

EAST HADDAM PUBLIC SCHOOLS
UNITED STATES HISTORY CURRICULUM

Approved by the
East Haddam Board of Education

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Course Description*

The course in United States History is a study of events on a broad variety of historical topics and themes, with the emphasis on the time period from 1865. In addition to reviewing the major events up through the Civil War, the course analyzes the United States as a developing world power and considers its' role among other world powers in the 19th and 20th centuries. By studying our past as a nation, we can begin to appreciate our history and build this appreciation into a lifelong learning activity.

*Nathan Hale-Ray High School Program of Studies, 2003-04 Edition

Each unit of the ten units covered in the United States history curriculum document contains:

- a. Content Standard with Definition
- b. Applicable Performance Standards adapted from the Connecticut Social Studies Curriculum Framework
- c. Definition of the Unit Goal
- d. Learner Outcomes
- e. Suggested Classroom illustrations
- f. Suggested Unit Evaluation
- g. Supplemental Activities and Resources

Curriculum Contents

This curriculum is divided into ten areas of study:

Unit I – The Americas

Unit II – Creating A Republic

Unit III – An Emerging Nation

Unit IV – An Era of Expansion

Unit V – A Nation Torn Apart

Unit VI – Transforming a Nation

Unit VII – Entering a Modern Age

Unit VIII – The Roaring Twenties

Unit IX – A Time of Trial

Unit X – The United States in a Changing World

Content and Performance Standards

The Connecticut Social Studies Curriculum Framework contains fifteen Content Standards taught in United States history. The fifteen standards and applicable Performance Standards for the study of United States History in Grades 11-12 are listed below:

1. Historical Thinking

Through the study of United States history, students will develop historical thinking skills, including chronological thinking and recognizing change over time; contextualizing, comprehending and analyzing historical literature; researching historical sources; understanding the concept of historical causation; understanding competing narratives and interpretation; and constructing narratives and interpretation.

- 1.11-12.1 Formulate historical questions and hypotheses from multiple perspectives, using multiple sources.
- 1.11-12.2 Evaluate data within the history, social, political and economic context in which it was created, testing its credibility and evaluating its bias; and
- 1.11-12.3 Describe the multiple intersecting causes of events.

2. United States History

Students will use historical thinking skills to develop an understanding of the major historical periods, issues and trends in United States history. The following periods will be studied:

- First peoples (10,000 BCE to 1500 CE);
- Encounters of peoples from the Americas, Western Europe and Western Africa (1440s to 1763);
- European colonization and settlement;
- Revolution and new nation (1754 to 1820's);
- Expansion and reform (1801 to 1861);
- Civil war and reconstruction (1850 to 1877);
- Development of the industrial United States (1870 to 1900);
- Emergence of modern America (1890 to 1930);
- The Great Depression and World War II (1929 to 1945);
- Postwar United States (1945 to early 1970s); and
- Contemporary United States (1968 to the present).

- 2.11-12.1 Demonstrate an understanding of major events and trends in United States history from all historical periods and from all regions of the world.
- 2.11-12.2 Locate the events, peoples and places they have studied in time and place (e.g., on a timeline and map) relative to their own location; and
- 2.11-12.3 Explain the relationships among the events and trends studies in local, state, national and world history.

Content and Performance Standards (Cont'd)

3. Historical Themes

Students will apply their understanding of historical periods, issues and trends to examine such historical themes as ideals, beliefs and institutions; conflict and conflict resolution; human movement and interaction; and science and technology in order to understand how the world came to be the way it is.

- 3.11-12.1 Demonstrate an understanding of the ways that cultural encounters and the interaction of people of different cultures in pre-modern as well as modern times have shaped new identities and ways of life.
- 3.11-12.2 Identify various parties and analyze their interest in conflicts from selected historical periods.
- 3.11-12.3 Describe, explain and analyze political, economic and social consequences that came about as the resolution of a conflict.
- 3.11-12.4 Analyze the causes and consequences of major technological turning points in history, e.g. their effects on people, societies and economies.
- 3.11-12.5 Evaluate the economic and technological impact of the exchange of goods on societies throughout history and
- 3.11-12.6 Explain the multiple forces and developments (cultural, political, economic and scientific) that have helped to connect the peoples of the world.

4. Applying History

Students will recognize the continuing importance of historical thinking and historical knowledge in their own lives and in the world in which they live.

- 4.11-12.1 Initiate questions and hypotheses about historic events that they are studying.
- 4.11-12.2 Describe and analyze, using historical data and understandings, the options that are available to parties involved in contemporary conflicts or decision-making.
- 4.11-12.3 Be active learners at cultural institutions such as museums and historical exhibitions.
- 4.11-12.4 Display empathy for people who have lived in the past; and
- 4.11-12.5 Describe relationships between historical subject matter and other subjects they study, current issues and personal concerns.

Content and Performance Standards (Cont'd)

5. United States Constitution and Government

Students will apply knowledge of the United States Constitution, how the U. S. system of government works and how the rule of law and the values of liberty and equality have an impact on individual, local, state and national decisions.

- 5.11-12.1 Apply an understanding of historical and contemporary conflicts over constitutional principles.
- 5.11-12.2 Analyze, using historical and contemporary examples, the meaning and significance of the ideal of equal protection under the law for all persons; and
- 5.11-12.3 Explain why state and federal court powers of judicial review reflect the United States idea of constitutional government.

6. Rights and Responsibilities of Citizens

Students will demonstrate knowledge of the rights and responsibilities of citizens to participate in and shape public policy, and contribute to the maintenance of our democratic way of life.

- 6.11-12.1 Evaluate whether or when their obligations as citizens require that their personal desires, beliefs and interests be subordinated to the public good.
- 6.11-12.2 Establish, explain and apply criteria to evaluate rules and laws, and
- 6.11-12.3 Take a position on a current policy issue and attempt to influence its formation, development and implementation.

7. Political Systems

Students will explain that political systems emanate from the need of humans for order, leading to compromise and the establishment of authority.

- 7.11-12.1 Compare two or more constitutions and how they promote the principles of their respective political systems and provide the basis for government.
- 7.11-12.2 Explain how purposes served by government have implications for the individual and society; and
- 7.11-12.3 Provide examples of legitimate authority and exercise of power without authority.

Content and Performance Standards (Cont'd)

8. International Relations

Students will demonstrate an understanding of how the major elements of international relations and world affairs affect their lives and the security and well being of their community, state and nation.

