

SOCIAL STUDIES

SS35—American History

Course #: SS-35
Course Name: American History II
Prerequisites: None

Grade Level: 11
Level of Difficulty: Medium
of Credits: ½ (One semester)

The following Social Studies performance objectives are integrated throughout the entire course:

HISTORICAL RESEARCH SKILLS

- | | | |
|-------|------|---|
| S1C1 | PO 1 | Interpret historical data displayed in maps, graphs, tables, charts, and geologic time scales. |
| S1C1 | PO 3 | <i>Formulate questions that can be answered by historical study and research.</i> |
| S1C1 | PO 4 | Construct graphs, tables, timelines, charts, and narratives to interpret historical data. |
| S1C1 | PO 5 | Evaluate primary and secondary sources for: <ul style="list-style-type: none">a. authors' main pointsb. purpose and perspectivec. facts vs. opinionsd. different points of view on the same historical event (e.g., Geography Concept 6 – geographical perspective can be different from economic perspective)e. credibility and validity |
| S1C1 | PO 6 | Apply the skills of historical analysis to current social, political, geographic, and economic issues facing the world. |
| S1C1 | PO 7 | Compare present events with past events: <ul style="list-style-type: none">a. cause and effectb. change over timec. different points of view |
| S1C10 | PO 1 | <i>Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</i> |
| S1C10 | PO 2 | <i>Identify the connection between current and historical events and issues using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</i> |

GEOGRAPHY SKILLS

- | | | |
|------|------|--|
| S4C1 | PO 2 | Interpret maps and images (e.g., political, physical, relief, thematic, Geographic Information Systems [GIS], Landsat). |
| S4C6 | PO 1 | Analyze how geographic knowledge, skills, and perspectives (e.g., use of Geographic Information Systems in urban planning, reapportionment of political units, locating businesses) are used to solve contemporary problems. |

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LANGUAGE ARTS CONNECTION

The following Reading and Writing performance objectives are integrated throughout the entire course:

Reading

S1C4: Vocabulary	Acquire and use new vocabulary in relevant contexts
S1C6: Comprehension Strategies	Employ strategies to comprehend text
S3C1: Expository Text	Identify, analyze and apply knowledge of the purpose, structures, and elements of expository text.
S3C3: Persuasive Text	Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.

Writing

S1C1 PO1:	Generate ideas through a variety of activities (e.g., brainstorming, notes and logs, graphic organizers record of writing ideas and discussion, printed material or other sources).
S1C PO3:	Determine the intended audience of a writing piece.
S1C1 PO5:	Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing.
S2C1 PO1:	Maintain a clear, narrow focus to support the topic.
S2C1 PO3:	Provide sufficient, relevant, and carefully selected details for support.
S2C4 PO1:	Use accurate,, specific, powerful words and phrases that effectively convey the intended message.
S2C4 PO1:	Use words that evoke clear images..
S2C6 PO1:	Use capitals correctly for: <ol style="list-style-type: none"> a. proper nouns. b. words used as names (e.g., Grandpa, Aunt Lyn). c. literary titles (book, story, poem, play, song). d. titles. e. abbreviations. f. proper adjectives (e.g., German shepherd, Chinese restaurant).
S2C6 PO9:	Spell words correctly.
S3C2 PO1:	Write a multi-paragraph essay (e.g., comparer/contrast, cause/effect, process) that: <ol style="list-style-type: none"> a. includes background information to establish the thesis (hypothesis, essential question), as appropriate. b. states a thesis (hypothesis, essential question) with a narrow focus. c. includes evidence in support of a thesis (hypothesis, essential question) in the form of details, facts, examples, or reasons. g. includes relevant factors and variables that need to be considered. i. includes an effective conclusion.

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American History SS35—Suggested Teaching Timeline										
	<i>First Semester</i>					<i>Second Semester</i>				
	August	September	October	November	December	January	February	March	April	May
Historical Research Skills	→									
Geography Skills	→									
Language Arts Connection	→									
A Growing Nation						(3 weeks) →				
Early 20th Century							(3 weeks) →			
World War II								(3 weeks) →		
The Cold War									(2 weeks) →	
America in the 50's, 60's and 70's									(4 weeks) →	
Contemporary Issues										(2 weeks) →
<i>*Historical Research Skills, Geography Skills, and Language Arts Connections are to be taught throughout entire course.</i>										

