

**TEACHER'S GUIDE**  
**10<sup>th</sup> Grade US History**

Units 9-19 covering the period  
from 1877 to the present  
with Hawaii Standards included



## UNIT 9: BUSINESS, LABOR AND POLITICS IN THE GILDED AGE

*Is greed good?*

Reading/Lesson Topics	Notes
<p><b>1: THE INDUSTRIALISTS</b>  <i>Were they Captains of Industry or Robber Barons?</i></p> <ul style="list-style-type: none"> <li>• Vanderbilt</li> <li>• Carnegie</li> <li>• Mellon, Morgan</li> <li>• Rockefeller</li> <li>• Field, Stanford and Clark</li> <li>• Consolidation Practices (Cartel, Vertical, Horizontal, Trust, etc.)</li> </ul>	<p><i>Students should learn the major industrialists and their industries, but the judgement as to whether or not their practices were good or bad is an engaging way to capture the students' interest.</i></p>
<p><b>2: GILDED AGE POLITICS</b>  <i>Does money make you powerful?</i></p> <ul style="list-style-type: none"> <li>• Grant</li> <li>• Garfield</li> <li>• Scandal and Civil Service Reform</li> <li>• Big City Corruption</li> <li>• Tammany Hall</li> <li>• Thomas Nast</li> <li>• Gospel of Wealth</li> </ul>	<p><i>This is a good opportunity to introduce political cartoons. There are many Nast cartoons about Tammany Hall. Students can also read selections from the Gospel of Wealth.</i></p>
<p><b>3: ORGANIZED LABOR</b>  <i>Who should be in charge, workers or owners?</i></p> <ul style="list-style-type: none"> <li>• First Labor Unions</li> <li>• Great Upheaval</li> <li>• Types of Labor Unrest (Strike, Boycott, etc.)</li> <li>• Knights of Labor</li> <li>• Haymarket Square</li> <li>• AFL and Samuel Gompers</li> <li>• Eugene Debs, Socialism, and the Wobblies</li> <li>• Roosevelt's Square Deal</li> </ul>	<p><i>Avoid focusing too much on the details of each union or individual strike. Instead, work to help the students understand the overall idea of the conflict between workers and owners and the way government tended to side with business leaders during the Gilded Age.</i></p>
<p><b>4: GOVERNMENT REGULATION</b>  <i>How should government balance the power of social classes?</i></p> <ul style="list-style-type: none"> <li>• T Roosevelt</li> <li>• Anti-Trust Legislation</li> <li>• Trust Busting</li> <li>• Taft</li> <li>• Election of 1912</li> <li>• Wilson's New Freedom</li> <li>• Creation of the Federal Reserve and FTC</li> </ul>	<p><i>The Fed is a hard topic for students to understand, but it comes around again when they study the Great Depression. Instead, use this chance to focus on the ways business leaders sought to influence legislation.</i></p>

### RELEVANT HCSSS STANDARDS:

- SS.US.2.10.1 Analyze features of distinct market structures and government efforts to influence them
- SS.US.2.7.2 Assess how business magnates came to dominate politics in the Gilded Age
- SS.US.2.7.3 Evaluate the effectiveness of labor unions and populists in shaping public policy

# UNIT 10: IMMIGRATION, URBANIZATION AND REFORM IN THE GILDED AGE

*Is the American dream achievable?*

Reading/Lesson Topics	Notes
<p><b>1: IMMIGRATION AND URBANIZATION</b>  <i>Was it beneficial or harmful for America to become a nation of cities?</i></p> <ul style="list-style-type: none"> <li>• New Immigrants</li> <li>• Impacts of Immigration</li> <li>• Nativism</li> <li>• Urbanization Causes</li> <li>• Challenges and Innovations</li> </ul>	<p><i>In teaching this topic, focus on contrasts: new vs. old immigrants and land of farmers vs. land of city dwellers. Also, included can be problems and corresponding solutions in cities and attitudes toward immigrants: welcoming as represented by the Statue of Liberty vs. nativism.</i></p>
<p><b>2: MUCKRAKERS AND OTHER WRITERS</b>  <i>Can writers make the world a better place?</i></p> <ul style="list-style-type: none"> <li>• Yellow Press</li> <li>• Muckrakers</li> <li>• Magazines</li> </ul>	<p><i>Students are familiar with the concept of “clickbait” on the internet that is designed to be sensational and engage them. This is a good modern connection to help them understand the concept of Yellow Press. Muckrakers are a great chance to introduce primary sources and teach cause and effect.</i></p>
<p><b>3: THE PROGRESSIVES</b>  <i>What does it mean to be progressive?</i></p> <ul style="list-style-type: none"> <li>• Populists</li> <li>• Election of 1896</li> <li>• Progressives vs. Laissez Faire</li> <li>• Social Gospel</li> <li>• Child Labor</li> <li>• Education Reform</li> <li>• Political Reform</li> <li>• Conservation</li> </ul>	<p><i>There is a lot of information here. Students seem to respond well if they view it all as variations on a theme: progressives saw problems and tried to find solutions. Although there are multiple topics, they each fit the theme.</i></p>
<p><b>4: WOMEN’S RIGHTS</b>  <i>Was suffrage essential to improve the lives of women?</i></p> <ul style="list-style-type: none"> <li>• Victorian Values</li> <li>• Free Love</li> <li>• Birth Control</li> <li>• Muller v. Oregon</li> <li>• 19<sup>th</sup> Amendment</li> </ul>	<p><i>It is good to help the students see the 19<sup>th</sup> Amendment as an important step in a very long struggle for women’s rights rather than a climactic movement in isolation.</i></p>

