

Granite School District 11th Grade Curriculum Map – US History II

	Core Standards	Concepts/Content Vocabulary	Guiding Questions
1st Quarter	<p>1.1 Students will assess how innovations in transportation, science, agriculture, manufacturing, and marketing transformed America in the 19th and early 20th centuries.</p> <p>1.2 Students will explain the connections between the growth of industry, mining, and agriculture and the movement of people into and within the United States.</p> <p>1.3 Students will analyze the causal relationships between industrialization and the challenges faced by the growing working classes in urban settings.</p> <p>1.4 Students will use historical evidence to compare how industrial capitalist leaders used entrepreneurship, free markets, and strategies to build their businesses.</p> <p>2.1 Students will use primary and secondary sources to identify and explain the conditions that led to the rise of reform movements, such as organized labor, suffrage, and temperance.</p> <p>2.2 Students will explain how social reform movements influenced Constitutional amendments and changes to laws and democratic processes.</p> <p>2.3 Students will evaluate the methods reformers used to bring about change, such as imagery, unions, associations, writings, ballot initiatives, recalls, and referendums.</p> <p>2.4 Students will evaluate the short- and long-term accomplishments and effectiveness of social, economic, and political reform movements.</p>	<ul style="list-style-type: none"> • Inventions: telephone, automobile, electricity, motion pictures • Rockefeller, Morgan, Carnegie, Vanderbilt • Industrialism • Consumerism • Henry Ford • Nativism • Populism • Monopoly • Trusts • Moving Assembly Line • Factories • Tenements • Child Labor • Immigrant Labor • Social Darwinism • Muckrakers • Progressives • NAACP • Collective bargaining • Socialism 	<p>What key events laid the framework for the growth of industry, mining, agriculture, and human movement?</p> <p>What were the major push and pull factors influencing migration to and within the United States, and how did immigrants change culture and politics?</p> <p>What is the relationship between industrialism and the rise of consumerism in the U.S.?</p> <p>How could industrial leaders be considered both “captains of industry” and “robber barons”?</p> <p>What conditions must exist for a reform movement to begin?</p> <p>How is daily life today influenced by earlier social and political reform movements?</p>
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	<p>The updated Core State Standards have omitted the standalone review standard that covered pre-Columbian America through Reconstruction. If necessary, add brief reviews (as needed) from the antebellum period to provide context for this course. Spend no more than two weeks on a review; alternatively, add a brief review when necessary as part of a topic (the Constitution and Amendment process when teaching the 19th Amendment, for example).</p>		

