

# **U.S History I - Constitution through World War II**

**Unit Themes**

**Enduring Understandings**

**Essential Questions**

**Historical Questions**

**Wisconsin State Social Studies Standards**

**Curriculum Revision**

**2011 - 2012**

**Theme:**

Declaration and Constitution

**Enduring Understandings:**

- Compromise is the key to solving the clash between political ideals and social reality

**Essential Questions:**

- What steps did the United States take to establish a stable and lasting national government?
- How can the concept of democracy be interpreted?
- How is power divided in a political structure?

**Historical Questions:**

- What was the Great Compromise and what did it solve?
- What was the three-fifths Compromise?
- What was the purpose of the system of checks and balances?
- How are the rights of the minority balanced with the rule of the majority?

**Wisconsin State Social Studies Standards:**

B.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches

B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion

B.12.4 Assess the validity of different interpretations of significant historical events

B.12.5 Gather various types of historical evidence, including visual and quantitative data, to analyze issues of freedom and equality, liberty and order, region and nation, individual and community, law and conscience, diversity and civic duty; form a reasoned conclusion in the light of other possible conclusions; and develop a coherent argument in the light of other possible arguments

B.12.6 Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States

B.12.18 Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination in the United States and elsewhere in the world

C.12.1 Identify the sources, evaluate the justification, and analyze the implications of certain rights and responsibilities of citizens

C.12.2 Describe how different political systems define and protect individual human rights

C.12.3 Trace how legal interpretations of liberty, equality, justice, and power, as identified in the Constitution, the Bill of Rights, and other Constitutional Amendments, have changed and evolved over time

C.12.4 Explain the multiple purposes of democratic government, analyze historical and contemporary examples of the tensions between those purposes, and illustrate how governmental powers can be acquired, used, abused, or legitimized

C.12.5 Analyze different theories of how governmental powers might be used to help promote or hinder liberty, equality, and justice, and develop a reasoned conclusion

C.12.6 Identify and analyze significant political benefits, problems, and solutions to problems related to federalism and the separation of powers

**Theme:**

Expansion of the New Republic

**Enduring Understandings:**

- Disagreements within Congress and Washington's cabinet resulted in the formation of political parties.
- The plan for a strong central government becomes a working reality.
- Expansion, economic change, and conflict unified Americans and helped them form a national identity.

**Essential Questions:**

- How did foreign affairs contribute to the growth of American political power?
- How did the Supreme Court establish the power of the Court for all time?
- What problems does a nation face when it attempts to remain neutral in international conflict?

**Historical Questions:**

- What were some of the major issues that Washington faced as President?
- What opportunities resulted from the Louisiana Purchase?
- What factors caused the War of 1812?

**Wisconsin State Social Studies Standards:**

A.12.13 Give examples and analyze conflict and cooperation in the establishment of cultural regions and political boundaries

B.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches

B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion

B.12.3 Recall, select, and analyze significant historical periods and the relationships among them

B.12.4 Assess the validity of different interpretations of significant historical events

B.12.8 Recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of Wisconsin, United States, and world history

B.12.11 Compare examples and analyze why governments of various countries have sometimes sought peaceful resolution to conflicts and sometimes gone to war

B.12.15 Identify a historical or contemporary event in which a person was forced to take an ethical position, such as a decision to go to war, the impeachment of a president, or a presidential pardon, and explain the issues involved

C.12.3 Trace how legal interpretations of liberty, equality, justice, and power, as identified in the Constitution, the Bill of Rights, and other Constitutional Amendments, have changed and evolved over time

C.12.5 Analyze different theories of how governmental powers might be used to help promote or hinder liberty, equality, and justice, and develop a reasoned conclusion

C.12.7 Describe how past and present American political parties and interest groups have gained or lost influence on political decision-making and voting behavior

**Theme:**

Sectionalism and Reform

**Enduring Understandings:**

- ✓ The areas of the North and the South developed significantly differently after the War of 1812
- ✓ Social reforms increased the tension between the North and the South

**Essential Questions:**

- ✓ How did technology revolutionize both industry and transportation in the U.S.?
- ✓ How did the rise of industrialization and growth of cities lead to more sectional division in the United States?
- ✓ How did reforms of this era increase the tensions between North and South?

**Historical Questions:**

- ✓ How did the Monroe Doctrine reinforce President Washington's ideas about foreign policy?
- ✓ What technologies contributed to early industry and transportation improvements in America?
- ✓ What were the major crops of the South and what effect did they have on the growth of slavery?
- ✓ How did the Missouri Compromise address growing sectionalism?
- ✓ What were some of the main areas of society targeted for reform in the 1800's?