## RELEVANT HCSSS STANDARDS:

- SS.US.1.16.1 Analyze reasons groups migrated to and within the United States
- SS.US.1.8.2 Assess effects of anti-immigrant politics on public policy
- SS.US.3.15.1 Analyze the benefits and challenges associated with rapidly growing urban areas
- SS.US.3.8.2 Assess the efforts of Progressive Era reform movements to improve society, government, business, and the environment
- SS.US.3.7.3 Analyze the development of the women’s suffrage movement over time and its legacy

## UNIT 11a: IMPERIALISM

*Did the Imperialist Era expand or betray America's founding ideals?*

Reading/Lesson Topics	Notes
<p><b>1: IMPERIALISM BACKGROUND</b> <i>Did America need to be an imperial nation?</i></p> <ul style="list-style-type: none"><li>• American Exceptionalism</li><li>• Alaska</li><li>• Economic Causes</li><li>• Missionaries</li><li>• White Man's Burden</li><li>• European Imperialism</li><li>• Mahan &amp; Sea Power</li><li>• Hawaii</li><li>• Opposition</li></ul>	<p><i>Helping students understand causes is critical to the study of history. This is a great lesson to show how some events have diverse causes. It is also a good lesson to help students understand how attitudes that we would consider overtly racist and unacceptable today were widespread in the past. It is a good chance to practice map skills as well.</i></p>
<p><b>2: SPANISH-AMERICAN &amp; PHILIPPINE-AMERICAN WARS</b> <i>Did America deserve the outcomes of the Spanish-American and Philippine-American Wars?</i></p> <ul style="list-style-type: none"><li>• Cuban Independence Movement</li><li>• USS Maine</li><li>• Spanish-American War</li><li>• Philippine-American War</li><li>• Opposition</li><li>• Consequences</li><li>• Platt Amendment</li></ul>	<p><i>This is a good lesson to help students evaluate how competing interests converge. In this case, independence movements vs. American imperial interests. Yellow journalism was introduced in the previous unit and it is good to revisit that idea here, which provides a chance to discuss the influence of the press in forming public opinion and a good opportunity to introduce primary sources.</i></p>
<p><b>3: ASIA &amp; LATIN AMERICA</b> <i>How should America project its power around the world?</i></p> <ul style="list-style-type: none"><li>• Spheres of Influence &amp; Open Door Policy</li><li>• Big Stick Diplomacy</li><li>• Panama Canal</li><li>• Roosevelt Corollary</li><li>• Gentlemen's Agreement</li><li>• Russo-Japanese War</li><li>• Dollar Diplomacy</li><li>• Banana Republics</li><li>• Moral Diplomacy</li></ul>	<p><i>In addition to helping the students understand the various places around the world where America spread its influence, help the students see the three different approaches to foreign policy. Judging which they feel is right is a good way to engage student interest.</i></p>

### RELEVANT HCSSS STANDARDS:

- SS.US.4.19.1 Analyze the factors that enabled the United States to become an imperial power
- SS.US.4.16.2 Evaluate the effects of U.S. foreign policy in Latin America, Asia, and the Pacific

