**HS American History II**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Theme 1- Tools of Social Science Inquiry-** In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.   * Ask questions (Why? Why there? Why then? What’s the impact of? What’s the real story of? What’s the significance of?) * Develop compelling questions and research the past. * Anticipate and utilize the most useful sources to address their questions. * Develop and test claims and counter-claims to address their questions. * Take informed action based on their learning | | | | | |
| **Strand** | ***1. History: Continuity and Change*** | ***2. Government Systems and Principles*** | ***3. Geographical Study*** | ***4. Economic Concepts*** | ***5. People, Groups, and Cultures*** |
| **Disciplinary Tools** | A. Create and use tools to analyze a chronological sequence of related events in United States’ history  B. Explain connections among historical context and peoples’ perspectives at the time in United States’ history. | A. Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States’ history c. 1870-2010.  B. Predict the consequences which can occur when individuals fail to carry out their personal responsibilities. | A. Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in United States’ history c. 1870-2010.  B. Analyze how the physical and human characteristics of regions in the United States post C. 1870 are connected to changing identity and culture. | A. Using a United States’ historical lens, analyze the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals post c. 1870. | A. Using a United States’ historical lens, describe how peoples’ perspectives shaped the sources/artifacts they created.  B. Using a United States’ historical lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples. |
| **Theme 1- Tools of Social Science Inquiry- con’t** | | | | | |
| **Strand** | ***1. History: Continuity and Change*** | ***2. Government Systems and Principles*** | ***3. Geographical Study*** | ***4. Economic Concepts*** | ***5. People, Groups, and Cultures*** |
| **Disciplinary Tools** | C. Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of United States history post c. 1870 to a contemporary issue.  D. Using an inquiry lens, develop compelling questions about United States history post c. 1870 to determine helpful resources and consider multiple points of views represented in the resources.  E. Analyze the causes and consequences of a specific problem in United States’ history post c. 1870 as well as the challenges and opportunities faced by those trying to address the problem. | C. Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups. | C. Locate major cities of Missouri, the United States, and the world; states of the United States and key world nations; the world’s continents, and oceans; and major topographical features of the United States. |  |  |

**High School American History II**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Theme 2:  Re-Emerging America**- The period from Reconstruction through the early twentieth century was a time of contradiction, transformation, and regression for many Americans that is ongoing today. Throughout this period, the nation grappled with the political, social, and economic re-integration of the Southern states. The United States underwent an economic transformation that involved a developing industrial economy, the expansion of big business, the growth of large-scale agriculture, and the rise of national labor unions and industrial conflict.  Technological change and inventions spurred growth of industry primarily in the northern cities bringing great fortunes to a few and raising the standard of living for millions of Americans. In addition, Westward expansion not only changed the economic structure of the nation, but also demographic patterns and social structures.   The expansion of the nation and industry brought forth a desire to find new sources of cheap labor furthering unresolved social and political tensions. | | | | | | |
| **Strand** | ***1. History: Continuity and Change*** | ***2. Government Systems and Principles*** | ***3. Geographical Study*** | | ***4. Economic Concepts*** | ***5. People, Groups, and Cultures*** |
