

# Global History and Geography

The global history and geography core curriculum is designed to focus on the five social studies standards, common themes that recur across time and place, and eight historical units. Each unit lists the content, concepts and themes, and connections teachers should use to organize classroom instruction and plan for assessment. This curriculum provides students with the opportunity to explore what is happening in various regions and civilizations at a given time. In addition, it enables students to investigate issues and themes from multiple perspectives and make global connections and linkages that lead to in-depth understanding. As students explore the five social studies standards, they should have multiple opportunities to explore the content and intellectual skills of history and the social science disciplines.

## Introductory Notes

**TEACHER'S NOTE:** For each historical era, students will investigate global connections and linkages. These global connections and linkages include:



Cultural Diffusion  
(Ideas/Technology/Food/Disease)



Belief Systems



Migrations



Trade



Multi-Regional Empires



Conflict

The Regents examination for global history and geography will be based on the content column in this core curriculum. The following concepts and themes in global history and geography are emphasized in this curriculum.

Belief Systems

Change

Citizenship

Conflict

Culture and Intellectual Life

Decision Making

Diversity

Economic Systems

Environment and Society

Factors of Production

Human and Physical

Geography

Human Rights

Imperialism

Interdependence

Justice

Movement of People and

Goods

Nationalism

Nation State

Needs and Wants

Political Systems

Power

Scarcity

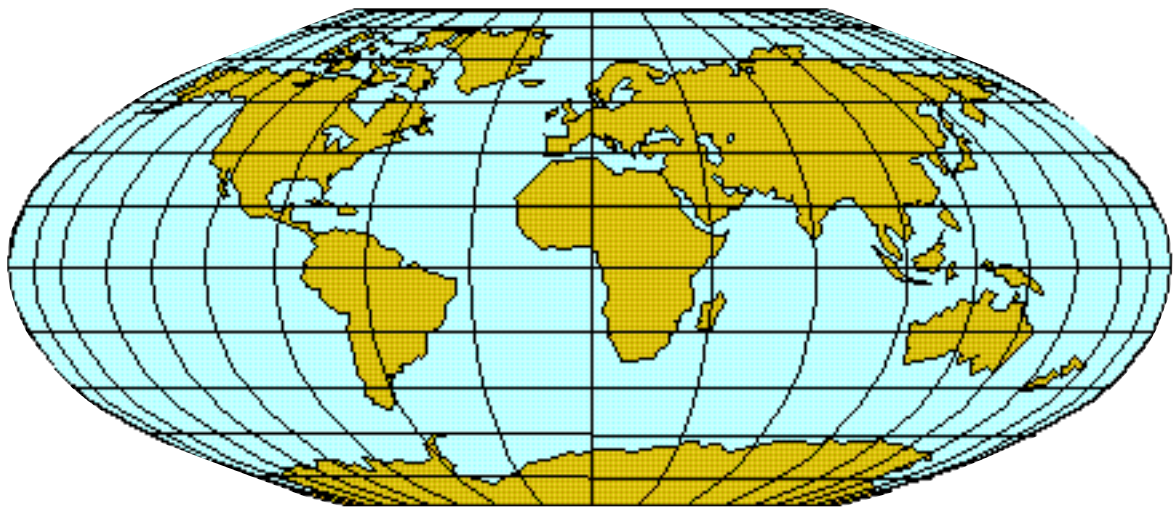
Science and Technology

Urbanization

**Suggested Documents:** Throughout the global history and geography core curriculum, teachers will find lists of suggested documents. In this context, the term “document” includes:

- books and monographs
- newspapers, periodicals, magazines, and scholarly journals
- government documents
- manuscripts, archival materials, journals, diaries, and autobiographies
- maps; visual materials (paintings, drawings, sculptures, architectural drawings, films, posters, prints, engravings, photographs, etc.)
- music
- artifacts.

The suggested documents are indicative of the kinds of primary and secondary sources that can be used in a global history and geography program. They do not comprise a mandatory listing but rather represent the kinds of documents that can be used in document-based questions. In a few cases, specific websites for listed documents are included. A fuller listing of websites can be found in the Appendix of this document.



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# METHODOLOGY OF GLOBAL HISTORY AND GEOGRAPHY

Content	Standards	Concepts/Themes	Connections
<p>A. History</p> <ol style="list-style-type: none"> <li>1. Skills of historical analysis               <ol style="list-style-type: none"> <li>a. Investigate differing and competing interpretations of historical theories—multiple perspectives</li> <li>b. Hypothesize about why interpretations change over time</li> <li>c. Explain the importance of historical evidence</li> </ol> </li> <li>2. Understand the concepts of change and continuity over time</li> <li>3. The connections and interactions of people across time and space</li> <li>4. Time frames and periodization</li> <li>5. Roles and contributions of individuals and groups</li> <li>6. Oral histories</li> </ol>	<p>1,2</p>	<p>Belief Systems Change Conflict Cultural/ Intellectual Life Diversity Human Rights Interdependence Imperialism Nationalism Urbanization</p>	<p>TEACHER'S NOTE: This introductory unit is designed to introduce students to the five social studies standards and the essential questions associated with each standard. Many teachers may choose to infuse this introduction into the body of the course.</p> <p>TEACHER'S NOTE: While this core curriculum presents a chronological approach to global history and geography, it may be necessary at times to suspend chronology. In some instances, events overlap historical eras. An example would be European feudalism that has been placed in UNIT TWO: Expanding Zones of Exchange and Encounter (500-1200); Japanese feudalism is placed in UNIT THREE: Global Interactions (1200-1650). The teacher may wish to place Japanese feudalism in UNIT TWO with European feudalism so that students can better compare and contrast the two. This is a local curriculum decision.</p> <p>TEACHER'S NOTE: Over this two-year course of study, students should develop a sense of time, exploring different periodization systems and examining themes across time and place. This ability is critical in understanding the course and being able to make the fundamental connections and linkages.</p>



## METHODOLOGY OF GLOBAL HISTORY AND GEOGRAPHY, continued

<i>Content</i>	<i>Standards</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<p><b>B. Geography</b></p> <ol style="list-style-type: none"> <li>1. Elements of geography               <ol style="list-style-type: none"> <li>a. Human geography</li> <li>b. Physical geography</li> <li>c. Political geography</li> <li>d. Migration</li> <li>e. Trade</li> <li>f. Environment and society</li> <li>g. The uses of geography</li> </ol> </li> <li>2. Critical thinking skills               <ol style="list-style-type: none"> <li>a. Asking and answering geographic questions</li> <li>b. Analyzing theories of geography</li> <li>c. Acquiring, organizing, and analyzing geographic information</li> </ol> </li> <li>3. Identifying and defining world regions</li> </ol>	3	<p>Human/Physical Geography            Movement of People and Goods            Environment and Society            Change            Needs and Wants            Interdependence            Culture</p>	<p><b>TEACHER'S NOTE:</b> Prior to the completion of the two-year global history and geography program, students should have a clear understanding of the human and physical geography. They should have multiple opportunities to explore the impact of geography on the past and present. Students should be able to make, use, and apply geographic generalizations. They should be able to use data to construct maps, graphs, charts, etc.</p> <ul style="list-style-type: none"> <li>- What impact does geography have on history?</li> <li>- How do physical and human geography affect people and places?</li> <li>- To what extent are terms such as “Far East” and “Middle East” a reflection of a European perspective on regions?</li> </ul>
<p><b>C. Economics</b></p> <ol style="list-style-type: none"> <li>1. Major economic concepts (scarcity, supply/demand, opportunity costs, production, resources)</li> <li>2. Economic decision making</li> <li>3. The interdependence of economics and economic systems throughout the world</li> <li>4. Applying critical thinking skills in making informed and well-reasoned economic decisions</li> </ol>	4	<p>Economic Systems            Decision Making            Factors of Production            Interdependence            Needs and Wants            Scarcity            Science and Technology</p>	<p><b>TEACHER'S NOTE:</b> Students should be able to apply the three basic questions of economics to situations across time and place.</p> <ul style="list-style-type: none"> <li>- What goods and services shall be produced and in what quantities?</li> <li>- How shall goods and services be produced?</li> <li>- For whom shall goods and services be produced?</li> </ul>
<p><b>D. Political science</b></p> <ol style="list-style-type: none"> <li>1. The purposes of government</li> <li>2. Political systems around the world</li> <li>3. Political concepts of power, authority, governance, and law</li> <li>4. Rights and responsibilities of citizenship across time and space</li> <li>5. Critical thinking skills               <ol style="list-style-type: none"> <li>a. Probing ideas and assumptions</li> <li>b. Posing and answering analytical questions</li> <li>c. Assuming a skeptical attitude toward questionable political statements</li> <li>d. Evaluating evidence and forming rational conclusions</li> <li>e. Developing participatory skills</li> </ol> </li> </ol>	5	<p>Decision Making            Justice            Nation State            Citizenship            Political Systems            Power            Nationalism</p>	<ul style="list-style-type: none"> <li>- What are the basic purposes of government?</li> <li>- What assumptions have different groups made regarding power, authority, governance, and law across time and place?</li> <li>- How is citizenship defined and how do different societies view the rights and responsibilities of citizenship?</li> <li>- How do concepts of justice and human values differ across time and place?</li> <li>- How are decisions made under different political systems?</li> </ul>






# UNIT ONE: ANCIENT WORLD—CIVILIZATIONS AND RELIGION (4000 BC - 500 AD), continued










Content	Standards	Concepts/Themes	Connections
<p>3. Roman Republic</p> <p>a. Human and physical geography</p> <p>b. Contributions—law (Twelve Tables), architecture, literature, roads, bridges</p> <p>4. Indian (Maurya) Empire</p> <p>a. Human and physical geography (monsoons)</p> <p>b. Contributions—government system</p> <p>5. Rise of agrarian civilizations in Mesoamerica—Mayan (200 BC - 900 AD)</p> <p>a. Human and physical geography</p> <p>b. Contributions (mathematics, astronomy, science, arts, architecture, and technology)</p> <p>c. Role of maize</p> <p>d. Religion</p> <p>6. The status and role of women in classical civilizations</p>	2,3,4,5	<p>Decision Making</p> <p>Citizenship</p> <p>Human/Physical Geography</p> <p>Factors of Production</p> <p>Needs and Wants</p> <p>Belief Systems</p> <p>Culture and Intellectual Life</p>	<p><u>Suggested Documents:</u> Hammurabi's Code, Hebrew law, the Twelve Tables of Rome (<a href="http://members.aol.com/pilgrimjon/private/LEX/12tables.html">http://members.aol.com/pilgrimjon/private/LEX/12tables.html</a>), the Golden Rule, <i>The Odyssey</i>, Ptolemaic maps, for Ashoka of the Maurya Empire see <a href="http://www.fordham.edu/halsall/india/ashoka-edicts.html">http://www.fordham.edu/halsall/india/ashoka-edicts.html</a></p> <p>- What impact did monsoons have on the historic and economic development of the sub-continent?</p> <p>TEACHER'S NOTE: The Mayan civilizations span the time period and are placed here to introduce students to developments in the Western Hemisphere from an early date.</p> <p>- How did agriculture arise in the Americas?</p> <p>- What were the earliest crops in the Americas?</p> <p>- How did the Mayan civilizations compare to river valley and classical civilizations of Eurasia?</p> <p>- How did the decline of the Mayans compare to the fall of the Han and Roman empires?</p> <p>- What brought about the decline of the Mayans?</p>
<p>7. The growth of global trade routes in classical civilizations</p> <p>a. Phoenician trade routes</p> <p>b. Silk Road</p> <p>c. Maritime and overland trade routes</p> <p>1) Linking Africa and Eurasia</p> <p>2) Linking China, Korea, and Japan</p>	2,3,4	<p>Movement of People and Goods</p> <p>Interdependence</p>	<p>TEACHER'S NOTE: The study of economics includes the investigation of interdependent economies throughout the world over time and place. Students should be able to trace the maritime and overland trading routes that linked civilizations and led to interdependence and cultural diffusion.</p> <p>- Why did the Silk Road extend from Korea across Central Asia?</p> <p>- What goods were being traded? Why?</p>
<p> </p> <p>D.The rise and fall of great empires</p> <p>1. Han Dynasty</p> <p>a. Human and physical geography</p> <p>b. Factors leading to growth</p> <p>c. Contributions</p> <p>d. Causes of decline</p> <p>e. Role of migrating nomadic groups from Central Asia</p> <p>2. Roman Empire</p>		<p>Human/Physical Geography</p> <p>Cultural and Intellectual Life</p> <p>Movement of People and Goods</p> <p>Technology</p> <p>Power</p>	<p><u>Suggested Documents:</u> Maps of classical civilizations and early trade routes</p> <p>- What caused the fall of the Han and Roman empires?</p> <p>- What role did migrating nomadic groups play in the fall of the Han and Roman empires?</p>






