



American History Part 1

Michigan State High School Social Studies Content Expectations

Course Description

This course is designed to help the student understand and interpret the history of the United States. The course will focus on the twentieth century. However, the first units will be spent reviewing early American history (Colonial America, 1607, to the Civil War and Reconstruction, 1877). This course will deal with the vast scope and complexity of issues throughout American history.

Throughout this course, students will learn about these great events and many more like them around the world. The student will be assessed by Internet projects, mid-unit quizzes, unit tests and a final exam.

TEXT: Boyer, Dr. Paul, and Dr. Sterling Stuckey. *American Nation in the Modern Era*.
Austin: Holt, Rinehart, and Winston, 2005.

Unit 1 Description

This unit will cover America from early exploration through the Reconstruction Era.

Essential Content and Skills

The learner will:

- Explain how early Native American culture groups developed.
- Discuss why the southern and middle colonies were established.
- Analyze how the settlement of North America affected American Indians.
- Analyze why the colonists declared independence.
- Explain how the colonists won the Revolutionary War.
- Discuss how the U.S. government worked under the Articles of Confederation.
- Identify the compromises delegates made in drafting the Constitution and explain how the document was ratified.
- Describe the major components of the United States Constitution.
- Discuss the reasons for the United State's declaration of war on Great Britain in 1812.
- Analyze how the fall of Fort Sumter affected the relationship between the Union and the Confederacy.
- Identify the advantages each side possessed at the beginning of the war.
- Explain the outcomes of the Battle of Gettysburg.
- Assess the significance of the Union victory at Vicksburg.
- Describe General Grant's strategy in the summer of 1864.
- Describe General Sherman's strategies.
- List the terms of surrender at Appomattox.
- Relate how President Lincoln and Congress differed over plans for Reconstruction.
- Explain how President Johnson's Reconstruction plan benefited former Confederates

Course Name - Part

Michigan State Curriculum Content Standards (continued)

- Explain how African Americans attempted to improve their lives during the Reconstruction era.
 - Identify Republican reforms.
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Unit 1 Michigan State Content Expectations

[Click here to view the Michigan DOE Curriculum Content Standards.](#)

Unit 1 Lesson 1: Early Exploration and Settlement

State Standard	Description
K1.5	Understand the diversity of human beings and human cultures.

Unit 1 Lesson 2: Independence/Founding a New Nation

State Standard	Description
F1.1	Identify the core ideals of American society as reflected in the documents below and analyze the ways that American society moved toward and/or away from its core ideals <ul style="list-style-type: none">• Declaration of Independence• the U.S. Constitution (including the Preamble)• Bill of Rights• the Gettysburg Address• 13th, 14th, and 15th Amendments

Unit 1 Lesson 3: The Constitution

State Standard	Description
F1.1	Identify the core ideals of American society as reflected in the documents below and analyze the ways that American society moved toward and/or away from its core ideals <ul style="list-style-type: none">• Declaration of Independence• the U.S. Constitution (including the Preamble)• Bill of Rights• the Gettysburg Address• 13th, 14th, and 15th Amendments

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 1 Lesson 4: The New Government Takes Place/Growth and Change

State Standard	Description
F1.2	<p>Using the American Revolution, the creation and adoption of the Constitution, and the Civil War as touchstones, develop an argument/narrative about the changing character of American political society and the roles of key individuals across cultures in prompting/supporting the change by discussing</p> <ul style="list-style-type: none">• the birth of republican government, including the rule of law, inalienable rights, equality, and limited government• the development of governmental roles in American life• and competing views of the responsibilities of governments (federal, state, and local)• changes in suffrage qualifications• the development of political parties• America's political and economic role in the world (<i>National Geography Standard 13, p. 210</i>)

Unit 1 Lesson 5: Westward Expansion

State Standard	Description
F2.1	<p>Describe the major trends and transformations in American life prior to 1877 including</p> <ul style="list-style-type: none">• changing political boundaries of the United States (<i>National Geography Standard 13, p. 210</i>)• regional economic differences and similarities, including goods produced and the nature of the labor force (<i>National Geography Standard 11, p. 206</i>)• changes in the size, location, and composition of the population (<i>National Geography Standard 9, p. 201</i>)• patterns of immigration and migration (<i>National Geography Standard 9, p. 201</i>)• development of cities (<i>National Geography Standard 12, p. 208</i>)• changes in commerce, transportation, and communication (<i>National Geography Standard 11, p. 206</i>)• major changes in Foreign Affairs marked by such events as the War of 1812, the Mexican- American War, and foreign relations during the Civil War

