

UNITED STATES HISTORY II COURSE SYLLABUS

Course Title: US History II

Department: Social Studies

Primary Course Materials: *America: Pathways to the Present*, 2004

Course Description: This course describes and analyzes the development of the United States through a survey of the period 1877 to 2001. The economic, social, cultural, political and technological developments are investigated with an emphasis placed on cause and effect relationships.

Essential Questions:

1. What measures have Americans taken to protect the ideals of human equality, limited government, and democratic representation? Where has America failed in these attempts?
2. How has geography helped to shape American power, prosperity and way of life?
3. How has immigration shaped the ethnic, racial, national and religious make-up of the United States?
4. What advantages and economic principles influenced the development of domestic and global economies?
5. How does America's culture reflect the diversity, creativity and experiences of its people?
6. What diplomatic, military and humanitarian roles has America played as a member of the global community? What steps has America taken towards becoming a global superpower?
7. How has the development of American technology contributed to the nation's prosperity and security?
8. Why study history? What are the links between the past and present?

Course Objectives:

Common Goals:

Thinking and Communicating

- 1) Read information critically to develop understanding of concepts, topics and issues.
- 2) Write clearly, factually, persuasively and creatively in Standard English.
- 3) Speak clearly, factually, persuasively and creatively in Standard English.
- 4) Use computers and other technologies to obtain, organize and communicate information and to solve problems.
- 5) Conduct research to interpret issues or solve complex problems using a variety of data and information sources.

Gain and Apply Knowledge in and across the Disciplines

- 6) Gain and Apply Knowledge in:
 - a) Literature and Language
 - b) Mathematics
 - c) Science and Technology
 - d) Social Studies, History and Geography

- e) Visual and Performing Arts
 f) Health and Physical Education

Work and Contribute

- 7) Demonstrate personal responsibility for planning one's future academic and career options.
 8) Participate in a school or community service activity
 9) Develop informed opinions about current economic, environmental, political and social issues affecting Massachusetts, the United States and the world and understand how citizens can participate in the political and legal system to affect improvements in these areas.

Concepts and Skills, Grades 8-12		
<i>Students should be able to:</i>		
<input type="checkbox"/>		HISTORY AND GEOGRAPHY
<input checked="" type="checkbox"/>	1	Apply the skills of pre-kindergarten through grade seven.
<input type="checkbox"/>	2	Identify multiple ways to express time relationships and dates (for example, <i>1066 AD is the same as 1066 CE, and both refer to a date in the eleventh or 11th century, which is the same as the 1000s</i>). Identify countries that use a different calendar from the one used in the U.S. and explain the basis for the difference. (H)
<input checked="" type="checkbox"/>	3	Interpret and construct timelines that show how events and eras in various parts of the world are related to one another. (H)
<input checked="" type="checkbox"/>	4	Interpret and construct charts and graphs that show quantitative information. (H, C, G, E)
<input checked="" type="checkbox"/>	5	Explain how a cause and effect relationship is different from a sequence or correlation of events. (H, C, E)
<input checked="" type="checkbox"/>	6	Distinguish between long-term and short-term cause and effect relationships. (H, G, C, E)
<input checked="" type="checkbox"/>	7	Show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments. (H, G, C, E)
<input checked="" type="checkbox"/>	8	Interpret the past within its own historical context rather than in terms of present-day norms and values. (H, E, C)
<input checked="" type="checkbox"/>	9	Distinguish intended from unintended consequences. (H, E, C)
<input checked="" type="checkbox"/>	10	Distinguish historical fact from opinion. (H, E, C)
<input checked="" type="checkbox"/>	11	Using historical maps, locate the boundaries of the major empires of world history at the height of their powers. (H, G)
<input type="checkbox"/>		CIVICS AND GOVERNMENT
<input type="checkbox"/>	12	Define and use correctly the following words and terms: <i>Magna Carta, parliament, habeas corpus, monarchy, and absolutism</i> . (C)
<input type="checkbox"/>		GENERAL ECONOMICS SKILLS
<input checked="" type="checkbox"/>	13	Define and use correctly <i>mercantilism, feudalism, economic growth, and entrepreneur</i> . (E)
<input type="checkbox"/>	14	Explain how people or communities examine and weigh the benefits of each alternative when making a choice and that opportunity costs are those benefits that are given up once one alternative is chosen. (E)
<input checked="" type="checkbox"/>	15	Explain how financial markets, such as the stock market, channel funds from savers to investors. (E)
<input checked="" type="checkbox"/>	16	Define and use correctly <i>gross domestic product, economic growth, recession, depression, unemployment, inflation, and deflation</i> . (E)
<input checked="" type="checkbox"/>	17	Explain how opportunity costs and tradeoffs can be evaluated through an analysis of marginal costs and benefits. (E)
<input checked="" type="checkbox"/>	18	Explain how competition among sellers lowers costs and prices, and encourages producers to produce more. (E)
<input checked="" type="checkbox"/>	19	Describe the role of buyers and sellers in determining the equilibrium price, and use supply and demand to explain and predict changes in quantity and price. (E)
<input checked="" type="checkbox"/>	20	Describe how the earnings of workers are affected by the market value of the product produced and worker skills. (E)
<input checked="" type="checkbox"/>	21	Identify the causes of inflation and explain who benefits from inflation and who suffers