# UNIT ONE: ANCIENT WORLD—CIVILIZATIONS AND RELIGION (4000 BC - 500 AD), continued

Content	Standards	Concepts/Themes	Connections
<p>a. Human and physical geography                      b. Factors leading to growth (engineering, empire building, trade)                      c. Contributions                      d. Causes of decline                      e. Role of migrating nomadic groups from Central Asia                      f. Pax Romana</p>  <p>E. The emergence and spread of belief systems</p> <ol style="list-style-type: none"> <li>1. Place of origin and major beliefs                             <ol style="list-style-type: none"> <li>a. Animism—African</li> <li>b. Hinduism</li> <li>c. Buddhism</li> <li>d. Chinese philosophies (Confucianism, Daoism)</li> <li>e. Judaism</li> <li>f. Christianity</li> <li>g. Islam</li> <li>h. Legalism</li> <li>i. Shintoism</li> <li>j. Jainism</li> </ol> </li> <li>2. Expansion of Christianity, Islam, Confucianism, and Buddhism</li> </ol>		<p>Belief Systems                      Human/                      Physical                      Geography                      Conflict                      Diversity                      Cultural and                      Intellectual                      Life</p>	<p>TEACHER'S NOTE: When analyzing the world's major religions and philosophies, it may be best to suspend a strict adherence to chronology in favor of comprehensively exploring belief systems as a theme. On the other hand, you may teach this subject in its historical context. This study involves learning about the important roles and contributions made by individuals and groups. It is important to make linkages to the present.</p> <ul style="list-style-type: none"> <li>- In what ways are these varying belief systems similar and different?</li> <li>- How do these belief systems affect our lives today?</li> <li>- In what ways does a culture's arts reflect its belief system?</li> <li>- What individuals and groups are associated with the major religions of the world?</li> <li>- What holy books or texts are associated with the major religions of the world?</li> <li>- What role did missionaries, traders, and conquerors play in the spread of religions?</li> <li>- How did the expansion of Islam, Confucianism, Christianity, and Buddhism encourage the encounter and exchanges of peoples, goods, and ideas?</li> </ul> <p><u>Suggested Documents:</u> Maps showing spread of religions, Old Testament, Torah, New Testament, the Lawbook of Manu: the Caste System, the Bhagavad-Gita, Life of Buddha, the Analects, Daoist poems, the Koran (Qur'an), Confucius, <i>Analects</i>  <a href="http://www.wsu.edu:8080/~wldciv/world_civ_reader/world_civ_reader_1/confucius.html">http://www.wsu.edu:8080/~wldciv/world_civ_reader/world_civ_reader_1/confucius.html</a></p>



# UNIT TWO: EXPANDING ZONES OF EXCHANGE AND ENCOUNTER (500 - 1200)

Content	Standards	Concepts/Themes	Connections
<p>A. Gupta Empire (320-550 AD)</p> <ol style="list-style-type: none"> <li>Human and physical geography</li> <li>Artistic, scientific, and mathematical contributions</li> <li>Ties to Hinduism</li> <li>Organizational structure</li> </ol>  	2,3	Human/ Physical Geography Cultural and Intellectual Life	<p>TEACHER'S NOTE: Students should be able to interpret and analyze documents and artifacts related to global history. Using graphic organizers, they can compare and contrast civilizations.</p> <ul style="list-style-type: none"> <li>- What contributions to human history have been made by the Gupta Empire, the Tang and Song Dynasty, Byzantine Empire, and medieval Europe?</li> <li>- What role did women play in the Gupta Empire? the Tang and Song Dynasty?</li> </ul> <p><u>Suggested Documents:</u> Photographs of Gupta, Tang, and Song arts; remains of material culture; timelines; and maps</p>
<p>B. Tang and Song Dynasty (618-1126 AD)</p> <ol style="list-style-type: none"> <li>Human and physical geography</li> <li>Contributions</li> <li>Chinese influence on Korea and Japan</li> <li>Cultural flowering</li> <li>Growth of commerce and trade</li> </ol>   	2,3	Human/ Physical Geography Cultural and Intellectual Life	<p>TEACHER'S NOTE: Students should understand the development and connectedness of civilizations and cultures. The study of the Byzantine Empire is particularly suited to this approach because it encompasses lands from more than one region.</p> <ul style="list-style-type: none"> <li>- What role did the Byzantine Empire play in the preservation and transmission of Greek and Roman knowledge and culture? of Roman concept of law?</li> <li>- What impact did the Byzantine Empire have in the development of historical Russia? of Russia today?</li> <li>- What impact did the fall of Constantinople (1453) have on Western Europe? To what extent was this event a turning point in global history?</li> <li>- How did the location of Constantinople make it a crossroads of Europe and Asia?</li> <li>- How did geography affect early Russia?</li> </ul> <p><u>Suggested Documents:</u> Justinian Code, pictures of Hagia Sophia, mosaics, reservoirs, etc.</p>
<p>C. Byzantine Empire (330-1453 AD)</p> <ol style="list-style-type: none"> <li>Human and physical geography</li> <li>Achievements (law—Justinian Code, engineering, art, and commerce)</li> <li>The Orthodox Christian Church</li> <li>Political structure and Justinian Code</li> <li>Role in preserving and transmitting Greek and Roman cultures</li> <li>Impact on Russia and Eastern Europe</li> </ol> <p>D. Early Russia</p> <ol style="list-style-type: none"> <li>Human and physical geography</li> <li>Trade</li> <li>Kiev</li> <li>Russian Orthodox Church</li> </ol>    	2,3,4,5	Human/ Physical Geography Interdependence Diversity  Justice Belief Systems	<p>TEACHER'S NOTE: Through their inquiry, students should gain an appreciation for the vastness of the various Muslim empires, the ability of Islam to</p>
<p>E. The spread of Islam to Europe, Asia, and Africa</p> <ol style="list-style-type: none"> <li>Human and physical geography</li> <li>Organizational structure</li> </ol>		Human/ Physical Geography	




## UNIT TWO: EXPANDING ZONES OF EXCHANGE AND ENCOUNTER (500 - 1200), continued

Content	Standards	Concepts/Themes	Connections
3. The development of Islamic law and its impact 4. Social class: women and slavery in Muslim society 5. Position of “people of the book”  6. The golden age of Islam a. Contributions to mathematics, science, medicine, art, architecture, and literature b. Role in preserving Greek and Roman culture c. Islamic Spain 7. Trade	2,3           2	Conflict Interdependence Diversity Justice and Human Rights Political Systems Economic Systems Belief Systems   Cultural and Intellectual Life Science and Technology	successfully rule very diverse populations, and the role of Islam in cultural innovation and trade. - What contributions did Islamic culture make to global history? - What was the status of women under Islamic law? - How did Islam link Eastern and Western cultures? - What was the role of Islamic missionaries in Africa? in other regions? - How did Islam art and architecture reflect a blend of many different cultures? <b>Suggested Documents:</b> Maps showing trade in and around the Indian Ocean and Central Asia, Islamic art and architecture, and calligraphy
 F. Medieval Europe (500-1400) 1. Human and physical geography 2. Frankish Empire—Charlemagne 3. Manorialism 4. Feudalism a. Social hierarchy and stratification b. Role of men and women 5. Spiritual and secular role of the Church 6. Monastic centers of learning 7. Anti-Semitism 8. Art and architecture	2,3,4,5	Economic Systems Factors of Production Political Systems Belief Systems	- What assumptions did medieval Europe make regarding power, authority, governance, and law? - How did the roles of men and women differ in medieval society? - What role did individual citizens play in feudal society? - How were decisions made about the use of scarce resources in medieval Europe? - What principles were the basis of these decisions? <b>Suggested Documents:</b> Photographs and architectural drawings, details of paintings showing everyday life, diagrams and charts of monasteries and manors, and diagrams of social pyramids <b>TEACHER'S NOTE:</b> Students should be able to analyze the causes of the Crusades and their impact. They should understand the diverse ways Muslims, Byzantines, and Christians viewed this period. They should appreciate that one dimension of a society's growth is its connection to neighboring and competing societies. Students should explore how places have taken on symbolic meaning throughout history, e.g., Jerusalem as a holy city. <b>Suggested Documents:</b> Portolan charts, various kinds of other maps, and first-hand accounts
  G. Crusades 1. Causes 2. Impacts on Southwest Asia, Byzantium, and Europe 3. Perspectives 4. Key individuals—Urban II, Saladin, and Richard the Lion-Hearted	2,3,4	Human/Physical Geography Change Nation-states Interdependence Movement of People and Goods Needs and Wants Science and Technology Conflict	TEACHER'S NOTE: Students should be able to analyze the causes of the Crusades and their impact. They should understand the diverse ways Muslims, Byzantines, and Christians viewed this period. They should appreciate that one dimension of a society's growth is its connection to neighboring and competing societies. Students should explore how places have taken on symbolic meaning throughout history, e.g., Jerusalem as a holy city. <b>Suggested Documents:</b> Portolan charts, various kinds of other maps, and first-hand accounts



# UNIT THREE: GLOBAL INTERACTIONS (1200 - 1650)

Content	Standards	Concepts/Themes	Connections
<p>A. Early Japanese history and feudalism</p> <ol style="list-style-type: none"> <li>Human and physical geography</li> <li>Early traditions (Shintoism)</li> <li>Ties with China and Korea: cultural diffusion, Buddhism, and Confucianism</li> <li>Tokugawa Shogunate</li> <li>Social hierarchy and stratification</li> <li>Comparison to European feudalism</li> <li>Zen Buddhism</li> </ol>	1,2,3,4,5	Human/ Physical Geography Political Systems Cultural and Intellectual Life  Belief Systems	<p>TEACHER'S NOTE: Students should be able to compare and contrast the social, political, and economic dimensions of the Japanese and European feudal systems. They should understand the impact of cultural diffusion on Japanese culture. Additional case studies might include Chinese and Korean feudalism.</p> <ul style="list-style-type: none"> <li>- How are Japanese and European feudalism similar? dissimilar?</li> <li>- How did location impact Japanese history?</li> </ul> <p><b>Suggested Documents:</b> <i>The Way of Samurai</i>, and other literary works; materials on Kabuki theatre; Japanese wood-block prints; diagrams of the social system</p>
 <p>B. The rise and fall of the Mongols and their impact on Eurasia</p> <ol style="list-style-type: none"> <li>Human and physical geography</li> <li>Origins—Central Asian nomadic tribes</li> <li>The Yuan Dynasty: a foreign non-Chinese dynasty</li> <li>Extent of empire under Ghengis Khan and Kublai Khan</li> <li>Impact on Central Asia, China, Korea, Europe, India, Southwest Asia</li> <li>Impact on the rise of Moscow</li> <li>Interaction with the West and global trade, Pax Mongolia (e.g., Marco Polo)</li> <li>Causes of decline</li> </ol>	2,3,4,5	Human/ Physical Geography Interdependence Diversity Urbanization Movement of People and Goods Conflict	<p>TEACHER'S NOTE: Students should understand the development and connectedness of civilizations and cultures. They should understand the global significance and great diversity encompassed by the Mongol Empire. This era saw the growing importance of cities as centers of trade and culture.</p> <ul style="list-style-type: none"> <li>- How did geography contribute to the success of the Mongols?</li> <li>- What forces led to the rise and fall of the Mongols?</li> <li>- How were a nomadic people able to conquer more advanced civilizations?</li> <li>- Why was the Mongol defeat in Japan significant?</li> <li>- How did the Mongols in China change?</li> </ul> <p><b>Suggested Documents:</b> Descriptions of Mongols by such travelers as Marco Polo (see <a href="http://www.fordham.edu/halsall/source/mpolo44-46.html">http://www.fordham.edu/halsall/source/mpolo44-46.html</a>) and others; visuals, maps</p>
 <p>C. Global trade and interactions</p> <ol style="list-style-type: none"> <li>Resurgence of Europe             <ol style="list-style-type: none"> <li>Hanseatic League and Italian city-states</li> <li>Trade fairs and towns</li> <li>Medieval guilds</li> <li>Commercial revolution</li> </ol> </li> <li>Major trading centers—Nanjing/Calicut/Mogadishu/Venice</li> <li>Ibn Battuta</li> <li>Expansion of the Portuguese spice trade to Southeast Asia and its impact on Asia and Europe</li> </ol>	2,3,4	Economic Systems Change Urbanization Factors of Production Movement of People and Goods	<p>TEACHER'S NOTE: Students should be able to trace the rise and evolution of capitalism as an economic system. They should understand that capitalism was made possible by changes within the European economic system and by overseas expansion.</p> <ul style="list-style-type: none"> <li>- What was the relationship between the rise of capitalism and the decline of feudalism?</li> <li>- What role did a class of merchants and bankers play in the rise of capitalism?</li> </ul>






