

**Randolph Township Schools
Randolph High School**

United States History II Curriculum

“Efforts and courage are not enough without purpose and direction.”
-John F. Kennedy

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**Randolph Township Schools
Department of Social Studies
United States History II Curriculum**

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Randolph Township Schools

Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

Randolph Township Schools Affirmative Action Statement

Equality and Equity in Curriculum

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

RANDOLPH TOWNSHIP BOARD OF EDUCATION

EDUCATIONAL GOALS

VALUES IN EDUCATION

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

**Randolph Township Schools
Department of Social Studies
United States History II Curriculum**

Introduction

The eleventh grade social studies program is a survey of United States History with an emphasis on the economic, social, and political characteristics of the twentieth century beginning with the rise of industrialization and culminating with the examination of present day issues and events. The New Jersey Student Learning Standards in Social Studies and the standards and goals established by the Randolph Township Board of Education will guide the course. This program will integrate and infuse information on New Jersey history, Holocaust Studies, and social studies oriented vocations into the course of study as mandated by the New Jersey Department of Education. This course is taught as an inclusion history of the United States. The role of women, immigrants, African-Americans, Native Americans, and the diverse racial, religious, and ethnic groups of America will be highlighted throughout the course of study.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Curriculum Pacing Chart
United States History II

| SUGGESTED TIME ALLOTMENT | UNIT NUMBER | CONTENT - UNIT OF STUDY |
|---------------------------------|--------------------|---|
| 6 weeks | I | Modern America Emerges: 1900-1920 |
| 5 weeks | II | 1920s & The Great Depression: 1919-1940 |
| 8 weeks | III | World War II & its Aftermath: 1941-1960 |
| 7 weeks | IV | Living with Great Turmoil: 1954-1975 |
| 5 weeks | V | Passage to a New Century: 1970-2000 |
| 5 weeks | VI | Modern America 2000-Present |

RANDOLPH TOWNSHIP SCHOOL DISTRICT
United States History II
UNIT I: Modern America Emerges (1900 – 1920)

TRANSFER: Students will be able to identify and analyze societal problems in order to propose solutions and exist cooperatively with others.

| STANDARDS / GOALS: 6.1.12.B.5.b: Assess the impact of rapid urbanization on the environment and on the quality of life in cities. 6.1.12.C.5.a: Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods, and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations. 6.1.12.C.5.c: Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals. 6.1.12.D.5.a: Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period. 6.1.12.D.5.b: Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers. 6.1.12.D.5.d: Relate varying immigrants' experiences to gender, race, ethnicity, or occupation. | ENDURING UNDERSTANDINGS | ESSENTIAL QUESTIONS |
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| | Immigration, world trade, and an economic depression shaped America's international outlook in the 1890s. | <ul style="list-style-type: none"> Has rapid industrial development been a blessing or a curse for Americans? Why? |
| | Industrialization and urbanization created a variety of problems in the United States during the early part of the 20th century. | <ul style="list-style-type: none"> Were big business leaders "captains of industry" or "robber barons"? Why? |
| | Many of the social, political and economic changes in the early 20th century gave rise to the Progressive Movement. | <ul style="list-style-type: none"> Were the Progressives successful in making government more responsive to the will of the people? Justify. |
| | Imperialism and militarism as an extension of nationalism created additional pressures on world peace. | <ul style="list-style-type: none"> Should the United States fight wars to make the world safe for democracy? Defend. |
| | During times of war, civil liberties are often compromised. | <ul style="list-style-type: none"> Should a democratic government tolerate dissent during times of war and other crises? Why or why not? |
| | The Treaty of Versailles had lasting implications on future world events. | <ul style="list-style-type: none"> Should the United States have approved the Treaty of Versailles? Defend. |
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| | KNOWLEDGE | SKILLS |
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| <p>6.1.12.A.6.a: Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.</p> <p>6.1.12.A.6.b: Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.</p> <p>6.1.12.A.6.c: Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., <i>Plessy v. Ferguson</i>) and state and local governmental policies.</p> <p>6.1.12.C.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.</p> <p>6.1.12.C.6.c: Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.</p> <p>6.1.12.D.6.b: Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power.</p> <p>6.1.12.D.6.c: Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy</p> | <p>Students will know:</p> <p>Industrialization transformed many types of industry in the United States that significantly changed the social, political, and economic landscape of America.</p> <p>The consequences of industrialization and urbanization created a demand for reform and relief to improve the lives of people. Immigration played a significant role in the development of modern American society.</p> <p>The progressive movement increased the power of the government to regulate business and protect society of the injustices fostered by unregulated industrialization and urbanization.</p> <p>The four goals of Progressivism were protecting social welfare, promoting moral improvement, creating economic reform, and fostering efficiency.</p> <p>Women gained new opportunities in labor, education, and politics.</p> <p>Muckrakers promoted reforms through their investigative journalism.</p> <p>Global competition, thirst for new markets, desire for military strength, and belief in Anglo-Saxon superiority fueled American imperialism.</p> | <p>Students will be able to:</p> <p>Evaluate the political, economic, and social changes in the late 19th century and early 20th century.</p> <p>Explain how industrialization and a factory-based economy affected workers.</p> <p>Describe the connections between industrialization, immigration, and urbanization.</p> <p>Identify problems that resulted from rapid industrialization and explain how progressive reforms tried to alleviate those problems.</p> <p>Evaluate the extent to which the Progressives were successful in achieving their goals.</p> <p>Identify the leaders and the various strategies of the Woman's Suffrage Movement.</p> <p>Assess the various strategies employed by the Progressives to ignite change in the early 20th century.</p> <p>Examine the reasons for and consequences of United States' involvement with other nations.</p> |

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| <p>Stone) and the eventual ratification of the 19th Amendment.</p> <p>6.1.12.A.7.a: Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.</p> <p>6.1.12.A.7.b: Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).</p> <p>6.1.12.A.7.c: Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.</p> <p>6.1.12.B.7.a: Explain how global competition by nations for land and resources led to increased militarism.</p> <p>6.1.12.C.7.a: Determine how technological advancements affected the nature of World War I on land, on water, and in the air.</p> <p>6.1.12.C.7.b: Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.</p> <p>6.1.12.D.7.a: Evaluate the effectiveness of Woodrow Wilson's leadership during and immediately after World War I.</p> <p>6.1.12.D.7.b: Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.</p> | <p>The media and yellow journalism influenced public opinion as seen in the Spanish American War and the war in the Philippines.</p> <p>America's imperialistic policies led to globalization of American economic diplomatic and military interests.</p> <p>Militarism, the alliance system, imperialism, and nationalism helped to avoid and create war.</p> <p>Actions of nations engaged in World War I drew the United States into the war.</p> <p>Improvements in technology and the use of trench warfare led to advanced weaponry.</p> <p>Government policies such as the Espionage and Sedition Act restricted civil liberties during World War I.</p> <p>President Woodrow Wilson proposed specific goals to establish peace following World War I, but these goals were not included in the final peace negotiations. The Treaty of Versailles following World War I failed in its goal of creating a peaceful solution to the disputes that caused the war.</p> | <p>Analyze primary source examples of yellow journalism and evaluate their impact on public opinion.</p> <p>Describe how America's ascent as a world power added to its military and economic strength.</p> <p>Explain the causes of World War I.</p> <p>Discuss significant military events, strategies, and innovations and explain how they led countries to enter World War I.</p> <p>Identify the new warfare methods and strategies used in World War I.</p> <p>Debate the constitutionality, morality, and implications of government policies during wartime.</p> <p>Evaluate Wilson's plan for peace. Summarize the Treaty of Versailles and evaluate its impact on future world events.</p> |
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| <p>6.1.12.D.7.c: Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.</p> <p>RH.11-12.1: Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.</p> <p>RH.11-12.2: Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas, and/or author's perspective(s) develop over the course of the text.</p> <p>RH.11-12.3: Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p> <p>RH.11-12.5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> | <p>KEY TERMS:</p> <p>Andrew Carnegie, Social Darwinism, John D. Rockefeller, Sherman Antitrust Act, American Federation of Labor, Eugene V. Debs, nativism, urbanization, tenement, political machine, Joseph Pulitzer, William Randolph Hearst, progressive movement, prohibition, muckraker, Seventeenth Amendment, suffrage, Square Deal, Meat Inspection Act, Pure Food and Drug Act, NAACP, Clayton Antitrust Act, Federal Trade Commission, Federal Reserve System, Nineteenth Amendment, imperialism, yellow journalism, U.S.S. Maine, Treaty of Paris, Foraker Act, Platt Amendment, Open Door notes, Boxer Rebellion, Panama Canal, Roosevelt Corollary, dollar diplomacy, nationalism, militarism, Allies, Central Powers, Archduke Franz Ferdinand, trench warfare, Lusitania, Zimmermann note, Selective Service Act, American Expeditionary Force, armistice, War Industries Board, propaganda, Espionage and Sedition Acts, Great Migration, Fourteen Points, League of Nations, Treaty of Versailles, reparations, war-guilt clause</p> | |
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| <p>RH. 11-12.6: Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8: Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.</p> <p>RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>RH.11-12.10: By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.</p> <p>WHST.11-12.1: Write arguments focused on <i>discipline-specific content</i>.</p> <p>WHST.11-12.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>WHST.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject,</p> | | |
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| <p>demonstrating understanding of the subject under investigation.</p> <p>6.3.12.A.2: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.</p> | | |
| <p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> Defending their position on whether or not the United States is currently in a Progressive Era through a writing assignment or in-class debate/discussion. Writing in the style of yellow journalism to demonstrate their understanding of imperialism. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> Students will develop a list of problems in today's society and compare and contrast modern issues to the goals of the Progressive Movement. Students will read and analyze primary sources about the causes of World War I. Students will defend or attack the ideas and principles of the Treaty of Versailles by evaluating the impact it had on future world events in either an argumentative writing assignment or in-class debate/discussion. | | |