- 8.11-12.1 Analyze and evaluate the significance of major U.S. foreign policies and major international events and conditions over time.
- 8.11-12.2 Identify and analyze the various domestic, political, economic and social interests which play roles in the development of foreign policy; and
- 8.11-12.3 Describe and analyze the process by which foreign policy decisions are developed and executed.

9. Places and Regions

Students will use spatial perspective to identify and analyze the significance of physical and cultural characteristics of places and regions.

- 9.11-12.1 Explain and describe the natural and cultural characteristics of one place to distinguish it from another.
- 9.11-12.2 Explain why places and regions are important to human and cultural identity and stand as symbols for unifying society; and
- 9.11-12.3 Analyze ways different groups in society view places and regions differently.

10. Physical System

Students will use spatial perspective to explain the physical processes that shape the Earth's surface and its ecosystems.

- 10.11-12.1 Analyze the distribution of ecosystems by interpreting relationships between soil and climate, and plant and animal life.
- 10.11-12.2 Evaluate ecosystems in terms of biodiversity and productivity and show how they are dynamic and interactive; and
- 10.11-12.3 Use geographic tools to represent and interpret Earth's physical and human systems.

Content and Performance Standards (Cont'd)

11. Human Systems

Students will interpret spatial patterns of human migration, economic activities and political units in Connecticut, the nation and the world.

- 11.11-12.1 Explain and analyze how various populations and economic elements interact and influence the spatial patterns of settlement
- 11.11-12.2 Explain and analyze the causes of change in the political, social and economic division of the Earth's surface at different scales.
- 11.11-12.3 Use geographic tools to represent and interpret Earth's physical and human systems; and
- 11.11-12.4 Draw a freehand map demonstrating political, cultural or economic relationships.

12. Human and Environmental Interaction

Students will use geographic tools and technology to explain the interactions of humans and the larger environment, and the evolving consequences of those interactions.

- 12.11-12.1 Use maps, globes, charts and databases to analyze and suggest solutions to real-world problems.
- 12.11-12.2 Create appropriate maps and other tools to solve, illustrate or answer geographic problems; and
- 12.11-12.3 Apply concepts of ecosystems to understand and solve environmental problems.

13. Limited Resources

Students will demonstrate that because human, natural and capital resources are limited, resources are limited, individuals, households, businesses and governments must make choices.

- 13.11-12.1 Analyze the impact of economic choices on the allocation of scarce resources.
- 13.11-12.2 Define, defend and predict how the use of specific resources may impact the future; and
- 13.11-12.3 Analyze how technological change can affect long-range productivity.

Content and Performance Standards (Cont'd)

14. Economic Systems

Students will demonstrate that various economic systems coexist, and that economic decisions are made by individuals and/or governments, influenced by markets, cultural traditions, individuals and governments in the allocation of goods and services.

- 14.11-12.1 Evaluate economic systems by their ability to achieve broad societal goals, such as efficiency, equity, security, employment, stability and economic growth.
- 14.11-12.2 Interpret important statistics about the national economy: the inflation rate, unemployment rate, Gross Domestic Product and its growth rate.
- 14.11-12.3 Analyze the impact of government taxing and spending actions and changes in the money supply and interest rates on the national economy.
- 14.11-12.4 Explain reasons for government action in the economy, including providing public goods and services, maintaining competition, redistributing income, promoting employment, stabilizing prices and sustaining reasonable rates of economic growth; and
- 14.11-12.5 Analyze the impact of specific government actions in the economy on different groups, including consumers, employees and businesses.

15. Economic Interdependence

Students will demonstrate how the exchange of goods and services by individuals, groups and nations, creates economic interdependence and how trade results in change.

- 15.11-12.1 Evaluate the effects of national policies (e.g., on trade, immigration and foreign investments, as well as fiscal and monetary policies) on the international exchange of goods, services and investments.

UNIT I – THE AMERICAS

Content Standard 1

Students will develop historical thinking, including chronological thinking and recognizing change over time; contextualizing, comprehending and analyzing historical literature; researching historical sources; understanding the concept of historical causation; understanding competing narratives and interpretation; and constructing narratives and interpretations.

- 1.11-12.1 Formulate historical questions and hypotheses from multiple perspectives, using multiple sources.

Content Standard 2

Students will use historical thinking skills to develop an understanding of the major historical periods, issues and trends in United States history.

- 2.11-12.1 Demonstrate an understanding of the major events and trends in U. S. history from all historical periods and from all regions of the world.
- 2.11-12.2 Locate the events, people and places they have studied in time and place relative to their own location.

Content Standard 3

Students will apply their understanding of historical periods, issues and trends to examine such historical themes as ideals, beliefs and institutions, conflict resolution; human movement and interaction; and science and technology in order to understand how the world came to be the way it is.

- 3.11-12.1 Demonstrate an understanding of the ways that cultural encounters and the interaction of people of different cultures in pre-modern times shaped new identities and ways of life.

Content Standard 9

Students will use spatial perspective to identify and analyze the significance of physical and cultural characteristics of places and world regions.

- 9.11-12.1 Explain and describe the natural and cultural characteristics of one place to distinguish it from another.

Unit Goals

The student will explore the social, economic and cultural development of the Colonies and how a distinctive American culture began to develop in spite of regional differences.

Learner Outcomes

The students will:

- research what the first Americans were like in terms of Cultural heritage;
- identify explorations in the Western Hemisphere and Characterize the new settlements;
- portray the Indian nations and culture groups within the context of the geography of their regions;
- assess the influence of the Spanish, French and English settlements in the New World;
- define the thirteen original colonies and the development of each in time and economic growth;
- illustrate in words, and by visual means, frontier life in Colonial times;
- differentiate among the New England, Middle, and the Southern Colonies in terms of housing, Government, economic and social systems;
- define the theory of mercantilism and its effects on the American colonies;
- describe how conflicting European claims affected the unity of the American colonies;
- analyze the origins and weigh the consequences of slavery for the new nation; and
- examine the basis of conflict among Europeans that resulted in the French-Indian War and share the consequences of the conflict.