## UNIT THREE: GLOBAL INTERACTIONS (1200 - 1650), continued

Content	Standards	Concepts/Themes	Connections
 <p>D. Rise and fall of African civilizations: Ghana, Mali, Axum, and Songhai empires</p> <ol style="list-style-type: none"> <li>1. Human and physical geography</li> <li>2. Organizational structure</li> <li>3. Contributions</li> <li>4. Roles in global trade routes</li> <li>5. Spread and impact of Islam—Mansa Musa</li> <li>6. Timbuktu and African trade routes</li> </ol>	2,3,4	Human/ Physical Geography Economic Systems Change Urbanization Belief Systems Movement of People and Goods	<ul style="list-style-type: none"> <li>- In a market economy, how does the system determine what goods and services are to be produced and in what quantities? and for whom?</li> <li>- How did a capitalist economy change the way men and women worked?</li> <li>- Why did cities like Venice and Mogadishu become trading centers?</li> <li>- What were the major land and sea trade routes of the early 1400s?</li> <li>- What goods were being traded?</li> </ul> <p><u>Suggested Documents:</u> Maps, descriptions of medieval guilds, town charters, journals</p> <p><b>TEACHER'S NOTE:</b> Students should study development and interactions of social/cultural/political/economic/religious systems in different regions of the world.</p> <ul style="list-style-type: none"> <li>- What role did African kingdoms play in overland and maritime trade routes of the era?</li> <li>- What impact did Islam have on these kingdoms?</li> <li>- What forces contributed to the rise and fall of African kingdoms? How did they compare with the rise and fall of other empires?</li> <li>- How did traditional art reflect the beliefs of African kingdoms?</li> </ul> <p><u>Suggested Document:</u> Leo Africanus; Description of Timbuktu from <i>The Description of Africa</i> see <a href="http://www.wsu.edu:8080/~wldciv/world_civ_reader/world_civ_reader_2/leo_africanus.html">http://www.wsu.edu:8080/~wldciv/world_civ_reader/world_civ_reader_2/leo_africanus.html</a></p>
 <p>E. Social, economic, and political impacts of the plague on Eurasia and Africa</p>	2,3,4,5	Human/ Physical Geography Change	<ul style="list-style-type: none"> <li>- What role did the plague play in major demographic and social shifts in Eurasia and Africa?</li> </ul> <p><u>Suggested Documents:</u> Maps showing the global spread and extent of the plague, written accounts by Europeans and others (Jean de Venette; Ibn al-wardi; Giovanni Boccaccio, <i>The Decameron</i>)</p>
 <p>F. Renaissance and humanism</p> <ol style="list-style-type: none"> <li>1. Human and physical geography</li> <li>2. Shift in worldview—other-worldly to secular</li> <li>3. Greco-Roman revival (interest in humanism)</li> <li>4. Art and architecture (e.g., da Vinci and Michelangelo)</li> </ol>	2,3,5	Human/ Physical Geography Cultural and Intellectual Life Science and Technology	<p><b>TEACHER'S NOTE:</b> Students should understand that the Renaissance represented a shift from the emphasis on spiritual concerns in the medieval period to more secular ones. Humanism emphasized the importance of individual worth in a secular society.</p> <ul style="list-style-type: none"> <li>- What impact did capitalism have on the Renaissance?</li> </ul>



## UNIT THREE: GLOBAL INTERACTIONS (1200 - 1650), continued

Content	Standards	Concepts/Themes	Connections
5. Literature (e.g., Dante, Cervantes, Shakespeare) 6. Political science (e.g., Machiavelli) 7. New scientific and technological innovations (Gutenberg's moveable type printing press, cartography, naval engineering, and navigational and nautical devices)		Decision Making Power	- How did the Renaissance differ from the medieval period? How was it similar? <u>Suggested Documents:</u> Diagrams of the printing press; nautical devices; maps and historical atlases—the historic maps of Ptolemy, Abraham Ortelius, Gerardus Mercator, Johann Blaeu, Georg Braun, and Franz Hogenberg; Renaissance art; excerpts from Renaissance literature; Machiavelli, <i>The Prince</i> ; works by Dante, Cervantes, and Shakespeare
  G.Reformation and Counter Reformation <ol style="list-style-type: none"> <li>Human and physical geography</li> <li>Martin Luther's <i>Ninety-Five Theses</i>: the challenge to the power and authority of the Roman Catholic Church</li> <li>Anti-Semitic laws and policies</li> <li>Henry VIII and the English Reformation</li> <li>Calvin and other reformers</li> <li>Counter Reformation (Ignatius Loyola, Council of Trent)</li> <li>Roles of men and women within the Christian churches</li> <li>Religious wars in Europe: causes and impacts</li> </ol>	2	Human/ Physical Geography Belief Systems Conflict Change Nationalism	TEACHER'S NOTE: Students should be provided with opportunities to look at issues from multiple perspectives (e.g., the conflict between the Roman Catholic Church and secular rulers, nationalism, and the unifying role of the Roman Catholic Church). The Reformation challenged the traditional power and authority of the Roman Catholic Church. Students should analyze different kinds of maps of Europe during this time period. - How did religious reform lead to conflict? To what extent were these conflicts resolved? - What role did Elizabeth I play in the English Reformation? <u>Suggested Documents:</u> Exerpts from Shakespeare, <i>The Merchant of Venice</i> , Martin Luther, <i>The Ninty-five Theses</i> , Loyola, <i>Spiritual Exercise</i>
H.The rise and impact of European nation-states/decline of feudalism Case studies: England—Elizabeth I: France—Joan of Arc <ol style="list-style-type: none"> <li>Forces moving toward centralization</li> <li>Role of nationalism</li> </ol>	5	Nationalism Nation State Conflict Political Systems Power Decision Making	- What forces led to the rise of nation-states? - In what ways did nationalism support centralized governments headed by powerful rulers? - What forces opposed absolute monarchies? - How did nationalism lead to conflict between secular and ecclesiastical powers? <u>Suggested Documents:</u> Different kinds of maps including Ptolemaic, Mercator, Blaeu, Braun, and Hogenberg, and Ortelius; pictures of cities

# UNIT FOUR: THE FIRST GLOBAL AGE (1450 - 1770)

Content	Standards	Concepts/Themes	Connections
  <p>A. The Ming Dynasty (1368-1644)</p> <ol style="list-style-type: none"> <li>Human and physical geography</li> <li>Restoration of Chinese rule, Chinese world vision</li> <li>The impact of China on East Asia and Southeast Asia</li> <li>China's relationship with the West</li> <li>Contributions</li> <li>Expansion of trade (Zheng He, 1405-1433)</li> </ol>	2,3,4	Human/ Physical Geography Cultural and Intellectual Life Movement of People and Goods	<ul style="list-style-type: none"> <li>- What were the Ming achievements in science and engineering?</li> <li>- What impact did China's self-concept of the "middle kingdom" have on its political, economic, and cultural relationships with other societies in Eastern and Southeastern Asia?</li> <li>- To what extent was Europe more interested in trade with China, than China was interested in trade with the West? Why?</li> <li>- What factors made the Ming turn away from expeditions of trade and exploration?</li> </ul> <p><b>Suggested Documents:</b> Photographs of blue and white porcelain, map showing voyages of Zheng He; excerpts from the novel <i>Journey to the West</i>; Matteo Ricci, <i>The Art of Printing</i> <a href="http://academic.brooklyn.cuny.edu/core9/phalsall/texts/ric-prt.html">http://academic.brooklyn.cuny.edu/core9/phalsall/texts/ric-prt.html</a></p> <p><b>TEACHER'S NOTE:</b> Students should have a clear understanding of the extent of the Ottoman Empire at its height. They should investigate the factors that brought about change within the Ottoman Empire and its long-term impacts on global history.</p> <ul style="list-style-type: none"> <li>- What factors contributed to the rise and fall of the Ottoman Empire?</li> <li>- What impact did Ottoman domination have on Eastern Europe? What impact continues today?</li> <li>- To what extent were the fall of Constantinople to the Ottomans and Columbus's voyages major turning points in global history?</li> <li>- Why was Suleiman I called the Magnificent by Westerners and Lawgiver by Ottomans?</li> <li>- How did Suleiman I compare to other absolute rulers (Akbar, Louis XIV, Peter the Great)?</li> <li>- How did Ottoman law compare with other legal systems?</li> <li>- What were Spain and Portugal like on the eve of the encounter?</li> <li>- In what ways was 1492 a turning point in global history?</li> </ul>
  <p>B. The impact of the Ottoman Empire on the Middle East and Europe</p> <ol style="list-style-type: none"> <li>Human and physical geography</li> <li>Contributions</li> <li>Suleiman I (the Magnificent, the Lawgiver)</li> <li>Disruption of established trade routes and European search for new ones</li> <li>Limits of Ottoman Europe</li> </ol>	2,3,4  5  2	Human/ Physical Geography Belief Systems Change Political Systems Movement of People and Goods	<p><b>TEACHER'S NOTE:</b> Students should have a clear understanding of the extent of the Ottoman Empire at its height. They should investigate the factors that brought about change within the Ottoman Empire and its long-term impacts on global history.</p> <ul style="list-style-type: none"> <li>- What factors contributed to the rise and fall of the Ottoman Empire?</li> <li>- What impact did Ottoman domination have on Eastern Europe? What impact continues today?</li> <li>- To what extent were the fall of Constantinople to the Ottomans and Columbus's voyages major turning points in global history?</li> <li>- Why was Suleiman I called the Magnificent by Westerners and Lawgiver by Ottomans?</li> <li>- How did Suleiman I compare to other absolute rulers (Akbar, Louis XIV, Peter the Great)?</li> <li>- How did Ottoman law compare with other legal systems?</li> <li>- What were Spain and Portugal like on the eve of the encounter?</li> <li>- In what ways was 1492 a turning point in global history?</li> </ul>
 <p>C. Spain and Portugal on the eve of the encounter</p> <ol style="list-style-type: none"> <li>Human and physical geography</li> <li>Reconquista under Ferdinand and Isabella</li> </ol>	5	Human/ Physical Geography	<ul style="list-style-type: none"> <li>- What were the Ming achievements in science and engineering?</li> <li>- What impact did China's self-concept of the "middle kingdom" have on its political, economic, and cultural relationships with other societies in Eastern and Southeastern Asia?</li> <li>- To what extent was Europe more interested in trade with China, than China was interested in trade with the West? Why?</li> <li>- What factors made the Ming turn away from expeditions of trade and exploration?</li> </ul> <p><b>Suggested Documents:</b> Photographs of blue and white porcelain, map showing voyages of Zheng He; excerpts from the novel <i>Journey to the West</i>; Matteo Ricci, <i>The Art of Printing</i> <a href="http://academic.brooklyn.cuny.edu/core9/phalsall/texts/ric-prt.html">http://academic.brooklyn.cuny.edu/core9/phalsall/texts/ric-prt.html</a></p> <p><b>TEACHER'S NOTE:</b> Students should have a clear understanding of the extent of the Ottoman Empire at its height. They should investigate the factors that brought about change within the Ottoman Empire and its long-term impacts on global history.</p> <ul style="list-style-type: none"> <li>- What factors contributed to the rise and fall of the Ottoman Empire?</li> <li>- What impact did Ottoman domination have on Eastern Europe? What impact continues today?</li> <li>- To what extent were the fall of Constantinople to the Ottomans and Columbus's voyages major turning points in global history?</li> <li>- Why was Suleiman I called the Magnificent by Westerners and Lawgiver by Ottomans?</li> <li>- How did Suleiman I compare to other absolute rulers (Akbar, Louis XIV, Peter the Great)?</li> <li>- How did Ottoman law compare with other legal systems?</li> <li>- What were Spain and Portugal like on the eve of the encounter?</li> <li>- In what ways was 1492 a turning point in global history?</li> </ul>