**Wisconsin State Social Studies Standards:**

A.12.11 Describe scientific and technological development in various regions of the world and analyze the ways in which development affects environment and culture

B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion

B.12.8 Recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of Wisconsin, United States, and world history

B.12.9 Select significant changes caused by technology, industrialization, urbanization, and population growth, and analyze the effects of these changes in the United States and the world

B.12.10 Select instances of scientific, intellectual, and religious change in various regions of the world at different times in history and discuss the impact those changes had on beliefs and values

B.12.12 Analyze the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin

B.12.15 Identify a historical or contemporary event in which a person was forced to take an ethical position, such as a decision to go to war, the impeachment of a president, or a presidential pardon, and explain the issues involved

B.12.18 Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination in the United States and elsewhere in the world

D.12.4 Explain and evaluate the effects of new technology, global economic interdependence, and competition on the development of national policies and on the lives of individuals and families in the United States and the world

E.12.4 Analyze the role of economic, political, educational, familial, and religious institutions as agents of both continuity and change, citing current and past examples

E.12.11 Illustrate and evaluate ways in which cultures resolve conflicting beliefs and practices

E.12.12 Explain current and past efforts of groups and institutions to eliminate prejudice and discrimination against racial, ethnic, religious, and social groups such as women, children, the elderly, and individuals who are disabled

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**Theme:**

Westward Expansion

**Enduring Understandings:**

- ✓ Americans felt that it was their God-given right to settle western land
- ✓ Americans began to settle in the Mexican borderlands, leading to conflict with the Mexican government, the Mexican-American War, and ultimately the acquisition of new land which allowed the United States to stretch from coast to coast

**Essential Questions:**

- ✓ Why did people migrate West?
- ✓ How did the idea of Manifest Destiny influence the settlement of the West?

**Historical Questions:**

- ✓ What were the causes and effects of westward expansion on the early 1800's?
- ✓ What hardships did emigrants face on the journey west?
- ✓ How did American settlement of the Southwest cause tensions with Mexico?
- ✓ How did Texas gain its independence?

**Wisconsin State Social Studies Standards:**

A.12.4 Analyze the short-term and long-term effects that major changes in population in various parts of the world have had or might have on the environment

B.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches

B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion

B.12.11 Compare examples and analyze why governments of various countries have sometimes sought peaceful resolution to conflicts and sometimes gone to war

E.12.6 Analyze the means by which and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings

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**Theme:**

Civil War and Reconstruction

**Enduring Understandings:**

- ✓ In the 1850's, as the nation expanded, controversy over slavery in the new territories intensified.
- ✓ The Emancipation Proclamation gave the Union effort a new moral dimension.
- ✓ While Reconstruction resulted in a rise of African American politicians, it also bred political scandals and corruption.

**Essential Questions:**

- ✓ What keeps nations united?
- ✓ How did western expansion cause the North and South to confront the issue of slavery?
- ✓ How did the controversy over slavery break up and create new political parties?
- ✓ Was the Civil War inevitable?
- ✓ How do nations recover from war?

**Historical Questions:**

- ✓ What advantages and disadvantages did the North and the South have at the start of the Civil War?
- ✓ How did the Emancipation Proclamation change the Civil War?
- ✓ What was life like for soldiers and nurses during the Civil War?
- ✓ Why was 1863 the pivotal year of the Civil War?
- ✓ Why did the Union army wage "total war" against the South?
- ✓ What key issues caused disagreements about how Reconstruction should take place?
- ✓ How did the politics of Reconstruction affect African Americans?

**Wisconsin State Social Studies Standards:**

B.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches

B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion

B.12.5 Gather various types of historical evidence, including visual and quantitative data, to analyze issues of freedom and equality, liberty and order, region and nation, individual and community, law and conscience, diversity and civic duty; form a reasoned conclusion in the light of other possible conclusions; and develop a coherent argument in the light of other possible arguments

B.12.6 Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States

B.12.11 Compare examples and analyze why governments of various countries have sometimes sought peaceful resolution to conflicts and sometimes gone to war

B.12.15 Identify a historical or contemporary event in which a person was forced to take an ethical position, such as a decision to go to war, the impeachment of a president, or a presidential pardon, and explain the issues involved

B.12.18 Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination in the United States and elsewhere in the world

C.12.2 Describe how different political systems define and protect individual human rights

C.12.9 Identify and evaluate the means through which advocates influence public policy

C.12.11 Evaluate the ways in which public opinion can be used to influence and shape public policy

C.12.14 Explain and analyze how different political and social movements have sought to mobilize public opinion and obtain governmental support in order to achieve their goals

C.12.15 Describe and analyze the origins and consequences of slavery, genocide, and other forms of persecution, including the Holocaust

C.12.16 Describe the evolution of movements to assert rights by people with disabilities, ethnic and racial groups, minorities, and women

E.12.11 Illustrate and evaluate ways in which cultures resolve conflicting beliefs and practices

E.12.12 Explain current and past efforts of groups and institutions to eliminate prejudice and discrimination against racial, ethnic, religious, and social groups such as women, children, the elderly, and individuals who are disabled

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**Theme:**

Immigration and Industrialization

**Enduring Understandings:**

- ✓ Many factors promoted industrialization, including cheap labor, new inventions, and technology, and plentiful raw materials.
- ✓ European and Asian immigrants provided cheap labor and helped populate the growing cities of the United States.

