

## HIGH SCHOOL – UNITED STATES HISTORY II: LATE 19<sup>TH</sup> CENTURY TO THE PRESENT

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This course is a survey of United States history from the late 19<sup>th</sup> century to the present day. Students build upon what was learned in their middle school studies to engage in this period of United States' history. Students will also enhance their analytical skills and be able to further recognize diverse and multiple perspectives in history.

### ***Topics of Inquiry, Compelling Questions, and Standards***

#### **Inquiry Topic 1: Transformations of the Late 19<sup>th</sup> Century**

**Compelling Question:** Did industrialization improve life for all people?

SSHS.USII.1.1: The Second Industrial Revolution and urbanization

SSHS.USII.1.2: Industry and westward expansion

SSHS.USII.1.3: Sharecropping and segregation

SSHS.USII.1.4: Second-wave immigration to the United States

SSHS.USII.1.5: Emergence of the Populist movement

SSHS.USII.1.6: Foreign policy

#### **Inquiry Topic 2: Progressivism and World War I**

**Compelling Question:** Did World War I doom the Progressive Era?

SSHS.USII.2.1: Progressive reformers

SSHS.USII.2.2: Civil rights activism during the Progressive Era

SSHS.USII.2.3: Progressivism and woman suffrage

SSHS.USII.2.4: The United States and World War I

SSHS.USII.2.5: The home front

SSHS.USII.2.6: The effects of World War I on the global standing of the United States

#### **Inquiry Topic 3: The 1920s, the Great Depression, and the New Deal**

**Compelling Question:** Did combating the Great Depression split the country?

SSHS.USII.3.1: Cultural shifts during the “roaring” twenties

SSHS.USII.3.2: Causes, effects, and solutions during the Great Depression

SSHS.USII.3.3: Distinctions between the First and Second New Deals

#### **Inquiry Topic 4: World War II**

**Compelling Question:** Was the “good war” good for all?

- SSHS.USII.4.1: Isolationism and the eventual involvement of the United States in World War II
- SSHS.USII.4.2: The effects of the War on American society
- SSHS.USII.4.3: United States military during World War II
- SSHS.USII.4.4: Revelations of Nazi genocide against the European Jews

## **Inquiry Topic 5: The Cold War**

**Compelling Question:** When does a “cold” war end?

- SSHS.USII.5.1: The United States and the Soviet Union as global superpowers
- SSHS.USII.5.2: Foreign policy and domestic effects of the Cold War
- SSHS.USII.5.3: The American economy and post-war affluence
- SSHS.USII.5.4: Global decolonization and the expansion of American power

## **Inquiry Topic 6: Civil Rights Movements**

**Compelling Question:** Is protest patriotic?

- SSHS.USII.6.1: Conditions for Black Americans after World War II
- SSHS.USII.6.2: People and organizations of the Civil Rights Movement and their contributions
- SSHS.USII.6.3: The liberation and identity power movements of the 1960s and 1970s

## **Inquiry Topic 7: The Ebb and Flow of Left and Right**

**Compelling Question:** Is military strength a prerequisite for peace?

- SSHS.USII.7.1: Foreign and domestic policies of presidents Kennedy and Johnson
- SSHS.USII.7.2: American presence in Vietnam and opposition
- SSHS.USII.7.3: Economic shifts of the 1960s and 1970s
- SSHS.USII.7.4: Foreign and domestic policies of Presidents Nixon and Carter
- SSHS.USII.7.5: The New Right and the presidencies of Ronald Reagan and George H.W. Bush

## **Inquiry Topic 8: Contemporary United States**

**Compelling Question:** Could someone have predicted the divisions in America?

- SSHS.USII.8.1: The Clinton and George W. Bush presidencies
- SSHS.USII.8.2: The terrorist attacks of September 11, 2001
- SSHS.USII.8.3: The Obama and Trump presidencies
- SSHS.USII.8.4: The internet and the connected society

## Standards Tables

### Inquiry Topic 1: Transformations of the Late 19th Century

Compelling Question: Did industrialization improve life for all people?

SSHS.USII.1.1 The Second Industrial Revolution and urbanization Argue the social and economic impacts of industrialization and the urbanization of the United States after the Civil War	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
			X	X			X					X
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>• What were the major inventions of the late 19th century and how did they further impact industrialization?</li> <li>• How did industrialization create great wealth for some people?</li> <li>• How did industrialization change the relationship between workers and their labor?</li> <li>• What was the relationship between industrialization and urbanization?</li> <li>• How and why were labor unions formed and how did they meet the needs of their members?</li> <li>• What effects did urbanization have on the environment?</li> </ul>	<p><b>Learning Assessment Objectives:</b> Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Identify</b> major inventions and innovations from the late 19th Century, and <b>analyze</b> how they contributed to the expansion of industrialization</li> <li><b>Analyze</b> how industrialization changed how people lived their lives and earned their living (e.g., changes to farming, mining, and manufacturing industries), and <b>argue</b> how different groups of people were impacted in different ways</li> <li><b>Analyze</b> the relationships between urbanization and industrialization (e.g., urban crowding, sanitation issues), and <b>argue</b> their implications for people in society</li> <li><b>Explain</b> the purpose, role, and defining characteristics of labor unions in the late 19th century, <b>analyze</b> the relationships between labor unions and their members and labor unions and business owners, and <b>argue</b> the impacts and who benefited</li> <li><b>Analyze</b> the effects of urbanization on the environment</li> </ol>											

<b>SSHS.USII.1.2 Industry and westward expansion</b> Argue how government policies fueled the expansion of an industrial economy after the Civil War	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X		X	X	X					X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● Why did the United States government deploy federal troops to remove Indigenous peoples from western lands in the late 19th century and what were the long- and short-term impacts?</li> <li>● How did settler colonialism contribute to Indigenous genocide?</li> <li>● How was the federal government involved in building the railroads?</li> <li>● What role did tariffs play in the Industrial Revolution?</li> <li>● What was the Sherman Antitrust Act and how did the federal government use it against workers?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the rationale behind the removal of Indigenous peoples from their lands, and <b>argue</b> how different groups of people were impacted both short- and long-term</li> <li>b. <b>Explain</b> the definition of settler colonialism, and <b>analyze</b> how it is similar and different from manifest destiny</li> <li>c. <b>Explain</b> the role of the federal government in supporting industrialization and westward expansion (e.g., Morrill Tariff and Land Grant Act 1862, Homestead Acts 1862, Pacific Railway Act of 1862)</li> <li>d. <b>Analyze</b> the efficacy of the policies and laws created after the Civil War related to industrialization (e.g., Sherman Antitrust Act, Sherman Silver Purchase Act, McKinley Tariff Act), and <b>argue</b> how they impacted society</li> </ol>											