Suggested Classroom Illustrations

- Students create immigration graphs and timelines that reflect foreign explorations made in the Americas and in local areas.
- “Ideal Settlement” from Lessons that Work – Students will direct settlers sailing to North America in 1600. This activity has the potential to effect discussion and consensus on a project such as finding the best route to North America or a project of community concern.
- Students take on the role of London merchants in early 1600’s who have invested in establishing a colony in North America. You must select people to explore and settle the new lands. The ship is limited to 100 people. Who will go? Have students explain why his/her selection is needed, e.g. the carpenter and how many carpenters are needed for the voyage.
- Students write an essay on cultural clashes in the Virginia Colony that prevented any lasting cooperation between English settlers and Native Americans. After writing the essay, students discuss this idea in a contemporary context: “How does failure to understand another’s culture prevent cooperation between groups?” These essays are used to provide basis for class discussion on cultural clashes within the school, the community and in the nation.

Suggested Classroom Illustrations (Cont'd)

- Slogans have been popular throughout American history. Cite examples of slogans that might have appeared as “bumper stickers” on ships headed for the New World, had they been in vogue at the time. What attitudes do these slogans reflect?

Suggested Unit Evaluation

- Making an Oral Report – Divide class into four smaller groups. Ask each group to prepare an oral report on the status of women in the New England Colonies. Each group should focus on one of the following topics: property rights, legal rights, educational opportunities, employment opportunities. Share the following steps with students to help them prepare:
 - Identify goals- what should the audience learn from the presentation.
 - Research possible sources of information, such as *We the American Women*, edited by Beth Millstein and Jeanne Bodin and *Daughters of the Promised Land* by Page Smith.
 - Prepare presentation with appropriate visual support materials
- As students prepare for this assessment activity, help each group to understand how their presentation will be evaluated.
 - The use of goals, a clear outline of material to be presented, and use of support materials to clarify research content.
 - A demonstrated knowledge of the topic of the status of women in the New England colonies.
 - Evidence of scholarly research.
 - Critical thinking.
 - Clear presentation of content.

Supplemental Activities & Resources

- Myths and legends contribute to the common background for a culture. They are often perpetuated as fact. Have students discover the stories behind any of the following incidents: Pocahontas saves the life of John Smith; George Washington admits to chopping down the cherry tree; Betsy Ross sews the first American flag.

To organize the investigation, have students attempt to answer how the story started, what evidence is available, what is the “time lag” between the event and the first report of it, what is the possible motivation of the reporter, what are the ACTUAL facts, and what have been the consequences of the story?

Discuss bias, lack of sources, reliability of evidence, oversimplification, folklore, cultural values, media coverage.

Supplemental Activities & Resources (Cont'd)

- Each of the following have been given as possible reasons for exploring and colonizing the New World:
 - Poor living conditions in home country
 - Desire for a new start in life
 - Chance to obtain wealth and land
 - Love of adventure
 - Desire to convert others to their religion
 - Desire to escape persecution in home country

What examples or evidence is there that the Spanish, French and English came for any of these reasons?

Find and interview two people who have recently moved into the East Haddam community. What were their reasons for moving? Ask students to prepare a report based on the research explaining how people today are, or are not, similar to the European explorers of North America in the 1600's.

- Social scientists have identified four ways in which people relate to one another after their first contacts: extermination, accommodation, assimilation, or amalgamation. Define each of these. Find examples of each of these showing the interaction between Europeans and Native Americans, French-English-Spanish, Europeans-Native Americans-Africans, and among the various colonies of the New World.
- Have individuals select one of the following topics and explain how the colonists solved problems of a.) leadership, b.) obtaining food, clothing, and shelter, c.) determining working arrangements, d.) making economic decisions (land ownership, property, exchange, production, distribution), e.) crime and punishment, and f.) handling unforeseen emergencies.
- Lessons that Work: Earliest Times to the Civil War by Tadd Levy and Donna Collins Krasnow (1993)

UNIT II – CREATING A REPUBLIC

Content Standard 1

Students will develop historical thinking, including chronological thinking and recognizing change over time; contextualizing, comprehending and analyzing historical literature; researching historical sources; understanding the concept of historical causation understanding competing narratives and interpretation; and constructing narratives and interpretations.

- 1.11-12.1 Formulate historical questions and hypotheses from multiple perspectives, using multiple source.
- 1.11-12.2 Evaluate data within the history, social, political and economic context in which it was created, testing its credibility and evaluating its bias.
- 1.11-12.3 Describe the multiple intersecting causes of events.

Content Standard 2

Students will use historical thinking skills to develop an understanding of the major historical periods, issues and trends in U. S. history.

- 2.11-12.2 Locate the events, peoples and places they have studied in time and place relative to their own location.
- 2.11-12.3 Explain relationships among the events and trends studied in local, national and world history.

Content Standard 3

Students will apply their understanding of historical periods, issues and trends to examine such historical themes as ideals, beliefs and institutions, conflict resolution; human movement and interaction; and science and technology in order to understand how the world came to be the way it is.

- 3.11-12.2 Identify various parties and analyze their interest in conflicts from selected historical periods.
- 3.11-12.5 Evaluate the economic and technological impact of the exchange of goods on societies throughout history.

Unit II – Creating A Republic (Cont'd)

Content Standard 5

Students will apply knowledge of the U. S. Constitution, how the U.S. system of government works and how the rule of law and the values of liberty and equality have an impact on individual, local, state and national decisions.

- 5.11-12.1 Apply an understanding of historical and contemporary conflicts over constitutional principles.

Content Standard 12

Students will use geographic tools and technology to explain the interactions of humans and the larger environment, and the evolving consequences of those interactions.

- 12.11-12.2 Create appropriate maps and other tools to solve, illustrate or answer geographic problems.

Unit Goals

The student will analyze the tensions between Britain and the Colonies that resulted in the Revolutionary War and subsequently in the writing and successful ratification of the United States Constitution. The student will examine this document in detail with a primary focus on the Bill of Rights and the establishment of a democracy.

Learner Outcomes

The students will:

- prioritize events that increased tensions between the Colonies and Great Britain;
- conclude why fighting began between England and the colonies and compare this to other revolutions;
- describe the trend toward unity in the Colonies and the components that formed this union;
- compare the role of the Second Continental Congress to the current role of the U. S. Congress;
- define the main themes of the Declaration of Independence and explain what caused their inclusion within the document;
- characterize the major battles of the Revolutionary War in terms of location and military significance;
- defend the major provisions of the Treaty of Paris;
- compare and contrast the advances made by women and blacks after the Revolutionary War;
- describe the state governments set up after the Revolution and the characteristics of each that distinguished each on;

Unit II – Creating A Republic (Cont'd)

Learner Outcomes (Cont'd)

- compare and contrast the purpose of the Articles of Confederation and the Northwest Ordinance;
- discuss the problems inherent in the Articles of Confederation;
- negotiate the compromises worked out at the Constitutional Convention; Compare this to a current constitutional crisis;
- define federalism, separation of powers, and checks and balances and relate each to the other; and
- describe the ratification of the Constitution and how the Bill of Rights has affected different segments of our society.

