



## American History Part 2

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.

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### Unit 1 Description

This unit will focus on the Great Depression and the beginning of World War II.

#### Essential Content and Skills

The learner will:

- Identify and explain the main causes of the Great Depression.
- Analyze how the Great Depression affected the lives of Americans.
- Outline the Hoover administration's attempts to solve the economic problems of the Depression and analyze the successes and failures of these efforts.
- Identify the strengths and weaknesses of the Franklin Roosevelt's New Deal.
- Analyze how the Second New Deal helped the American society.
- Explain the America's foreign policy prior to World War II.
- Identify and explain how foreign leaders rose to power prior to World War II.
- Discuss and analyze why the United States did not want to get involved in World War II.

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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### Unit 1 Michigan State Content Expectations

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

#### Unit 1 Lesson 1: The Great Depression – Prosperity Shattered

State Standard	Description
7.1.2	<p><b>Causes and Consequences of the Great Depression</b> – Explain and evaluate the multiple causes and consequences of the Great Depression by analyzing</p> <ul style="list-style-type: none"><li>• the political, economic, environmental, and social causes of the Great Depression including fiscal policy, overproduction, under consumption, and speculation, the 1929 crash, and the Dust Bowl (<i>National Geography Standards 14 and 15; p. 212 and 214</i>)</li><li>• the economic and social toll of the Great Depression, including unemployment and environmental conditions that affected farmers, industrial workers and families (<i>National Geography Standard 15, p. 214</i>)</li><li>• Hoover’s policies and their impact (e.g., Reconstruction Finance Corporation)</li></ul>

#### Unit 1 Lesson 2: Hard Times

State Standard	Description
7.1.2	<p><b>Causes and Consequences of the Great Depression</b> – Explain and evaluate the multiple causes and consequences of the Great Depression by analyzing</p> <ul style="list-style-type: none"><li>• the political, economic, environmental, and social causes of the Great Depression including fiscal policy, overproduction, under consumption, and speculation, the 1929 crash, and the Dust Bowl (<i>National Geography Standards 14 and 15; p. 212 and 214</i>)</li><li>• the economic and social toll of the Great Depression, including unemployment and environmental conditions that affected farmers, industrial workers and families (<i>National Geography Standard 15, p. 214</i>)</li><li>• Hoover’s policies and their impact (e.g., Reconstruction Finance Corporation)</li></ul>

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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### Unit 1 Lesson 3: Hoover's Policies

State Standard	Description
7.1.2	<p><b>Causes and Consequences of the Great Depression</b> – Explain and evaluate the multiple causes and consequences of the Great Depression by analyzing</p> <ul style="list-style-type: none"><li>• the political, economic, environmental, and social causes of the Great Depression including fiscal policy, overproduction, under consumption, and speculation, the 1929 crash, and the Dust Bowl (<i>National Geography Standards 14 and 15; p. 212 and 214</i>)</li><li>• the economic and social toll of the Great Depression, including unemployment and environmental conditions that affected farmers, industrial workers and families (<i>National Geography Standard 15, p. 214</i>)</li><li>• Hoover's policies and their impact (e.g., Reconstruction Finance Corporation)</li></ul>

### Unit 1 Lesson 4: The New Deal – Restoring Hope

State Standard	Description
7.1.3	<p><b>The New Deal</b> – Explain and evaluate Roosevelt's New Deal Policies including</p> <ul style="list-style-type: none"><li>• expanding the federal government's responsibilities to protect the environment (e.g., Dust Bowl and the Tennessee Valley), meet challenges of unemployment, address the needs of workers, farmers, poor, and elderly (<i>National Geography Standard 14, p. 212</i>)</li><li>• opposition to the New Deal and the impact of the Supreme Court in striking down and then accepting New Deal laws</li><li>• consequences of New Deal policies (e.g., promoting workers' rights, development of Social Security program, and banking and financial regulation conservation practices, crop subsidies) (<i>National Geography Standard 16, p. 216</i>)</li></ul>

### Unit 1 Lesson 5: Chapter 15 Review

State Standard	Description
7.1.3	<p><b>The New Deal</b> – Explain and evaluate Roosevelt's New Deal Policies including</p> <ul style="list-style-type: none"><li>• expanding the federal government's responsibilities to protect the environment (e.g., Dust Bowl and the Tennessee Valley), meet challenges of unemployment, address the needs of workers, farmers, poor, and elderly (<i>National Geography Standard 14, p. 212</i>)</li><li>• opposition to the New Deal and the impact of the Supreme Court in striking down and then accepting New Deal laws</li><li>• consequences of New Deal policies (e.g., promoting workers' rights, development of Social Security program, and banking and financial regulation conservation practices, crop subsidies) (<i>National Geography Standard 16, p. 216</i>)</li></ul>