| **Key Concepts and Understandings** | A. Compare and contrast the plans for political re-integration of Southern states after the Civil War.  B. Describe the purpose, challenges, and economic incentives that impacted expansion and Westward movement  C. Trace the contributions of individuals and institutions on social, political, artistic and economic development. | A. Analyze the period of Reconstruction to determine its effect on separation of powers, checks and balances, power of the central government.  B. Evaluate the effectiveness of major legislation, Constitutional amendments, and court decisions relating to freed slaves.  C. Analyze the expansion of political parties, interest groups and political machines to determine their effect on United States’ government and policy. | A. Evaluate the causes, patterns, and outcomes of internal migrations and urbanization.  B. Evaluate the effect of Westward expansion on the production, distribution, and allocation of resources and on the environment. | | A. Evaluate how the goals of Reconstruction impacted the economic recovery and growth of regions.  B. Explain how the expansion of industrialization, transportation and technological developments influenced different regions and the relationship between those regions.  C. Apply the concepts of natural resources, capital, labor, investment, profit, and *laissez-faire* policies to explain the growth of American industry.  D. Analyze the developing interconnectedness among people, big business, labor unions and governments to determine their effect on individuals, society, and public policy. | A. Analyze patterns of immigration to determine their effects on economic, cultural, and political development.  B. Evaluate the short and long-term impact of Western expansion on native American and other minority populations.  C. Describe and evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals.  D. Explain the impact of industrialization on culture, work, education, and other social institutions.  E. Trace the changing motivations for, nationalities of, and responses to immigration and to immigrants coming to the United States. |
| **Possible Sources of Study** | **Primary Sources:**   * Andrew Carnegie, *Autobiography* (1920) * \_\_\_\_\_\_, *Gospel of Wealth* (1889) * Amendments 13, 14, 15 (1865-1870) * John Gast, *American Progress Painting* (1872) * Populist Party Platform (1896) * Jacob Riis, *How the Other Half Lives* (1890) * Emma Lazarus, *New Colossus* (1883) * Frederick Jackson Turner, *Frontier Thesis* (1893) * Plessy v. Ferguson (1896) * State v. John Mann (1829) * Karl Marx, *Das Capital* (1867) * William Jennings Bryan, *Cross of Gold Speech* (1896) * Booker T. Washington, *Up from Slavery* (1900) * Historic artifacts from the period; including music, pictures, propaganda, maps, videos/film, letters, diaries, architecture, etc. | | | **Secondary Sources:**   * Dee Brown, *Bury My Heart on Wounded Knee* (1970) * Ira Berlin, *Many Thousands Gone: The First Two Centuries of Slavery in North America.* (1998) * John Bodnar, *The Transplanted: A History of Immigrants in Urban America.* (1985) * Eric Foner, *Reconstruction: America’s Unfinished Revolution* ( 1988) * Pauline Maier, *Inventing America*  (2002) * Samuel P Hays, *The Response to Industrialism: 1885-1915* (1996) * Andrew Carnegie, *Triumphant Democracy: Fifty Years’ March of the Republic* (1886) * John D. Buenker, *Encyclopedia of the Gilded Age and Progressive Era* (2005) * C. Vann. Woodward, *The Strange Career of Jim Crow* (1974) * Logan and Winston, Dictionary of American Negro Biography (1983) * David McCullough, The Johnstown Flood. (1987) | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Theme 3:  Emerging Globally**- The growth of the United States on the global stage was a result of innovation as well as the exploration and acquisition of new markets and territories.  Global and American trade policies increased profits and opportunities. At the same time, increased power abroad negatively affected many regions.  Eventual intervention in World War I ensured America’s role as a world power for the remainder of the century.  The crisis of war and involvement in foreign policies caused Americans to refocus their efforts on internal improvements and personal wealth while arts and innovation of the era demonstrated the desire for “American normalcy”.  Additionally, “progressive” action, legislation, and new amendments to the Constitution radically transformed the relationship between Americans and their government. | | | | | | |
| **Strand** | ***1. History: Continuity and Change*** | ***2. Government Systems and Principles*** | ***3. Geographical Study*** | | ***4. Economic Concepts*** | ***5. People, Groups, and Cultures*** |