<b>SSHS.USII.1.3 Sharecropping and segregation</b> Argue how the system of sharecropping and segregation affected the lives of Black Americans in the South after the Civil War	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		X	X	X								X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● How did sharecropping create a cycle of poverty?</li> <li>● How did <i>Plessy v. Ferguson</i> (1896) create legal segregation?</li> <li>● What was the Great Migration?</li> <li>● How was segregation enforced?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the rationale for and conditions of sharecropping, and <b>argue</b> its impact on Black Americans</li> <li>b. <b>Argue</b> the impact of <i>Plessy v. Ferguson</i> on segregation</li> <li>c. <b>Explain</b> the rationale for and conditions of the Great Migration</li> <li>d. <b>Analyze</b> the policies and actions taken to enforce segregation, and <b>argue</b> the impact of those policies and actions</li> </ol>											

<b>SSHS.USII.1.4 Second-wave immigration to the United States</b> Argue the influence industrialization had on second-wave immigration in the late 19th century, and the impacts of government responses	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		X				X	X				X	
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● Who were the main immigrant groups in the late 19th century?</li> <li>● How did the federal government manage immigration?</li> <li>● What conditions did immigrants to the United States face in the late 19th century?</li> <li>● How are immigration, urbanization, and industrialization linked?</li> <li>● Why did ethnic neighborhoods emerge in cities and what benefits did those ethnic neighborhoods offer immigrants?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the similarities and differences in the backgrounds, cultures, and lived experiences of U.S. immigrants after the Civil War (e.g., those from Italy, Poland, Russia, Portugal, Greece, Armenia, China, Japan, Korea, Punjab, Bengal, India, Mexico)</li> <li>b. <b>Analyze</b> the policies and practices of the U.S. government toward immigration (e.g., Chinese Exclusion Act 1882, Alien Land Act 1913, Immigration Act of 1924), and <b>argue</b> who benefited from those policies and practices</li> <li>c. <b>Analyze</b> the relationships among immigration, urbanization, and industrialization, and <b>argue</b> the impacts of those relationships</li> <li>d. <b>Analyze</b> the patterns of immigration and urbanization during the late 19th century, and <b>explain</b> the formations of ethnic neighborhoods in cities and their benefits</li> </ol>											

<b>SSHS.USII.1.5 Emergence of the Populist movement</b> Argue the impacts of the Populist movement on the United States	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X	X							
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What were the goals and strategies of the Populists movement?</li> <li>● How did Populists change over time?</li> <li>● What were the successes and failures of the Populist movement?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> the purpose and role of Populism in the late 19th and early 20th centuries (e.g., Farmers’ Alliance and Grange movements)</li> <li>b. <b>Analyze</b> the evolution of Populism in the late 19th and early 20th centuries (e.g., People’s Party, merger with the Democratic Party in 1896)</li> <li>c. <b>Analyze</b> the influence of Populism on politics and social conditions and <b>argue</b> the legacy of that movement</li> </ol>											

<b>SSHS.USII.1.6 Foreign policy</b> Argue how and why the United States emerged as a global power in the early 20th century	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X			X	X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What were the causes and results of the Spanish-American war?</li> <li>● How did the United States expand its territory in this era?</li> <li>● What were the domestic and foreign impacts of United States' foreign policy in this era?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> the rationale for and conditions of the Spanish-American War, and <b>analyze</b> its outcomes</li> <li>b. <b>Analyze</b> United States foreign policies of expansion in the late 19th and early 20th centuries (e.g., Roosevelt Corollary, “Big Stick” ideology), and <b>argue</b> their impacts</li> <li>c. <b>Analyze</b> U.S. foreign policy at home in the U.S., and <b>argue</b> the impacts</li> <li>d. <b>Analyze</b> U.S. foreign policy on relations with other countries, and <b>argue</b> the impacts</li> </ol>											



# Inquiry Topic 2: Progressivism and World War I

Compelling Question: Did World War I doom the Progressive Era?

<p><b>SSHS.USII.2.1 Progressive reformers</b> Argue how Progressive reform socially and economically impacted the lives of people in the United States</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X	X	X					X	X
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>● What was the impetus for the Progressive movement?</li> <li>● Who was involved in the Progressive movement?</li> <li>● What approaches did progressives use to further their goals?</li> <li>● How did the United States government respond to the Progressive agenda?</li> <li>● What Progressive reforms helped social welfare?</li> </ul>	<p><b>Learning Assessment Objectives:</b> Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li>a. <b>Identify</b> the backgrounds, and <b>analyze</b> the perspectives of individuals and groups of the Progressive Era (e.g., Theodore Roosevelt, Jane Addams, Ida Tarbell, Upton Sinclair, Woodrow Wilson) and <b>argue</b> the impact of the role(s) they fulfilled</li> <li>b. <b>Analyze</b> ways in which figures and groups of Progressives used their power to bring about change</li> <li>c. <b>Analyze</b> the changes in rules and laws related to labor and the workplace because of the Progressive movement (e.g., child labor laws, safer working conditions, 8-hour workday), and <b>argue</b> their social and economic impacts</li> <li>d. <b>Analyze</b> changes in the relationship between producers and consumers during the Progressive Era (e.g., Pure Food and Drug Act, Federal Meat Inspection Act), and <b>argue</b> their social and economic impacts</li> <li>e. <b>Analyze</b> events from the Progressive Era, and <b>argue</b> the impact they had on the lives of individuals and different groups in society (e.g., changes to the education system, development of parks and playgrounds, expansion of LGBTQIA+ communities)</li> </ol>											

