

20th Century U.S. History



UNIT 0: America's Founding Documents

ESSENTIAL QUESTION

How do America's founding documents shape the nation's identity?

BIG IDEAS

Through the lens of modern U.S. History, student historians will...

- explain the ideas underlying the Declaration of Independence.
- describe the structure and powers of the federal government under the U.S. Constitution.
- explain the rights protected by the Bill of Rights.

GUIDING QUESTIONS

Content

(Kansas HGSS Standards & Benchmarks indicated)

- What is the Declaration of Independence and what are the major ideals expressed in the document? (e.g. democracy, rights, liberty, opportunity, equality) (2.1) (3.1)
- In the ratified U.S. Constitution, how is Congress structured, how are representatives and senators elected and what are the enumerated powers of the Legislative Branch? (2.2)
- How does a bill become a law? (2.2)
- What is the necessary and proper clause (elastic clause), Article I, sec. 8?
- In the ratified U.S. Constitution, how is the President and Vice President elected, how does the electoral college work? (2.2)
- What powers/responsibilities does the President have? (2.2)
- In the ratified U.S. Constitution, how were courts created and federal justices nominated and what powers/responsibilities did the judicial branch have? (2.2)
- What is federalism, and in the U.S. Constitution, what powers are left to the states? Why does the federal government have supreme power over the states? (2.2)
- How can the Constitution be amended? (2.2) (4.1)
- What is/are the Bill of Rights? (2.1) (2.2)

Process

(NCSS C3 Framework Standards indicated)

- How do I evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts? (D2.His.1.9-1)
- How do I analyze why the Necessary and Proper Clause (Elastic Clause) is an important and widely debated section of the Constitution? (i.e. Article I, sec. 8)
- How do I describe how checks and balances of each branch of government try to maintain a balance of power?
- How do I explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested? (D2.Civ.4.9-12)
- How do I evaluate why the first session of Congress passed and the states used Article V to ratify 10 amendments to the Constitution despite the fact that they didn't apply to the states? (e.g. The state governments do not have to comply with the Bill of Rights until after the 14th Amendment is ratified)

- How do I describe and evaluate why the Bill of Rights is celebrated in the U.S.?
- How do I compare and contrast how difficult it is to amend the U.S. Constitution with other republics and democracies in the world today? (i.e. Article V, hardest to amend in the entire world)

Reflective

- Was the Declaration of Independence a radical or revolutionary document?
- Is the U.S. Constitution, written over 200 years ago, still relevant and responsive to the current problems of today and the future?

FOCUS STANDARDS

Kansas History, Government, and Social Studies Standards

- The student will recognize and evaluate the rights and responsibilities of people living in societies. (2.1)
- The student will analyze the context and draw conclusions about rights and responsibilities. (2.)
- The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups. (3.1)
- The student will recognize and evaluate continuity and change over time. (4.1)

20th Century U.S. History



UNIT 1: The Gilded Age

ESSENTIAL QUESTION

Does capitalism promote opportunity for all?

BIG IDEAS

Through the lens of modern U.S. History, student historians will...

- evaluate the impact of the second industrialization on the economy.
- evaluate the role of government regulation, the consequences of corruption and consolidation of power.
- analyze the goals and strategies of labor leaders and organizations and evaluate their success or failures.
- compare the Gilded Age to contemporary issues and solutions.
- analyze the social and political responses to mass immigration.
- debate the American ideal of opportunity.

GUIDING QUESTIONS

Content

(Kansas HGSS Standards & Benchmarks indicated)

- What are the pillars of capitalism? (3.1)
- What are the pillars of socialism? (3.1)
- Why was this era called the Gilded Age? (4.1)
- How did large-scale production, massive technological change, expanding international communication networks, and laissez-faire government policies lead to an era of industrial growth? (4.1) (4.2) (4.3)
- What impact did political corruption and unregulated railroads, business trusts and monopolies have on the economy and the American worker? (1.1) (1.2)
- What role did immigrants play in industrialization, did they achieve the “American Dream” and how did the government and existing society react to the influx of immigrants? (e.g., Chinese, Irish, Italian, Japanese, etc.) (4.1) (4.2) (4.3)
- What impact did racism and nativism have on the effectiveness of the labor movement? (5.1)
- What laws were passed by Congress to limit monopolies? In what ways? (e.g., Sherman Antitrust Act, Interstate Commerce Commission) (1.1) (1.2)
- What were the goals and tactics of organized labor; were they successful? (3.1) (3.2)
- What were some of the major labor strikes of the era, what were the results? (e.g., Pullman Strike, Homestead Strike, Haymarket Affair) (1.1) (1.2)
- How did corporations and the federal government respond to organized labor strikes? What motivated these actions? What were the effects? (5.1) (5.2)
- What cultural and intellectual arguments justified the success of those at the top of the socioeconomic structure? (e.g., Social Darwinism, Gospel of Wealth) (3.1) (3.2)
- What were the demands and goals of workers and labor leaders in an attempt to improve the protection, power and influence of workers? (e.g., Eugene Debs, Samuel Gompers) (3.1) (3.2)
- How did sharecropping, the convict leasing labor systems and peonage in the South impact the social and economic mobility of African Americans? (1.1) (1.2)

- How did the Civil War Amendments impact the rights of Americans during the Gilded Age? (e.g., 13th, 14th and 15th Amendments, African Americans, women, immigrants) (2.2)

Process

(NCSS C3 Framework Standards indicated)

- How do I determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources? (D1.5.9-12)
- How do I evaluate how historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts? (D2.His.1.9-12)

Reflective

- How are people impacted by industrialization and globalization?
- How do workers build and maintain power? Are unions still necessary today?
- Should the government regulate the economy?
- Do the wealthy have some obligation to help society?