| **Key Concepts and Understandings** | A. Describe and evaluate the causes and consequences of United States’ imperialism at home and abroad.    B. Describe and evaluate the motivations for United States entry into World War I.  C. Describe and evaluate the impact of US participation in World War I and resulting peace efforts.  D. Describe and evaluate the responses of American leaders to the challenges of this period. | A. Analyze how political developments and Constitutional Amendments of the period altered the relationship between government and people.  B. Describe the intended and unintended consequences of progressive reforms and government responses in the first three decades of the twentieth century.  C. Analyze the changing social norms and conflicting mores which emerged during the first three decades of the twentieth century. | A. Describe how the expansion of transportation and technological developments influenced acquisition of new territories. | | A. Analyze emerging American involvement in world trade to determine its influence on foreign policy and government actions.  B. Apply the economic concepts of natural resources, markets, supply and demand, labor, and capital to explain the costs and benefits of imperialism.  C. Trace the changing relationship between government and business through economic regulation and deregulation. | A. Explain the motivation for social and political reforms and their impact on the ability of individuals and groups to realize the promise of American ideals.  B. Analyze the changing relationship between individuals and their place in society including women, minorities, and children.  C. Analyze the technological, artistic, intellectual, economic, and cultural changes of the first three decades of the 20th century to determine their effect on individuals and groups.  D. Assess the impact of WWI related events~~,~~ on the formation of “patriotic” groups, pacifist organizations, and the struggles for and against racial equality, and diverging women’s roles in the United States. |
| **Possible Sources of Study** | **Primary Sources:**  Calvin Coolidge, *Inspiration of the Declaration* (1926)  Woodrow Wilson, *Authors and Signers of the Declaration* (1907)  Ida Tarbell, *The History of Standard Oil Company* (1904)  Seneca Falls Convention (1848)  Upton Sinclair, *The Jungle* (1906)  Irving Babbitt, *Literature and the American College* (1908)  Justice Louis Brandeis Briefs, Muller v. Oregon (1908)  Amendments 16, 17, 18, 19, 20, 21 (1913-1933)  Schenk v. US (1919)  F. Scott Fitzgerald, *The Great Gatsby* (1925)  Theodore Roosevelt, *New Nationalism* (1910)  Woodrow Wilson, *Peace Without Victory* (1917)  \_\_\_\_\_\_, *Versailles: the Fourteen Points* (1918)  ­­­\_\_\_\_\_\_, *What is Progress?* (1912)  \_\_\_\_\_\_, *Constitutional Government* (1908)  Billie Holiday, *Strange Fruit* (1954)  Spirit of St. Louis (1927)  W.E.B. Du Bois, *The Negro* (1915)  George Washington Carver, *1897 or Thereabouts* (1897)  William-Adolphe Bouguereau, *Rêve de printemps* (1876)  Marcel Duchamp, *Fountain* (1917)  Federal Reserve Act 1913  Corona Brezina, *The Industrial Revolution in America: A Primary Source History of America's Transformation Into an Industrial Society* (2005)  Historic artifacts from the period; including music, pictures, propaganda, maps, videos/film, letters, diaries, architecture, etc. | | | **Secondary Sources:**  Milton Friedman, *Capitalism and Freedom*(1962)  Langston Hughes, *The Collected Poems of Langston Hughes* (1995)  Carl E. Rollyson, *The Twenties in America* (2012)  National Humanities Center. *The Gilded and the Gritty: America, 1870-1912* www.nationalhumanitiescenter.org/pds/gilded/generallinks.html (2005)  Michael McGerr, *The Rise and Fall of the Progressive Movement in America* (2005)  Nick Stafford, *War Horse* (2007)  Irwin Shaw, *Bury the Dead* (1936) | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Theme 4: Great Depression and WWII**- The roaring twenties ended with the collapse of the American economy.  The Great Depression that followed was marked by a stock market crash, and paved the way for greater government involvement in many social and economic institutions throughout the nation.  The effectiveness of the policies passed to decrease the severity of the depression are still debated today.  As a result of the depression, the nation experienced a second great migration westward by many suffering from unemployment and environmental factors.  This migration, once again, changed the demography of the nation, resulting in lasting political and economic changes.  America’s involvement in World War II established America as the economic and political powerhouse of the second half of the twentieth century while at the same time reshaping American society. | | | | | | |