**Essential Questions:**

- ✓ Did industry improve society?
- ✓ Why did workers form unions?
- ✓ Why do people migrate?
- ✓ What is racial segregation? Why is it inherently wrong?

**Historical Questions:**

- ✓ What economic policies allowed industries to expand after the Civil War?
- ✓ Why did captains of industry such as Andrew Carnegie expand their businesses through new ways of organization?
- ✓ What were the characteristics of the Gilded Age?
- ✓ What areas of the world did immigrants come from in the late 1800's and why did they choose to come to America?

**Wisconsin State Social Studies Standards:**

- A.12.4 Analyze the short-term and long-term effects that major changes in population in various parts of the world have had or might have on the environment
- A.12.9 Identify and analyze cultural factors, such as human needs, values, ideals, and public policies, that influence the design of places, such as an urban center, an industrial park, a public project, or a planned neighborhood
- B.12.9 Select significant changes caused by technology, industrialization, urbanization, and population growth, and analyze the effects of these changes in the United States and the world
- D.12.4 Explain and evaluate the effects of new technology, global economic interdependence, and competition on the development of national policies and on the lives of individuals and families in the United States and the world
- D.12.14 Analyze the economic roles of institutions, such as corporations and businesses, banks, labor unions, and the Federal Reserve System
- E.12.5 Describe the ways cultural and social groups are defined and how they have changed over time
- E.12.8 Analyze issues of cultural assimilation and cultural preservation among ethnic and racial groups in Wisconsin, the United States, and the world
- E.12.9 Defend a point of view related to an ethical issue such as genetic engineering, declaring conscientious objector status, or restricting immigration
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**Theme:**

Imperialism and Progressivism

**Enduring Understandings:**

- ✓ In the late 1800s, the United States increased its trade and military presence in East Asia and Latin America.
- ✓ As industrialization changed society negatively, the Progressive movement campaigned for political and social reforms.

**Essential Questions:**

- ✓ How are empires built?
- ✓ Can politics fix social problems?

**Historical Questions:**

- ✓ Was sympathy for the Cuban people or economic expansion the major reason why the United States declared war on Spain?
- ✓ How did the Roosevelt Corollary refine the policies of the Monroe Doctrine?
- ✓ Why did many citizens call for reforms in the early 1900's?
- ✓ What were the policies and achievements of the Roosevelt, Taft and Wilson presidencies?

**Wisconsin State Social Studies Standards:**

B.12.8 Recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of Wisconsin, United States, and world history

B.12.9 Select significant changes caused by technology, industrialization, urbanization, and population growth, and analyze the effects of these changes in the United States and the world

B.12.15 Identify a historical or contemporary event in which a person was forced to take an ethical position, such as a decision to go to war, the impeachment of a president, or a presidential pardon, and explain the issues involved

B.12.16 Describe the purpose and effects of treaties, alliances, and international organizations that characterize today's interconnected world

B.12.17 Identify historical and current instances when national interests and global interests have seemed to be opposed and analyze the issues involved

C.12.4 Explain the multiple purposes of democratic government, analyze historical and contemporary examples of the tensions between those purposes, and illustrate how governmental powers can be acquired, used, abused, or legitimized

C.12.9 Identify and evaluate the means through which advocates influence public policy

C.12.11 Evaluate the ways in which public opinion can be used to influence and shape public policy

C.12.14 Explain and analyze how different political and social movements have sought to mobilize public opinion and obtain governmental support in order to achieve their goals

E.12.6 Analyze the means by which and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings

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**Theme:**

World War I

**Enduring Understandings:**

- ✓ World War I was the first time that the U.S. sent troops to fight in Europe, contrary to the policies of the Monroe Doctrine.

**Essential Questions:**

- ✓ Why do nations go to war?
- ✓ What is neutrality?
- ✓ How does a strike affect consumers?

**Historical Questions:**

- ✓ How might Balkan nationalism have been a factor in causing World War I?
- ✓ How did the United States prepare for World War I?
- ✓ How did World War I affect America on the home front?
- ✓ How did the Russian Revolution help the German war effort?
- ✓ How did World War I influence the economy and society of the United States?
- ✓ Was World War I the “war to end all wars?”

