

# 20th Century U.S. History



## UNIT 1: Land of Opportunity?

### 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)

- 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 government and existing society react to the influx of immigrants? (i.e. 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)
- Was the Sherman Antitrust Act effective? In what ways? (1.1) (1.2)
- What were some of the major labor strikes of the era, what were the results? (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? (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? (i.e. Eugene Debs, Samuel Gompers) (3.1) (3.2)
- How did sharecropping and the convict leasing labor systems in the South impact the social and economic mobility of African Americans? (1.1) (1.2)

#### Process

(NCSS C3 Framework Standards indicated)

- How do I explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge? (D1.4.9-12)
- 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 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

- Did this time period deserve the name the "Gilded Age"?
- How do businesses build and maintain economic power and at what costs?
- How are people impacted by industrialization and globalization?
- Should the government protect the opportunity of private businesses or the opportunity of the worker and consumer?
- How do workers build and maintain power? Are unions still necessary today?
- Should the government regulate the economy?
- Can violence be justified to achieve economic goals?
- Do the wealthy have some obligation to help society?
- What are the consequences of large-scale, poverty-level wages for workers across America?
- Who owns your labor? What is the value of your labor and time?
- Was America really the land of opportunity?

## 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 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: Change Now, Change How



### ESSENTIAL QUESTION

### BIG IDEAS

- Is progress inevitable?** 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, like *The Jungle*, used as a tool for reform? (3.1) (3.2)
- Why were many reformers socialists? What were the platform goals of socialists? (3.1) (3.2)
- What issues were exposed through Shirtwaist Strike and Triangle Factory Fire? (1.1)
- What workplace and public safety laws were enacted during the Progressive Era? Were they needed? (4.1) (4.2) (4.4)
- How did 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 *Plessy v. Ferguson* further justify racial segregation and what were the consequences? (4.1)
- What approaches to civil rights advancements did Booker T. Washington and W.E.B. DuBois pursue and how did each achieve their goals, including formation of the N.A.A.C.P.? (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)
- How were civil liberties violated during WWI and were the violations Constitutional (i.e. Espionage and Sedition Acts). (2.1) (2.2)
- 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 changes did political reformers bring to democracy and transparency in the progressive era? (4.1) (4.2) (4.4)

## 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 promoting democracy?
- Whose responsibility is it to work toward remedy of social problems?
- Which progressive reforms were successful, why?
- What is required to have a successful reform movement?
- Is it un-American to oppose a war or criticize the government?
- How did government reforms and Constitutional Amendments help shape the world we know today?
- What is the legacy of the progressives' work today in America?
- Where do workers in America still experience oppressive and dangerous working conditions? The world?

## 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 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: America on a Rollercoaster



### ESSENTIAL QUESTION

### BIG IDEAS

#### Who is responsible for prosperity, and for whom?

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 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)
- Why was Harlem a center for a cultural renaissance and what legacy did it create for African-American culture and society, as well as mainstream America? (3.1) (3.2) (3.3)
- Why did the relationship between urban and rural America deteriorate in the 1920s? (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)
- What types of regulations were put on businesses? (1.1)
- What were the goals and tactics of organized labor; were they successful? (3.1) (3.2)
- With increased leisure time, what kinds of entertainment and popular culture did Americans seek out? (4.1)
- What fostered for this era of “consumer” culture; and what was its impact? (4.2)
- What was the experience of farmers and rural communities in the 1920s? (4.1)
- What was the Red Scare and why did it occur? How were those accused treated? (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 life like for Mexicans and Mexican-Americans living in the United States? (5.1) (5.2) (5.3)
- Did Prohibition 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)
- Why did the stock market crash lead to the run on the banks, and how were these events catalysts launching the Great Depression? (5.1) (5.2) (5.3)

- What were the macro and micro economic indicators of the Great Depression, such as GDP, unemployment, etc.? (4.1) (4.2)
- How did Hoovervilles, bread lines and overall hardship impact communities and politics? (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)
- Was the Bonus Army successful in their demands; how did their march impact public opinion? (3.1)
- What caused the Dust Bowl and how did it impact the lives of Midwestern farmers already struggling during the Great Depression? (5.1) (5.2)
- How did artists like Woody Guthrie and Dorothea Lange tell the human story of the Great Depression? (3.1) (3.2)
- How did Franklin D. Roosevelt win the presidency? (3.1)