Suggested Classroom Illustrations

- The Constitution – Students read the Constitution and summarize the rights guaranteed by the Bill of Rights in essay form. In class discussion, students compare the interpretation of those rights at their ratification to those enjoyed by all Americans today in our society.
- “Bill of Rights” – Students select one of the freedoms guaranteed by the Bill of Rights and be able to verbalize why this right is personally important to them. The class discusses student opinions. The second part of the assignment is to explain, with examples, how that amendment reflects the experiences of Americans between 1770-1791 and why it came to be adopted as a bill of right. What would life be like in our community if this had been omitted from the Bill of Rights?
- Have students develop a time-line of events from 1763-1791 that reflected the tensions leading to the War of Independence, the development of the government under the Articles of Confederation, and the ratification of the Constitution. Ask students to discuss cause and effect relationships between and among the events entered on the time line of national events.
- Have students find out more about several other proposed constitutional amendments, for example, the equal rights amendments, balanced budget amendment, and amendment to prohibit abortion. Divide the class into two groups, one representing the Senate and another representing the House of Representatives. Have students debate the need for a constitutional amendment for each proposal and vote on whether or not the amendment should become the law of the land.

Suggested Unit Evaluation

- Creating a “Bill of Rights” Collage/Visual Representation – Have students work in small groups to collect pictures and articles for a collage that reflects the rights protected in the Bill of Rights. Share the following steps with students to help them prepare:
 - Find articles and pictures in the media that illustrate one of our rights that is protected in the Bill of Rights.
 - Discuss student choices for inclusion in the collage.
 - Decide on size and location of the collage and choose art materials for the project.
- Help students understand how their project will be evaluated.
 - Select a “right” and appropriate picture or article that demonstrates that freedom.
 - Demonstrate knowledge of the Bill of Rights by reflections and dialogue with the class.
 - Use critical thinking skills.
 - Communicate ideas clearly and with conviction, citing examples from history and contemporary society where that “right” is necessary for our citizenry.

Supplemental Activities and Resources

- Copies of the Declaration of Independence, Articles of Confederation and the Bill of Rights can be found at www.constitutioncenter.org/sections/hdocs main.asp.
- Research “Reflections on the American Revolution” from the points of view of Mexico, China, Ghana, and Great Britain. Material can be found in The American Revolution: Selections from Secondary School History Books of Other Nations
- Dictionary of American Biography.
- Encyclopedia of the American Revolution by Mark. M. Boatner III.
- Federal Hall/Museum of the American Constitutional Government, 22 Wall Street, New York has programs available for schools on the origins of the democratic government.
- American Museum of Natural History, 81 Central Park West @ 79th Street, <http://www.amnh.org> provides supplementary resources for the study of United States history during the earliest days of George Washington’s term of office.

UNIT III - AN EMERGING NATION

Content Standard 3

Students will apply their understanding of historical periods, issues and trends to examine such historical themes as ideals, beliefs and institutions, conflict resolution; human movement and interaction; and science and technology in order to understand how the world came to be the way it is.

- 3.11-12.1 Demonstrate an understanding of the ways that cultural encounters and the interaction of people of different cultures in pre-modern as well as modern times have shaped new identities and ways of life.
- 3.11-12.3 Describe, explain and analyze political, economical and social consequences that came about as the result of conflict.
- 3.11-12.5 Evaluate the economic and technological impact of the exchange of goods on societies throughout history.
- 3.11-12.6 Explain the multiple forces and developments (cultural, political, economic and scientific) that have helped to connect the peoples of the world.

Content Standard 4

Students will recognize the continuing importance of historical thinking and historical knowledge in their own lives and in the world in which they live.

- 4.11-12.1 Initiate questions and hypotheses about historic events they are studying.
- 4.11-12.3 Be active learners at cultural institutions such as museums and historical exhibitions.
- 4.11-12.4 Display empathy for people who have lived in the past.
- 4.11-12.5 Describe relationships between historical subject matter and other subjects they study, current issues and personal concerns.

Content Standard 6

Students will demonstrate knowledge of the rights and responsibilities of citizens to participate in and shape public policy, and contribute to the maintenance of our democratic way of life.

- 6.11-12.1 Evaluate whether or when their obligations as citizens require that their personal desires, beliefs and interests be subordinated to the public good.

Unit III - An Emerging Nation (Cont'd)

Content Standard 8

Students will demonstrate an understanding of how the major elements of international relations and world affairs affect their lives and the security and well being of their community, state and nation.

- 8.11-12.1 Analyze and evaluate the significance of major U. S. foreign policies and major international events and conditions over time.
- 8.11-12.3 Describe and analyze the process by which foreign policy decisions are developed and executed.

Content Standard 12

Students will use geographic tools and technology to explain the interactions of humans and the larger environment, and the evolving consequences of those interactions.

- 12.11-12.1 Use maps, globes, charts and databases to analyze and suggest solutions to real world problems.
- 12.11-12.3 Apply concepts of ecosystems to understand and solve environmental problems.

Unit Goals

The student will examine the first critical years of the constitutional government and the formation of political parties. The student will focus on the period of national growth, foreign land acquisitions, and westward expansion, and a foreign policy that reflected a growing spirit of nationalism.

Learner Outcomes

The students will:

- promote Alexander Hamilton's economic policy to an oppositional group;
- describe the new nation's foreign policy and its impact on future conflicts;
- explain why two political parties formed and what each one represented to the people;
- defend or challenge Thomas Jefferson's views on each branch of the federal government;
- illustrate the impact of the Louisiana Purchase on the new nation;
- identify and prioritize the causes of the War of 1812;
- review the course of the War of 1812 and assess the impact of this event in the growth of our nation;
- compare how James Monroe and John Marshall fostered national unity;

Learner Outcomes (Cont'd)

- identify the origins of the Industrial Revolution in America and compare it to Europe's changes;
- list specifics of how Congress helped industrial growth and portray several examples of how transportation improved throughout every section of the country; and
- compare American foreign policy under James Monroe with previous American foreign policies.