Unit 1 Lesson 6: Civil War

State Standard	Description
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Course Name - Part

Michigan State Curriculum Content Standards (continued)

F2.1	<p>Describe the major trends and transformations in American life prior to 1877 including</p> <ul style="list-style-type: none">• changing political boundaries of the United States (<i>National Geography Standard 13, p. 210</i>)• regional economic differences and similarities, including goods produced and the nature of the labor force (<i>National Geography Standard 11, p. 206</i>)• changes in the size, location, and composition of the population (<i>National Geography Standard 9, p. 201</i>)• patterns of immigration and migration (<i>National Geography Standard 9, p. 201</i>)• development of cities (<i>National Geography Standard 12, p. 208</i>)• changes in commerce, transportation, and communication (<i>National Geography Standard 11, p. 206</i>)• major changes in Foreign Affairs marked by such events as the War of 1812, the Mexican- American War, and foreign relations during the Civil War
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Unit 1 Lesson 7: Fighting the War/Final Phase

State Standard	Description
F2.1	<p>Describe the major trends and transformations in American life prior to 1877 including</p> <ul style="list-style-type: none">• changing political boundaries of the United States (<i>National Geography Standard 13, p. 210</i>)• regional economic differences and similarities, including goods produced and the nature of the labor force (<i>National Geography Standard 11, p. 206</i>)• changes in the size, location, and composition of the population (<i>National Geography Standard 9, p. 201</i>)• patterns of immigration and migration (<i>National Geography Standard 9, p. 201</i>)• development of cities (<i>National Geography Standard 12, p. 208</i>)• changes in commerce, transportation, and communication (<i>National Geography Standard 11, p. 206</i>)• major changes in Foreign Affairs marked by such events as the War of 1812, the Mexican- American War, and foreign relations during the Civil War

Unit 1 Lesson 8: People of the Civil War

State Standard	Description
F2.1	<p>Describe the major trends and transformations in American life prior to 1877 including</p> <ul style="list-style-type: none">• changing political boundaries of the United States (<i>National Geography Standard 13, p. 210</i>)• regional economic differences and similarities, including goods produced and the nature of the labor force (<i>National Geography Standard 11, p. 206</i>)• changes in the size, location, and composition of the population (<i>National Geography Standard 9, p. 201</i>)• patterns of immigration and migration (<i>National Geography Standard 9, p. 201</i>)• development of cities (<i>National Geography Standard 12, p. 208</i>)• changes in commerce, transportation, and communication (<i>National Geography Standard 11, p. 206</i>)• major changes in Foreign Affairs marked by such events as the War of 1812, the Mexican- American War, and foreign relations during the Civil War

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 1 Lesson 9: Reconstruction –Presidential/Congressional

State Standard	Description
F2.1	<p>Describe the major trends and transformations in American life prior to 1877 including</p> <ul style="list-style-type: none">• changing political boundaries of the United States (<i>National Geography Standard 13, p. 210</i>)• regional economic differences and similarities, including goods produced and the nature of the labor force (<i>National Geography Standard 11, p. 206</i>)• changes in the size, location, and composition of the population (<i>National Geography Standard 9, p. 201</i>)• patterns of immigration and migration (<i>National Geography Standard 9, p. 201</i>)• development of cities (<i>National Geography Standard 12, p. 208</i>)• changes in commerce, transportation, and communication (<i>National Geography Standard 11, p. 206</i>)• major changes in Foreign Affairs marked by such events as the War of 1812, the Mexican- American War, and foreign relations during the Civil War

Unit 1 Lesson 10: Reconstruction –The South

State Standard	Description
F2.1	<p>Describe the major trends and transformations in American life prior to 1877 including</p> <ul style="list-style-type: none">• changing political boundaries of the United States (<i>National Geography Standard 13, p. 210</i>)• regional economic differences and similarities, including goods produced and the nature of the labor force (<i>National Geography Standard 11, p. 206</i>)• changes in the size, location, and composition of the population (<i>National Geography Standard 9, p. 201</i>)• patterns of immigration and migration (<i>National Geography Standard 9, p. 201</i>)• development of cities (<i>National Geography Standard 12, p. 208</i>)• changes in commerce, transportation, and communication (<i>National Geography Standard 11, p. 206</i>)• major changes in Foreign Affairs marked by such events as the War of 1812, the Mexican- American War, and foreign relations during the Civil War

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 2 Description

This unit will focus on the American migration westward, the rise of the second industrial revolution, and the rise of corrupt politicians.