## UNIT 11b: WORLD WAR I

*Is the fight for freedom worth the cost?*

Reading/Lesson Topics	Notes
<p><b>1: NEUTRALITY AND THE START OF WAR</b> <i>Is Wilson's idea of moral diplomacy possible in the real world?</i></p> <ul style="list-style-type: none"><li>• Start of WWI</li><li>• New Technologies</li><li>• Neutrality</li><li>• Lusitania</li><li>• Zimmerman Note</li><li>• Declaration of War</li></ul>	<p><i>WWI is just over 100 years old and visuals such as maps and photographs of the trenches help students understand the terrible nature of this conflict and why Americans were so eager to stay out of it.</i></p>
<p><b>2: HOMEFRONT</b> <i>Are restrictions on basic freedoms justified in times of crisis?</i></p> <ul style="list-style-type: none"><li>• Mobilization</li><li>• Selective Service</li><li>• Conscientious Objectors</li><li>• Expansion of Government</li><li>• Propaganda</li><li>• Espionage &amp; Sedition Acts</li><li>• Organized Labor</li><li>• Women, African Americans</li></ul>	<p><i>This lesson is a chance to incorporate art and music as a way to reveal wartime attitudes. The Schenk v. US case also presents an opportunity to have the students engage in debate.</i></p>
<p><b>3: VERSAILLES AND THE LEAGUE OF NATIONS</b> <i>Should America be involved in the world or isolationist?</i></p> <ul style="list-style-type: none"><li>• America's role in fighting the war</li><li>• Flu Pandemic</li><li>• Treaty of Versailles</li><li>• Debate over ratification</li><li>• Sacco &amp; Vanzetti</li><li>• First Red Scare</li><li>• Immigration Act of 1924</li></ul>	<p><i>Students may have a hard time understanding the details of the Treaty of Versailles and League of Nations, but readily understand the idea of being committed to the world order or isolationist. Tying all aspects of the topic back to this central theme is helpful.</i></p>

### RELEVANT HCSSS STANDARDS:

- SS.US.5.19.1 Distinguish between the long-term causes and triggering events that led the United States into World War I
- SS.US.5.8.2 Evaluate wartime restrictions on civil liberties
- SS.US.5.18.3 Analyze how internationalism and isolationism shaped U.S. foreign policy after World War I

## UNIT 12: THE 1920s

*Were the 1920s a time of progress?*

Reading/Lesson Topics	Notes
<p><b>1: BUSINESS &amp; GOVERNMENT</b> <i>Is consumerism an essential element of America's identity?</i></p> <ul style="list-style-type: none"><li>• Laissez Faire</li><li>• Teapot Dome</li><li>• The Automobile</li><li>• Airplanes</li><li>• Consumerism &amp; Credit</li><li>• The Lost Generation</li></ul>	<p><i>This is a challenging topic for the students since the nuances of government economic policy are not easy to connect with. Wanting new things and buying on credit, however, are much easier to understand. This may be a good chance to introduce photographs as primary sources.</i></p>
<p><b>2: POPULAR CULTURE</b> <i>Is popular culture a distraction?</i></p> <ul style="list-style-type: none"><li>• Radio</li><li>• Sports</li><li>• Hollywood</li><li>• Jazz</li><li>• Flappers</li><li>• Teenagers</li><li>• Art</li></ul>	<p><i>This is the first time that popular culture akin to what the students are familiar with emerges. It might be a good chance to show a Charlie Chaplin movie or do some comparison between the past and present. Students may realize how much they are similar to people from the distant past.</i></p>
<p><b>3: THE HARLEM RENAISSANCE</b> <i>What did it mean to be a New Negro?</i></p> <ul style="list-style-type: none"><li>• Life after Reconstruction</li><li>• Booker T. Washington</li><li>• Niagara Movement</li><li>• Great Migration</li><li>• Harlem Renaissance</li></ul>	<p><i>Understanding the progression between the post-Reconstruction South symbolized by BT Washington and the New Negro of WEB Du Bois is critical since it is the intellectual underpinning of the later Civil Rights Movement. The poetry of the Harlem Renaissance may be a good avenue into this new way of thinking and a good way to engage students who like literature.</i></p>
<p><b>4: CULTURAL CONFLICTS</b> <i>Can laws make us moral?</i></p> <ul style="list-style-type: none"><li>• Racism</li><li>• KKK</li><li>• Christian Fundamentalism</li><li>• Scopes Trial</li><li>• Prohibition</li><li>• Organized Crime</li></ul>	<p><i>Conflict is interesting. Debates are interesting. Just be careful to not step on any toes. Many of these issues are very much relevant today, which makes them all the more interesting.</i></p>

### RELEVANT HCSSS STANDARDS:

- SS.US.6.11.1 Assess how innovations in transportation, communication, and finance changed American society
- SS.US.6.18.2 Compare rival perspectives on economic, social, and religious conflicts in the 1920s
- SS.US.6.17.3 Analyze the cultural contributions of modernism, the Harlem Renaissance, and the New Woman

