High School U.S. History
Curriculum Guide

Portland Public Schools
Version 1.0:
August 2010
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Acknowledgements

Thank you to all of the amazingly talented and generous teachers who participated in the curriculum writing sessions in the Spring of 2010 that led to the development of the U.S. History and Economics Curriculum Guides

Lynne Allers       Dorie MacCormack
Beverly Dagget    Jeremy Reinholt
Tom Hewitt         Jesse Schlender
Rick La Greide    Tom Trosko
Steve Lancaster   Marilynn Wieneke

Also, thank you to all of the writers of previous years’ curriculum guides that served as the basis for much of the work found here. For many years many H.S. Social Teachers have come together to write the PPS Social Studies Teacher Handbook and share curriculum. You will find that so much of their labor remains in active use in this guide and in classrooms around the district.
Dear US History Colleagues,

Your Summer Curriculum Guide Team spent a little over a week going through the TCI History Alive! materials to create manageable learning targets aligned with PPS and Oregon State Standards as well as Modifications and/or Recommendations for the TCI activities and assessments. Additionally, the Team linked this work to The High School Social Studies Teacher Handbook and primary documents and resources from the Oregon Historical Society to provide you with a plethora of materials for teaching US History.

Your TCI History Alive! teaching materials includes a lot of useful documents and activities that can be adapted to your personal teaching style and class needs. To access the TCI History Alive! material you need to set up your account with TCI. Go to www.TeachTCI.com to get your account established.

Some of the helpful components of TCI History Alive!

☑ Teacher Materials: Lesson Guides 1 & 2 provides directions for the teacher; Digging Deeper is the supplemental enrichment activities; and Music CD with audio samples. All of the supplemental materials are available to you on-line including ready-made presentations for every chapter (except for chapter 49 ????); Chapter assessments; On-line quizzes; Reading Challenges; etc

☑ Setting up the Classroom: Under the LearnTCI section on the website http://learntci.com/student/ha_pursuing_american_ideals you can provide students with access to an enhanced version of the textbook. At this website you can provide students with the option of listening to chapters on-line as well as highlighting main ideas and completing “Reading Challenges”. It is suggested that you take a day in a computer lab and help your students access their accounts. Rick La Griede can assist you in obtaining codes in order to facilitate this process.

All the best,

Your US History Curriculum Guide Team
Introduction to PPS Curriculum Guides (May 2009)

Overview

Middle and high school courses in the core content areas will have curriculum guides teachers can use as a resource. The guides developed by teams of teachers and revised as needed will include all the course standards and assessments for the priority standards.

Standards and summative assessments will be consistent across schools, while specific instructional strategies and supplemental materials may vary. These guides will provide at least one plan for addressing all standards using district-adopted materials, district-supported instructional strategies, and district assessments. Strategies for differentiating learning for students will be included.

Purpose and Rationale

An aligned curriculum benefits students, their families, and our teachers, and provides the basis to measure student progress across the district.

Students benefit from encountering the same high expectations, are less likely to experience either gaps or repetition in content and skills, and do better when it is clear what they are expected to learn and how their progress will be measured. Their families are better able to support consistent standards and can expect the same curriculum even if they make a move within the district.

Having a common guide for teachers provides resources (especially for teachers new to the District), opportunities to plan collaboratively and share exemplary practices, and up-to-date instructional materials that support struggling and advanced students

The guides provide a foundation for each secondary course. Teachers may supplement the foundation with other resources and strategies, but may not eliminate standards or assessments.

Development Process

Teams of 4-7 teachers including special education and ESL will work with a curriculum specialist to design the curriculum guides. They will meet together periodically and will do work independently. Sessions for review by the team and others will be scheduled throughout the process. At the end of the development phase, copies of the guide will be available to any teacher who would like to field test. The developers will field test the entire guide. Those who are field testing will convene periodically for professional review and review of student work. After the field test period, all teachers will use the standards and common course assessments.
Teachers will be compensated for group development and review time. Before individual work is started, the curriculum specialist will submit a budget to the director for approval. Teachers will submit completed curriculum with payment request. Teachers who field test will be compensated for group review sessions and up to eight hours per month for participation.

**Future Vision**

This work is the foundation for helpful guides for teachers now and for a powerful future. As we develop a web-based system to store and share these resources, we imagine these results:

- Teachers will have instantaneous access to all core curriculum materials, classroom assessments, and student progress reports
- Teachers will be able to collaborate electronically anytime and anywhere, sharing lessons and contributing insights
- Professional development will be teacher-directed, focused on what they need, with the opportunity to improve their practice by viewing videos on specific content, exemplary lessons and effective instruction
- Teachers will save time by having relevant Internet resources all in one place
- Students and teachers will find resources in our public libraries and libraries throughout our system.
- We will be able to adapt and replace materials and resources with greater ease and frequency
Orientation to the High school U.S. History Curriculum Guide

This guide for High School U.S. History is meant to assist PPS social studies teacher with the implementation of “Pursuing American Ideals”, our adopted materials for this course. One key to implementing “Pursuing American Ideals” is the understanding that the textbook is used as a resource and tool for students while they are taking part in the wide variety of activities in this curriculum. The curriculum guide development team began the process of customizing this curriculum for PPS teachers by developing manageable learning targets for all the chapters that are aligned to the PPS course standards. Based on classroom experience and the understanding that some activities are more worth the time spent that others recommendations and modifications for chapter activities are included. There are also “For more Depth:” and “Primary Resource Docs:” sections included in each chapter. These sections contain enrichment resources targeted to the content of each chapter. The PPS Teachers Handbook has also been linked to each chapter and will soon be targeted more closely by theme.

There are 4 opportunities in the PAI curriculum for students to write formal essays based on aspects of the essential question for the course. These assignments, as well as many others embedded in the curriculum scaffold students toward the final writing assessment on “How has the United States of America lived up to the five fundamental promises of the Declaration of Independence (equality, rights, liberty, opportunity, democracy)?” There are suggestions in the guide for modifying some of these writing assignments and as more of us implement these assignments we will continue to refine this process together.

For convenience this curriculum guide has been broken down into the 8 “Eras” delineated in the text. “Era 1: Establishing an American republic” is mostly a review of much of the content that is taught in 8th grade. Recommendations and modifications, as well as a pre-assessment, for these11 chapters focus on streamlining the process in order to be able to effectively move on to “Industrialism and Reform in United States” in a timely manner and enable us to look at the important recent events of the last couple of decades. There was consensus among the development team that teaching the last chapter of the book after chapter 2 would be a good way to start the year and immediately make connections to issues of importance today.

With a look toward proficiency based assessment some forms and templates are provided in this introduction that aligns standards with chapters as determined by the Curriculum Guide Team. Hopefully these will be helpful for teachers in terms of monitoring students skills acquisition.

With the expertise and classroom experience of all U.S. History teachers in the district it is certain that we can work together to refine this guide and make this guide better every year.
Introduction to H.S. U.S. History

Course Description

How has the United States of America lived up to the five fundamental promises of the Declaration of Independence (equality, rights, liberty, opportunity, democracy)? Students will grapple with this question throughout the course by developing conceptual understandings by analyzing major issues, and historical turning points. As students will have studied US History through Post-Civil War Reconstruction during their 8th grade year, after a review of the establishment and development of the American republic during the 18th and 19th centuries, high school students will primarily apply their critical thinking skills to the time period between “Industrialism and Reform in United States” and “The Making of Modern America”.

This alignment emphasizes student’s critical thinking and the ability to process information abstractly. Students will integrate conceptual understandings, recognize interconnection and analyze how the events of the past impact our future.

This course includes, but is not be limited to, the following.

- Two foundational lessons on the nature of history and defining and debating America’s founding Ideals
- Review as necessary of “Establishing an American Republic”
- Industrialism and Reform (1840 - 1920)
- Expanding American Global Influence (1799 - 1921)
- The Roaring Twenties and the Great Depression (1917 - 1944)
- World War II and the Cold War (1917 - 1960)
- The Search for a Better Life (1945 - 1990)
- Tumultuous Times (1954 - 1980)
- The Making of Modern America (1980 - Present)

Essential Question

How has the United States of America lived up to the five fundamental promises of the Declaration of Independence (equality, rights, liberty, opportunity, democracy)?
High School U.S. History Adopted Materials

In 2007, the PPS School Board approved the following texts for adoption and purchase for High School U.S. History.

Teacher Curriculum Institute (2007), *Pursuing American Ideals*

In addition to the student text is there are hard copies of teacher resources available in the book rooms of each high school. The best way though to access all the teacher resources is online in the “My Teach TCI” portion of http://www.teachtci.com/. Here you will find all the TCI resources. (Lesson guides, lesson masters notebook handouts, student handouts, assessments, and all the unit presentations in “Flash” format.)

You are also able to set your students up with an amazing online learning platform where they can interact with the text and take formative assessments online. Your student will be entered into an online grade book where the system will grade their scores for multiple choice items and let you score narrative answers and keep a running tally of student scores. http://learntci.com/student/ha_pursuing_american_ideals

*If you do not have access to these adopted resources, please first contact your librarian or book clerk, and then contact the Textbook office. Contact Rick La Greide for access to online resources.
## P.P.S. HIGH SCHOOL U.S.HISTORY STANDARDS

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<thead>
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<th>Standards</th>
<th>Content Vocabulary</th>
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<td>USH.1 Locate and identify places, regions, and geographic features that have played prominent roles in historical or contemporary issues and events.</td>
<td>Cultural Factors Economic Factors Isolationism Reform Movements Progressivism WWI Home Front Great Depression New Deal Franklin Delano Roosevelt WWII Home Front Cold War Korean War Vietnam War</td>
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<td>USH.9 Determine the causes, characteristics, and impact of political, economic, and social developments in Oregon state history.</td>
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| SSA.2 Acquire and organize information by investigating multiple sources and recognizing patterns and trends. | |
| SSA.3 Analyze by evaluating opposing claims, interpreting ideas, synthesizing information, and formulating a thesis. | |
| SSA.4 Apply learning through communication and problem solving skills in order to contribute to the betterment of personal, community and global circumstances. | |
## U.S. History Priority Standards by Unit

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**USH.2** Analyze changes in the physical and human characteristics of places and regions, and the effects of technology, migration, and urbanization on them.

