

# Fairfield Public Schools Social Studies Curriculum

## Advanced Placement U.S. History Grade 11



**FAIRFIELD**  
**PUBLIC SCHOOLS**

## AP United States History: Description

The AP U.S. History course focuses on developing students' understanding of American history from Pre-Columbian times to the present. The course has students investigate the content of U.S. history for significant events, individuals, developments, and processes in nine historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides seven themes (American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society) that students explore throughout the course in order to make connections among historical developments in different times and places.

Objectives and Standards:

**Historical Understandings:** Shown as content objectives, these goals define what students should know and be able to do upon completion of each unit. These understandings are drawn from the standards established by the College Board, as well as from the *Connecticut Social Studies Frameworks* (2015) and the *National Standards for History* developed by the National Center for History in the Schools. They provide students with the historical perspectives required to analyze contemporary issues and problems confronting citizens today.

**Critical 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.

# A.P. U.S. 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

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Identity (ID)</li><li>• Work, Exchange, and Technology (WXT)</li><li>• Peopling (PEO)</li><li>• Politics and Power (POL)</li></ul> | <ul style="list-style-type: none"><li>• America in the World (WOR)</li><li>• Environment and Geography (ENV)</li><li>• Ideas, Beliefs, and Culture (CUL)</li></ul> |
|--|--|

## Course Compelling Questions

- How and why have definitions of American and national identity and values developed?
- How have different social and political groups influenced society and government in the United States and how have they changed over time?
- What are the factors behind the development of systems of economic exchange particularly the role of technology, economic markets, and government?

- What roles have ideas, beliefs, social mores, and creative expression played in shaping the United States and how have various identities, cultures, and values been preserved or changed?
- Why and how have the various people who moved to and within the United States both adapted to and transformed their new social and physical environments?
- How have geography and both the natural and man-made environment impacted social and political developments?
- How have interactions between nations impacted North American history and how has the United States impacted world affairs?

## A.P. U.S. History: Year-at-a Glance

Unit	Title	Unit Compelling Questions
1	Contact and Exploration (1491-1607)	<ul style="list-style-type: none"> <li>• How did interactions with the natural environment shape the institutions and values of various groups living on the North American continent?</li> <li>• How have changes in markets, transportation, and technology affected American society from colonial times to the present day?</li> <li>• How have changes in migration and population affected patterns of American life?</li> </ul>
2	Settlements (1607-1754)	<ul style="list-style-type: none"> <li>• How have events in North America and the United States related to contemporary developments in the rest of the world?</li> <li>• How have changes in markets, transportation, and technology affected American society from colonial times to the present day?</li> <li>• How has gender, class, ethnic, religious, regional, and other group identities changed in different eras?</li> </ul>
3	Revolution (1754-1800)	<ul style="list-style-type: none"> <li>• How and why have different political and social groups competed for influence over society and government in what would become the U.S.?</li> <li>• How has gender, class, ethnic, religious, regional, and other group identities changed in different eras?</li> <li>• How have events in North America and the U.S. related to contemporary developments in the rest of the world?</li> <li>• How and why have moral, philosophical, and cultural values changed in what would become the U.S.?</li> </ul>
4	Crafting a Nation (1800-1848)	<ul style="list-style-type: none"> <li>• How have Americans agreed on or argued over the values that guide the political system as well as who is a part of the political process?</li> <li>• How has gender, class, ethnic, religious, regional, and other group identities changed in different eras?</li> <li>• Why have people migrated to, from, and within North America?</li> </ul>