Essential Content and Skills

The learner will:

- Describe the creation of the reservation system for American Indians.
 - Explain the westward migration of American settlers.
 - Analyze the expansion of industrialization and immigration.
 - Analyze and explain the spread of government corruption.
 - Explain the rise of reform movements.
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Unit 2 Michigan State Content Expectations

Unit 2 Lesson 1: Life in the West

State Standard	Description
F2.1	Describe the major trends and transformations in American life prior to 1877 including <ul style="list-style-type: none">• changing political boundaries of the United States (<i>National Geography Standard 13, p. 210</i>)• regional economic differences and similarities, including goods produced and the nature of the labor force (<i>National Geography Standard 11, p. 206</i>)• changes in the size, location, and composition of the population (<i>National Geography Standard 9, p. 201</i>)• patterns of immigration and migration (<i>National Geography Standard 9, p. 201</i>)• development of cities (<i>National Geography Standard 12, p. 208</i>)• changes in commerce, transportation, and communication (<i>National Geography Standard 11, p. 206</i>)• major changes in Foreign Affairs marked by such events as the War of 1812, the Mexican- American War, and foreign relations during the Civil War

Unit 2 Lesson 2: The Cattle Boom

State Standard	Description
F2.1	Describe the major trends and transformations in American life prior to 1877 including <ul style="list-style-type: none">• changing political boundaries of the United States (<i>National Geography Standard 13, p. 210</i>)• regional economic differences and similarities, including goods produced and the nature of the labor force (<i>National Geography Standard 11, p. 206</i>)• changes in the size, location, and composition of the population (<i>National Geography Standard 9, p. 201</i>)• patterns of immigration and migration (<i>National Geography Standard 9, p. 201</i>)• development of cities (<i>National Geography Standard 12, p. 208</i>)• changes in commerce, transportation, and communication (<i>National Geography Standard 11, p. 206</i>)• major changes in Foreign Affairs marked by such events as the War of 1812, the Mexican- American War, and foreign relations during the Civil War

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 2 Lesson 3: The Mining Boom

State Standard	Description
F2.1	<p>Describe the major trends and transformations in American life prior to 1877 including</p> <ul style="list-style-type: none">• changing political boundaries of the United States (<i>National Geography Standard 13, p. 210</i>)• regional economic differences and similarities, including goods produced and the nature of the labor force (<i>National Geography Standard 11, p. 206</i>)• changes in the size, location, and composition of the population (<i>National Geography Standard 9, p. 201</i>)• patterns of immigration and migration (<i>National Geography Standard 9, p. 201</i>)• development of cities (<i>National Geography Standard 12, p. 208</i>)• changes in commerce, transportation, and communication (<i>National Geography Standard 11, p. 206</i>)• major changes in Foreign Affairs marked by such events as the War of 1812, the Mexican- American War, and foreign relations during the Civil War

Unit 2 Lesson 4: The Age on Invention and the Rise of Big Business

State Standard	Description
6.1.1	<p>Factors in the American Industrial Revolution – Analyze the factors that enabled the United States to become a major industrial power, including</p> <ul style="list-style-type: none">• gains from trade (<i>National Geography Standard 11, p. 206</i>)• organizational “revolution” (e.g., development of corporations and labor organizations)• advantages of physical geography (<i>National Geography Standards 4, 7, and 15; pp. 190, 197, and 214</i>)• increase in labor through immigration and migration (<i>National Geography Standard 9, p. 201</i>)
6.1.2	<ul style="list-style-type: none">• economic policies of government and industrial leaders (including Andrew Carnegie and John D. Rockefeller)• technological advances <p>Labor’s Response to Industrial Growth – Evaluate the different responses of labor to industrial change including</p> <ul style="list-style-type: none">• development of organized labor, including the Knights of Labor, American Federation of Labor, and the United Mine Workers• southern and western farmers’ reactions, including the growth of populism and the populist movement (e.g., Farmers Alliance, Grange, Platform of the Populist Party, Bryan’s “Cross of Gold” speech) (<i>National Geography Standard 6, p. 195</i>) <p>•</p>