FOCUS STANDARDS

Kansas History, Government, and Social Studies Standards

- The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures. (1.1)
- The student will analyze the context and draw conclusions about choices and consequences. (1.2)
- The student will use his/her understanding of choices and consequences to make a claim or advance a thesis using evidence and argument. (1.4)
- The student will analyze the context and draw conclusions about rights and responsibilities. (2.2)
- The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups. (3.1)
- The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs and practices of individuals and groups. (3.2)
- The student will recognize and evaluate continuity and change over time. (4.1)
- The student will analyze the context and draw conclusions about continuity and change. (4.2)
- The student will investigate and connect continuity and change to a contemporary issue. (4.3)
- The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations. (5.1)
- The student will analyze the context of significant relationships and draw conclusions. (5.2)

20th Century U.S. History



UNIT 2: The Progressive Era

ESSENTIAL QUESTION

BIG IDEAS

What does progress look like? How is it achieved?

Through the lens of modern U.S. History, student historians will...

- evaluate the movements of the progressive era in making government more responsive to the will of the people.
- analyze the extent to which rights and opportunities were expanded and for whom.
- examine the variety of ways individuals and groups can effect change.
- evaluate the American ideals of rights and equality.

GUIDING QUESTIONS

Content

(Kansas HGSS Standards & Benchmarks indicated)

- How did the Gilded Age contribute to the development of the Progressive Movement? (4.2)
- How was muckraking journalism used as a tool for reform? (e.g., *The Jungle*, *How the Other Half Lives*, etc.) (3.1) (3.2)
- Why were many reformers socialists? What were the platform goals of socialists? (3.1) (3.2)
- What workplace and public safety laws were enacted during the Progressive Era? Why were they needed? (e.g., Triangle Shirtwaist Fire, Child Labor Laws) (4.1) (4.2) (4.4)
- How did Black Codes, Jim Crow laws, lynching and racial violence influence the work of African American reformers and club organizations? (3.2) (3.3)
- What organizations were formed in the Niagara Movement? (3.1)
- How did the *Plessy v. Ferguson* decision further legalize racial segregation and what were the consequences? (4.1)
- What approaches to civil rights advancements did African American advocates (e.g., Booker T. Washington, W.E.B. DuBois) pursue and how did each achieve their goals? (e.g., Tuskegee Institute, N.A.A.C.P., Talented 10th) (3.1)
- Why did the temperance movement gain traction and ultimately lead to the 18th Amendment? (3.2)
- How and why did the environmental conservation movement begin? (3.1) (3.2) (3.3)
- What factors contributed to the rise of the farmers' alliance movement and to what extent did the Populist movement achieve its goals? (3.1) (3.2)
- What gains had the National American Women's Suffrage Association (NAWSA) made in the 19th Century and how did their strategies differ from the National Women's Party (NWP) in achieving women's suffrage? (2.1) (2.2)
- Why were people opposed to women's suffrage and how did the federal government react to the work and strategies of the women's suffrage movement? (3.1) (3.2) (3.3)
- How did Theodore Roosevelt reshape the relationship between government and business? (3.1) (3.2)
- What was the Eugenics movement and how did Progressive Era reformers debate it? (3.1)

- What changes did political reformers bring to democracy and transparency in the progressive era? (4.1) (4.2) (4.4)
- How did the Espionage and Sedition Acts impact civil liberties? (e.g., Schenck v. U.S., Eugene Debs, Emma Goldman, etc.) (2.1) (2.2)
- How did U.S. foreign policy change during the Progressive Era? (e.g., expansion of the Navy, annexation and imperialism policies, outcomes of the Spanish American and Philippine–American wars, Roosevelt’s Big Stick Policy, Taft’s Dollar Diplomacy, Wilson’s Moral Diplomacy) (3.1) (4.1)

Process

(NCSS C3 Framework Standards indicated)

- How do I critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose? (D2.His.11.9-12)
- How do I determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources? (D1.5.9-12)
- How do I evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level? (D2.Civ.5.9-12)
- How do I analyze how people use and challenge local, state, national, and international laws to address a variety of public issues? (D2.Civ.12.9-12)

Reflective

- What is the role of journalism in a democracy? What responsibilities do journalists and news outlets have to citizens?
- Whose responsibility is it to work toward remedy of social problems?
- What is required to have a successful reform movement?
- Why does the exploitation of workers still occur? Why do oppressive and dangerous working conditions still exist?

FOCUS STANDARDS

Kansas History, Government, and Social Studies Standards

- The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures. (1.1)
- The student will analyze the context and draw conclusions about choices and consequences. (1.2)
- The student will recognize and evaluate the rights and responsibilities of people living in societies. (2.1)
- The student will analyze the context and draw conclusions about rights and responsibilities. (2.2)
- The student will use their understanding of rights and responsibilities to make a claim or advance a thesis using evidence and argument. (2.4)
- The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups. (3.1)
- The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups. (3.2)
- The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues. (3.3)
- The student will recognize and evaluate continuity and change over time. (4.1)
- The student will analyze the context of examples of continuity and change and draw conclusions. (4.2)
- The student will use their understanding of continuity and change to make a claim or advance a thesis using evidence and argument. (4.4)
- The student will analyze the context and draw conclusions about dynamic relationships. (5.2)

20th Century U.S. History

UNIT 3: The Roaring 20s and The Great Depression



ESSENTIAL QUESTION

What role should the U.S. government play in regulating or assisting the economy?