5	Civil War & Reconstruction (1844-1877)	<ul style="list-style-type: none"> <li>• How have Americans agreed on or argued over the values that guide the political system as well as who is a part of the political process?</li> <li>• How has gender, class, ethnic, religious, regional, and other group identities changed in different eras?</li> </ul>
6	Industrialization (1865-1898)	<ul style="list-style-type: none"> <li>• How have debates over economic values and the role of the government in U.S. economy affected politics, society, the economy, and the environment?</li> <li>• How has gender, class, ethnic, religious, regional, and other group identities changed in different eras?</li> <li>• How and why have different political and social groups competed for influence over society and government in what would become the U.S.?</li> <li>• How and why have changes in moral, philosophical, and cultural values affected U.S. history?</li> </ul>
7	War, Prosperity & Depression (1890-1945)	<ul style="list-style-type: none"> <li>• How has gender, class, ethnic, religious, regional, and other group identities changed in different eras?</li> <li>• How have debates over economic values and the role of the government in U.S. economy affected politics, society, the economy, and the environment?</li> <li>• How have events in North America and the U.S. related to contemporary developments in the rest of the world?</li> <li>• How have Americans agreed on or argued over the values that guide the political system as well as who is a part of the political process?</li> <li>• How have different factors influenced U.S. military, diplomatic, and economic involvement in international affairs and foreign conflicts, both in North America and overseas?</li> </ul>
8	Fears, Joys, and Limits (1945-1980)	<ul style="list-style-type: none"> <li>• How and why have changes in moral, philosophical, and cultural values affected U.S. history?</li> <li>• How have changes in migration and population affected patterns in American life?</li> <li>• How has gender, class, ethnic, religious, regional, and other group identities changed in different eras?</li> <li>• How and why have different political and social groups competed for influence over society and government in what would become the U.S.?</li> <li>• How have different factors influenced U.S. military, diplomatic, and economic involvement in international affairs and foreign conflicts, both in North America and overseas?</li> </ul>
9	New Beginnings (1980-Present)	<ul style="list-style-type: none"> <li>• How have different factors influenced U.S. military, diplomatic, and economic involvement in international affairs and foreign conflicts, both in North America and overseas?</li> <li>• Why have people migrated to, from, and within North America?</li> <li>• How and why have different political and social groups competed for influence over society and government in what would become the U.S.?</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 (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 (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 (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 (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 (CCSS.ELA-LITERACY.RH11-12.9).
6. Produce arguments (written or presented) focused on discipline-specific content (CCSS.ELA-LITERACY.WHST.11-12.1).
7. Produce informative / explanatory interpretations (written or presented) focused on discipline-specific content (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 (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 (CSS.ELA-LITERACY.WHST.11-12.8).

## Unit 1: Contact & Exploration (1491-1607)

### Overview

As native populations migrated and settled across the vast expanse of North America over time, they developed distinct and increasingly complex societies by adapting to and transforming their diverse environments. Contact among Europeans, Native Americans, and Africans resulting in the Columbian Exchange and significant social, cultural, and political changes on both sides of the Atlantic Ocean.

### Unit Content Objectives

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

- ID4- Explain how conceptions of group identity and autonomy emerged out of cultural interactions between colonizing groups, Africans, and American Indians in the colonial era.
- WXT1-Explain how patterns of exchanging commodities, peoples, diseases, and ideas around the Atlantic World developed after European contact and shaped North American colonial-era societies.
- WXT4-Explain the development of labor systems such as slavery, indentured servitude, and free labor from the colonial period through the end of the 18<sup>th</sup> century.
- PEO1-Explain how and why people moved within the Americas (before contact) and to and within the Americas (after contact and colonization).
- PEO4-Analyze the effects that migration, disease, and warfare had on the American Indian population after contact with Europeans.
- PEO5-Explain how free and forced migration to and within different parts of North America caused regional development, cultural diversity and blending, and political and social conflicts through the 19<sup>th</sup> century.
- POL1- Analyze the factors behind competition, cooperation, and conflict among different societies and social groups in North America during the colonial period
- WOR1-Explain how imperial competition and the exchange of commodities across both sides of the Atlantic Ocean influenced the origins and patterns of development of North American societies in the colonial period
- ENV1- Explain how the introduction of new plants, animals, and technologies altered the natural environment of North America and affected interactions among various groups in the colonial period
- ENV2- Explain how the natural environment contributed to the development of distinct regional group identities, institutions, and conflicts in the precontact period through the independence period
- ENV4- Analyze how the search for economic resources affected social and political developments from the colonial period through Reconstruction
- CUL1- Compare the cultural values and attitudes of different European, African American, and native peoples in the colonial period and explain how contact affected intergroup relationships and conflicts

## Unit Compelling Questions

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

- How did interactions with the natural environment shape the institutions and values of various groups living on the North American continent?
- How have changes in markets, transportation, and technology affected American society from colonial times to the present day?
- How have changes in migration and population affected patterns of American life?

## 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***

## Unit 2: Settlements (1607-1754)

### Overview

Europeans developed a variety of colonization and migration patterns, influenced by different imperial goals, cultures, and the varied North American environments where they settled, and they competed with each other and American Indians for resources. The British colonies participated in political, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain's control.