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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### Unit 1 Lesson 6: Life in the New Deal Era

State Standard	Description
7.1.3	<p><b>The New Deal</b> – Explain and evaluate Roosevelt’s New Deal Policies including</p> <ul style="list-style-type: none"><li>• expanding the federal government’s responsibilities to protect the environment (e.g., Dust Bowl and the Tennessee Valley), meet challenges of unemployment, address the needs of workers, farmers, poor, and elderly (<i>National Geography Standard 14, p. 212</i>)</li><li>• opposition to the New Deal and the impact of the Supreme Court in striking down and then accepting New Deal laws</li><li>• consequences of New Deal policies (e.g., promoting workers’ rights, development of Social Security program, and banking and financial regulation conservation practices, crop subsidies) (<i>National Geography Standard 16, p. 216</i>)</li></ul>

### Unit 1 Lesson 7: The New Deal and the Arts

State Standard	Description
7.1.3	<p><b>The New Deal</b> – Explain and evaluate Roosevelt’s New Deal Policies including</p> <ul style="list-style-type: none"><li>• expanding the federal government’s responsibilities to protect the environment (e.g., Dust Bowl and the Tennessee Valley), meet challenges of unemployment, address the needs of workers, farmers, poor, and elderly (<i>National Geography Standard 14, p. 212</i>)</li><li>• opposition to the New Deal and the impact of the Supreme Court in striking down and then accepting New Deal laws</li><li>• consequences of New Deal policies (e.g., promoting workers’ rights, development of Social Security program, and banking and financial regulation conservation practices, crop subsidies) (<i>National Geography Standard 16, p. 216</i>)</li></ul>

### Unit 1 Lesson 8: The Road to War

State Standard	Description
7.2.1	<p><b>Causes of WWII</b> – Analyze the factors contributing to World War II in Europe and in the Pacific region, and America’s entry into war including</p> <ul style="list-style-type: none"><li>• the political and economic disputes over territory (e.g., failure of Versailles Treaty, League of Nations, Munich Agreement) (<i>National Geography Standard 13, p. 210</i>)</li><li>• the differences in the civic and political values of the United States and those of Nazi Germany and Imperial Japan</li><li>• United States neutrality</li><li>• the bombing of Pearl Harbor (<i>National Geography Standard 13, p. 210</i>)</li></ul>

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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### Unit 1 Lesson 9: The Rise of Militarism

State Standard	Description
7.2.1	<b>Causes of WWII</b> – Analyze the factors contributing to World War II in Europe and in the Pacific region, and America’s entry into war including <ul style="list-style-type: none"><li>• the political and economic disputes over territory (e.g., failure of Versailles Treaty, League of Nations, Munich Agreement) (<i>National Geography Standard 13, p. 210</i>)</li><li>• the differences in the civic and political values of the United States and those of Nazi Germany and Imperial Japan</li><li>• United States neutrality</li><li>• the bombing of Pearl Harbor (<i>National Geography Standard 13, p. 210</i>)</li></ul>

### Unit 1 Lesson 10: War Breaks Out!

State Standard	Description
7.2.2	<b>U.S. and the Course of WWII</b> – Evaluate the role of the U.S. in fighting the war militarily, diplomatically and technologically across the world (e.g., Germany First strategy, Big Three Alliance and the development of atomic weapons).

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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### Unit 2 Description

This unit will cover World War II, the Korean War, the early phases of the Cold War, and it will explain the early Civil Rights Movements of the 1940's and 1950's.

### Essential Content and Skills

The learner will:

- Outline the steps that the United States took to prepare for war.
- Discuss the early turning points of the war in the Pacific.
- Describe what life was like in the United States during World War II.
- Relate how women contributed to the war effort.
- Describe the Holocaust.
- Relate how the Allies finally defeated Germany.
- Explain why the United States used atomic weapons against Japan.
- Discuss the costs of the war.
- Describe post war actions.
- Explain the Cold War.
- Analyze the structure of the United Nations.
- Trace the factors that led to the escalation of the conflict in Korea.
- Describe the effect the Korean War had on U.S. politics.
- Analyze how the trends in popular culture reflected the larger social changes among teenagers in the 1950s.
- Explain the early Civil Rights Movements of the 1940s and 1950s.