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**USH.10** Determine the causes, characteristics and impact, and lasting influence of political, economic, and social developments in local history.
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### Possible Year-long Unit Plan

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<td>What is History? Defining and debating American Ideals.* 9/11 and its aftermath, Debating American Ideals.</td>
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<td>Growing Pains and Gains</td>
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<td>Foreign Policy, The Spanish American War, and Global Power</td>
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<td>Causes, Conduct, Home Front, and the Treaty of Versailles*</td>
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<td>Post-war tensions, Normalcy, and Cultural tensions</td>
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<td>Causes of the Depression and Legacy of The New Deal</td>
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<td>The Civil Rights Movement</td>
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<td>Camelot*, The Great Society, and Counter Culture</td>
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<td>The Vietnam War</td>
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<td>Involvement, Frustration, and getting out.</td>
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<td>The Seventies</td>
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<td>Nixon and the “Me” decade</td>
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<td>The Reagan Revolution</td>
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<td>Shift to the “Right” and ending the Cold War</td>
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<td>Framing the Present</td>
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<td>Domestic and Foreign Policy</td>
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<td>Final Essay</td>
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<td>Includes time for writing final essay on “Debating American Ideals”*</td>
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### Student Progress Monitoring: Chapters 1 and 2: What is History? And Debating Americas founding Ideals

You may want to use the following chart to identify and communicate your students’ progress in meeting (M), exceeding (E), and not yet meeting (D) specified priority standards throughout the unit. Or, there might not be enough evidence (n/e) to make a judgment. Create new rows at the bottom of this table in order to keep track of all your students and make copies for each class. This chart can also be used to keep track of Social Studies Analysis skills throughout the semester or year.

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**Student Progress Monitoring: Era 2: Industrialism and Reform (SAMPLE)**

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<th>USH.5 Give specific examples of how government policies and decisions have been influenced and changed by individuals, groups, and international organizations.</th>
<th>USH.8 Assess and interpret how individuals, issues, and events changed or significantly influenced the course of U.S. history after 1900.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample, Student 1</td>
<td>E</td>
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<td>D</td>
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<tr>
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<td>Sample, Student 6</td>
<td>x</td>
<td>x</td>
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</tr>
</tbody>
</table>
**Student Progress Monitoring: Era 3: Expanding American Global Influence**

You may want to use the following chart to identify and communicate your students’ progress in meeting (M), exceeding (E), and not yet meeting (D) specified priority standards throughout the unit. Or, there might not be enough evidence (n/e) to make a judgment. Create new rows at the bottom of this table in order to keep track of all your students and make copies for each class.

<table>
<thead>
<tr>
<th>Student</th>
<th>USH.1 Locate and identify places, regions, and geographic features that have played prominent roles in historical or contemporary issues and events.</th>
<th>USH.2 Analyze changes in the physical and human characteristics of places and regions, and the effects of technology, migration, and urbanization on them.</th>
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<th>USH.7 Recognize and interpret continuity and/or change with respect to particular historical developments in the 20th century.</th>
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</tr>
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<tr>
<td>Sample, Student 1</td>
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<td>Sample, Student 4</td>
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<td>Sample, Student 6</td>
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</tbody>
</table>
**Student Progress Monitoring: Era 4: The Roaring Twenties and the Great Depression**

You may want to use the following chart to identify and communicate your students’ progress in meeting (M), exceeding (E), and not yet meeting (D) specified priority standards throughout the unit. Or, there might not be enough evidence (n/e) to make a judgment. Create new rows at the bottom of this table in order to keep track of all your students and make copies for each class.

<table>
<thead>
<tr>
<th>Student</th>
<th>USH.4 Analyze how worldwide transportation and communication patterns have affected the flow and interactions of people, ideas, and products.</th>
<th>USH.5 Give specific examples of how government policies and decisions have been influenced and changed by individuals, groups, and international organizations.</th>
<th>USH.8 Assess and interpret how individuals, issues, and events changed or significantly influenced the course of U.S. history after 1900.</th>
<th>USH.9 Determine the causes, characteristics, and impact of political, economic, and social developments in Oregon state history.</th>
<th>USH.10 Determine the causes, characteristics and impact, and lasting influence of political, economic, and social developments in local history.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>E</td>
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<td>Sample, Student 4</td>
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</tbody>
</table>
Student Progress Monitoring: Era 5: World War II and the Cold War

You may want to use the following chart to identify and communicate your students’ progress in meeting (M), exceeding (E), and not yet meeting (D) specified priority standards throughout the unit. Or, there might not be enough evidence (n/e) to make a judgment. Create new rows at the bottom of this table in order to keep track of all your students and make copies for each class.

<table>
<thead>
<tr>
<th>Student</th>
<th>USH.1 Locate and identify places, regions, and geographic features that have played prominent roles in historical or contemporary issues and events.</th>
<th>USH.5 Give specific examples of how government policies and decisions have been influenced and changed by individuals, groups, and international organizations.</th>
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<tbody>
<tr>
<td>Sample, Student 1</td>
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</tbody>
</table>
**Student Progress Monitoring: Era 6: The Search For a Better Life**

You may want to use the following chart to identify and communicate your students’ progress in meeting (M), exceeding (E), and not yet meeting (D) specified priority standards throughout the unit. Or, there might not be enough evidence (n/e) to make a judgment. Create new rows at the bottom of this table in order to keep track of all your students and make copies for each class.

<table>
<thead>
<tr>
<th>Student</th>
<th>USH.2 Analyze changes in the physical and human characteristics of places and regions, and the effects of technology, migration, and urbanization on them.</th>
<th>USH.4 Analyze how worldwide transportation and communication patterns have affected the flow and interactions of people, ideas, and products.</th>
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<tbody>
<tr>
<td>Sample, Student 1</td>
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</tbody>
</table>
**Student Progress Monitoring: Era 7: Chapters 48 - 55 Tumultuous Times**

You may want to use the following chart to identify and communicate your students’ progress in meeting (M), exceeding (E), and not yet meeting (D) specified priority standards throughout the unit. Or, there might not be enough evidence (n/e) to make a judgment. Create new rows at the bottom of this table in order to keep track of all your students and make copies for each class.

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<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
Student Progress Monitoring: Era 8: The Search For a Better Life

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<table>
<thead>
<tr>
<th>Student</th>
<th>USH.5 Give specific examples of how government policies and decisions have been influenced and changed by individuals, groups, and international organizations.</th>
<th>USH.6 Analyze the purposes and functions of major international organizations and the role of the United States in them.</th>
<th>USH.7 Recognize and interpret continuity and/or change with respect to particular historical developments in the 20th century.</th>
<th>USH.8 Assess and interpret how individuals, issues, and events changed or significantly influenced the course of U.S. history after 1900.</th>
</tr>
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<tr>
<td>E   M   D   n/e</td>
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<tr>
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<tr>
<td>Sample, Student 6</td>
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</tbody>
</table>
Era 1 – Establishing an American Republic
Chapters one and two are essential for laying a foundation for this curriculum. Chapters three through eleven are primarily review from the 8th grade scope. This guide contains suggestions for reviewing these topics in an efficient manner.

### Essential Questions:
*What is history, and why should we study it?*

*What are America’s founding ideals, and why are they important?* (This is the essential question that is revisited throughout the curriculum and is the framework for the year end writing assessment.)

### Unit 1 – Getting Oriented

#### Supplemental Non-TCI Materials

*PPS Social Studies Teacher Handbook* has useful Sample Tasks and Assignments to use for a quick review in *Theme 2: American Revolution and the New Nation (Review)*. Film suggestions are also included under RESOURCES.

**Chapter 1 - What is History**

**Standards / Learning Targets:**
- *I will be able to distinguish between primary and secondary sources.*
- *I will be able to evaluate multiple interpretations of Christopher Columbus.*

**Modifications / Recommendations**

The introductory activity is recommended to give students an idea of what historians are up against when doing their job and capture the idea of perspective, it can be very effective. It is possible to take the “The Theft” too seriously.

**Chapter 2 – Defining and Debating American Ideals**

**Standards / Learning Targets:**
- *I will be able to analyze primary and secondary sources to understand the meaning and significance of the five founding ideals.*
- *I will be able to write a five paragraph essay analyzing how well Americans have lived up to the ideals of the Declaration of Independence.*

This lesson launches the year very well. Once students line up toward the end of the activity there are a lot of thing you can do, such as have students move forward or back one step depending on whether they think a placard represent a move toward fulfilling the ideal or away from it.

**LearnTCI Online Reading Challenge for students**

**Chapter 3 – Setting the Geographic Stage**

**Supplemental Non-TCI Materials**

*PPS Social Studies Teacher Handbook* has useful Sample Tasks and Assignments to use for a quick review in *Theme 1: Three Worlds Meet; Colonization and Settlement (Review)* and *Theme 2: American Revolution and the New Nation (Review)*. Film suggestions are also included under RESOURCES.
### Chapter 4 – The Colonial Roots of the American Founding Ideals

**Modifications / Recommendations:**
- Creating Colonial Brochures Digging Deeper S.H. 1C
- 4.3 Create Table Spoke Diagram TCI

**For more depth:**
- [Plymouth Colony Activity Project](#)  
- [13 Colonies Map](#)

### Chapter 5 – Americans Revolt

**Modifications / Recommendations:**

- Venn Diagram Common Sense & Declaration of Independence 5.4 TCI

**LearnTCI Online Reading Challenge for students**

**For more depth:**

- [PBS Liberty! The American Revolution](#)

### Chapter 6 – Creating the Constitution

**Modifications / Recommendations:**

- Constitutional Convention Role Play Bringing the Constitutional Convention to Life TCI
- Key Factors Leading to the Constitutional Convention 6.3 TCI
- Compromises of the Constitutional Convention 6.4 TCI

**LearnTCI Online Reading Challenge for students**

**For more depth:**

- [The Constitutional Convention Teaching American History.org](#)

### Chapter 7 – An Enduring Plan of Government

**Modifications / Recommendations:**

- Constitutional Pursuit Student Handout 7

**For more depth:**

- National Constitution Center Interactive Constitution & Centuries of Citizenship: [A Constitutional Timeline](#)
  
  - [Interactive Bill of Rights Activity](#)
  
  - [Jigsaw Activity on Articles of Confederation](#)
### Unit 3 – The Growth of and Challenges of American Ideals

#### Supplemental Non-TCI Materials

*PPS Social Studies Teacher Handbook* has useful Sample Tasks and Assignments to use for a quick review in **Theme 3: Expansion in the 19th Century (Review)** and **Theme 4: Slavery, Civil War and Reconstruction (Review)**. Film suggestions are also included under RESOURCES.