<b>SSHS.USII.2.2 Civil rights activism during the Progressive Era</b> Argue the impacts of civil rights activism during the Progressive Era on improving Black Americans' lives	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X	X	X	X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>• What were the goals of civil rights leaders during the Progressive Era?</li> <li>• What ideas and actions did leaders such as George Washington Carver and W.E.B. Du Bois advocate for?</li> <li>• How did white Americans respond to the civil rights movement during the Progressive Era?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Identify</b> the backgrounds, and <b>analyze</b> the perspectives of civil rights leaders during the Progressive Era (e.g., George Washington Carver and the Atlanta Compromise speech, W.E.B. Du Bois and “double consciousness,” Ida B. Wells and anti-lynching), and <b>argue</b> the impacts of the role(s) they fulfilled</li> <li><b>Analyze</b> the ways in which Progressive civil rights leaders used their power to bring about change (e.g., Tuskegee Institute, Anti-Lynching Campaign, Niagara Movement and National Association for Advancement of Colored People, National Urban League), and <b>argue</b> their effectiveness</li> <li><b>Analyze</b> the ways white Americans responded to the civil rights movement (e.g., rise of the KKK, <i>Plessy v. Ferguson</i> 1896, Red Summer 1919, Tulsa Race Massacre 1921), and <b>argue</b> how those responses impacted the movement</li> </ol>											

<b>SSHS.USII.2.3 Progressivism and woman suffrage</b> Argue the impacts of woman suffrage activism during the Progressive Era on the passage of the 19th Amendment	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		X	X	X		X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>• What were the connections between the abolition movement and the beginnings of the woman suffrage movement?</li> <li>• How and why did the woman suffrage movement grow in the Progressive Era?</li> <li>• How did women’s suffrage progress at the state level?</li> <li>• What circumstances led to women gaining full suffrage starting in 1920?</li> <li>• Why were some women left out of suffrage?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Analyze</b> the legacies of the woman suffrage movement before the Civil War, and <b>argue</b> its impact on the road to suffrage</li> <li><b>Identify</b> the backgrounds, <b>analyze</b> the perspectives of people and organizations for and against woman suffrage (e.g., Elizabeth Cady Stanton, Susan B. Anthony, National Woman’s Party, Woman’s Anti-Suffrage Association, National Association Opposed to Woman Suffrage), and <b>argue</b> the impacts of the role(s) they played</li> <li><b>Analyze</b> the strategies suffragists used to gain woman suffrage (e.g., pamphlets, protests, conventions), and <b>argue</b> their impacts</li> <li><b>Identify</b> the states that began to extend suffrage to women (e.g., Illinois 1913, Rhode Island 1917), and <b>argue</b> the impacts of ratification of the 19th Amendment</li> <li><b>Explain</b> why some women were left out of suffrage despite the 19th Amendment (e.g., Indigenous people were not considered citizens until 1924; gerrymandering, poll taxes, and voting exams prevented many Americans of color from voting until the Voting Rights Act of 1965)</li> </ol>											

<b>SSHS.USII.2.4 The United States and World War I</b> Argue the impact of America’s shift from isolationism to involvement in World War I	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X			X	X	X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>• What caused World War I in Europe?</li> <li>• How did Americans and the U.S. government respond to the Armenian genocide?</li> <li>• What major events prompted U.S. involvement in World War I?</li> <li>• How did American popular opinion towards World War I shift during the war?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Explain</b> the rationale for and <b>analyze</b> the conditions leading to World War I (e.g., expansionism, nationalism, alliances)</li> <li><b>Analyze</b> the response by Americans and the U.S. government to the genocide of Armenians during this time, and <b>argue</b> the lasting impacts to the people and communities involved</li> <li><b>Explain</b> the rationale for and <b>analyze</b> the conditions leading to the U.S. involvement in World War I (e.g., submarine attacks on merchant ships, sinking of the Lusitania, Zimmerman Telegram)</li> <li><b>Analyze</b> differing perspectives about America’s involvement in World War I, and <b>argue</b> the impacts of those perspectives</li> </ol>											

<b>SSHS.USII.2.5 The home front</b> Argue how America’s regulation of the home front impacted Americans during World War I	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X		X	X				X		
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● How did the federal government regulate the economy during World War I?</li> <li>● How did women, Black Americans, immigrants, and other groups experience World War I at home?</li> <li>● What was the Committee on Public Information and <i>Schenck v. United States</i> (1919) and how were they used?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the efficacy of federal powers to mobilize for war (e.g., regulating the economy, selective service), and <b>argue</b> the impact these actions had</li> <li>b. <b>Analyze</b> ways people were impacted by America’s involvement in WWI (e.g., home effort, extreme nativism, racial backlash against Black servicemen) and how they and the federal government responded (e.g., draft administration, Espionage and Sedition Acts)</li> <li>c. <b>Analyze</b> the efficacy of methods the U.S. used to fund the war (e.g., Liberty Bonds, War Revenue Acts), and <b>argue</b> the impacts these methods had on individuals and groups</li> <li>d. <b>Explain</b> the rationale for and <b>analyze</b> the attempts to corral public opinion (e.g., Committee on Public Information, <i>Schenck v. United States</i>), and <b>argue</b> the impacts of those attempts</li> </ol>											

<p><b>SSHS.USII.2.6 The effects of World War I on the global standing of the United States</b></p> <p>Argue the impact of the emergence of the United States as a dominant global power</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X			X	X		X		X	X		
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>• What did Woodrow Wilson mean by the term “self-determination for nations”?</li> <li>• Why did the United States refuse to join the League of Nations?</li> <li>• How did the United States govern its colonial territories after World War I?</li> <li>• Why did the United States pursue isolationism and protectionism after achieving global power and prestige?</li> <li>• What was the global economic effect of World War I?</li> </ul>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Explain</b> the components of Wilson's idea of national self-determination</li> <li><b>Analyze</b> the arguments for and against the U.S. joining the League of Nations, and <b>argue</b> how different groups of people were impacted both short- and long-term after joining</li> <li><b>Analyze</b> how World War I changed America’s global standing in the world and the ways America responded</li> <li><b>Analyze</b> the changes World War I had on American global policy</li> <li><b>Analyze</b> the rationale for and <b>argue</b> the implications of the U.S.’s position of isolationism and protectionism</li> <li><b>Analyze</b> the global economic impact of the World War I</li> </ol>											

# Inquiry Topic 3: The 1920s, the Great Depression, and the New Deal

Compelling Question: Did combating the Great Depression split the country?