### Unit Content Objectives

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

- ID-1: Analyze how competing conceptions of national identity were expressed in the development of political institutions and cultural values from the late colonial through the antebellum periods.
- ID4- Explain how conceptions of group identity and autonomy emerged out of cultural interactions between colonizing groups, Africans, and American Indians in the colonial era.
- ID-5: Analyze the role of economic, political, social, and ethnic factors on the formation of regional identities in what would become the United States from the colonial period through the 19<sup>th</sup> century.
- WXT1-Explain how patterns of exchanging commodities, peoples, diseases, and ideas around the Atlantic World developed after European contact and shaped North American colonial-era societies.
- WXT2-Analyze how innovations in markets, transportation, and technology affected the economy and the different regions of North America from the colonial period through the end of the Civil War.
- WXT4-Explain the development of labor systems such as slavery, indentured servitude, and free labor from the colonial period through the end of the 18<sup>th</sup> century.
- PEO1-Explain how and why people moved within the Americas (before contact) and to and within the Americas (after contact and colonization).
- PEO4-Analyze the effects that migration, disease, and warfare had on the American Indian population after contact with Europeans.
- PEO5-Explain how free and forced migration to and within different parts of North America caused regional development, cultural diversity and blending, and political and social conflicts through the 19<sup>th</sup> century.
- POL1- Analyze the factors behind competition, cooperation, and conflict among different societies and social groups in North America during the colonial period
- WOR1-Explain how imperial competition and the exchange of commodities across both sides of the Atlantic Ocean influenced the origins and patterns of development of North American societies in the colonial period
- WOR2- Explain how the exchange of ideas among different parts of the Atlantic World shaped belief systems and independence movements into the early 19th century
- ENV1- Explain how the introduction of new plants, animals, and technologies altered the natural environment of North America and affected interactions among various groups in the colonial period

- ENV2- Explain how the natural environment contributed to the development of distinct regional group identities, institutions, and conflicts in the precontact period through the independence period
- ENV4- Analyze how the search for economic resources affected social and political developments from the colonial period through Reconstruction
- CUL1- Compare the cultural values and attitudes of different European, African American, and native peoples in the colonial period and explain how contact affected intergroup relationships and conflicts
- CUL4- Analyze how changing religious ideals, Enlightenment beliefs, and republican thought shaped the politics, culture, and society of the colonial era through the early Republic

### Unit Compelling Questions

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

- How have events in North America and the United States related to contemporary developments in the rest of the world?
- How have changes in markets, transportation, and technology affected American society from colonial times to the present day?
- How has gender, class, ethnic, religious, regional, and other group identities changed in different eras?

### 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***



## Unit 3: Revolution (1754-1800)

### Overview

British attempts to assert tighter control over its North American colonists and the colonial resolve to pursue self-government lead to a colonial independence movement and the Revolutionary War. The American Revolution's democratic and republican ideals inspired new experiments with different forms of government. Migration within North America and competition over resources, boundaries, and trade intensified conflicts among people and nations.

### Unit Content Objectives

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

- ID-1: Analyze how competing conceptions of national identity were expressed in the development of political institutions and cultural values from the late colonial through the antebellum periods.
- ID-4: Explain how conceptions of group identity and autonomy emerged out of cultural interactions between colonizing groups, Africans, and American Indians in the colonial era.
- ID-5: Analyze the role of economic, political, social, and ethnic factors on the formation of regional identities in what would become the United States from the colonial period through the 19<sup>th</sup> century.
- ID-6: Analyze how migration patterns to, and migration within, the United States have influenced the growth of racial and ethnic identities and conflicts over ethnic assimilation.
- WXT1-Explain how patterns of exchanging commodities, peoples, diseases, and ideas around the Atlantic World developed after European contact and shaped North American colonial-era societies.
- WXT2-Analyze how innovations in markets, transportation, and technology affected the economy and the different regions of North America from the colonial period through the end of the Civil War.
- WXT4-Explain the development of labor systems such as slavery, indentured servitude, and free labor from the colonial period through the end of the 18<sup>th</sup> century.
- WXT6-Explain how arguments about market capitalism, the growth of corporate power, and government policies influenced economic policies from the late 18<sup>th</sup> century through the early 20<sup>th</sup> century.
- PEO4-Analyze the effects that migration, disease, and warfare had on the American Indian population after contact with Europeans.
- PEO5-Explain how free and forced migration to and within different parts of North America caused regional development, cultural diversity and blending, and political and social conflicts through the 19<sup>th</sup> century.
- POL1- Analyze the factors behind competition, cooperation, and conflict among different societies and social groups in North America during the colonial period
- POL2- Explain how and why major party systems and political alignments arose and have changed from the early Republic through the end of the 20th century
- POL5- Analyze how arguments over the meaning and interpretation of the Constitution have affected U.S. politics since 1787.
- WOR1-Explain how imperial competition and the exchange of commodities across both sides of the Atlantic Ocean influenced the origins and

patterns of development of North American societies in the colonial period

- WOR2- Explain how the exchange of ideas among different parts of the Atlantic World shaped belief systems and independence movements into the early 19th century
- WOR5-Analyze the motives behind, and results of, economic, military, and diplomatic initiatives aimed at expanding U.S. power and territory in the Western Hemisphere in the years between independence and the Civil War
- ENV2- Explain how the natural environment contributed to the development of distinct regional group identities, institutions, and conflicts in the precontact period through the independence period
- ENV3- Analyze the role of environmental factors in contributing to regional economic and political identities in the 19th century, and how they affected conflicts such as the American Revolution and the Civil War
- ENV4- Analyze how the search for economic resources affected social and political developments from the colonial period through Reconstruction
- CUL1- Compare the cultural values and attitudes of different European, African American, and native peoples in the colonial period and explain how contact affected intergroup relationships and conflicts
- CUL2- Analyze how emerging conceptions of national identity and democratic ideals shaped value systems, gender roles, and cultural movements in the late 18th century and the 19th century
- CUL4- Analyze how changing religious ideals, Enlightenment beliefs, and republican thought shaped the politics, culture, and society of the colonial era through the early Republic