<table>
<thead>
<tr>
<th>Chapter 8 – Changes in a Young Nation</th>
<th>Modifications / Recommendations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review map on p.92</td>
<td>Identify all the territories on page 95.</td>
</tr>
<tr>
<td>Identify all the territories on page 95.</td>
<td>Define and Explain: Manifest destiny, Indian Removal Act, Jacksonian democracy, Marshall Court, factory system, Second Great Awakening, Seneca Falls Convention</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter 9 – A Divided Nation</th>
<th>Modifications / Recommendations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading &amp; Map p.106 Missouri Compromise</td>
<td>Table P. 106 Slavery in America</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter 10 – The Civil War</th>
<th>Modifications / Recommendations:</th>
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</thead>
<tbody>
<tr>
<td>Union &amp; Confederacy Map 1861 p.122</td>
<td>Union &amp; Confederacy Resource Table p.118</td>
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</table>

*LearnTCI Online Reading Challenge for students*

<table>
<thead>
<tr>
<th>Chapter 11 - Reconstruction</th>
<th>Modifications / Recommendations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>For more depth:</td>
<td>PBS Freedom Webisode 7 <em>What is Freedom?</em>:</td>
</tr>
</tbody>
</table>
### Era 2 - Industrialism and Reforms (1840-1920)

#### Essential Questions:

*What opportunities and conflicts emerged as Americans moved westward?*

*Was the rise of industry good for the United States?*

*What was it like to be an immigrant to the United States around the turn of the century?*

#### Supplemental Non-TCI Materials

*PPS Social Studies Teacher Handbook* has useful Sample Tasks and Assignments to use for a quick review in Theme 5: The Development of the Industrial United States and Theme 7: Boom to Bust: Social and Cultural Issues to 1945. Film suggestions are also included under RESOURCES.

---

<table>
<thead>
<tr>
<th>Chapter 12 – Change and Conflict in the American West</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards / Learning Targets</td>
</tr>
<tr>
<td>USH.4: 12.3/12.5 Railroads</td>
</tr>
<tr>
<td><em>I will be able to explain how railroads changed the American economy.</em></td>
</tr>
</tbody>
</table>

#### Modifications / Recommendations:

Most of Chapter 12 covers how westward expansion affected different social groups (analyzing primary source documents, lyrics from "Home on the Range"), which is included in the 8th grade curriculum. You can therefore skip the Notebook Guide and the skill builder placard activity. Focus on section 12.3 – make sure the students understand how much the railroad changed American life.

#### LearnTCI Online Reading Challenge for students

**For more depth:**


#### Primary Source Docs:


Interstate Commerce Act (1887): 

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29
Chapter 13 The Age of Innovation and Industry

Standards / Learning Targets

**USH.2, USH.4 & USH.8 – Technology & Industrialization**
- I can explain how technological advances (oil, electricity, Bessemer process) changed the US.
- I can demonstrate how the telephone and telegraph changed the flow of information and ideas.
- I can analyze how the Model-T assembly line changed the American economy.
- I can evaluate how industrialization impacted the US in the late 1800s and early 1900s.

**Modifications / Recommendations**

The Notebook Guide for this chapter is pretty good. Instead of photocopying and distributing Graph for Reading Notes 13, consider projecting the image onto your classroom screen and having the students draw the graphs themselves. Then, instead of doing the card activity, consider using the attached PowerPoint “Innovation and Industry” and project the information onto your classroom screen. Conduct classroom discussion as you move from topic to topic. Ask questions such as: “Why did US exports decrease so drastically between 1860 and 1865?”

**LearnTCI Online Reading Challenge for students**

For more Depth: On Next Page


The Gilder Lehrman Institute of American History: The Gilded Age

**Primary Source Docs:**


Chapter 14 – Labor’s Response to Industrialism

Standards / Learning Targets
USH.2 - Conditions of the working class; Labor Movement
14-1 & 14-2:
I can describe the working conditions of the typical American laborer during the period of 1870 to 1900.
I can discuss US child labor practices during the period of 1870 to 1900.
I can describe the living conditions of urban laborers during the period of 1870 to 1900.

14-3:
● I can explain how labor unions got started in the US.
● I can name three national American labor organizations and list their goals.

14-4
● I can summarize the main events of four major strikes that occurred between 1877 and 1894.

14-5
● I can name four major labor leaders and explain their contribution to the labor movement.
● I can summarize the gains that labor made during the 19th century.
● I can appraise the setbacks that labor suffered in the 19th century.

Summative Learning Target:
I can evaluate the problems of American workers during the late 19th Century and how labor organizations attempted to address these problems.

Modifications / Recommendations: Ch. 14

Photocopying and distributing the Illustration for Reading Notes 14 is unnecessary. The Reading Notes are just as effective without it. “Everyone Can Win” Game: Not recommended. It is essentially a retooled version of the Prisoner’s Dilemma, and there are far better ways to teach the challenges that labor unions faced in their recruitment efforts.

LearnTCI Online Reading Challenge for students

For more depth:
Digital History: Industrialization and the Working Class
http://www.digitalhistory.uh.edu/database/subtitles.cfm?TitleID=38

http://www.pbs.org/wnet/historyofus/web09/index.html
(also applicable to chapter 13)
## Standards / Learning Targets

USH.3 Hypothesize why places and regions are important to human identity and serve as symbols to unify or fragment society

- I can explain why people immigrated to the United States at the turn of the century.
- I can analyze some of the issues immigrants faced in the United States.

## Modifications / Recommendations:

“Through Ellis Island and Angel Island: The Immigrant Experience” Experiential Exercise - **Complex and time consuming.**

Digging Deeper Activity 5 “Voices of Chinese Immigrants: Poems from Angel Island” Provides opportunity for auditory learning and allows language arts poetry integration. **Complex and very time consuming.**

Digging Deeper Activity 6 “Analyzing Attitudes on Immigration Through Political Cartoons” Provides opportunity for visual learners and allows artistic expression. **Potentially time consuming.**

**For more depth:**

PBS Destination America: [http://www.pbs.org/destinationamerica/index.html](http://www.pbs.org/destinationamerica/index.html)


**Primary Source Docs:**

Chinese Exclusion Act (1882):
UNIT 5 - The Progressive Era

Essential Questions:

What social, political, and environmental problems did Americans face at the turn of the 20th Century?

Who were the progressives and how did they address the problems they saw?

How well did Presidents Roosevelt, Taft, and Wilson promote progressive goals in national policies?

Supplemental Non-TCI Materials

*PPS Social Studies Teacher Handbook* has useful Sample Tasks and Assignments to use for a quick review in Theme 7: Boom to Bust: Social and Cultural Issues to 1945. Film suggestions are also included under RESOURCES.

<table>
<thead>
<tr>
<th>Chapter 16 – Uncovering Problems at the Turn of the Century</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards / Learning Targets</td>
</tr>
<tr>
<td>USH.2 &amp; USH.3 Industry &amp; Urbanization; Migration; Technology</td>
</tr>
<tr>
<td>16.1 - I can explain who muckrakers were and describe their style of journalism.</td>
</tr>
<tr>
<td>16.2 - I can analyze how the population of American cities changed between 1870 and 1900.</td>
</tr>
<tr>
<td>16.3 - I can describe the poor living and working conditions in US cities in 1900.</td>
</tr>
<tr>
<td>16-4 - I can explain how the environment was affected by urbanization and industrialization in 1900.</td>
</tr>
<tr>
<td>16-5 - I can analyze political corruption and its consequences at the local, state, and federal level around 1900.</td>
</tr>
<tr>
<td>16-6 - I can assess how industrialization and urbanization affected social groups in the US in 1900 (e.g. African Americans, women, the American family unit &amp; ethnic neighborhoods).</td>
</tr>
</tbody>
</table>

Summative Learning Target:

*I can assess the problems created by industrialization and urbanization at the turn of the century.*

Modifications / Recommendations:

“Writing for Understanding – Conducting a Muckraking Investigation.” Provides opportunity for visual learners; provides numerous brief primary source readings; allows for persuasive and expository language arts integration. **Moderately complex and potentially very time consuming.**

For more depth:

http://www.pbs.org/wnet/historyofus/web10/index.html

Anti-Saloon League  
http://www.wpl.lib.oh.us/AntiSaloon/

Lower Eastside Virtual Tenement Tour  
http://www.tenement.org/virtual_tour/index_virtual.html

Primary Source Docs:  
## Chapter 17 – The Progressive Response

### USH.5 – Progressive Reforms

17-1
- I can explain Jane Addams’ contribution to the Progressive Movement.

17-2
- I can analyze how religious ideals contributed to the Progressive Movement.
- I can explain the philosophy of Social Darwinism.

17-3
- I can assess how progressive reformers changed living conditions in US cities.
- I can describe how working conditions were changed by progressive reforms.

17-4
- I can illustrate how local and state government were affected by progressive reform.

17-5 and 17-6
- I can explain how women gained suffrage in the US.
- I can identify the people and organizations that fought for African American rights during the Progressive Era.

### Summative Learning Target:
- I can assess the influences of the Progressives on American government policies.

## Modifications / Recommendations: On Next Page

### Modifications / Recommendations: Ch. 17

“Visual Discovery step 5: Bring the Progressive Era to Life act-it-out.” Consider deleting this step for time purposes.

### For more depth:

The Gilder Lehrman Institute of American History: Progressivism

Library of Congress: The Evolution of the Conservation Movement
[http://memory.loc.gov/ammem/amrvhtml/conshome.html](http://memory.loc.gov/ammem/amrvhtml/conshome.html)
# Chapter 18 - Progressivism on the National Stage

## Standards / Learning Targets

USH.5 & USH.2 - Progressive Presidents; Square Deal; New Freedom; Trust Busting; Consumer Protection; Environmental Protection; Federal Reserve; Income Tax; Direct Election of Senators; Prohibition; Women's Sufferage

### 18-2
- I can compare how Theodore Roosevelt and Taft advanced the progressive movement.
- I can describe how Wilson changed the progressive policies of the U.S.
- I can compare the influence the Square Deal and New Freedom policies on the Progressive Era.

### 18-3
- I can describe how the US government dealt with monopolies during the Progressive Era.
- I can identify the steps that the US government took to protect consumers during the Progressive Era.
- I can compare the difference between the environmental preservation movement and the environmental conservation movement during the Progressive Era.