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2nd Quarter	<p>3.1 Students will describe how the role of the U.S. in world affairs changed at the turn of the 20th century, and evaluate the arguments used to promote or discourage involvement in world affairs, such as those of the “big stick,” Mahan, the Roosevelt Corollary, and the Anti-imperialist League.</p> <p>3.2 Students will examine and evaluate the role of the media and propaganda in promoting involvement in foreign affairs, using events such as the Spanish American War and World War I.</p> <p>3.3 Students will evaluate the positive and negative impacts of imperialism on the U.S. and the U.S. territorial interests, such as the Philippines, Cuba, Guam, Hawaii, Panama, and Puerto Rico.</p> <p>3.4 Students will explain the causes for U.S. involvement in World War I and the effects of the war on the home front, such as migration, trade, sedition act, shortages, voluntary rationing, and the Spanish flu.</p> <p>4.1 Students will develop and defend an interpretation of why cultural clashes occurred in the 1920s, citing examples such as science vs. religion, rural vs. urban, Prohibition proponents vs. opponents, and nativism vs. immigration.</p> <p>5.1 Students will investigate how individual and institutional decisions made during the 1920s, such as over-production, buying on credit, poor banking policies, and stock market speculation helped lead to the boom of the 1920s and then the Great Depression.</p> <p>5.2 Students will use evidence to investigate the effectiveness of the New Deal as a response to economic crises.</p> <p>5.3 Students will explain how economic and environmental conditions, including the Dust Bowl, affected daily life and demographic trends during the Great Depression.</p> <p>5.4 Students will craft an argument regarding the role of government in responding to economic conditions after learning about capitalism and other economic systems, historic cycles of boom and bust, and the New Deal.</p>	<ul style="list-style-type: none"> • Yellow Journalism • Big Stick Policy • Roosevelt Corollary • Militarism • Nationalism • Imperialism • Isolationism • Interventionism • Neutrality • Alliance • Sedition Act • League of Nations • Treaty of Versailles • Prohibition • Great Migration • Black Tuesday/Crash of 1929 • Stock market • Dust Bowl • Federal Welfare State • New Deal • “Alphabet Soup” • Harlem Renaissance 	<p>What were the arguments made for the United States’ expansion into territories?</p> <p>What cases can be made for isolationism and interventionism?</p> <p>How did America’s involvement in World War I change American history?</p> <p>What were the post World War I economic conditions and policies that led to the economic boom of the 1920s?</p> <p>Why do historians refer to the 1920s as “roaring”?</p> <p>What are the pros and cons of government involvement during economic crises?</p> <p>What was the impact of New Deal policies on the Great Depression?</p>
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3rd Quarter	<p>6.1 Students will assess the causes and consequences of America’s shift from isolationism to interventionism in the years leading up to World War II.</p> <p>6.2 Students will use primary sources to describe the impact of World War II on the home front and the long-term social changes that resulted from the war, such as the baby boom, women in the workplace, and teenage culture.</p> <p>6.3 Students will cite and compare historical arguments from multiple perspectives regarding the use of “total war” in World War II, focusing on the changing objectives, weapons, tactics, and rules of war, such as carpet bombing, civilian targets, the Holocaust, and the development and use of the atom bomb.</p> <p>6.4 Students will research and prioritize the most significant events in the United States and the USSR’s transition from World War II allies into Cold War enemies and superpowers.</p> <p>6.5 Students will evaluate the impact of using international economic aid and diplomacy to secure national interests, specifically citing case studies of America’s investment in war-torn nations following the war, such as the Marshall Plan and the Berlin Airlift.</p> <p>7.1 Students will compare the causes, major events, military tactics, and outcomes of the Korean and Vietnam Wars.</p> <p>7.2 Students will use government documents and other primary sources to investigate the motives behind a Cold War policy, event, or foreign operation, such as Truman Doctrine, containment, the domino theory, the Korean conflict, the Bay of Pigs invasion, the Cuban Missile Crisis, the Vietnam War, and Olympic boycotts.</p> <p>7.3 Students will develop interpretations of the impact of the Cold War on American society and culture using evidence such as cultural artifacts from the Cold War era, oral histories, and primary sources.</p>	<ul style="list-style-type: none"> • Rise of dictatorships • Fascism • Militarism • Nationalism • Nazism • Pearl Harbor • Manhattan Project • Women in the workforce • Propaganda • Japanese Internment • Navajo Code Talkers • Island Hopping • Pacific Theater • Doolittle Raids • Hiroshima, Nagasaki • NATO • Desegregation of military • GI Bill • United Nations • Berlin Airlift • Truman Doctrine • McCarthyism • Domino Theory • Cuban Missile Crisis 	<p>How did decisions made during World War II change the rules of warfare?</p> <p>What were the interests and primary objectives of the U.S. in entering into World War II?</p> <p>How was the impact of World War II reflected in the culture of the United States home front?</p> <p>How did the events of World War II set the stage for the Cold War?</p> <p>How did the United States seek to halt the spread of communism in Europe?</p> <p>How did the Cold War shape domestic policies, foreign policies, and popular culture?</p> <p>How was McCarthyism a reflection of Cold War tensions?</p> <p>How did wartime technologies lead to peacetime innovations, such as nuclear weapons/power, space exploration, computers, and communication?</p>
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4th Quarter	<p>7.4 Students will explain how Reagan’s neo-conservatism differed from the policies of previous presidential administrations of this era, most notably Johnson’s Great Society.</p> <p>7.5 Students will use evidence to demonstrate how technological developments (such as television and social media), government policies (such as Supreme Court decisions), trends (such as rock ‘n’ roll or environmental conservation) and/or demographic changes (such as the growth of suburbs and modern immigration) have influenced American culture.</p> <p>4.4 Students will identify significant counter-cultural movements of the 20th century as well as the reactions and counter-arguments to those movements, using examples such as the Beatniks, hippies, and the anti-Vietnam War movement.</p> <p>7.6 Students will use historical events and trends associated with American policies toward Israel and Middle Eastern nations and groups to make suggestions for current policies.</p> <p>4.2 Students will use case studies involving African-American civil rights leaders and events to compare, contrast, and evaluate the effectiveness of various methods used to achieve reform, such as civil disobedience, legal strategies, and political organizing.</p> <p>4.3 Students will identify the civil rights objectives held by various groups, assess the strategies used, and evaluate the success of the various civil rights movements in reaching their objectives, paying specific attention to American Indian, women, and other racial and ethnic minorities.</p> <p>8.1 Students will select the most historically significant events of the 21st century and defend their selection.</p> <p>8.2 Students will apply historical perspective and historical thinking skills to propose a viable solution to a pressing economic, environmental, or social issue, such as failing social security, economic inequalities, the national debt, oil dependence, water shortages, global climate change, pandemics, pollution, global terrorism, poverty, and immigration.</p> <p>8.3 Students will use evidence from recent events and historical precedents to make a case for the most significant opportunities the country will have in the future.</p>	<ul style="list-style-type: none"> • Great Society • Neo-conservatism • New Federalism • “Reagan Revolution” • Plessey vs Ferguson • Brown vs Board of Education • Segregation • Desegregation • Boycott • Civil disobedience • March on Washington • Martin Luther King, Jr. • Rosa Parks • Montgomery Bus Boycott • Birmingham Children’s March and bombings • Voting Rights Act of 1965 • Civil Rights Act of 1964 • Malcolm X • Counter culture • American Indian Movement • Cesar Chavez • Miranda vs Arizona • National Organization of Women • ERA • Affirmative Action • 21st Century Civil Rights 	<p>What were the main goals of President Johnson’s Great Society?</p> <p>What philosophy regarding the role of government influenced President Reagan’s New Federalism?</p> <p>How did America’s relationship with Israel affect its relationship with other Middle Eastern nations?</p> <p>How have opportunities and personal freedoms changed over time for different groups of Americans?</p> <p>To what degree have the main objectives of various civil rights movements been achieved?</p> <p>Why did the Vietnam War inspire counter-cultural movements?</p> <p>How are newspapers, magazines, blogs, and other contemporary expressions the “rough drafts” of history?</p> <p>How has global trade transformed local communities (e.g. “mom and pop” stores, jobs, manufacturing)?</p>
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