BIG IDEAS

Through the lens of modern U.S. History, student historians will...

- evaluate the levels and extent of prosperity of the Roaring 20s.
- evaluate the causes and impact of the Great Depression on different regions and populations.
- analyze the role of the government in promoting the general welfare.
- assess the effectiveness of the New Deal.

GUIDING QUESTIONS

Content

(Kansas HGSS Standards & Benchmarks indicated)

1920s

- What forms of literature, art, music and entertainment thrived during the 1920s; and why? (4.1) (4.2)
- What was the New Negro movement and how did Harlem become a center for a cultural renaissance? What impact did Black artists, writers and musicians have on African-American culture and society, as well as mainstream America? (e.g., Harlem, Kansas City) (3.1) (3.2) (3.3)
- Why was there a cultural and economic divide between urban and rural societies in America in the 1920s?(e.g., Scopes trial, fundamentalism, secularism, modernism, creationism vs. evolution) (4.1) (4.2)
- Did women experience significant “liberation” during the 1920s? Did the role of women in American life significantly change during the 1920s? (4.1) (4.2)
- Why did the United States leadership limit immigration and how were immigrants treated in the U.S.? (1.1) (1.3)
- How did laissez faire policies impact the economy? (e.g., lack of regulation, risky economic behavior, stock speculation, Federal Reserve Bank interest rate policies) (1.1)
- What fostered the era of “consumer” culture; and what was its impact? (e.g., installment buying, buying stocks on margin, credit, media - growth of advertising) (4.2)
- What was the experience of farmers and rural communities in the 1920s? (e.g, overproduction, surplus, impact of low prices) (4.1)
- What was the Red Scare and why did it occur? How were those accused treated? (e.g., Palmer Raids, Sacco and Vanzetti trial, etc.) (1.1) (1.2)
- How were the N.A.A.C.P. and Marcus Garvey and the Universal Negro Improvement Association (UNIA) different? Did they have similar goals? (3.1) (3.2)
- Who were the targets of the Ku Klux Klan in the 1920s and what led to the resurgence and growth in membership? (5.1)
- What was the Red Summer and what were the main causes, impact and response to the racialized violence in more than three dozen cities throughout the country? (e.g., D.C. riots, Elaine, Ark. Massacre, Tulsa Massacre, Chicago Race Riots, etc.) (5.1) (5.2) (5.3)
- What was life like for Mexicans and Mexican-Americans living in the United States in the 1920s and

1930s? (5.1) (5.2) (5.3)

- Why did many Americans want a Prohibition amendment? Was the Volstead Act effective, did the law change society for the better? What were the consequences? (1.1) (1.2) (1.3)

Great Depression

- What economic factors and behaviors among business, financial institutions and consumers led to the Great Depression? (1.1) (1.2)
- What role did the weakness of the international economy play in the Great Depression? (5.1)
- What factors contributed to the stock market crash? (e.g., speculation, buying on margin, etc.) (5.1)
- How did the stock market crash impact the later banking crisis and run on the banks, and how were these events catalysts launching the Great Depression? (e.g., lack of regulation, bad banking practices) (5.1) (5.2) (5.3)
- What were the macro and micro economic indicators of the Great Depression? (e.g., GDP, unemployment, etc.) (4.1) (4.2)
- How did the Great Depression impact communities and everyday lives? (e.g., Hoovervilles, bread lines, Bonus Army, etc.) (5.1) (5.2)
- What was the Hoover Administration's response to the Great Depression? How was the Reconstruction Finance Corporation different from the New Deal aid programs? (1.1) (1.2)
- What caused the Dust Bowl and how did it impact the lives of many farmers already struggling during the Great Depression? (5.1) (5.2)
- How did artists and writers tell the human story of the Great Depression? (e.g., John Steinbeck, Woody Guthrie, Dorothea Lange, Aaron Douglas, New Deal arts programs, etc.) (3.1) (3.2)

New Deal

- What were the goals of FDR's New Deal and how did the laws enacted work to provide Relief, Recovery and Reform using economic intervention? (4.1)
- How did the 100 days impact public support for and the overall success of FDR's New Deal? (4.1)
- What was the purpose behind fireside chats? Were they successful? (3.1)
- How did Eleanor Roosevelt impact the New Deal and elevate the plight of minorities and women? What differentiated her from previous first ladies? (3.1)
- How did New Deal work programs impact citizens and the economy? (e.g., WPA, PWA, CCC, Social Security) (5.1) (5.2) (5.4)
- How did the New Deal reform American financial institutions and government intervention in the economy to prevent catastrophic economic disaster? (5.1)
- Did the New Deal programs improve the lives of marginalized groups and regions; who did the programs fail or leave behind? (5.1) (5.4)
- What were the criticisms of the New Deal? (e.g., Alf Landon, Huey Long, Father Charles Coughlin, etc.) (3.1)
- How did FDR expand presidential power? (e.g., government spending, court-packing, breaking precedent with more than two terms, media presence) Was it Constitutional? (3.1)
- How were the Second New Deal programs different from the First New Deal programs? (4.1)
- Was the New Deal successful, did it bring the U.S. out of the Depression? Did it avert a bigger financial and possibly political or social collapse? (3.2)

Process

(NCSS C3 Framework Standards indicated)

- How do I analyze multiple and complex causes and effects of events in the past? (D2.His.14.9-12.)
- How do I analyze the relationship between historical sources and the secondary interpretations made

from them? (D2.His.9.9-12.)