Unit 2 Lesson 5: Labor Strives to Organize

State Standard	Description
6.1.2	<p>Labor’s Response to Industrial Growth – Evaluate the different responses of labor to industrial change including</p> <ul style="list-style-type: none">• development of organized labor, including the Knights of Labor, American Federation of Labor, and the United Mine Workers• southern and western farmers’ reactions, including the growth of populism and the populist movement (e.g., Farmers Alliance, Grange, Platform of the Populist Party, Bryan’s “Cross of Gold” speech) (<i>National Geography Standard 6, p. 195</i>) <p>•</p>

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 2 Lesson 6: The New Immigrants

State Standard	Description
6.1.4	Population Changes – Use census data from 1790-1940 to describe changes in the composition, distribution, and density of the American population and analyze their causes, including immigration, the Great Migration, and urbanization. (<i>National Geography Standard 9 and 12, pp. 201 and 208</i>)

Unit 2 Lesson 7: Ellis Island

State Standard	Description
6.1.4	Population Changes – Use census data from 1790-1940 to describe changes in the composition, distribution, and density of the American population and analyze their causes, including immigration, the Great Migration, and urbanization. (<i>National Geography Standard 9 and 12, pp. 201 and 208</i>)

Unit 2 Lesson 8: Daily Life in the Cities

State Standard	Description
6.1.3	Urbanization – Analyze the changing urban and rural landscape by examining <ul style="list-style-type: none">• the location and expansion of major urban centers (<i>National Geography Standard 12, p. 208</i>)• the growth of cities linked by industry and trade (<i>National Geography Standard 11, p. 206</i>)• the development of cities divided by race, ethnicity, and class (<i>National Geography Standard 10, p. 203</i>)• resulting tensions among and within groups (<i>National Geography Standard 13, p. 210</i>)• different perspectives about immigrant experiences in the urban setting (<i>National Geography Standards 9 and 12, pp. 201 and 208</i>)

Unit 2 Lesson 9: The Gilded Age

State Standard	Description
6.1.1	Factors in the American Industrial Revolution – Analyze the factors that enabled the United States to become a major industrial power, including <ul style="list-style-type: none">• gains from trade (<i>National Geography Standard 11, p. 206</i>)• organizational “revolution” (e.g., development of corporations and labor organizations)• advantages of physical geography (<i>National Geography Standards 4, 7, and 15; pp. 190, 197, and 214</i>)• increase in labor through immigration and migration (<i>National Geography Standard 9, p. 201</i>)• economic policies of government and industrial leaders (including Andrew Carnegie and John D. Rockefeller)• technological advances

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 2 Lesson 10: The Populist Movement

State Standard	Description
6.1.2	<p>Labor's Response to Industrial Growth – Evaluate the different responses of labor to industrial change including</p> <ul style="list-style-type: none">• development of organized labor, including the Knights of Labor, American Federation of Labor, and the United Mine Workers• southern and western farmers' reactions, including the growth of populism and the populist movement (e.g., Farmers Alliance, Grange, Platform of the Populist Party, Bryan's "Cross of Gold" speech) (<i>National Geography Standard 6, p. 195</i>) <p style="text-align: center;">•</p>

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 3 Description

This unit will concentrate on the need for change within the American industries at the turn of the century. It will also focus on America becoming a world power.

Essential Content and Skills

The learner will:

- Explain the rise of the progressive movement.
- Describe the election of reform-minded politicians.
- Analyze and explain the Spanish-American War.

Unit 3 Michigan State Content Expectations

Unit 3 Lesson 1: The Progressive Movement

State Standard	Description
6.3.1	Social Issues – Describe at least three significant problems or issues created by America’s industrial and urban transformation between 1895 and 1930 (e.g., urban and rural poverty and blight, child labor, immigration, political corruption, public health, poor working conditions, and monopolies).
6.3.2	Causes and Consequences of Progressive Reform – Analyze the causes, consequences, and limitations of Progressive reform in the following areas <ul style="list-style-type: none">• major changes in the Constitution, including 16th, 17th, 18th, and 19th Amendments• new regulatory legislation (e.g., Pure Food and Drug Act, Sherman and Clayton Anti-Trust Acts)• the Supreme Court’s role in supporting or slowing reform• role of reform organizations, movements and individuals in promoting change (e.g., Women’s Christian Temperance Union, settlement house movement, conservation movement, and the National Association for the Advancement of Colored People, Jane Addams, Carrie Chapman Catt, Eugene Debs, W.E.B. DuBois, Upton Sinclair, Ida Tarbell) <i>(National Geography Standard 14, p. 212)</i>• efforts to expand and restrict the practices of democracy as reflected in post-Civil War struggles of African Americans and immigrants <i>(National Geography Standards 9 and 10; pp. 201 and 203)</i>