| **Strand** | ***1. History: Continuity and Change*** | ***2. Government Systems and Principles*** | ***3. Geographical Study*** | | ***4. Economic Concepts*** | ***5. People, Groups, and Cultures*** |
| **Key Concepts and Understandings** | A. Trace the significant events and developments of the Great Depression and WWII.  B. Evaluate the responses of American leaders to the challenges of the Great Depression and World War II.  C. Describe critical developments and turning points in WWII including major battles.  D. Evaluate the motivations for United States abandonment of isolationism and entry into World War II.  E.Evaluate the impact of US participation in World War II and America’s new role in the post-war world at home and abroad. | A. Analyze the relationships among the branches of government to explain conflicts and the changing power of each.  B. Evaluate how the programs and policies of the New Deal and WWII changed the relationships among the government, groups, and individuals.  C. Determine the lasting impact of the New Deal and WWII on principles of government including separation of powers, checks and balances judicial review, and limited government. | A. Describe and evaluate the consequences, both intended and unintended, of environmental decisions such as conservation movements, dam construction and the Dust Bowl.  B. Analyze the geography of the European and Pacific theaters of WWII to compare war efforts and strategies. | | A. Apply the economic concepts of innovation, supply and demand, barriers to trade, labor, business cycle, credit, and wage gap to explain the causes of the Great Depression.  B. Describe the possible consequences, both intended and unintended, of government policies to improve economic conditions and increase productivity. | A. Analyze the artistic and intellectual achievement of the 1930’s to understand the human costs of the Great Depression.  B. Assess the impact of war-related events on women’s roles, family structures, religious identity, education, commerce, entertainment, agriculture and other elements of the home front.  C. Evaluate the effect of WWII at home on women, families, and minorities.  D. Analyze the impact of the Great Depression and World War II on the arts and culture. |
| **Possible Sources of Study** | **Primary Sources:**   * John Maynard Keynes, *The General Theory of Employment, Interest and* *Money* (1936) * Dorthea Lange, *Migrant Mother* (1936) * Music of Woodie Guthrie (1912-1967) * John Steinbeck, *Grapes of Wrath* (1939) * Roosevelt Administration, *New Deal Program* (1932) * Franklin Roosevelt, *Four Freedoms* (1941) * World War Two Conferences for Peace, *Tehran, Yalta, Potsdam* (1943-1945) * Eugene Jarecki, Documentary, *Why We Fight* (1942-1945) * Franklin Roosevelt, *Day of Infamy Speech* (1941) * Franklin Roosevelt, *Inaugural Addresses* (1932-1945) * Judge Learned Hand, *Spirit of Liberty Speech* (1944) * Korematsu v United States (1944) * Neutrality Acts of 1935, 1936, 1937, and 1939 * John Hershey, *Hiroshima* (1946) * Gold Clause Cases (1935) * Schechter Poultry Corp v. United States (1935) * West Coast Hotel v. Parrish (1937) * West Virginia v. Barnette (1943) * Wickard v. Filburn (1942) * Historic artifacts from the period; including music, pictures, propaganda, maps, videos/film, letters, diaries, architecture, etc. | | | **Secondary Sources:**   * Henry Hazlitt, *The Failure of the "New Economics"* (1959) * Robert Schulzinger, *U.S. Diplomacy Since 1900* (2001) * Richard Tarnas, *The Passion of the Western Mind: Understanding the Ideas That Have Shaped Our World Vie*w (1991) * National Geographic Society. *Historical Atlas of the United States* (1988) * David M. Kennedy, *The American People in Depression and War, 1929-1945* (1999) * Michael Kammen, *American Visions: The Transformation of Tradition in American Culture*. (1991) * Anthony J. Badger, *The New Deal: The Depression Years, 1933-1940* (1989) * Thomas Tandy Lewis, *The Forties in America*(2010) * ­­­­\_\_\_\_\_\_, *The Thirties in America* (2011) * Arthur Miller, *All My Sons* (1947) | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Theme 5: The American Stage**- Following World War II, the United States emerged as a military, political, and economic super power.  These great shifts taking place changed the nation, but also challenged many norms of the previous half-century.  American involvement in foreign conflicts to contain communism brought great turmoil both home and abroad.  Civic activism challenged previous held beliefs, and paved the way for legal and social changes. | | | | | | |