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## Unit 2 Michigan State Content Expectations

### Unit 2 Lesson 1: Early Difficulties of World War II

State Standard	Description
7.2.2	<b>U.S. and the Course of WWII</b> – Evaluate the role of the U.S. in fighting the war militarily, diplomatically and technologically across the world (e.g., Germany First strategy, Big Three Alliance and the development of atomic weapons).

### Unit 2 Lesson 2: The Homefront During the War

State Standard	Description
7.2.3	<b>Impact of WWII on American Life</b> – Analyze the changes in American life brought about by U.S. participation in World War II including <ul style="list-style-type: none"><li>• mobilization of economic, military, and social resources</li><li>• role of women and minorities in the war effort</li><li>• role of the home front in supporting the war effort (e.g., rationing, work hours, taxes)</li><li>• internment of Japanese-Americans (<i>National Geography Standard 10, p. 203</i>)</li></ul>

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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### Unit 2 Lesson 3: Victory in Europe

State Standard	Description
7.2.2	<b>U.S. and the Course of WWII</b> – Evaluate the role of the U.S. in fighting the war militarily, diplomatically and technologically across the world (e.g., Germany First strategy, Big Three Alliance and the development of atomic weapons). <b>Responses to Genocide</b> – Investigate development and enactment of Hitler’s “fi nal solution” policy, and the responses to genocide by the Allies, the U.S. government, international organizations, and individuals (e.g., liberation of concentration camps, Nuremberg war crimes tribunals, establishment of state of Israel). ( <i>National Geography Standard 13, p. 210</i> )
7.2.4	

### Unit 2 Lesson 4: Victory in Asia

State Standard	Description
7.2.2	<b>U.S. and the Course of WWII</b> – Evaluate the role of the U.S. in fighting the war militarily, diplomatically and technologically across the world (e.g., Germany First strategy, Big Three Alliance and the development of atomic weapons).

### Unit 2 Lesson 5: Mid-Unit Review and Quiz

State Standard	Description
7.2.2	<b>U.S. and the Course of WWII</b> – Evaluate the role of the U.S. in fighting the war militarily, diplomatically and technologically across the world (e.g., Germany First strategy, Big Three Alliance and the development of atomic weapons). <b>Impact of WWII on American Life</b> – Analyze the changes in American life brought about by U.S. participation in World War II including <ul style="list-style-type: none"><li>• mobilization of economic, military, and social resources</li><li>• role of women and minorities in the war effort</li><li>• role of the home front in supporting the war effort (e.g., rationing, work hours, taxes)</li><li>• internment of Japanese-Americans (<i>National Geography Standard 10, p. 203</i>)</li></ul> <b>Responses to Genocide</b> – Investigate development and enactment of Hitler’s “fi nal solution” policy, and the responses to genocide by the Allies, the U.S. government, international organizations, and individuals (e.g., liberation of concentration camps, Nuremberg war crimes tribunals, establishment of state of Israel). ( <i>National Geography Standard 13, p. 210</i> )
7.2.3	
7.2.4	

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

### Unit 2 Lesson 6: The Cold War Begins

State Standard	Description
8.1.1	<p><b>Origins and Beginnings of Cold War</b> – Analyze the factors that contributed to the Cold War including</p> <ul style="list-style-type: none"><li>• differences in the civic, ideological and political values, and the economic and governmental institutions of the U.S. and U.S.S.R.</li><li>• diplomatic decisions made at the Yalta and Potsdam Conferences (1945)</li><li>• actions by both countries in the last years of and years following World War II (e.g., the use of the atomic bomb, the Marshall Plan, the Truman Doctrine, North American Treaty Alliance (NATO), and Warsaw Pact) (<i>National Geography Standard 13, p. 210</i>)</li></ul>

### Unit 2 Lesson 7: The United Nations

State Standard	Description
8.1.2	<p><b>Foreign Policy during the Cold War</b> – Evaluate the origins, setbacks, and successes of the American policy of “containing” the Soviet Union, including</p> <ul style="list-style-type: none"><li>• the development of a U.S. national security establishment, composed of the Department of Defense, the Department of State, and the intelligence community (<i>National Geography Standard 13, p. 210</i>)</li><li>• the armed struggle with Communism, including the Korean conflict (<i>National Geography Standard 13, p. 210</i>)</li><li>• direct conflicts within specific world regions including Germany and Cuba (<i>National Geography Standards 5 and 13; pp. 192 and 210</i>)</li><li>• U.S. involvement in Vietnam, and the foreign and domestic consequences of the war (e.g., relationship/conflicts with U.S.S.R. and China, U.S. military policy and practices, responses of citizens and mass media) (<i>National Geography Standard 13, p. 210</i>)</li><li>• indirect (or proxy) confrontations within specific world regions (e.g., Chile, Angola, Iran, Guatemala) (<i>National Geography Standards 5 and 13; pp. 192 and 210</i>)</li><li>• the arms race (<i>National Geography Standards 13, p. 210</i>)</li></ul>