RANDOLPH TOWNSHIP SCHOOL DISTRICT
United States History II
Unit I: Modern America Emerges (1900 – 1920)

| SUGGESTED TIME ALLOTMENT | CONTENT-UNIT OF STUDY | SUPPLEMENTAL UNIT RESOURCES |
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| 6 Weeks | <p><i>The Rise of Industrialization</i></p> <ul style="list-style-type: none"> • Expansion of Industry • Big Business and Labor • Immigration • Urbanization • Politics of the Gilded Age • Urban Life • Expanding Public Education • Segregation and Discrimination • Mass Culture <p><i>The Progressive Era</i></p> <ul style="list-style-type: none"> • Origins of Progressivism • Women in Public Life • The Square Deal • Progressivism Under Taft • Wilson's New Freedom <p><i>Imperialism</i></p> <ul style="list-style-type: none"> • Imperialism and America • The Spanish-American War • Acquiring New Lands • America as a World Power <p><i>World War I</i></p> <ul style="list-style-type: none"> • World War I Begins • American Mobilization • The War at Home • Wilson Fights for Peace | <p>Riis, Jacob. <i>How the Other Half Lives</i>. New York: Charles Scribner's Sons, 1890; Bartleby.com, 2000. www.bartleby.com/208/.</p> <p>Jane Addams, <i>Twenty Years at Hull-House</i>, (1910). Retrieved from http://digital.library.upenn.edu</p> <p>Sinclair, Upton. <i>The Jungle</i>. New York City, Doubleday, 1906, www.college.cengage.com/history/us/resources/students/primary/meat.htm.</p> <p>Du Bois, W.E.B. (William Edward Burghardt), 1868-1963. <i>The Souls of Black Folk; Essays and Sketches</i>. Chicago, A. G. McClurg, 1903. New York: Johnson Reprint Corp., 1968. Print. http://www.gutenberg.org</p> <p>Reams, Patrick and Ruan Magan, directors. <i>The Men Who Built America</i>. History Channel, A&E Networks, 2012.</p> |

RANDOLPH TOWNSHIP SCHOOL DISTRICT
United States History II
UNIT II: 1920s & The Great Depression (1919 – 1940)

TRANSFER: Students will be able to compare and contrast economic policies of the era to current events to prepare themselves to participate productively in our nation’s economy.

| <p>STANDARDS / GOALS:</p> <p>6.1.12.A.8.a: Relate government politics to the prosperity of the country during the 1920s, and determine the impact of these politics on business and the consumer.</p> <p>6.1.12.A.8.c: Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.</p> <p>6.1.12.C.8.b: Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.</p> <p>6.1.12.D.8.b: Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance on American culture and values.</p> <p>6.1.12.C.7.b: Assess the immediate and long-term impact of women and African Americans entering the workforce in large numbers during World War I.</p> <p>6.1.12.A.9.a: Analyze how the actions and politics of the United States government contributed to the Great Depression.</p> | ENDURING UNDERSTANDINGS | ESSENTIAL QUESTIONS |
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| | Business, technological, and social developments of the 1920s launched the era of modern consumerism, easy credit, and a false sense of prosperity. | <ul style="list-style-type: none"> Was the decade of the 1920s a decade of innovation or conservatism? Explain. |
| | The desire for normalcy after the war and a fear of communism and “foreigners” led to postwar isolationism. | <ul style="list-style-type: none"> Was American foreign policy during the 1920s isolationist or internationalist? Justify. |
| | The cyclical nature of our economy is influenced by factors such as the overproduction of consumer goods, extended credit policies, and unregulated speculation in the stock market. | <ul style="list-style-type: none"> To what extent was the Great Depression inevitable? |
| | New Deal policies and actions affected American society and the economy by increasing the role of federal government in providing relief and regulation to individuals and economic institutions. | <ul style="list-style-type: none"> Was the New Deal an effective response to the Great Depression? Why or why not? |
| | KNOWLEDGE | SKILLS |
| | <p>Students will know:</p> <p>The fear of communism and the rise of nativism in postwar America led to an attack on civil liberties, as demonstrated by the Sacco and Vanzetti case, the rise of the KKK, Palmer Raids, and restrictions on immigration.</p> | <p>Students will be able to:</p> <p>Identify how Americans reacted to the perceived threat of communism and immigration.</p> |