Suggested Classroom Illustrations

- Washington's Farewell Address – Students read the Address with a focus on the excerpt, “Europe has a set of primary interests which to us have none, or very remote relation...Hence, it must be unwise...for us to implicate ourselves...in her politics.”
- Students will discuss this “Farewell Address” and write an essay on whether they think this advice is still sound for American foreign policy.
- Students will research the political differences between Thomas Jefferson and Alexander Hamilton. Using the internet and library resources, students will analyze the philosophies of each great statesman. After extensive class discussion, students will take a position on the political ideals of one side and give reasons for the choice. Finally, students will show why Jefferson or Hamilton has left the greater imprint on the national government, as we know it today.
- Students will research the period in western expansion from 1789 to 1812 about the history of the Native American nations that resisted control by white settlers in their westward expansion through Indian lands. They will use two resources as the main focus of their study: “The Indian Heritage” by Alvin Josephy and “The Indian in America” by Wilcomb Washburn. Students will be assigned a tribal nation and asked to discuss the details of individual tribal responses to white settlements. Students should support their explanations with map aids and other information that characterizes individual tribal groups. This activity will generate discussion about the plight of Indians during the settlement of the West by the white man.
- Students will research the Louisiana Purchase which some historians feel is the most important event in American History, with the exception of the Revolutionary War. Students will hold a classroom discussion on the issue and form an opinion on the relative importance of the purchase. Students will relate this event in history to the significance of events in their lifetime. What contemporary events will make it into the history books of the future?
Discussion.
- Students are on the expedition with Lewis and Clark from 1804-1806. They are asked to keep a diary during the time that reflects information, experiences, and feelings on the venture. Students share their diary entries with the class in a discussion of the exciting and treacherous journey.

Suggested Unit Evaluation

Debate Indian Acquisitions – Divide class into two groups, pro and con. Ask each group to outline their side of the issue. The white man had the right to acquire land from the Indians by whatever means (PRO) OR the white man had no right to expand his horizons into land areas clearly inhabited by another group, (CON). Share the following steps with students to help them prepare:

1. Decide who will present the opening, rebuttal and closing arguments;
2. Have students review the unit on Westward Expansion and read articles about the acquisition of lands;
3. Make notes outlining arguments and possible rebuttals, and
4. Suggest other alternatives to westward expansion for the white Americans.

As students prepare the assessment activity, help debaters understand how their presentations will be evaluated.

1. Preparation of clear arguments and replies.
2. Accurate information about expansion.
3. Critical thinking in the selection of information.
4. Effective communication.

Supplemental Activities and Resources

1. Type in [go.hrw.com.SST/McCullough v. Maryland](http://go.hrw.com.SST/McCullough) and also [Marbury v. Madison \(1803\)](http://go.hrw.com.SST/Marbury); Students review the background of these cases and their significance at that moment in the development of the Supreme Court. Students are asked to review the court opinions on the cases and discuss the long term implications for our nation.
2. Students may read the historical novel, *BURR* by Gore Vidal and discuss the facts, which are entwined in this account.
3. www.financialhistory.org is the website of the Museum of the American Financial History. It has exhibits that chronicle creation of the nation's financial structure by Alexander Hamilton.
4. www.frauncestavernmuseum.org - Museum of American History and Culture. This website provides information on the founders of our nation, the leaders of the American Revolution, and their interactions at an informal gathering spot. It will help to put a human face on many of the notables of history.
5. Students will be introduced to the Document-based essay, which analyzes six primary source documents related to the Constitutional Convention. Using the information in the documents, students will write a well-organized essay that includes an introduction, a body of several paragraphs, and a conclusion. Source Materials can be found at www.go.hrw.com SS DBQ, a website of American history document based questions and activities.

UNIT IV – AN ERA OF EXPANSION

Content Standard 1

Students will develop historical thinking, including chronological thinking and recognizing change over time; contextualizing, comprehending and analyzing historical literature; researching historical sources; understanding the concept of historical causation understanding competing narratives and interpretation; and constructing narratives and interpretations.

- 1.11-12.2 Evaluate data within the historical, social, political and economic context in which it was created, testing its credibility and evaluating its bias.
- 1.11-12.4 Describe the multiple intersecting causes of events.

Content Standard 2

Students will use historical thinking skills to develop an understanding of the major historical periods, issues and trends in United States history.

- 2.11-12.1 Demonstrate an understanding of major events and trends in United States history from all historical periods.
- 2.11-12.2 Locate the events, peoples and places they have studied in time and place relative to their own location.
- 2.11-12.3 Explain relationships among the events and trends studied in United States history.

Content Standard 3

Students will apply their understanding of historical periods, issues and trends to examine such historical themes as ideals, beliefs and institutions, conflict resolution, human movement and interaction; and science and technology in order to understand how the world came to be the way it is.

- 3.11-12.1 Demonstrate an understanding of the ways that cultural encounters and the interaction of people of different cultures in pre-modern as well as modern times have shaped new identities and ways of life.
- 3.11-12.2 Identify various parties and analyze their interest in conflicts from selected historical periods.
- 3.11-12.4 Analyze the causes and consequences of major technological turning points in history, e.g. their effects of people, societies and economies.

Unit IV – An Era Of Expansion (Cont'd)

Content Standard 3 (Cont'd)

3.11-12.7 Explain the multiple forces and developments (cultural, political, economic and scientific) that have helped to connect the peoples of the world.

Content Standard 13

Students will demonstrate that because human, natural and capital resources are limited, individuals, households, businesses and governments must make choices.

13.11-12.1 Analyze the impact of economic choices on the allocation of scarce resources.

13.11-12.2 Define, defend and predict how the use of specific resources may impact the future.

13.11-12.3 Analyze how technological change can affect long-range productivity.

Unit Goals

A student will explore democracy in politics and the increasing power of the executive office. The student will also focus on continental expansion and the cultural diversity that created different societies in the North, the South, and in the Western states.

Learner Outcomes

The students will:

- describe Andrew Jackson's handling of Indian removal, nullification, and the Bank issue;
- illustrate the causes and results of the Panic of 1837;
- describe Spanish settlements in the West and the changes to national identity;
- explain how settlers from the U.S. moved to Oregon, Texas, Utah, and California;
- describe how Texas won its independence and the impact on regional settlements;
- list the causes and results of the Mexican War;
- explain how burgeoning industry affected the regional economy and people of the North;
- describe how cotton became king in the South and how Whites, free blacks, and slaves lived;
- explain the social reform movement in America; in education, prisons, and care of the mentally ill;
- list the demands of the women's rights movement within the context of those times;
- describe the goals and methods of the abolitionist movement; and
- discuss themes used by American writers and artists and relate these to our national development.