### Unit 2 Lesson 8: Cold War at Home

State Standard	Description
8.2.2	<p><b>Policy Concerning Domestic Issues</b> – Analyze major domestic issues in the Post-World War II era and the policies designed to meet the challenges by</p> <ul style="list-style-type: none"><li>• describing issues challenging Americans such as domestic anticommunism (McCarthyism), labor, poverty, health care, infrastructure, immigration, and the environment (<i>National Geography Standards 9 and 14; pp. 201 and 212</i>)</li><li>• evaluating policy decisions and legislative actions to meet these challenges (e.g., G.I. Bill of Rights (1944), Taft-Hartley Act (1947), Twenty-Second Amendment to the U.S. Constitution (1951), Federal Highways Act (1956), National Defense Act (1957), E.P.A. (1970) (<i>National Geography Standards 12 and 14; pp. 208 and 212</i>)</li></ul>

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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### Unit 2 Lesson 9: Society After WWII

State Standard	Description
8.2.2	<p><b>Policy Concerning Domestic Issues</b> – Analyze major domestic issues in the Post-World War II era and the policies designed to meet the challenges by</p> <ul style="list-style-type: none"><li>describing issues challenging Americans such as domestic anticommunism (McCarthyism), labor, poverty, health care, infrastructure, immigration, and the environment (<i>National Geography Standards 9 and 14; pp. 201 and 212</i>)</li><li>evaluating policy decisions and legislative actions to meet these challenges (e.g., G.I. Bill of Rights (1944), Taft-Hartley Act (1947), Twenty-Second Amendment to the U.S. Constitution (1951), Federal Highways Act (1956), National Defense Act (1957), E.P.A. (1970) (<i>National Geography Standards 12 and 14; pp. 208 and 212</i>))</li></ul>

### Unit 2 Lesson 10: Voices of Dissent

State Standard	Description
8.3.1	<p><b>Civil Rights Movement</b> – Analyze the key events, ideals, documents, and organizations in the struggle for civil rights by African Americans including</p> <ul style="list-style-type: none"><li>the impact of WWII and the Cold War (e.g., racial and gender integration of the military)</li><li>Supreme Court decisions and governmental actions (e.g., <i>Brown v. Board</i> (1954), Civil Rights Act (1957), Little Rock schools desegregation, Civil Rights Act (1964), Voting Rights Act (1965))</li><li>protest movements, organizations, and civil actions (e.g., integration of baseball, Montgomery Bus Boycott (1955–1956), March on Washington (1963), freedom rides, National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), Student Non-violent Coordinating Committee (SNCC), Nation of Islam, Black Panthers)</li><li>resistance to Civil Rights (<i>National Geography Standard 6, p. 195</i>) (<i>National Geography Standard 10, p. 203</i>)</li></ul>

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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### Unit 3 Description

#### Unit 3 Description

This unit will focus President Kennedy's presidential reign and the Civil Rights Movement.

#### Essential Content and Skills

The learner will:

- Analyze John F. Kennedy's presidential term.
- Analyze and Discuss President Johnson's term.
- Explain and analyze the civil rights movements.
- Explain how doubts about American society led to new movements in religion and the arts.
- Analyze how musical styles reflected the social changes of the era.

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### Unit 3 Michigan State Content Expectations

#### Unit 3 Lesson 1: Kennedy and the Cold War

State Standard	Description
8.23	<b>Comparing Domestic Policies</b> – Focusing on causes, programs, and impacts, compare and contrast Roosevelt's New Deal initiatives, Johnson's Great Society programs, and Reagan's market-based domestic policies. ( <i>National Geography Standard 14, p. 212</i> )

#### Unit 3 Lesson 2: The Kennedy White House

State Standard	Description
8.23	<b>Comparing Domestic Policies</b> – Focusing on causes, programs, and impacts, compare and contrast Roosevelt's New Deal initiatives, Johnson's Great Society programs, and Reagan's market-based domestic policies. ( <i>National Geography Standard 14, p. 212</i> )