- How do I detect possible limitations in various kinds of historical evidence and differing secondary interpretations? (D2.His.10.9-12.)
- How do I gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection? (D3.1.9-12.)
- How do I construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses? (D4.1.9-12.)

Reflective

- How do the social and cultural constructs of the 1920s compare to today?
- What are the long-term impacts of the consumer culture that expanded in the 1920s?
- What social and government factors foster the broadest economic prosperity?
- What social and government factors foster economic recessions/depressions?

FOCUS STANDARDS

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- The student will use his/her understanding of choices and consequences to make a claim or advance a thesis using evidence and argument. (1.4)
- The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups. (3.1)
- The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups. (3.2)
- The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues. (3.3)
- The student will recognize and evaluate continuity and change over time. (4.1)
- The student will analyze the context and draw conclusions about continuity and change. (4.2)
- The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations. (5.1)
- The student will analyze the context and draw conclusions about dynamic relationships. (5.2)
- The student will investigate and connect dynamic relationships to contemporary issues. (5.3)

20th Century U.S. History



UNIT 4: World War II

ESSENTIAL QUESTION

BIG IDEAS

Is there such a thing as a good war?

Through the lens of modern U.S. History, student historians will...

- evaluate the consequences of failed negotiation and diplomacy.
- evaluate the correlation between what the public wants and what the world demands in crisis.
- examine how crisis changes attitudes and can promote opportunities and/or violate individual rights.
- evaluate how ethics and laws are challenged in times of war.

GUIDING QUESTIONS

Content

(Kansas HGSS Standards & Benchmarks indicated)

- How did the Treaty of Versailles lead to the rise of totalitarian, aggressor nations? How did those nations violate international law and who was harmed in the process? (5.2) (5.3) (5.4)
- Why did the U.S. adopt policies of isolationism and neutrality in the 1930s? What laws were enacted to maintain neutrality? (1.2) (1.4)
- What led the U.S. and Japan into war, and then the U.S. into war with Germany and Italy? (1.2)
- How did America mobilize for war? What methods did they use to motivate Americans individuals and companies to contribute? (1.2)
- How dangerous was war production in the U.S.? (1.1)
- How did African Americans continue to fight for equality and civil rights throughout the war? (e.g., Double V Campaign, Executive Order 8802, etc.) (3.2)
- What were the contributions of minority groups in the war effort and were they treated equally? (e.g., Navajo Code Talkers, Tuskegee Airmen, Mexican Americans, soldiers from territories, 442nd Infantry Regiment of Japanese Americans, etc.) (3.2)
- What sacrifices and contributions were made by Americans on the homefront? (e.g., rationing, war production, migration for jobs, recycling, scrapping, victory gardens, war bonds, civil defense, etc.) (1.2)
- In what ways did women prove themselves in war industry jobs despite discriminatory practices? (3.2)
- What was Japanese Incarceration (Executive Order 9066) and was it Constitutional or justifiable? (1.4)
- How did the U.S. contribute to Allied military campaigns in North Africa, Europe and Pacific Theaters? How did the European and Pacific campaigns compare? (e.g., geography, styles of fighting, technology, philosophies about surrender and treatment of prisoners of war, etc.) (5.2)
- Civilians were major targets during WWII, what were the consequences? Were bombings violation of international law? Should there be a distinction between civilian and combatant targets in war? (e.g., ethics of war, Nanjing Massacre, aerial bombardment of Europe, firebombing of Tokyo, use of Atomic weapons) (1.2) (1.4)
- What did the American government know about the Holocaust during the war and why did the U.S. not intervene? (e.g., immigration laws, antisemitism, decisions to not bomb camps, liberation of camps) (1.2)

- What policies did the U.S. government have toward Jewish refugees at the end of World War II? (e.g., creation of Israel, immigration of displaced persons) (1.2) (2.2)
- What were the competing views about using the Atomic Bomb against Japan, and what justification did Truman use? (1.2) (1.3) (1.4)
- What war crimes were committed by the Axis and Allied powers? (e.g., treatment of POWs, medical experimentation, the Holocaust, civilian targets, etc.) (1.2)
- What were the tensions between the Big Three Allied powers during and after WWII and how did WWII negotiations help lead to the Cold War? (e.g., Yalta Conference, Potsdam Conference, use of atomic bomb, Eastern Europe) (5.2)
- How did the United Nations change international diplomacy and human rights principles? (3.2)
- What are the responsibilities of the U.N. Security Council? Which countries have a permanent seat, and why? (3.2)

Process

(NCSS C3 Framework Standards indicated)

- How do I identify evidence that draws information directly and substantially from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims? (D3.3.9-12.)
- How do I construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)? (D4.2.9-12.)
- How do I use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context? (D2.His.3.9-12.)
- How do I analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights? (D2.Civ.10.9-12.)

Reflective

- How do authoritarian leaders and/or dictators achieve and maintain power?
- How has the use of the atomic bomb changed war and conflict forever?
- Should the U.S. do more to intervene in human rights violations around the world?
- Should WWII be considered a “good war”?

FOCUS STANDARDS

Kansas History, Government, and Social Studies Standards

- The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures. (1.1)
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- The student will investigate and connect examples of choices and consequences with contemporary issues. (1.3)
- The student will use his/her understanding of choices and consequences to make a claim or advance a thesis using evidence and argument. (1.4)
- The student will analyze the context and draw conclusions about rights and responsibilities. (2.2)
- The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups. (3.2)
- The student will analyze the context and draw conclusions about dynamic relationships. (5.2)
- The student will investigate and connect dynamic relationships to contemporary issues. (5.3)

- The student will use their understanding of dynamic relationships to make a claim or advance a thesis using evidence and argument. (5.4)

20th Century U.S. History



UNIT 5: The Cold War

ESSENTIAL QUESTION

To what extent does fear drive politics and public policy?