### 18-4
- I can analyze how the US government was changed as a result of the Progressive Reform Movement.

## Summative Learning Target:
- I can evaluate how the relationship between the American people and the the US government fundamentally changed during the Progressive Era.

## Modifications / Recommendations:

“The Progressive Presidents Debate” Activity – May require significant teacher support depending on student depth of understanding of content. Consider modifying to a whole class discussion vs. debate. Moderately time consuming.

LearnTCI Online Reading Challenge for students: Primary Source Investigation

For more depth:
Digging Deeper: “Progressive Era Thinkers Meet the Press” Contains useful biographical profiles of nine important personalities of the Progressive Era. Also contains a useful single page summary of the major reforms of the era. Very complex and very time consuming. Consider modifying this activity by using just the biographical profiles and a modified “Notes of Progressive Era Thinkers” chart in a jigsaw and gallery walk style activity.

Multimedia:
PBS American Experience—The Presidents: Theodore Roosevelt

Primary Source Docs: On next Page

Primary Source Docs: Ch. 18

- Act Establishing Yellowstone National Park (1872):
- 16th Amendment to the U.S. Constitution: Federal Income Tax (1913):
- 17th Amendment to the U.S. Constitution: Direct Election of U.S. Senators (1913):
- 19th Amendment to the U.S. Constitution: Women's Right to Vote (1920):
Era 3 – Expanding American Global Influence (1796 – 1920)

Unit 6 - Building an Empire

Essential Questions:

Was American foreign policy during the 1800s motivated more by realism or idealism?

Why did the United States go to war against Spain in 1898, and why was the outcome significant?

Were U.S. interventions abroad between 1890 and 1917 motivated more by realism or idealism?

Supplemental Non-TCI Materials

PPS High School Social Studies Teacher Handbook has useful Sample Tasks and Assignments as well as potential work sample ideas in Theme 6: US Emerges as a World Power. Some films are included.

Chapter 19 – Foreign Policy: Setting a Course of Expansionism

Standards / Learning Targets
USH.7 –

I can define imperialism.
I can examine how and why the US attitude toward imperialism changed in the late 1800s.

Modifications / Recommendations:

Learning Masters 1: Chapter 19, Foreign Policy Setting a Course of Expansion (Some images are repeated in The Birth of the American Empire through the eyes of Political Cartoons)

For more depth:


Crucible of Empire: The Spanish American War
http://www.pbs.org/crucible/frames/_resources.html

Primary Source Docs:

### Chapter 20 – The Spanish-American War

#### Standards / Learning Targets

**USH.1 & USH.8** –
- I can name and locate the colonies affected by the Spanish-American War on a map.
- I can describe the causes of the Spanish-American War.
- I can evaluate the outcomes of the Spanish-American War.

#### Modifications / Recommendations:

*Learning Masters 1:* Chapter 21, map only; use possibly in conjunction with Primary Sources 21 B
*Transparencies:* Image Transparencies 20.3, 20.4

#### LearnTCI Online Reading Challenge for students

**For more depth:**

- **PBS Crucible of Empire: The Spanish-American War:** [http://www.pbs.org/crucible/](http://www.pbs.org/crucible/)

#### Primary Source Docs:


### Chapter 21 – Acquiring and Managing

#### Standards / Learning Targets

**USH.5** –
- I can appraise how US economic and military interests drove American foreign policy in the early 20th century.

#### Modifications / Recommendations:

*Learning Masters 1:* Use map with Primary Sources 21 B and/or Perspectives on US Intervention with Primary Sources
*Transparencies:* Image Transparency 20.5

**For more depth:**

- **Small Planet Communications: The Age of Imperialism:** [http://www.smplanet.com/imperialism/toc.html](http://www.smplanet.com/imperialism/toc.html)

#### Primary Source Docs:

### Unit 7 - World War I

**Essential Questions:**

- *Was it in the national interest of the United States to stay neutral or declare war in 1917?*
- *How was World War I different from previous wars?*
- *How did Americans on the home front support or oppose World War I?*
- *Should the United States have ratified or rejected the Treaty of Versailles?*

**Supplemental Non-TCI Materials**

*PPS High School Social Studies Teacher Handbook* has useful Sample Tasks and Assignments as well as potential work sample ideas in *Theme 6: US Emerges as a World Power*. Some films are included.

### Chapter 22 – From Neutrality to War

**Standards / Learning Targets**

- **USH.8 - Wilson’s Neutrality** Influenced Americans attitudes towards events in Europe
  - I can discuss how American neutrality contributed to peace and prosperity at home.
  - I can chronologically list the events which led the U.S. into WWI.

**Modifications / Recommendations:**

*Learning Masters 1*: Chapter 22.2 – 22.3 has good reading notes for answering Learning Targets.

*Digging Deeper*: Activity 8, Analyzing World War I Propaganda Posters. Good activity; could be condensed; possible extension would be to have students create their own propaganda poster.

*For more depth:*


**Primary Source Docs:**

### Chapter 23 – The Course and Conduct of World War I

<table>
<thead>
<tr>
<th>Standards / Learning Targets</th>
<th>I can analyze how advances in technology during WWI changed the way wars are fought.</th>
</tr>
</thead>
</table>

**Modifications / Recommendations:**

“Social Studies Skill Builder Activity – WWI Technologies” Directly addresses a unit learning target. **Complex and moderately time consuming.** Consider modifying.

*Digging Deeper:* “Living Trench Warfare” – Activity not recommended; transparencies 9A – 9G useful.

**LearnTCI Online Reading Challenge for students**

**For more depth:**


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### Chapter 24 - The Home Front

| Standards / Learning Targets | I can explain how WWI impacted African Americans during and after the war.  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I can compare how the Great Migration affected specific regions of the United States.</td>
</tr>
</tbody>
</table>

**Modifications / Recommendations:**

*Learning Masters 1*: Chapter 24 table with multiple perspectives on various groups positions of WWI. Learning Target: See map on page 309 in text

**For more depth:**

Gilder Lehrman Institute – Teaching Module for WWI:  


**Primary Sources:**

“I did my bit for Democracy” (Oral history of an African American WWI veteran):  
[http://memory.loc.gov/learn/features/timeline/progress/wwone/mybit.html](http://memory.loc.gov/learn/features/timeline/progress/wwone/mybit.html)
### Chapter 25 – The Treaty of Versailles

**Standards / Learning Targets**  
USH.6 - League of Nations  
- I can discuss the origins of the League of Nations.  
- I can explain the purpose of League of Nations.  
- I can explain why the United States did not join the League of Nations.

**Modifications / Recommendations:**  
*Learning Masters 1*: Chapter 25, Talk-It-Out Debate has value with various points of view regarding the Treaty of Versailles

**For more depth:**  
Library of Congress: On the Homefront—America During World War I and World War II:  

Documenting the American South: North Carolinians and The Great War:  
[http://docsouth.unc.edu/wwi/topics.html](http://docsouth.unc.edu/wwi/topics.html)


**Primary Sources:**  
President Woodrow Wilson’s 14 Points (1918):  
The Treaty of Versailles: To Ratify or Reject? University of San Diego: The Versailles Treaty:  
[http://history.sandiego.edu/gen/text/versailles treaty/vercontents.html](http://history.sandiego.edu/gen/text/versailles treaty/vercontents.html)

**Assessment:**  
Chapter 25, Exploring American Ideals: Essay Question could also include a look at US foreign policies from the Spanish-American War to those at the end of World War I. The prompt: *During the World War I era, the United States made significant progress toward achieving its ideals at home and abroad* is an interesting and evaluative persuasive essay topic.
Era 4 – The Roaring 20’s and the Great Depression

Unit 8 – The Twenties

Essential Questions:

What effects did postwar tensions have on America’s founding ideals?

Did the Republican Era of the 1920s bring peace and prosperity to all Americans?

What social trends and innovations shaped popular culture during the 1920s?

How did social, economic, and religious tensions divide Americans during the Roaring Twenties?

Supplemental Non-TCI Materials

PPS High School Social Studies Teacher Handbook has useful Sample Tasks and Assignments as well as potential work sample ideas in Theme 7: Boom to Bust: Social and Cultural Issues to 1945. Film suggestions are also included under RESOURCES.

Chapter 26 – Understanding Postwar Tensions

Standards and Learning Targets

USH.7 - Russian Revolution
- I can give examples of radicalism in the U.S that gave birth to the Red Scare.

Modifications / Recommendations:

Lowell Committee Role Play TCI

For more depth:


Oregon at War! After the War: [http://arcweb.sos.state.or.us/exhibits/war/after.html](http://arcweb.sos.state.or.us/exhibits/war/after.html)

Primary Sources:


### Chapter 27 – The Politics of Normalcy

<table>
<thead>
<tr>
<th>Standards and Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>USH.4 &amp; USH.8 - Airplanes and automobiles; Post WWI Isolationism</td>
</tr>
<tr>
<td>• I can evaluate how automobiles and airplanes changed the American economy.</td>
</tr>
<tr>
<td>• I can define isolationism.</td>
</tr>
<tr>
<td>• I can explain why the U.S. practiced isolationism after WWI.</td>
</tr>
</tbody>
</table>

**Modifications / Recommendations:**

**For more depth:**

Digital History: The Jazz Age—The American 1920s (Relates to multiple chapters/sections):
http://www.digitalhistory.uh.edu/database/subtitles.cfm?TitleID=67

**Primary Sources:**

**Assessment:**

Draw a political cartoon expressing your point of view on the following question: *Did the Republican Era of the 1920s bring peace and prosperity to all Americans?*

### Chapter 28 – Popular Culture in the Roaring Twenties

<table>
<thead>
<tr>
<th>Standards and Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>USH.4 - Airplanes and automobiles</td>
</tr>
<tr>
<td>• I can describe how automobiles and airplanes changed the way people lived.</td>
</tr>
</tbody>
</table>

**Modifications / Recommendations:**

Roaring 20's Party Activity Teach TCI (Consider modifying. E.g. a gallery walk, tea party, speeding dating, ect...).