#### Unit 3 Lesson 3: Johnson's Great Society

State Standard	Description
8.23	<b>Comparing Domestic Policies</b> – Focusing on causes, programs, and impacts, compare and contrast Roosevelt's New Deal initiatives, Johnson's Great Society programs, and Reagan's market-based domestic policies. ( <i>National Geography Standard 14, p. 212</i> )

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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### Unit 3 Lesson 4: The Civil Rights Movement

State Standard	Description
8.3.1	<p><b>Civil Rights Movement</b> – Analyze the key events, ideals, documents, and organizations in the struggle for civil rights by African Americans including</p> <ul style="list-style-type: none"><li>• the impact of WWII and the Cold War (e.g., racial and gender integration of the military)</li><li>• Supreme Court decisions and governmental actions (e.g., <i>Brown v. Board</i> (1954), Civil Rights Act (1957), Little Rock schools desegregation, Civil Rights Act (1964), Voting Rights Act (1965))</li><li>• protest movements, organizations, and civil actions (e.g., integration of baseball, Montgomery Bus Boycott (1955–1956), March on Washington (1963), freedom rides, National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), Student Non-violent Coordinating Committee (SNCC), Nation of Islam, Black Panthers)</li><li>• resistance to Civil Rights (<i>National Geography Standard 6, p. 195</i>) (<i>National Geography Standard 10, p. 203</i>)</li></ul>

### Unit 3 Lesson 5: Mid-Unit Review and Quiz

State Standard	Description
8.23	<p><b>Comparing Domestic Policies</b> – Focusing on causes, programs, and impacts, compare and contrast Roosevelt’s New Deal initiatives, Johnson’s Great Society programs, and Reagan’s market-based domestic policies. (<i>National Geography Standard 14, p. 212</i>)</p>
8.3.1	<p><b>Civil Rights Movement</b> – Analyze the key events, ideals, documents, and organizations in the struggle for civil rights by African Americans including</p> <ul style="list-style-type: none"><li>• the impact of WWII and the Cold War (e.g., racial and gender integration of the military)</li><li>• Supreme Court decisions and governmental actions (e.g., <i>Brown v. Board</i> (1954), Civil Rights Act (1957), Little Rock schools desegregation, Civil Rights Act (1964), Voting Rights Act (1965))</li><li>• protest movements, organizations, and civil actions (e.g., integration of baseball, Montgomery Bus Boycott (1955–1956), March on Washington (1963), freedom rides, National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), Student Non-violent Coordinating Committee (SNCC), Nation of Islam, Black Panthers)</li><li>• resistance to Civil Rights (<i>National Geography Standard 6, p. 195</i>) (<i>National Geography Standard 10, p. 203</i>)</li></ul>

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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### Unit 3 Lesson 6: Voting Rights

State Standard	Description
6.3.3	<b>Women's Suffrage</b> – Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (e.g., Susan B. Anthony, Elizabeth Cady Stanton) and the eventual ratification of the 19th Amendment.
8.3.3	<b>Women's Rights</b> – Analyze the causes and course of the women's rights movement in the 1960s and 1970s (including role of population shifts, birth control, increasing number of women in the work force, National Organization for Women (NOW), and the Equal Rights Amendment (ERA)). ( <i>National Geography Standard 10, p. 203</i> )

### Unit 3 Lesson 7: Challenges for the Movement

State Standard	Description
6.3.3	<b>Women's Suffrage</b> – Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (e.g., Susan B. Anthony, Elizabeth Cady Stanton) and the eventual ratification of the 19th Amendment.
8.3.3	<b>Women's Rights</b> – Analyze the causes and course of the women's rights movement in the 1960s and 1970s (including role of population shifts, birth control, increasing number of women in the work force, National Organization for Women (NOW), and the Equal Rights Amendment (ERA)). ( <i>National Geography Standard 10, p. 203</i> )

### Unit 3 Lesson 8: The Movement Continues

State Standard	Description
6.3.3	<b>Women's Suffrage</b> – Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (e.g., Susan B. Anthony, Elizabeth Cady Stanton) and the eventual ratification of the 19th Amendment.
8.3.3	<b>Women's Rights</b> – Analyze the causes and course of the women's rights movement in the 1960s and 1970s (including role of population shifts, birth control, increasing number of women in the work force, National Organization for Women (NOW), and the Equal Rights Amendment (ERA)). ( <i>National Geography Standard 10, p. 203</i> )