BIG IDEAS

Through the lens of modern U.S. History, student historians will...

- examine how ideological conflict can lead to crisis.
- analyze how nuclear technology changed warfare and diplomacy.
- evaluate how the threat of communism influenced U.S. domestic and foreign policy.
- evaluate the opportunities and limitations of the prosperity and social norms of the 1950s.

GUIDING QUESTIONS

Content

(Kansas HGSS Standards & Benchmarks indicated)

- How did the events of WWII and tensions among the Allied Powers contribute to the Cold War? (e.g., Germany, Berlin, Iron Curtain, Korea) (1.2)
- What were the opportunities and limitations of the prosperity and social norms of the 1950s? (e.g., post war economy, baby boom, Levittown, GI Bill, GDP growth, wage increase, Federal Highway Act 1956, Beat Generation, women & discrimination of minorities) (4.2)
- How did the G.I. Bill and veteran's benefits create new opportunities for many families? (e.g., home loans, college tuition, work training, etc.) (4.1)
- How were African American veterans and families denied benefits and discriminated against? (e.g., college tuition, low-cost home loans, unemployment insurance, redlining, racial housing covenants, denial of admission to schools, etc.) (4.1) (4.2)
- How did the House UnAmerican Activities Committee (HUAC) and McCarthyism develop and expand the domestic fear of communism? (2.1) (2.2) (2.3)
- How did Cold War era fears impact rights, safety, and government policy? (e.g., Fallout Shelters, Duck and Cover, blacklisting) (3.1) (3.2)
- How did technological advancements affect social, economic and demographic shifts in the U.S.? (5.2)
- What were the Truman Administration's Cold War strategies for containment? (e.g., Truman Doctrine, Marshall Plan, NATO, NSC #68) (1.2)
- What new technologies in weapons of mass destruction emerged and why did the U.S. and Soviet Union engage in an arms race? (e.g., ICBMs, hydrogen bomb, access to bomb, frequency of testing) (3.2) (5.2)
- How did the U.S. policy of containment lead to war in Korea? How did the conflict escalate and which countries participated in the "police action"? (3.1) (3.2)
- What were the consequences and outcomes of the Korean War? (e.g., divided Korea, increased conflict with China, limited war, desegregated military) (1.2)
- What strategies did the Cold War presidents engage in to roll back communism globally? (i.e. brinkmanship, covert action, Central Intelligence Agency, mutually assured destruction, diplomacy) (1.2)

- What role did the Space Race play in the U.S. and Soviet competition for global supremacy? (5.2)
- What were the causes and effects of the Cuban Missile Crisis? What decisions by the U.S. and U.S.S.R. were made to avert nuclear war? (1.2)
- How and why did the U.S. get involved in the Vietnam conflict? (e.g., domino theory, Vietnamese independence, NLF) (1.2)
- What fueled the anti-war movement at home? Who were some of the strong anti-war groups or voices and how did the U.S. government respond to their anti-war messages? (e.g., music, pop culture, media coverage of Vietnam, Pentagon Papers, the Draft, Students for a Democratic Society, Vietnam Veterans Against the War, National Mobilization Committee to End the War in Vietnam, Martin Luther King, Jr., campus protests, protests and marches in D.C., Kent State killings, etc.) (3.2)
- How did the draft evolve from the early Cold War to the Vietnam War? What were public attitudes toward the draft and how did the government respond? (e.g., draft cards, draft boards, lottery system, 26th Amendment, etc.) (4.2)
- What military strategies were used by all sides of the conflict in Vietnam and how effective were they? (e.g., search and destroy, bombings, secret bombing of Cambodia, CIA operations, guerilla warfare, tunnels) (1.2)
- How did U.S. Presidents (Kennedy, Johnson & Nixon) change the course of the war and how did it end? (3.2)

Process

(NCSS C3 Framework Standards indicated)

- How do I critique the use of claims and evidence in arguments for credibility? (D4.4.9-12.)
- How do I critique the use of the reasoning, sequencing, and supporting details of explanations? (D4.5.9-12.)
- How do I use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place? (D4.6.9-12.)
- How do I assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning? (D4.7.9-12.)

Reflective

- What responsibility does America have to support veterans of war?
- How has the development of nuclear technology changed war as policy and how the U.S. settles foreign conflict?
- How is fear used as a weapon?
- What should the role of the C.I.A. be?
- Are limited war strategies effective?

FOCUS STANDARDS

Kansas History, Government, and Social Studies Standards

- The student will analyze the context and draw conclusions about choices and consequences. (1.2)
- The student will investigate and connect examples of choices and consequences with contemporary issues. (1.3)
- The student will recognize and evaluate the rights and responsibilities of people living in societies. (2.1)
- The student will investigate and connect the rights and responsibilities of individuals with contemporary issues. (2.3)

- The student will use their understanding of rights and responsibilities to make a claim or advance a thesis using evidence and argument. (2.4)
- The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups. (3.1)
- The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups. (3.2)
- The student will recognize and evaluate continuity and change over time. (4.1)
- The student will analyze the context and draw conclusions about continuity and change. (4.2)
- The student will analyze the context and draw conclusions about dynamic relationships. (5.2)

20th Century U.S. History

UNIT 6: Civil Rights Movements and Change Makers



ESSENTIAL QUESTION

How can Americans protect and uphold the Constitution's promise of equality?