### **Unit Compelling Questions**

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

- How and why have different political and social groups competed for influence over society and government in what would become the U.S.?
- How has gender, class, ethnic, religious, regional, and other group identities changed in different eras?
- How have events in North America and the U.S. related to contemporary developments in the rest of the world?
- How and why have moral, philosophical, and cultural values changed in what would become the U.S.?

## 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***

## Unit 4: Crafting a Nation (1800-1848)

### Overview

The United States began to develop a modern democracy and celebrated a new national culture, while Americans sought to define the nation's democratic ideals and change their society and institutions to match them. Innovations in technology, agriculture, and commerce powerfully accelerated the American economy, precipitating profound changes to the U.S. society and to national and regional identities. The U.S. interest in increasing foreign trade and expanding its national borders shaped the nation's foreign policy and spurred government and private initiatives.

### Unit Content Objectives

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

- ID-1: Analyze how competing conceptions of national identity were expressed in the development of political institutions and cultural values from the late colonial through the antebellum periods.
- ID-2: Assess the impact of Manifest Destiny, territorial expansion, the Civil War, and industrialization on popular beliefs about progress and the national destiny of the United States in the 19<sup>th</sup> century.
- ID-5: Analyze the role of economic, political, social, and ethnic factors on the formation of regional identities in what would become the United States from the colonial period through the 19<sup>th</sup> century.
- ID-6: Analyze how migration patterns to, and migration within, the United States have influenced the growth of racial and ethnic identities and conflicts over ethnic assimilation.
- WXT2-Analyze how innovations in markets, transportation, and technology affected the economy and the different regions of North America from the colonial period through the end of the Civil War.
- WXT5-Explain how and why different labor systems have developed, persisted, and changed since 1800 and how events such as the Civil War and industrialization shaped U.S. society and workers' lives.
- WXT6-Explain how arguments about market capitalism, the growth of corporate power, and government policies influenced economic policies from the late 18<sup>th</sup> century through the early 20<sup>th</sup> century.
- WXT7- Compare the beliefs and strategies of movements advocating changes to the U.S. economic system since industrialization, particularly the organized labor, Populist, and Progressive movements.
- PEO2-Explain how changes in the numbers and sources of international migrants in the 19<sup>th</sup> and 20<sup>th</sup> centuries altered the ethnic and social makeup of the U.S. population.
- PEO3-Analyze the causes and effects of major internal migration patterns such as urbanization, suburbanization, westward movement, and the Great Migration in the 19<sup>th</sup> and 20<sup>th</sup> centuries.
- POL2- Explain how and why major party systems and political alignments arose and have changed from the early Republic through the end of the 20th century
- POL3- Explain how activist groups and reform movements, such as antebellum reformers, civil rights activists, and social conservatives, have caused changes to state institutions and U.S. society
- POL5- Analyze how arguments over the meaning and interpretation of the Constitution have affected U.S. politics since 1787.

- POL6- Analyze how debates over political values (such as democracy, freedom, and citizenship) and the extension of American ideals abroad contributed to the ideological clashes and military conflicts of the 19th century and the early 20th century
- WOR2- Explain how the exchange of ideas among different parts of the Atlantic World shaped belief systems and independence movements into the early 19th century
- WOR5-Analyze the motives behind, and results of, economic, military, and diplomatic initiatives aimed at expanding U.S. power and territory in the Western Hemisphere in the years between independence and the Civil War
- WOR6- Analyze the major aspects of domestic debates over U.S. expansionism in the 19th century and the early 20th century
- ENV3- Analyze the role of environmental factors in contributing to regional economic and political identities in the 19th century, and how they affected conflicts such as the American Revolution and the Civil War
- CUL2- Analyze how emerging conceptions of national identity and democratic ideals shaped value systems, gender roles, and cultural movements in the late 18th century and the 19th century
- CUL5- Analyze ways that philosophical, moral, and scientific ideas were used to defend and challenge the dominant economic and social order in the 19th and 20th centuries

### Unit Compelling Questions

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

- How have Americans agreed on or argued over the values that guide the political system as well as who is a part of the political process?
- How has gender, class, ethnic, religious, regional, and other group identities changed in different eras?
- Why have people migrated to, from, and within North America?