| **Strand** | ***1. History: Continuity and Change*** | ***2. Government Systems and Principles*** | ***3. Geographical Study*** | | ***4. Economic Concepts*** | ***5. People, Groups, and Cultures*** |
| **Key Concepts and Understandings** | A. Describe the causes, major conflicts, consequences, and enduring legacy of the Cold War.  B. Evaluate the responses of American leaders to the challenges of global tensions.  C. Trace changes in military strategies and technologies as a response to the challenges of the Cold War.  D. Analyze the origins, goals, and key events of the continuing U.S. movements to realize equal rights for women, African Americans and other minorities. | A. Analyze treaties, agreements, and international organizations to determine their impact on world challenges along with national and international order.  B. Determine the lasting impact of the this period on principles of government including separation of powers, checks and balances, rule of law, judicial review, and limited government.  C. Describe and evaluate the extent to which Supreme Court cases and legislation served to expand equal rights.    D. Analyze the motivations for and results of changing concepts of the federal government in post-Civil War America. | A. Evaluate the causes and consequences of demographic shifts and internal migrations.  B. Explain how the physical and human characteristics of places determine their influence on or importance to Cold War events. | | A. Trace the developing complexities of the American economy in the second half of the twentieth century.  B. Compare the role of government in economic systems (e.g., command vs. market) to explain competing world views.  C. Describe the consequences, both intended and unintended, of government policies to improve individual and societal conditions. | A. Evaluate the effect of the internal tensions caused by the Cold War on societal groups, organizations, and government.  B. Analyze the scientific, technological, artistic, intellectual, economic, political, and cultural changes of the post-war period to determine their effect on individuals and groups.  C. Evaluate social reforms to determine their impact on the ability of individuals and groups to realize the promise of American ideals.  D. Analyze push-pull factors to explain changing immigration patterns and their continuing effects on the United States.  E. Describe and evaluate the powers and responsibilities of citizens and institutions to address and solve United States’ problems c. post 1750**.** |
| **Possible Sources of Study** | **Primary Sources:**   * United States v Nixon (1974) * Robert McNamara, Pentagon Papers, *Report of the Office of the Secretary of Defense Vietnam Task Force* (1967) * Test Ban Treaty of 1963 * Salt I and II (1967, 1972) * Lyndon Johnson Administration, *Gulf of Tonkin Resolution* (1964) * War Powers Resolution of 1973 * Ronald Reagan, *Brandenburg Gate Address* (1987) * \_\_\_\_\_\_\_, *A Time for Choosing* (1964) * Stokely Carmichael, *The Ballot or the Bullet* (1964) * Abington School District v. Schempp (1963) * Truman Doctrine (1947) * Marshall Plan (1948) * Civil Rights Act 1964 * Brown v. Board of Education of Topeka (1954) * Voting Rights Act 1965 * Miranda v. Arizona (1966) * Roe v. Wade (1973) * Tinker v. Des Moines (1969) * Engle v. Vitale (1962) * Martin Luther King, Jr., *I Have A Dream* (1963) * \_\_\_\_\_\_, *Letter From a Birmingham Jail* (1963) * Richard Weaver, *Ideas Have Consequences* (1984) * Bretton Woods Conferences: I & II * Historic artifacts from the period; including music, pictures, propaganda, maps, videos/film, letters, diaries, architecture, etc. | | | **Secondary Sources:**   * Stanley Kramer, *Inherit the Wind* (1962) * Rachel Carson, *Silent Spring* (1962) * Arthur Miller, *The Crucible* (1953) * John L. Gaddis, *We Now Know: Rethinking Cold War History* (1998) * Maurice Isserman and Michael Kazin, *America Divided: The Civil War of the 1960s* (2000) * Taylor Branch, *Parting the Waters* (2006) * Robert J. McMahon, *Major Problems in the History of the Vietnam War* (1995) * James T. Patterson, *Grand Expectations: The United States, 1945-1974* (1997) * *Dr. Strangelove* | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Theme 6: Contemporary America**- During the last decade of the 20th century and the beginning of the 21st century, the United States became the world's primary superpower. Possessing the world's most productive economy and powerful military, America dominates global trade and banking.  