims, counterclaims***

#### **DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION**

It is expected that students in high school U.S. History will individually and with others:

**INQ 9–12.10** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

**INQ 9–12.11** Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)

**INQ 9–12.12** Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

**INQ 9–12.13** Critique the use of claims and evidence in arguments for credibility.

**INQ 9–12.14** Critique the use of the reasoning, sequencing, and supporting details of explanations.

**INQ 9–12.15** Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

**INQ 9–12.16** Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

**INQ 9–12.17** Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

**Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.1-8**

**Key academic vocabulary: *argument, explanation, sources, evidence, claims, counterclaims, visually / visualize, credibility***

## Postwar America (1945-1970s)

### Overview

The study of the era following World War II will be dominated by a study of the Cold War and the remarkable changes that take place in American society, the American economy, and American culture in the 1950s and 1960s. Students will explore how the postwar economic boom, drastically impacted by technological developments, produced grand changes in American education, consumer culture, suburbanization, the return to domesticity for many women, the character of corporate life, and cultural mores (including startling changes in dress, speech, music, film and television, family structure, leisure time, and more). All of this can take a deeper meaning when connected to politics. The era was marked by the reinvigoration of New Deal liberalism, seeking to expand the role of the state to extend civil liberties and promote economic opportunity, with its gradual exhaustion in the 1970s. The advent of the civil rights and women's movements became part of the third great reform impulse in American history. Conservative reaction stressed restrictions on the growth of the state, emphasized free enterprise, and promoted individual rather than group rights.

The Cold War set the framework for global politics for 45 years after the end of World War II. The Cold War so strongly influenced the conduct of our foreign affairs, our domestic politics, and the role of government in the economy after 1945 that is obligatory for students to examine its origins and the forces behind its continuation into the late 20<sup>th</sup> century. They should understand how American and European antipathy to Leninist-Stalinism predated 1945, the Soviet Union's goals following World War II, and how the American policy of containment was successfully conducted in Europe. Students should also recognize that the US government's anti-Communist strategy of containment in Asia confronted very different circumstances and would involve the United States in the bloody, costly wars of Korea and Vietnam. The Vietnam War is especially noteworthy. It demonstrated the power of American public opinion in reversing foreign policy, tested the democratic system to its limits, and left a lasting legacy on American society.

### Unit Content Objectives

At the conclusion of this unit, students will be able to:

- Demonstrate an understanding of the international origins and domestic consequences of the Cold War.
- Analyze the rationale, implementation, and effectiveness of the United States containment policy.
- Demonstrate an understanding of United States foreign policy in Africa, Asia, Middle East, and Latin America.
- Analyze the foreign and domestic consequences of United States involvement in Vietnam.
- Assess the extent and impact of economic and social changes in the postwar era.
- Demonstrate an understanding of the political debates of the post-World War II era (e.g. Truman's continuation of some New Deal policies, Civil Rights, McCarthyism)
- Evaluate the domestic policies of the "New Frontier" and the "Great Society".
- Analyze the origins of the Civil Rights Movement and evaluate its effectiveness in bringing about political, economic, and social equality.
- Analyze and evaluate the women's movement for civil rights and equal opportunities.

## Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

- How did the Cold War impact the foreign policy of the United States from 1945 through the Vietnam War?
- How did the Cold War influence domestic politics and culture?
- To what extent were the methods used by various civil rights activists successful in advancing the goals of the Civil Rights Movement?
- To what extent were the judicial, executive, and legislative branches effective in promoting civil liberties and equal opportunity?

## Standards Emphasized in the Unit: Inquiry in the Social Studies

### **DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY**

It is expected that students in high school U.S. History will individually and with others:

**INQ 9–12.1** Explain how a question reflects an enduring issue in the field.

**INQ 9–12.2** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

**INQ 9–12.3** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

**INQ 9–12.4** Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

**INQ 9–12.5** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources

**Corresponding CT Core Standards: CCSS.ELA-Literacy, RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.7**

**Key academic vocabulary: *questioning, argument, explanation, point of view***

### **DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS**

It is expected that students in high school U.S. History will individually and with others:

#### Change, Continuity and Context

**HIST 9–12.1** Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

**HIST 9–12.2** Analyze change and continuity in historical eras.

#### Perspectives

**HIST 9–12.3** Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

**HIST 9–12.4** Analyze how historical contexts shaped and continue to shape people’s perspectives. (e.g., immigration, labor, the role of women).

**HIST 9–12.5** Analyze the ways in which the perspectives of those writing history shaped the history that they produced.