<p><b>SSHS.USII.3.1 Cultural shifts during the “roaring” twenties</b></p> <p>Argue how cultural and migratory shifts at the end of World War I impacted society and changed the demographic and cultural landscape of the nation</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X	X	X	X				X		
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>• What economic and cultural factors drew people from the countryside to the cities?</li> <li>• How and why were there shifts in social and cultural values during the 1920s?</li> <li>• How and why were there backlashes against immigration and diversity during the 1920s?</li> <li>• What role did the Great Migration, Pan-Africanism, and the “New Negro” movement have in redefining Black American life?</li> <li>• Who were the leading figures of the Harlem Renaissance and how did they reshape popular understandings of Black American life?</li> </ul>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Explain</b> the reasons individuals and groups migrated to more populated areas during the 1920s (e.g., technological advances such as plumbing, sewers, and electricity)</li> <li><b>Analyze</b> ways that municipalities responded to the influx of individuals and groups, and <b>argue</b> the impact these approaches had</li> <li><b>Explain</b> the differences and shifts in political, social, and/or cultural values during the 1920s, and <b>analyze</b> the impact these shifts had on society (e.g., Scopes Trial, flappers, Prohibition)</li> <li><b>Analyze</b> varying perspectives on immigration and diversity during the 1920s (e.g., Red Scare, Ku Klux Klan, Sacco and Vanzetti trial, Asian Exclusion Act, National Origins Quota Act), and <b>argue</b> the impacts on society</li> <li><b>Analyze</b> the range of lived experiences of Black Americans during the 1920s (e.g., Great Migration, Pan-Africanism, “New Negro” movement)</li> <li><b>Analyze</b> the characteristics and <b>identify</b> leading figures of the Harlem Renaissance (e.g., Zora Neale Hurston, Langston Hughes), and <b>argue</b> how the movement impacted society in New York City and beyond</li> </ol>											

<b>SSHS.USII.3.2 Causes, effects, and solutions during the Great Depression</b> Argue how and why the Great Depression impacted the United States politically, socially, and economically	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X			X	X	X				X	X	X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What did farmers do to meet the needs of the military during World War I and how did that create financial difficulties for them?</li> <li>● What economic safety nets existed for workers who lost their employment?</li> <li>● How did Americans come to rely on credit in the early 20th century?</li> <li>● What was “buying on margin” in the stock market and how was the stock market regulated in the 1920s?</li> <li>● How did the Great Depression impact individuals and groups?</li> <li>● How and why did Herbert Hoover and Franklin Delano Roosevelt respond differently to the Great Depression?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the ways World War I affected farmers and agriculture in America</li> <li>b. <b>Analyze</b> the burdens that existed for people when they lost employment (e.g., no unemployment pay, low percentage of married women in the workforce, business policies such as “last hired, first fired”), and <b>argue</b> how different groups were impacted</li> <li>c. <b>Explain</b> the system of credit in the early 20th century, <b>analyze</b> its impact on Americans, and <b>argue</b> who benefited from this system</li> <li>d. <b>Analyze</b> how the stock market operated in the 1920s and factors that contributed to the stock market crash of 1929 (e.g., buying on margin, excess bank loans)</li> <li>e. <b>Argue</b> the impacts of the Great Depression, and the ways individuals and groups responded (e.g., Hoovervilles, Bonus Army, westward migration due to the Dust Bowl)</li> <li>f. <b>Analyze</b> the political ideologies related to addressing the Great Depression</li> <li>g. <b>Analyze</b> the ways that the federal government responded to the Great Depression (e.g., National Credit Corporation, Smoot-Hawley Tariff, Federal Home Loan Bank Act, Emergency Relief and Construction Act), and <b>argue</b> the extent to which responses were successful and for whom</li> </ol>											



<b>SSHS.USII.3.3 Distinctions between the First and Second New Deals</b> Argue how the New Deal’s shift from relief and recovery to long term economic reform impacted the Great Depression	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X		X							
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What were the elements of and reactions to the first New Deal?</li> <li>● What were the reactions to the first New Deal?</li> <li>● What were the elements of the second New Deal?</li> <li>● What were the reactions to the second New Deal?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> the rationale for, and <b>analyze</b> the actions taken during the first New Deal (e.g., First Hundred Days, Emergency Banking Act)</li> <li>b. <b>Analyze</b> the reactions to the First Hundred Days (e.g., popular responses, Supreme Court challenges)</li> <li>c. <b>Explain</b> the rationale for, and <b>analyze</b> the actions taken during the second New Deal (e.g., Social Security, the National Labor Relations Act)</li> <li>d. <b>Analyze</b> the reactions to the second New Deal (e.g., policy changes, political shifts, Southern Tenant Farmers Union), and <b>argue</b> the short- and long-term social and economic impacts</li> </ol>											

## Inquiry Topic 4: World War II

Compelling Question: Was the “good war” good for all?

<p><b>SSHS.USII.4.1 Isolationism and the eventual involvement of the United States in World War II</b></p> <p>Analyze the United States’ attempts to remain isolated from global crises and the reasons for its eventual involvement in World War II</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X		X	X	X						
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>● What was the difference between <i>isolationism</i> and <i>internationalism</i>?</li> <li>● Why did the United States refuse to participate in the London Conference of 1933?</li> <li>● What was Roosevelt’s “Good Neighbor” policy?</li> <li>● What were the causes of World War II?</li> <li>● What were the origins of the Nazi racial state?</li> <li>● What factors led to the US involvement in World War II?</li> </ul>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li>a. <b>Explain</b> the rationale for, and <b>analyze</b> the policies related to <i>isolationism</i> and <i>internationalism</i> in the United States (e.g., London Conference of 1933, Good Neighbor policy, Neutrality Acts, Lend-Lease Act), and <b>argue</b> how those policies affected society</li> <li>b. <b>Analyze</b> the impact of factors leading to WWII (e.g., Treaty of Versailles, failure of appeasement, rise of fascism in Germany, Italy, and Japan)</li> <li>c. <b>Analyze</b> the ideologies and conditions leading to the Nazi racial state</li> <li>d. <b>Explain</b> the conditions of and factors leading to the United States entering WWII (e.g., Pearl Harbor, German militarism)</li> </ol>											

<b>SSHS.USII.4.2 The effects of the War on American society</b> Argue how World War II impacted different groups of people in the United States	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X		X		X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What demographic changes occurred during World War II?</li> <li>● What was the Bracero program?</li> <li>● How did Black Americans use the Double V campaign to fight for civil rights during World War II?</li> <li>● What happened to Japanese American during World War II?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> demographic changes in the United States during World War II</li> <li>b. <b>Explain</b> ways individuals and groups responded to the impacts of World War II</li> <li>c. <b>Analyze</b> ways labor needs were addressed during World War II (e.g., Bracero Program, more women joining the workforce)</li> <li>d. <b>Analyze</b> the status of Black Americans in society during World War II, and <b>argue</b> what conditions led to the Double V campaign</li> <li>e. <b>Analyze</b> the rationale for Japanese internment policies World War II, and <b>argue</b> the short- and long-term impacts of those policies on Japanese communities</li> </ol>											