### Unit 3 Lesson 9: Struggles for Change

State Standard	Description
8.3.4	<b>Civil Rights Expanded</b> – Evaluate the major accomplishments and setbacks in civil rights and liberties for American minorities over the 20th century including American Indians, Latinos/Latinas, new immigrants, people with disabilities, and gays and lesbians. ( <i>National Geography Standard 10, p. 203</i> )

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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### Unit 3 Lesson 10: A Cultural Revolution

State Standard	Description
8.3.4	<b>Civil Rights Expanded</b> – Evaluate the major accomplishments and setbacks in civil rights and liberties for American minorities over the 20th century including American Indians, Latinos/Latinas, new immigrants, people with disabilities, and gays and lesbians. ( <i>National Geography Standard 10, p. 203</i> )

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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### Unit 4 Description

This unit will focus on American History from the Vietnam War to the 21<sup>st</sup> Century.

#### Essential Content and Skills

The learner will:

- Analyze and discuss the events leading up to the Vietnam War.
- Describe the strategies U.S. forces used in the Vietnam War.
- List factors that frustrated U.S. military efforts in Vietnam.
- Explain why some Americans opposed the war and describe how the government responded
- Summarize how President Nixon attempted to end the war.
- Evaluate the war's long-term effects on the American people.
- Discuss how President Nixon's domestic policies differed from those of Presidents Johnson and Kennedy.
- Summarize the issues surrounding the Watergate scandal.
- Discuss the role that the White House tapes played in President Nixon's resignation.
- Analyze and describe Jimmy Carters era as President
- Explain President Reagan's main economic program and evaluate how successful it was.
- Describe the significant developments in the Cold War during the early 1980s.
- Explain how the Cold War ended.
- Describe what led to the Persian Gulf War and analyze how it differed from previous U.S. military conflicts.

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### Unit 4 Michigan State Content Expectations

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

### Unit 4 Lesson 1: War in Vietnam

State Standard	Description
8.1.2	<p><b>Foreign Policy during the Cold War</b> – Evaluate the origins, setbacks, and successes of the American policy of “containing” the Soviet Union, including</p> <ul style="list-style-type: none"><li>• the development of a U.S. national security establishment, composed of the Department of Defense, the Department of State, and the intelligence community (<i>National Geography Standard 13, p. 210</i>)</li><li>• the armed struggle with Communism, including the Korean conflict (<i>National Geography Standard 13, p. 210</i>)</li><li>• direct conflicts within specific world regions including Germany and Cuba (<i>National Geography Standards 5 and 13; pp. 192 and 210</i>)</li><li>• U.S. involvement in Vietnam, and the foreign and domestic consequences of the war (e.g., relationship/conflicts with U.S.S.R. and China, U.S. military policy and practices, responses of citizens and mass media) (<i>National Geography Standard 13, p. 210</i>)</li><li>• indirect (or proxy) confrontations within specific world regions (e.g., Chile, Angola, Iran, Guatemala) (<i>National Geography Standards 5 and 13; pp. 192 and 210</i>)</li><li>• the arms race (<i>National Geography Standards 13, p. 210</i>)</li></ul>

### Unit 4 Lesson 2: The War Escalates

State Standard	Description
8.1.2	<p><b>Foreign Policy during the Cold War</b> – Evaluate the origins, setbacks, and successes of the American policy of “containing” the Soviet Union, including</p> <ul style="list-style-type: none"><li>• the development of a U.S. national security establishment, composed of the Department of Defense, the Department of State, and the intelligence community (<i>National Geography Standard 13, p. 210</i>)</li><li>• the armed struggle with Communism, including the Korean conflict (<i>National Geography Standard 13, p. 210</i>)</li><li>• direct conflicts within specific world regions including Germany and Cuba (<i>National Geography Standards 5 and 13; pp. 192 and 210</i>)</li><li>• U.S. involvement in Vietnam, and the foreign and domestic consequences of the war (e.g., relationship/conflicts with U.S.S.R. and China, U.S. military policy and practices, responses of citizens and mass media) (<i>National Geography Standard 13, p. 210</i>)</li><li>• indirect (or proxy) confrontations within specific world regions (e.g., Chile, Angola, Iran, Guatemala) (<i>National Geography Standards 5 and 13; pp. 192 and 210</i>)</li><li>• the arms race (<i>National Geography Standards 13, p. 210</i>)</li></ul>

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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### Unit 4 Lesson 3: A Turning Point

