



Department: Social Studies
Course Name: Survey of 20th Century America
Course Description
Grade 10

(1.0 Cr)

Levels: 1-601200, 2-602200, 3-603200

Students will examine opposing viewpoints as they reflect major topics in modern American history. Areas of study include industrialism, overseas expansion, the Progressive Movement, World War I, the 1920s, the Depression, the New Deal, World War II, and U.S. foreign and domestic policies since 1945, including the Cold War, Korea, Vietnam, the Civil Rights Movement, and the post-Cold War era. Successful completion of this course is required for graduation.

UNIT 1	
Unit Title: Growth of Modern America	
LEARNING GOALS	
<p>Students will understand the impact of human migration on society. (DEU)</p> <p>Students will understand that America is a constantly evolving nation. (CEU)</p> <p>Students will understand the consequences of different cultures, traditions and socio-economic classes on American society. (UEU)</p>	<p>Essential Question(s): What are the forces of social, economic, and political change? (DEQ)</p> <p>How did technology impact America in the latter half of the 19th Century? (CEQ)</p> <p>What is the effect of westward expansion, immigration, industrialization and urbanization on the making of modern America? (UEQ)</p>
<p>Content and Skills: Students will:</p> <ol style="list-style-type: none"> 1. Understand the effects of the Civil War on American society. 2. Know the reasons for continued expansion westward and the impact of the eventual close of the frontier. 3. Understand how the development of the railroads impacted the nation. 4. Understand how conflict between native Americans and the American government grew and its consequences. 5. Acknowledge the difficulties that settlers had in settling the west. 6. Understand how labor saving inventions impacted the life of Americans and impacted the workforce. 7. Understand why the development of large corporations brought benefits and problems. 8. Identify how labor unions helped workers gain political and economic power. 9. Examine how the arrival of new immigrants impacted American society. 10. Examine the difficulties that new immigrants faced in the United States. <p>Students will be able to:</p> <ul style="list-style-type: none"> -Read and comprehend maps. -Interpret the demographic, economic and social changes brought on by immigration and industrialization. -Write an effective persuasive essay. 	

Standards Addressed:

I-E Demonstrate the value of cultural diversity, as well as cohesion, within and across groups.

IX-C Analyze and evaluate the effects of changing technologies on the global community.

UNIT 2**Unit Title: American Imperialism****LEARNING GOALS****Enduring Understanding(s):**

Throughout history international competition has led to conflict and cooperation (DEU)

America's emergence as a world power during the 20th century. (CEU)

Many Americans looked overseas for new opportunities. (UEU)

Essential Question(s):

Why do nations expand? (DEQ)

When should a nation interfere in the freedom and affairs of other nations? (CEQ)

To what extent was imperialism a respectable and legitimate policy at the turn of the 19th century?(UEQ)

Content and Skills:**Students will know:**

- As the pace of westward expansion slowed, the desire for raw materials and markets increased
- The impact of the Industrial Revolution upon American foreign and domestic policy
- The definition of imperialism
- How the United States acquired Hawaii and Alaska
- Historical reasons for the United States' entrance into the Spanish-American War
- Individual contributions of significant political and military leaders: Henry Cabot Lodge, Alfred Thayer Mahan, and Theodore Roosevelt.
- The territorial consequences of the Spanish-American War.
- The arguments which favored U.S. imperialism and expansionist tactics
- The arguments which disagreed with U.S. imperialism and expansionist tactics.
- U.S imperialism in China vocabulary: Open Door Policy, Boxer Rebellion, and Spheres of Influence
- The trade benefits created by the construction of the Panama Canal

Students will be able to:

- Locate the territories and interpret their reasons for acquisition by the United States during this period
- Read and comprehend political cartoons
- Identify persuasive techniques used in political cartoons and newspapers
- Interpret and identify arguments as pro-imperialism or anti-imperialism
- Write an effective persuasive essay

Standards Addressed:

VI-F Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations.

IX-E Analyze the relationships and tensions between national sovereignty and global interests, in such matters as territory, economic development, weaponry, use of natural resources, and human rights concerns.

UNIT 3

Unit Title: The Progressive Era

LEARNING GOALS

Enduring Understanding(s):

(DEU) Social and economic crises lead to new roles for government

(CEU) Changes in a society can lead to new, unforeseen problems that bring about innovative solutions.

(UEU) Rapid industrialization, urbanization, and immigration caused economic and social problems that led progressives to look to the government to help solve these problems.