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A Growing Nation			
Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p>S1C7-PO1: Analyze how the following aspects of industrialization transformed the American economy beginning in the late 19th century:</p> <ul style="list-style-type: none"> a. mass production b. monopolies and trusts (e.g., Robber Barons, Taft-Hartley Act) c. economic philosophies and strategies (e.g., laissez faire, Social Darwinism, free silver, gold standard, vertical and horizontal integration) d. labor movement (e.g., Bisbee Deportation, Unions: Knights of Labor, AFL, Haymarket Square Riot, Homestead Strike, Pullman Strike) e. trade 	<p>S4C2-PO5: Examine how the geographic characteristics of a place affect the economics and culture (e.g., location of Panama Canal).</p>	<ul style="list-style-type: none"> • industrialization • mass production • monopolies • trust • Robber Barons • Taft-Hartley Act • laissez faire • Social Darwinism • free silver • gold standard • vertical integration • horizontal integration • Bisbee Deportation • unions • Knights of Labor • American Federation of Labor (AFL) • Haymarket Square Riot • Homestead Strike • Pullman Strike 	

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A Growing Nation			
Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p>S1C7-PO2: Assess how the following social developments influenced American society in the late nineteenth and early twentieth centuries:</p> <ul style="list-style-type: none"> a. mass media (e.g., political cartoons, yellow journalism, radio) b. changing patterns in Immigration (e.g., Ellis Island, Angel Island, Chinese Exclusion Act) c. Civil Rights issues (e.g., Women’s Suffrage Movement, Susan B. Anthony, Elizabeth Cady Stanton, lynchings, Plessy v. Ferguson, Booker T. Washington, W.E.B. DuBois, Marcus Garvey) 	<p>S4C4-PO5: Analyze the development, growth and changing nature of cities (e.g., urban sprawl, suburbs, city revitalization).</p> <p>S4C4-PO1: Interpret population growth and demographics (e.g., birth and death rates, population growth rates, doubling time and life expectancy, carrying capacity).</p> <p>S4C4-PO8: Explain how ideas, customs, and innovations (e.g., religion, language, political philosophy, technological advances, higher education, economic principles) are spread through cultural diffusion.</p>	<ul style="list-style-type: none"> • Yellow journalism • Ellis Island • Angel Island • Chinese Exclusion Act • Women’s Suffrage Movement • Susan B. Anthony • Elizabeth Cady Stanton • lynchings • Plessy v. Ferguson • Booker T. Washington • W.E.B. DuBois • Marcus Garvey • mass media 	<p>Service Learning Research an immigrant culture. Write a story, design a lesson and create a game to share with elementary students on that culture.</p> <p>Service Learning: Create a family tree.</p> <p>Service Learning: Interview an individual on their or their family immigration history. Type it up and give it to the interviewee</p> <p>Service Learning: Write a letter to the editor on current civil rights issue</p>

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A Growing Nation			
Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p>S1C7-PO3: Analyze events which caused a transformation of the United States during the late nineteenth and early twentieth centuries:</p> <ul style="list-style-type: none"> a. Populism b. Progressive Movement (e.g., Sixteenth through Nineteenth Amendments, child labor, muckrakers) c. corruption (e.g., Tammany Hall, spoils system) d. Imperialism (e.g., Spanish American War, annexation of Hawaii, Philippine-American War) e. Teddy Roosevelt (e.g., conservationism, Panama Canal, national parks, trust busting) 	<p>S1C7-PO4: Analyze the effect of direct democracy (initiative, referendum, recall) on Arizona statehood.</p> <p>S4C2-PO2: Describe the factors (e.g., demographics, political systems, economic systems, resources, culture, expansion of U.S. Territories) that contribute to the variations between developing and developed regions.</p>	<ul style="list-style-type: none"> • initiative • referendum • recall • populism • Progressive Movement • Sixteenth Amendment • Seventeenth Amendment • Eighteenth Amendment • Nineteenth Amendment • muckrakers • Tammany Hall • spoils system • imperialism • Spanish-American War • Teddy Roosevelt • conservationism • Panama Canal • Philippine-American War • national parks • trust busting • Hawaii • annexation 	<p>Service Learning: Research a conservation issue and write a letter to the editor or to the appropriate member of the government on the issue.</p>