### 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***

## Unit 5: Civil War & Reconstruction

### Overview

The United States became more connected with the world, pursued an expansionist foreign policy in the Western Hemisphere, and emerged as the destination for many migrant from other countries. Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the national into civil war. The Union victory in the Civil War and the contested reconstruction of the South settled issues of slavery and secession, but left unresolved many issues about the power of the federal government and citizenship rights.

### Unit Content Objectives

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

- ID-2: Assess the impact of Manifest Destiny, territorial expansion, the Civil War, and industrialization on popular beliefs about progress and the national destiny of the United States in the 19<sup>th</sup> century.
- ID-5: Analyze the role of economic, political, social, and ethnic factors on the formation of regional identities in what would become the United States from the colonial period through the 19<sup>th</sup> century.
- ID-6: Analyze how migration patterns to, and migration within, the United States have influenced the growth of racial and ethnic identities and conflicts over ethnic assimilation.
- WXT2-Analyze how innovations in markets, transportation, and technology affected the economy and the different regions of North America from the colonial period through the end of the Civil War.
- WXT6-Explain how arguments about market capitalism, the growth of corporate power, and government policies influenced economic policies from the late 18<sup>th</sup> century through the early 20<sup>th</sup> century.
- PEO2-Explain how changes in the numbers and sources of international migrants in the 19<sup>th</sup> and 20<sup>th</sup> centuries altered the ethnic and social makeup of the U.S. population.
- PEO5-Explain how free and forced migration to and within different parts of North America caused regional development, cultural diversity and blending, and political and social conflicts through the 19<sup>th</sup> century.
- PEO6-Analyze the role of both internal and international migration on changes to urban life, cultural developments, labor issues, and reform movements from the mid-19<sup>th</sup> century through the mid-20<sup>th</sup> century
- POL2- Explain how and why major party systems and political alignments arose and have changed from the early Republic through the end of the 20th century
- POL3- Explain how activist groups and reform movements, such as antebellum reformers, civil rights activists, and social conservatives, have caused changes to state institutions and U.S. society
- POL5- Analyze how arguments over the meaning and interpretation of the Constitution have affected U.S. politics since 1787.
- POL6- Analyze how debates over political values (such as democracy, freedom, and citizenship) and the extension of American ideals abroad contributed to the ideological clashes and military conflicts of the 19th century and the early 20th century
- WOR5-Analyze the motives behind, and results of, economic, military, and diplomatic initiatives aimed at expanding U.S. power and territory in the Western Hemisphere in the years between independence and the Civil War

- WOR6- Analyze the major aspects of domestic debates over U.S. expansionism in the 19th century and the early 20th century
- ENV3- Analyze the role of environmental factors in contributing to regional economic and political identities in the 19th century, and how they affected conflicts such as the American Revolution and the Civil War
- ENV4- Analyze how the search for economic resources affected social and political developments from the colonial period through Reconstruction
- CUL2- Analyze how emerging conceptions of national identity and democratic ideals shaped value systems, gender roles, and cultural movements in the late 18th century and the 19th century
- CUL6- Analyze the role of culture and the arts in 19th- and 20th-century movements for social and political change

### Unit Compelling Questions

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

- How have Americans agreed on or argued over the values that guide the political system as well as who is a part of the political process?
- How has gender, class, ethnic, religious, regional, and other group identities changed in different eras?

### 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***



## Unit 6: Industrialization (1865-1898)

### Overview

Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States. The migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change. The Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies.

### Unit Content Objectives

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

- ID-2: Assess the impact of Manifest Destiny, territorial expansion, the Civil War, and industrialization on popular beliefs about progress and the national destiny of the United States in the 19<sup>th</sup> century.
- ID-5: Analyze the role of economic, political, social, and ethnic factors on the formation of regional identities in what would become the United States from the colonial period through the 19<sup>th</sup> century.
- ID-6: Analyze how migration patterns to, and migration within, the United States have influenced the growth of racial and ethnic identities and conflicts over ethnic assimilation.
- WXT3-Explain how changes in transportation, technology, and the integration of the U.S. economy into world markets have influenced U.S. society since the Gilded Age.
- WXT5-Explain how and why different labor systems have developed, persisted, and changed since 1800 and how events such as the Civil War and industrialization shaped U.S. society and workers' lives.
- WXT6-Explain how arguments about market capitalism, the growth of corporate power, and government policies influenced economic policies from the late 18<sup>th</sup> century through the early 20<sup>th</sup> century.
- WXT7- Compare the beliefs and strategies of movements advocating changes to the U.S. economic system since industrialization, particularly the organized labor, Populist, and Progressive movements.
- PEO2-Explain how changes in the numbers and sources of international migrants in the 19<sup>th</sup> and 20<sup>th</sup> centuries altered the ethnic and social makeup of the U.S. population.
- PEO3-Analyze the causes and effects of major internal migration patterns such as urbanization, suburbanization, westward movement, and the Great Migration in the 19<sup>th</sup> and 20<sup>th</sup> centuries.
- PEO4-Analyze the effects that migration, disease, and warfare had on the American Indian population after contact with Europeans.
- PEO5-Explain how free and forced migration to and within different parts of North America caused regional development, cultural diversity and blending, and political and social conflicts through the 19<sup>th</sup> century.
- PEO6-Analyze the role of both internal and international migration on changes to urban life, cultural developments, labor issues, and reform movements from the mid-19<sup>th</sup> century through the mid-20<sup>th</sup> century
- POL3- Explain how activist groups and reform movements, such as antebellum reformers, civil rights activists, and social conservatives, have