## UNIT 13: THE GREAT DEPRESSION AND NEW DEAL

*Was the New Deal a good deal?*

Reading/Lesson Topics	Notes
<p><b>1: START OF THE DEPRESSION</b>  <i>To what extent does money control our lives?</i></p> <ul style="list-style-type: none"> <li>• President Hoover</li> <li>• The Crash</li> <li>• Farmers</li> <li>• Bank Failures</li> <li>• Cause of the Depression</li> <li>• Supply-Side vs. Demand-Side Solutions</li> </ul>	<p><i>This topic is difficult for students to understand. Make sure to focus the role the Fed played in making banking failures worse by restricting the monetary supply. It is a good chance for students to think about their own personal political views by asking them to consider the options FDR had and which one makes most sense to them.</i></p>
<p><b>2: LIFE IN THE DEPRESSION</b>  <i>Did President Hoover deserve to lose his bid for reelection?</i></p> <ul style="list-style-type: none"> <li>• Effects on Families and Farmers</li> <li>• The Dust Bowl</li> <li>• African Americans</li> <li>• Organized Labor</li> <li>• The Bonus Army</li> <li>• Hobos</li> <li>• Crime</li> <li>• Hoover's Response</li> <li>• Movies</li> <li>• Election of 1932</li> </ul>	<p><i>There is a lot of material here. I have found that focusing on teenagers and families is a good way to maintain interest. Thousands of teenagers were homeless and rode the rails during the Depression. One good activity has been to ask the students to imagine they were hobos and to write a letter home.</i></p>
<p><b>3: FIRST NEW DEAL</b>  <i>Should the government be responsible for the welfare of everyone?</i></p> <ul style="list-style-type: none"> <li>• FDR's Inauguration</li> <li>• Bank Relief</li> <li>• Homeowners</li> <li>• Jobs</li> <li>• Farmers</li> <li>• Communication</li> <li>• First 100 Days</li> </ul>	<p><i>The most difficult part about this entire unit is keeping the alphabet soup of the New Deal organized. Some sort of graphic organizer or game is helpful here. Also interesting to the students is the impact programs like the FDIC or SEC continues to have today.</i></p>
<p><b>4: SECOND NEW DEAL</b>  <i>Was President Franklin Roosevelt liberal?</i></p> <ul style="list-style-type: none"> <li>• TVA</li> <li>• Organized Labor</li> <li>• Wagner Act</li> <li>• Social Security</li> <li>• Opposition</li> <li>• Court Packing</li> <li>• Effect on Minorities</li> <li>• Women</li> <li>• African Americans</li> </ul>	<p><i>It is critically important that students understand the basics of how Social Security works and the guarantees of the Wagner Act because both will have an impact on their lives. Perhaps evaluating the balance of power debate inherent in the Court Packing debate would also be valuable because similar power struggles have been in the news in recent years.</i></p>

### RELEVANT HCSSS STANDARDS:

- SS.US.7.19.1 Analyze the conditions and policies that led to the Great Depression
- SS.US.7.11.2 Analyze how the decline in production and spending affected Americans during the Great Depression
- SS.US.7.10.3 Assess the impact and legacy of New Deal relief, recovery, and reform programs

# UNIT 14: WORLD WAR II

## What made the Greatest Generation great?

Reading/Lesson Topics	Notes
<p><b>1: THE START OF THE WAR</b> <i>Was America right to try to stay out of WWII?</i></p> <ul style="list-style-type: none"><li>• Isolationism</li><li>• Fascism</li><li>• Japan in Asia</li><li>• American Neutrality</li><li>• War in Europe</li><li>• Battle of Britain</li><li>• Atlantic Charter</li><li>• Pearl Harbor</li></ul>	<p><i>Fascism is a difficult concept for many students to understand since it is a government system they are not familiar with. It can be helpful to show how similar economic challenges in the 1930s in America and Germany led to different outcomes: Hitler's use of blame vs. FDR's hopeful messages. Knowing that the United States had already taken sides before Pearl Harbor is also new information to most students.</i></p>
<p><b>2: FIGHTING THE WAR</b> <i>Why did the Allies win WWII?</i></p> <ul style="list-style-type: none"><li>• Strategy</li><li>• D-Day</li><li>• V-E Day</li><li>• War in the Pacific</li><li>• Manhattan Project</li><li>• End of the War</li><li>• Criticism of Truman</li></ul>	<p><i>Although it can be tempting to focus on the conduct of the war and recount the many heroic battles, it is more important for students to understand the overall progress of the war and especially to understand the importance of Truman's decision to use the atomic bomb. The winning side and the fact that the war ended with nuclear weapons is a critical setup to the next unit about the Cold War.</i></p>
<p><b>3: THE HOMEFRONT</b> <i>Did WWII make life in America better?</i></p> <ul style="list-style-type: none"><li>• Mobilization</li><li>• Population Changes</li><li>• Big Government</li><li>• Arsenal of Democracy</li><li>• Entertainers</li><li>• Women</li><li>• African Americans</li><li>• Native Americans</li><li>• Hispanics</li><li>• Japanese American Internment</li></ul>	<p><i>The impacts of the war at home are enormous and the number of question on the test reflects that. So many social, demographic and economic changes resulted from this war that they students may find it fascinating to learn just how much of modern life (or at least the events they have heard of such as the Civil Rights Movement) were outgrowths of changes that the war brought about.</i></p>

### RELEVANT HCSSS STANDARDS:

- SS.US.8.19.1 Explain the historical developments and policies that resulted in the United States entering WWII
- SS.US.8.19.3 Analyze the role of the United States in the outcome of WWII in the European and the Pacific theaters
- SS.US.8.17.2 Assess the social, political, and economic transformation of the United States during WWII



