

United States History

Originally designed by John Cornet and Clint Rodreick
Phoenix HS (Oregon) rev.July by John Cornet

The history of the United States is the collective story of widely differing narratives. These narratives - from minority groups, women, African Americans, those of European Ancestry, and Native Americans, among countless others - in conjunction with agricultural pursuits, technological advances and differing perspectives on most anything, present a drama through which our national ideals have become forged, cemented and reinforced.

At its core, American history may be best represented as a pendulum of power-shifting behavior; that is, who has power, who seeks to gain it, what do these interests seek to do with it, and who would be affected by these interests.

Subject Learning Outcomes

- ⇒ Students will be able to identify facts and explain the significance of certain events in American history, as well as their impact upon the nation's progress.
- ⇒ Students will develop an appreciation for and enjoyment of learning, especially how learning should cause us to question what we think we know and have a willingness to entertain new perspectives on issues.
- ⇒ Students will be able to look beyond specific events and see how they affect (or are affected by...) broader themes in American history
- ⇒ Students will be able to demonstrate an understanding of causation.
- ⇒ The State of Oregon, The College Board (Advanced Placement) and Southern Oregon University learning standards are content specific and available online.

Skills-Based Learning Outcomes

- ⇒ Students will gain experience with
 - organizing, maintaining and learn how
 - to study from a subject-specific notebook
- ⇒ Students will be able to demonstrate
 - how to take lecture notes
- ⇒ Students will be able to engage in
 - meaningful, respectful, and substantive
 - discussion with others.
- ⇒ Students will be able to demonstrate
 - effective and active reading habits
 - (summarization, questioning, agreeing/disagreeing with the text, etc.)
- ⇒ Students will be able to synthesize
 - different facts to make broader

Behavioral Expectations and Grading Policy

- ⇒ Attendance, participation and being prepared are daily expectations
- ⇒ A classroom culture of respect and tolerance is critical to create a comfortable environment for all to learn.
- ⇒ Digital and electronic devices will not be in use during class time without teacher permission.
- ⇒ Do not hesitate to ask questions at any time and for any relevant reason.

Please see supplemental handout on this topic for specifics on classroom rules and grading policy.

In the case of multiple instructors teaching the same subjects, while instructors proceed through lessons at their own pace - out of respect for the integrity of one another's classrooms, teaching styles and expertise - they will strive to never be more than ten days apart in curriculum and from time to time will use common written/essay/examination assessments which will be evaluated jointly. As administration supports, instructors hope to meet regularly to discuss their common courses.

United States History

Overarching Social Studies Thematic Approach

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| Overarching Social Studies Thematic Approach | The social sciences discipline may be interpreted as a tug-of-war between the perspectives of moral relativism and moral absolutism. |
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Comprehensive Approach Toward The Course

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| Comprehensive United States History Thematic Approach | The history of the United States may be best interpreted through power shifting behaviors; that is, who has power and at the expense of whom? Viewed through the lens of Federalist and anti-Federalist poles, identify and explain the shifting foundations of the United States over time. |
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Enduring Multi-Unit Themes

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| <p>"America was founded upon freedom and equal opportunity." As you consider whether you agree or disagree with this statement, be sure to identify and explain the relevance of specific examples from American history in support of your position.</p> <p>Identify and explain the extent to which World War II was a continuation of the first world war.</p> <p>Identify and explain the principles of the American Revolution in contrast to those of American imperialism, and assess commonalities.</p> <p>Identify and explain the problems of appeasement prior to World War II, and compare these matters with those of containment during the Cold War.</p> <p>Identify and explain the iconoclastic challenges to the established order in the latter half of the 20th Century.</p> <p>America in the 1920s, 1960s and 1990s has experienced such a tremendous amount of growth - technologically, culturally, legally, etc - that by the end of each era the nation was incapable of returning to where it was prior to the era's start. Identify specific elements which support this assertion of societal transformation, explain how they relate to or reinforce one another, and assess if</p> |
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"Overarching Social Studies Thematic Approach"

This is an overarching approach for all courses in the Social Studies department

"Comprehensive Approach Toward The Course"

This presents the broad approach and lens through which material in this course will be examined.