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| <p>6.1.12.B.9.a: Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.</p> <p>6.1.12.C.9.a: Explain how governments can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.</p> <p>6.1.12.C.9.b: Explain how economic indicators (i.e., gross domestic product, the consumer price index, the national debt, and the trade deficit) are used to evaluate the health of the economy.</p> <p>6.1.12.C.9.c: Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).</p> <p>6.1.12.C.9.d: Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability.</p> <p>6.1.12.D.9.a: Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.</p> <p>6.1.12.D.9.b: Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.</p> <p>6.1.12.A.10.a: Evaluate the arguments regarding the role of the federal government during the New Deal era.</p> <p>6.1.12.A.10.b: Assess the effectiveness of governmental policies enacted during the New Deal period (i.e., the FDIC, NLRB,</p> | <p>Economic policies of Harding and Coolidge led to an increased prosperity in the 1920s.</p> <p>Americans had conflicting views on social and political issues, such as prohibition, suffrage, education, religious fundamentalism, and gender.</p> <p>African American culture following WWI blossomed in northern urban centers in area of politics, music, fine arts, journalism, and literature.</p> <p>Critical problems threatened the American economy in the late 1920s including post-war production, speculation, credit, environment conditions, and an uneven distribution of income.</p> <p>The political implications of the Great Depression created a debate over the role of government in American society.</p> <p>Present Hoover's policies during the Great Depression did not increase the government's role in providing economic relief to individual or stimulating economic recovery.</p> | <p>Critique the causes and effects of the Red Scare and nativism in America following World War I.</p> <p>Contrast Harding's policy of normalcy with Progressive Era reforms.</p> <p>Explain how the country's prosperity was superficial.</p> <p>Evaluate the progress and limits of the Suffrage movement and its connection to today's society.</p> <p>Identify events and people that contributed to the growth of the 1920s popular culture.</p> <p>Describe ways in which African Americans contributed to the intellectual and cultural development of America.</p> <p>Describe the causes and effects of the Great Depression.</p> <p>Identify economic indicators that contribute to an economic depression.</p> <p>Identify weaknesses of the stock market and how they contributed to its collapse.</p> <p>Critique Hoover's economic policies as they related to the Depression.</p> |
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| <p>and Social Security) in protecting the welfare of individuals.</p> <p>6.1.12.A.10.c: Evaluate the short and long-term impact of the expanded role of government on economic policy, capitalism, and society.</p> <p>6.1.12.B.10.a: Assess the effectiveness of New Deal programs designed to protect the environment.</p> <p>6.1.12.C.10.a: Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.</p> <p>6.1.12.C.10.b: Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.</p> <p>6.1.12.D.10.a: Analyze how other nations responded to the Great Depression.</p> <p>6.1.12.D.10.b: Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents.</p> <p>6.1.12.D.10.c: Explain how key individuals, including minorities and women (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt), shaped the core ideologies and policies of the New Deal.</p> <p>6.1.12.D.10.d: Determine the extent to which New Deal public works and arts programs impacted New Jersey and the nation.</p> | <p>President Roosevelt's New Deal programs sought to provide relief to individuals and stimulate economic recovery.</p> <p>President Roosevelt's political, social, and judicial New Deal policies changed the role of the government.</p> <p>Keynesian economic policies of government deficit spending became an accepted policy during the Great Depression.</p> | <p>Evaluate the pros and cons of the New Deal policies and they affect the role of government and individual freedom.</p> <p>Identify how the Great Depression socially, culturally, and psychologically impacted American society.</p> <p>Compare Hoover and Roosevelt's response to the Great Depression.</p> <p>Explain the reason why and how America came out of the Depression.</p> |
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| <p>6.1.12.A.11.a: Evaluate the effectiveness of international agreements following World War I (e.g., League of Nations, Treaty of Versailles, Washington Naval Conferences, Kellogg-Briand Pact) in preventing international disputes.</p> <p>6.1.12.A.11.b: Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time.</p> <p>RH.11-12.1: Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.</p> <p>RH.11-12.2: Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas, and/or author's perspective(s) develop over the course of the text.</p> <p>RH.11-12.3: Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p> | <p>KEY TERMS:</p> <p>nativism, isolationism, communism, anarchists, Sacco & Vanzetti, Quota System, John L Lewis, Warren G Harding, Charles Evans Hughes, Fordney-McCumber Tariff, Ohio Gang, Teapot Dome Scandal, Albert B Fall, Calvin Coolidge, urban sprawl, installment plan, Prohibition, speakeasy, bootlegger, fundamentalism, Clarence Darrow, Scopes Trial, flapper, suffragettes & suffragists, suffrage, Charles A Lindbergh, George Gershwin, Georgia O'Keeffe, Sinclair Lewis, F. Scott Fitzgerald, Edna St. Vincent Millay, Ernest Hemingway, Zora Neale Hurston, James Weldon Johnson, Marcus Garvey, Harlem Renaissance, Claude McKay, Langston Hughes, Paul Robeson, Louis Armstrong, Duke Ellington, Bessie Smith, price support, credit, Alfred E Smith, Dow Jones Industrial Average, speculation, buying on margin, Black Tuesday, Great Depression, Hawley-Smoot Tariff Act, shantytown, Dust Bowl, direct relief, Herbert Hoover, Boulder Dam, Federal Home Loan Bank Act, Reconstruction Finance Corporation, Bonus Army, Franklin Delano Roosevelt, New Deal, Glass-Steagall Act, Federal Securities Act, Agricultural Adjustment Act (AAA), Civilian Conservation Corps (CCC), National Industrial Recovery Act (NIRA), deficit spending, Huey Long, Eleanor Roosevelt, Works Progress Administration (WPA), National Youth Administration, Wagner Act, Social Security Act, Frances Perkins, Mary McLeod Bethune, John Collier, New Deal Coalition, Congress of Industrial Organizations (CIO), Orson Welles, Grant Wood, Richard Wright, Federal Deposit Insurance Corporation (FDIC), Securities and Exchange Commission (SEC), National Labor Relations Board (NLRB), Parity, Tennessee Valley Authority (TVA)</p> | |
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| <p>RH.11-12.5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>RH. 11-12.6: Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8: Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.</p> <p>RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>RH.11-12.10: By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.</p> <p>WHST.11-12.1: Write arguments focused on <i>discipline-specific content</i>.</p> <p>WHST.11-12.2: Write informative/explanatory texts, including the narration of historical events, scientific</p> | | |
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| <p>procedures/experiments, or technical processes.</p> <p>WHST.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> | | |
| <p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> Constructing a thesis statement arguing the extent to which the New Deal was successful. Researching and presenting on various aspects of life in the 1920s, such as entertainment, organized crime, women, etc. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> Students will complete an inquiry-based lesson, or SOLE lesson, and defend their opinion about whether the 1920s were “Roaring” or “Boring.” Students will participate in a stock market simulation to illustrate the concept of “boom and bust.” Students will read and analyze primary and secondary sources to determine the level of success of the New Deal programs implemented by Franklin Delano Roosevelt. | | |

RANDOLPH TOWNSHIP SCHOOL DISTRICT
United States History II
Unit II: 1920s & The Great Depression (1919 – 1940)

| SUGGESTED TIME ALLOTMENT | CONTENT-UNIT OF STUDY | SUPPLEMENTAL UNIT RESOURCES |
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| 5 Weeks | <p><i>Post-War Issues & Lead-Up to the 1920s</i></p> <ul style="list-style-type: none"> • Dictators Rise to Power in Europe • War in Europe • The Holocaust <p><i>World War II</i></p> <ul style="list-style-type: none"> • American Mobilization • The War for Europe and North Africa • The War in the Pacific • The American Homefront <p><i>The Cold War</i></p> <ul style="list-style-type: none"> • Origins of the Cold War | <p>Roosevelt, Franklin D. Fireside Chat. December 29, 1940. Online text. Retrieved from The American Presidency Project, http://www.presidency.ucsb.edu</p> <p>Roosevelt, Franklin D. Annual Message to Congress on the State of the Union. January 6, 1941. Online text. Retrieved from The American Presidency Project, http://www.presidency.ucsb.edu</p> <p>Roosevelt, Franklin D. Speech by Franklin D. Roosevelt, New York Transcript. 1941. Online Text. Retrieved from the Library of Congress, https://www.loc.gov</p> <p>Various Propaganda Posters.</p> <p>"Why We Fight." <i>Band of Brothers</i>. HBO. 2001. Television.</p> <p>"World War II, Episode 10." <i>America: The Story of US</i>. History Channel. 2010. Television.</p> |

RANDOLPH TOWNSHIP SCHOOL DISTRICT
United States History II
UNIT III: WWII & Its Aftermath (1931 – 1960)

TRANSFER: Students will be able to analyze the different causes and effects of past wars to justify or argue against involvement in modern conflicts.

| STANDARDS / GOALS: 6.1.12.A.11.a: Evaluate the effectiveness of international agreements following World War I (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg- Briand Pact) in preventing international disputes. 6.1.12.A.11.b: Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time. 6.1.12.A.11.c: Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights. 6.1.12.A.11.d: Analyze the decision to use the atomic bomb and the consequences of doing so. 6.1.12.A.11.e: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides. 6.1.12.B.11.a: Explain the role that geography played in the development of military strategies and weaponry in World War II. | ENDURING UNDERSTANDINGS | ESSENTIAL QUESTIONS |
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| | Global and economic conditions led to the rise of new political leaders that challenged democratic and capitalistic principles. | <ul style="list-style-type: none"> • Could the United States have prevented the outbreak of World War II? Explain. |
| | Upon entry into World War II, the United States mobilized its citizens and resources to give its Allies unprecedented military and industrial support. | <ul style="list-style-type: none"> • To what extent does American security depend upon the survival of its allies? |
| | America waged an aggressive military campaign in the Pacific Theater, which ultimately brought World War II to an end. | <ul style="list-style-type: none"> • Should the US employ atomic weapons to defeat its enemies in war? Why or why not? |
| | The United States and the Soviet Union emerged from World War II as two superpowers with vastly different political and economic systems that led to a Cold War that lasted almost to the 21 st century. | <ul style="list-style-type: none"> • To what extent was the Cold War inevitable? |
| | The fear of communism led the United States to pursue unsubstantiated charges against American citizens. | <ul style="list-style-type: none"> • Should the United States have feared internal communist subversion in the 1950s? Why or why not? |
| | The 1950's led to a postwar boom in suburban growth, politics, popular culture, and unequal opportunities. | <ul style="list-style-type: none"> • To what extent were the 1950s a time of great peace, progress, and prosperity for all Americans? |
| | KNOWLEDGE | SKILLS |