# UNIT 15: THE COLD WAR

## Did anyone win the Cold War?

Reading/Lesson Topics	Notes
<p><b>1: THE ORIGINS OF THE COLD WAR</b> <i>Was the Cold War unavoidable?</i></p> <ul style="list-style-type: none"><li>• Communism &amp; Capitalism</li><li>• WWII Conferences</li><li>• Decolonization</li><li>• UN</li><li>• Iron Curtain</li></ul>	<p><i>Key to this lesson is for the students to understand that the Cold War was a conflict over ideology, and that control of land and resources was second to that larger struggle. Most students do not understand the difference between communism and capitalism, so time spent on this big idea is well spent.</i></p>
<p><b>2: CONTAINMENT</b> <i>Was containment the right way to deal with the spread of communism?</i></p> <ul style="list-style-type: none"><li>• Containment</li><li>• Marshall Plan</li><li>• Berlin Airlift</li><li>• NATO</li><li>• Warsaw Pact</li><li>• Chinese Communism</li><li>• Korean War</li><li>• Domino Theory</li></ul>	<p><i>Most of the events of the early Cold War are entirely unknown to the students and what seems like a long list of unimportant dates can frustrate them. Instead, try to help them see how each event or policy connects back to the larger idea of containment.</i></p>
<p><b>3: THE ARMS RACE</b> <i>Did American leaders respond wisely to the threat of communism?</i></p> <ul style="list-style-type: none"><li>• Nuclear Proliferation</li><li>• Arms Race</li><li>• MAD</li><li>• Weapons Testing</li><li>• Space Race</li><li>• 1960 Election</li><li>• Kennedy's Policies</li><li>• Cuban Revolution</li><li>• Bay of Pigs</li><li>• Cuban Missile Crisis</li></ul>	<p><i>This lesson is long. I suggest breaking it up so the students can develop and understanding of the nuclear standoff and the idea of MAD, before delving into the Cuban Missile Crisis. Without the prior understanding, they are unlikely to grasp how pivotal and important the Crisis was.</i></p>
<p><b>4: THE COLD WAR AT HOME</b> <i>Did the Cold War hurt America?</i></p> <ul style="list-style-type: none"><li>• McCarthyism</li><li>• Atoms for Peace</li><li>• Military Industrial Complex</li><li>• National Defense Education Act</li><li>• Missile Gap</li><li>• Eisenhower's Farewell Address</li></ul>	<p><i>Most students find McCarthyism easy to understand and it is an opportunity to engage in a debate or other form of interactive activity. In addition, the effects of the Cold War on education are evident at most American schools in the form of science labs built during the 50s.</i></p>

Reading/Lesson Topics	Notes
<p><b>5: THE LATER COLD WAR</b>  <i>Was the Soviet Union really an evil empire?</i></p> <ul style="list-style-type: none"> <li>• Kitchen Debates</li> <li>• Hungary and Czechoslovakia</li> <li>• Police State</li> <li>• Détente</li> <li>• Arms Treaties</li> <li>• Proxy Wars</li> </ul>	<p><i>While arms reduction negotiations are simple to understand for most students. It is worth spending some time helping the students develop and understanding of the proxy wars, both their causes and effects. I personally recommend the story of Oscar Romero as an illustration. These stories help students understand the reason why the United States sometimes allied with terrible dictators during the Cold War.</i></p>
<p><b>6: THE END OF THE COLD WAR</b>  <i>Why did the Cold War end?</i></p> <ul style="list-style-type: none"> <li>• Nixon in China</li> <li>• Reagan</li> <li>• Star Wars</li> <li>• Iran-Contra</li> <li>• Gorbachev</li> <li>• Solidarity</li> <li>• Tiananmen Square</li> <li>• Sinatra Doctrine</li> <li>• Fall of the Berlin Wall</li> <li>• Fall of the Soviet Union</li> <li>• Last Communist States</li> <li>• Legacy of the Cold War</li> </ul>	<p><i>The impact of Nixon’s visit to China is something they are usually unaware of and find interesting. In addition, the fall of communism is a chance to reaffirm the power of humanity’s good side at the end of a unit that focuses a great deal on our ability to do great harm. For example, the Tank Man video from the Tiananmen Square protests or images of Germans tearing down the Berlin Wall are enormously uplifting.</i></p>

**RELEVANT HCSSS STANDARDS:**

- SS.US.9.19.1 Explain how political ideology shaped the post-war order and led to the Soviet-U.S. arms race
- SS.US.9.17.2 Analyze how U.S. foreign policy during the Cold War shaped conflicts in Asia and the Americas
- SS.US.9.7.3 Analyze how anti-communism and the Cold War affected civil liberties, labor, and technology