Suggested Classroom Illustrations

- Students will research the presidential election of 1824. In that one, Andrew Jackson, a candidate, charged that a “corrupt bargain” had deprived him of the presidency. His claim was based in part because he had secured the nation’s popular vote, but went on to lose the electoral vote. Students will research the details of this conflict and be able to discuss the correlation between the elections of 1824 and the presidential election of 2000. They will write a position paper on the electoral process in America that secures the presidential victory to the candidate with the most electoral votes. Students will evaluate the fairness of the election process citing examples from both elections.
- Students will review a 1980 ranking of the United States presidents by a group of contemporary American historians and scholars who placed Andrew Jackson as 7th among the nation’s “outstanding leaders”. Students will speculate in a group discussion on why Jackson might have received such high marks by historians. Students will review the categories of achievements used in the 1980 evaluation and identify specific examples of Jackson’s leadership within each category. Finally, students will compare their evaluation of his performance and discuss what lasting impact his leadership had on the nation.
- Students will go into small groups for research purposes. As the United States expanded, problems developed over territories and boundary lines. Ask small groups of students to research one dispute and present the claim of each country, a map of the area, and any other pertinent information. Divide the class to represent the interested nations. Students from each nation will attempt to reach a peaceful agreement with the United States based on the actual treaty that secured the settlement for the United States.
- Students will review the special report prepared by LIFE magazine for the nation’s Bicentennial Celebration in 1976. The edition listed over 100 events that shaped America. Nineteen of the selections occurred between 1820 and 1860. Students will develop and justify their own list of TEN events that shaped America during those decades and attempt to reach group consensus on their final selection.

Suggested Unit Evaluation

- Students volunteer to assume the roles of settlers of European descent, African Americans, and Native Americans. Other students interview them about their experiences during the westward migration. Share the following steps with students to help them prepare:
 - Students will volunteer to be a settler or assume the role of an interviewer for the assignment;
 - Have students design a set of questions to ask of the “pioneers” about their unique experiences on the frontier;
 - Have students review the appropriate settlements and prepare their responses. Volunteers move their places to the front of the room, identify themselves, and begin the oral interview session;

Unit IV – An Era Of Expansion (Cont'd)

Suggested Unit Evaluation (Cont'd)

- As students prepare the assessment activity, help them understand how their assignment will be evaluated:
 - Participation,
 - Preparation,
 - Understanding of key concepts,
 - Critical thinking in the selection of questions and in responses, and
 - Effective questioning and responses by students.

Supplemental Activities and Resources

1. Students can go on line to visit www.nps.gov/lowe/canalheritage. This website will give them a great deal of information about the growth of industry before the Civil War, especially in the New England area. This is referred to as the First Industrial Revolution in America. Students will focus on one aspect of this growth in industry and share their research with the class.
2. Break the class into two groups. Have one half prepare a leaflet taking the side of advocates of women's rights in the times of Elizabeth Stanton at Seneca Falls, N.Y. Have the other half create a leaflet reflecting the point of view of many Americans at the time who believed women had no equal rights. Information can be found at the Women's Rights National Historical Park in Seneca Falls, or visit www.nps.gov/wori/
3. Hartford, CT has been the home of storytellers from earliest times. They encompassed the fiery sermons of Thomas Hooker, the gentler writings of Horace Bushnell, and the author of the bestseller of the entire 19th century, Uncle Tom's Cabin, Harriet Beecher Stowe. Hartford was also the adopted home of Samuel L. Clemens writing as Mark Twain. Students will research the city's rich literary heritage from the Native American storytellers to contemporary times. Research sites may include www.ctnow.com, The Hartford Courant "Literary Quarterly" of August 4, 2002 and the Hartford Collection of Works located at the Hartford Public Library.
4. Students will hold a debate. RESOLVED: Slavery would have ended in the South even without the Civil War!

UNIT V – A NATION TORN APART

Content Standard 1

Students will develop historical thinking, including chronological thinking and recognizing change over time; contextualizing, comprehending and analyzing historical literature; researching historical sources; understanding the concept of historical causation; understanding competing narratives and interpretation; and constructing narratives and interpretations.

- 1.11-12.1 Formulate historical questions and hypotheses from multiple perspectives, using multiple sources.
- 1.11-12.3 Describe the multiple intersecting causes of events.

Content Standard 2

Students will use historical thinking skills to develop an understanding of the major historical periods, issues and trends in United States history.

- 2.11-12.1 Demonstrate an understanding of major events and trends in United States history from all historical periods.
- 2.11-12.4 Explain relationships among the events and trends studied in local, state, national and world history.

Content Standard 3

Students will apply their understanding of historical periods, issues and trends to examine such historical themes as ideals, beliefs and institutions, conflict resolution; human movement and interaction; and science and technology in order to understand how the world came to be the way it is.

- 3.11-12.1 Demonstrate an understanding of the ways that cultural encounters and the interaction of people of different cultures in pre-modern as well as modern times have shaped new identities and ways of life.
- 3.11-12.3 Analyze the causes and consequences of major technological turning points in history, e.g. the effects on people, societies and economies.

Unit V – A Nation Torn Apart (Cont'd)

Content Standard 4

Students will recognize the continuing importance of historical thinking and historical knowledge in their own lives and in the world in which they live.

- 4.11-12.1 Initiate questions and hypotheses about historic events they are studying.
- 4.11-12.2 Describe and analyze, using historical data and understandings, the options which are available to parties involved in contemporary conflicts or decision making.

Content Standard 7

Students will explain that political systems emanate from the need of humans for order, leading to compromise and the establishment of authority.

- 7.11-12.2 Explain how purposes served by government have implications for the individual and society.
- 7.11-12.3 Provide examples of legitimate authority and exercise of power without authority.

Content Standard 8

Students will demonstrate an understanding of how the major elements of international relations and world affairs affect their lives and the security and well being of their community, state and nation.

- 8.11-12.2 Identify and analyze the various domestic, political, economic and social interests which play roles in the development of foreign policy.

Content Standard 9

Students will use spatial perspective to identify and analyze the significance of physical and cultural characteristics of places and world regions.

- 9.11-12.2 Explain why places and regions are important to human and cultural identity and stand as symbols for unifying society.
- 9.11-12.3 Analyze ways different groups in society view places and regions differently.

Unit V – A Nation Torn Apart (Cont'd)

Unit Goals

The student will trace the road to disunion and the effect of sectional discord on national unity. The student will also examine the Civil War and its' effect on the entire nation and reconstruction in the southern states after the war.