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| <p>6.1.12.C.11.a: Evaluate the shift in economic resources from the production of domestic to military goods during World War II in terms of opportunity costs and trade-offs, and analyze the impact of the post-war shift back to domestic production.</p> <p>6.1.12.C.11.b: Relate new wartime inventions to scientific and technological advancements in the civilian world.</p> <p>6.1.12.D.11.a: Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.</p> <p>6.1.12.D.11.b: Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.</p> <p>6.1.12.D.11.c: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.</p> <p>6.1.12.D.11.d: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.</p> <p>6.1.12.D.11.e: Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.</p> | <p>Students will know: During the economic upheaval of the Great Depression, some nations turned to fascist and communist regimes.</p> <p>American diplomatic policies prior to World War II evolved from a policy of neutrality, to a policy of increasing involvement with the support of the Lend-Lease Act and the Atlantic Charter.</p> <p>America mobilized for war with the implementation of a government controlled economy, and the Selective Service Act.</p> <p>Nazi Germany, Imperial Japan and the United States of America all had national policies of committing atrocities against civilians and prisoners of war.</p> <p>Japanese-American citizens were forcibly placed in internment camps on the West Coast, violating their constitutional rights.</p> <p>All combatants during World War II engaged in total war strategies including assaults against civilian and non-military targets.</p> <p>In the European theater, Nazi Germany engaged in a policy of extermination of the Jewish population of Europe, other vulnerable groups, and individuals deemed as enemies of the state. In the Pacific theater, the Japanese army invaded and committed atrocities against the citizens of Nanjing and other Pacific islands.</p> | <p>Students will be able to: Identify the types of governments, and the causes of their rise to power after World War I.</p> <p>Evaluate America's military and political policies, and how they addressed the needs of the Allied powers.</p> <p>Describe the efforts of the American people in the war mobilization, including women and minority groups.</p> <p>Identify and use a map to indicate the global military strategy of the U.S. and its Allies in defeating the Axis Powers.</p> <p>Describe the actions and rationale behind the U.S. government's policy of Japanese internment camps during WWII.</p> <p>Evaluate the judicial legitimacy of limiting the rights of citizens.</p> <p>Evaluate reason for and/or against the use of the atomic bomb.</p> <p>Identify and explain the groups targeted by the Nazis, and the rationale for the Final Solution.</p> |
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| <p>RH.11-12.1: Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.</p> <p>RH.11-12.2: Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas, and/or author's perspective(s) develop over the course of the text.</p> <p>RH.11-12.3: Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>RH.11-12.5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>RH. 11-12.6: Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> | <p>Now knowing that the Nazi "Final Solution" was known to many world governments, much criticism has been placed on the leaders of the time for their failure to accept Jewish refugees fleeing Europe.</p> <p>The United States has been credited as the nation responsible for ending the Pacific theater of WWII.</p> <p>The experience of many soldiers in the US Armed forces differed, depending on the theater they fought in.</p> <p>Cold War tensions led to the development of political organizations such as the United Nations, NATO, and the Warsaw Pact.</p> <p>America altered its military strategies to include the threat of massive retaliation in an effort to contain Communist expansion.</p> <p>American foreign policy restricted the expansion of Communism through the use of economic aid to countries recovering from World War II.</p> <p>KEY TERMS: Joseph Stalin, totalitarian, Benito Mussolini, fascism, Adolf Hitler, Nazism, Francisco Franco, Neutrality Acts, Neville Chamberlain, Winston Churchill, appeasement,</p> | <p>Identify the actions and rationale behind the Nazi and Japanese policies of persecution of others.</p> <p>Classify the response of the world to the Holocaust and assess their reasoning behind the lack of action.</p> <p>Describe how American ingenuity, technology, and government policies helped to defeat the Axis Powers.</p> <p>Compare the military experiences of the European Theater and the Pacific Theater.</p> <p>Explain the breakdown of relations between the United States and the Soviet Union after WWII.</p> <p>Compare the aims of the Soviet Union and the United States after WWII.</p> <p>Examine the American government's response to struggling nations and assess their responsibility in the ensuing Communist success/failure in that nation.</p> |
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| <p>RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8: Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.</p> <p>RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>RH.11-12.10: By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.</p> <p>WHST.11-12.1: Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>WHST.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> | <p>Nonaggression Pact, blitzkrieg, Charles de Gaulle, Holocaust, Kristallnacht, genocide, ghetto, concentration camp, Axis Powers, Lend-Lease Act, Atlantic Charter, Allies, Hideki Tojo, George Marshall, Women's Auxiliary Army Corp (WAAC), A. Philip Randolph, Manhattan Project, Office of Price Administration (OPA), War Production Board (WPB), rationing, Dwight D Eisenhower, D-Day, Omar Bradley, George Patton, Battle of the Bulge, V-E Day, Harry S Truman, Douglas MacArthur, Chester Nimitz, Battle of Midway, kamikaze, J. Robert Oppenheimer, Hiroshima, Nagasaki, Nuremberg Trials, GI Bill of Rights, James Farmer, Congress of Racial Equality (CORE), Japanese American Citizen League, Internment, United Nations (UN), satellite nation, containment, Iron Curtain, Cold War, Truman Doctrine, Marshall Plan, Berlin Airlift, North Atlantic Treaty Organization (NATO), Korean War</p> | |
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| <p>6.3.12.C.1: Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.</p> | | |
| <p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Debating the use of the atomic bomb as an end to World War II using primary and/or secondary sources. • Researching and presenting about the details of an assigned battle from World War II. • Analyzing the United States' involvement in the Korean War as a justified means to fight communism and the long term impact on the nations of the area. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Students will analyze materials from well-known figures (such as Dr. Seuss and Disney) and evaluate the arguments being presented about World War II. • Students will determine the impact of the home front in the successes/struggles of World War II through an analysis of social participation in the United States. • Students will analyze the reasons for the widespread panic caused by communism during the postwar years and illustrate the repercussions on society. | | |

RANDOLPH TOWNSHIP SCHOOL DISTRICT
United States History II
Unit III: WWII & Its Aftermath (1931 – 1960)

| SUGGESTED TIME ALLOTMENT | CONTENT-UNIT OF STUDY | SUPPLEMENTAL UNIT RESOURCES |
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| 8 Weeks | <p><i>Post-War Issues & Lead-Up to the 1920s</i></p> <ul style="list-style-type: none"> • America Struggles with Post-War Issues • The Harding Presidency & the Business of America <p><i>The Roaring Twenties</i></p> <ul style="list-style-type: none"> • Changing Ways of Life, Education, and Popular Culture • Women in the 1920s • The Harlem Renaissance <p><i>The Great Depression</i></p> <ul style="list-style-type: none"> • The Nation's Economy • Hardship and Suffering During the Depression • Hoover Responds to the Depression <p><i>The New Deal and FDR</i></p> <ul style="list-style-type: none"> • FDR's First New Deal • The Second New Deal • Culture in the 1930s • The Impact of the New Deal | <p>George W. Hunter, <i>A Civic Biology</i> (New York: American Book Co., 1914), 195-196, 261-263. Available online at <i>Famous Trials in American History</i>, http://famous-trials.com/scopesmonkey</p> <p>Franklin Delano Roosevelt: <i>Inauguration Speeches</i></p> <p>Franklin Delano Roosevelt: <i>Fireside Chats</i></p> |

RANDOLPH TOWNSHIP SCHOOL DISTRICT
United States History II
UNIT IV: Living with Great Turmoil (1954 – 1975)

TRANSFER: Students will be able to use their understanding of this era of social change to advocate for themselves and others in an increasingly diverse society.