**HIST 9–12.6** Explain how the perspectives of people in the present shape interpretations of the past.

**HIST 9–12.7** Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

#### Historical Sources and Evidence

**HIST 9–12.8** Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.

**HIST 9–12.9** Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.

**HIST 9–12.10** Critique the appropriateness of the historical sources used in a secondary interpretation.

#### Causation and Argumentation

**HIST 9–12.11** Analyze multiple and complex causes and effects of events in the past.

**HIST 9–12.12** Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

#### Civic and Political Institutions

**CIV 9–12.1** Analyze the role of citizens in the U.S. political system, and the theory and practice of democracy in America.

**CIV 9–12.2** Evaluate the effectiveness of citizens and institutions in solving social and political problems.

#### Participation and Deliberation

**CIV 9–12.3** Evaluate how social and political systems in the U.S. promote civic virtues and democratic principles across different contexts, times, and places.

#### Processes, Rules, and Laws

**CIV 9–12.4** Analyze how public policies promote changes, intended and unintended, in society.

**CIV 9–12.5** Analyze how societies institute change in ways that both promote and hinder the common good and that protect and violate citizens' rights.

#### Economic Decision-Making

**ECO 9–12.1** Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

#### Exchange and Markets

**ECO 9–12.2** Evaluate the extent to which competition among sellers and among buyers exists in specific markets.

**ECO 9–12.3** Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.

#### The National Economy

**ECO 9–12.4** Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.

**ECO 9–12.5** Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.

The Global Economy

**ECO 9–12.6** Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.

Geographic Representations: Spatial Views of the World

**GEO 9–12.1** Use maps and other geographic representations to analyze the relationships between the locations of places and their political, cultural, and economic history.

Human-Environmental Interaction: Places, Regions, and Culture

**GEO 9–12.2** Evaluate the impact of human activities on the environmental and cultural characteristics of the various places and regions in the United States.

Human Population: Spatial Patterns and Movement

**GEO 9–12.3** Evaluate the impact of economic activities, political decisions, cultural practices, and climate variability on human migration, resource use, and settlement patterns.

Global Interconnections

**GEO 9-12.4** Evaluate how globalization, competition for scarce resources, and human migration contribute to conflict and cooperation within and among countries.

---

**DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE**

It is expected that students in high school U.S. History will individually and with others:

**INQ 9–12.6** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

**INQ 9–12.7** Evaluate the credibility of a source by examining how experts value the sources.

**INQ 9–12.8** Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

**INQ 9–12.9** Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

**Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.11-12.1-10; CCSS.ELA-WHST.11-12.1-2; CCSS.ELA-Literacy.WHST.11-12.7-10**

**Key academic vocabulary: *argument, sources, evidence, claims, counterclaims***

---

#### **DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION**

It is expected that students in high school U.S. History will individually and with others:

**INQ 9–12.10** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

**INQ 9–12.11** Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)

**INQ 9–12.12** Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

**INQ 9–12.13** Critique the use of claims and evidence in arguments for credibility.

**INQ 9–12.14** Critique the use of the reasoning, sequencing, and supporting details of explanations.

**INQ 9–12.15** Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

**INQ 9–12.16** Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

**INQ 9–12.17** Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

**Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.1-8**

**Key academic vocabulary: *argument, explanation, sources, evidence, claims, counterclaims, visually / visualize, credibility***

## Contemporary America (1968-Present)

### Overview

In contemporary American history, the role of the United States in global politics has led to seismic changes that students must explore. Most important is the collapse of the Soviet Union, the overthrow of communist governments in Eastern Europe, and the consequent end of the Cold War and the nuclear arms race. Students should also understand the how détente with the People’s Republic of China under Nixon represents the beginning of a new era, though the outcome is unclear. Students cannot fully understand American attempts to adjust to a post-bipolar world without comprehending these momentous events. Furthermore, students should explore the roots of global terrorism, the impact of the terrorist attacks of September 11, 2001, and evaluate the American response to security threats.

In politics, students ought to explore how the political balance tilted away from liberalism after 1968. They should also study the ability of the political and constitutional system to check and balance itself against potential abuses as exemplified in the Watergate and Iran-Contra Affairs. Students can enhance their ability to think about the American political by exploring and evaluating debates over government’s role in the economy, environmental protection, social welfare, international trade policies, and more.

The United States History course should not reach a conclusion without considering some of the major social and cultural changes of the most recent decades, including increased immigration from Asia, Central America, and The Caribbean, renewed reform movements that promote environmental, feminist, and civil rights agendas that lost steam in the 1970s, and the massive alteration in the character of work and culture through technological innovation.

### Unit Content Objectives

At the conclusion of this unit, students will be able to:

- Evaluate significant events and personalities in domestic politics from 1968 to the present and their impact on American society.
- Understand the motivation for the major foreign policy initiatives from 1968 to the present and evaluate their effectiveness.
- Understand economic patterns since 1968.
- Analyze the new immigration and demographic shifts in the United States since 1968.
- Assess the impact of contemporary technological, social, and economic shifts.
- Evaluate the impact of global terrorism and modern American responses to national security threats.



## Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

- How have the events and personalities of domestic politics since 1968 impacted modern American society?
- How have modern developments in global politics and the end of the Cold War shaped American foreign policy?
- What economic, social, and cultural developments since 1968 have shaped modern American society?
- How should the United States respond to global terrorism?

## Standards Emphasized in the Unit: Inquiry in the Social Studies

### **DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY**

It is expected that students in high school U.S. History will individually and with others:

**INQ 9–12.1** Explain how a question reflects an enduring issue in the field.

**INQ 9–12.2** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

**INQ 9–12.3** Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

**INQ 9–12.4** Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

**INQ 9–12.5** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources

**Corresponding CT Core Standards: CCSS.ELA-Literacy, RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.7**

**Key academic vocabulary: *questioning, argument, explanation, point of view***

### **DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS**

It is expected that students in high school U.S. History will individually and with others:

#### Change, Continuity and Context

**HIST 9–12.1** Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

**HIST 9–12.2** Analyze change and continuity in historical eras.

#### Perspectives

**HIST 9–12.3** Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

**HIST 9–12.4** Analyze how historical contexts shaped and continue to shape people’s perspectives. (e.g., immigration, labor, the role of women).

**HIST 9–12.5** Analyze the ways in which the perspectives of those writing history shaped the history that they produced.

**HIST 9–12.6** Explain how the perspectives of people in the present shape interpretations of the past.

**HIST 9–12.7** Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

#### Historical Sources and Evidence

**HIST 9–12.8** Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.

**HIST 9–12.9** Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.

**HIST 9–12.10** Critique the appropriateness of the historical sources used in a secondary interpretation.

#### Causation and Argumentation

**HIST 9–12.11** Analyze multiple and complex causes and effects of events in the past.

**HIST 9–12.12** Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

#### Civic and Political Institutions

**CIV 9–12.1** Analyze the role of citizens in the U.S. political system, and the theory and practice of democracy in America.

**CIV 9–12.2** Evaluate the effectiveness of citizens and institutions in solving social and political problems.

#### Participation and Deliberation

**CIV 9–12.3** Evaluate how social and political systems in the U.S. promote civic virtues and democratic principles across different contexts, times, and places.

#### Processes, Rules, and Laws

**CIV 9–12.4** Analyze how public policies promote changes, intended and unintended, in society.

**CIV 9–12.5** Analyze how societies institute change in ways that both promote and hinder the common good and that protect and violate citizens' rights.

#### Economic Decision-Making

**ECO 9–12.1** Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

#### Exchange and Markets

**ECO 9–12.2** Evaluate the extent to which competition among sellers and among buyers exists in specific markets.

**ECO 9–12.3** Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.

#### The National Economy

**ECO 9–12.4** Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.

**ECO 9–12.5** Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.

### The Global Economy

**ECO 9–12.6** Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.

### Geographic Representations: Spatial Views of the World

**GEO 9–12.1** Use maps and other geographic representations to analyze the relationships between the locations of places and their political, cultural, and economic history.

### Human-Environmental Interaction: Places, Regions, and Culture

**GEO 9–12.2** Evaluate the impact of human activities on the environmental and cultural characteristics of the various places and regions in the United States.

### Human Population: Spatial Patterns and Movement

**GEO 9–12.3** Evaluate the impact of economic activities, political decisions, cultural practices, and climate variability on human migration, resource use, and settlement patterns.

### Global Interconnections

**GEO 9-12.4** Evaluate how globalization, competition for scarce resources, and human migration contribute to conflict and cooperation within and among countries.

---

## **DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE**

It is expected that students in high school U.S. History will individually and with others:

**INQ 9–12.6** Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

**INQ 9–12.7** Evaluate the credibility of a source by examining how experts value the sources.

**INQ 9–12.8** Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

**INQ 9–12.9** Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

**Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.11-12.1-10; CCSS.ELA-WHST.11-12.1-2; CCSS.ELA-Literacy.WHST.11-12.7-10**

**Key academic vocabulary: *argument, sources, evidence, claims, counterclaims***

---

#### **DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION**

It is expected that students in high school U.S. History will individually and with others:

**INQ 9–12.10** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

**INQ 9–12.11** Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)

**INQ 9–12.12** Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

**INQ 9–12.13** Critique the use of claims and evidence in arguments for credibility.

**INQ 9–12.14** Critique the use of the reasoning, sequencing, and supporting details of explanations.

**INQ 9–12.15** Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

**INQ 9–12.16** Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

**INQ 9–12.17** Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

**Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.1-8**

**Key academic vocabulary: *argument, explanation, sources, evidence, claims, counterclaims, visually / visualize, credibility***