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 3 Lesson 2: Reforming the Industries and Society

State Standard	Description
6.3.1	Social Issues – Describe at least three significant problems or issues created by America’s industrial and urban transformation between 1895 and 1930 (e.g., urban and rural poverty and blight, child labor, immigration, political corruption, public health, poor working conditions, and monopolies). Causes and Consequences of Progressive Reform – Analyze the causes, consequences, and limitations of Progressive reform in the following areas <ul style="list-style-type: none">• major changes in the Constitution, including 16th, 17th, 18th, and 19th Amendments• new regulatory legislation (e.g., Pure Food and Drug Act, Sherman and Clayton Anti-Trust Acts)• the Supreme Court’s role in supporting or slowing reform• role of reform organizations, movements and individuals in promoting change (e.g., Women’s Christian Temperance Union, settlement house movement, conservation movement, and the National Association for the Advancement of Colored People, Jane Addams, Carrie Chapman Catt, Eugene Debs, W.E.B. DuBois, Upton Sinclair, Ida Tarbell) <i>(National Geography Standard 14, p. 212)</i>• efforts to expand and restrict the practices of democracy as reflected in post-Civil War struggles of African Americans and immigrants <i>(National Geography Standards 9 and 10; pp. 201 and 203)</i>
6.3.2	

Unit 3 Lesson 3: Child Labor

State Standard	Description
6.3.1	Social Issues – Describe at least three significant problems or issues created by America’s industrial and urban transformation between 1895 and 1930 (e.g., urban and rural poverty and blight, child labor, immigration, political corruption, public health, poor working conditions, and monopolies).

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 3 Lesson 4: Reforming Government

State Standard	Description
6.3.1	Social Issues – Describe at least three significant problems or issues created by America’s industrial and urban transformation between 1895 and 1930 (e.g., urban and rural poverty and blight, child labor, immigration, political corruption, public health, poor working conditions, and monopolies).
6.3.2	Causes and Consequences of Progressive Reform – Analyze the causes, consequences, and limitations of Progressive reform in the following areas <ul style="list-style-type: none">• major changes in the Constitution, including 16th, 17th, 18th, and 19th Amendments• new regulatory legislation (e.g., Pure Food and Drug Act, Sherman and Clayton Anti-Trust Acts)• the Supreme Court’s role in supporting or slowing reform• role of reform organizations, movements and individuals in promoting change (e.g., Women’s Christian Temperance Union, settlement house movement, conservation movement, and the National Association for the Advancement of Colored People, Jane Addams, Carrie Chapman Catt, Eugene Debs, W.E.B. DuBois, Upton Sinclair, Ida Tarbell) <i>(National Geography Standard 14, p. 212)</i>• efforts to expand and restrict the practices of democracy as reflected in post-Civil War struggles of African Americans and immigrants <i>(National Geography Standards 9 and 10; pp. 201 and 203)</i>

Unit 3 Lesson 5: Mid-Unit Quiz Review

State Standard	Description
6.3.1	Social Issues – Describe at least three significant problems or issues created by America’s industrial and urban transformation between 1895 and 1930 (e.g., urban and rural poverty and blight, child labor, immigration, political corruption, public health, poor working conditions, and monopolies).
6.3.2	Causes and Consequences of Progressive Reform – Analyze the causes, consequences, and limitations of Progressive reform in the following areas <ul style="list-style-type: none">• major changes in the Constitution, including 16th, 17th, 18th, and 19th Amendments• new regulatory legislation (e.g., Pure Food and Drug Act, Sherman and Clayton Anti-Trust Acts)• the Supreme Court’s role in supporting or slowing reform• role of reform organizations, movements and individuals in promoting change (e.g., Women’s Christian Temperance Union, settlement house movement, conservation movement, and the National Association for the Advancement of Colored People, Jane Addams, Carrie Chapman Catt, Eugene Debs, W.E.B. DuBois, Upton Sinclair, Ida Tarbell) <i>(National Geography Standard 14, p. 212)</i>• efforts to expand and restrict the practices of democracy as reflected in post-Civil War struggles of African Americans and immigrants <i>(National Geography Standards 9 and 10; pp. 201 and 203)</i>