| STANDARDS / GOALS: 6.1.12.A.12.a: Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War. 6.1.12.A.12.b: Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts. 6.1.12.C.12.a: Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people. 6.1.12.C.12.c: Analyze how scientific advancements impacted the national and global economies and daily life. 6.1.12.D.12.c: Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations. 6.1.12.D.12.d: Compare and contrast American public support of the | ENDURING UNDERSTANDINGS | ESSENTIAL QUESTIONS |
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| | The differing ideologies of communism and capitalism were the main area of conflict in US-Soviet relations that lasted almost to the 21st century. | <ul style="list-style-type: none"> Was containment an effective policy to thwart communist expansion? Justify. |
| | The quest for normalization, political conservatism, and social conformity in the 1950s laid the groundwork for cultural, social, and political changes in American society. | <ul style="list-style-type: none"> To what extent did the Civil Rights Movement of the 1950s expand democracy for all Americans? |
| | The Supreme Court actively participated in reforms in areas of criminal and civil rights. | <ul style="list-style-type: none"> How did the Warren Court expand or undermine the concept of civil liberties? |
| | The 1960s represented great social, political, and cultural change that had a long term impact on society. | <ul style="list-style-type: none"> What are the strengths and limitations of non-violent protest? |
| | Military action in Vietnam influenced social, political, and cultural changes in the United States. | <ul style="list-style-type: none"> In what ways, if any, did the military conflict in Vietnam bring a domestic revolution to the United States? |
| | The United States' involvement in Southeast Asia led to distrust and disunity among the American people that still lingers today. | <ul style="list-style-type: none"> Is it constitutional for the President of the United States to wage war without Congressional authorization in times of national and international crisis? Explain. |

| government and military during the Vietnam War with that of other conflicts. | KNOWLEDGE | SKILLS |
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| <p>6.1.12.D.12.e: Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War</p> <p>6.1.12.A.13.b: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.</p> <p>6.1.12.B.13.a: Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities.</p> <p>6.1.12.C.13.a: Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights.</p> <p>6.1.12.D.13.a: Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.</p> <p>6.1.12.D.13.b: Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.</p> | <p>Students will know:</p> <p>Cold War tensions led to the development of political organizations such as the United Nations, NATO and the Warsaw Pact in hopes of creating lasting alliances and peace in the post- World War II era.</p> <p>The Cold War involved military conflict in locations throughout the world such as Southeast Asia, The Middle East, Europe, and Central America.</p> <p>The United States’ policy in global affairs focused on stopping the expansion of communism with varying degrees of success.</p> <p>During the late 1940s and early 1950s fear of communism led to unsubstantiated charges against certain American citizens and groups; these charges led to the rise of McCarthyism and the House of Un-American Activities Committee.</p> <p>The presidencies of Truman and Eisenhower led the nation to make social economic and political adjustments in post war America.</p> <p>John F. Kennedy developed the Cold War foreign policy of flexible response and was tested during key events such as the Bay of Pigs, the Cuban Missile Crisis and the Berlin Crisis. Domestically, Kennedy’s programs focused on space exploration & the development of NASA, poverty, the Peace Corps, and the Alliance for Progress.</p> | <p>Students will be able to:</p> <p>Evaluate the effectiveness of the regional alliances in the rebuilding of European nations in the post -World War II period.</p> <p>Identify political and military “hot spots” that developed during the Cold War era.</p> <p>Evaluate the success and failures of the United States’ global policies.</p> <p>Describe the efforts of the United States’ government to investigate the loyalty of its citizens.</p> <p>Compare and contrast domestic policy under Harry S. Truman and Dwight D. Eisenhower.</p> <p>Evaluate the effectiveness of John F. Kennedy’s foreign and domestic policy.</p> |

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| <p>6.1.12.D.13.c: Analyze the successes and failures of women’s rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.</p> <p>6.1.12.D.13.d: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.</p> <p>6.1.12.D.13.e: Relate the changing role of women in the labor force to changes in family structure</p> <p>6.1.12.A.14.b: Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.</p> <p>6.1.12.D.14.f: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.</p> <p>6.1.12.A.15.a: Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union, and determine how the fall influenced the global power structure.</p> <p>RH.11-12.1: Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.</p> | <p>Widespread racism and Jim Crow laws of the south led to horrible and dangerous living conditions for African Americans in the United States.</p> <p>Civil Rights leaders such as, but not limited to, Martin Luther King, Jr., Malcolm X, Stokely Carmichael, Rosa Parks, James Meredith, and Fanny Lou Hamer used a variety of tactics to bring about reform and equality.</p> <p>The assassination of President Kennedy proved that the United States’ government is strong and capable of peaceful succession as Vice President Lyndon B. Johnson took the oath of office following the Tyler Precedent.</p> <p>President Johnson’s Great Society policies increased the federal role in the regulation and administration of education assistance programs, immigration, environmental concerns, tax reforms, consumer advocacy, discrimination, and urban living conditions.</p> <p>The Supreme Court altered the role of the judicial system in addressing issues of voting rights, civil rights, criminal procedure and issues centered on First Amendment principles.</p> <p>The 1968 assassinations of Bobby Kennedy, Martin Luther King, Jr., as well as the Tet Offensive and expansion of the Vietnam War marked a critical point in history. Anti-war movements promoting peace became increasingly popular.</p> | <p>Determine the impetus for the Civil Rights Movement and explain why national government actions were needed to ensure civil rights for African Americans.</p> <p>Compare and contrast the leadership and ideology of civil rights leaders, and evaluate their legacies.</p> <p>Describe the impact of the Kennedy assassination on American society.</p> <p>Summarize the goals of Lyndon B. Johnson’s Great Society.</p> <p>Evaluate the impact of the Warren Court reforms on American society.</p> <p>Identify the critical events that established 1968 as a turning point in history.</p> |
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| <p>RH.11-12.2: Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas, and/or author's perspective(s) develop over the course of the text.</p> <p>RH.11-12.3: Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p> <p>RH.11-12.5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>RH. 11-12.6: Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.</p> | <p>President Johnson's Great Society policies increased the federal role in regulation and administration of education, assistance programs, immigration, environmental concerns, tax reforms, consumer advocacy, and urban living conditions.</p> <p>America's entry and expansion of the conflict in Vietnam was based upon the goal of containing the spread of communism.</p> <p>The credibility gap challenged American institutions such as the government and the military as well as perceptions of these institutions.</p> <p>The draft lottery and draft exemptions divided public opinion and disproportionately impacted minorities and working class Americans.</p> <p>Social factions such as the doves, hawks, Students for a Democratic Society (SDS), and the New Left Movement emerged from the growing divisions in the United States about the conflict.</p> <p>The War Powers Resolution (1973) was created due to the wide ranging powers given to the President of the United States in the Gulf of Tonkin Resolution, and as a result, it reasserted Congressional authority over the decision to send American troops to war.</p> <p>American support of the government and military was vastly different than previous wars, specifically World War II; there were no "Welcome Home" parades which thanked the troops for their services and very few resources for the troops returning home to help them deal mentally with the atrocities of war that they witnessed.</p> | <p>Examine how the Great Society expanded the power of government and its contributions to the conservative backlash.</p> <p>Explain the reasons for the escalation in the United States' involvement in Vietnam.</p> <p>Explain the social, economic, and political impact of the war on American society.</p> <p>Explain the draft policies that led to the Vietnam War becoming a "working class war."</p> <p>Describe the anti-war movement and the growing divisions of American public opinion about the war.</p> <p>Examine constitutional issues involving war powers, as they relate to United States military intervention in the Vietnam Conflict.</p> <p>Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.</p> |
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| <p>RH.11-12.8: Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.</p> <p>RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>RH.11-12.10: By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.</p> <p>WHST.11-12.1: Write arguments focused on <i>discipline-specific content</i>.</p> <p>WHST.11-12.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>WHST.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> | <p>Presidential policies during the Vietnam War were highly controversial and included economic support, military training, and eventually military action and inaction.</p> <p>The United States withdrew from Vietnam attempting to achieve "peace with honor", but political instability in Southeast Asia ensued ultimately leading Vietnam to succumb to a communist state.</p> <p>KEY TERMS: containment, satellite nations, iron curtain, Cold War, Truman Doctrine, Marshall Plan, Berlin airlift, North American Treaty Organization (NATO), Chaing Kai-shek, Mao Zedong, 38th parallel, House Un-American Activities Committee (HUAC), Hollywood Ten, McCarthyism, H-bomb, Central Intelligence Agency (CIA), brinkmanship, Eisenhower Doctrine, Dixiecrat, Fair Deal, flexible response, Berlin Wall, hot line, New Frontier, Peace Corps, Warren Commission, Lee Harvey Oswald, 25th Amendment, Great Society, Immigration Act of 1965, Warren Court, Brown v. Board of Education of Topeka, Southern Christian Leadership Conference (SCLC), Student Nonviolent Committee (SNCC), Civil Rights Act of 1964 & 1968, Voting Rights Act of 1965, Freedom Summer, de facto segregation, de jure segregation, Black Power, Black Panthers, affirmative action, Ho Chi Minh, Viet Minh, domino theory, Vietcong, Ho Chi Minh Trail, Tonkin Gulf Resolution, Army of the Republic of Vietnam (ARVN), napalm, agent orange, credibility gap, draft, New Left, Students for a Democratic Society (SDS), dove, hawk, 17th parallel, Tet Offensive, Vietnamization, My Lai, silent majority, War Powers Act, Pentagon Papers</p> | <p>Evaluate presidential policies regarding the Vietnam War from the Truman administration through Ford.</p> <p>Describe how the United States' withdrawal from Vietnam affected Southeast Asia.</p> |
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Defining the American Dream, comparing their definition to other definitions, and determining through analysis of popular culture if it still exists in today's society.
- Investigating the various theories about John F. Kennedy's assassination, presenting their findings to the class, and evaluating the validity of their assigned theory.
- Defending their opinion on the draft and determining if they would have served in Vietnam by discussing options available at the time (deferment, conscientious objector, draft dodger.)