*Digging Deeper*: Harlem Renaissance Activity 10

**LearnTCI Online Reading Challenge for students: Primary Source Investigation**

**For more depth:**

Clash of Cultures in the 1910s and 1920s:
http://ehistory.osu.edu/osu/mmh/clash/default.htm

Prosperity and Thrift: The Coolidge Era and the Consumer Economy, 1921-1929:
http://memory.loc.gov/ammem/coolhtml/coolhome.html

**Primary Sources:**
Chapter 29 – The Clash Between Traditionalism and Modernism

Standards and Learning Targets
USH.5 & USH.8 – Prohibition; Evolution, Creationism, and Intelligent Design
- *I can compare the beliefs of the Wets and Drys in their clash over Prohibition.*
- I can define Evolution, Creationism, and Intelligent Design.
- I can evaluate the influence of Evolution, Creationism, and Intelligent Design on teaching biology in American public schools.

Modifications / Recommendations:

For more depth:

PBS—Jazz: A Film by Ken Burns: [http://www.pbs.org/jazz/index.htm](http://www.pbs.org/jazz/index.htm)
(Companion website to the film is functional as a resource without using the film itself.)

University of Missouri Kansas City Law School—Tennessee vs. John Scopes: The “Monkey Trial”:

Primary Sources:
### Unit 9 - The Great Depression and the New Deal

**Essential Questions:**

What caused the most severe economic crisis in American history?

How did the federal government respond to the economic collapse that began in 1929?

How did ordinary Americans endure the hardships of the Great Depression?

How did the expansion of government during the New Deal affect the nation?

#### Supplemental Non-TCI Materials

*PPS High School Social Studies Teacher Handbook* has useful Sample Tasks and Assignments as well as potential work sample ideas in **Theme 7: Boom to Bust: Social and Cultural Issues to 1945** and **Theme 8: Big Business, Big Labor, Big Government: Political and Economic Issues to 1945**. Film suggestions are also included under RESOURCES.

#### Chapter 30 – The Causes of the Great Depression

**Standards and Learning Targets**

USH.8, USH.9 & USH.10 - The Great Depression
- I can explain some of the causes of the Great Depression.
- I can analyze some of the causes and effects of the Great Depression in Oregon.

**Modifications / Recommendations:**

Conduct Yee Haw Game before having students do the reading in the book, it helps them to relate to concepts.

**LearnTCI Online Reading Challenge for students**

**For more depth:**

An Alternative view: [Great Myths of the Great Depression](http://www.gilderlehrman.org/teachers/module.php?module_id=481) by Laurence Reed


**Primary Sources:**

Franklin D. Roosevelt, Inaugural Address, 1933: [http://newdeal.feri.org/speeches/1933a.htm](http://newdeal.feri.org/speeches/1933a.htm)

**Oregon Connection:**

Chapter 31 – The Response to Economic Collapse

Standards and Learning Targets
USH.8 - Election of FDR; The First Hundred Days
- I can describe the actions taken by FDR during his First Hundred Days in office.
- I can compare the responses of Hoover and FDR to the Great Depression.

Modifications / Recommendations:
T Chart Hoover/ Roosevelt Action sec.31.3 and 31.4
Three Political Ideologies notebook handout 31A

For more depth:
PBS: The First Measured Century—Stock Market Crash and the Great Depression:
http://www.pbs.org/fmc/timeline/estockmktcrash.htm

Primary Sources: On Next Page

Primary Sources: Chapter 31
An African American (Eugenia Martin) and the WPA:
http://memory.loc.gov/learn/features/timeline/depwwii/newdeal/martin.html

WPA Road: http://memory.loc.gov/learn/features/timeline/depwwii/depress/wparoad.html


Chapter 32 – The Human impact of the Great Depression

Standards and Learning Targets
USH.8 - Socio-economic & Environmental Factors of the Great Depression
- I can explain the socio-economic impact of the Great Depression on Americans.
- I can describe environmental factors that contributed to the Great Depression.

Modifications / Recommendations:

Primary Sources of the Great Depression Station Materials 32A-32H

For more depth:

Digital History Explorations: Children and the Great Depression
http://www.digitalhistory.uh.edu/learning_history/children_depression/human_meaning.cfm

Primary Sources:
Library of Congress: America from the Great Depression to World War II—Photographs 1935–1941
http://memory.loc.gov/ammem/fsahtml/fatop1.html

The Dust Bowl - Photograph Collage:
http://memory.loc.gov/learn/features/timeline/depwwii/dustbowl/dbphotos.html

Hoovervilles - Photograph Collage:
http://memory.loc.gov/learn/features/timeline/depwwii/depress/hoovers.html

Film:
3 min. Dust Bowl Video, Great original footage
(could use scene from Grapes of Wrath; could use relief scene from Cinderella Man)
Chapter 33 The New Deal and Its Legacy

Standards and Learning Targets
USH.5, USH.8 & USH.9 - New Deal; Effects of Great Depression; Lasting impacts of the Great Depression on today’s national government.

- I can list and describe New Deal programs.
- I can evaluate the effectiveness of the First and Second New Deal programs.
- I can identify and evaluate the effects of an expanding government on various social groups during the Great Depression
- I can identify and evaluate the lasting impacts of expanding government.
- I can explain the effects of the New Deal programs in Oregon (e.g. Bonneville Dam, Timberline and other programs).

Modifications / Recommendations:
Creating a Mural Panel About the New Deal History Alive

LearnTCI Online Reading Challenge for students: Primary Source Investigation

For more depth:

New Deal Network (900+ documents and 5000+ photos): http://newdeal.feri.org/


Primary Sources:


President Franklin Roosevelt's Radio Address unveiling the second half of the New Deal (1936): http://www.ourdocuments.gov/doc.php?flash=true&doc=69

Disagreeing with the New Deal: http://memory.loc.gov/learn/features/timeline/depwwii/newdeal/disagree.html
Era 5 – World War II and the Cold War

Unit 10 – World War II

Essential Questions:

Could World War II have been prevented?

What kinds of opportunities and hardships did the war create for Americans at home and abroad?

What military strategies did the United States and its allies pursue to defeat the Axis powers in World War II?

Did the United States learn from past mistakes at the end of World War II?

Supplemental Non-TCI Materials

PPS High School Social Studies Teacher Handbook has useful Sample Tasks and Assignments as well as potential work sample ideas in Theme 6: US Emerges as a World Power. Film suggestions are also included under RESOURCES.

Chapter 34 – Origins of the Cold War

Standards/Learning Targets
USH.7 & USH.8 –

- I can explain why the United States maintained neutrality at the start of WWII.
- I can analyze the United States’ reasons for entering WWII.

*(Origins of WWII in Europe and Japan are covered in Modern World History)

Modifications / Recommendations:

Sections 34.1-34.4 contain material covered in Modern World History. The only subsection you need to look at is in 34.3 on page 441: “The U.S. Congress Legislates Neutrality.” Section 34.5 should be read, as it covers US neutrality and Pearl Harbor.

Similarly, the Experiential Exercise about European countries following WWI can be skipped. You can mostly ignore the Notebook Guide, as it pertains almost entirely to sections 34.2-34.4. You can instead have your students write a KWL about the attack on Pearl Harbor in their notebooks, and later have a classroom discussion about the decision to enter a two-front war in its aftermath.

Supplemental assignment: consider having your students listen to and do a SOAPS for FDR’s speech to Congress after Pearl Harbor.

For more depth:

Rutgers Eagleton Institute of Politics: Prelude to World War II: http://www.eagleton.rutgers.edu/programs/egov/ap_ww2-prelude.php

BBC: World War Two—Gathering Storm: http://www.bbc.co.uk/history/worldwars/wwtwo/
### Primary Sources:


### Chapter 35 – The Impact of World War II on Americans

**Standards/Learning Targets**

USH.8 & USH.9 - Impacts of WWII; Japanese Internment

- I can discuss the opportunities and hardships that WWII created for Americans at home and abroad.
- I can describe how the internment of Japanese Americans impacted Oregon.

**Modifications / Recommendations:**

If you decide to use the Preview activity, consider changing the stamp cost of the lunch items. As is, it is too easy for students to pick a hamburger (20 stamps) for lunch every day for five days.

For the Reading Notes, you can probably do without making copies of the different faces and having your students cut and paste them into their notebook. They can just as easily take notes about the hardships and opportunities faced by each of the six groups without having photocopied pictures of faces next to each. Feel free to skip the acrostic poem in the Processing section.

Digging Deeper 13 is a decent activity. Perhaps use some actual photographs of the entire internment experience – boarded up Japanese shops, families getting on trains with only what they could carry, etc. – to supplement the art depicting the camps themselves.

**For more depth:**


**Primary Sources:**


**Supplemental activity:** consider a field trip to the Nikkei museum in Chinatown - [http://www.oregonnikkei.org/](http://www.oregonnikkei.org/)
## Standards/Learning Targets

**USH.8 –**

- *I can argue reasons for and against dropping the atomic bomb on Japan.*

### Modifications / Recommendations:

Consider skipping most of the military strategy history in this chapter. If you do, the Notebook Guide and Notebook Handout can also be skipped. The subsections on the atomic bomb (pages 476-7) should be read, and students should write a response (perhaps even a five-paragraph essay) on whether or not they believe Truman should have used the bomb. This can be written as a persuasive essay, as an opinion piece, or from the role of a military advisor to Truman.

Digging Deeper 14 is an excellent activity to delve deeper into the decisions to develop and use the atomic bomb.

### LearnTCI Online Reading Challenge for students

**For more depth: On Next Page**

**For more depth: Ch. 36**


**Primary Sources:**

EyeWitness to History: World War II (Numerous docs with topic introductions):

[http://www.eyewitnesshistory.com/w2frm.htm](http://www.eyewitnesshistory.com/w2frm.htm)

Pearl Harbor PowerPoint

General Dwight D. Eisenhower’s Order of the Day (1944):


Atomic Bomb PowerPoint

**Supplemental film:** consider using the sections from the film Fog of War - [http://video.google.com/videoplay?docid=-6438718293714285994#](http://video.google.com/videoplay?docid=-6438718293714285994#) - that deal with the firebombing of Japan. Have the students write responses to the following quotes from the film (which are conveniently already in question form): “In order to win a war should you kill 100,000 people in a night?” and “What makes it immoral if you lose and not immoral if you win?”
Chapter 37 – The Aftermath of World War II

Standards/Learning Targets
USH.5, USH.6, USH.7, USH.9 & USH.10 - Influences of government policies by international organizations (World Bank, IMF, United Nations); Post-WWII end of isolationism; Impacts of WW II

• I can explain why the World Bank, IMF, and UN were created.
• I can explain the purpose of the UN.
• I can analyze the end of American isolationism after WWII.
• I can assess social changes in the US that resulted from WWII (E.g Human Rights Dec., GI Bill of Rights, etc.).
• I can describe the effects of social changes in Oregon during and after WWII.