## UNIT 16: CIVIL RIGHTS

*Were the civil rights movements of the post-war decades successful?*

Reading/Lesson Topics	Notes
<p><b>1: SCHOOL INTEGRATION</b>  <i>How did individuals advance the Civil Rights Movement?</i></p> <ul style="list-style-type: none"> <li>• 1950s Civil Rights</li> <li>• Brown v. Board of Ed.</li> <li>• Little Rock Nine</li> <li>• Ruby Bridge</li> <li>• James Meredith</li> <li>• U. of Alabama</li> </ul>	<p><i>The idea that students might be prohibited from going to school because of race is strange to most of our current students. This is a great chance to explore some primary sources in order to build up this understanding. It is also a good opportunity to delve into the power of government to perpetuate injustice or promote justice.</i></p>
<p><b>2: MARCHES AND SUCCESSES</b>  <i>How did people work together to advance the Civil Rights Movement?</i></p> <ul style="list-style-type: none"> <li>• Montgomery Bus Boycott</li> <li>• Sit-ins</li> <li>• Freedom Rides</li> <li>• Albany</li> <li>• Birmingham</li> <li>• March on Washington</li> <li>• Freedom Summer</li> <li>• Selma</li> </ul>	<p><i>Many of these events are familiar to the students. It is important to delve into specific details and avoid mythologizing heroes. Students also don't usually recognize the connects between the movements of the 50s and 60s and previous groundwork laid by the Niagara Movement, which is worth emphasizing because it helps them contextualize the events of the 60s into a larger story of African-Americans.</i></p>
<p><b>3: FRUSTRATION AND VIOLENCE</b>  <i>Was violence an inevitable part of the Civil Rights Movement?</i></p> <ul style="list-style-type: none"> <li>• Urban Riots</li> <li>• Malcolm X</li> <li>• Black Power</li> <li>• Death of MLK</li> <li>• Southern Strategy</li> <li>• Bussing</li> <li>• Affirmative Action</li> <li>• War on Drugs</li> <li>• Mass Incarceration</li> <li>• Rodney King</li> <li>• OJ Simpson</li> </ul>	<p><i>The urban riots of the 60s, Malcom X, Black Power and the death of MLK are commonly found in textbooks and frequently taught. Connecting these events to the LA Riots and OJ Simpson Trial can be enlightening because the events of the 90s illustrate how little attitudes about race had changed and can lead to interesting questions about the impact of the celebrated events of the 60s.</i></p>
<p><b>4: OTHER MOVEMENTS</b>  <i>What makes a movement successful?</i></p> <ul style="list-style-type: none"> <li>• Chicano Movement</li> <li>• Cesar Chavez</li> <li>• AIM</li> <li>• ADA</li> <li>• Gay Rights Movement</li> </ul>	<p><i>These other movements provide an opportunity to compare motivations, strategies and outcomes and help the students see that not every movement is the same. They will be especially interested in the Gay Rights Movement since it is so recent.</i></p>

### RELEVANT HCSSS STANDARDS:

- SS.US.10.6.1 Evaluate the effectiveness of civil rights organizations and actions in overcoming racial segregation
- SS.US.10.6.4 Examine other movements that emerged in the late civil rights era
- SS.US.11.17.1 Analyze the rise of modern conservatism in the United States
- SS.US.12.8.1 Evaluate popular and government responses to emerging domestic challenges

# UNIT 17: THE SOCIAL REVOLUTION

*Was the Social Revolution actually revolutionary?*

Reading/Lesson Topics	Notes
<p><b>1: THE 1950s</b> <i>Can we be happy if we're all the same?</i></p> <ul style="list-style-type: none"><li>• Economic Boom</li><li>• Medical Advances</li><li>• Political Stability</li><li>• GI Bill</li><li>• Baby Boom</li><li>• Suburbs</li><li>• Religious Participation</li><li>• TV</li><li>• Rock and Roll</li><li>• Groups Left Out</li><li>• Social Critics (Beatniks, Hollywood Rebels, Artists)</li></ul>	<p><i>This unit tells the story of a shift from conservatism to liberalism and back again. Without teaching the 50s, that story is lost. The conformity that characterized the 50s is interesting to the students and is easily demonstrated with photographs or television clips from the era.</i></p>
<p><b>2: THE COUNTERCULTURE</b> <i>Was the counterculture un-American?</i></p> <ul style="list-style-type: none"><li>• Summer of Love</li><li>• Free Love</li><li>• Drugs</li><li>• Hippie Style</li><li>• Merry Pranksters</li><li>• Communes</li><li>• Music</li><li>• Woodstock</li><li>• Altamont</li><li>• Legacy</li></ul>	<p><i>This topic is fascinating to most students. Especially important is the conflict between the Greatest Generation and the Baby Boomers since it will reappear again when the students study the Vietnam War. Like with the 50s, primary sources are a great way to build understanding.</i></p>
<p><b>3: LIBERALISM IN GOVERNMENT</b> <i>Can we end poverty?</i></p> <ul style="list-style-type: none"><li>• Death of JFK</li><li>• LBJ</li><li>• Great Society</li><li>• War on Poverty</li><li>• Immigration Law</li><li>• Warren Court</li></ul>	<p><i>The Great Society and Warren Court include so many topics, dates, cases, etc. that it can feel overwhelming for many students. Focus on the overall idea that they represent the height of liberalism in government. This also provides an opportunity to ask the students what they believe is the appropriate role of government in society.</i></p>
<p><b>4: ENVIRONMENTAL MOVEMENT</b> <i>Can we save the Earth?</i></p> <ul style="list-style-type: none"><li>• Rachel Carson</li><li>• LBJ</li><li>• Earth Day</li><li>• Champions of Environmentalism</li><li>• Climate Change</li><li>• Critics and Opponents</li></ul>	<p><i>This lesson encompasses a long stretch of history. Rather than splitting the contemporary environmental movement from the efforts of the past, it is included here, so help the students see how the movement changed over time. But watch out, the recent debates about climate change are politically charged!</i></p>