## UNIT FOUR: THE FIRST GLOBAL AGE (1450 - 1770), continued


Content	Standards	Concepts/Themes	Connections
3. Expulsion of Moors and Jews 4. Exploration and overseas expansion <ul style="list-style-type: none"> <li>a. Columbus</li> <li>b. Magellan circumnavigates the globe</li> </ul>		Movement of People and Goods Human Rights Conflict	<ul style="list-style-type: none"> <li>- What impact did the encounter have on demographic trends in the Americas, Africa, and Europe?</li> <li>- How did life change as a result of this encounter?</li> <li>- How did the standard of living in Europe change as a result of the encounter?</li> <li>- What technologies made European overseas expansion possible? What were the original sources of those technologies?</li> <li>- How did Jews and Muslims view the Reconquista? the Inquisition?</li> </ul>
 <p>D. The rise of Mesoamerican empires: Aztec and Incan empires before 1500</p> <ol style="list-style-type: none"> <li>1. Human and physical geography</li> <li>2. Organizational structure</li> <li>3. Contributions</li> <li>4. Trade</li> </ol>	2,3,4,5	Human/ Physical Geography Cultural and Intellectual Life Diversity  Urbanization	<p>TEACHER’S NOTE: Here is another instance in which strict adherence to chronology is suspended in order for students to acquire a broader knowledge of the rise and fall of diverse civilizations. Students should be able to compare and contrast the empires of Mesoamerica with the empires of Afro-Eurasia. They should understand that on the eve of the encounter, the peoples of the Americas already had complex societies.</p> <ul style="list-style-type: none"> <li>- To what extent can the Aztec and Incan empires be compared to earlier Afro-Eurasian classical civilizations in terms of their organization and achievements?</li> <li>- How widespread were Aztec and Incan trade?</li> </ul>
 <p>E. The encounter between Europeans and the peoples of Africa, the Americas, and Asia</p> <p>Case study: The Columbian exchange</p> <ol style="list-style-type: none"> <li>1. Human and physical geography</li> <li>2. European competition for colonies in the Americas, Africa, East Asia, and Southeast Asia—The “old imperialism”</li> <li>3. Global demographic shifts Case study: The triangular trade and slavery</li> <li>4. The extent of European expansionism</li> <li>5. European mercantilism</li> <li>6. Spanish colonialism and the introduction of the Encomienda system to Latin America</li> <li>7. Dutch colonization in East Asia (Japan and Indonesia)</li> <li>8. Exchange of food and disease</li> </ol>	2         5   3  4	Human/ Physical Geography  Conflict  Economic Systems  Human/ Physical Geography Movement of People and Goods	<p>TEACHER’S NOTE: Students should understand that the encounters between peoples in the 15th and early-16th centuries had a tremendous impact upon the worldwide exchange of flora, fauna, and diseases.</p> <ul style="list-style-type: none"> <li>- What forces came together in the mid-1400s that made the Age of European Exploration possible?</li> <li>- What impact did European technology, food, and disease have on the Americas?</li> <li>- What impact did food and diseases introduced from the Americas have on Europe, Africa, and Asia?</li> <li>- What impact did the introduction of American foodstuffs (corn, sweet potatoes, peanuts) have on the increase in Chinese population?</li> <li>- What impact did mercantilism have on European colonies? on Europe?</li> </ul> <p><u>Suggested Documents:</u> Maps of transatlantic trade showing the exchange of goods; various diaries; Bartolomé de las</p>





## UNIT FOUR: THE FIRST GLOBAL AGE (1450 - 1770), continued

Content	Standards	Concepts/Themes	Connections
<p>F. Political ideologies: global absolutism</p> <ol style="list-style-type: none"> <li>Human and physical geography</li> <li>Thomas Hobbes, <i>The Leviathan</i></li> <li>Jacques-Benigne Bossuet: Absolutism and Divine right theory</li> <li>Case studies: Akbar the Great, Suleiman the Magnificent, Philip II, Louis XIV, Ivan the Terrible, and Peter the Great</li> </ol>	2,5	Human/ Physical Geography Political Systems Power	<p>Casas, <i>The General History of the Indies</i></p> <p>TEACHER'S NOTE: Students should understand that in the 16th and 17th centuries, the monarchies of Western Europe sought to centralize political power. Political absolutism supported that trend. Students should be able to compare and contrast absolutism in Europe with absolutism in Asia and Africa.</p> <p><u>Suggested Documents</u>: Maps of Russian expansion, other political maps; Extracts from Bossuet's Work on Kingship, <a href="http://history.hanover.edu/early/bossuet.htm">http://history.hanover.edu/early/bossuet.htm</a></p>
<p>G. The response to absolutism: The rise of parliamentary democracy in England</p> <ol style="list-style-type: none"> <li>Background—Magna Carta</li> <li>Divine Right of Monarchy—Stuart rule</li> <li>Puritan Revolution—Oliver Cromwell</li> <li>Glorious Revolution—John Locke and the English Bill of Rights</li> </ol>	5	Conflict Culture and Intellectual Life Decision Making Power Citizenship	<p>TEACHER'S NOTE: The tradition of sharing political power and natural law had its roots in Greek and Roman practice and was expressed in documents that limited royal power such as the Magna Carta and the English Bill of Rights.</p> <p>- What impact did the Puritan Revolution have on the Enlightenment and subsequent political events in Europe and the Americas?</p> <p><u>Suggested Documents</u>: Thomas Hobbes, <i>The Leviathan</i>; Niccolo Machiavelli, <i>The Prince</i>; James I, <i>Justification of Absolute Monarchy</i>; John Locke, <i>Two Treatises of Government</i>; and the English Bill of Rights</p>



## UNIT FIVE: AN AGE OF REVOLUTION (1750 - 1914)

Content	Standards	Concepts/Themes	Connections
 <p>A. The Scientific Revolution</p> <ol style="list-style-type: none"> <li>The development of scientific methods</li> <li>The work of Copernicus, Galileo, Newton, and Descartes</li> </ol>	2	Science and Technology Change	<p>TEACHER'S NOTE: Students should understand that the Scientific Revolution in Europe, with its emphasis on observation, experimentation, investigation, and speculation, represented a new approach to problem solving. This philosophy became synonymous with modern thought throughout the world.</p> <p>- What role did science and technology play in the changes that took place in Europe from 1450 to 1770?</p> <p>- To what extent was the Scientific Revolution a rejection of traditional authority?</p>


## UNIT FIVE: AN AGE OF REVOLUTION (1750 - 1914), continued

Content	Standards	Concepts/Themes	Connections
 <p>B. The Enlightenment in Europe</p> <ol style="list-style-type: none"> <li>The writings of Locke, Voltaire, Rousseau, and Montesquieu</li> <li>The impact of the Enlightenment on nationalism and democracy</li> <li>The enlightened despots—Maria Theresa and Catherine the Great</li> </ol>	5	Cultural and Intellectual Life Citizenship Decision Making Political Systems	<ul style="list-style-type: none"> <li>- To what extent does this tension still exist?</li> <li>- To what extent did Europeans apply this approach to traditional values and institutions?</li> </ul> <p><u>Suggested Documents:</u> Nicolaus Copernicus, <i>On the Revolutions of the Heavenly Spheres</i>; Galileo Galilei, <i>Letter to the Grand Dutchess Christina and Dialogue Concerning the Two Chief World Systems</i>; René Descartes, <i>Discourse on Method</i></p> <p>TEACHER'S NOTE: Students should understand that during the Enlightenment, Europeans moved toward new assumptions regarding power, authority, governance, and law. These assumptions led to the new social and political systems during the Age of Revolution.</p> <p><u>Suggested Documents:</u> John Locke, <i>Two Treatises of Government</i>; Jean-Jacques Rousseau, <i>The Social Contract</i>; Voltaire, <i>Treatise on Toleration</i>; René Descartes, <i>Discourse on Method</i>; for writings of Catherine the Great see <a href="http://www.fordham.edu/halsall/mod/18catherine.html">http://www.fordham.edu/halsall/mod/18catherine.html</a></p>
 <p>C. Political revolutions</p> <ol style="list-style-type: none"> <li>Human and physical geography of revolutions</li> <li>American Revolution             <ol style="list-style-type: none"> <li>Impact of the Enlightenment on the American Revolution</li> <li>Impact of the American Revolution on other revolutions</li> </ol> </li> <li>French Revolution             <ol style="list-style-type: none"> <li>Causes</li> <li>Key individuals (Robespierre and Louis XVI)</li> <li>Impact on France and other nations</li> <li>Rise to power of Napoleon and his impact (Napoleonic Code)</li> </ol> </li> <li>Independence movements in Latin America             <p>Case studies: Simon Bolivar, Toussaint L'Ouverture, José de San Martín</p> <ol style="list-style-type: none"> <li>Causes</li> <li>Impacts</li> </ol> </li> </ol>	1,2,3,4,5  1,2,3,4,5	Human/ Physical Geography Conflict Change Political Systems Economic Systems Nationalism Nation State	<p>TEACHER'S NOTE: Students should focus on the impact of the Enlightenment on American political thought and, in turn, the impact of the American Revolution on subsequent revolutions. Students should not engage in an in-depth analysis of the battles and phases of the American Revolution. The American, French, and Latin American revolutions were turning points in global history. Students should be able to identify the forces that brought about these changes and their long-term effects.</p> <p>TEACHER'S NOTE: Each of these revolutions, both political and economic, provides students with multiple opportunities for examination of issues from multiple perspectives.</p> <ul style="list-style-type: none"> <li>- To what extent was the Scientific Revolution related to the Enlightenment?</li> <li>- In what ways did the French Revolution overturn the balance of power that had existed in Europe?</li> <li>- To what extent are the stages of the American, French, and Latin American revolutions similar? dissimilar?</li> </ul>

## UNIT FIVE: AN AGE OF REVOLUTION (1750 - 1914), continued



Content	Standards	Concepts/Themes	Connections
 <p>D. The reaction against revolutionary ideas</p> <ol style="list-style-type: none"> <li>Human and physical geography</li> <li>Balance of power politics and the Congress of Vienna (Klemens von Metternich)</li> <li>Revolutions of 1848</li> <li>Russian absolutism: reforms and expansion               <ol style="list-style-type: none"> <li>Impact of the French Revolution and Napoleon</li> <li>19th-century Russian serfdom</li> <li>Expansion of Russia into Siberia</li> </ol> </li> </ol>	1,2,3,4,5	Human/ Physical Geography Change Nation State	<p><b>Suggested Documents:</b> Thomas Paine, <i>Common Sense</i>; the Declaration of Independence; the Bill of Rights; the Declaration of the Rights of Man and of Citizens; Edmund Burke, <i>Reflections on the Revolution in France</i>; Simon Bolivar, <i>Message to the Congress of Angostura</i>  <a href="http://www.fordham.edu/halsall/mod/1819bolivar.html">http://www.fordham.edu/halsall/mod/1819bolivar.html</a></p> <ul style="list-style-type: none"> <li>- What impact did the Congress of Vienna and conservative reaction across Europe have on the establishment of democratic states in Europe?</li> <li>- What reactions against revolutionary ideas occurred in Europe, Russia, and Latin America?</li> <li>- What forces led to the 19th-century failure of democracy in Latin America and Russia?</li> <li>- What role did the individual citizen play in these revolutions?</li> </ul> <p><b>Suggested Documents:</b> Political maps of these revolutions reflecting adjustments and boundary changes, before and after the Congress of Vienna</p>
 <p>E. Latin America: The failure of democracy and the search for stability</p> <ol style="list-style-type: none"> <li>Human and physical geography</li> <li>Roles of social classes: land-holding elite, creoles, mestizos, native peoples, and slaves</li> <li>Roles of the Church and military</li> <li>Role of cash crop economies in a global market</li> <li>The Mexican Revolution (1910-1930)               <ol style="list-style-type: none"> <li>Cause and effect</li> <li>Roles of Porfirio Diaz, Francisco “Pancho” Villa, and Emiliano Zapata</li> <li>Economic and social nationalism</li> </ol> </li> </ol>	2,3,4,5	Nationalism  Economic Systems  Factors of Production  Change Conflict Human Rights	<ul style="list-style-type: none"> <li>- What were the perspectives of various social classes on the revolutions in Latin America?</li> <li>- What role did peasants play in the Mexican Revolution?</li> <li>- How successful was this revolution?</li> <li>- What role did nationalism play in this revolution?</li> </ul> <p><b>TEACHER’S NOTE:</b> Students should be able to define nationalism and analyze the impact of nationalism as a unifying and divisive force in Europe and other areas of the world. They should also be able to examine nationalism across time and place.</p> <ul style="list-style-type: none"> <li>- What role did nationalism play in Europe, Eastern Europe, Asia, Africa, and Latin America?</li> <li>- What role does nationalism play today in these regions?</li> </ul>
<p>F. Global nationalism</p> <ol style="list-style-type: none"> <li>Human and physical geography</li> <li>Role in political revolutions</li> <li>Force for unity and self-determination               <ol style="list-style-type: none"> <li>Unification of Italy and Germany (Camillo Cavour, Otto von Bismarck)</li> <li>Asian and Middle Eastern nationalism                   <ol style="list-style-type: none"> <li>India (Indian National</li> </ol> </li> </ol> </li> </ol>	2,3,4,5	Human/ Physical Geography Change Conflict Nationalism	

## UNIT FIVE: AN AGE OF REVOLUTION (1750 - 1914), continued




Content	Standards	Concepts/Themes	Connections
<p>Congress, Moslem League) 2) Turkey—Young Turks 4. Zionism 5. Force leading to conflicts a. Balkans before World War I b. Ottoman Empire as the pawn of European powers</p>			<p><u>Suggested Documents:</u> Giuseppe Mazzini, <i>Young Italy</i>; Carl Schurz, <i>Revolution Spreads to the German States</i></p>
			