"Enduring Multi-Unit Themes"

These are questions, themes or big ideas which stretch across multiple, sometimes overlapping, units. It provides an opportunity for students to connect historical and contemporary dots over time.

"Individual Instructional Units"

These are the targeted learning outcomes (Power Standards) per unit of instruction. They are amended by key learning targets, essential vocabulary, and essential figures. This latter category offers examples of figures who represent different poles on any given spectrum of perspectives for students to identify with.

In Other Words . . .

The "Individual Instructional Units" allow a student to walk into a bookstore, glance at a book and have a sense of what that book may be about before they even open it. "Enduring Multi-Unit Themes" allow a student to finish the book, return to browse 50 titles remaining in the bookstore and recognize these books all talk to each other; that is, that these books offer different focus, perspective or emphasis on related topics.

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| | UNIT TOPICS | MAIN UNIT QUESTION | KEY LEARNING TARGETS (may overlap vocabulary) | ESSENCIAL VOCABULARY (may overlap learning targets) | ESSENCIAL FIGURES WHO REPRESENT DIFFERENT POLES OF THOUGHT | KEY PRIMARY AND SECONDARY SOURCE DOCUMENTS WHICH WILL BE AMONG THOSE EXAMINED |
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| Quarter 1 September | Introduction to history | "The true story of the hunt will not be known until the lion tell's her story", "one man's terrorist is another man's freedom fighter" and "history is written by the victors" are three statements which are commonly associated with the study of history. Identify and explain the relevance of these statements to the understanding of history. | *Students should be able to understand that history is ultimately based on multiple perspectives | ▫Empathy ▫Perspective | | |
| Quarter 1 September | European settlement of and early culture within the colonies in North America pre-settlement to 1765 | 1. Identify and explain the reasons which led to European colonialization of North America, and how these reasons contributed to some of the different cultures which emerged within the New England, middle and southern colonies. 2. Identify and explain the reasons which led to European colonization of North America, and the manner in which white settlers interacted with and affected other groups and their surroundings | ▫Reasons for immigration ▫French & Indian War ▫Salem Witch Trials Fear+rumor=implication | ▫Mercantilism ▫Puritanism ▫Colonalization | ^ John Winthrop √ Roger Williams & Anne Hutchenson | Contemporary official documents and maps re Salem Witch Trials |
| Quarter 1 September | Escalation of anti-British tensions settlement to 1776 | Identify and explain the accumulation of grievances which led to the writing of the Declaration of Independence | ▫Individual consent ▫No taxation without representation =Lockean philosophy | ▫Son's of Liberty ▫Boston Tea Party ▫Gasbee Incident ▫Proclamation of 1763 ▫'Acts' by parliament ▫Hutchenson letters ▫Propaganda ▫Boston Massacre | ^ King George III > Thomas Hutchinson, John Adams and Benjamin Franklin √ Samuel Adams & John Hancock | - Massachusetts Circular Letter, 1768 - Paul .Revere: Boston Massacre art - Intolorable Arts - T.Paine: Common Sense and American Crisis - Dec. of Independence <i>Strive to connect list of greivances to actual historical events</i> |