**Wisconsin State Social Studies Standards:**

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B.12.15 Identify a historical or contemporary event in which a person was forced to take an ethical position, such as a decision to go to war, the impeachment of a president, or a presidential pardon, and explain the issues involved

B.12.16 Describe the purpose and effects of treaties, alliances, and international organizations that characterize today's interconnected world

C.12.9 Identify and evaluate the means through which advocates influence public policy

C.12.12 Explain the United States' relationship to other nations and its role in international organizations, such as the United Nations, North Atlantic Treaty Organization, World Bank, International Monetary Fund, and North American Free Trade Agreement

E.12.14 Use the research procedures and skills of the behavioral sciences (such as gathering, organizing, and interpreting data from several sources) to develop an informed position on an issue

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**Theme:**

1920's and 30's

**Enduring Understandings:**

- ✓ In the 1920's, technology spurred economic growth and cultural change.
- ✓ The artistic and political contributions of African Americans changed American society.
- ✓ In the 1930's, the Great Depression caused high unemployment, business failures, and farm foreclosures, resulting in people voting for politicians who offered new approaches to solving the crisis.
- ✓ During the 1930's, New Deal programs increased government regulation of banking, industry and farming; gave greater rights to workers; and provided government aid to the unemployed and senior citizens.

**Essential Questions:**

- ✓ Why does culture change?
- ✓ What causes depressions?
- ✓ Can government fix the economy?

**Historical Questions:**

- ✓ How did new industries contribute to economic growth?
- ✓ How did popular culture, the arts, and literature change in the 1920's?
- ✓ How did African-Americans affect American society in the 1920's?
- ✓ In what ways did the federal government encourage a return to "normalcy" in the 1920's?
- ✓ Who benefited and who did not from the growing economy of the 1920's?
- ✓ What factors led to the Great Depression?
- ✓ How did people cope with life's struggles during the Great Depression?
- ✓ How did Hoover's and Roosevelt's policies attempt to lessen the Great Depression?
- ✓ What was the legacy of the New Deal?

**Wisconsin State Social Studies Standards:**

A.12.9 Identify and analyze cultural factors, such as human needs, values, ideals, and public policies, that influence the design of places, such as an urban center, an industrial park, a public project, or a planned neighborhood

B.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches

B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion

B.12.7 Identify major works of art and literature produced in the United States and elsewhere in the world and explain how they reflect the era in which they were created

B.12.8 Recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of Wisconsin, United States, and world history

B.12.18 Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination in the United States and elsewhere in the world

C.12.8 Locate, organize, analyze, and use information from various sources to understand an issue of public concern, take a position, and communicate the position

D.12.1 Explain how decisions about spending and production made by households, businesses, and governments determine the nation's levels of income, employment, and prices

D.12.9 Explain the operations of common financial instruments (such as stocks and bonds) and financial institutions (such as credit companies, banks, and insurance companies)

D.12.14 Analyze the economic roles of institutions, such as corporations and businesses, banks, labor unions, and the Federal Reserve System

E.12.14 Use the research procedures and skills of the behavioral sciences (such as gathering, organizing, and interpreting data from several sources) to develop an informed position on an issue

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**Theme:**

World War II and the Holocaust

**Enduring Understandings:**

- ✓ In the 1930's, global economic problems brought dictators to power in Europe and Japan.
- ✓ The Nazis steadily increased their persecution of Jews and eventually set up death camps and tried to kill all the Jews in Europe.

**Essential Questions:**

- ✓ Could World War II have been prevented?
- ✓ What kind of sacrifices does war require?

**Historical Questions:**

- ✓ How did events after WWI lead to dictatorships and American neutrality?
- ✓ What steps led to war in Europe in the late 1930s?
- ✓ How did the Nazis persecute the Jewish people?

**Wisconsin State Social Studies Standards:**

B.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches

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B.12.15 Identify a historical or contemporary event in which a person was forced to take an ethical position, such as a decision to go to war, the impeachment of a president, or a presidential pardon, and explain the issues involved

C.12.2 Describe how different political systems define and protect individual human rights

C.12.15 Describe and analyze the origins and consequences of slavery, genocide, and other forms of persecution, including the Holocaust

E.12.2 Explain how such factors as physical endowment and capabilities, family, gender, ethnicity, religion, socioeconomic status, attitudes, beliefs, work, and motivation contribute to individual identity and development

E.12.14 Use the research procedures and skills of the behavioral sciences (such as gathering, organizing, and interpreting data from several sources) to develop an informed position on an issue

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