<p>G. Economic and social revolutions 1. Human and physical geography 2. Agrarian revolution 3. The British Industrial Revolution a. Capitalism and a market economy b. Factory system c. Shift from mercantilism to laissez-faire economics—Adam Smith, <i>The Wealth of Nations</i> d. Changes in social classes e. Changing roles of men, women, and children f. Urbanization g. Responses to industrialization 1) Utopian reform—Robert Owen 2) Legislative reform 3) Role of unions</p>	<p>2,3,4,5</p>	<p>Human/ Physical Geography Change Economic Systems Urbanization Factors of Production  Environment Human Rights Conflict  Environment</p>	<p>TEACHER'S NOTE: Students should understand that the Agrarian and Industrial revolutions, like the Neolithic Revolution, led to radical change. Students should realize that the process of industrialization is still occurring in developing nations.</p> <ul style="list-style-type: none"> <li>-What role did the Industrial Revolution play in the changing roles of men and women?</li> <li>- What impact did the Industrial Revolution have on the expansion of suffrage throughout the late-19th and early-20th centuries?</li> <li>- To what extent did the Industrial Revolution lead to greater urbanization throughout the world?</li> <li>- What geographic factors explain why industrialization began in Great Britain?</li> <li>- How did the European arts respond to the Industrial Revolution?</li> <li>- In what ways did social class impact on the ways various groups looked at the Industrial Revolution?</li> <li>- What impact did industrialization have on the environment?</li> <li>- In what ways did the abuses of the Industrial Revolution lead to such competing ideologies as liberalism, conservatism, socialism, and communism?</li> </ul>
			<p>TEACHER'S NOTE: Students should be able to compare social and economic revolutions with political revolutions. In looking at the Industrial Revolution, students should be provided with the opportunity to investigate this phenomenon in at least two nations.</p> <ul style="list-style-type: none"> <li>- To what extent is the Industrial Revolution still occurring in the non-Western world?</li> </ul>




## UNIT FIVE: AN AGE OF REVOLUTION (1750 - 1914), continued

Content	Standards	Concepts/Themes	Connections
<p>b. Boxer Rebellion            c. Sun Yat-sen (Sun Yixian) and the Chinese Revolution (1910-1911)</p> <p>6. Multiple perspectives toward imperialism            a. Immediate/long-term changes made under European rule            b. Long-term effects in Europe and the rest of the world</p>   <p>I. Japan and the Meiji restoration            1. Human and physical geography            2. The opening of Japan            a. Commodore Matthew Perry            b. Impact upon Japan of Treaty of Kanagawa            3. Modernization, industrialization</p> <p>4. Japan as an imperialist power            a. First Sino-Japanese War (1894 - 1895)            b. Russo-Japanese War            c. Annexation of Korea            d. Dependence on world market</p>	<p>2,3,4,5</p>	<p>Change            Human/            Physical            Geography            Imperialism            Conflict            Economic            Systems</p>	<p>TEACHER'S NOTE: Students should analyze the Meiji Restoration in terms of the political, economic, and social changes that were introduced. Students should be able to compare and contrast English and Japanese industrialization. Have students compare industrialization and westernization in Japan and the Ottoman Empire and other non-Western nations and Europe.</p> <ul style="list-style-type: none"> <li>- Why did the Industrial Revolution occur in Japan before other Asian and African nations?</li> <li>- What caused the conflicts between China, Russia, and Japan?</li> <li>- What impact did the Russo-Japanese War have on the relative power of Russia? Japan?</li> <li>- Why did Japan annex Korea? What policies did Japan follow in Korea (1910-1945)?</li> <li>- How does Japanese imperialism of the past influence Japan's relations with her Asian neighbors today?</li> </ul> <p><b>Suggested Documents:</b> Political maps of Japan and East Asia; Millard Fillmore, <i>Letter to the Emperor of Japan</i>; Ito Hirobumi, <i>Reminiscence on Drafting of the New Constitution</i>; 19th-century Japanese prints showing contact with the West</p>

# UNIT SIX: A HALF CENTURY OF CRISIS AND ACHIEVEMENT (1900 - 1945)


Content	Standards	Concepts/Themes	Connections
 <p>A. World War I</p> <ol style="list-style-type: none"> <li>1. Europe: the physical setting</li> <li>2. Causes</li> <li>3. Impacts</li> <li>4. Effects of scientific/technological advances on warfare</li> <li>5. Armenian Massacre</li> <li>6. Collapse of the Ottoman Empire</li> <li>7. The war as reflected in literature, art, and propaganda</li> </ol>	2,3,4,5	Human/ Physical Geography Conflict Nationalism Imperialism Diversity Political Systems Cultural and Intellectual Life Science and Technology	<p>Students analyze documents and artifacts related to the study of World War I. They should be asked to consider which events of the first half of the 20th century were turning points.</p> <ul style="list-style-type: none"> <li>- What role did nationalism and imperialism play in World War I?</li> <li>- What role did technology play?</li> <li>- To what extent were the issues that caused World War I resolved?</li> <li>- In what ways did World War I raise fundamental questions regarding justice and human rights?</li> <li>- To what extent were World War I and the Russian Revolution turning points?</li> <li>- What role did women play in the war?</li> <li>- To what extent was the collapse of the Ottoman Empire like the fall of the Han and Roman empires and the collapse of the Soviet Union?</li> </ul> <p>Why might the Germans, French, and British view the causes of World War I differently?</p> <p><u>Suggested Documents:</u> Erich Maria Remarque, <i>All Quiet on the Western Front</i>; Mustafa Kemal, <i>Proclamation of the Young Turks</i>; videotapes</p>
  <p>B. Revolution and change in Russia—causes and impacts</p> <ol style="list-style-type: none"> <li>1. Czar Nicholas II</li> <li>2. The Revolution of 1905</li> <li>3. March Revolution and provisional government</li> <li>4. Bolshevik Revolution</li> <li>5. V.I. Lenin's rule in Russia</li> <li>6. Stalin and the rise of a modern totalitarian state: industrialization, command economy, collectivization</li> <li>7. Russification of ethnic republics</li> <li>8. Forced famine in Ukraine</li> <li>9. Reign of Terror</li> </ol>	2,3,4,5	Change Justice and Human Rights Political and Economic Systems Conflict	<p><b>TEACHER'S NOTE:</b> Students should understand that Lenin and Stalin used the work of Marx to create a command economy.</p> <ul style="list-style-type: none"> <li>- What were the causes of the Russian Revolution?</li> <li>- Why did a communist revolution occur in Russia rather than a more industrialized nation?</li> <li>- What steps did the Communists take to industrialize the Soviet Union?</li> <li>- To what extent were the human rights of Russians and other ethnic and national groups respected by the Stalinist regime?</li> <li>- How did various groups view the Russian Revolution?</li> <li>- How does Russian industrialization compare with that of Western Europe?</li> </ul>

## UNIT SIX: A HALF CENTURY OF CRISIS AND ACHIEVEMENT (1900 - 1945), continued




Content	Standards	Concepts/Themes	Connections
<p>C. Between the wars</p> <ol style="list-style-type: none"> <li>Human and physical geography</li> <li>Treaty of Versailles and the League of Nations</li> <li>Modernization and westernization of a secular Turkey—Kemal Atatürk</li> <li>Women’s suffrage movement</li> <li>Great Depression—causes and impacts</li> <li>Weimar Republic and the rise of fascism as an aftermath of World War I</li> <li>Japanese militarism and imperialism               <ol style="list-style-type: none"> <li>Manchuria, 1931</li> <li>Second Sino-Japanese War (1937-1945)</li> </ol> </li> <li>Policy of appeasement—Munich Pact</li> <li>Colonial response to European imperialism Case studies: Mohandas Gandhi, Reza Khan, Jiang Jieshi (Chiang Kai-shek), Mao Zedong.; Zionism, Arab nationalism, the Amritsar massacre—Indian nationalism, Salt March, civil disobedience</li> <li>Arabic and Zionist nationalism</li> </ol>	2,3,4,5	Human/ Physical Geography Justice and Human Rights Change Economic Systems  Imperialism Nationalism Conflict	<p><b>Suggested Documents:</b> Communist political posters and art; V.I. Lenin, <i>The Call to Power</i>; Joseph Stalin, <i>The Hard Line</i>; Nikita S. Khrushchev, Address to the Twentieth Party Congress; for the Abdication of Nikolai II see <a href="http://www.dur.ac.uk/~dml0www/abdicatn.html">http://www.dur.ac.uk/~dml0www/abdicatn.html</a></p> <ul style="list-style-type: none"> <li>- To what extent did communism and fascism challenge liberal democratic traditions?</li> <li>- What impact did Japanese occupation have on China?</li> </ul> <p><b>Suggested Documents:</b> Political maps of the Post World War I time period; Woodrow Wilson’s speeches; Mao Zedong, <i>Strategic Problems of China’s Revolutionary War</i>; Mohandas Gandhi, <i>Indian Opinion</i> and <i>The Essential Gandhi: An Anthology</i>; Arthur James Balfour, <i>The Balfour Declaration</i></p>
 <p>D. World War II—causes and impact</p> <ol style="list-style-type: none"> <li>Human and physical geography</li> <li>The Nazi and Japanese states</li> <li>Key individuals—Hitler, Mussolini, Stalin, Churchill, and Roosevelt</li> <li>Key events—Dunkirk, the Blitz, D-Day, Hitler’s second front, the war in the Pacific</li> <li>The Nazi Holocaust: the extermination of Jews, Poles, other Slavs, Gypsies, disabled, and others</li> <li>Resistance</li> <li>Japan’s role—Nanjing, Bataan, Pearl Harbor</li> <li>War in China—Long March</li> <li>Impacts of technology on total war</li> <li>Hiroshima and Nagasaki</li> <li>War crime trials</li> <li>Global spatial arrangements—post-World War II world</li> </ol>	1,2,3,4,5      1,2,3,4,5	Human/ Physical Geography Change Economic and Political Systems Science and Technology Conflict Human Rights Justice	<ul style="list-style-type: none"> <li>- What roles did Churchill, Roosevelt, Stalin, Hitler, and Mussolini play in the outcome of World War II?</li> <li>- As nations moved toward war, what roles did individual citizens play in the Third Reich and in Western democracies?</li> <li>- To what extent did science and technology redefine the latter half of the 20th century?</li> <li>- How did geography affect the conduct of World War II?</li> <li>- In what ways did the Germans, Soviets, British, French, and Americans view the causes of World War II differently?</li> </ul> <p><b>Suggested Documents:</b> Maps, World War II photographs, <i>Teaching About the Holocaust and Genocide: The Human Rights Series Volumes I-III</i> (New York State Education Department); Benito Mussolini, <i>Fascist Doctrines</i>; Adolf Hitler, <i>Mein Kampf</i>, Thomas Mann, <i>An Appeal to Reason</i>, Rudolf Hoess, <i>Commandant of Auschwitz</i>; Elie Wiesel, <i>Reflections of a Survivor</i>; Winston Churchill, “Blood, Toil, Tears, and Sweat” speech; John Hersey, <i>Hiroshima</i></p>





# UNIT SEVEN: THE 20TH CENTURY SINCE 1945

Content	Standards	Concepts/Themes	Connections
 <p>A. Cold War balance of power</p> <ol style="list-style-type: none"> <li>1. Human and physical geography</li> <li>2. The world in 1945: physical setting</li> <li>3. United States occupation of Germany and Japan               <ol style="list-style-type: none"> <li>a. The adoption of democratic systems of government</li> <li>b. Economic rebuilding of Germany and Japan</li> </ol> </li> <li>4. Emergence of the superpowers</li> <li>5. Political climate of the Cold War               <ol style="list-style-type: none"> <li>a. Marshall Plan</li> <li>b. Truman Doctrine</li> <li>c. Berlin airlift and a divided Germany</li> <li>d. North Atlantic Treaty Organization (NATO)/Warsaw Pact—expanding membership and role of NATO</li> <li>e. Hungarian Revolt</li> <li>f. Soviet invasion of Czechoslovakia</li> <li>g. Nuclear weapons and space</li> <li>h. Surrogate superpower rivalries Case studies: (Egypt, Congo, Angola, Chile, Iran, Iraq, Vietnam, Guatemala)</li> <li>i. Role of nonaligned nations</li> </ol> </li> </ol>	<p>1,2,3,4,5</p>	<p>Human/ Physical Geography Political Systems Conflict Decision Making Science and Technology</p>	<p>TEACHER'S NOTE: Students should understand that the defeat of Germany and Japan in World War II had fundamental impacts on the future political development of both these powers. Germany's and Japan's new constitutions reflect these wartime and post-wartime experiences.</p> <ul style="list-style-type: none"> <li>- What impact did the failure of democracy in Germany in the 1930s and 1940s play in post-World War II Germany?</li> <li>- What did Germany learn from its Holocaust experience?</li> <li>- What reasons can you pose for Germany's adoption of one of Europe's most liberal asylum laws?</li> <li>- What is the nature of Germany's diplomatic relations with Israel?</li> <li>- How was Japan's new constitution developed?</li> </ul> <p>TEACHER'S NOTE: Choose examples that best fit your local curriculum and the needs of your students. Students should investigate superpower rivalries in at least two different settings.</p> <ul style="list-style-type: none"> <li>- What impact did the conflict between the superpowers have on the rest of the world?</li> <li>- What was the global impact of the Cold War?</li> <li>- Why did nations like Greece and Turkey become important in this struggle?</li> </ul> <p>TEACHER'S NOTE: Students should examine the Cold War from the perspectives of Great Britain, France, Germany, the Soviet Union, the satellite nations of Eastern Europe, and the developing nations of Africa, Asia, and Latin America.</p> <p><u>Suggested Documents:</u> Winston Churchill's "Iron Curtain" speech, memoirs; newspapers; books of the leading figures of the Cold War era; geopolitical maps; videotapes</p>