<p><b>SSHS.USII.4.3 United States military actions during World War II</b></p> <p>Argue how military actions and the experiences of American and Allied soldiers in Asia and Europe during World War II affected the course and participants of the War</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X			X	X							
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>• What challenges did the Allied forces face in defeating Japan during World War II?</li> <li>• What challenges did the Allied powers face in defeating the Axis powers in Europe?</li> <li>• What turning points distinguished the major phases of the war in Asia, Europe, and North Africa?</li> <li>• What battle conditions did American soldiers face in Asia and Europe?</li> <li>• How did Black Americans experience military service during World War II?</li> <li>• What were the experiences of Indigenous Americans in the military during World War II?</li> </ul>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Explain</b> the conditions of and actions taken by the U.S. military in Asia and Europe during World War II</li> <li><b>Explain</b> the milestones and events of U.S. involvement in Asia during World War II (e.g., Battle of Midway, atomic bomb on Hiroshima), and <b>argue</b> the impact of that involvement</li> <li><b>Explain</b> the milestones and events, of U.S. involvement in Europe during World War II (e.g., Battle of the Bulge, liberation of concentration camps, V-E Day), and <b>argue</b> the impact of that involvement</li> <li><b>Analyze</b> the experiences of U.S. soldiers from different cultures and backgrounds during World War II (e.g., Navajo Code Talkers, Filipino soldiers, Tuskegee Airmen, 442nd Regimental Combat team), and <b>argue</b> the impacts of the war on soldiers</li> </ol>											

<b>SSHS.USII.4.4 The revelations of Nazi genocide against the European Jews</b> Argue the lasting effects of the causes, results, and response to the Holocaust	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X	X	X	X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● How did Nazi genocidal policies and actions develop in the 1930s and 1940s?</li> <li>● What role did European nations outside of Germany play in perpetuating the Holocaust?</li> <li>● How did the United States respond to the Holocaust?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Identify</b> the characteristics of, and <b>analyze</b> the factors that gave rise to Nazi racial ideology</li> <li>b. <b>Explain</b> the events, and <b>analyze</b> the ideologies that led to the Holocaust</li> <li>c. <b>Analyze</b> the responses to Nazi expansionism and the Holocaust across Europe and the U.S. government, and <b>argue</b> the lasting impacts to the people and communities involved</li> </ol>											

# Inquiry Topic 5: The Cold War

Compelling Question: When does a “cold” war end?

<p><b>SSHS.USII.5.1 The United States and the Soviet Union as global superpowers</b></p> <p>Argue how the political, economic, and ideological differences between the United States and the Soviet Union affected global policies</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X	X	X							
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>• What was the Soviet Union’s experience of World War II?</li> <li>• What were the political and economic goals of the U.S. and U.S.S.R. after World War II?</li> <li>• How did the development of the atomic bomb affect the relationship between the United States and the Soviet Union?</li> <li>• Why were the United Nations, NATO, and the Warsaw Pact created?</li> </ul>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Analyze</b> the experiences of Soviets during World War II, and <b>argue</b> how those experiences impacted later policy</li> <li><b>Analyze</b> the differences between American and Soviet goals and actions after World War II</li> <li><b>Argue</b> how the atomic bomb impacted American and Soviet relationships, policies, and actions</li> <li><b>Analyze</b> the reactions to the aftermath of World War II (e.g., United Nations, Warsaw Pact, NATO)</li> </ol>											

<b>SSHS.USII.5.2 Foreign policy and domestic effects of the Cold War</b> Argue the ways the Cold War and the fear of Communism affected Americans and domestic and foreign policy of the United States	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X		X	X	X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What were the domino theory and containment policies and how did they affect American foreign policy?</li> <li>● How was the Korean War an outgrowth of American Cold War ideology?</li> <li>● What were the domestic effects of the Cold War?</li> <li>● How did American popular culture reflect Cold War anxieties?</li> <li>● How did the Beat Generation writers signify an emergent oppositional culture in the United States?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> the rationale for and actions taken in U.S. foreign policy (e.g., domino theory, creation of the National Security Council 1947)</li> <li>b. <b>Analyze</b> U.S. foreign policy in reaction to the rise of communism (e.g., "cold war," Korean conflict, arms race), and <b>argue</b> the impact of those policies</li> <li>c. <b>Analyze</b> the ways the Cold War influenced domestic policies in the United States (e.g., Federal Loyalty Oath, "lavender scares," HUAC, rise of McCarthyism, domestic containment), and <b>argue</b> the impact of those policies</li> <li>d. <b>Analyze</b> the ways the Cold War influenced domestic culture (e.g., "atomic culture," depictions in art, movies, literature)</li> <li>e. <b>Analyze</b> the ideas, beliefs, and tensions that defined society in the United States during the Cold War years (e.g., generational conflicts, juvenile delinquency, conformity), identify individuals and groups involved (e.g., Beat writers such as Kerouac, Ginsberg, Kaufman, and Cassady), and <b>argue</b> how these cultural shifts impacted the lives of people</li> </ol>											

<b>SSHS.USII.5.3 The American economy and post-war affluence</b> Argue how the ways the economy changed after World War II affected different individuals and groups	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		X	X	X		X				X	X	
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● How did Truman and Eisenhower manage the transition from a war economy to a consumer economy?</li> <li>● What factors defined the rise in suburbanization and redlining?</li> <li>● What were the effects of the "baby boom"?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Identify</b> the defining characteristics of, and <b>analyze</b> the key differences between the war economy during WWII and the consumer economy that followed, and <b>argue</b> the impacts on middle-class life</li> <li>b. <b>Analyze</b> the characteristics of suburbanization in the 1940s and the factors influencing this movement, including federal and local policies (e.g., William Levitt Towns, redlining, white flight)</li> <li>c. <b>Argue</b> the impacts mass migration to the suburbs had on different groups (e.g., isolation of women, northern segregation, voting patterns)</li> <li>d. <b>Analyze</b> the influences of the Baby Boom on individuals and different groups</li> </ol>											