		from inflation. (E)
<input type="checkbox"/>	22	Define and distinguish between <i>absolute</i> and <i>comparative advantage</i> , and explain how most trade occurs because of comparative advantage in the production of a particular good or service. (E)
<input checked="" type="checkbox"/>	23	Explain how changes in exchange rates affect balance of trade and the purchasing power of people in the United States and other countries. (E)
<input checked="" type="checkbox"/>	24	Differentiate between fiscal and monetary policy. (E)
<input checked="" type="checkbox"/>		U.S. ECONOMICS SKILLS
<input checked="" type="checkbox"/>	25	Explain the basic economic functions of the government in the economy of the United States. (E)
<input checked="" type="checkbox"/>	26	Examine the development of the banking system in the United States, and describe the organization and functions of the Federal Reserve System. (E)
<input checked="" type="checkbox"/>	27	Identify and describe laws and regulations adopted in the United States to promote economic competition. (E, H)
<input checked="" type="checkbox"/>	28	Analyze how federal tax and spending policies affect the national budget and the national debt. (E)

Learning Standards from the Massachusetts Curriculum Framework:

U.S. History II Learning Standards		
<input type="checkbox"/>		Industrial America and Its Emerging Role in International Affairs, 1870-1920
<input checked="" type="checkbox"/>	1	Explain the various causes of the Industrial Revolution. (H, E)
<input type="checkbox"/>	1 A	the economic impetus provided by the Civil War
<input checked="" type="checkbox"/>	1 B	important technological and scientific advances
<input checked="" type="checkbox"/>	1C	the role of business leaders, entrepreneurs, and inventors such as Alexander Graham Bell, Andrew Carnegie, Thomas Edison, J.P. Morgan, John D. Rockefeller, and Cornelius Vanderbilt
<input checked="" type="checkbox"/>	2	Explain the important consequences of the Industrial Revolution. (H, E)
<input checked="" type="checkbox"/>	2 A	the growth of big business
<input checked="" type="checkbox"/>	2 B	environmental impact
<input checked="" type="checkbox"/>	2C	the expansion of cities
<input checked="" type="checkbox"/>	3	Describe the causes of the immigration of Southern and Eastern Europeans, Chinese, Koreans, and Japanese to America in the late 19 th and early 20 th centuries, and describe the major roles of these immigrants in the industrialization of America. (H)
<input checked="" type="checkbox"/>	4	Analyze the causes of the continuing westward expansion of the American people after the Civil War and the impact of this migration on the Indians. (H)
<input checked="" type="checkbox"/>	5	Explain the formation and goals of unions as well as the rise of radical political parties during the Industrial era. (H, E)
<input checked="" type="checkbox"/>	5 A	the Knights of Labor
<input checked="" type="checkbox"/>	5 B	the American Federation of Labor headed by Samuel Gompers
<input checked="" type="checkbox"/>	5 C	the Populist Party
<input checked="" type="checkbox"/>	5 D	the Socialist Party headed by Eugene Debs
<input checked="" type="checkbox"/>	6	Analyze the causes and course of America's growing role in world affairs from the Civil War to World War I. (H, E)
<input checked="" type="checkbox"/>	6A	the influence of the ideas associated with Social Darwinism
<input checked="" type="checkbox"/>	6B	the purchase of Alaska from Russia