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Early 20 th Century			
Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p>S1C7-PO3: Analyze events which caused a transformation of the United States during the late nineteenth and early twentieth centuries:</p> <p>a. World War I (e.g., League of Nations, Isolationism, propaganda, Great Migration)</p> <ol style="list-style-type: none"> 1. who was involved 2. causes (e.g., submarine warfare, Lusitania, Zimmerman Note) 3. turning points (Bolshevik Revolution) 4. technology (chemical warfare, planes, tanks, trench warfare) 5. outcomes/effects (e.g., Treaty of Versailles, alliances, Fourteen Points) <p>b. Red Scare/Socialism (e.g., Sacco and Vanzetti, Xenophobia, KKK)</p>		<ul style="list-style-type: none"> • League of Nations • isolationism • propaganda • Great Migration • Allied Powers • Axis Powers • submarine warfare • Lusitania • Zimmerman Note • Bolshevik Revolution • chemical warfare • trench warfare • Treaty of Versailles • alliances • Red Scare • socialism • Sacco and Vanzetti • xenophobia • Ku Klux Klan • Fourteen Points • Woodrow Wilson 	<p>Service Learning: Design a game based on World War I give it to a Jr. High Class</p>

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Early 20 th Century			
Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p>S1C7-PO2: Assess how the following social developments influenced American society in the late nineteenth and early twentieth centuries:</p> <p>a. changing patterns in Immigration (e.g., Immigration Act of 1924 Nativism, National Origins Act 1924, 1921 Emergency Quota Act)</p> <p>b. urbanization and social reform (e.g., health care, housing, food & nutrition, child labor laws)</p> <p>c. mass media (e.g., political cartoons, radio)</p> <p>d. consumerism (e.g., advertising, standard of living, consumer credit)</p> <p>e. Roaring Twenties (e.g., Harlem Renaissance, leisure time, jazz, changed social mores, prohibition)</p> <p>f. fundamentalism vs. modernism (e.g., Scopes trial)</p> <p>g. mass production (e.g., Ford, assembly line)</p>	<p>S4C2-PO6: Analyze how a region changes over time (e.g., U.S./Mexico border, Europe from World War I to the development of European Union, change from pre- to post-colonialism in Africa, Hong Kong).</p>	<ul style="list-style-type: none"> • nativism • National Origins Act 1924 • Emergency Quota Act 1921 • urbanization • child labor • consumerism • standard of living • consumer credit • Roaring 20's • Harlem Renaissance • jazz • social mores • Prohibition • fundamentalism • modernism • Scopes trial • Henry Ford • assembly line • Warren G. Harding • Calvin Coolidge • Herbert Hoover 	<p>Service Learning: Create a brochure about the use of consumer credit distribute to families who are in shelter situations</p> <p>Service Learning: Create a lesson about jazz and the Harlem renaissance to share with 3rd graders</p> <p>Service Learning: Research the current Arizona issues of the U.S. /Mexico boarder prepare an opinion paper to submit to the Arizona legislation and Arizona government or write a letter to the editor</p>

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Early 20 th Century			
Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p>S1C8-PO1: Describe causes and consequences of the Great Depression. a. economic causes of the Depression (e.g., economic policies of 1920s, investment patterns, Buying on Margin, and stock market crash) b. Dust Bowl (e.g., environmental damage, internal migration) c. effects on society (e.g., fragmentation of families, Hoovervilles, unemployment, business failure, breadlines) d. changes in expectations of government (e.g., New Deal programs, Eleanor Roosevelt, critics, social reforms, court packing)</p>	<p>S4C5-PO3: Analyze how changes in the natural environment can increase or diminish its capacity to support human activity (e.g., major droughts, Dust Bowl).</p>	<ul style="list-style-type: none"> • Great Depression • investment • stock market crash • Dust Bowl • buying on margin • Hoovervilles • breadlines • New Deal • Social Security Act • National Recovery Act(NRA) • Tennessee Valley Authority(TUA) • Agricultural Adjustment Act (AAA) • Civilian Conservation Corp. (CCC) • court packing • Franklin D. Roosevelt • Eleanor Roosevelt • Francis Perkins • Townsend Charles • Huey Long 	<p>Service Learning: Prepare a lesson display, book or Dinah Zyke to be used by 4th grade students</p>