Modifications / Recommendations:
Use the Notebook Guide for this chapter. The Preview and Processing activities are both good, and the transparency activity interspersed with reading the chapters is effective.

Supplemental assignment: consider doing a SOAPS for Ho Chi Minh’s letter to Truman and/or the Vietnamese Declaration of Independence.

For more depth:
University of Missouri Kansas City Law School—Nuremburg Trials, 1945–1949:

Primary Sources:
President Franklin Roosevelt’s Annual Message (Four Freedoms) to Congress (1941):


Oregon Connection:
Red zoning in Oregon, Vanport, etc... Oregon Historical Society’s Lesson Plans for African Americans in Oregon. This lesson plan recommends two days to complete. Covers Vanport City, 1943 to the Albina Riot, 1967 to African American Community Protests School Board, 1982.

Film Suggestion: Local Color
Unit 11 - The Early Cold War

Essential Questions:

*How did the United States and the Soviet Union become Cold War adversaries?*

*Were the methods used by the United States to contain communism justified?*

*How did the anxieties raised by the Cold War affect life in the United States?*

**Supplemental Non-TCI Materials**

*PPS High School Social Studies Teacher Handbook* has useful Sample Tasks and Assignments as well as potential work sample ideas in *Theme 9: Cold War to Globalization: Foreign Relations 1945 to the Present*. Film suggestions are also included under RESOURCES.

### Chapter 38 – Origins of the Cold War

**Standards/Learning Targets**

*USH.8 - Identify how the Cold War impacted the US*

- *I can compare the ideological differences between the US and the Soviet Union at the end of WWII.*
- *I can explain the causes of the Cold War.*
- *I can define communism and containment.*

**Modifications / Recommendations:**

The Notebook Guide is really good for this chapter (even though the Preview is kind of childish). Comparing US and Soviet ideology, the Challenge/Response activity, and the Processing section are all very well done. The foreign policy adviser activity is also very good.

Digging Deeper 15 is a great way to familiarize students with basic Cold War terms and concepts. However, it might be easier to pull off if you do away with the stations. Instead of having student milling about the room in pairs, put them in groups of four and either give each group all of the handouts or have groups trade handouts when they finish.

**Supplemental assignment:** consider doing a SOAPS on Truman’s containment speech.

**For more depth:**


**Primary Sources:**


### Chapter 39 – The Cold War Expands

#### Standards/Learning Targets
USH.1, USH.6 & USH.8 - Identify places/regions/geographic features important in US history (Korean War / DMZ); NATO; Cold War

- I can locate the 38th parallel and draw the Korean demilitarized zone (DMZ) on a map of the Korean Peninsula.
- I can explain why the Korean War ended in an armistice at the 38th parallel.
- I can explain the original and continuing purpose of the DMZ in Korea.
- I can name and locate the original member states of NATO on a map.
- I can explain what NATO does and why it was created.
- I can describe US attempts to contain communism with regards to the Korean War (Extension: Iran and Guatemala).

#### Modifications / Recommendations:
USH.1 Korea Related: Student Handout 39B (Questions and map annotations for section 39.3, p392 LM2). Transparency 39B.
Consider skipping all of the CIA spy stuff – the Preview and Reading Notes of the Notebook Guide and the Skill Builder activity.

**Supplemental reading:** consider assigning the chapter(s) on Iran, Chile, and/or Guatemala from Stephen Kinzer’s *Overthrow: America’s Century of Regime Change*.

**For more depth:**
PBS American Experience: Race for the Superbomb:

**Primary Sources:**
Armistice Agreement for the Restoration of the South Korean State (1953):

### Chapter 40 – Fighting the Cold War at Home

#### Standards/Learning Targets
USH.8 –

- I can analyze how the Cold War affected life in the United States.
- I can assess how McCarthyism affected the US.

#### Modifications / Recommendations:
Consider skipping the Dot Game and the Duck-And-Cover Lesson.

**LearnTCI Online Reading Challenge for students**

**Supplemental assignment:** consider having the students interview a relative or acquaintance that was alive during the late 1940s and early 1950s about the anxieties faced by Americans in this time period.

**Supplemental reading:** consider doing a SOAPS with one of McCarthy’s speeches and/or HUAC testimony.

**Supplemental film:** consider showing *“The Atomic Café”*

**For more depth:**
Gilder Lehrman: Postwar America:

Nebraska: A Cold War Under the Bomb:

Primary Sources:
Senate Resolution 301: Censure of Senator Joseph McCarthy (1954):
Era 6 – The Search for a Better Life (1945 – 1990)

Unit 12 – The Fifties

Essential Questions:

*Why are the 1950s remembered as an age of affluence?*

*How did some Americans rebel against conformity in the 1950s?*

*Why did poverty persist in the United States in an age of affluence?*

Supplemental Non-TCI Materials

*PPS High School Social Studies Teacher Handbook* has useful Sample Tasks and Assignments as well as potential work sample ideas in *Theme 10: Social Change: Social and Cultural Issues 1945 to the Present*. Film suggestions are also included under RESOURCES.

Chapter 41 - Peace, Prosperity, and Progress

Standards/Learning Targets

USH.7 & USH.4 -

- I can appraise the economic and social changes in the 1950s.
- I can explain how the automobile and the interstate highway system changed the way Americans lived.

Modifications / Recommendations:

*Experiential Exercise: Neighborhood block party* (time consuming; Photographs for the Neighborhood Block Party could be used for Cornell Notes or other note-taking methods instead)

Advanced Learners: Writing assignment (This could be used for a group project or as an enrichment)

For more depth:

The State Museum of Pennsylvania—Levittown: *Building the Suburban Dream;*

U.S. Department of Transportation—*Celebrating 50 Years: Eisenhower Interstate System;*

Primary Sources:

*National Interstate and Defense Highways Act (1956);*

*President Dwight D. Eisenhower's Farewell Address (1961);*
### Chapter 42 – Rebelling Against Conformity

**Standards/Learning Targets**

**USH.7** –
- *I can explain why the 1950s was viewed as an “age of conformity.”*
- *I can analyze why individuals rebelled against conformity in the 1950s.*

**Modifications / Recommendations:**

Preview: “Little Boxes”; Skip or modify Experiential Activity

**For more depth:**

American Cultural History (1950's): [http://kclibrary.lonestar.edu/decade50.html](http://kclibrary.lonestar.edu/decade50.html)
The Literature and Culture of the American 1950s: [http://writing.upenn.edu/~afilreis/50s/home.html](http://writing.upenn.edu/~afilreis/50s/home.html)

**Primary Sources:**


### Chapter 43 - Two Americas

**Standards/Learning Targets**

**USH.2** –
- *I can discuss the nature of poverty in the US during the 1950s and 1960s.*
- *I can explain some of the causes of urban and rural poverty in postwar United States.*

**Modifications / Recommendations:**

Preview; Social Studies Skill Builder; Processing

**For more depth:**


**Primary Sources:**

President Nixon, *Special Message On Indian Affairs July 8th, 1970:*
Indian Self-Determination and Education Assistance Act:

**Oregon Connection:**

Oregon Historical Society’s *The Oregon Coast in Modern Times: Losses and Gains for Indian Tribes* describes how the NW Indian peoples were adversely affected by the Termination Policies of the federal government. Primary documents and short narrative are useful in looking at social groups in Oregon.

**Additional Resources:**

*The Other America* (book); *Place Matters: Metropolitics of the Twenty-First Century* (book)
# Unit 13 – The Civil Rights Movement

**Essential Questions:**

*How did segregation affect American life in the postwar period?*

*How did civil rights activists advance the ideals of liberty, equality, and opportunity for African Americans?*

*How did civil rights activists change their strategies and goals in the 1960s and 1970s, and how successful were they in achieving racial equality?*

*Why and how did the civil rights movement expand?*

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## Supplemental Non-TCI Materials

*PPS High School Social Studies Teacher Handbook* has useful Sample Tasks and Assignments as well as potential work sample ideas in *Theme 10: Social Change: Social and Cultural Issues 1945 to the Present*. Film suggestions are also included under RESOURCES.

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### Chapter 44 – Segregation in the Post-World War II Period

**Standards/Learning Targets**

USH.5 - Influences of specific groups on government policies

- I can analyze the affects of segregation on US society.
- I can explain the significance of Brown v. Board of Education.

---

### Modifications / Recommendations:

Pretest on the Civil Rights Movement; Civil Rights Movement Timeline; Processing Assignment

**For more depth:**


PBS—[The Rise and Fall of Jim Crow: A Century of Segregation](https://www.pbs.org/wgbh/nova/jim-crow/):  

**Primary Sources:**

*Executive Order 9981: Desegregation of the Armed Forces* (1948):


**Oregon Connection:**

*Local Color* (video): There are several coopies of this at each school, ask a social studies colleague.
Chapter 45 – The Civil Rights Revolution: “Like a Mighty Stream”

Standards/Learning Targets
USH.5 & USH.8 - Influences of specific individuals and groups on government policies.

- I can discuss how civil rights groups influenced policy in the U.S.
- I can evaluate how Martin Luther King, Jr. contributed to the Civil Rights Movement.
- I can describe the tactics used by civil rights groups in the 1950s and 1960s.
- I can explain how civil rights activists changed the course of U.S. history.

Modifications / Recommendations:

Preview; Civil Rights Movement Timeline (Chapter 44); Visual Discovery

LearnTCI Online Reading Challenge for students: Primary Source Investigation

For more depth:
Montgomery Advertiser: They Changed the World—The Story of the Montgomery Bus Boycott:

Library of Congress: African American Odyssey—A Quest for Full Citizenship:

Primary Sources:
Executive Order 10730: Desegregation of Central High School (1957):

Official Program for the March on Washington (1963):

Civil Rights Act (1964):

Voting Rights Act (1965):

Film:
Eyes on the Prize (available PPS Multimedia Library)

Chapter 46 – Redefining Equality: From Black Power to Affirmative Action

Standards/Learning Targets
USH.5 - Influences of specific groups on government policies

- I can discuss the people and organizations associated with the Black Power movement.
- I can evaluate how effective civil rights groups were in influencing policy in the U.S.