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 3 Lesson 6: Progressive Policies of Taft and Wilson

State Standard	Description
6.3.1	Social Issues – Describe at least three significant problems or issues created by America’s industrial and urban transformation between 1895 and 1930 (e.g., urban and rural poverty and blight, child labor, immigration, political corruption, public health, poor working conditions, and monopolies).
6.3.2	Causes and Consequences of Progressive Reform – Analyze the causes, consequences, and limitations of Progressive reform in the following areas <ul style="list-style-type: none">• major changes in the Constitution, including 16th, 17th, 18th, and 19th Amendments• new regulatory legislation (e.g., Pure Food and Drug Act, Sherman and Clayton Anti-Trust Acts)• the Supreme Court’s role in supporting or slowing reform• role of reform organizations, movements and individuals in promoting change (e.g., Women’s Christian Temperance Union, settlement house movement, conservation movement, and the National Association for the Advancement of Colored People, Jane Addams, Carrie Chapman Catt, Eugene Debs, W.E.B. DuBois, Upton Sinclair, Ida Tarbell) <i>(National Geography Standard 14, p. 212)</i>• efforts to expand and restrict the practices of democracy as reflected in post-Civil War struggles of African Americans and immigrants <i>(National Geography Standards 9 and 10; pp. 201 and 203)</i>

Unit 3 Lesson 7: Teddy Roosevelt and his National Parks

State Standard	Description
6.3.1	Social Issues – Describe at least three significant problems or issues created by America’s industrial and urban transformation between 1895 and 1930 (e.g., urban and rural poverty and blight, child labor, immigration, political corruption, public health, poor working conditions, and monopolies).
6.3.2	Causes and Consequences of Progressive Reform – Analyze the causes, consequences, and limitations of Progressive reform in the following areas <ul style="list-style-type: none">• major changes in the Constitution, including 16th, 17th, 18th, and 19th Amendments• new regulatory legislation (e.g., Pure Food and Drug Act, Sherman and Clayton Anti-Trust Acts)• the Supreme Court’s role in supporting or slowing reform• role of reform organizations, movements and individuals in promoting change (e.g., Women’s Christian Temperance Union, settlement house movement, conservation movement, and the National Association for the Advancement of Colored People, Jane Addams, Carrie Chapman Catt, Eugene Debs, W.E.B. DuBois, Upton Sinclair, Ida Tarbell) <i>(National Geography Standard 14, p. 212)</i>• efforts to expand and restrict the practices of democracy as reflected in post-Civil War struggles of African Americans and immigrants <i>(National Geography Standards 9 and 10; pp. 201 and 203)</i>

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 3 Lesson 8: America—A World Power

State Standard	Description
6.2.1	Growth of U.S. Global Power – Locate on a map the territories (Cuba, Puerto Rico, Philippines, Hawaii, Panama Canal Zone) acquired by the United States during its emergence as an imperial power between 1890 and 1914, and analyze the role the Spanish American War, the Philippine Revolution, the Panama Canal, the Open Door Policy, and the Roosevelt Corollary played in expanding America’s global influence and redefining its foreign policy. (<i>National Geography</i>)

Unit 3 Lesson 9: Expansion and Conflict in Latin America

State Standard	Description
6.2.1	Growth of U.S. Global Power – Locate on a map the territories (Cuba, Puerto Rico, Philippines, Hawaii, Panama Canal Zone) acquired by the United States during its emergence as an imperial power between 1890 and 1914, and analyze the role the Spanish American War, the Philippine Revolution, the Panama Canal, the Open Door Policy, and the Roosevelt Corollary played in expanding America’s global influence and redefining its foreign policy. (<i>National Geography</i>)

Unit 3 Lesson 10: Teddy Roosevelt and the Rough Riders

State Standard	Description
6.2.1	Growth of U.S. Global Power – Locate on a map the territories (Cuba, Puerto Rico, Philippines, Hawaii, Panama Canal Zone) acquired by the United States during its emergence as an imperial power between 1890 and 1914, and analyze the role the Spanish American War, the Philippine Revolution, the Panama Canal, the Open Door Policy, and the Roosevelt Corollary played in expanding America’s global influence and redefining its foreign policy. (<i>National Geography</i>)

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 4 Description

This unit will cover World War I and the following decade known as both the Turbulent 20's and the Roaring 20's.