Essential Question(s):

(DEQ) How does a government adapt to changes in society?

(CEQ) What role should the government play in our daily lives?

(UEQ) Was the Progressive Era really progressive? What were the limits and the legacies of the Progressive Movement?

Content and Skills:

Students will know:

- the origins, goals and purpose behind the Progressive Movement
 - the various changes made in local, state, and federal government
 - the impact of the woman suffrage movement
 - the role of the temperance movement
 - how Teddy Roosevelt was a “trustbuster”
 - *The Jungle*’s impact on the meat packaging industry
 - the ways in which Taft continued the Progressive movement
 - how Taft upset the Progressives
 - Wilson’s efforts to continue Progressivism
 - the limits and legacy of Progressivism
- Students will be able to:
- analyze and interpret photographs
 - recognize point of view
 - Read and comprehend primary source materials

Standards Addressed:

VI-A Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.
X-C Locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues- identifying, describing, and evaluating multiple points of view.

UNIT 4

Unit Title: World War I

LEARNING GOALS

<p>Enduring Understanding(s): Discipline: The fate of nations is forever changed by monumental world events. Course: What factors both prevent and promote cooperation between nations? Unit: How and why does a nation decide to go to war?</p>	<p>Essential Question(s): Discipline: What are the responsibilities and challenges in an interdependent world? (DEQ) Course: What were the consequences of world conflicts on America? Unit: What is neutrality and when should the United States government remain neutral in domestic and international affairs?</p>
--	--

<p>Content and Skills:</p> <ul style="list-style-type: none"> • The reasons why the United States entered World War I. • How the war impacted the United States on the home front. • How the face of warfare changed with the implementation of new technology. • The multitude of reasons for post-war tension. • analyze primary sources • write a persuasive essay • interpret a map • interpret a political cartoon • analyze cause and effect
--

<p>Standards Addressed: IX-B: Explain conditions and motivations that contribute to conflict, among groups, societies, and nations.</p>

UNIT 5

Unit Title: 1920s

LEARNING GOALS

<p>Enduring Understanding(s): Discipline: Social scientists analyze and recognize how people, places, and ideas change over time Course: Science, technology, and cultural beliefs influence the core values and attitudes of a society Unit: People react differently to social and cultural changes.</p>	<p>Essential Question(s): Discipline: How have the ideas of people changed over time? CEU, UEU: Do you think the government should try to regulate the moral behavior of its citizens?</p>
--	---

<p>Content and Skills:</p> <p>Students will know...</p> <ul style="list-style-type: none"> • Traditional vs. Modern Age • Changing Role of Women • The Effects of a Booming Economy • Change in Leisure Time <p>Rise and Effects of Immigration</p> <p>Students will be able to...</p> <ul style="list-style-type: none"> • Communicate • Compare/Contrast • Research

Read Primary Sources

Standards Addressed:

IV-E: Examine the interactions of ethnic, national, or cultural influences in specific situation or events.

UNIT 6

Unit Title: Great Depression and New Deal

LEARNING GOALS

Enduring Understanding(s):

Discipline: Social scientists analyze and interpret evidence to solve problems and make decisions

Course: Social and economic crises lead to new roles for government

Unit:

- Economic cycles influence the development of a nation
- The role of government forever changed

Essential Question(s):

Discipline: What types of problems are of concern to historians, geographers, civic leaders, and economists?

Course: At what point should the government interfere in business?

Unit:

- What responsibility does the government have to keep the economy healthy?
- Is it the government's responsibility to provide a safety net for the American people?

Content and Skills:

Students will know...

- Causes of the Great Depression
- Reform, Relief, Recovery
- Elastic Nature of Government
- Lives of Americans changed dramatically

Creation of Government safety net

Students will be able to...

- Debate the validity of the New Deal Critics

Assess the impact of New Deal and Great Depression on different groups of Americans

Standards Addressed:

VII-A: Explain how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed.

VII-H: Apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues.