Modifications / Recommendations:

Preview; Civil Rights Movement Timeline (Chapter 44); and Reflection Questions; Response Group Activity

For more depth:
PBS: This Far by Faith: 1946 to 1966, From Civil Rights to Black Power:
PBS American Experience: Eyes on the Prize—America’s Civil Rights Movement:

Primary Sources:
Standards/Learning Targets

USH.5: Influences of specific groups on government policies
- I can explain how the civil rights movement expanded to include groups other than African Americans.

Modifications / Recommendations:

Preview; Reading Notes; Social Studies Skill Builder; Processing

For more depth:
PBS Presents—The Fight in the Fields: Cesar Chavez and the Farmworkers' Struggle:
PBS Independent Lens—Sisters of ’77:
http://www.pbs.org/independentlens/sistersof77/index.html
Harvey Milk: http://faculty.uml.edu/sgallagher/milk.htm
Roe vs. Wade: http://www.gale.cengage.com/free_resources/whm/trials/roe.htm
Roe vs. Wade Legacy: http://www.pbs.org/newshour/forum/january98/roe_1-30.html

Primary Sources:
Speech by Ceasar Chavez:
Betty Friedan attacks the Feminine Mystique:
Roe vs. Wade (Decision and Dissent):

Assessment:

Unit 13 Assessment - Exploring American Ideals: Essay Question
<table>
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<tr>
<th>Era 7 - Tumultuous Times (1954 -1980)</th>
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<td>Essential Questions:</td>
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<tr>
<td><em>Was John F. Kennedy a great president?</em></td>
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<tr>
<td><em>What is the proper role of government in shaping American society?</em></td>
<td></td>
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<tr>
<td><em>What was the impact of the counterculture on American society?</em></td>
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**Supplemental Non-TCI Materials**

*PPS High School Social Studies Teacher Handbook* has useful Sample Tasks and Assignments as well as potential work sample ideas in *Theme 11: Centralization of Power: Changing Roles of Government and Corporations 1945 to the Present*. Some films are included.

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</tr>
<tr>
<td>USH.8 &amp; USH.5</td>
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</tbody>
</table>
  ● *I can identify domestic and foreign policy challenges during the JFK administration.*
  ● *I can evaluate the lasting impacts of the JFK administration. I can evaluate US – Cuban Cold War relations.*

**Modifications / Recommendations:**

*Lesson Guides 2: Student Handout 48A* is a valuable activity with primary and secondary documents to address both Learning Targets. It is recommended to NOT do the "great" president essay.

*Digging Deeper: The Cuban Missile Crisis: You Make the Call.* Students will use primary documents to assess the US government’s response to the CMC. *Transparencies: 19A – 19C will be needed. The Wrap-up questions are a good way to end the simulation.*

**LearnTCI Online Reading Challenge for students**

*For more depth:**

British National Archives: *John Kennedy and the Cuban Missile Crisis:*

Gilder Lehrman – *The Tumultuous 1960s:*

Primary Sources:

*President John F. Kennedy's Inaugural Address* (1961):

*Executive Order 10924: Establishment of the Peace Corps,* (1961):

*Transcript of John Glenn's Official Communication with the Command Center* (1962):

*Aerial Photograph of Missiles in Cuba* (1962):

*Test Ban Treaty* (1963):
# Chapter 49 – The Great Society

## Standards/Learning Targets

**USH.5** –
- I can identify Johnson’s Great Society programs.
- I can evaluate the effectiveness of the government’s response to social issues such as poverty, racism, health care, etc.

## Modifications / Recommendations:

*Lesson Guides 2*: Chapter 49, Table in section 49.3 supports Learning Target; Table in section 49.4 is also a good activity for students understanding the Warren Court.

*Transparencies*: Image Transparency 51B

*LearnTCI Online Reading Challenge for students*

*Digging Deeper*: Discovering the Legacy of the War on Poverty. Suggestions for this activity:
1. Introduce the chapter with the CD Track 17 and corresponding questions;
2. On a different day, prepare enough copies of the War on Poverty notes-table for each student; have copies of the placards on walls or desk around the room; Have students complete the first two sections of the tables; Discuss the placards and have students partner up and evaluate the effectiveness of the programs. At home, students can choose one or two programs that they feel are most important to today’s society. A possible component to that would be to interview a parent/grandparent/guardian/friend that directly benefits from one of the programs.

*For more depth:*
- PBS: [John Gardner, Engineer of the Great Society](https://www.pbs.org/wgbh/americanexperience/features/gardner)
- LBJ Library and Museum: [LBJ for Kids! The Great Society](https://www.lbjlibrary.org/kids)

*Primary Sources:*
- LBJ Speech: [The Great Society](https://www.lbjlibrary.org/exhibits/lbj-speech-the-great-society) University of Michigan, Ann Arbor May 22, 1964:
## Chapter 50 – The Emergence of a Counterculture

### Standards/Learning Targets

**USH.8** –

- I can compare the views of the counterculture movement and those of mainstream Americans.

### Modifications / Recommendations:

*Lesson Guides 2:* Song analysis of Dylan’s “The Times They Are A-Changin” is always good, but there are a lot more songs to use.

Directly addresses learning Targets: *Transparencies:* Image Transparencies 50A, 50B, 50C, 50D. Based on the documents and the text, students could create a T-chart that identifies the comparisons between the counterculture and mainstream groups.

### LearnTCI Online Reading Challenge for students

**For more depth:**


The Diggers archive: [http://www.diggers.org/](http://www.diggers.org/)

For a different counter culture perspective: *The Incredible Bread Machine*:

### Primary Sources:

- [Vietnam Veterans Against the War Statement by John Kerry: Senate Committee of Foreign Relations](http://www.yippiemuseum.org/manifesto.htm)
- *What is the May 2nd Movement?*
- Timothy Leary – “Turn on Tune in Drop out” (Album excerpt):
Unit 15 – The Vietnam War
Essential Questions:

*Why did the United States increase its military involvement in Vietnam?*

*What made the Vietnam War difficult to win?*

*What lessons for Americans emerged from the Vietnam War?*

**Supplemental Non-TCI Materials**

*PPS High School Social Studies Teacher Handbook* has useful Sample Tasks and Assignments as well as potential work sample ideas in Theme 9: Cold War to Globalization: Foreign Relations 1945 to the Present and Theme 10: Social Change: Social and Cultural Issues 1945 to the Present. Film suggestions are also included under RESOURCES.

Chapter 51 – The United States Gets Involved in Vietnam

**Standards/Learning Targets**

USH.1 – Geography (Vietnam): Geneva Accords of 1954 split Vietnam; Ho Chi Minh Trail; Gulf of Tonkin Incident

- I can locate the Gulf of Tonkin 17th parallel that divided North and South Vietnam on a map.
- I can analyze the reasons for increased American involvement in Vietnam.
- I can draw the Ho Chi Minh Trail on a map.
- I can explain how the Ho Chi Minh Trail affected American strategy in the Vietnam War.

**Modifications / Recommendations:**

*Lesson Guides 2*: Section 51 summaries may be helpful for students;

*Transparencies*: Image Transparency 53A

**For more depth:**

George Washington University National Security Archive: The Gulf of Tonkin Incident, 40 Years Later:

PBS American Experience: Vietnam Online

**Primary Sources:**

*Declaration of Independence, Democratic Republic of Vietnam* 1945:

The Final Declarations of the Geneva Conference July 21, 1954:

The American Response to the Geneva Declarations, 3 July 21, 1954:

Eisenhower's Letter of Support to Ngo Dinh Diem, October 23, 1954:

Law 10/59, May 6, 1959 (Excerpts from Law 10/59, Diem's repressive legislation against suspected Communists):
**Tonkin Gulf Resolution** (1964):

**Excerpts from Speech Given by President Johnson at Johns Hopkins University, April 7, 1965** (Johnson's justification of U.S. involvement in Viet Nam):

**Secretary of Defense Robert S. McNamara's Memo to President Johnson, July 20, 1965** (A summary of McNamara's memo advocating further increases in the number of combat troops committed to Viet Nam.):

<table>
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<th>Chapter 52 – Facing Frustration in Vietnam</th>
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<td><strong>Standards/Learning Targets</strong></td>
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<tr>
<td>USH.1 – Geography (Vietnam): Viet Cong Tunnels; Tet Offensive</td>
</tr>
<tr>
<td>- I can analyze the tactics that allowed the Viet Cong to defeat better equipped US soldiers.</td>
</tr>
<tr>
<td>- I can plot on a map of Vietnam the major cities that were attacked as a part of the Tet Offensive.</td>
</tr>
<tr>
<td>- I can evaluate the impact of the Tet Offensive on American involvement in Vietnam.</td>
</tr>
</tbody>
</table>

**Modifications / Recommendations:**

- Lesson Guides 2: Experiential Exercise is a Tug-of-War???? If you are adventurous!
- Transparencies: Image Transparency 53A

**LearnTCI Online Reading Challenge for students**

**For more depth:**
- Digital History Explorations: The Vietnam War as History:
- PBS—Battlefield: Vietnam
- American Experience – Vietnam Online

**Primary Sources:**
- Walter Cronkite's "We Are Mired In Stalemate" Broadcast, Feb 27, 1968: [https://facultystaff.richmond.edu/~ebolt/history398/cronkite_1968.html](https://facultystaff.richmond.edu/~ebolt/history398/cronkite_1968.html)

The 26th Amendment: [http://legal-dictionary.thefreedictionary.com/26th+Amendment](http://legal-dictionary.thefreedictionary.com/26th+Amendment)
Chapter 53 – Getting out of Vietnam

Standards/Learning Targets
USH.1 – Geography (Vietnam): Mai Lai massacre; Kent & Jackson State Shootings

- I can describe what happened in the village of My Lai in South Vietnam on November 12, 1969.
- I can assess the impact of the My Lai massacre on American policy in Vietnam.
- I can describe the conflicts between students and National Guard troops at Kent State University and Jackson State College in 1970.
- I can evaluate the impact of the Kent State and Jackson State shootings on American public opinion.

Modifications / Recommendations:

Lesson Guides 2: Possible activity could be analyzing the Hawks and Doves arguments (Debate), see Lesson 51.3


Digging Deeper: Activity 21: Writing Songs About the Vietnam War. It is recommended to use the primary sources from the activity to analyze the various points of view regarding the Vietnam War and NOT have students write their own Vietnam War song. More song analysis could fit here, such as Neil Young’s “Ohio”.