BIG IDEAS

Through the lens of modern U.S. History, student historians will...

- evaluate why an institutional majority maintained and protected racist systems and policies.
- evaluate the power of collective action to bring about change.
- examine society's response to civil rights legal victories, protests, boycotts and demonstrations for full citizenship.
- analyze the strategies, success and failures of minority groups and women to achieve equality of opportunity and end legalized discrimination.
- analyze the progression of the application of Constitutional rights and protections for all Americans.

GUIDING QUESTIONS

Content

(Kansas HGSS Standards & Benchmarks indicated)

- How did the failure of the Reconstruction period continue to impact African Americans? (e.g., 13th, 14th and 15th Amendments, black codes, Jim Crow laws, Plessy v. Ferguson) (4.2)
- How did de facto and de jure discrimination impact African Americans in the decades following the Reconstruction Period? (2.2) (2.3) (2.4)
- How did the NAACP use Federal Courts and 14th Amendment to force the end of legalized discrimination in schools? (e.g., Brown v. Board of Education, Pauli Murray, Thurgood Marshall) (3.2) (3.3)
- Why and in what ways did many states and communities refuse to end discrimination and segregation policies? (e.g., restrictive covenants, redlining, state nullification, Southern Manifesto, Little Rock Crisis, Ruby Bridges, KKK, mob violence, etc.) (4.2)
- What strategies did the major Civil Rights organizations use to force states and local communities to change unjust laws and/or comply with federal laws/rulings resulting in the end of segregation and promote equality? (e.g., NAACP, SNCC, SCLC and CORE) (3.2) (3.3)
- What kinds of roles and contributions did African American women play in the Civil Rights and Women's Liberation movements? (e.g., Ella Baker, Daisy Bates, Rosa Parks, Fannie Lou Hamer, etc.) (3.2) (3.3)
- How did Martin Luther King, Jr. come to be a national figure for the Civil Rights Movement, what were his goals, strategies and issues he championed? (e.g., nonviolence, civil disobedience, Poor People's Campaign, the Triple Evils of poverty, racism and militarism, etc.) (3.2)
- What was Black Nationalism and how did Malcolm X and organizations like The Nation of Islam influence the Civil Rights movement? (e.g., economic self-sufficiency, racial pride, Black separatism, Black self-determination, etc.) (3.2)

- What was the Black Power Movement and what groups, organizations or people embraced the message and what were the cultural impacts? (e.g., Stokely Carmichael, Black Panther Party for Self Defense, evolution of SNCC, Muhammad Ali, Mexico City Olympics) (3.2)
- How did America's postwar consumer economy reshape how Americans experienced culture and shaped their identities? (e.g., television, rock 'n roll, sports, suburbs, credit cards, consumer products) (4.1) (4.2)
- What were the idealized gendered expectations of women's role in society and the family in the 1950s and to what extent was the image of the happy housewife accurate or true? (2.2) (2.3) (2.4)
- What were the goals of the Women's Liberation Movement of the 1960s-80s? Who were some of the key figures and what strategies did they use? To what extent did the movement impact laws, the Constitution and social norms? (Betty Freidan, Pauli Murray, National Organization of Women (NOW), Bella Abzug, Patsy Takemoto Mink, Shirley Chisholm, Equal Pay Act, Title VII, *Griswold v. Connecticut*, Women's Strike, Title IX, National Women's Political Caucus, Equal Rights Amendment (ERA), Women's Rights Project, Roe v. Wade, Sandra Day O'Connor, etc. (2.2) (2.3) (2.4)
- How were farm workers marginalized in America and how did the work of the United Farm Workers improve their working conditions and quality of life? (e.g., Cesar Chavez, Dolores Huerta) (2.2) (2.4)
- What were some of the social or political changes other minority groups advocated for and to what degree were they successful? (e.g., American Indian Movement, Chicano/a or El Movimiento, Asian Americans, etc.) (3.2) (3.3) (3.4)
- How were LGBTQIA+ Americans treated by society and the law? (3.2) (3.3) (3.4) (e.g. anti-homosexual relationship laws in private and public, Lavender Scare - government job restrictions, private workplace and schooling discrimination, AIDS Epidemic, access to health care, hate crimes, etc.)
- When and how did the LGBTQIA+ community begin to campaign for equal treatment and protection from discrimination; how did their work impact laws and acceptance? (Kinsey report, Lavender Scare, Mattachine Society, Executive Order 10450, Daughter of Bilitis, Stonewall Riots, Gay Liberation Front, Stonewall, Don't Ask Don't Tell, Lawrence v. Texas, Obergefell v. Hodges, Respect for Marriage Act, etc.) (3.2) (3.3) (3.4)
- What were Lyndon Johnson's Great Society goals and programs, what laws were passed and what was the impact? (e.g., college grants, Head Start, Civil Rights Acts, War on Poverty, Medicare, Medicaid, Clean Air Act, National Foundation of the Arts and Humanities, etc.) (4.2) (4.4)
- What were the Libertarian political and evangelical religious roles in helping to shape the origins of a new conservative constituency and movement? (e.g., The National Review, William F. Buckley, Milton Friedman, Barry Goldwater, Phyllis Schlafly, Jerry Falwell, Moral Majority, John Birch Society, etc.) (3.2)
- What were the goals of early environmental advocates and to what extent did they achieve environmental protections? (e.g., Rachel Carson, anti-nuclear testing, clean air and water) (5.2)

Process

(NCSS C3 Framework Standards indicated)

- How do I apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts? (D4.8.9-12.)
- How do I assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning? (D4.7.9-12.)
- How do I evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts of the Civil Rights era? (D2.His.1.9-12)

Reflective

- How are marginalized groups still advocating and working for a more equal society?