State Standard	Description
8.1.2	<p><b>Foreign Policy during the Cold War</b> – Evaluate the origins, setbacks, and successes of the American policy of “containing” the Soviet Union, including</p> <ul style="list-style-type: none"><li>• the development of a U.S. national security establishment, composed of the Department of Defense, the Department of State, and the intelligence community (<i>National Geography Standard 13, p. 210</i>)</li><li>• the armed struggle with Communism, including the Korean conflict (<i>National Geography Standard 13, p. 210</i>)</li><li>• direct conflicts within specific world regions including Germany and Cuba (<i>National Geography Standards 5 and 13; pp. 192 and 210</i>)</li><li>• U.S. involvement in Vietnam, and the foreign and domestic consequences of the war (e.g., relationship/conflicts with U.S.S.R. and China, U.S. military policy and practices, responses of citizens and mass media) (<i>National Geography Standard 13, p. 210</i>)</li><li>• indirect (or proxy) confrontations within specific world regions (e.g., Chile, Angola, Iran, Guatemala) (<i>National Geography Standards 5 and 13; pp. 192 and 210</i>)</li><li>• the arms race (<i>National Geography Standards 13, p. 210</i>)</li></ul>

### Unit 4 Lesson 4: The War Ends

State Standard	Description
8.1.2	<p><b>Foreign Policy during the Cold War</b> – Evaluate the origins, setbacks, and successes of the American policy of “containing” the Soviet Union, including</p> <ul style="list-style-type: none"><li>• the development of a U.S. national security establishment, composed of the Department of Defense, the Department of State, and the intelligence community (<i>National Geography Standard 13, p. 210</i>)</li><li>• the armed struggle with Communism, including the Korean conflict (<i>National Geography Standard 13, p. 210</i>)</li><li>• direct conflicts within specific world regions including Germany and Cuba (<i>National Geography Standards 5 and 13; pp. 192 and 210</i>)</li><li>• U.S. involvement in Vietnam, and the foreign and domestic consequences of the war (e.g., relationship/conflicts with U.S.S.R. and China, U.S. military policy and practices, responses of citizens and mass media) (<i>National Geography Standard 13, p. 210</i>)</li><li>• indirect (or proxy) confrontations within specific world regions (e.g., Chile, Angola, Iran, Guatemala) (<i>National Geography Standards 5 and 13; pp. 192 and 210</i>)</li><li>• the arms race (<i>National Geography Standards 13, p. 210</i>)</li></ul>

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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### Unit 4 Lesson 5: Mid-Unit Review and Quiz

State Standard	Description
8.1.2	<p><b>Foreign Policy during the Cold War</b> – Evaluate the origins, setbacks, and successes of the American policy of “containing” the Soviet Union, including</p> <ul style="list-style-type: none"><li>• the development of a U.S. national security establishment, composed of the Department of Defense, the Department of State, and the intelligence community (<i>National Geography Standard 13, p. 210</i>)</li><li>• the armed struggle with Communism, including the Korean conflict (<i>National Geography Standard 13, p. 210</i>)</li><li>• direct conflicts within specific world regions including Germany and Cuba (<i>National Geography Standards 5 and 13; pp. 192 and 210</i>)</li><li>• U.S. involvement in Vietnam, and the foreign and domestic consequences of the war (e.g., relationship/conflicts with U.S.S.R. and China, U.S. military policy and practices, responses of citizens and mass media) (<i>National Geography Standard 13, p. 210</i>)</li><li>• indirect (or proxy) confrontations within specific world regions (e.g., Chile, Angola, Iran, Guatemala) (<i>National Geography Standards 5 and 13; pp. 192 and 210</i>)</li><li>• the arms race (<i>National Geography Standards 13, p. 210</i>)</li></ul>

### Unit 4 Lesson 6: The Nixon Years

State Standard	Description
8.1.2	<p><b>Foreign Policy during the Cold War</b> – Evaluate the origins, setbacks, and successes of the American policy of “containing” the Soviet Union, including</p> <ul style="list-style-type: none"><li>• the development of a U.S. national security establishment, composed of the Department of Defense, the Department of State, and the intelligence community (<i>National Geography Standard 13, p. 210</i>)</li><li>• the armed struggle with Communism, including the Korean conflict (<i>National Geography Standard 13, p. 210</i>)</li><li>• direct conflicts within specific world regions including Germany and Cuba (<i>National Geography Standards 5 and 13; pp. 192 and 210</i>)</li><li>• U.S. involvement in Vietnam, and the foreign and domestic consequences of the war (e.g., relationship/conflicts with U.S.S.R. and China, U.S. military policy and practices, responses of citizens and mass media) (<i>National Geography Standard 13, p. 210</i>)</li><li>• indirect (or proxy) confrontations within specific world regions (e.g., Chile, Angola, Iran, Guatemala) (<i>National Geography Standards 5 and 13; pp. 192 and 210</i>)</li><li>• the arms race (<i>National Geography Standards 13, p. 210</i>)</li></ul>