Reading/Lesson Topics	Notes
<p><b>5: FEMINISM</b>  <i>Can men and women be equal?</i></p> <ul style="list-style-type: none"> <li>• Civil Rights Act</li> <li>• ERA</li> <li>• Radical Feminism</li> <li>• Birth Control</li> <li>• Abortion</li> <li>• Divorce</li> <li>• Title IX</li> <li>• Glass Ceiling</li> <li>• Women in the Armed Forces</li> </ul>	<p><i>Your female students will be very happy to have their story once again reappear in the class. It's useful and revealing to help everyone realize just how many of the things they take for granted, such as no-fault divorce and girls sports and recent developments. Be careful not to let your own beliefs and biases influence your teaching when it comes to abortion. Remember, this is a class about history and it's up to the students to decide what they believe is right and wrong, not for us to indoctrinate.</i></p>
<p><b>6: THE CONSERVATIVE REVOLUTION</b>  <i>Why did Americans turn away from liberalism?</i></p> <ul style="list-style-type: none"> <li>• New Right</li> <li>• Heritage Foundation</li> <li>• Religious Right</li> <li>• Reagan Coalition</li> <li>• Reaganomics</li> <li>• Culture Wars</li> <li>• Judiciary</li> </ul>	<p><i>The rise of conservatism is best understood as a reaction to the liberalism and sweeping changes of the 60s. Make sure to spend some time explaining Reaganomics since most students have no understanding of this. If they remember the New Deal, you can use a compare/contrast strategy here. Also, it is a good chance to have your students do one of the many online political party surveys to help them find out where they fall on the political spectrum.</i></p>

**RELEVANT HCSSS STANDARDS:**

- SS.US.10.6.3 Assess the impact of student movements and counter culture on American politics and society
- SS.US.10.11.2 Evaluate the impact of Great Society-era policies in addressing economic, social, and environmental conditions
- SS.US.11.17.1 Analyze the rise of modern conservatism in the United States
- SS.US.11.8.2 Assess the social and political impact of conservatism in the United States

## UNIT 18: FAILURES

*Can failure make us a better country?*

Reading/Lesson Topics	Notes
<p><b>1: VIETNAM</b> <i>Why didn't we win our war in Vietnam?</i></p> <ul style="list-style-type: none"><li>• Domino Theory</li><li>• French Decolonization</li><li>• Gulf of Tonkin</li><li>• Opposition</li><li>• 1968 Election</li><li>• My Lai</li><li>• Americanization</li><li>• End of the War</li><li>• Effects</li></ul>	<p><i>This is a big topic and it is tempting to spend a lot of time on the Vietnam War. But remember, for our students, this conflict is 50 years in the past and more recent conflicts in Iraq and Afghanistan overshadow it in importance to their lives. Looking at the war as a noble cause gone wrong and at the social impacts is helpful. It is also a good chance to have the students explore the challenges of nation-building since it previews more recent wars.</i></p>
<p><b>2: SCANDALS</b> <i>Should we trust our nation's leaders?</i></p> <ul style="list-style-type: none"><li>• Pentagon Papers</li><li>• Nixon's Reelection</li><li>• Watergate</li><li>• Iran Hostage Crisis</li><li>• Three Mile Island</li></ul>	<p><i>Students are familiar with skepticism and mistrust of politicians and are surprised to learn that it wasn't always this way. These stories help them see how things change over time.</i></p>
<p><b>3: GLOBALIZATION</b> <i>Is it bad for America that so few of the things we buy are made here?</i></p> <ul style="list-style-type: none"><li>• Nixon Shock</li><li>• Stagflation</li><li>• Imported Cars</li><li>• Energy Crisis</li><li>• The Great Malaise</li><li>• Globalization</li><li>• Rust Belt</li><li>• Trade Treaties and Organizations</li><li>• Anti-Globalization</li></ul>	<p><i>Early in the course, we taught lessons about the growth of American industry. It is time to help them see why our economy is no longer based on manufacturing. The details of the economic problems of the 70s may be complicated, but the big picture idea globalization is usually not hard to grasp.</i></p>