<b>SSHS.USII.5.4 Global decolonization and the expansion of American power</b> Argue the ways actions taken by the United States during the Cold War impacted nations around the world	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		X		X								
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>• How did the United States respond to Communist threats?</li> <li>• How did the United States and the Soviet Union each try to influence and control newly decolonized nations in Africa, Asia, and South America?</li> <li>• What was the role of the proxy wars in both decolonization and the Cold War?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>• <b>Explain</b> the rationale for, and <b>analyze</b> the actions taken by the United States during the Cold War (e.g., Marshall Plan, Truman Doctrine), and <b>argue</b> the impacts of those policies and actions</li> <li>• <b>Analyze</b> U.S. and Soviet actions in African, Asia, and South America, and <b>argue</b> the impacts of those actions</li> <li>• <b>Analyze</b> the conditions, and <b>argue</b> the impacts of proxy wars (e.g., decolonization efforts, Cuban missile crisis) on those involved</li> </ol>											

# Inquiry Topic 6: Civil Rights Movements

Compelling Question: Is protest patriotic?

<p><b>SSHS.USII.6.1 Conditions for Black Americans after World War II</b> Argue the ways legal and social actions for and against civil rights affected the lives of Black Americans before the Civil Rights Act of 1964</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X	X		X						
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>• How did Truman and Eisenhower respond to increasing civil rights activities after World War II?</li> <li>• What was the NAACP’s long-term strategy toward dismantling segregation?</li> <li>• What was the legal basis for the NAACP’s argument in <i>Brown v. Board of Education</i> (1954)?</li> <li>• How did <i>de facto</i> and <i>de jure</i> segregation contribute to racial oppression in the United States?</li> <li>• How was racial violence used to intimidate and oppress Black Americans?</li> <li>• What were the experiences of Black Americans in Northern states such as Rhode Island?</li> </ul>	<p><b>Learning Assessment Objectives:</b> Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Analyze</b> the responses of Truman and Eisenhower to increasing civil rights concerns following World War II (e.g., Executive Order 9981, appointment of Herbert Brownell to Attorney General and Earl Warren as Chief Justice of the Supreme Court)</li> <li><b>Explain</b> the rationale for, and <b>analyze</b> the actions taken by the NAACP and other groups toward segregation policies and actions</li> <li><b>Argue</b> the impacts and legacy of the <i>Brown v. Board of Education</i> case</li> <li><b>Analyze</b> the types of racial segregation and racial oppression in the United States leading up to the Civil Rights Act, and <b>argue</b> the impacts on individuals and groups, particularly Black Americans</li> <li><b>Analyze</b> goals, strategies, and tactics of leading Civil Rights opponents during the Civil Rights Movement (e.g., the murders of Emmett Till, James Chaney, Michael Schwerner, and Andrew Goodman, the Reverse Freedom Rides, violence to churches and communities, Bloody Sunday), and <b>argue</b> how they affected the movement</li> <li><b>Explain</b> the experiences of Black Americans through time, including in Northern states such as Rhode Island (e.g., George T. Downing, Elleanor Eldridge, Snowtown and Hardscrabble, fair housing, fair employment)</li> </ol>											

<p><b>SSHS.USII.6.2 People and groups of the Civil Rights Movement and their contributions</b></p> <p>Argue the ways individuals and groups impacted the movement for the fight for civil rights in the 1950s and 1960s and how those impacts continue to have lasting global social, political, and economic effects</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		X	X	X								
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>• How did A. Philip Randolph continue his work as a civil rights activist from World War II to the 1960s?</li> <li>• How did women such as Jo Ann Robinson, Rosa Parks, Ella Baker, and Fannie Lou Hamer contribute to the Civil Rights Movement?</li> <li>• How did the approaches to the movement differ between Dr. Martin Luther King, Jr. and Malcolm X?</li> <li>• What organizations and groups supported the Civil Rights Movement?</li> <li>• Who were the Rhode Island people and organizations that contributed to the movement locally?</li> <li>• Why are the Civil Rights Act of 1964 and the Voting Rights Act of 1965 significant?</li> </ul>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Identify</b> the people (e.g., A. Philip Randolph, Jr., Jo Ann Robinson, Rosa Parks, Ella Baker, Fannie Lou Hamer), <b>analyze</b> the actions (e.g., Greensboro sit-ins 1960, Freedom Rides 1961, Freedom Summer 1964, freedom schools) of civil rights leaders and organizations during the Civil Rights Movement of the 1950s and 1960s, and <b>argue</b> how they impacted the movement</li> <li><b>Analyze</b> the similarities and differences among goals of civil rights leaders (e.g., Malcolm X, Dr. Martin Luther King, Jr., Black nationalism, Pan-Africanism, Black Panthers), and <b>argue</b> the ways their different approaches impacted the movement</li> <li><b>Argue</b> the impacts of organizations and groups that supported the Civil Rights Movement (e.g., Student Nonviolent Coordinating Committee, NAACP, Congress of Racial Equality, Southern Christian Leadership Conference)</li> <li><b>Analyze</b> the contributions of individuals and groups in Rhode Island during the Civil Rights Movement of the 1950s and 1960s (e.g., Irving J. Fain, Providence Urban League, Citizens United for a Fair Housing Law), and <b>argue</b> how they impacted the movement in Rhode Island and beyond</li> <li><b>Explain</b> the rationale for, <b>analyze</b> the elements of, and <b>argue</b> the short- and long-term impacts of the Civil Rights Act of 1964 and the Voting Rights Act of 1965</li> </ol>											

<p><b>SSHS.USII.6.3 The liberation and identity power movements of the 1960s and 1970s</b></p> <p>Argue the reasons why many civil rights movements emerged in the 1960s and 1970s and the ways they impacted society and culture</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
			X	X	X							
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>• How did the Black Power movement revitalize Black culture and identity?</li> <li>• What were the goals and tactics of the Women’s Liberation movement?</li> <li>• How did Gay Liberation challenge the cultural and legal standards of American society?</li> <li>• How did the identity power movements of Asian Americans, Indigenous peoples, Chicano and Latino Americans, and other groups assert the importance of multicultural society?</li> <li>• How did conservatives react to the liberation and identity power movements?</li> </ul>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Analyze</b> the factors contributing to civil rights movements in the 1960s and 70s</li> <li><b>Explain</b> the characteristics, and <b>analyze</b> the perspectives of the civil rights movements in the 1960s and 1970s (e.g., Black Power movement, Women’s Liberation movement, Gay liberation movement, identify power movements)</li> <li><b>Explain</b> the ways that the civil rights movements challenged mainstream systems and beliefs</li> <li><b>Argue</b> the impacts of the civil rights movements in the 1960s and 1970s on society</li> <li><b>Explain</b> the rationale for, and <b>analyze</b> the actions taken by conservative leaders and groups in response to the liberation and identify power movements (e.g., Barry Goldwater, Phyllis Schlafly, New Right), and <b>argue</b> the impacts of those actions</li> </ol>											

# Inquiry Topic 7: The Ebb and flow of Left and Right

Compelling Question: Is military strength a prerequisite for peace?