UNIT 7

Unit Title: World War II

LEARNING GOALS

<p>Enduring Understanding(s): Societies change over time. (DEU) The fate of nations is forever changed by monumental world events. (DEU) The United States emerged as world power as a result of World War II. (CEU, UEU)</p>	<p>Essential Question(s): What are the responsibilities and challenges in an interdependent world? (DEQ) What were the consequences of world conflicts on America? (CEQ, UEQ)</p>
---	--

<p>Content and Skills: Students will know:</p> <ul style="list-style-type: none"> • How America responded to world events between 1931-1945. • The cause and effects of the attack on Pearl Harbor • The successes and failures of the war in Europe • The successes and failures of the war in Asia • The conditions in America during the war • The events leading up to the decision to drop the atomic bomb • The results of the war <p>Students will be able to . . .</p> <ul style="list-style-type: none"> • Write a comparative essay on living and working conditions in America during the war and compare to pre and post war periods. • Analyze the strategic decision made by Roosevelt and Churchill at the beginning of World War 2 • Interpret a map of the US in the Pacific, 1942-45 demonstrating America’s strategy of island hopping. • Using a map of the world, describe the geographic factors which affected the course of World War II • Interpret World War II political cartoons showing the role minorities played in the war.

<p>Standards Addressed:</p> <ul style="list-style-type: none"> • <i>6 D Compare and analyze the ways nations and organizations respond to conflicts between forces of unity and forces of diversity.</i> • <i>9 B Explain conditions and motivations that contribute to conflicts, cooperation and interdependence among groups, societies and nations.</i>
--

UNIT 8

Unit Title: Origins of the Cold War

LEARNING GOALS

<p>Enduring Understanding(s): International competition can lead to conflict and cooperation. (DEU)</p> <p>The Cold War changed the role of the United States in world affairs and its approach to foreign policy. (CEU)</p> <p>The aftermath of World War II led to a bitter rivalry between the United States and the Soviet Union that developed from these two nations struggling with each other for economic and political ideology supremacy. (UEU)</p>	<p>Essential Question(s): Why would a country encourage another to adopt its own political ideology and/or economic system? (DEU) Is that encouragement of one’s political ideology and/or economic system justifiable?</p> <p>Why do you think the United States was so determined to stop communism from spreading? (CEU) How did the Cold War and the fear of communism influence American politics and foreign policy in the 1950s? (CEU) Why were the Soviet Union and the United States unable to find common ground after World War II? (UEU)</p>
--	---

--	--

Content and Skills:

Students will know:

-*Post WWII aftermath including:*

- The results of the Yalta Conference.
- The results of the Potsdam Conference.

-*Differing ideologies and goals of the U.S.A. and U.S.S.R, with particular attention to:*

U.S. foreign policy post WWII including:

- The purpose and use of the policy of Containment.
- The purpose and use of the Truman Doctrine.
- The purpose and use of the Marshall Plan.

Students will be able to:

- Explain why cooperation between the United States and the Soviet Union ended.
- Analyze the discussions during the Yalta Conference.
- Discuss President Truman’s hard line of negotiations with the Soviet Union.
- Define the containment policy of the United States during the Cold War era.
- Discuss how the United States supported its allies during the Berlin Crisis.
- Describe how the Cold War guided policies in Asia
- Analyze the events of the Korean War

Standards Addressed:

- VI-E Compare different political systems (their ideologies, structure, institutions, processes, and political cultures) with that of the United States, and identify representative political leaders from selected historical and contemporary settings.
- IX-B Explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations
- IX-E Analyze the relationships and tensions between national sovereignty and global interests, in such matters as territory, economic development, nuclear and other weapons, use of natural resources, and human rights concerns.

UNIT 9

Unit Title: The Civil Rights Movement

LEARNING GOALS

Enduring Understanding(s):

- DEU: People react to periods of breathtaking social and cultural change in different ways.
- CEU: Social and economic crises lead to new roles for government.
- UEU: Despite a successful transition to a peace time economy and a growing affluence, many groups were alienated from the mainstream

Essential Question(s):

UEQ: What gains have been made and what obstacles remain in the fight for civil rights?

Content and Skills:

Students will know...

- the origins of the civil rights movement in the post-World War II years

- the events that began the civil rights movement
- the tactics and efforts of specific groups in achieving civil rights legislation by the government.
- the impact of the Brown v. Board decision on the civil rights movement.
- the major figures and groups involved in the civil rights movement and their significance.
- the problems that urban American Americans faced
- how the civil rights movement attempted to shift some of its emphasis on the problem of economic inequality.

Students will be able to...

- analyze primary sources
- write a persuasive essay
- interpret a map
- interpret a political cartoon
- analyze cause and effect

Standards Addressed:

4.G Compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other group and behaviors on individuals and groups.

10.A Explain the origins and interpret the continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law.

10.E Analyze and evaluate the influence of various forms of citizen action on public policy.