caused changes to state institutions and U.S. society

- POL4- Analyze how and why the New Deal, the Great Society, and the modern conservative movement all sought to change the federal government's role in U.S. political, social, and economic life
- POL6- Analyze how debates over political values (such as democracy, freedom, and citizenship) and the extension of American ideals abroad contributed to the ideological clashes and military conflicts of the 19th century and the early 20th century
- WOR3- Explain how the growing interconnection of the U.S. with worldwide economic, labor, and migration systems affected U.S. society since the late 19th century
- ENV5- Explain how and why debates about and policies concerning the use of natural resources and the environment more generally have changed since the late 19th century
- CUL3- Explain how cultural values and artistic expression changed in response to the Civil War and the postwar industrialization of the United States
- CUL5- Analyze ways that philosophical, moral, and scientific ideas were used to defend and challenge the dominant economic and social order in the 19th and 20th centuries
- CUL6- Analyze the role of culture and the arts in 19th- and 20th-century movements for social and political change
- 

### **Unit Compelling Questions**

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

- How have debates over economic values and the role of the government in U.S. economy affected politics, society, the economy, and the environment?
- How has gender, class, ethnic, religious, regional, and other group identities changed in different eras?
- How and why have different political and social groups competed for influence over society and government in what would become the U.S.?
- How and why have changes in moral, philosophical, and cultural values affected U.S. history?

## 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***

## Unit 7: War, Prosperity & Depression (1890-1945)

### Overview

Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system. Innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns. Participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation's proper role in the world.

### Unit Content Objectives

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

- ID-3: Analyze how U.S. involvement in international crises such as the Spanish-American War, World Wars I and II, the Great Depression, and the Cold War influenced public debates about American national identity in the 20<sup>th</sup> century.
- ID-6: Analyze how migration patterns to, and migration within, the United States have influenced the growth of racial and ethnic identities and conflicts over ethnic assimilation.
- ID-7: Analyze how changes in class identity and gender roles have related to economic, social, and cultural transformations since the late 19<sup>th</sup> century
- ID-8: Explain how civil rights activism in the 20<sup>th</sup> century affected growth of African American and other identity-based political and social movements.
- WXT3-Explain how changes in transportation, technology, and the integration of the U.S. economy into world markets have influenced U.S. society since the Gilded Age.
- WXT5-Explain how and why different labor systems have developed, persisted, and changed since 1800 and how events such as the Civil War and industrialization shaped U.S. society and workers' lives.
- WXT6-Explain how arguments about market capitalism, the growth of corporate power, and government policies influenced economic policies from the late 18<sup>th</sup> century through the early 20<sup>th</sup> century.
- WXT7- Compare the beliefs and strategies of movements advocating changes to the U.S. economic system since industrialization, particularly the organized labor, Populist, and Progressive movements.
- WXT8-Explain how and why the role of the federal government in regulating economic life and the environment had changed since the end of the 19<sup>th</sup> century.
- PEO2-Explain how changes in the numbers and sources of international migrants in the 19<sup>th</sup> and 20<sup>th</sup> centuries altered the ethnic and social makeup of the U.S. population.
- PEO3-Analyze the causes and effects of major internal migration patterns such as urbanization, suburbanization, westward movement, and the Great Migration in the 19<sup>th</sup> and 20<sup>th</sup> centuries.
- PEO6-Analyze the role of both internal and international migration on changes to urban life, cultural developments, labor issues, and reform movements from the mid-19<sup>th</sup> century through the mid-20<sup>th</sup> century