### RELEVANT HCSSS STANDARDS:

- SS.US.9.17.2 Analyze how U.S. foreign policy during the Cold War shaped conflicts in Asia and the Americas
- SS.US.10.6.3 Assess the impact of student movements and counter culture on American politics and society
- SS.US.11.17.1 Analyze the rise of modern conservatism in the United States
- SS.US.11.8.2 Assess the social and political impact of conservatism in the United States
- SS.US.12.8.1 Evaluate popular and government responses to emerging domestic challenges

# UNIT 19: THE PAST 30 YEARS

How will historians remember the past 30 years?

Reading/Lesson Topics	Notes
<p><b>1: POST-COLD WAR FOREIGN POLICY</b> <i>Can the United States be the world's police officer?</i></p> <ul style="list-style-type: none"><li>• First Gulf War</li><li>• Middle East Peace Negotiations</li><li>• The Balkan Wars</li><li>• Somalia, Rwanda</li><li>• Arab Spring</li><li>• Libya</li><li>• Syria</li><li>• Putin's Russia</li><li>• Ukraine</li><li>• America First</li></ul>	<p><i>The suggested question for this lesson is a great opportunity to let the students think critically since the topics covered include both examples of success and frustration. Showing how contemporary foreign policy concerns are different from the dichotomy of the Cold War Era is useful in helping the students understand change over time.</i></p>
<p><b>2: THE WAR ON TERROR</b> <i>Is the war on terror worth the cost?</i></p> <ul style="list-style-type: none"><li>• Domestic Terrorism</li><li>• 9/11</li><li>• Bush Doctrine</li><li>• Afghanistan &amp; Iraq</li><li>• Patriot Act</li><li>• NSA</li><li>• Mass Shootings</li></ul>	<p><i>This topic is especially interesting to the students since it directly affects many of their lives. Remember, most of them were born after 9/11, so helping them understand some of the details of the event and its immediate aftermath is important. Teachers remember these events clearly, but students do not.</i></p>
<p><b>3: DEMOGRAPHIC CHANGES</b> <i>How has the changing face of America changed America?</i></p> <ul style="list-style-type: none"><li>• Immigration Trends &amp; Debate</li><li>• Sun Belt</li><li>• Growing Minority Populations</li><li>• Generation X and Z</li></ul>	<p><i>Again, this is a good lesson to emphasize how things change. It is also a good chance to incorporate maps, charts and other forms of data. Students will be especially interested to find out about themselves and how Gen Z is unique. They are as large in number as the Baby Boomers!</i></p>
<p><b>4: RACE</b> <i>Will there ever be a post-racial America?</i></p> <ul style="list-style-type: none"><li>• Segregation Today</li><li>• Obama</li><li>• Black Lives Matter</li><li>• Shootings and Protests</li><li>• Confederate Flag Debate</li><li>• Protests in Sports and Pop Culture</li><li>• Voting Rights</li></ul>	<p><i>This will be an emotional topic and I recommend warning the students before they pick up their phones. Many of the police shootings are available in video online and can be quite disturbing. That being said, this lesson can help students understand how some things, especially prejudices and economic status, can be resistant to change.</i></p>

Reading/Lesson Topics	Notes
<p><b>5: THE DIGITAL REVOLUTION</b>  <i>Has the Internet made America a better place?</i></p> <ul style="list-style-type: none"> <li>• Origin of the Internet</li> <li>• eCommerce</li> <li>• Cell Phones</li> <li>• Social Media</li> <li>• Fake News</li> <li>• The Internet and Democratic Institutions</li> </ul>	<p><i>Our Gen Z students are sometimes called the Digital Natives. This lesson helps them understand the impact of things they take for granted. While most of their teachers can remember a time before the Internet, or at least before smart phones, the students do not.</i></p>
<p><b>6: CONTEMPORARY POLITICS</b>  <i>Is our political system broken?</i></p> <ul style="list-style-type: none"> <li>• Bush I</li> <li>• Clinton</li> <li>• Bush II</li> <li>• Great Recession</li> <li>• Obama</li> <li>• Trump</li> <li>• #MeToo</li> </ul>	<p><i>Politics is complicated, but the past 30 years we have grown to be more tribal and less willing to be open to new ideas. Americans are becoming more geographically divided and especially recently, divided by education. Social media has driven this trend. Since our students are future voters, let's help them understand better the political world we live in and how it got that way.</i></p>

**RELEVANT HCSSS STANDARDS:**

- SS.US.12.8.1 Evaluate popular and government responses to emerging domestic challenges
- SS.US.12.16.2 Analyze U.S. responses to global challenges and crises