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| Quarter 1 September | <p>Revolutionary era and the creation of a nation c.1776-1791</p> | <p>Identify and explain why Federalists wanted a more powerful and centralized government and why anti-Federalists were worried about this move toward a more powerful and centralized government.</p> <p>↳ In a related line of thought, consider too what evidence there is to say which was the right/wrong approach</p> | <ul style="list-style-type: none"> ▫How much power is too much? ▫Arguments of Federalist Papers and counterpoints ▫George Washington's Proclamation of Neutrality | <ul style="list-style-type: none"> ▫Constitution ▫Constitutional Convention ▫Federalism / anti-Federalism ▫Federalist Papers ▫Betrayal | <ul style="list-style-type: none"> ^ Alexander Hamilton > James Madison √ Thomas Jefferson | <ul style="list-style-type: none"> - (GW) decree on smallpox vaccination ('77) placed here as an example of executive initiative and response - Coorespondence related to Benedict Arnold - Federalist Papers 10, 39, 51 - Brutus I - (GW) Proclamation of Neutrality - Viringia plan, Pinckney plan, etc - Articles of Conf. - Constitution |
| Quarter 1 October | <p>Jeffersonian Democracy and the expansion of a nation 1789-1809</p> | <p>Identify and explain how different groups interpreted the Constitution and how those disputes manifested themselves in this era.</p> <p>↳ "Groups" may include Federalists, anti-Federalists, freed slaves, immigrants, foreign nations, different branches of government, T.Jefferson, J.Adams, political parties, or other related groups</p> | <ul style="list-style-type: none"> ▫Strict interpretation v. loose intpretation of the Constitution ▫Hamilton v. Burr ▫Yellow Journalism ▫Revolution of 1800 | <ul style="list-style-type: none"> ▫Judicial Review ▫Marbury v. Madison ▫Alien Sedition Acts ▫Louisiana Purchase | <ul style="list-style-type: none"> ^ John Marshall > Thomas Jefferson (who transitions back and forth between these poles) √ Aaron Burr | <p>Marbury v Madison</p> <p>(also documents from prior unit)</p> |
| Quarter 2 October / November | <p>Manifestation of xenophobia and continued Westward expansion</p> | <p>1. Identify and explain how Jacksonian democracy and westward expansion affected the west.</p> <p>2."The America of Andrew Jackson professed a love of democracy but was willing to live with inequity; aimed for social justice but was prone to racism and intolerance; believed itself one nation but was narrowly divided; and occassionally acted arrogantly toward other countries while craving respect from them at the same time." Identify and explain relevant historical events which speak to this quote, and then take a position in which you advance a favorable or unfavorable view of the Jackson presidency.</p> | <ul style="list-style-type: none"> ▫Westward Expansion ▫Transcontinental Railroad ▫Clash of Cultures ▫Jacksonian democracy <p>Cultural genocide</p> | <ul style="list-style-type: none"> ▫Trail of Tears ▫Manifest Destiny ▫Seneca Falls Convention =Indian Removal Act | <ul style="list-style-type: none"> ^ John O'Sullivan, Andrew Jackson & James Polk > Richard Pratt √ Helen Hunt Jackson | <ul style="list-style-type: none"> - Excerpts from Jackson's address to Congress in 1829 and 1833 - Kipling's White Man's Burden - Parkman's Conspiracy of Potiac - Jackson-Turner Frontier Thesis - Dawes Act 1877 =Indian Appropriations Act 1871 |
| Quarter 2 November | <p>Antebellum reform movements and the momentum toward war</p> | <p>Identify and explain the increasing sectional differences and hostility between the North and South which eventually led to the Civil War</p> | <ul style="list-style-type: none"> ▫Compromise of 1850 ▫Missouri Compromise ▫Kansas-Nebraska Act ▫Dred Scott decision ▫Emergence of Republican party ▫Lincoln-Douglas debates =Election of 1860 | <ul style="list-style-type: none"> ▫Stephen Douglas ▫Abolitionist (anti-slave) ▫Paternalism (pro-slave) | <ul style="list-style-type: none"> ^ John C Calhoun & George Fitzhugh > Abraham Lincoln √ John Brown and Frederick Douglas | <ul style="list-style-type: none"> - contemporary accounts of slavery and slave auctions - Poems by Frances Ellen Watkins Harper - modern writing by Caroline Randall Williams - Dred Scott decision - Lyrics of slave songs - map of 1860 election results by country |