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World War II			
Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p>S1C8-PO2: Describe the impact (causes) of American involvement in World War II:</p> <p>a. economic recovery from the Great Depression b. movement away from isolationism c. war mobilization (i.e., Native American Code-Talkers, minority participation in military units, media portrayal, outcome//impact) d. World War II 1. Who was involved—FDR, Churchill, Stalin, Hitler, Mussolini, Tojo 2. Causes—Treaty of Versailles, rise of aggressors, appeasement e. home front transformations in the roles of women and minorities f. Japanese, German, and Italian internments and POW camps (e.g., Poston and Gila Camps, Camp at Papago, outcome//impact) g. turning points such as Pearl Harbor, D-Day, Stalingrad, Battle of the Bulge, Battle of Midway, Hiroshima/Nagasaki h. Holocaust/Final Solution (e.g., Nuremburg trials, creation of Israel, outcome//impact)</p>	<p>S4C1-PO2: Interpret maps and images (e.g., political, physical, relief, thematic, Geographic Information Systems [GIS] and Landsat).</p> <p>S4C1-PO3: Use appropriate maps and other graphic representations to analyze geographic problems and changes over time. (e.g., political change before, during, and after WWII)</p> <p>S4C1-PO1: Construct maps using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, and situation). (e.g., major battles, nations of the European and Pacific Theaters)</p> <p>S4C2-PO5: Examine how the geographic characteristics of a place affect the economics and culture (e.g., changing regional economy of the Sunbelt [Southwest and aircraft production], location with respect of natural hazards, Air Force Bases in Arizona [Davis-Monthan, Luke, Williams Field]).</p> <p>S4C6-PO2: Analyze how changing perceptions of places and environments (e.g., where individuals choose to live and work, role of military bases, Sunbelt) affect the choices of people and institutions.</p>	<ul style="list-style-type: none"> • Invasion of Poland • isolationism • home front • internment camp • POW • Poston, Gila, Papago Camps • war mobilization • Code Talkers • Pearl Harbor • D-Day • Stalingrad • Battle of the Bulge • Battle of Midway • Hiroshima • Nagasaki • Holocaust • “final solution” • Nuremburg Trials • Israel • Franklin Delano Roosevelt • Hideko Tojo • Joseph Stalin • Adolf Hitler • Winston Churchill • Benito Mussolini • Allied Powers • Axis Powers • appeasement • Sunbelt 	<p>Service Learning: Compile oral histories about a time or event in American History.</p> <p>Service Learning: Interview a veteran on their experiences. Type it up and prepare it to submit to the National Archives Veterans’ program.</p> <p>Service Learning: Type up the oral history and donate a copy to the Mesa Senior Center</p>

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The Cold War			
Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p>S1C9-PO1: Analyze aspects of America’s post World War II foreign policy: a. international activism (e.g., Berlin Blockade, Iron Curtain, Truman Doctrine, Marshall Plan, United Nations, NATO) b. Cold War (e.g., domino theory, containment, Chinese Revolution, Korea, Vietnam, Berlin Wall) c. Arms Race (e.g., Cuban Missile Crisis, SALT) d. United States (and Soviet Union) as a superpower (e.g., political intervention and humanitarian effort)</p>	<p>S1C9-PO2: Describe aspects of American post-World War II domestic policy: a. Executive Power (e.g., War Powers Act) b. Space Race and technological developments</p>	<ul style="list-style-type: none"> • Berlin Blockade • Iron Curtain • Truman Doctrine • Marshall Plan • United Nations • North Atlantic Treaty Organization (NATO) • Cold War • Domino theory • Berlin Wall • containment • Chinese Revolution • Suez Canal Crisis • Eisenhower Doctrine • Cuban Missile Crisis • Strategic Arms Limitations Talks (SALT) • Soviet Union • super power • Korean War • 38th parallel • Vietnam War • space race • arms race • War Powers Act • Gulf of Tonkin Resolution • Tet Offensive 	<p>Service Learning: Type up the oral history and donate a copy to the Mesa Senior Center</p> <p>Service Learning: Research an international humanitarian organization, Organize a school wide event to support the agency,</p>

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America in the 50’s, 60’s and 70’s

Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p>S1C9-PO3: Describe aspects of post World War II American society:</p> <ul style="list-style-type: none"> a. postwar prosperity (e.g., growth of suburbs, baby boom, GI Bill) b. popular culture (e.g., conformity v. counter-culture, mass-media, music, rock & roll, sports, Jackie Robinson) c. protest movements (e.g., anti-war, women’s rights (Betty Friedan), civil rights, farm workers, César Chavez, American Indian Movement) d. assassinations (e.g., John F. Kennedy, Martin Luther King, Jr., Robert F. Kennedy, Malcolm X) e. shift to increased immigration from Latin America and Asia 	<p>S4C4-PO5: Analyze the development, growth and changing nature of cities (e.g., urban sprawl, suburbs, city revitalization).</p>	<ul style="list-style-type: none"> • suburbs • baby boom • GI Bill • urban sprawl • pop culture • conformity • counter culture • Jackie Robinson • protest movement • women’s rights • Betty Friedan • civil rights • Cesar Chavez • American Indian Movement (AIM) • John F. Kennedy • Martin Luther King, Jr. • Robert F. Kennedy • Malcolm X 	<p>Service Learning: Participate in a local march or action concerning a civil rights issue.</p> <p>Service Learning: Type up the oral history and donate a copy to the Mesa Senior Center</p> <p>Service Learning: Write a letter to the editor or a government official on a current day civil rights issue</p> <p>Service Learning: Get involved in a city revitalization project i.e. Habitat for Humanity</p>