Learner Outcomes

The students will:

- compare the sectional differences caused by slavery;
- describe compromises over slavery from 1820-1860;
- explain events that lead to the South's secession;
- describe the rise of the Republican Party within the context of the national needs;
- list the strengths and weaknesses of each side in the Civil War;
- identify major battles of the Civil War;
- explain the impact of the Emancipation Proclamation on the South;
- discuss the effect of war on soldiers and civilians within the young nation;
- discuss the variety of Reconstruction plans and the pro-s and cons of each plan;
- explain the conflict between President Johnson and Congress that lead to his impeachment; and
- discuss the steps that lead to the end of Reconstruction and portray the changes on the face of the nation.

Suggested Classroom Activities

- Students will view the lithograph, "Capture of Fort Fisher" by Currier and Ives, depicting a Civil War battle. The class will discuss the point of view of the picture and share general knowledge of the Civil War. Students will discuss causes of the war and take notes on initial discussion and add material to it as they research the Civil War unit in its' entirety. Students share observations about the lithograph and what compromises were available as alternatives to fighting the Civil War.
- Students write an essay on the topic; "Slavery would have ended in the South even without the Civil War."
- Students read the 1852 novel, "Uncle Tom's Cabin" by Harriet Beecher Stowe and discuss its effect on the conscience of the nation. Students will relate this literature to media coverage today that illuminates public opinion.
- Students write an essay recognizing cause and effect, "How did the Kansas-Nebraska Act" lead to violence in Kansas?
- In times of national crisis, great leadership is needed and given an opportunity to surface. As a group, students will discuss leadership qualities and select five great leaders from Civil War times. Each student will read a biography of an individual Civil War era leader.

Suggested Unit Evaluation

- Planning Reconstruction of the South
- Divide the class into small groups. Ask students to identify the problem of Reconstruction after the Civil War. Share the following steps with students:
 - Design a plan for the reconstruction of a small community (similar to the size of East Haddam) that was destroyed in the Civil War.
 - List the needs of the community under these circumstances.
 - Develop a detailed plan; identify a specific goal and identify the steps needed to reach the goal; and
 - Present the plan to the class using visual aids in support of the plan.
- Help students understand how their “reconstruction plans” will be evaluated.
 - Brainstorm ideas, use the plan, and develop visual aids.
 - Show leadership by demonstrating what citizens can do to support the reconstruction project.
 - Critical thinking.
 - Clear communication of ideas.

Supplemental Activities and Resources

1. Students will research the Dred Scott vs. Sanford Supreme Court decision on line at www.supct.law.cornell.edu:8080/supct/
2. Students will be divided into eight small groups. Each group will research the cause of adopting one of the eight amendments following the Bill of Rights, the challenges of procuring passage of the amendment, and the effects that the passage of each amendment had on our nation.
3. Students will analyze six primary and secondary sources related to slavery and the Civil War. Using information in the documents, students will explain what attitude many of our founders took with regard to the institution of slavery and its effects on both the slave and the slaveholder and the ways in which those original conceptions were transformed by historical developments in the U.S. The essay must include discussion of important events, political efforts, and some of the arguments advanced regarding the issue of slavery.

UNIT VI – TRANSFORMING A NATION

Content Standard 4

Students will recognize the continuing importance of historical thinking and historical knowledge in their own lives and in the world in which they live.

- 4.11-12.2 Describe and analyze, using historic data and understandings, the options that are available to parties involved in contemporary conflicts or decision making.
- 4.11-12.3 Be active learners at cultural institutions such as museums and historical exhibitions.
- 4.11-12.4 Display empathy for people who have lived in the past; and describe relationships between historical subject matter and other subjects they study, current issues and personal concerns.
- 4.11-12.5 Describe relationships between historical subject matter and other subjects they study, current issues and personal concerns.

Content Standard 10

Students will use spatial perspective to explain the physical processes that shape the Earth's surface and its ecosystems.

- 10.11-12.1 Analyze the distribution of ecosystems by interpreting relationships between soil and climate and plant and animal life.
- 10.11-12.2 Evaluate ecosystems in terms of biodiversity and productivity and show how they are dynamic and interactive.

Content Standard 11

Students will interpret spatial patterns of human migration, economic activities and political units in the nation.

- 11.11-12.1 Explain and analyze how various populations and economic elements interact and influence spatial patterns of settlement.
- 11.11-12.2 Explain and analyze the causes of change in the political, social and economic division of the Earth's surface at different scales.

Unit VI – Transforming A Nation (Cont’d)

Content Standard 11 (Cont’d)

- 11.11-12.3 Use geographic tools to represent and interpret Earth’s physical and human systems.
- 11.11-12.4 Draw a freehand map demonstrating political, cultural or economic relationships.

Unit Goals

Student will explore the growth and expansion of the United States from frontier to world power and understand the politics, problems and prospects of a changing society.

Learner Outcomes

The students will:

- explain how mines and railroads spurred settlements in the West;
- describe causes and results of conflicts between settlers and Indians;
- explain the rise and fall of the Cattle Kingdom;
- list hardships faced by plains farmers and the adaptations they made;
- describe technological advances in the late 1800’s;
- explain how new ways of doing business spurred the economy;
- describe the growth of industry in the South;
- discuss how factory workers responded to changing conditions;
- describe political corruption in the Gilded Age and list attempts to end the corruption;
- describe politics in the New South;
- explain the rise and fall of Populism;
- describe the rapid growth of American cities in the late 1800s;
- explain how immigrants helped the cities grow;
- list cultural developments and problems of the cities;
- explain reasons for the U.S. expansion overseas;
- describe the causes and results of the Spanish-American War;
- analyze problems created for the United States by the expansion of America; and
- recognize the role of propaganda in historical events.

Suggested Classroom Illustrations

- Ask students to research the Lewis and Clark expedition. The Lewis and Clark Trail is on-line, with photos, maps and charts detailing the expedition and links to the best Lewis & Clark web-sites at www.time.com/lewisandclark

Suggested Classroom Illustrations (Cont’d)

- Students will be divided into two groups. One group will imagine that they are newspaper editors sympathetic to the Plains Indians and the other half will imagine that they are newspaper editors sympathetic to settlers and miners. Ask each person to write an editorial about whether the Indian lands in the Black Hills should be open to mining and settlement in 1874.
- Students will read biographies of John D. Rockefeller and Andrew Carnegie and write biographical sketches. Students will concentrate on the philanthropic activities of these 19th century industrial tycoons.
- Students will list examples of how immigration to the United States has affected the nation’s culture. Students will include foods, literature, music and other items that reflect ethnic diversity.
- Students will imagine that they are a newspaper reporter in the late 1800’s who has been assigned to interview an industrial leader about the organization of labor unions. Each student will interview one of the leaders he/she has researched and write questions they would like to ask the leader. Students will focus on the leader’s goals and views about the labor union movement.