<input checked="" type="checkbox"/>	6C	America's growing influence in Hawaii leading to annexation
<input checked="" type="checkbox"/>	6D	the Spanish-American War
<input checked="" type="checkbox"/>	6E	U.S. expansion into Asia under the Open Door policy
<input checked="" type="checkbox"/>	6F	President Roosevelt's Corollary to the Monroe Doctrine
<input checked="" type="checkbox"/>	6G	America's role in the building of the Panama Canal
<input checked="" type="checkbox"/>	6H	President Taft's Dollar Diplomacy
<input checked="" type="checkbox"/>	6I	President Wilson's intervention in Mexico
<input checked="" type="checkbox"/>	6J	American entry into World War I
<input checked="" type="checkbox"/>	7	Explain the course and significance of President Wilson's wartime diplomacy, including his Fourteen Points, the League of Nations, and the failure of the Versailles treaty. (H)
<input type="checkbox"/>		The Age of Reform: Progressivism and the New Deal, 1900-1940
<input checked="" type="checkbox"/>	8	Analyze the origins of Progressivism and important Progressive leaders, and summarize the major accomplishments of Progressivism. (H, E)
<input type="checkbox"/>	<i>People</i>	
<input checked="" type="checkbox"/>	A	Jane Addams
<input checked="" type="checkbox"/>	B	William Jennings Bryan
<input checked="" type="checkbox"/>	C	John Dewey
<input checked="" type="checkbox"/>	D	Robert La Follette
<input checked="" type="checkbox"/>	E	President Theodore Roosevelt
<input checked="" type="checkbox"/>	F	Upton Sinclair
<input checked="" type="checkbox"/>	G	President William H. Taft
<input checked="" type="checkbox"/>	H	Ida Tarbell
<input checked="" type="checkbox"/>	I	President Woodrow Wilson
<input type="checkbox"/>	<i>Policies</i>	
<input checked="" type="checkbox"/>	A	bans against child labor
<input checked="" type="checkbox"/>	B	the initiative referendum and its recall
<input checked="" type="checkbox"/>	C	the Sherman Anti-Trust Act (1890)
<input checked="" type="checkbox"/>	D	the Pure Food and Drug Act (1906)
<input checked="" type="checkbox"/>	E	the Meat Packing Act (1906)
<input checked="" type="checkbox"/>	F	the Federal Reserve Act (1913)
<input checked="" type="checkbox"/>	G	the Clayton Anti-Trust Act (1914)
<input checked="" type="checkbox"/>	H	the ratification of the Nineteenth Amendment in 1920
<input checked="" type="checkbox"/>	9	Analyze the post-Civil War struggles of African Americans and women to gain basic civil rights. (H)
<input checked="" type="checkbox"/>		Carrie Chapman Catt
<input checked="" type="checkbox"/>	9 A	W.E.B. Du Bois
<input checked="" type="checkbox"/>	9 B	Marcus Garvey
<input checked="" type="checkbox"/>	9C	the National Association for the Advancement of Colored People (NAACP)
<input checked="" type="checkbox"/>	9D	Alice Paul
<input checked="" type="checkbox"/>	9E	Booker T. Washington
<input checked="" type="checkbox"/>	10	Describe how the battle between traditionalism and modernity manifested itself in the major historical trends and events after World War I and throughout the 1920's. (H)
<input checked="" type="checkbox"/>	10A	the Boston police strike in 1919
<input checked="" type="checkbox"/>	10B	the Red Scare and Sacco and Vanzetti
<input checked="" type="checkbox"/>	10C	racial and ethnic tensions
<input checked="" type="checkbox"/>	10D	the Scopes Trial and the debate over Darwin's <i>On the Origins of Species</i>
<input checked="" type="checkbox"/>	10E	prohibition
<input checked="" type="checkbox"/>	11	Describe the various causes and consequences of the global depression of the 1930's, and analyze how Americans responded to the Great Depression. (H, E)
<input checked="" type="checkbox"/>	11A	restrictive monetary policies
<input checked="" type="checkbox"/>	11B	unemployment
<input checked="" type="checkbox"/>	11C	support for political and economic reform