### New Deal

- Why did FDR form the Brain Trust and how did it shape his philosophy on solving the Great Depression? (3.1)
- What was the New Deal and how did it work to provide Relief, Recovery and Reform using the Keynesian philosophy of government 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 like the WPA, PWA, and CCC impact citizens and the economy? (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 it fail? (5.1) (5.4)
- What were the criticisms of the New Deal, including Adam Smith's school of economics and people like Alf Landon, Huey Long and Father Charles Coughlin? (3.1)

### **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 did the new freedoms of the 1920s challenge older conceptions of gender and race? Was it an era of progress?
- Compare and contrast the 1920s to today, consider social, political and economic conditions.
- What are the long-term impacts of our consumer culture?
- What social and government factors fostered the broadest economic prosperity?
- Did the New Deal effectively end the Great Depression and restore prosperity; did it help all groups,

- were any left out?
- What were the most significant reforms of the New Deal; how are they viewed today?

## 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 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: WWII, the Good War?



### ESSENTIAL QUESTION

### BIG IDEAS

**Is there such 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? (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)
- What was the intent and purpose of the Atlantic Charter? (1.2)
- How did America mobilize for war? What methods did they use to motivate people to contribute? (1.2)
- How did African Americans continue to fight for equality and civil rights throughout the war? (i.e. 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? (i.e. Navajo Code Talkers, Tuskegee Airmen, Mexican Americans, soldiers from territories, etc.) (3.2)
- What sacrifices were made on the American homefront, how did they compare to other countries involved in WWII? (1.2) (3.2)
- How dangerous was it to work in a war production factory, how did it compare to other nations? (1.2)
- How did women break through discriminatory practices to work on behalf of the war effort? (3.2)
- Was Japanese Incarceration (Executive Order 9066) 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? (i.e. 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? Who is responsible? (1.2) (1.4)
- What did the American government know about the Holocaust during the war and why did the U.S. not intervene? How were Jewish refugees escaping the Nazis and displaced persons after the war treated by the U.S. government? (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 powers, Allied powers? (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? (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

- Could WWII have been avoided?
- Should leadership follow public opinion or lead public opinion?
- 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”?
- What was lost and what was gained by U.S. participation in WWII?

## 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 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: War Games



### 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? (i.e. Germany, Berlin, Iron Curtain, Korea) (1.2)
- What were the opportunities and limitations of the prosperity and social norms of the 1950s? (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 House UnAmerican Activities Committee (HUAC) and McCarthyism develop and expand the domestic fear of communism? (2.1) (2.2) (2.3)
- How does fear impact rights, safety and government policy?(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? (i.e. 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? (3.2) (5.2)
- How did the U.S. policy of containment lead to war in Korea? What were the consequences and outcomes of the conflict? (1.2)
- What strategies did the Cold War presidents engage in to roll back communism globally? (i.e. brinkmanship, covert action, the Central Intelligence Agency, mutually assured destruction) (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? (1.2)
- How and why did the U.S. get involved in the Vietnam conflict? (1.2)
- How did public distrust and government credibility fuel anti-war movements at home? (3.2)
- What strategies were used by all sides of the conflict in Vietnam and who was more successful? (3.2)
- How did the strategy and objectives change over time in the Vietnam War? (5.2)
- How did the draft evolve from the early Cold War to the Vietnam War? How and why did public opinion change concerning the draft? (4.2)

### **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, and does it do so with equal treatment?
- Who is more to blame for the Cold War: the Soviet Union or U.S.?
- How has the development of nuclear technology changed war as policy and how the U.S. settles foreign conflict?
- Was the domino theory good foreign policy?
- Which president(s) (Truman, Eisenhower, Kennedy, Johnson, Nixon & Reagan) had the most effective Cold War policy?
- Should the C.I.A. interfere in the elections and leadership of other countries?
- Why did communism appeal to many workers and minorities, such as African-Americans?
- Was communism a serious threat to American life?
- Are limited war policies effective for the United States foreign policy?

## 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 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 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: All Men are Created Equal?



### ESSENTIAL QUESTION

### BIG IDEAS

**How can citizens demand society protect and uphold the Constitution's promise of equality?**

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 American businesses, organizations and various levels of government discriminate against people because of their race, religion, ethnicity and/or gender? What were the short-term and

long-term consequences? (2.2) (2.3) (2.4)