- PEO7- Explain how and why debates over immigration to the United States have changed since the turn of the 20<sup>th</sup> century.
- POL2- Explain how and why major party systems and political alignments arose and have changed from the early Republic through the end of the 20th century
- POL3- Explain how activist groups and reform movements, such as antebellum reformers, civil rights activists, and social conservatives, have caused changes to state institutions and U.S. society
- POL4- Analyze how and why the New Deal, the Great Society, and the modern conservative movement all sought to change the federal government's role in U.S. political, social, and economic life
- POL5- Analyze how arguments over the meaning and interpretation of the Constitution have affected U.S. politics since 1787.
- POL6- Analyze how debates over political values (such as democracy, freedom, and citizenship) and the extension of American ideals abroad contributed to the ideological clashes and military conflicts of the 19th century and the early 20th century
- POL7- Analyze how debates over civil rights and civil liberties have influenced political life from the early 20<sup>th</sup> century through the early 21<sup>st</sup> century.
- WOR3- Explain how the growing interconnection of the U.S. with worldwide economic, labor, and migration systems affected U.S. society since the late 19th century
- WOR4- Explain how the U.S. involvement in global conflicts in the 20th century set the stage for domestic social changes
- WOR6- Analyze the major aspects of domestic debates over U.S. expansionism in the 19th century and the early 20th century
- WOR7- Analyze the goals of U.S. policymakers in major international conflicts, such as the Spanish-American War, World Wars I and II, and the Cold War, and explain how U.S. involvement in these conflicts has altered the U.S. role in world affairs
- ENV5- Explain how and why debates about and policies concerning the use of natural resources and the environment more generally have changed since the late 19th century
- CUL3- Explain how cultural values and artistic expression changed in response to the Civil War and the postwar industrialization of the United States
- CUL5- Analyze ways that philosophical, moral, and scientific ideas were used to defend and challenge the dominant economic and social order in the 19th and 20th centuries
- CUL6- Analyze the role of culture and the arts in 19th- and 20th-century movements for social and political change
- CUL7- Explain how and why "modern" cultural values and popular culture have grown since the early 20th century and how they have affected American politics and society

### **Unit Compelling Questions**

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

- How has gender, class, ethnic, religious, regional, and other group identities changed in different eras?
- How have debates over economic values and the role of the government in U.S. economy affected politics, society, the economy, and the environment?
- How have events in North America and the U.S. related to contemporary developments in the rest of the world?
- How have Americans agreed on or argued over the values that guide the political system as well as who is a part of the political process?
- How have different factors influenced U.S. military, diplomatic, and economic involvement in international affairs and foreign conflicts, both in North America and overseas?



## 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***

## Unit 8: Fears, Joys & Limits (1945-1980)

### Overview

The United States responded to an uncertain and unstable postwar world by asserting and working to maintain a position of global leadership, with far-reaching domestic and international consequences. New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses. Postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture.

### Unit Content Objectives

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

- ID-3: Analyze how U.S. involvement in international crises such as the Spanish-American War, World Wars I and II, the Great Depression, and the Cold War influenced public debates about American national identity in the 20<sup>th</sup> century.
- ID-6: Analyze how migration patterns to, and migration within, the United States have influenced the growth of racial and ethnic identities and conflicts over ethnic assimilation.
- ID-7: Analyze how changes in class identity and gender roles have related to economic, social, and cultural transformations since the late 19<sup>th</sup> century
- ID-8: Explain how civil rights activism in the 20<sup>th</sup> century affected growth of African American and other identity-based political and social movements.
- WXT3-Explain how changes in transportation, technology, and the integration of the U.S. economy into world markets have influenced U.S. society since the Gilded Age.
- WXT5-Explain how and why different labor systems have developed, persisted, and changed since 1800 and how events such as the Civil War and industrialization shaped U.S. society and workers' lives.
- WXT8-Explain how and why the role of the federal government in regulating economic life and the environment had changed since the end of the 19<sup>th</sup> century.
- PEO2-Explain how changes in the numbers and sources of international migrants in the 19<sup>th</sup> and 20<sup>th</sup> centuries altered the ethnic and social makeup of the U.S. population.
- PEO3-Analyze the causes and effects of major internal migration patterns such as urbanization, suburbanization, westward movement, and the Great Migration in the 19<sup>th</sup> and 20<sup>th</sup> centuries.
- PEO7-Explain how and why debates over immigration to the United States have changed since the turn of the 20<sup>th</sup> century.
- POL2- Explain how and why major party systems and political alignments arose and have changed from the early Republic through the end of the 20th century
- POL3- Explain how activist groups and reform movements, such as antebellum reformers, civil rights activists, and social conservatives, have caused changes to state institutions and U.S. society
- POL4-Analyze how and why the New Deal, the Great Society, and the modern conservative movement all sought to change the federal government's role in U.S. political, social, and economic life