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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### Unit 4 Lesson 7: From Watergate to Ford

State Standard	Description
8.1.2	<p><b>Foreign Policy during the Cold War</b> – Evaluate the origins, setbacks, and successes of the American policy of “containing” the Soviet Union, including</p> <ul style="list-style-type: none"><li>• the development of a U.S. national security establishment, composed of the Department of Defense, the Department of State, and the intelligence community (<i>National Geography Standard 13, p. 210</i>)</li><li>• the armed struggle with Communism, including the Korean conflict (<i>National Geography Standard 13, p. 210</i>)</li><li>• direct conflicts within specific world regions including Germany and Cuba (<i>National Geography Standards 5 and 13; pp. 192 and 210</i>)</li><li>• U.S. involvement in Vietnam, and the foreign and domestic consequences of the war (e.g., relationship/conflicts with U.S.S.R. and China, U.S. military policy and practices, responses of citizens and mass media) (<i>National Geography Standard 13, p. 210</i>)</li><li>• indirect (or proxy) confrontations within specific world regions (e.g., Chile, Angola, Iran, Guatemala) (<i>National Geography Standards 5 and 13; pp. 192 and 210</i>)</li><li>• the arms race (<i>National Geography Standards 13, p. 210</i>)</li></ul>

### Unit 4 Lesson 8: Life in the 1970's

State Standard	Description
8.1.2	<p><b>Foreign Policy during the Cold War</b> – Evaluate the origins, setbacks, and successes of the American policy of “containing” the Soviet Union, including</p> <ul style="list-style-type: none"><li>• the development of a U.S. national security establishment, composed of the Department of Defense, the Department of State, and the intelligence community (<i>National Geography Standard 13, p. 210</i>)</li><li>• the armed struggle with Communism, including the Korean conflict (<i>National Geography Standard 13, p. 210</i>)</li><li>• direct conflicts within specific world regions including Germany and Cuba (<i>National Geography Standards 5 and 13; pp. 192 and 210</i>)</li><li>• U.S. involvement in Vietnam, and the foreign and domestic consequences of the war (e.g., relationship/conflicts with U.S.S.R. and China, U.S. military policy and practices, responses of citizens and mass media) (<i>National Geography Standard 13, p. 210</i>)</li><li>• indirect (or proxy) confrontations within specific world regions (e.g., Chile, Angola, Iran, Guatemala) (<i>National Geography Standards 5 and 13; pp. 192 and 210</i>)</li><li>• the arms race (<i>National Geography Standards 13, p. 210</i>)</li></ul>

## Course Name - Part

Michigan State Curriculum Content Standards (continued)

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### Unit 4 Lesson 9: Reagan Comes to Power

State Standard	Description
8.1.3	<b>End of the Cold War</b> – Evaluate the factors that led to the end of the cold war including détente, policies of the U.S. and U.S.S.R. and their leaders (President Reagan and Premier Gorbachev), the political breakup of the Soviet Union, and the Warsaw Pact. <b>Transformation of American Politics</b> – Analyze the transformation of American politics in the late 20th and early 21st centuries including <ul style="list-style-type: none"><li>• growth of the conservative movement in national politics, including the role of Ronald Reagan</li><li>• role of evangelical religion in national politics (<i>National Geography Standards 3 and 6; pp.188 and 195</i>)</li><li>• intensification of partisanship</li><li>• partisan conflict over the role of government in American life</li><li>• role of regional differences in national politics (<i>National Geography Standard 6, p. 195</i>)</li></ul>
9.1.2	

### Unit 4 Lesson 10: The 1990s

State Standard	Description
9.2.1	<b>U.S. in the Post-Cold War World</b> – Explain the role of the United States as a super-power in the post-Cold War world, including advantages, disadvantages, and new challenges (e.g., military missions in Lebanon, Somalia, Haiti, Bosnia, Kosovo, and the Gulf War). ( <i>National Geography Standard 13, p. 210</i> ) <b>9/11 and Responses to Terrorism</b> – Analyze how the attacks on 9/11 and the response to terrorism have altered American domestic and international policies (including e.g., the Office of Homeland Security, Patriot Act, wars in Afghanistan and Iraq, role of the United States in the United Nations, NATO). ( <i>National Geography Standard 13, p. 210</i> )
9.2.2	