<p><b>SSHS.USII.7.1 Foreign and domestic policies of presidents Kennedy and Johnson</b></p> <p>Argue how policies and events during the Kennedy and Johnson presidencies impacted the direction of the country</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X		X								
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>• How did President John F. Kennedy’s foreign policy agenda complicate his domestic goals?</li> <li>• What was the Cuban Missile Crisis?</li> <li>• How did Kennedy’s assassination lead to the passage of the 25th Amendment to the <i>Constitution of the United States</i>?</li> <li>• How did President Johnson’s foreign policy decisions affect his domestic agenda?</li> <li>• What was the Immigration and Nationality Act of 1965?</li> </ul>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Analyze</b> President John F. Kennedy’s foreign and domestic policy agendas (e.g., Peace Corps, war in Vietnam, civil rights), and <b>argue</b> the impacts on American society</li> <li><b>Analyze</b> the events leading to, and <b>argue</b> the impact of the Cuban Missile Crisis on American society and relations with the Soviets</li> <li><b>Explain</b> how the assassination of John F. Kennedy led to the passage of the 25th Amendment</li> <li><b>Analyze</b> President Lyndon B. Johnson’s foreign and domestic policy agendas (e.g., war in Vietnam, Great Society programs), and <b>argue</b> the impacts on American society</li> <li><b>Analyze</b> the rationale for, and <b>argue</b> the impact of the Immigration and Nationality Act of 1965 on American life</li> </ol>											

<b>SSHS.USII.7.2 American presence in Vietnam and opposition</b> Argue the ways participation in and criticism of the Vietnam War had lasting effects on American society	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X			X	X	X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>• What ideological influences and foreign policies led the United States to become involved in Vietnam in the 1950s?</li> <li>• What groups of Americans criticized and protested the involvement of the United States in the Vietnam War?</li> <li>• What were the short- and long-term impacts of the War?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li><b>Explain</b> the rationale for, and <b>analyze</b> the conditions of the United States' involvement in the Vietnam War (e.g., troop build-up, Gulf of Tonkin incident, Tet Offensive)</li> <li><b>Analyze</b> the range of domestic responses to United States' involvement in the Vietnam War (e.g., student protests, anti-war and pro-war marches, cultural reactions to the war), and <b>argue</b> their impacts on American society</li> <li><b>Argue</b> the short- and long-term impacts of the Vietnam War on Americans and returning soldiers</li> </ol>											

<b>SSHS.USII.7.3 Economic shifts of the 1960s and 1970s</b> Argue the causes and results of changing economic conditions in the United States in the 1970s, including the energy crisis	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X		X				X		X
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● What caused the Great Inflation and energy crisis of the 1970s?</li> <li>● What did the unemployment rate reveal about the state of the economy in the 1970s?</li> <li>● Why was the Environmental Protection Agency formed and what did it do?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Analyze</b> the factors contributing to, and <b>argue</b> the impacts of the Great Inflation and energy crisis of the 1960s and 70s (e.g., U.S. foreign policy in Western Asia (Middle East), OPEC, gasoline prices) on American society</li> <li>b. <b>Explain</b> the relationship between unemployment and the economy</li> <li>c. <b>Analyze</b> the rationale for, and <b>argue</b> the impact of state and federal measures to protect the environment (e.g., Environmental Protection Agency, Clean Air Act, Clean Water Act) on American society</li> </ol>											

<p><b>SSHS.USII.7.4 Foreign and domestic policies of Presidents Nixon and Carter</b></p> <p>Argue how policies and events during the Nixon and Carter presidencies impacted the ideological direction of the country</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X		X	X							
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>• How did President Richard Nixon’s presidency represent both a continuation of and a break with the liberal consensus of the twentieth century?</li> <li>• What defined President Richard Nixon’s foreign policy?</li> <li>• What was the Watergate break-in and why is it significant?</li> <li>• What were the impacts of President Carter’s actions to foreign events?</li> <li>• How did President Carter include global human rights concerns in his foreign policy decisions?</li> </ul>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Analyze</b> President Richard Nixon’s foreign and domestic policy agendas (e.g., end of Vietnam War, opening of relations with China, detente with the Soviet Union), and <b>argue</b> the impacts on American society and relations with the Soviets</li> <li><b>Analyze</b> the events, and <b>argue</b> the impact of the Watergate break-in on American society (e.g., Congressional hearings, Nixon’s resignation, Ford’s pardon of Nixon)</li> <li><b>Analyze</b> President Jimmy Carter’s foreign and domestic policy agenda (e.g., Camp David Accords, Iranian Hostage Crisis, return of Panama Canal, response to Soviet invasion of Afghanistan), and <b>argue</b> the impacts on American relationships with other countries.</li> <li><b>Analyze</b> the influence of President Carter’s emphasis on global human rights and who benefited</li> </ol>											



<p><b>SSHS.USII.7.5 The New Right and the presidencies of Ronald Reagan and George H.W. Bush</b></p> <p>Argue the effects that political and cultural conflicts during the George H.W. Bush and Reagan presidencies had on foreign and domestic policies of the United States</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X			X							
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>● What were President Ronald Reagan's domestic and foreign goals?</li> <li>● What elements of the Cold War continued into the 1980s?</li> <li>● What were President George H.W. Bush's domestic and foreign policy goals?</li> <li>● What happened when the Soviet Union collapsed?</li> <li>● What were the circumstances that led to the Gulf War and Operation Desert Storm?</li> </ul>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li>a. <b>Analyze</b> President Ronald Reagan' foreign and domestic policy agendas (e.g., trickle-down economics, tax cuts, War on Drugs, confronting the Cold War), and <b>argue</b> the impacts on American society and relationships with the Soviets</li> <li>b. <b>Explain</b> the conditions and elements of the Cold War apparent in the 1980s (e.g., challenges to Communism, Reagan Doctrine)</li> <li>c. <b>Analyze</b> President George H.W. Bush's foreign and domestic policy agendas (e.g., ending the Cold War, Operation Just Cause, NAFTA, American with Disabilities Act 1990), and <b>argue</b> the impacts on American society</li> <li>d. <b>Analyze</b> the conditions leading to the Soviet Union's collapse, and <b>argue</b> the impact on world events</li> <li>e. <b>Explain</b> the circumstances that led to United States involvement in a war against Iraq, and <b>argue</b> the impacts at home and abroad</li> </ol>											

# Inquiry Topic 8: Contemporary United States

Compelling Question: Could someone have predicted the divisions in America?