<input type="checkbox"/>	11D	The influence of the ideas of John Maynard Keynes, and the critique of centralized economic planning and management by Ludwig von Mises, Friedrich von Hayek, and Milton Friedman
<input checked="" type="checkbox"/>	12	Analyze the important policies, institutions, and personalities of the New Deal era. (H)
<input type="checkbox"/>	<i>People</i>	
<input checked="" type="checkbox"/>	A	President Herbert Hoover
<input checked="" type="checkbox"/>	B	President Franklin D. Roosevelt
<input checked="" type="checkbox"/>	C	Eleanor Roosevelt
<input checked="" type="checkbox"/>	D	Huey Long
<input checked="" type="checkbox"/>	E	Charles Coughlin
<input type="checkbox"/>	<i>Policies</i>	the establishment of:
<input checked="" type="checkbox"/>	A	the Federal Deposit Insurance Corporation
<input checked="" type="checkbox"/>	B	the Securities and Exchange Commission
<input checked="" type="checkbox"/>	C	the Tennessee Valley Authority
<input checked="" type="checkbox"/>	D	the Social Security Act, the National Labor Relations Act
<input checked="" type="checkbox"/>	E	the Works Progress Administration
<input checked="" type="checkbox"/>	F	the Fair Labor Standards Act
<input type="checkbox"/>	<i>Institutions</i>	
<input checked="" type="checkbox"/>	A	the American Federation of Labor
<input checked="" type="checkbox"/>	B	the Congress of Industrial Organizations
<input checked="" type="checkbox"/>	C	the American Communist Party
<input checked="" type="checkbox"/>	13	Explain how the Great Depression and the New Deal affected American society. (H)
<input checked="" type="checkbox"/>	13A	the increased importance of the federal government in establishing economic and social policies
<input checked="" type="checkbox"/>	13B	the emergence of a “New Deal coalition” consisting of African Americans, blue-collar workers, poor farmers, Jews, and Catholics
		World War II, 1939-1945
<input checked="" type="checkbox"/>	14	Explain the strength of American isolationism after World War I and analyze its impact on U.S. foreign policy. (H)
<input checked="" type="checkbox"/>	15	Analyze how German aggression in Europe and Japanese aggression in Asia contributed to the start of World War II and summarize the major battles and events of the war. On a map of the world, locate the Allied powers (Britain, France, the Soviet Union, and the United States) and Axis powers (Germany, Italy, and Japan). (H)
<input checked="" type="checkbox"/>	15A	fascism in Germany and Italy
<input checked="" type="checkbox"/>	15B	German rearmament and militarization of the Rhineland
<input checked="" type="checkbox"/>	15C	Germany’s seizure of Austria and Czechoslovakia and Germany’s invasion of Poland
<input checked="" type="checkbox"/>	15D	Japan’s invasion of China and the Rape of Nanking
<input checked="" type="checkbox"/>	15E	Pearl Harbor, Midway, D-Day, Okinawa, the Battle of the Bulge, Iwo Jima, and the Yalta and Potsdam conferences
<input checked="" type="checkbox"/>	16	Explain the reasons for the dropping of atom bombs on Japan and their short and long-term effects. (H)
<input checked="" type="checkbox"/>	17	Explain important domestic events that took place during the war. (H, E)
<input checked="" type="checkbox"/>	17A	how war-inspired economic growth ended the Great Depression
<input checked="" type="checkbox"/>	17B	A. Philip Randolph and the efforts to eliminate employment discrimination
<input checked="" type="checkbox"/>	17C	the entry of large numbers of women into the workforce
<input checked="" type="checkbox"/>	17D	the internment of West Coast Japanese-Americans in the U.S. and Canada
<input type="checkbox"/>		The Cold War Abroad, 1945-1989
<input checked="" type="checkbox"/>	18	Analyze the factors that contributed to the Cold War and describe the policy of containment as America’s response to Soviet expansionist policies. (H)
<input checked="" type="checkbox"/>	18A	the differences between the Soviet and American political and economic