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will examine the various 'hot spots' of the Cold War (Bay of Pigs, Cuban Missile Crisis, Vietnam) and either discuss or write about whether the risk of nuclear war was justified by these military actions.
- Students will evaluate the significance of various events during the Civil Rights Movement (Montgomery Bus Boycott, Brown v. Board of Education, Martin Luther King Jr.'s assassination, etc.) through primary and secondary sources.
- Students will receive direct instruction and read Supreme Court decisions and then determine the successes and failures of Lyndon B. Johnson's Great Society and the Warren Court and defend their opinion.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
United States History II
Unit IV: Living with Great Turmoil (1954 – 1975)

| SUGGESTED TIME ALLOTMENT | CONTENT-UNIT OF STUDY | SUPPLEMENTAL UNIT RESOURCES |
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| 7 Weeks | <p><i>The Postwar Boom</i></p> <ul style="list-style-type: none"> • Postwar America <p><i>The New Frontier and the Great Society</i></p> <ul style="list-style-type: none"> • John F. Kennedy & the Cold War • Lyndon B. Johnson & The Great Society <p><i>Civil Rights</i></p> <ul style="list-style-type: none"> • Segregation • Triumphs of a Crusade • Challenges of the Movement <p><i>Vietnam War Years</i></p> <ul style="list-style-type: none"> • United States Involvement & Escalation • A Nation Divided • The War & its Legacy | <p>Joel, Billy, and Ray Charles. <i>We Didn't Start the Fire</i>. Billy Joel. Sony, 1997. CD.</p> <p>President Truman's Message to Congress; March 12, 1947; Document 171; 80th Congress, 1st Session; Records of the United States House of Representatives; Record Group 233; National Archives.</p> <p><i>Thirteen Days</i>. Dir. Roger Donaldson. New Line Cinema Presents, 2000.</p> <p>Kennedy, John Fitzgerald. "Civil Rights Address" (June 11, 1963), transcribed by Michael E. Eidenmuller, www.americanrhetoric.com</p> <p><i>Zapruder Film</i>. Dir. Abraham Zapruder. <i>The Zapruder Film HQ</i>. N.p., 11 Dec. 2012. Web. 5 July 2017</p> <p>Warren, Earl. <i>The Warren Report: A Report of the President's Commission on the Assassination of President John F. Kennedy</i>. New York: Associated, 1965. Print.</p> <p>King, Martin L., Jr. "I Have a Dream." Speech. Lincoln Memorial, Washington, D. C. 28 Aug. 1963.</p> |

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| | | <p>Tonkin Gulf Resolution; Public Law 88-408, 88th Congress, August 7, 1964; General Records of the United States Government; Record Group 11; National Archives.</p> <p><i>We Were Soldiers (2002)</i>. Dir. Randall Wallace. Perf. Mel Gibson, Barry Pepper, Chris Klein, Greg Kinnear, Madeleine Stowe. Icon Entertainment International, 2002. DVD.</p> |
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RANDOLPH TOWNSHIP SCHOOL DISTRICT
United States History II
UNIT V: Passage to a New Century

TRANSFER: Students will be able to analyze presidential and government actions to think critically about the strengths and limitations of the United States government.

| STANDARDS/GOALS: | ENDURING UNDERSTANDINGS | ESSENTIAL QUESTIONS |
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| 6.1.12.A.14.a: Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times. | The American public began to distrust their government as a result of the conspiracies and revelations concerning Watergate in the media and during Congressional hearings. | <ul style="list-style-type: none"> Was the Watergate scandal a sign of strength or weakness in the United States system of government? Justify. How has the term and scandal of Richard Nixon changed the American perception of office of the President? |
| 6.1.12.A.14.b: Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies. | Ronald Reagan decreased the role of the government in daily life. | <ul style="list-style-type: none"> Did the policies of the Reagan administration strengthen or weaken the United States? Explain. |
| 6.1.12.A.14.d: Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms. | The economic crisis in the 1970s and Reaganomics in the 1980s created debate among political parties on how to address economic and social concerns of the nation. | <ul style="list-style-type: none"> What is the appropriate role of government in individual's lives? |
| 6.1.12.A.14.f: Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy. | The central focus of foreign policy during the 1980s and early 1990s was to stop the spread of communism in the Western Hemisphere through military buildup and support of anti-Communist regimes. | <ul style="list-style-type: none"> Did the United States win the Cold War? Justify. |
| 6.1.12.A.14.g: Analyze the impact of community groups and state policies that strive to increase the youth vote (i.e., distribution of voter registration forms in high schools). | Advances in technology have created worldwide access to communication and information. | <ul style="list-style-type: none"> To what extent is extensive access to technology beneficial to society? |
| | Political polarization increased as the Democrats gained control of the White House in the 1990s, and the | <ul style="list-style-type: none"> Do political parties serve the public interest and further the cause of democracy? Explain. |

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| <p>6.1.12.B.14.c: Evaluate the impact of individual, business, and government decisions and actions on the environment, and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.</p> | <p>Republicans came to power at the beginning of the new millennium.</p> | |
| <p>6.1.12.C.14.b: Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy.</p> <p>6.1.12.C.14.c: Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.</p> <p>6.1.12.D.14.a: Determine the relationship between United States domestic and foreign policies.</p> <p>6.1.12.D.14.d: Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.</p> <p>6.1.12.D.14.f: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.</p> <p>6.1.12.A.15.a: Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union, and determine how the fall influenced the global power structure.</p> | <p style="text-align: center;">KNOWLEDGE</p> <p>Students will know:</p> <p>President Nixon tried to steer the country in a conservative direction and away from federal control.</p> <p>President Nixon, along with Henry Kissinger, used new diplomatic measures including: détente, realpolitik, weapon reduction treaties, and OPEC to deal with Cold War tensions.</p> <p>The Watergate scandal led to Nixon's downfall and challenged the ideas of executive power and privilege. The Ford and Carter administrations attempted to remedy the nation's worst economic crisis in decades.</p> <p>President Carter strived for a foreign policy committed to human rights.</p> <p>During the 1970s, Americans strengthened their efforts to address the nation's environmental problems.</p> | <p style="text-align: center;">SKILLS</p> <p>Students will be able to:</p> <p>Evaluate President Nixon's domestic agenda.</p> <p>Analyze Nixon's foreign policy as it relates to the Cold War.</p> <p>Investigate the events of the Watergate scandal and critique how it affected the role of the presidency.</p> <p>Compare and contrast Ford and Carter's policies to address the economic problems plaguing American society during the 1970s.</p> <p>Examine the role of human rights as a part of President Carter's foreign policy.</p> <p>Evaluate the successes and failures of both Ford and Carter's presidencies.</p> <p>Identify the factors that increased Americans' concerns about environmental issues, evaluate</p> |