- How did the NAACP and its lawyers like Thurgood Marshall use the Federal Courts and 14th Amendment to force the end of legalized discrimination? (3.2) (3.3)
- How did the NAACP win *Brown v. Board of Education* and how did states and local communities respond to the ruling? (3.1)
- Why did many communities refuse to end discrimination and segregation policies? (4.2)
- What strategies did the NAACP, SNCC, SCLC and CORE engage in to force states and local communities to comply with the federal law resulting in the end of segregation and promote equality? (3.2) (3.3)
- What kinds of roles and contributions did African American women play in the Civil Rights and Women's Liberation movements? (3.2) (3.3)
- How did Malcolm X and The Nation of Islam compare to Martin Luther King, Jr. and the Southern Christian Leadership Conference? (3.2)
- How did the Black Power Movement evolve and what groups or people embraced the message? (3.2)
- What role did the federal government play in the fight to end segregation and discrimination, including mobilizing of protection forces and laws? (5.2)
- What were the goals of the Women's Liberation Movement of the 1960s-80s? To what extent did the movement impact laws, the Constitution and social norms? What strategies did they use? (2.2) (2.3) (2.4)
- How were farm workers marginalized in America and how did the work of Cesar Chavez, Dolores Huerta and the United Farm Workers improve their working conditions and quality of life? (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? (ie. American Indian Movement, Chicano/a or El Movimiento, etc.) (3.2) (3.3) (3.4)
- How were LGBTQ Americans treated by society and the law? (3.2) (3.3) (3.4)
- When did the gay and lesbian community (LGBTQ) begin to campaign for equal treatment and protection from discrimination; to what degree have they been successful? (3.2) (3.3) (3.4)
- How effective were Lyndon Johnson's Great Society policies? (4.2) (4.4)
- What were the goals of early environmental advocates and to what extent did they achieve environmental protections? (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

- Has the United States become a more equal society?
- Is America still segregated? Why?
- Did the country make good on America's promises?
- Is it the government's responsibility to reduce poverty, to promote equity?
- Is violence or nonviolence the most effective method to create change?

- Did environmental advocates create a lasting movement?
- What does activism look like today?
- What has changed and what has stayed the same?

## 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: A More Perfect Union?



### ESSENTIAL QUESTION

**Will the next generation thrive as much, or more than their parents' generation?**

### BIG IDEAS

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.
- analyze 21st Century terrorism and how it has altered U.S. domestic and foreign policy.
- 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)

- How did U.S. policy of secrecy around events like the Pentagon Papers, Iran Contra and Panama lead to distrust and loss of faith in government? (4.2)
- How have 1980s-today tax policies (Reagan, H.W. Bush, Clinton, W. Bush, Obama & Trump) impacted the American economy and distribution of wealth? (4.4)
- How did world-wide democratic movements & Reagan policies reduce Cold War influence and increase U.S. power? (3.2)
- How did the conflict in Iraq (Desert Shield & Desert Storm) demonstrate American influence in the world? (5.2)
- What led to the rise of conservative activism and the culture wars that resulted? (3.2)
- How did NAFTA impact the economic interests of the U.S.? How does trade policy impact the country? (1.2) (1.4)
- Why was President Clinton impeached, to what extent was it successful? (2.4)
- What has led to more partisan polarization in America and how has it impacted the political process and our democracy? (3.2)
- How have foreign intervention decisions impacted America's global reputation (Reagan - Obama)? (5.2)
- What are the diplomatic purposes for providing foreign assistance aid or assistance to countries? What are the positive and negative consequences? (5.2)
- What were some of the major acts of domestic terrorism and how have they altered U.S. domestic policy and society? (4.2)
- How did technological innovations impact the economy, media and communication? (4.2)
- What civil liberties were sacrificed in return for Homeland Security after 9/11, were they Constitutional?

(2.3) (2.4)

- What were the military campaigns in Afghanistan and Iraq following the 9/11 attacks and how effective were the missions? (1.2)
- Who influences the government? What role(s) do special interest groups, grassroots organizations and corporate money have in politics? (3.2) (3.3)
- 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? (2.3)
- Has the United Nations been effective in its goals? What flaws does the U.N. have and how does it influence American foreign policy? (3.2)
- Are Cold War alliances still necessary today? (5.2)
- How has systematic and institutional discrimination (racial, ethnic, religious, nationality, sex, gender identity, sexual orientation, etc) impacted the daily lives and opportunities of the people effected? (2.3) (2.4)
- What are the goals and/or demands of the different groups experiencing discrimination? (3.3)
- What issues or reforms have grassroots movements fought for in 21st Century America? (3.3)

### **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 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**

- Does the U.S. budget reflect society's policy priorities and goals?
- Is it the responsibility of the United States today to be the world's "policeman" and promote democracy?
- What effect has the policy of reducing taxes had on the U.S. budget and services for the public?
- 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?
- Has America learned from the past and paved the way for greater prosperity for all?
- How does America respond differently to domestic and foreign terrorism?
- 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 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 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)