		systems
<input checked="" type="checkbox"/>	18B	Soviet aggression in Eastern Europe
<input checked="" type="checkbox"/>	18C	the Truman Doctrine, the Marshall Plan, and NATO
<input checked="" type="checkbox"/>	19	Analyze the sources and, with a map of the world, locate the areas of Cold War conflict between the U.S. and the Soviet Union. (H, G)
<input checked="" type="checkbox"/>	19A	the Korean War
<input checked="" type="checkbox"/>	19B	Germany
<input checked="" type="checkbox"/>	19C	China
<input type="checkbox"/>	19D	the Middle East
<input checked="" type="checkbox"/>	19E	the arms race
<input checked="" type="checkbox"/>	19F	Latin America
<input type="checkbox"/>	19G	Africa
<input checked="" type="checkbox"/>	19H	the Vietnam War
<input checked="" type="checkbox"/>	20	Explain the causes, course, and consequences of the Vietnam War and summarize the diplomatic and military policies of Presidents Eisenhower, Kennedy, Johnson, and Nixon. (H)
<input checked="" type="checkbox"/>	21	Analyze how the failure of communist economic policies as well as U.S.-sponsored resistance to Soviet military and diplomatic initiatives contributed to ending the Cold War. (H, E)
<input type="checkbox"/>		Cold War America at Home: Economic Growth and Optimism, Anticommunism, and Reform, 1945-1980
<input checked="" type="checkbox"/>	22	Analyze the causes and consequences of important domestic Cold War trends. (H, E)
<input checked="" type="checkbox"/>	22 A	economic growth and declining poverty
<input checked="" type="checkbox"/>	22 B	the baby boom
<input checked="" type="checkbox"/>	22 C	the growth of suburbs and home-ownership
<input checked="" type="checkbox"/>	22 D	the increase in education levels
<input checked="" type="checkbox"/>	22E	the development of mass media and consumerism
<input checked="" type="checkbox"/>	23	Analyze the following domestic policies of Presidents Truman and Eisenhower. (H)
<input checked="" type="checkbox"/>	23A	Truman's Fair Deal
<input checked="" type="checkbox"/>	23B	the Taft-Hartley Act (1947)
<input checked="" type="checkbox"/>	23C	Eisenhower's response to the Soviet's launching of Sputnik
<input checked="" type="checkbox"/>	23D	Eisenhower's civil rights record
<input checked="" type="checkbox"/>	24	Analyze the roots of domestic anticommunism as well as the origins and consequences of McCarthyism. (H)
<input type="checkbox"/>	People	
<input type="checkbox"/>	A	Whittaker Chambers
<input checked="" type="checkbox"/>	B	Alger Hiss
<input checked="" type="checkbox"/>	C	Edgar Hoover
<input checked="" type="checkbox"/>	D	Senator Joseph McCarthy
<input checked="" type="checkbox"/>	E	Julius and Ethel Rosenberg
<input type="checkbox"/>	Institutions	
<input checked="" type="checkbox"/>	A	the American Communist Party (including its close relationship to the Soviet Union)
<input checked="" type="checkbox"/>	B	the Federal Bureau of Investigation (FBI)
<input checked="" type="checkbox"/>	C	the House Committee on Un-American Activities (HUAC)
<input checked="" type="checkbox"/>	25	Analyze the origins, goals, and key events of the Civil Rights movement. (H)
<input type="checkbox"/>	People	
<input checked="" type="checkbox"/>	A	Robert Kennedy
<input checked="" type="checkbox"/>	B	Martin Luther King, Jr.
<input checked="" type="checkbox"/>	C	Thurgood Marshall
<input checked="" type="checkbox"/>	D	Rosa Parks
<input checked="" type="checkbox"/>	E	Malcolm X