## UNIT SEVEN; THE 20TH CENTURY SINCE 1945, continued

Content	Standards	Concepts/Themes	Connections
 <p>6. Korean War</p> <ol style="list-style-type: none"> <li>United States role in the division of Korea</li> <li>Comparison of Korea and Germany</li> <li>Conduct of the war</li> </ol> <p>B. Role of the United Nations</p> <ol style="list-style-type: none"> <li>Peace keeping</li> <li>Social and economic programs</li> <li>Contemporary social conditions</li> </ol>	1,2,3,4,5	Human/ Physical Geography Justice Human Rights Conflict	<ul style="list-style-type: none"> <li>- What role did the United Nations play in Korea?</li> <li>- How did Korean expectations of what would happen to their country after the war differ from that of the Super Powers?</li> <li>- What possibility is there for the reunification of Korea?</li> <li>- What threat does North Korea pose today?</li> </ul> <p>The United Nations was created to prevent war and to fight against hunger, disease, and ignorance.</p> <ul style="list-style-type: none"> <li>- How successful has the United Nations been in achieving its goals?</li> </ul> <p><b>Suggested Documents:</b> The United Nations Declaration of Human Rights; for Cold War documents see <a href="http://metalab.unc.edu/expo/soviet.exhibit/coldwar.html">http://metalab.unc.edu/expo/soviet.exhibit/coldwar.html</a></p>
 <p>C. Economic issues in the Cold War and Post-Cold War era</p> <ol style="list-style-type: none"> <li>Human and physical geography</li> <li>A comparison of market versus command economies (Western Europe versus Soviet Union)</li> <li>Economic recovery in Europe and Japan             <ol style="list-style-type: none"> <li>Western Germany becomes a major economic power</li> <li>European economic community/ Common Market/ European Union—steps toward European integration</li> <li>Japan becomes an economic superpower</li> </ol> </li> <li>Organization of Petroleum Exporting Countries (OPEC): oil crisis in the 1970s</li> <li>Pacific Rim economies/economic crisis</li> <li>North America Free Trade Agreement (NAFTA), 1997</li> </ol>		<p>Science and Technology Economic Systems Environment Change</p> <p>Needs and Wants Factors of Production</p> <p>Conflict</p>	<p>TEACHER'S NOTE: Students should understand that the Cold War was more than a military rivalry; it was a struggle for survival and supremacy by two basically different ideologies and economic systems.</p> <p>TEACHER'S NOTE: You might wish to have students compare and contrast industrialization in Europe and Japan with that in Egypt, India, or Korea.</p> <ul style="list-style-type: none"> <li>- What role did science and technology play in this conflict?</li> <li>- Why did the United States play such a vital role in the economic recovery of Europe and Japan?</li> </ul> <p><b>Suggested Documents:</b> Resource maps, graphs, charts, cartograms, GDP maps, World Bank Allocations</p>
 <p>D. Chinese Communist Revolution</p> <ol style="list-style-type: none"> <li>Human and physical geography</li> <li>Communist rise to power (1936-1949); ,Jiang Jieshi (Chiang Kai-shek), Mao Zedong</li> <li>Communism under Mao Zedong</li> </ol>	2,3,4,5	<p>Conflict Change Needs and Wants Economic and Political Systems</p>	<p>TEACHER'S NOTE: Students should be given the opportunity to hypothesize about why democratic reforms failed in China and why Marxism was adopted. Like Russia, China was not an industrialized nation.</p> <ul style="list-style-type: none"> <li>- How did China alter Marxist theory?</li> <li>- To what extent are the stages of the</li> </ul>

## UNIT SEVEN; THE 20TH CENTURY SINCE 1945, continued

Content	Standards	Concepts/Themes	Connections
<ul style="list-style-type: none"> <li>a. Great Leap Forward</li> <li>b. The Cultural Revolution and the Red Guard</li> <li>4. Communism under Deng Xiaoping               <ul style="list-style-type: none"> <li>a. Economic reforms—Four Modernizations                   <ul style="list-style-type: none"> <li>1) Limited privatization</li> <li>2) Dismantling of Communes</li> <li>3) Introduction of “responsibility system”</li> <li>4) Foreign investment</li> </ul> </li> <li>b. Fifth modernization—democracy                   <ul style="list-style-type: none"> <li>1) April/May 1989</li> <li>2) Tiananmen Square</li> </ul> </li> </ul> </li> <li>5. Return of Hong Kong—July 1,1997</li> <li>6. The social system in communist China versus dynastic China</li> </ul>		Factors of Production Human Rights Decision Making	Communist Revolution in China similar to those of other revolutions? - What roles did such individuals as Jiang Jieshi (Chiang Kai-shek) and Mao Zedong play in the Communist Revolution in China? - How successful was Mao in meeting the needs of the Chinese? - What were the successes of the Chinese Revolution under Mao? - How might a Chinese perspective of “liberation” differ from that of a Westerner? - Why were the Communists under Deng Xiaoping willing to adopt elements of the West’s market economies but not their concept of human rights? - What role does the citizen play in the Chinese communist system? - What hope does democracy have in a post-Deng China? - What role will cities such as Hong Kong, Shanghai, and Guangzhou play in the 21st-century global economy? - How did the role of women change? - What has happened to such practices as foot binding? <u>Suggested Documents:</u> Maps showing expansion of communism (1936-1940); writings, speeches, memoirs of Mao Zedong, Deng Xiaoping, and others
<div style="display: flex; justify-content: space-around; align-items: center;">   </div> <ul style="list-style-type: none"> <li>E. Collapse of European imperialism           <ul style="list-style-type: none"> <li>1. Human and physical geography</li> <li>2. India—independence and partition               <ul style="list-style-type: none"> <li>a. Political system</li> <li>b. Muslim/Hindu conflicts</li> <li>c. Status of the caste system</li> <li>d. Roles of Mohandas Gandhi and Jawaharlal Nehru</li> <li>e. Nonalignment</li> <li>f. Kashmir and Punjab</li> </ul> </li> <li>3. African independence movements and Pan Africanism               <ul style="list-style-type: none"> <li>a. Changing political boundaries in Africa (Nigeria, Ghana, and Kenya)</li> </ul> </li> </ul> </li> </ul>	2,5	Human/ Physical Geography Imperialism Urbanization Conflict   Human/ Physical Geography Imperialism Nationalism	Imperialism had played a major role in the global history of the 19th and 20th centuries. - Why did the colonial empires collapse after World War II? -What role does the caste system play in India today? <u>Suggested Documents:</u> Maps, memoirs, speeches of Gandhi, Nehru, and others; videotapes - What forces brought about the collapse of European imperialism in the post-World War II world? - What role did non-Western nationalism play in the collapse? - To what extent have all ties between imperialistic nations and former colonies been completely broken?


## UNIT SEVEN; THE 20TH CENTURY SINCE 1945, continued

Content	Standards	Concepts/Themes	Connections
<p>b. Roles of Jomo Kenyatta and Kwame Nkrumah</p> <p>c. Continuance of economic linkages with former colonial powers</p> <p>d. Ethnic tensions versus nationalism: Nigeria and civil war</p> <p>e. Apartheid—policy of racial separation and segregation</p> <ol style="list-style-type: none"> <li>1) Historical circumstances</li> <li>2) African National Congress</li> <li>3) Leadership—Nelson Mandela, Desmond Tutu, F. W. de Klerk</li> </ol> <p>f. Political and economic instability—Congo (Zaire) or any other examples</p> <p>g. Ethnic tensions: Rwanda—Hutu-Tutsi</p> <p>4. Southeast Asia</p> <ol style="list-style-type: none"> <li>a. Vietnam/Ho Chi Minh</li> <li>b. Cambodia/Pol Pot/Khmer Rouge</li> <li>c. Aung San Suu Kyi—Myanmar</li> </ol>		<p>Change Political Systems Economic Systems Human Rights Justice</p> <p>Human Rights</p>	<p><u>Suggested Documents:</u> Nelson Mandela, <i>The Rivonia Trial Speech to the Court</i>; Kwame Nkrumah, <i>I Speak of Freedom: A Statement of African Ideology</i></p> <p>TEACHER’S NOTE: Students should have the opportunity to examine the multiple perspectives at play in Southeast Asia.</p> <p>- To what extent can the war in Vietnam be seen as an anti-imperialist revolt?</p> <p><u>Suggested Documents:</u> Maps, speeches, and memoirs of Ho Chi Minh, Pol Pot, Aung San Suu Kyi, and others</p>
<div style="display: flex; justify-content: space-around; align-items: center;">    </div> <p>F. Conflicts and change in the Middle East</p> <ol style="list-style-type: none"> <li>1. Human and physical geography</li> <li>2. The creation of the State of Israel, Arab Palestinians, and Israel’s Arab neighbors</li> <li>3. Roles of individuals—Golda Meir, Yasir Arafat, Anwar Sadat, King Hussein, Yitzhak Rabin, Palestine Liberation Organization (PLO)             <ol style="list-style-type: none"> <li>a. Arab-Israeli wars</li> <li>b. Peace treaties</li> </ol> </li> <li>4. Role of terrorism</li> <li>5. Turkey and Iraq—Kurds</li> <li>6. Migration of Jews from Europe, the United States, the Soviet Union, and Africa</li> <li>7. The Iranian Revolution             <ol style="list-style-type: none"> <li>a. Causes and impact</li> <li>b. Ayatollah Ruhollah Khomeini versus Reza Pahlavi</li> </ol> </li> <li>8. Persian Gulf War—Saddam Hussein</li> </ol>	<p>1,2,3,4,5</p> <p>2</p>	<p>Human/ Physical Geography Political Systems Economic Systems Interdependence Conflict</p> <p>Nationalism Justice and Human Rights Diversity Conflict</p>	<p>TEACHER’S NOTE: Students should examine Islamic fundamentalism from multiple perspectives in at least two nations. Students should also study fundamentalist groups in other religions and regions.</p> <p>- To what extent has the migration of Jews to Israel been similar to earlier migrations? similar to other migrations going on today?</p> <p>- Why has it proven so difficult to resolve conflict in the Middle East?</p> <p>- Why is this region so important to the world’s global economy?</p> <p>- What role have the United States, United Nations, and Egypt played in trying to resolve Arab-Israeli conflicts?</p> <p><u>Suggested Documents:</u> Maps, speeches, cartoons, treaties, eyewitness accounts, and videotapes</p>



## UNIT SEVEN; THE 20TH CENTURY SINCE 1945, continued

<i>Content</i>	<i>Standards</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<p>9. Islamic fundamentalism (Iran, Libya, Afghanistan, Algeria, Turkey)</p> <p>G. Collapse of communism and the breakup of the Soviet Union</p> <ol style="list-style-type: none"> <li>Human and physical geography</li> <li>Background events, 1970 to 1987</li> <li>Poland's Solidarity and Lech Walesa</li> <li>Mikhail Gorbachev (perestroika and glasnost)</li> <li>Fall of the Berlin Wall and the reunification of Germany—causes and impacts</li> <li>Ethnic conflict in former satellite states, e.g., Kosovo, Bosnia</li> <li>Changing political boundaries</li> <li>Challenges faced by post-communist Russia—the world of Boris Yeltsin</li> </ol>	<p>1,2,3,4,5</p> <p>4</p>	<p>Human/ Physical Geography Economic and Political Systems Decision Making Conflict Citizenship</p>	<p>- What role does Islamic fundamentalism play in modern Turkey?</p> <p>- To what extent was the collapse of communism in the Soviet Union a major turning point in global history?</p> <p>- In what ways can it be compared to the fall of the Roman Empire and the Han Dynasty?</p> <p>- What caused the collapse of communism in the Soviet Union?</p> <p>- What was the impact of the collapse on the West? on Cuba?</p> <p>- What role did nationalism play in the collapse of communism and the breakup of the Soviet Union?</p> <p>- What historic ties did Eastern Europe have with Western Europe?</p> <p>- Why did communism as an economic system collapse in the Soviet Union?</p> <p>- What problems does Russia face as it moves toward capitalism?</p> <p><u>Suggested Documents:</u> Writings and speeches of Vaclav Havel, Mikhail S. Gorbachev, Boris Yeltsin, and Lech Walesa</p>
<p>H. Political and economic change in Latin America</p> <ol style="list-style-type: none"> <li>Latin America: physical setting</li> <li>Argentina             <ol style="list-style-type: none"> <li>Peron</li> <li>The Mothers of the Plaza De Maya</li> </ol> </li> <li>Fidel Castro's Cuban Revolution—causes and impact</li> <li>Nicaragua and the Sandinistas</li> <li>Guatemala and the indigenous peoples</li> <li>Changing role of the Roman Catholic Church in Latin America</li> <li>Latin American immigration to the United States</li> <li>Return of the Panama Canal</li> </ol>	<p>5</p>	<p>Human/ Physical Geography Conflict Change Political Systems Decision Making</p>	<p>- What is the future of a post-Cold War Cuba?</p> <p><u>Suggested Documents:</u> Political and economic maps of Latin America, speeches and memoirs of Fidel Castro, Carlos Salinas de Gortari, Jose Napoleon Duarte, Violeta Barrios de Chamorro; Camilo Torres, <i>Communism and Revolution in Latin America</i></p>