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| Quarter 2 November | The Civil War 1861-1865 | Identify and explain the different perspectives and cultures of the Union and Confederates, and assess the extent to which these differences were indeed irreconcilable. | <ul style="list-style-type: none"> ▫Andersonville ▫Gettysburg, Antietam ▫Military advantages & disadvantages of the north and south | <ul style="list-style-type: none"> ▫Emancipation Proclamation | <ul style="list-style-type: none"> ^ John Breckinridge > Robert E Lee and Abraham Lincoln √ Frederick Douglass | <ul style="list-style-type: none"> - Excerpts of four states declarations of succession - excerpts of speech by Alexander Stephens - Emancipation Proclamation |
| Quarter 2 November / | Reconstruction 1865-1877 | <ol style="list-style-type: none"> 1. Identify and explain the extent to which Reconstruction was a success or a failure. 2. The Reconstruction era may be divided into three distinct phases. Identify and explain the sources of power-conflict which occurred within each phase, as well as causation relationships which tie all three phases together. | <ul style="list-style-type: none"> ▫Lost Cause perspective | <ul style="list-style-type: none"> ▫Assassination ▫Jim Crow laws ▫Sharecropping =Black codes | <ul style="list-style-type: none"> ^Thaddius Stevens √Andrew Johnson | <ul style="list-style-type: none"> - Amendments 13, 14, 15 - diary excerpts from southern woman who owned property and engaged in sharecropping |
| Quarter 2 January / December | Gilded Age to Progressivism 1877-1912 | <ol style="list-style-type: none"> 1. Identify and explain how the federal government exerted itself to deal with growing problems at home and abroad. 2. Identify and explain the extent to which the media was a problem-solver or problem-causer in terms of illuminating the challenges confronting the nation <ul style="list-style-type: none"> ↳ "Media" may include books, magazines, essays, newspapers, speeches, and specific authors or reporters. 3. Identify and explain the extent to which liberal individualism (freedom) was conducive to the health of late-19th century American society. <ul style="list-style-type: none"> ↳ In other word, how much freedom is too much before it negatively affects the progression of society? 4. Identify and explain the manner in which the events of the Progressive served to undo ills caused by or advanced during the Gilded Age. | <ul style="list-style-type: none"> ▫Gilded Age ▫Progressiveism ▫Social Darwinism | <ul style="list-style-type: none"> ▫Muckrakers ▫Bully Pulpit ▫Trust busting ▫Mechanization and the assembly line ▫Haymarket bombing ▫Corruption ▫Spanish-Amer.War ▫Immigration and nativism ▫Tenement houses | <ul style="list-style-type: none"> ^ Andrew Carnegie > Theodore Roosevelt √ Upton Sinclair and Jane Addams | <ul style="list-style-type: none"> - Buck v Bell <i>covered here under progressivism, even though it is dated 1927</i> - Excerpts from Eguene Debs, Jane Adams, Ellen Starr Gates, Florence Kelley, Margaret Sanger - Examples of yellow journalism - writings by DuBois and BTWashington - F.J.Turner 'Significance of Frontier...' 1893 - contemporary aterial on Carnegie, Gompers, Rockefeller, Morgan, Depew and Hill - Writing by Sinclair (Jungle), Riis (How The Other Half (Lives) and Nellie Bye - multiple contemporary photos and cartoons |
| Quarter 2 January | The Wilsonian Era 1912-1920 | <ol style="list-style-type: none"> 1. Identify and explain how Wilson's worldview was an attempt to resolve the issues which led to the Great War. 2. Identify and explain the multiple views pertaining to whether or not America should enter World War I (prior to the Zimmerman Telegraph), and evaluate the decisions made by the president to maintain demoestic harmony. 3. Identify and expain the extent did imperialism benefit the colonizer and the colonized? | <ul style="list-style-type: none"> ▫The Influence of Sea Power Upon History, by Alfred Mahan ▫Wilson's 14 Points ▫Liberal idealism | <ul style="list-style-type: none"> ▫Zimmerman Telegram ▫Imperialism ▫Militarism ▫Alliances ▫Nationalism | <ul style="list-style-type: none"> ^ Woodrow Wilson (as critic of imperialism) √ Josiah Strong and Rudyard Kipling | <ul style="list-style-type: none"> - Zimmerman Telegram - Willi-Nicki Letters - visual dada/graphs on immigration number - contemporary invterviews of soldiers - Espionage and Sedition Acts - Wilson's 14 Points |