- Is America still segregated? How?
- What does activism look like today?

FOCUS STANDARDS

Kansas History, Government, and Social Studies Standards

- The student will analyze the context and draw conclusions about rights and responsibilities.(2.2)
- The student will investigate and connect the rights and responsibilities of individuals with contemporary issues. (2.3)
- The student will use their understanding of rights and responsibilities to make a claim or advance a thesis using evidence and argument. (2.4)
- The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups. (3.1)
- The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues. (3.2)
- The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues. (3.3)
- The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a theory using evidence and argument. (3.4)
- The student will analyze the context and draw conclusions about continuity and change. (4.2)
- The student will investigate and connect continuity and change to a contemporary issue. (4.3)
- The student will use their understanding of continuity and change to make a claim or advance a thesis using evidence and argument. (4.4)
- The student will analyze the context and draw conclusions about dynamic relationships. (5.2)

20th Century U.S. History



UNIT 7: America and the Global Economy: 1970s - 1990s

ESSENTIAL QUESTION

BIG IDEAS

What is the impact of globalization?

Through the lens of modern U.S. history, student historians will...

- explore the events of the modern era that changed public attitudes toward government and public officials.
- explore how the end of the Cold War changed U.S. relationships with emerging superpowers and historical allies.
- explore why American ideologies have increased in polarization.
- evaluate technological innovation and its impact on the economy, media and communication.
- analyze to what extent the U.S. upholds the five American ideals of democracy, rights, liberty, opportunity and equality.

GUIDING QUESTIONS

Content

(Kansas HGSS Standards & Benchmarks indicated)

Foreign Policy

- How did U.S. policy of secrecy around events lead to distrust and loss of faith in government? (e.g., Pentagon Papers, Watergate, Nixon's resignation, Iran Contra, Panama Papers, etc.) (4.2)
- When did U.S. presidents use diplomacy to improve trade relationships, ease tensions and/or try to bring peace in foreign conflicts? (e.g., China, Camp David Accords, Iranian Hostage Crisis, Israel and Jordan etc.) (3.2)
- What policies did Reagan enact to fight and contain communism and what did it cost? (e.g., Strategic Defense Initiative, (SDI), deployment U.S. nuclear missiles in Europe, "evil empire", Reagan Doctrine, etc.) (3.2)
- What types of arms-control treaties were signed and ratified throughout the Cold War and Modern era and how did they impact the arms race? (e.g., Limited Test Ban Treaty, Treaty on the Nonproliferation of Nuclear Weapons (NPT), Strategic Arms Limitation Talks, or SALT, Intermediate-Range Nuclear Forces (INF) Treaty, START treaty, Strategic Offensive Reductions Treaty (SORT), New START) (5.2)
- What has been the role of NATO since the fall of the U.S.S.R.? Are Cold War alliances still necessary today? (5.2)
- What role does the U.S. play in the United Nations and what are some of the strengths and weaknesses of the U.N.? (3.2)
- What types of U.S. military intervention were taken in the 1980s and 1990s, was U.S. intervention needed or effective? (i.e. El Salvador, Nicaragua, Grenada, Lebanon, Somalia, Haiti, etc.) (1.2)
- Why did the U.S. engage in an armed conflict with Iraq, the Gulf War (1990 - 1991) what were the goals of the U.S, coalition forces, who participated and what were the outcomes? (5.2)

Domestic Issues

- How did foreign manufacturing growth impact American businesses and jobs? (1.1) (1.2)
- How does trade policy impact the country's economy and be used for economic sanctions? (e.g., NAFTA, WTO, tariffs, embargo, etc.) (1.2) (1.4)
- What impact did stagflation and the oil crisis have on the U.S. economy and consumer? Why was it so challenging to combat? (1.1) (1.2)
- What was the New Right movement, how did they organize to elect Ronald Reagan and George H. W. Bush as president, and how did they promote conservative policies? (e.g., The Heritage Foundation, American Enterprise Institute, Young Americans for Freedom, STOP ERA, etc.) (3.2)
- How have tax policies created in the 1980s impacted the American economy and the distribution of wealth? How has tax policy changed through the decades? (4.4)
- How has radio programming, cable television, the internet, and social media communication changed how Americans get their news and information, and what are the consequences? (3.2)
- What were Bill Clinton's domestic policy goals and accomplishments? (e.g., welfare reform, crime laws, Brady Act) Why was he impeached? (3.2)
- What were the goals, achievements, and limitations of the Disability Rights Movement? (e.g., 504 Sit-In, Capital Crawl, Americans with Disabilities Act, Olmstead v. LC) (3.2)
- How have race relations and the continuous fight for civil rights and equal justice under the law changed and stayed the same since the 1960s? What were some of the flash points in the 1980s and 1990s? (e.g., the murder of Vincent Chin, the L.A. Riots of 1992, Al Sharpton, Jesse Jackson, Anti-crime bill) (2.3)
- How did women's rights or protections advance in the 1990s? (e.g., Family Medical Leave Act (FMLA), military combat exclusion removed, the Violence Against Women Act, United States v. Virginia, etc.) (3.2)
- How did acts of domestic terrorism and violence heighten concerns about extremism and hate in the U.S.? (e.g., Oklahoma City Bombing, Centennial Olympic Park bombing, Columbine High School shootings, eco-terrorism, religious extremism, white supremacist terrorism, anti-LGBTQ attacks, anti-Federal government groups, etc.) (4.2)

Process

(NCSS C3 Framework Standards indicated)

- How do I analyze change and continuity in historical eras? (D2.His.2.9-12.)
- How do I use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context? (D2.His.3.9-12.)
- How do I explain how the perspectives of people in the present shape interpretations of the past? (D2.His.7.9-12.)
- How do I generate possible explanations for a government role in markets when market inefficiencies exist? (D2.Eco.6.9-12.)
- How do I use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place? (D4.6.9-12.)