# UNIT EIGHT: GLOBAL CONNECTIONS AND INTERACTIONS

Content	Standards	Concepts/Themes	Connections
 <p>A. Social and political patterns and change</p> <p>1. Human and physical geography</p>	1,2,3	Human/ Physical Geography Movement of People and Goods Conflict Human Rights	<p>Students should be able to investigate the characteristics, distributions, and migrations of human populations on the Earth's surface.</p> <ul style="list-style-type: none"> <li>- What patterns of migration are emerging in the late-20th/early-21st century?</li> <li>- To what extent are these patterns global?</li> </ul>
<p>2. Population pressures and poverty (China, India, Africa, and Latin America)</p> <p>a. One-child policy—China</p> <p>b. Family planning—India</p> <p>c. Mother Theresa</p> <p>d. Cycles of poverty and disease</p> <p>3. Migration</p> <p>a. Urbanization</p> <p>b. Global migration</p> <p>Suggested case studies: Turkish, Italian, and Russian immigration to Germany, North African immigration to France, Latin American and Asian immigration to the United States, and Hutu and Tutsis immigration</p>	3,4		<ul style="list-style-type: none"> <li>- What is the relationship between the migration of people and ethnic tensions?</li> <li>- What is the relationship between ethnic tensions and nationalism?</li> <li>- What opposition has arisen to migration? Why?</li> <li>- To what extent are current migrations similar to early migrations? How are they different?</li> </ul> <p>TEACHER'S NOTE: In most societies there is a tension between tradition and modernization. Traditional societies that are modernizing frequently develop conflicts regarding the secularization of the political system and the assumption of nontraditional roles by men and women. Non-Western nations often look to technology to resolve their social, political, and economic problems and at the same time they want to maintain their traditional culture and values. You may want to examine industrialization in one or two developing nations in depth.</p>
<p>4. Modernization/tradition—finding a balance</p> <p>a. Japan</p> <p>b. Middle East (Saudi Arabia, Egypt, Afghanistan, and Algeria)</p> <p>c. African</p> <p>d. Latin America</p>	1,2,3,4,5	Change	<ul style="list-style-type: none"> <li>- What impact did the scientific and technological advances of the period have on life expectancy, war, and peace?</li> <li>- What would Thomas Malthus have said about these changes?</li> <li>- To what extent is the process of industrialism similar from one nation to the next?</li> </ul>
<p>5. Scientific and technological advances</p> <p>a. Treatment of infectious diseases</p> <p>b. Improved standard of living</p>	2		<ul style="list-style-type: none"> <li>- What role does democracy play in Latin America?</li> <li>- What problems are posed by increased modernization and urbanization in developing nations?</li> </ul>
<p>6. Urbanization—use and distribution of scarce resources (Africa, India, Latin America)</p>	3,4	Science and Technology	<p>Urbanization and population pressures are issues facing all nations. Students</p>
<p>7. Status of women and children</p> <p>a. Economic issues, e.g., child labor</p> <p>b. Social issues, e.g., abuse and access to education</p>	5	Urbanization Needs and Wants	

## UNIT EIGHT: GLOBAL CONNECTIONS AND INTERACTIONS, continued

Content	Standards	Concepts/Themes	Connections
<p>c. Political issues, e.g., participation in the political process</p>  <p>8. Ethnic and religious tensions: an analysis of multiple perspectives</p> <ol style="list-style-type: none"> <li>Northern Ireland</li> <li>Balkans: Serbs, Croats, and Muslims</li> <li>Sikhs and Tamils</li> <li>Indonesian Christians</li> <li>China—Tibet</li> <li>Indonesia—East Timor</li> </ol>	2,4,5	<p>Factors of Production Environment Human Rights</p> <p>Conflict Change</p>	<p>need to understand how nations use and distribute scarce resources. Urbanization, modernization, and industrialization are powerful agents of social change in developing nations.</p> <ul style="list-style-type: none"> <li>- What factors determine whether or not a nation is overpopulated?</li> <li>- What strategies are nations taking to overcome the adverse aspects of urbanization and overpopulation?</li> <li>- To what extent has the status of women advanced throughout the 20th century?</li> </ul> <p><b>Suggested Documents:</b> Official United Nations documents from the Beijing Conference on Women (1995); Amnesty International, <i>Political Murder</i>; Paul Kennedy, <i>Demographic Explosion</i></p>
 <p>B. Economic issues</p> <ol style="list-style-type: none"> <li>North/South dichotomy: issues of development (post-colonialism)             <ol style="list-style-type: none"> <li>Africa</li> <li>Latin America</li> </ol> </li> <li>Korea's economic miracle</li> <li>Economic interdependence</li> <li>World hunger</li> </ol>	1,2,4	<p>Change Economic Systems Needs and Wants Factors of Production Scarcity Interdependence</p>	<p><b>TEACHER'S NOTE:</b> Students should understand that as global economic systems become more interdependent, economic decisions made in one nation or region have implications for all regions. Economic development for all nations depends upon a wise use of globally scarce resources.</p> <ul style="list-style-type: none"> <li>- What is meant by the term "post-colonialism"?</li> <li>- What is the relationship between former colonies and the nations that once controlled them?</li> <li>- How has the global economy changed since 1945?</li> <li>- What weaknesses do many developing economies face?</li> <li>- What made Korea's economic miracle possible?</li> <li>- To what extent is Latin America moving from a cash crop economy to a diversified industrial economy?</li> <li>- On what basis are economic decisions being made in developing nations? in industrialized nations? (Compare/contrast.)</li> <li>- How has economic decision making become more global as the world economy becomes increasingly interdependent?</li> <li>- To what extent have economic disparities between developed and developing nations persisted or increased?</li> </ul>

## UNIT EIGHT: GLOBAL CONNECTIONS AND INTERACTIONS, continued

<i>Content</i>	<i>Standards</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<p>C. The environment and sustainability</p> <ol style="list-style-type: none"> <li>1. Pollution—air, water, toxic waste (Europe)</li> <li>2. Deforestation (Amazon Basin)</li> <li>3. Desertification (Sahel)</li> <li>4. Nuclear safety (Chernobyl)</li> <li>5. Endangered species (Africa)</li> </ol> 	1,2,3,4,5	Interdependence Environment and Society Technology Economic Systems	<ul style="list-style-type: none"> <li>- How do societies balance their desire for economic development with the pressures such development places on the environment?</li> <li>- To what extent does conflict exist between developed and developing nations over environmental issues?</li> <li>- What is the responsibility of developing nations on the depletion of resources?</li> </ul>
<p>D. Science and technology</p> <ol style="list-style-type: none"> <li>1. Information age/Computer Revolution /Internet</li> <li>2. Impact of satellites</li> <li>3. Green Revolution</li> <li>4. Space exploration</li> <li>5. Literacy and education</li> <li>6. Medical breakthroughs—disease control/life expectancy/genetics</li> <li>7. Epidemics—AIDS</li> </ol>	1,2,3,4,5	Human/ Physical Geography Environment Science and Technology Change	<ul style="list-style-type: none"> <li>- What is the relationship between scientific/technological development and ethics?</li> <li>- What is the impact of the Green Revolution on population and poverty?</li> <li>- What would Thomas Malthus have thought about the impacts of science and technology on life spans and health?</li> </ul> <p><u>Suggested Documents:</u> USGS, NASA, and National Geographic Web sites (<a href="http://www.nationalgeographic.com">www.nationalgeographic.com</a>); World Bank, World Development Report, 1992</p> <p>TEACHER'S NOTE: Students should have the opportunity to compare and contrast the nuclear threat at the end of World War II with that threat at the end of the 20th century.</p> <ul style="list-style-type: none"> <li>- What nations can be described as nuclear powers?</li> <li>- What nations have an undeclared nuclear capacity?</li> <li>- What nations are suspected of having secret nuclear weapons?</li> <li>- What role does nationalism play in nuclear proliferation?</li> <li>- What threat does nuclear proliferation pose for world peace?</li> <li>- What impact has the collapse of communism had on nuclear proliferation?</li> </ul>
<ol style="list-style-type: none"> <li>8. Nuclear proliferation</li> </ol>	2,4	Conflict	





# UNITED STATES HISTORY AND GOVERNMENT

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

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

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

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

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

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

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

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

# UNIT ONE: Introduction

## I. GEOGRAPHY

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

## I. GEOGRAPHY, continued

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

# UNIT TWO: CONSTITUTIONAL FOUNDATIONS FOR THE UNITED STATES DEMOCRATIC REPUBLIC

## I. THE CONSTITUTION: THE FOUNDATION OF AMERICAN SOCIETY

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

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

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

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

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

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

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



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

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

## II. THE CONSTITUTION TESTED: NATIONALISM AND SECTIONALISM

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

## II. THE CONSTITUTION TESTED: NATIONALISM AND SECTIONALISM, continued

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



# UNIT THREE: INDUSTRIALIZATION OF THE UNITED STATES

## I. THE RECONSTRUCTED NATION

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

## I. THE RECONSTRUCTED NATION, continued

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

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

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

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

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

### III. ADJUSTING SOCIETY TO INDUSTRIALISM: AMERICAN PEOPLE AND PLACES

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



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

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

# UNIT FOUR: THE PROGRESSIVE MOVEMENT: RESPONSES TO THE CHALLENGES BROUGHT ABOUT BY INDUSTRIALIZATION AND URBANIZATION

## I. REFORM IN AMERICA

<i>Content</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<p>A. Pressures for reform</p> <ol style="list-style-type: none"><li>1. Progressives supported the use of government power for different reform purposes</li><li>2. Effects of developing technologies and their social, ethical, and moral impacts</li><li>3. Struggle for fair standards of business operation and working conditions (<i>Lochner v. New York, 1905; Muller v. Oregon, 1908</i>)</li><li>4. Increasing inequities between wealth and poverty</li><li>5. Rising power and influence of the middle class</li></ol> <p>B. Progress: Social and economic reform and consumer protection</p> <ol style="list-style-type: none"><li>1. The "Muckrakers" and reform<ol style="list-style-type: none"><li>a. Magazine writers (Steffens, Tarbell)</li><li>b. Novelists (Norris, Sinclair)</li><li>c. Legislation (Pure Food and Drug Act, 1906, Meat Inspection Act, 1906)</li></ol></li><li>2. Other areas of concern<ol style="list-style-type: none"><li>a. Social settlement movement and the problems of poverty (Jacob Riis, Jane Addams)</li><li>b. Women's rights and efforts for peace<ol style="list-style-type: none"><li>(1) The suffrage movement (Elizabeth Cady Stanton, Susan B. Anthony); Seneca Falls</li><li>(2) Beginnings of fight for birth control (Margaret Sanger)</li><li>(3) Peace movement</li></ol></li><li>c. The black movement and reform (Booker T. Washington and W.E.B. DuBois)<ol style="list-style-type: none"><li>(1) Formation of NAACP (1912)</li><li>(2) Ida Wells (anti-lynching)</li><li>(3) Marcus Garvey</li></ol></li><li>d. Temperance/prohibition</li><li>e. Formation of Anti-Defamation League (1913)</li></ol></li></ol>	<p>Science and Technology</p> <p>Culture and Intellectual Life</p> <p>Diversity</p>	<ul style="list-style-type: none"><li>- What specific political, economic, and social problems in late-19th-century America led to the call for reform?</li><li>- Have students define the concept of "muckraker" by compiling newspaper articles, editorials, and political cartoons in which the media is currently exposing some evil in business, government, or society.</li><li>- Have students complete two charts illustrating specific examples of Progressive reforms. One chart should deal with the goals of Progressive reform; the other should deal with the means by which these Progressive reforms were achieved. Possible <i>means</i> might include (1) Presidential actions, (2) Congressional legislation, (3) Supreme Court rulings, (4) constitutional amendments, (5) state government actions, (6) local government actions, and (7) actions of individuals and groups outside the government.</li><li>- Students could compare developments of the Progressive period with those of the New Deal and the Great Society. Topics could include goals, leadership, and the accomplishments of various groups. Groups could include farmers, women, labor, African-Americans, and Native American Indians.</li></ul>