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| Quarter 2 / 3 January / February | Roaring Twenties to Economic Collapse 1919-1929 | Identify and explain how the politics and culture of the Twenties directly contributed to economic collapse. | <ul style="list-style-type: none"> ▫Scopes Trial ▫Women's rights ▫Reemergence of KKK | <ul style="list-style-type: none"> ▫Prohibition ▫Harlem Renaissance ▫Flappers ▫Tea Pot Dome Scandal | <ul style="list-style-type: none"> *<i>These figures are more of a triangle of views, rather than a heirarchy of poles:</i> ⇒ Clarence Darrow ⇒ Al Capone ⇒ William J. Bryan | <ul style="list-style-type: none"> - Contemporary newspaper and personal accounts of Scopes Trial, Rosewood massacre 1923, Harlem Renaissance, Lindberg flight, influenza, women's suffrage - genealogy portrayal of bootlegger Harry Witz |
| Quarter 3 February | The Stock Market Collapse to the Great Depression 1929-c.1939 | <ol style="list-style-type: none"> 1. Identify and explain the manner in which President Roosevelt's 'New Deal' addressed the problems which confronted the nation. 2. Identify and explain the different views of governments roles in 'fixing' the economy | <ul style="list-style-type: none"> ▫Dust Bowl ▫Keynesian economic theory | <ul style="list-style-type: none"> ▫New Deal ▫Political realignment ▫Mexican repatriation art, 1930s | <ul style="list-style-type: none"> ^ Father Coughlin & Francis Townsend > Franklin Roosevelt √ Herbert Hoover | <ul style="list-style-type: none"> - Multiple contemporary newspaper headlines and articles - photos of dust boel - economic data charts |
| Quarter 3 February / March | America in a world of global adversaries and instability 1939-1955 | <ol style="list-style-type: none"> 1. Identify and explain how the second World War contributed to an exacerbation (heightening) of Cold War tensions. 2. Identify and explain the degree to which Cold War tensions affected domestic life and international relations. | <ul style="list-style-type: none"> ▫Cold War ▫Marshall Plan ▫Creation of UN and rise of rival intern'l organizations | <ul style="list-style-type: none"> ▫Berlin Airlift ▫Korean conflict ▫Appeasement ▫George Kennan and containment ▫Fascism | <ul style="list-style-type: none"> ^ Concensus of liberal and conservative anti-Soviet Cold War thinkers √ Adlai Stevenson | <ul style="list-style-type: none"> - Neutralist Acts - Nuremberg Laws - biographical abstracts - contemporary photos - decrees' demanding removal of people of Jap-Am ancestry - interivew with Hugh Bradner (worked with Oppenheimer) - Szilard Petition - Policy of Containment (in speech) - quotes from George Kennen - data chart re Arms Race |
| Quarter 4 April | Embrace of cultural conformity 1945-1960 | <ol style="list-style-type: none"> 1. Identify and explain the ideas and cultural values which fostered the climate which came to be known as 'The American Dream.' 2. Identify and explain how the role of media and pop culture served to create and reinforce cultural conformity or served as an outlet for individual expression. | <ul style="list-style-type: none"> ▫Establishment (the dominant cultural paradigm) ▫McCarthyism ▫Sociological focus | <ul style="list-style-type: none"> ▫Conformity ▫Individuality ▫Camelot ▫GI Bill | <ul style="list-style-type: none"> ^ The establishment √ Edward R Murrow & David Reisman | <ul style="list-style-type: none"> - excerpts of GI Bill |
| Quarter 4 April | Societal unrest and disturbance 1954-1969 | <ol style="list-style-type: none"> 1. Identify and explain the demands made by different social movements <ul style="list-style-type: none"> ↳ "Social movements include but are not limited to African Americans, women, Hispanic rights, anarchists, gay/lesbian, hippies, anti-war, free speech, anti-poverty, etc. 2. How did interaction between (or within) various social movements strengthen or hinder them from the goals they sought to achieve? | <ul style="list-style-type: none"> ▫Counterculture ▫Kent State killings ▫Generational divide ▫Sit-in's and marches | <ul style="list-style-type: none"> ▫NAACP ▫Black Panthers ▫Scottsboro trial | <ul style="list-style-type: none"> ^^^Southern whites ^^ John F Kennedy ^ Northern whites √ Lyndon Johnson √√ MLK Jr √√√ Malcolm X | <ul style="list-style-type: none"> - (MLK) Letter from a Birmingham Jail - Excerpts from... <ul style="list-style-type: none"> > Civil Rights Act > Speeches by MLK and Malcolm X - Brown v Board - Texas v Hernandez - Speeches by southern governors / mayors |