For more depth:

The Digital Journalist—Bitter Passage: Kent State and the Fall of Saigon:

Murder in the name of war - My Lai:

Pentagon Papers

Prisoners of War in Korea or Vietnam: Experiencing War: Personal Stories of Veterans from Korea and Vietnam:

Fall of Saigon 1975 - CBSNews: PhotoEssay, Timeline, iPIX Panoramas, Who's Who, Archival Video Footage, Audio Gallery:

Primary Sources:
President Nixon's Speech to the American Public, November 3, 1969 (Nixon's "Vietnamization" plan.):

President Nixon's Speech to the American Public, April 30, 1970 (Nixon's justification of the offensive in Cambodia)

War Powers Resolution (1973):

POW's Code of Conduct

John McCain III’s POW story (video and text from Library of Congress archive):
Unit 16 – The Seventies

Essential Questions:

What events influenced Richard Nixon’s rise to and fall from power?

How should historians characterize the 1970s?

Supplemental Non-TCI Materials

PPS High School Social Studies Teacher Handbook has useful Sample Tasks and Assignments as well as potential work sample ideas in Theme 9: Cold War to Globalization: Foreign Relations 1945 to the Present, Theme 10: Social Change: Social and Cultural Issues 1945 to the Present, Theme 11: Centralization of Power: Changing Roles of Government and Corporations 1945 to the Present. Film suggestions are also included under RESOURCES.

Chapter 54 – The Rise and Fall of Richard Nixon

Standards/Learning Targets

USH.8 & USH.5

- I can identify Nixon’s domestic policies.
- I can compare Nixon’s record on Civil Rights to JFK and Johnson).
- I can identify Nixon’s foreign policies.
- I can assess the impact of the Watergate Scandal on the powers of the presidency.

Modifications / Recommendations:

Lesson Guides 2: Chapter 54 “The Rise and Fall of Richard Nixon” has a good essential question that relates to the Learning Targets. Students could create the graph as TCI suggests regarding voter-approval ratings. Sections 54.2 to 54.4 has Nixon timeline.


Digging Deeper: Activity 23: A Cartoon History of the Watergate Scandal. The activity could easily be divided into 5 groups instead of “Stages”. It is recommended you consider adding more analysis questions to the ones provided by TCI (particularly “Stage 5) and/or writing your own. The activity could be a good introduction OR follow-up to the film “All the President’s Men”. NOTE: The cartoons are “captionless” which adds an interesting assignment for students when analyzing the images. Suggested graphic organizers: IB’s OPVL (Origin; Purpose; Value; Limitation) OR SOAPS (Subject; Occassion; Author; Purpose; Significance).

Film recommendations: “All the President’s Men” would be a good film to watch after the unit.

For more depth:
Gerald R. Ford Library and Museum: The Watergate Files

PBS American Experience—The Presidents, Richard M. Nixon:
**Energy Crisis of the 1970s**


**Primary Sources:**

| Chapter 55 – Politics and Society in the “Me Decade |
| Standards/Learning Targets |
| USH.5 & USH.8 |
| ● I can identify environmental challenges the US faced during the 1970s. |
| ● I can describe the challenges women faced in their fight for equality during the 1970s. |
| ● I can discuss the Iran-Hostage Crisis. |

**Modifications / Recommendations:**

*Lesson Guides 2: Chapter 55.2 – 55.8 provides reading summaries that support Learning Targets.*

**LearnTCI Online Reading Challenge for students**

*Lesson Guides 2: Era 7: Tumultuous Times. Debate Activity that leads students to analyze the events of the 1960s – 1980 (Timeline found on pages 724 -725) and give value to the “ideals of the Declaration of Independence – equality, rights, liberty, opportunity, and democracy.”*

Learning Target: Using the BBC's In Pictures: Iran Hostage Crisis. Have students analyze the photographs of the crisis and evaluate the impact of it to President Carter as well as American society’s image in the Middle East.

EXTENSION: Socratic seminar regarding the events surrounding the Iran Hostage Crisis and current events in Afghanistan, Iraq, and Iran.

**For more depth:**

Kingwood College Library: [American Cultural History, 1970 to 1979](http://www.jimmycarterlibrary.org/documents/hostages.phtml):

For the Iran Hostage Crisis, [http://www.pbs.org/wgbh/amex/carter/peopleevents/e_hostage.html](http://www.pbs.org/wgbh/amex/carter/peopleevents/e_hostage.html)


*Week-by-week news and pop-culture resource*


**Primary Sources:**

From The Jimmy Carter Presidential Library, [http://www.jimmycarterlibrary.org/documents/hostages.phtml](http://www.jimmycarterlibrary.org/documents/hostages.phtml), (students can analyze primary
documents on the hostage crisis)

Camp David Accords: http://www.ibiblio.org/sullivan/docs/CampDavidAccords.html

U.S. Senator Gaylord Nelson (D-WI), Earth Day's co-founder statement on founding Earth Day:

Oregon Connection:
Oregon Historical Society's documents on ENVIRONMENTALISM: The Oregon Coast in Modern Times: Conservation Moves to the Forefront
Oregon Historical Society's documents on: This Land – Oregon People, Politics, and the Environment Since 1945. (A variety of documents to choose different topics on regarding local history. Prior knowledge of the impacts of WW II are helpful to understanding some of the themes.)
Assessment:
Unit 16 Timeline challenge debate on page 561 of lesson guide 2 can be extended to include essay that could be used as work sample.
### Era 8 – The Making of Modern America (1980 – Present)

#### Unit 17 – The Reagan Revolution

**Essential Questions:**

*Was the Reagan Revolution Good For the Nation?*

*Were the effects of Reagan’s foreign policy actions mostly positive or mostly negative?*

#### Supplemental Non-TCI Materials

*PPS High School Social Studies Teacher Handbook* has useful Sample Tasks and Assignments as well as potential work sample ideas in *Theme 10: Social Change: Social and Cultural Issues 1945 to the Present, Theme 11: Centralization of Power: Changing Roles of Government and Corporations 1945 to the Present.*

#### Chapter 56 – A Shift to the Right Under Reagan

**Standards/Learning Targets**

USH.5 & USH.7 –

- I can identify the domestic policies of the “Reagan Revolution.”
- I can evaluate the effects of Reagan’s economic policies on America.
- I can identify and evaluate “Liberal” and “Conservative” policy positions during the Reagan Administration.

**Modifications / Recommendations:**

TCI materials: Across Fire activity needs more explanation of traditional liberal and conservative values, both before and after the activity itself. The Reading Notes written assignments for 56.3, 56.4, and 56.5 are great, even if you don’t want to do the debate activity. The Processing assignment is excellent, as well.

**For more depth:**

Supplemental film: Online NewsHour: [Reaganomics](#)

PBS American Experience: [Ronald Reagan](#)

**Primary Sources:**

Political Debate Show Across Fire sec.56.3-56.4

[Online NewsHour: Reaganomics](#)

[ PBS American Experience- Ronald Reagan](#)

Reagan's First Inaugural Address: [http://millercenter.org/scripps/archive/speeches](#)
### Standards/Learning Targets

**USH.8** - Impacts of the Cold War during the Reagan administration  
- I can describe the events that led to the end of the Cold War.  
- I can evaluate US foreign policy decisions during the last decade of the Cold War.

### Modifications / Recommendations:

TCI materials: the Reading Notes Preview activity is great, and should be followed up with a class discussion about how far the United States should have been willing to go to contain communism. The political cartoon Skill Builder activity is also very good.

**For more depth:**

Supplemental reading: consider assigning relevant sections about the Contras from John Charles Chasteen's Born in Blood and Fire and/or Stephen Kinzer’s Overthrow: America’s Century of Regime Change.

Supplemental film: consider showing *Voice of a Mountain* - (55min) - as an example of the aftermath of an American Cold War foreign policy

Gilder Lehrman - [America at the end of the 20th Century](#)

### Primary Sources:

Reagan - *A Time For Choosing* (Speech – 4min)

*The Evil Empire,* President Reagan's Speech to the House of Commons, June 8, 1982:

[Reagan's Speech at the University of Moscow](#) (1988):
Unit 18 – Framing the Present

Essential Questions:
To what extent did George H. W. Bush, Bill Clinton, and George Bush fulfill their domestic policy goals?
How well did US foreign policy decisions meet the challenges of the post Cold War era?
What debates have arisen since 9/11 about how to balance security while preserving American ideals?

Supplemental Non-TCI Materials

Chapter 58 – U.S. Domestic Policy at the Turn of the 21st Century

Standards/Learning Targets
USH.8 –
- I can identify and evaluate the domestic goals of George H.W. Bush, Bill Clinton, and George W. Bush.
- I can assess how George H.W. Bush, Bill Clinton, and George W. Bush changed and/or influenced the United States.

Modifications / Recommendations:
“Janus Figures” activity – Provides opportunity for art integration. Moderately complex and time consuming.

For more depth:
PBS Frontline: The Clinton Years
Chapter 59 – U.S. Foreign Policy in the Post-Cold War Era

**Standards/Learning Targets**

USH.5 USH.6 - Influences of government policies by international organizations; Role of UN in 1st Gulf War; humanitarian aid and nation building; World Trade Organization; NATO

- *I can discuss how the United States worked with international organizations such as the UN, NATO, and WTO in the post Cold War era.*
- *I can Evaluate the effectiveness of U.S. foreign policy following the Cold War.*

**Modifications / Recommendations:**

“Debating US Foreign Policy Options” activity - Supplemental non-TCI materials recommended to enrich this debate.

**For more depth:**

PBS Commanding Heights—*The Battle for the World Economy*  (Episode 3 only; most applicable to sections 59.6 and 59.7)

PBS Frontline: *The Gulf War*

**Primary Sources:**

Somalia and the future of humanitarian intervention Foreign Affairs: [http://www.mtholyoke.edu/~jwestern/ir317/clark.htm](http://www.mtholyoke.edu/~jwestern/ir317/clark.htm)

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Chapter 60 – 9/11 and Its Aftermath: Debating America’s Founding Ideals

**Standards/Learning Targets**

USH.8 - Impacts of 9/11

- *I can evaluate the impact of 9/11 on American society.*

**Modifications / Recommendations:**

Social Studies Skill Builder activity using placards 60A -60F: Additional non-TCI materials related to each of the placard topics recommended. Possible to expand the processing writing activity into a full summative essay.

**For more depth:**

CNN: *America Remembers*

(9-11 photos, videos, oral histories, and news stories)