## I. REFORM IN AMERICA, continued

Content	Concepts/Themes	Connections
<p>C. Progressivism and government action</p> <p>1. Emerging Progressive movement: political reform</p> <p>(1) Influence of America’s urban middle class</p> <p>a. Municipal and state reform</p> <p>(1) Municipal reform: response to urban problems</p> <p>(2) Sudden growth and needed services</p> <p>b. Progressive state reform: e.g., Wisconsin (Robert LaFollette); New York (Theodore Roosevelt); Massachusetts (initiative, referendum, recall); economic, social, environmental reforms</p> <p>2. Theodore Roosevelt and the Square Deal</p> <p>a. The stewardship theory of the Presidency</p> <p>b. Legislation strengthening railroad regulation and consumer protection</p> <p>c. “Trust-busting” court cases (<i>Northern Securities Co. v. United States, 1904</i>); rule of reason: Standard Oil</p> <p>3. Conservation</p> <p>a. Theodore Roosevelt’s concern for nature, land, and resources</p> <p>b. Federal legislation and projects: effects on states’ limits</p> <p>c. Roles of Gifford Pinchot and John Muir</p> <p>4. Woodrow Wilson and the New Freedom</p> <p>a. Progressivism at its zenith; the 1912 election: Taft, Roosevelt, Wilson</p> <p>b. The Underwood Tariff and the graduated income tax</p> <p>c. Clayton Antitrust Act and the Federal Trade Commission</p> <p>d. The Federal Reserve System (monetary controls)</p> <p>e. Women’s suffrage amendment</p> <p>5. World War I: effect on domestic reform</p>	<p>Government</p> <p>Civic Values</p> <p>Government</p> <p>Environment</p> <p>Civic Values</p>	<p>- How were the powers of the Presidency influenced by the reforming role played by Theodore Roosevelt and Woodrow Wilson?</p> <p>- How did the Supreme Court both aid and retard Progressive reform at this time?</p>

## II. THE RISE OF AMERICAN POWER

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

## II. THE RISE OF AMERICAN POWER, continued

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

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

### I. WAR AND PROSPERITY: 1917 - 1929

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

## I. WAR AND PROSPERITY: 1917 - 1929, continued

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

## II. THE GREAT DEPRESSION

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

## II. THE GREAT DEPRESSION, continued

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



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

## I. PEACE IN PERIL: 1933 - 1950

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

## I. PEACE IN PERIL: 1933 - 1950, continued

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

## II. PEACE WITH PROBLEMS: 1945 - 1960

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

## II. PEACE WITH PROBLEMS: 1945 - 1960, continued

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

## UNIT SEVEN: WORLD IN UNCERTAIN TIMES: 1950 - PRESENT

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

<i>Content</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<p>A.Changes within the United States</p> <p>1. Energy sources (nuclear power)</p> <p>2. Materials (plastics, light metals)</p> <p>3. Technology (computers)</p> <p>4. Corporate structures (multinational corporations)</p> <p>5. Nature of employment (agriculture to industry to service)</p> <p>6. Problems (waste disposal, air/water pollution, growing energy usage, depleting resources, e.g., domestic oil supply)</p>	<p>Science and Technology</p> <p>Environment</p>	

## II. CONTAINMENT AND CONSENSUS: 1945 - 1960

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

### III. DECADE OF CHANGE: 1960s

<i>Content</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<p>A. The Kennedy years</p> <ol style="list-style-type: none"> <li>1. The New Frontier: dreams and promises               <ol style="list-style-type: none"> <li>a. Civil rights actions                   <ol style="list-style-type: none"> <li>(1) James Meredith at the University of Mississippi</li> <li>(2) Public career of Dr. Martin Luther King, Jr., Birmingham protest (“Letter from Birmingham Jail”)</li> <li>(3) Assassination of Medgar Evers</li> <li>(4) March on Washington</li> </ol> </li> <li>2. Foreign policy and Cold War crises                   <ol style="list-style-type: none"> <li>a. Bay of Pigs invasion</li> <li>b. Vienna Summit/Berlin Wall</li> <li>c. Cuban missile crisis</li> <li>d. Laos and Vietnam</li> <li>e. Latin America and the Alliance for Progress</li> <li>f. Peace Corps</li> <li>g. Launching the race to the Moon</li> <li>h. Nuclear Test Ban Treaty 1963, 1967; Hot Line established</li> </ol> </li> <li>3. Movement for rights of disabled citizens                   <ol style="list-style-type: none"> <li>a. Background                       <ol style="list-style-type: none"> <li>(1) Historic attitude that disabled were defective</li> <li>(2) Emergence of humanitarian view in 19th century, development of large institutions</li> <li>(3) Development of the concept of normalization; early-20th-century programs of education and training</li> </ol> </li> <li>b. Kennedy administration, 1961-1963; beginning awareness, changing attitudes                       <ol style="list-style-type: none"> <li>(1) President’s Council on Mental Retardation</li> <li>(2) Special Olympics</li> </ol> </li> <li>c. Litigation and legislation; 1960 - present                       <ol style="list-style-type: none"> <li>(1) Education of the Handicapped Act, 1966</li> <li>(2) Education for All Handicapped Children Act, 1971</li> <li>(3) Rehabilitation Act of 1973, Section 504</li> <li>(4) Americans with Disabilities Act, 1990</li> </ol> </li> <li>d. Dependence to independence                       <ol style="list-style-type: none"> <li>(1) Activism by disabled veterans</li> <li>(2) Deinstitutionalization</li> <li>(3) Mainstreaming</li> </ol> </li> </ol> </li> <li>4. Assassination in Dallas</li> </ol> </li> </ol>	<p>Civic Values</p> <p>Interdependence</p> <p>Places and Regions</p> <p>Citizenship</p> <p>Diversity</p>	<p>- Is the “New Frontier” label for the Kennedy administration justified in terms of both foreign and domestic policies?</p> <p>- Although President Kennedy’s charismatic style enhanced his public image, what practical effect did it have on his working relationship with Congress? Apply this question to the following areas: (1) civil rights legislation, (2) immigration reform, (3) federal aid to education, and (4) foreign policy initiatives.</p> <p><u>Suggested Document</u>: John F. Kennedy’s Inaugural Address</p> <p>- In what ways were your school district facilities and programs changed as a result of State and federal programs regarding the handicapped and disabled?</p>

### III. DECADE OF CHANGE: 1960s, continued

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

### III. DECADE OF CHANGE: 1960s, continued

<i>Content</i>	<i>Concepts/Themes</i>	<i>Connections</i>
<p>(2) NOW (1966) to present</p> <p>b. Issues</p> <p>(1) Shifting roles and images</p> <p>(2) Equal Rights Amendment (failure to ratify)</p> <p>(3) <i>Roe v. Wade</i>, 1973</p> <p>(4) Equality in the workplace: compensation, the glass ceiling</p> <p>(5) Increased focus on domestic abuse</p> <p>5. Rising consciousness of Hispanic-Americans</p> <p>a. “Brown power” movement</p> <p>b. Organizing farm labor (Cesar Chavez)</p> <p>c. Cuban and Haitian immigration</p> <p>d. Increasing presence in American politics</p> <p>6. Demands for equality: American Indian Movement (AIM) and other protests</p> <p>a. Occupation of Alcatraz</p> <p>b. The “long march”</p> <p>c. Wounded Knee, 1973</p> <p>7. Rights of the accused</p> <p>a. <i>Mapp v. Ohio</i>, 1961</p> <p>b. <i>Gideon v. Wainwright</i>, 1963</p> <p>c. <i>Miranda v. Arizona</i>, 1966</p> <p>8. Legislative reapportionment: <i>Baker v. Carr</i>, 1962</p>	<p>Diversity</p> <p>Civic Values</p>	<p>- Students should understand the tension involved in balancing the protection of the rights of the accused with the need to protect society.</p> <p>- Examine the content of the <i>Baker v. Carr</i> ruling to discuss how legislative reapportionment has expanded the concept of democratic representation.</p>

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

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

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

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

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

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



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

Content	Concepts/Themes	Connections
<p><b>B. The Ford and Carter Presidencies</b></p> <ol style="list-style-type: none"> <li>1. The appointive Presidency: Ford and Rockefeller (the constitutional aspects)</li> <li>2. Domestic policy issues               <ol style="list-style-type: none"> <li>a. Pardon for Nixon and amnesty for draft evaders</li> <li>b. Oil crisis: shifting energy priorities</li> <li>c. Environmental concerns                   <ol style="list-style-type: none"> <li>(1) Three Mile Island</li> <li>(2) Acid rain</li> <li>(3) Toxic waste</li> </ol> </li> </ol> </li> <li>3. Foreign policy issues: the United States after Vietnam               <ol style="list-style-type: none"> <li>a. Fall of South Vietnam, 1975</li> <li>b. Oil crisis: Middle East in turmoil</li> <li>c. Middle East mediation: Camp David Accordss</li> <li>d. The Afghanistan invasion: Olympics and grain—diplomatic weapons</li> <li>e. Iranian hostage crisis: 1979-1981</li> </ol> </li> </ol> <p><b>C. Reagan and Bush, the “new” federalism and growth of conservatism</b></p> <ol style="list-style-type: none"> <li>1. Supply-side economics</li> <li>2. Tax policy and deficits</li> <li>3. Environmental and civil rights policies</li> <li>4. Effects on minorities</li> <li>5. The Supreme Court and the schools               <ol style="list-style-type: none"> <li>a. <i>Engle v. Vitale</i>, 1962</li> <li>b. <i>Tinker v. Des Moines School District</i>, 1969</li> <li>c. <i>New Jersey v. TLO</i>, 1985</li> <li>d. <i>Vernonia School District v. Acton</i>, 1995</li> </ol> </li> </ol> <p><b>D. New approaches to old problems</b></p> <ol style="list-style-type: none"> <li>1. Feast and famine: the farmer’s dilemma</li> <li>2. The problems of poverty in an affluent society—“the underclass”</li> <li>3. The “new” immigrants; (Immigration Reform and Control Act of 1986)</li> <li>4. Changing demographic patterns (growing numbers of elderly)</li> </ol>	<p>Environment</p> <p>Interdependence</p> <p>Economic Systems</p>	<p>Assess the appropriateness of Carter’s emphasis upon human rights considerations in the conduct of United States foreign policy. TEACHER’S NOTE: This core curriculum has been developed to place emphasis on content and understanding prior to 1980. Study of events of the post-1980 period should, therefore, focus on drawing parallels to and/or distinctions from specific events and trends prior to 1980.</p> <ul style="list-style-type: none"> <li>- To what extent and in what ways did the “Reagan Revolution” constitute a challenge to the elements of the New Deal and Great Society?</li> <li>- Why didn’t all socioeconomic groups benefit equally from the Reagan Revolution?</li> </ul> <p>According to Supreme Court rulings in these cases, how does the Bill of Rights apply to students in a school context?</p> <ul style="list-style-type: none"> <li>- How effectively did the Immigration Reform and Control Act of 1986 deal with the problems of illegal aliens in our nation?</li> <li>- What were the sources of immigration after 1975? How have these new immigrant groups affected American society? How do the experiences of recent immigrant groups compare with those of earlier immigrant groups?</li> <li>- What are the political, economic, and social implications of an increasingly elderly population?</li> <li>- To what extent did Reagan’s foreign</li> </ul>

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

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

## VI. APPROACHING THE NEXT CENTURY 1986 - 1999

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

## VI. APPROACHING THE NEXT CENTURY 1986 - 1999, continued

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

# Grade 12 Social Studies

**T**he curriculum for grade 12 social studies continues to focus on two major areas:

- 1) **Participation in Government**
- 2) **Economics and Economic Decision Making**

Since the content outlines have not changed in these subjects, the syllabi have not been reprinted in this document. Brief descriptions of each of these courses follow.

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## Grade 12 Social Studies: Participation in Government

Students studying participation in government in grade 12 should experience a culminating course that relates the content and skills component of the K-11 social studies curriculum, as well as the total educational experience, to the individual student's need to act as a responsible citizen.

Course content will:

- be interdisciplinary, for it will be drawn from areas beyond the defined social studies curriculum; will include life experience beyond classroom and school
- be related to problems or issues addressed by students, i.e., content in the form of data, facts, or knowledge may vary from school to school, but real and substantive issues at the local, State, national, and global levels should be integrated into the program
- be in the form of intellectual processes or operations necessary to deal with data generated by problems or issues addressed, i.e., the substance of the course.

In addition, the term “participation” must be interpreted in the broad sense to include actual community service programs or out-of-school internships, and in-class, in-school activities that involve students in the analysis of public issues chosen because of some unique relevance to the student involved. Defining, analyzing, monitoring, and discussing issues and policies is the fundamental participatory activity in a classroom.

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## Grade 12 Social Studies: Economics and Economic Decision Making

The study of economics in grade 12 should provide students with the economic knowledge and skills that enable them to function as informed and economically literate citizens in our society and in the world. The course is designed to be used with all students, emphasizes rational decision making, and encourages students to become wiser consumers as well as better citizens. Teachers will provide for different student needs by selecting appropriate instructional materials and learning strategies.