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| Quarter 4 April / May | Vietnam and American political distrust 1955-1976 | Identify and explain the events (or preception of events) surrounding Vietnam, Johnson and Nixon - as well as any other relevant information - which contributed to the American public's distrust of the United States government. | <ul style="list-style-type: none"> ▫ Pentagon Papers ▫ Racism and blacks in war ▫ Domino Theory and Containment ▫ LBJ's Great Society | <ul style="list-style-type: none"> ▫ Watergate ▫ Pardon ▫ Impeachment ▫ My Lai Massacre | <ul style="list-style-type: none"> ^ J. Edgar Hoover & Richard Nixon √ Robert Kennedy | <ul style="list-style-type: none"> Excerpts from - the Pentagon Papers - My Lai investigation - Watergate hearings - Woodward/Bernstein reporting - contemporary opinion polls |
| Quarter 4 August, maybe... | The Reagan Revolution 1977-1989 | <ol style="list-style-type: none"> 1. Identify and explain the extent to which Reagan reinvigorated faith in the American political process. 2. Identify and explain the extent to which Reagan redefined America's identity and presence in the world 3. Identify and explain the extent to which the Reagan era was a reaction to the 1960s | <ul style="list-style-type: none"> ▫ Evangelican Christian realignment ▫ Attack on affirmative action programs ▫ Neglect of AIDS crisis ▫ Energy Crisis | <ul style="list-style-type: none"> ▫ Iran-Contra Affair ▫ Reaganomics = Womens rights (including reproductive issues) = minority group rights = identity politics | <ul style="list-style-type: none"> ^ Reagan-era Republicans > United Nations √ Noam Chomsky and Howard Zinn views of the US | |
| Quarter 4 June | Historical déjà vu | "The true story of the hunt will not be known until the lion tell's her story", "one man's terrorist is another man's freedom fighter" and "history is written by the victors" are three statements which are commonly associated with the study of history. Identify and explain the relevance of these statements to the understanding of history. | | | | |

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| IF TIME ALLOWS | Identify and explain the degree to which the Clinton era represents an abandonment of 1960s liberal principles or a pragmatic approach toward governance? | | Impeachment | Newt Gingrich | |
| IF TIME ALLOWS | <ol style="list-style-type: none"> 1. Identify and explain the degree to which the War on Terror could be considered a "just" war or a "just" cause, or the degree to which it might be viewed as a war of imperialism. 2. Identify and explain the degree to which the War on Terror challenged America's culture, and assess its ability to balance civil liberty interests with national security concerns. | September 11 War on terror | | <ul style="list-style-type: none"> ^ ACLU √ Bush Administration | |