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America in the 50’s, 60’s and 70’s

Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p>S1C9-PO2: Describe aspects of American post-World War II domestic policy: a. McCarthyism, a new Red scare b. Civil Rights (e.g., Birmingham, 1964 Civil Rights Act, Voting Rights Act, Constitutional Amendments, Montgomery Bus Boycott, Little Rock Nine, Sit-ins, Freedom Rides, marches on Washington) c. Supreme Court Decisions (e.g., the Warren and Burger Courts, Brown v. Board of Education) d. social reforms Great Society and War on Poverty e. Executive Power (e.g., Watergate)</p>		<ul style="list-style-type: none"> • McCarthyism • Birmingham • 1964 Civil Rights Act • Voting Rights Act (1965) • Montgomery Bus Boycott • Little Rock Nine • Sit-ins • Freedom Rides • March on Washington • Warren and Burger Courts • Brown v. Board of Education • Great Society • War on Poverty • Watergate 	<p>Service Learning: Create a brochure on Supreme Court cases that supported Civil Rights. Distribute those to adults studying for citizenship.</p>

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Contemporary Issues

Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p>S1C10-PO3: Describe how key political, social, environmental and economic events of the late 20th century and early 21st century (e.g., Watergate, OPEC/oil crisis, Central American wars/Iran-Contra, End of Cold War, first Gulf War, September 11, Operation Iraqi Freedom) affected, and continue to affect, the United States.</p>	<p>S1C1-PO6 Apply the skills of historical analysis to current social, political, geographic, and economic issues facing the world.</p>	<ul style="list-style-type: none"> • OPEC • oil crisis • Iran-Contra • Gulf War • September 11, 2001 • Operation Iraqi Freedom • Fall of Berlin Wall 	<p>Service Learning: Write supporting letters to our military.</p>
<p>S4C4-PO4: Analyze issues of globalization (e.g., widespread use of English, the role of the global media, resistance to “cultural imperialism”, trade, outsourcing, World Bank, European Union, World Trade Union).</p>		<ul style="list-style-type: none"> • globalization • outsourcing • World Bank • European Union (EU) • ozone decline • World Trade Union 	<p>Service Learning: Research a problem in the community and take action to solve the problem.</p>
<p>S4C5-PO4: Analyze the environmental effects of human use of technology (e.g., irrigation, deforestation, overgrazing, global warming, atmospheric and climate changes, energy production costs and benefits, water management, Earth Day, Rachel Carson, Green Peace) on the environment.</p>	<p>S4C2-PO7: Analyze sides of scientific debates over how human actions (e.g., global warming, ozone decline) modify a region.</p> <p>S4C5-PO3: Analyze how changes in the natural environment can increase or diminish its capacity to support human activity (e.g., major droughts, warm and cold periods, volcanic eruptions, El Niño events, pollution).</p> <p>S4C5-PO2: Analyze how natural hazards impact humans (e.g., differences in disaster preparation between developed and developing nations, why people continue to build in disaster-prone places).</p>	<ul style="list-style-type: none"> • irrigation • deforestation • overgrazing • global warming • Earth Day • Rachel Carson • Green Peace • El Niño 	<p>Service Learning: Write lobbying letters to government leaders or a newspaper editor on a concern that needs to be addressed in the community.</p> <p>Service Learning: Volunteer with an organization that is concerned with environmental issues</p>

Plain text denotes Mesa Public Schools guidelines and/or performance objective.

Bold text denotes exact wording and punctuation from the Arizona Academic Content Standard.

i.e.-(abbreviation for *that is*) precedes a specific list of items in which all of the items should be used; i.e. examples will be used in a testing situation.

e.g.-(abbreviation for *example*) precedes a list of examples provided as options; other examples may be appropriate but not included; e.g. examples **may** be used in a testing situation.

Italics denote a repetition of a performance objective (learned in an earlier grade) that is to be applied to grade level content or at a higher level of complexity.