The innovation and globalization of technology, entertainment, and business proved to be both a challenge and an opportunity for the nation.  Although contemporary Americans experience terrorism and economic challenges, this period also demonstrates resilience and shows the continued need for American leadership in global events. | | | | | | |
| **Strand** | ***1. History: Continuity and Change*** | ***2. Government Systems and Principles*** | ***3. Geographical Study*** | | ***4. Economic Concepts*** | ***5. People, Groups, and Cultures*** |
| **Key Concepts and Understandings** | A. Analyze the fall of the Soviet Union to determine its effect on US foreign policy and its relationships with the rest of the world.  B. Trace the origins of twenty-first century conflicts to understand US policies and actions.  C. Evaluate the responses of United States’ leaders to the challenges of global tensions.  D. Evaluate how the ability to access and distribute information affects individuals, groups, industry, and governments in the latter 20th and 21st centuries. | A. Evaluate the effectiveness of organizations, groups, agreements, and treaties to promote cooperation and maintain international order.  B. Determine the lasting impact of this period on principles of government including separation of powers, executive orders, checks and balances, rule of law, judicial review, and limited government.  C. Evaluate the changing roles and influence of political parties and interest groups on governmental decision-making. | A. Analyze physical geography to understand the availability and movement of resources.  B. Evaluate the relationship between technological and scientific advancements, in communication, transportation, production, and increasing global interaction in this era. | | A. Apply the economic concepts of innovation, supply and demand, international trade, labor, business cycle, and credit to evaluate global interdependence along with economic and security challenges. | A. Analyze scientific, technological, artistic, intellectual, economic, political, and cultural changes during this era to determine their effects on individuals, groups and society.  B. Analyze push-pull factors to explain changing immigration patterns and their continuing effects on the United States during this era.  C. Assess the response of individuals, groups, and the government to societal challenges to understand how systems change and evolve over time. |
| **Possible Sources of Study** | **Primary Sources:**   * Citizens United v. Federal Election Commission (2010) * McCutchen v. Federal Election Commission (2014) * Patriot Act (2001) * McDonald v. Chicago (2010) * Bush v. Gore (2000) * District of Columbia v. Heller (2008) * Obergefell v. Hodges (2015) * North American Free Trade Agreement (1994) * Kenneth Starr, *The Starr Report* (1998) * George W. Bush, *A Great People Has Been Moved to Defend a Great Nation* (2001) * 9/11 Commission Report (2004) * The Guardian, *NSA Files: Decoded* (2013) * Historic artifacts from the period; including music, pictures, propaganda, maps, videos/film, letters, diaries, architecture, etc. | | | **Secondary Sources:**   * Thomas Friedman, *The World is Flat* (2005) * Dinesh D’Souza, *What’s So Great About America* (2002) * George H. Nash, *The Conservative Intellectual Movement in America Since 1945* (1998) | | |

*The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, gender, gender identity, sexual orientation, national origin, age, veteran status, mental or physical disability, or any other basis prohibited by statute in its programs and activities. Inquiries related to department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Director of Civil Rights Compliance and MOA Coordinator (Title VI/Title VII/Title IX/504/ADA/ADAAA/Age Act/GINA/USDA Title VI), 5th Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or TTY 800-735-2966; email civilrights@dese.mo.gov*