- POL5- Analyze how arguments over the meaning and interpretation of the Constitution have affected U.S. politics since 1787.
- POL7- Analyze how debates over civil rights and civil liberties have influenced political life from the early 20<sup>th</sup> century through the early 21<sup>st</sup> century.
- WOR3- Explain how the growing interconnection of the U.S. with worldwide economic, labor, and migration systems affected U.S. society since the late 19th century
- WOR4- Explain how the U.S. involvement in global conflicts in the 20th century set the stage for domestic social changes
- WOR7- Analyze the goals of U.S. policymakers in major international conflicts, such as the Spanish-American War, World Wars I and II, and the Cold War, and explain how U.S. involvement in these conflicts has altered the U.S. role in world affairs
- WOR8- Explain how U.S. military and economic involvement in the developing world and issues such as terrorism and economic globalization have changed U.S. foreign policy goals since the middle of the 20th century
- ENV5- Explain how and why debates about and policies concerning the use of natural resources and the environment more generally have changed since the late 19th century
- CUL5- Analyze ways that philosophical, moral, and scientific ideas were used to defend and challenge the dominant economic and social order in the 19th and 20th centuries
- CUL6- Analyze the role of culture and the arts in 19th- and 20th-century movements for social and political change
- CUL7- Explain how and why “modern” cultural values and popular culture have grown since the early 20th century and how they have affected American politics and society

### **Unit Compelling Questions**

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

- How and why have changes in moral, philosophical, and cultural values affected U.S. history?
- How have changes in migration and population affected patterns in American life?
- How has gender, class, ethnic, religious, regional, and other group identities changed in different eras?
- How and why have different political and social groups competed for influence over society and government in what would become the U.S.?
- How have different factors influenced U.S. military, diplomatic, and economic involvement in international affairs and foreign conflicts, both in North America and overseas?

## 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***

## Unit 9: New Beginnings (1980-Present)

### Overview

A newly ascendant conservative movement achieved several political and policy goals during the 1980s and continued to strongly influence public discourse in the following decades. Moving into the 21<sup>st</sup> century, the national experienced significant technological, economic, and demographic changes. The end of the Cold War and new challenges to U.S. leadership forced the nation to redefine its foreign policy and role in the world.

### Unit Content Objectives

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

- ID-6: Analyze how migration patterns to, and migration within, the United States have influenced the growth of racial and ethnic identities and conflicts over ethnic assimilation.
- ID-7: Analyze how changes in class identity and gender roles have related to economic, social, and cultural transformations since the late 19<sup>th</sup> century
- WXT3-Explain how changes in transportation, technology, and the integration of the U.S. economy into world markets have influenced U.S. society since the Gilded Age.
- WXT7- Compare the beliefs and strategies of movements advocating changes to the U.S. economic system since industrialization, particularly the organized labor, Populist, and Progressive movements.
- WXT8-Explain how and why the role of the federal government in regulating economic life and the environment had changed since the end of the 19<sup>th</sup> century.
- PEO2-Explain how changes in the numbers and sources of international migrants in the 19<sup>th</sup> and 20<sup>th</sup> centuries altered the ethnic and social makeup of the U.S. population.
- PEO3-Analyze the causes and effects of major internal migration patterns such as urbanization, suburbanization, westward movement, and the Great Migration in the 19<sup>th</sup> and 20<sup>th</sup> centuries.
- PEO7-Explain how and why debates over immigration to the United States have changed since the turn of the 20<sup>th</sup> century.
- POL3- Explain how activist groups and reform movements, such as antebellum reformers, civil rights activists, and social conservatives, have caused changes to state institutions and U.S. society
- POL4-Analyze how and why the New Deal, the Great Society, and the modern conservative movement all sought to change the federal government's role in U.S. political, social, and economic life
- POL7- Analyze how debates over civil rights and civil liberties have influenced political life from the early 20<sup>th</sup> century through the early 21<sup>st</sup> century.
- WOR7- Analyze the goals of U.S. policymakers in major international conflicts, such as the Spanish-American War, World Wars I and II, and the Cold War, and explain how U.S. involvement in these conflicts has altered the U.S. role in world affairs
- WOR8- Explain how U.S. military and economic involvement in the developing world and issues such as terrorism and economic globalization have changed U.S. foreign policy goals since the middle of the 20th century

- ENV5- Explain how and why debates about and policies concerning the use of natural resources and the environment more generally have changed since the late 19th century
- CUL7- Explain how and why “modern” cultural values and popular culture have grown since the early 20th century and how they have affected American politics and society

### Unit Compelling Questions

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

- How have different factors influenced U.S. military, diplomatic, and economic involvement in international affairs and foreign conflicts, both in North America and overseas?
- Why have people migrated to, from, and within North America?
- How and why have different political and social groups competed for influence over society and government in what would become the U.S.?

### 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***