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| <p>6.1.12.A.15.b: Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.</p> <p>6.1.12.A.15.c: Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.</p> <p>6.1.12.A.15.d: Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.</p> <p>6.1.12.A.15.e: Analyze the impact of United States support for the policies and actions of the United Nations and other international organizations.</p> <p>6.1.12.A.15.f: Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.</p> <p>6.1.12.B.15.a: Evaluate the effectiveness of the United States government's efforts to provide humanitarian assistance during international natural disasters and times of crises.</p> <p>6.1.12.C.15.a: Relate the role of America's dependence on foreign oil to its economy and foreign policy.</p> <p>6.1.12.C.15.b: Assess economic priorities related to international and domestic needs, as reflected in the national budget.</p> | <p>The conservative agenda of the 1980s included goals to decrease the size of the federal government, promote family values, promote patriotic ideas, stimulate business, reduce regulations and taxes, and strengthen national defense.</p> <p>Reaganomics promoted the ideas of supply-side economics and "trickle-down theory."</p> <p>Social issues involving health care, education, civil rights, and equal rights challenged American society in the 1980s.</p> <p>The end of the Cold War led to an increased focus on Central America and the Middle East under Presidents Reagan and Bush.</p> <p>The presidency of Bill Clinton was defined by his promise to move away from traditional democratic policies, moving people off welfare, health care reform, and a call for growth in private business as a means to economic progress.</p> | <p>the applied solutions, and propose their own solutions to current environmental problems.</p> <p>Appraise the goals of the conservative movement.</p> <p>Identify the goals of Reaganomics and evaluate its impact.</p> <p>Examine the obstacles people faced and progress made in the 1980s and compare to modern society.</p> <p>Predict how United States' foreign policy in the 1980s may have contributed to religious and political animosity throughout the world.</p> <p>Identify major events in Clinton's presidency and describe their significance.</p> |
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| <p>6.1.12.D.15.a: Compare United Nations policies and goals (i.e., the International Declaration of Human Rights and the United Nations Millennium Development Goals) intended to promote human rights and prevent the violation of human rights with actions taken by the United States.</p> <p>6.1.12.D.15.c: Explain how and why religious tensions and historic differences in the Middle East have led to international conflicts, and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.</p> <p>RH.11-12.1: Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.</p> <p>RH.11-12.2: Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas, and/or author's perspective(s) develop over the course of the text.</p> <p>RH.11-12.3: Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term</p> | <p>KEY TERMS: Cesar Chavez, United Farm Workers Organizing Committee, La Raza Unida, American Indian Movement (AIM), Betty Friedan, feminism, National Organization for Women (NOW), Gloria Steinem, Equal Rights Amendment (ERA), Phyllis Schlafly, counterculture, Haight-Ashbury, Richard M. Nixon, New Feudalism, revenue sharing, Family Assistance Plan (FAP), Southern Strategy, stagflation, OPEC (Organization of Petroleum Exporting Countries), Realpolitik, détente, SALT I Treaty, impeachment, Watergate, H.R. Haldeman, John Ehrlichman, John Mitchell, Committee to Reelect the President, John Sirica, Saturday Night Massacre, Gerald R. Ford, Jimmy Carter, National Energy Act, Camp David Accords, Ayatollah Ruhollah Khomeini, Rachel Carson, Earth Day, environmentalist, Environmental Protection Agency (EPA), Three Mile Island, entitlement program, new right, Affirmative Action, reverse discrimination, conservative coalition, moral majority, Ronald Reagan, Reaganomics, supply-side economics, Strategic Defense Initiative, Sandra Day O'Connor, deregulation, Geraldine Ferraro, George Bush, HIV & AIDS, pay equity, L. Douglas Wilder, Jesse Jackson, Lauro Cavazos, Antonia Coello Novello, Mikhail Gorbachev, Glasnost, Perestroika, INF Treaty, Tiananmen Square, Sandinistas, contras, Operation Desert Storm, William Jefferson Clinton, Hillary Rodham Clinton, H. Ross Perot, NAFTA, Newt Gingrich, Contract with America, Al Gore, George W. Bush, Bill Gates, NASDAQ, dotcom, General Agreement on Tariffs and Trade (GATT), internet, Telecommunications Act of 1996, genetic engineering, urban flight, gentrification, Proposition 187</p> | |
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| <p>over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p> <p>RH.11-12.5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>RH. 11-12.6: Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8: Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.</p> <p>RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>RH.11-12.10: By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.</p> <p>WHST.11-12.1: Write arguments focused on <i>discipline-specific content</i>.</p> | | |
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| <p>WHST.11-12.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>WHST.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> | | |
| <p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Debating if Richard Nixon should have been pardoned for his alleged crimes and defend their conclusion. • Critiquing the foreign policy of the 1980s - 2000 and determine the factors that were instrumental in the United States' rapidly changing political stances. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Students will examine the changing role of the presidency throughout history through the use of current events and primary/secondary sources. • Students will engage in a Socratic Seminar/fishbowl discussion on the emergence of terrorism in the United States. | | |

RANDOLPH TOWNSHIP SCHOOL DISTRICT
United States History II
UNIT V: Passage to a New Century

| SUGGESTED TIME ALLOTMENT | CONTENT-UNIT OF STUDY | SUPPLEMENTAL UNIT RESOURCES |
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| 5 Weeks | <p><i>Ongoing Civil Rights and Social Movements</i></p> <ul style="list-style-type: none"> • Latinos and Native Americans Seek Equality • Women Fight for Equality • Culture and Counterculture <p><i>Presidents Nixon, Ford, and Carter</i></p> <ul style="list-style-type: none"> • The Nixon Administration • Watergate • The Ford and Carter Administrations • Environmental Activism <p><i>Conservatism in the 1980s</i></p> <ul style="list-style-type: none"> • Conservative Policies Under Reagan and Bush • Social Concerns in the 1980s • Foreign Policy After the Cold War <p><i>Changing Face of America in the 1990s</i></p> <ul style="list-style-type: none"> • The New Global Economy • Technology and Modern Life | <p>Nixon, Richard (1974). <i>The White House Transcripts</i>. New York: Viking Press.</p> <p>American Experience: <i>Race for the Superbomb</i> http://www.pbs.org/wgbh/amex/bomb</p> <p>Source: Hartman, Gary, Roy M. Mersky, and Cindy L. Tate. "United States v. Nixon." <i>Landmark Supreme Court Cases</i>. New York: Facts On File, Inc., 2004. <i>American History Online</i>. Facts On File, Inc.</p> <p>Nixon, Richard M., and Gerald Ford. "Richard Nixon's Resignation Letter & Ford's Pardon." <i>National Archives</i>. N.p., 2017. Web. 10 July 2017. https://www.archivesfoundation.org/documents/</p> <p>Report of the Presidential Commission on the Space Shuttle Challenger Accident</p> <p>Ronald Reagan: speeches</p> <p>William J. Clinton: impeachment documents</p> |

RANDOLPH TOWNSHIP SCHOOL DISTRICT
United States History II
Unit VI: Modern America (2000 – present)

TRANSFER: Students will be able to evaluate modern politics and culture in order to better understand the climate in which they live.

| STANDARDS/GOALS: | ENDURING UNDERSTANDINGS | ESSENTIAL QUESTIONS |
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| 6.1.12.A.15.e: Analyze the impact of United States support for the policies and actions of the United Nations and other international organization. | The war on terror has influenced government policies, both domestic and foreign, throughout the 2000s and has continued to dominate American political discourse. | <ul style="list-style-type: none"> What factors push people to resort to acts of terrorism? |
| 6.1.12.A.15.f: Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations. | The need for commodities and the emergence of extremist theocracies increased American involvement in the affairs of the Middle East, without official Congressional approval of wartime activities. | <ul style="list-style-type: none"> To what extent is peace and stability in the Middle East vital to the economic and national security interests of the United States? |
| 6.1.12.B.15.a: Evaluate the effectiveness of the United States government's efforts to provide humanitarian assistance during international natural disasters and times of crises. | The United States has been involved in numerous military operations, often with the hope of maintaining worldwide peace. | <ul style="list-style-type: none"> Is it constitutional for the United States to fight preemptive wars? Defend. |
| 6.1.12.C.15.a: Relate the role of America's dependence on foreign oil to its economy and foreign policy. | Foreign policy decisions in the wake of the September 11th attacks are driven by concerns about global and domestic security against terrorism and the rise of extremism as much as maintenance of our economic strength. | <ul style="list-style-type: none"> Can liberty, economic prosperity, and global security coexist? Explain. |
| 6.1.12.C.15.b: Assess economic priorities related to international and domestic needs, as reflected in the national budget. | Progress with civil rights legislation (e.g., women, the LGBT+ community, African Americans, and other minorities) has led to extreme social backlash. | <ul style="list-style-type: none"> Are the benefits of progress worth the costs? Explain. |
| 6.1.12.D.15.a: Compare United Nations policies and goals (i.e., the International declaration of Human Rights and the United Nations Millennium Development | KNOWLEDGE | SKILLS |
| | Students will know: | Students will be able to: |