<input checked="" type="checkbox"/>	Institution	the National Association for the Advancement of Colored People (NAACP)
<input type="checkbox"/>	Events	
<input checked="" type="checkbox"/>	A	<i>Brown v. Board of Education</i> (1954)
<input checked="" type="checkbox"/>	B	the 1955-1956 Montgomery Bus Boycott
<input checked="" type="checkbox"/>	C	the 1957-1958 Little Rock School Crisis
<input checked="" type="checkbox"/>	D	the sit-ins and freedom rides of the early 1960's
<input checked="" type="checkbox"/>	E	the 1963 civil rights protest in Birmingham
<input checked="" type="checkbox"/>	F	the 1963 March on Washington
<input checked="" type="checkbox"/>	G	the 1965 civil rights protest in Selma
<input checked="" type="checkbox"/>	H	the 1968 assassination of Martin Luther King, Jr.
<input checked="" type="checkbox"/>	26	Describe the accomplishments of the civil rights movement. (H, E)
<input checked="" type="checkbox"/>	A	the 1964 Civil Rights Act and the 1965 Voting Rights Act
<input checked="" type="checkbox"/>	B	the growth of the African American middle class, increased political power, and declining rates of African American poverty
<input checked="" type="checkbox"/>	27	Analyze the causes and course of the women's rights movement in the 1960's and 1970's. (H)
<input checked="" type="checkbox"/>	28	Analyze the important domestic policies and events that took place during the presidencies of Presidents Kennedy, Johnson, and Nixon. (H)
<input checked="" type="checkbox"/>	28A	the space exploration program
<input checked="" type="checkbox"/>	28B	the assassination of President Kennedy
<input checked="" type="checkbox"/>	28C	Johnson's Great Society programs
<input checked="" type="checkbox"/>	28D	Nixon's appeal to "the silent majority"
<input checked="" type="checkbox"/>	28E	the anti-war and counter-cultural movements
<input checked="" type="checkbox"/>	28F	the creation of the Environmental Protection Agency (EPA) in 1970
<input checked="" type="checkbox"/>	28G	the Watergate scandal (including the Supreme Court case, <i>U.S. v. Nixon</i>)
<input type="checkbox"/>		Contemporary America, 1980-2001
<input checked="" type="checkbox"/>	29	Analyze the presidency of Ronald Regan. (H, E)
<input checked="" type="checkbox"/>	29A	tax rate cuts
<input checked="" type="checkbox"/>	29B	anticommunist foreign and defense policies
<input type="checkbox"/>	29C	Supreme Court appointments
<input checked="" type="checkbox"/>	29D	the revitalization of the conservative movement during Reagan's tenure as President
<input checked="" type="checkbox"/>	29E	the replacement of striking air traffic controllers with non-union personnel
<input type="checkbox"/>	30	Describe some of the major economic and social trends of the late 20 th century. (H, E)
<input type="checkbox"/>	30A	the computer and technological revolution of the 1980's and 1990's
<input type="checkbox"/>	30B	scientific and medical discoveries
<input type="checkbox"/>	30C	Major immigration and demographic changes such as the rise in Asian and Hispanic immigration (both legal and illegal)
<input type="checkbox"/>	30D	the weakening of the nuclear family and the rise in divorce rates
<input type="checkbox"/>	31	Analyze the important domestic policies and events of the Clinton presidency. (H, E)
<input checked="" type="checkbox"/>	31A	the passage of the North American Free Trade Agreement (NAFTA) in 1993
<input type="checkbox"/>	31B	President Clinton's welfare reform legislation and expansion of the earned income tax credit
<input type="checkbox"/>	31C	the first balanced budget in more than 25 years
<input type="checkbox"/>	31D	the election in 1994 of the first Republican majority in both the House and Senate in 40 years
<input type="checkbox"/>	31E	tax credits for higher education
<input type="checkbox"/>	31F	the causes and consequences of the impeachment of President Clinton in 1998
<input type="checkbox"/>	32	Explain the importance of the 2000 presidential election. (H, C)
<input type="checkbox"/>	32A	the Supreme Court case, <i>Bush v. Gore</i>
<input type="checkbox"/>	32B	the growing influence of the Republican Party in the South and the consolidation of the Democratic Party's hold on the coasts

<input type="checkbox"/>	33	Analyze the course and consequences of America's recent diplomatic initiatives. (H, C)
<input type="checkbox"/>	33A	the invasion of Panama and the Persian Gulf War
<input type="checkbox"/>	33B	American intervention in Somalia, Haiti, Bosnia-Herzegovina, and Kosovo
<input type="checkbox"/>	33C	the attempts to negotiate a settlement to the Israeli-Palestinian conflict
<input checked="" type="checkbox"/>	33D	America's response to the September 11, 2001, terrorist attack on the World Trade Center in New York City and on the Pentagon in Washington, D.C.