<p><b>SSHS.USII.8.1 The Clinton and George W. Bush presidencies</b> Argue how policies and events during the Clinton and Bush presidencies indicated continued political divisions into the new millennium</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X			X							
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>• What were President Bill Clinton's domestic and foreign goals?</li> <li>• How did controversies during the Clinton years impact politics?</li> <li>• What were President George W. Bush's domestic and foreign goals?</li> <li>• How did controversies surrounding the 2000 presidential election point to continued divisions between the left and right?</li> </ul>	<p><b>Learning Assessment Objectives:</b> Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Analyze</b> President Bill Clinton’s foreign and domestic policy agendas (e.g., Omnibus Budget Reconciliation Act 1993, “don’t ask, don’t tell,” welfare reform, foreign military interventions, NATO), and <b>argue</b> the impacts at home and abroad</li> <li><b>Explain</b> the circumstances that led to the government shutdowns of 1995/1996, and <b>argue</b> their impacts on American life</li> <li><b>Explain</b> the circumstances that led to impeachment proceedings against President Clinton, and <b>analyze</b> the significance of such a proceeding</li> <li><b>Analyze</b> President George W. Bush’s foreign and domestic policy agendas (e.g., tax cuts, campaign finance reform, immigration reform, Hurricane Katrina, AIDS relief, free trade agreements, NATO, response to September 11, 2001, attacks), and <b>argue</b> the impacts at home and abroad</li> <li><b>Analyze</b> the controversies surrounding the 2000 presidential election, and <b>argue</b> the effects on future elections</li> </ol>											

<b>SSHS.USII.8.2 The terrorist attacks of September 11, 2001</b> Argue the impacts of the terrorist attacks of September 11, 2001, on American society and foreign policy	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X		X		X						
<b>Guiding Questions for Instruction:</b> <ul style="list-style-type: none"> <li>● How was American foreign policy in Western Asia (Middle East) defined before the attacks on September 11, 2001?</li> <li>● How did the American government respond to the attacks on September 11, 2001?</li> <li>● How did domestic life change for Americans after the attacks of September 11, 2001?</li> </ul>	<b>Learning Assessment Objectives:</b> Students demonstrate an ability to: <ol style="list-style-type: none"> <li>a. <b>Explain</b> elements of U.S. foreign policy in Western Asia (Middle East) before the attacks on September 11, 2001, and <b>argue</b> who benefited</li> <li>b. <b>Explain</b> the American governmental reactions to the attacks on September 11, 2001 (e.g., war in Afghanistan, Patriot Act of 2001), and <b>argue</b> their impacts at home and abroad</li> <li>c. <b>Explain</b> American peoples' reactions to the attacks on September 11, 2001 (e.g., increased patriotism, attacks on mosques), and <b>argue</b> their impacts on fellow Americans</li> </ol>											

<p><b>SSHS.USII.8.3 The Obama and Trump presidencies</b></p> <p>Argue how policies, actions, and events that occurred during the Obama and Trump presidencies led to the American political divide</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X		X	X	X						
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>• What were the domestic and foreign policy goals of President Barack Obama?</li> <li>• What were the domestic and foreign policy goals of President Donald Trump?</li> <li>• What events during the Obama and Trump presidencies renewed issues and controversies surrounding civil rights and how have those changed political narratives?</li> <li>• How did the liberal and conservative politics of this time define American society?</li> </ul>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li><b>Analyze</b> President Obama's domestic and foreign policies and actions (e.g., Troubled Asset Relief Program, American Recovery and Reinvestment Act, Affordable Care Act, wars in Iraq and Afghanistan), and <b>argue</b> the impacts at home and abroad</li> <li><b>Analyze</b> President Trump's domestic and foreign policies and actions (e.g., Tax Cuts and Jobs Act, disaster relief, response to Covid, withdrawal of U.S. troops from Afghanistan), and <b>argue</b> the impacts at home and abroad</li> <li><b>Explain</b> the circumstances and events that led to impeachment proceedings against President Trump, and <b>analyze</b> the conclusions</li> <li><b>Analyze</b> continued issues, challenges, and controversies surrounding civil liberties and civil rights (e.g., immigration, health care, mental health, education, gun ownership, racial issues, LGBTQIA+ rights, women's rights, environment, election integrity, mass incarceration), and <b>argue</b> the impacts and who is affected</li> <li><b>Analyze</b> the distinctions between liberal and conservative idea and positions, and <b>argue</b> the continued impacts on domestic American life</li> </ol>											

<p><b>SSHS.USII.8.4 The internet and the connected society</b></p> <p>Argue the ways the proliferation of online interactions both benefits global interconnectedness and contributes to the American political divide</p>	<b>Connections to the Rhode Island Anchor Standards</b>											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X		X	X	X							
<p><b>Guiding Questions for Instruction:</b></p> <ul style="list-style-type: none"> <li>● How has the internet and social media affected consumerism and small businesses?</li> <li>● How have social interactions changed with the advent of the internet?</li> <li>● How has the internet changed American political understanding and knowledge?</li> <li>● How has the internet increased the spread of disinformation?</li> </ul>	<p><b>Learning Assessment Objectives:</b></p> <p>Students demonstrate an ability to:</p> <ol style="list-style-type: none"> <li>a. <b>Explain</b> the history and evolution of the internet and social media</li> <li>b. <b>Argue</b> the impacts that the internet and social media have on individuals and groups in society</li> <li>c. <b>Analyze</b> the relationship between the internet and disinformation, and <b>argue</b> who benefits</li> </ol>											