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| <p>Goals) intended to promote human rights and prevent the violation of human rights with actions taken by the United States.</p> <p>6.1.12.D.15.b: Compare the perspectives of other nations and the United States regarding United States foreign policy.</p> <p>6.1.12.D.15.c: Explain how and why religious tensions and historic differences in the Middle East have led to international conflicts, and analyze the effectiveness of the United States policy and actions in bringing peaceful resolutions to the region.</p> <p>6.1.12.D.15.d: Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.</p> <p>6.1.12.A.16.a: Examine the impact of media and technology on political and social issues in a global society.</p> <p>6.1.12.A.16.b: Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.</p> <p>6.1.12.A.16.c: Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.</p> <p>6.1.12.B.16.a: Explain why natural resources (i.e., fossil fuels, food, and</p> | <p>An increase in terrorism and conflict in the Middle East has influenced the United States' relationship with other nations from a foreign policy perspective.</p> <p>Changing immigration patterns, and an increase in people wanting to come to the United States, has resulted in new policies and debates.</p> <p>A variety of topics are constantly changing and evolving in American society, including international issues, world health issues/epidemics, women's issues, health care, LGBT+ Issues, constitutional rights and climate change.</p> <p>KEY TERMS: September 11th, anthrax, terrorism, al-Qaeda, Osama bin Laden, Taliban, War on Terror, George W Bush, Patriot Act, Homeland Security, Federal Aviation Administration, Transportation Security Administration, Afghanistan, Iraq, Saddam Hussein, weapons of mass destruction (WMD), Operation Iraqi Freedom, Coalition Provisional Authority (CPA), illegal immigration, Columbine, No Child Left Behind, Medicaid, Medicare, Medicare Prescription Drug Improvement and Modernization Act of 2003 (MMA), Charitable Choice Act, Napster, reality television, Apple, Steve Jobs, Microsoft, Bill Gates, Google, YouTube, Facebook, Mark Zuckerberg, Twitter, Hurricane Katrina, 2008 Housing Bubble, Barack Obama, Joseph Biden, Affordable Care Act/Obamacare, Federal Stimulus Bill, gender gap, Hurricane Sandy, Deepwater Horizon Explosion, New Strategic Arms Reduction Treaty (New Start), WikiLeaks, Julian Assange, Arab Spring, Sonia Sotomayor, Matthew</p> | <p>Identify changing domestic views and responses to terrorism around the world and assess the United States' role as a world police force.</p> <p>Compare and contrast the different waves of immigration in United States history and analyze government responses to each group of people.</p> <p>Synthesize the different roles played by various social, political, economic, and racial groups on American culture, and how they work together to impact modern society.</p> |
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| <p>water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.</p> <p>6.1.12.C.16.a: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.</p> <p>6.1.12.C.16.b: Predict the impact of technology on the global workforce and on entrepreneurship.</p> <p>6.1.12.C.16.c: Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.</p> <p>6.1.12.D.16.a: Analyze the impact of American culture on other world cultures from multiple perspectives.</p> <p>6.1.12.D.16.b: Explain how and why technology is transforming access to education and educational practices worldwide.</p> <p>6.1.12.D.16.c: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.</p> | <p>Shepard and James Byrd Jr. Hate Crimes Prevention Act, Haiti Earthquake, Volcker Rule, Elena Kagan, Dodd-Frank Wall Street Reform and Consumer Protection Act, Post-911 GI Bill, Rosa’s Law, 21st Century Communications and Video Accessibility Act, Healthy Hunger-Free Kids Act of 2010, Tucson Shootings, Gabrielle Giffords, Budget Control Act, American Jobs Act, Iranian Sanctions, Stop Trading on Congressional Knowledge Act (STOCK), American Taxpayer Relief Act, Don’t Ask Don’t Tell Repeal (DADT), Trayvon Martin, Sandy Hook Shooting, Boston Marathon Bombing, Edward Snowden, climate change, Raul Castro, Violence Against Women Reauthorization Act of 2013, Climate Action Plan, Bipartisan Student Loan Certainty Act of 2013, Federal Agriculture Reform and Risk Management Act of 2014, Child Care and Development Block Grant of 2014, Clay Hunt Suicide Prevention for American Veterans Act, veteran suicide epidemic, Paris Climate Change Conference, Antonin Scalia, Merrick Garland, Neil Gorsuch, ISIS/ISIL, Black Lives Matter, Flint Water Crisis, Hillary Clinton, Donald Trump, Mike Pence, severe acute respiratory syndrome (SARS), “Swine Flu” (H1N1), 2014 West African Ebola Outbreak, Kim Jong-il, Kim Jong-un, NASA Mars Exploration Rover, Islamophobia, homophobia, Obergefell v. Hodges, same-sex marriage, Pulse shooting, Women’s March, Keystone and Dakota Access Pipelines, Syria, Comey Hearings</p> | |
| <p>RH.11-12.1: Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from</p> | | |

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| <p>specific details to develop an understanding of the text as a whole.</p> <p>RH.11-12.2: Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas, and/or author's perspective(s) develop over the course of the text.</p> <p>RH.11-12.3: Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p> <p>RH.11-12.5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>RH. 11-12.6: Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.</p> | | |
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| <p>RH.11-12.8: Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.</p> <p>RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>RH.11-12.10: By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.</p> <p>WHST.11-12.1: Write arguments focused on <i>discipline-specific content</i>.</p> <p>WHST.11-12.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>WHST.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>6.3.12.D.1: Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.</p> | | |
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| 6.3.12.D.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions. | | |
| <p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Determining whether the attack on September 11, 2001 was an act of terrorism or an act of war and constructing and defending their opinion to their classmates in a writing assignment or in-class debate/discussion. • Comparing the Patriot Act to other limits on civil liberties during times of national crisis, such as the Alien and Sedition Acts. Discussing whether the government was justified in each of the instances. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Students will compare and contrast the attack of December 7, 1941 on Pearl Harbor to the attack of September 11, 2001 in New York, Pennsylvania and Washington, DC through the use of video clips, newscasts, and both presidential and societal reactions. • Students will compare the September 11 Memorial at Ground Zero to other memorial sites (Vietnam, Pearl Harbor, World War II) and as a group investigate the reasons behind the symbolism through a gallery walk. | | |

RANDOLPH TOWNSHIP SCHOOL DISTRICT
United States History II
Unit VI: Modern America (2000 – present)

| SUGGESTED TIME ALLOTMENT | CONTENT-UNIT OF STUDY | SUPPLEMENTAL UNIT RESOURCES |
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| 5 Weeks | <ul style="list-style-type: none"> • September 11, 2001/War on Terror • The United States and Global Conflict • Immigration Patterns • Current Events | <p>PATRIOT ACT of 2001</p> <p>911 Commission Report</p> <p>Human Rights Campaign</p> <p>Inaugural Speeches from Unit-Specific Presidents (George W Bush, Barack Obama, Donald Trump)</p> <p>Supreme Court Cases</p> <p>Various Current Event Sources (Examples: Associated Press, Washington Post, Slate, New York Times, Wall Street Journal, misc. news agencies), used for continuing analysis of current events, and connection to curricular material.</p> |

APPENDIX A – Additional/Optional Resources

The Americans, McDougal-Littell, © 2009, ISBN - 10:0-618-94377-3

American Stories, Primary Source Library DVD, ISBN – 0-618-72167-3

United States History, Primary Source CD-ROM, ISBN – 10:0-03-041932-8

African American Biographies, McDougal-Littell, ISBN - 13:978-0-618-83257-6

Hispanic American Biographies, McDougal-Littell, ISBN – 13:978-0-618-80344-6

Native American Biographies, McDougal-Littell, ISBN – 13:978-0-618-80345-3

Differentiated Instruction Modified Worksheets and Tests CD-ROM, Holt, Rinehart, and Winston, ISBN – 13:978-0-03-037386-2

Library of Primary Sources CD-ROM, Holt McDougal, ISBN – 13:978-0-54-723204-1

Unit I: Modern America Emerges (1900-1920)

- Act of July 2, 1890 (Sherman Anti-Trust Act). July 2, 1890; Enrolled Acts and Resolutions of Congress, 1789-1992; General Records of the United States Government; Record Group 11; National Archives.
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