Essential Content and Skills

The learner will:

- Explain why WWI began.
- Analyze America's foreign policy at the outset of the war.
- Explain why the United States entered the war.
- Analyze and describe World War I.
- Explain the Postwar troubles in America.
- Describe the Roaring 20's.

Unit 4 Michigan State Content Expectations

Unit 4 Lesson 1: World War I Breaks Out

State Standard	Description
6.2.2	WWI – Explain the causes of World War I, the reasons for American neutrality and eventual entry into the war, and America's role in shaping the course of the war.

Unit 4 Lesson 2: The United States Goes to War

State Standard	Description
6.2.2	WWI – Explain the causes of World War I, the reasons for American neutrality and eventual entry into the war, and America's role in shaping the course of the war.

Unit 4 Lesson 3: World War I Comes to an End

State Standard	Description
6.2.2	WWI – Explain the causes of World War I, the reasons for American neutrality and eventual entry into the war, and America's role in shaping the course of the war.

Unit 4 Lesson 4: Weapons of World War I

State Standard	Description
6.2.2	WWI – Explain the causes of World War I, the reasons for American neutrality and eventual entry into the war, and America's role in shaping the course of the war.

Unit 4 Lesson 5: Review for the Mid-Unit Quiz

State Standard	Description
6.2.2	WWI – Explain the causes of World War I, the reasons for American neutrality and eventual entry into the war, and America's role in shaping the course of the war.

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 4 Lesson 6: Postwar Troubles

State Standard	Description
6.2.3	Domestic Impact of WWI – Analyze the domestic impact of WWI on the growth of the government (e.g., War Industries Board), the expansion of the economy, the restrictions on civil liberties (e.g., Sedition Act, Red Scare, Palmer Raids), and the expansion of women’s suffrage.
6.2.4	Wilson and His Opponents – Explain how Wilson’s “Fourteen Points” differed from proposals by others, including French and British leaders and domestic opponents, in the debate over the Versailles Treaty, United States participation in the League of Nations, the redrawing of European political boundaries, and the resulting geopolitical tensions that continued to affect Europe. (<i>National Geography Standards 3 and 13; p. 188 and 210</i>)

Unit 4 Lesson 7: The Turbulent 20’s

State Standard	Description
7.1.1	The Twenties – Identify and explain the significance of the cultural changes and tensions in the “Roaring Twenties” including <ul style="list-style-type: none">• cultural movements, such as the Harlem Renaissance and the “lost generation”• the struggle between “traditional” and “modern” America (e.g., Scopes Trial, immigration restrictions, Prohibition, role of women, mass consumption) (<i>National Geography Standard 10, p. 203</i>)

Unit 4 Lesson 8: The Jazz Age

State Standard	Description
7.1.1	The Twenties – Identify and explain the significance of the cultural changes and tensions in the “Roaring Twenties” including <ul style="list-style-type: none">• cultural movements, such as the Harlem Renaissance and the “lost generation”• the struggle between “traditional” and “modern” America (e.g., Scopes Trial, immigration restrictions, Prohibition, role of women, mass consumption) (<i>National Geography Standard 10, p. 203</i>)

Unit 4 Lesson 9: Life in the 20’s

State Standard	Description
7.1.1	The Twenties – Identify and explain the significance of the cultural changes and tensions in the “Roaring Twenties” including <ul style="list-style-type: none">• cultural movements, such as the Harlem Renaissance and the “lost generation”• the struggle between “traditional” and “modern” America (e.g., Scopes Trial, immigration restrictions, Prohibition, role of women, mass consumption) (<i>National Geography Standard 10, p. 203</i>)

Unit 4 Lesson 10: A Creative Era

State Standard	Description
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Course Name - Part

Michigan State Curriculum Content Standards (continued)

7.1.1	<p>The Twenties – Identify and explain the significance of the cultural changes and tensions in the “Roaring Twenties” including</p> <ul style="list-style-type: none">• cultural movements, such as the Harlem Renaissance and the “lost generation”• the struggle between “traditional” and “modern” America (e.g., Scopes Trial, immigration restrictions, Prohibition, role of women, mass consumption) (<i>National Geography Standard 10, p. 203</i>)
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