Reflective

- Is America's economy ours or the world's?
- Is it the responsibility of the United States today to be the world's "policeman"?
- In what cases should the Congress exercise its impeachment authority over a president or federal public official?

- How did the end of the Cold War reshuffle global powers, and the U.S. role in global affairs?

FOCUS STANDARDS

Kansas History, Government, and Social Studies Standards

- The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures. (1.1)
- The student will analyze the context and draw conclusions about choices and consequences. (1.2)
- The student will use his/her understanding of choices and consequences to make a claim or advance a thesis using evidence and argument. (1.4)
- The student will investigate and connect the rights and responsibilities of individuals with contemporary issues. (2.3)
- The student will use their understanding of rights and responsibilities to make a claim or advance a thesis using evidence and argument. (2.4)
- The student will analyze context and draw conclusions of how societies are shaped by the identities, beliefs, and practices of individuals and groups. (3.2)
- The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues. (3.3)
- The student will analyze the context and draw conclusions about continuity and change. (4.2)
- The student will use their understanding of continuity and change to make a claim or advance a thesis using evidence and argument. (4.4)
- The student will analyze the context and draw conclusions about dynamic relationships. (5.2)

20th Century U.S. History



UNIT 8: The 21st Century

ESSENTIAL QUESTION

What challenges emerged as the United States entered the twenty-first century?

BIG IDEAS

Through the lens of modern U.S. history, student historians will...

- explore how individuals, groups, and nations impact and interact with the global community.
- analyze 21st Century terrorism and how it has altered U.S. domestic and foreign policy.
- evaluate technological innovation and its impact on the economy, media and communication.
- analyze how the concept of freedom and equality changed in the United States.
- evaluate how the United States has viewed its role in the global community.
- analyze to what extent the U.S. upholds the five American ideals of democracy, rights, liberty, opportunity and equality.

GUIDING QUESTIONS

Content

(Kansas HGSS Standards & Benchmarks indicated)

- How have advancements in military technology and capability impacted the U.S. war on terrorism and modern warfare strategies of the future? (e.g., Unmanned Aerial Vehicles (UAVs), cyber warfare, unmanned weapons systems, laser weapons, hypersonic weapons, robotics, electronic warfare, etc.) (1.2) (5.2)
- What was the 9/11 terrorist attack on the U.S.? How did it lead to the invasion of Afghanistan resulting in an armed conflict from 2001 to 2021? What were the goals of the war, the challenges, the impact, and the outcomes? (1.2)
- How did the attacks of 9/11, the creation of the Department of Homeland Security and the Patriot Act impact American Civil Liberties? (e.g., American-Islamic community, rise of Islamophobia, privacy, NSA, TSA, etc.) (4.2) (4.3)
- Why did the U.S. engage in another armed conflict with Iraq (The Iraq War, 2003 - 2011)? What were the reasons, goals, and coalition forces that fought? What were the outcomes? (5.2)
- How have race relations and the continuous fight for civil rights and equal justice under the law changed and stayed the same since the 1990s? (2.3)
- How can world governments cooperate to make ethical decisions related to our global environment? (5.2)
- What new grassroots movements emerged in the 21st Century? (3.3)
- What impact do the internet and social media tools have on civic engagement, media literacy and political activism? (3.3)
- How have presidential elections changed in the twenty-first century and what impact did/do they

have? (4.3)

Process

(NCSS C3 Framework Standards indicated)

- How do I analyze change and continuity in historical eras? (D2.His.2.9-12.)
- How do I use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context? (D2.His.3.9-12.)
- How do I explain how the perspectives of people in the present shape interpretations of the past? (D2.His.7.9-12.)
- How do I use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place? (D4.6.9-12.)

Reflective

- Has America learned from the past and paved the way for greater prosperity for all?
- How do we balance freedom and security? What's more important - freedom and rights or order and security?
- What challenges does Generation Z face and how do they compare to previous time periods?
- Are all Americans born equal? What responsibilities does the government and society have to all children in America?
- To what extent does the U.S. uphold the five American ideals of democracy, rights, liberty, opportunity and equality?

FOCUS STANDARDS

Kansas History, Government, and Social Studies Standards

- The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures. (1.1)
- The student will analyze the context and draw conclusions about choices and consequences. (1.2)
- The student will use his/her understanding of choices and consequences to make a claim or advance a thesis using evidence and argument. (1.4)
- The student will investigate and connect the rights and responsibilities of individuals with contemporary issues. (2.3)
- The student will use their understanding of rights and responsibilities to make a claim or advance a thesis using evidence and argument. (2.4)
- The student will analyze context and draw conclusions of how societies are shaped by the identities, beliefs, and practices of individuals and groups. (3.2)
- The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues. (3.3)
- The student will analyze the context and draw conclusions about continuity and change. (4.2)
- The student will investigate and connect continuity and change to a contemporary issue. (4.3)
- The student will use their understanding of continuity and change to make a claim or advance a thesis using evidence and argument. (4.4)
- The student will analyze the context and draw conclusions about dynamic relationships. (5.2)