Suggested Unit Evaluation

- Planning an Exhibit on the Causes of World War I.
- Brainstorm ideas with the entire class, accepting all answers and writing them down. Review the student responses and have the class rank the events and developments from “most significant” to “least significant.”
- Divide students into small groups. Have each group choose five different causes of war from the master list and share the following steps with them to help them prepare:
 - Have students explain the five causes of war and why they are significant. Remind the students that the exhibit should demonstrate cause and effect;
 - Make a list of possible items and activities to include in the exhibit, including charts, collages, diagrams, novels, speeches, videos, etc.; and
 - Create a floor plan, a diagram of the exhibit as viewed from above.
- As students prepare the assessment activity, help each group understand how their exhibits will be evaluated:
 - Completion of the task and development of an exhibit plan, a floor plan, and a summary of goals and how they will be achieved;
 - A demonstrated knowledge of the many causes of World War I and how they interacted with one another;
 - Critical thinking; and
 - Creative and effective communication of ideas.

Supplemental Activities and Resources

1. Tragedy for the Plains Indians: Relating Cause and Effect-List of seven events which contributed to the tragedy for the Plains Indians. Students will discuss the impact of these Seven causes.
2. Population Growth on the Great Plains: Using Statistics-Presentation of the statistics on the population of nine states of the Great Plains between 1870-1900. Students will study the statistical charts/tables and discuss conclusions based on statistical data.
3. The Ties that Bind: A Word Search related to the development of communication and transportation in the U.S. in the late nineteenth century
4. Inventions, 1850-1900: Reading a Table – Students will study a table of items that were invented, patented and perfected in the last half of the 19th century and answer questions based on the information.
5. Political Corruption: Making Generalizations - Students will read five sets of facts based on the text and write one generalization based on the facts.
6. The Senate in the Gilded Age: Analyzing Cartoons – Cartoons published in newspapers and magazines provided an increasingly important method of relaying political opinions during the late 1800s. Study the worksheet cartoon and answer questions related to it.
7. City Population Growth: Graph Reading - Analysis of the Relationship between urban growth and economic expansion in the late 1800's and synthesis of information from a bar graph and maps.
8. Reaction to Immigration: Analyzing Cartoons – Analysis of the attitude toward immigration as illustrated in two cartoons. Lead a class discussion about the reasons for anti-immigrant feelings. Conclude the lesson by discussing what effects they think anti-immigrant feelings had on immigrants.
9. Debate over the Philippines: Analyzing Primary Sources – Students study two extracts that were part of the debate over the annexation of the Philippines after the Spanish-American War.

Students will define, compare and analyze BOTH positions, 1.) the position of Charles Denby who was a member of a government commission to study the Philippines after the annexation by the U.S. His article was published in November 1898, several months before the outbreak of the Filipino rebellion, and 2.) the platform of the Anti-Imperialist League, a coalition of groups that opposed the annexation of overseas territories.

UNIT VII – ENTERING A MODERN AGE

Content Standard 1

Students will develop historical thinking, including chronological thinking and recognizing change over time; contextualizing, comprehending and analyzing historical literature; researching historical sources; understanding the concept of historical causation; understanding competing narratives and interpretation; and constructing narratives and interpretations.

- 1.11-12.2 Evaluate data within the historical, social, political and economic context in which it was created, testing its credibility and evaluating its bias.

Content Standard 3

Students will apply their understanding of historical periods, issues and trends to examine such historical themes as ideals, beliefs and institutions, conflict resolution; human movement and interaction; and science and technology in order to understand how the world came to be the way it is.

- 3.11-12.2 Identify various parties and analyze their interest in conflicts from selected historical periods.
- 3.11-12.5 Evaluate the economic and technological impact of the exchange of goods on societies throughout history.
- 3.11-12.6 Explain the multiple forces and developments (cultural, political, economic and scientific) that have helped to connect the peoples of the world.

Content Standard 5

Students will apply knowledge of the United States Constitution, how the U. S. system of government works and how the rule of law and the values of liberty and equality have an impact on individual, local, state and national decisions.

- 5.11-12.2 Analyze, using historical and contemporary examples, the meaning and significance of the ideal of equal protection under the law for all persons.

Unit VII – Entering A Modern Age (Cont'd)

Content Standard 6

Students will demonstrate knowledge of the rights and responsibilities of citizens to participate in and shape public policy, and contribute to the maintenance of our democratic way of life.

6.11-12.1 Establish, explain and apply criteria to evaluate rules and laws.

Content Standard 7

Students will explain that political systems emanate from the needs of humans for order, leading to compromise and the establishment of authority.

7.11-12.1 Compare two or more constitutions and how they promote the principles of their respective political systems and provide the basis for government.

Content Standard 8

Students will demonstrate an understanding of how the major elements of international relations and world affairs affect their lives and the security and well being of their community, state and nation.

8.11-12.4 Describe and analyze the process by which foreign policy decisions are developed and executed.

Content Standard 10

Students will use spatial perspective to explain the physical processes that shape the Earth's surface and its ecosystems.

10.11-12.1 Analyze the distribution of ecosystems by interpreting relationships between soil and climate and plant and animal life.

10.11-12.2 Evaluate ecosystems in terms of biodiversity and productivity and show how they are dynamic and interactive.

10.11-12.3 Use geographic tools to represent and interpret Earth's physical and human systems.

Unit Goals

Student will examine the progressive movement and reforms of the early twentieth century within the American society and how the role of the United States of America expanded during the latter nineteenth and early twentieth century to the point of entry into World War I.

Learner Outcomes

The students will:

- identify the goals of muckrakers and progressives and the conflicts which resulted;
- describe reforms in state and local government and identify causes for these reforms;
- summarize President Roosevelt's goals and accomplishments during his presidency;
- summarize problems of the Taft administration and how they were ultimately addressed;
- compare the election of 1912 with a previous one in our history;
- describe the accomplishments of the Wilson Administration;
- explain changes effected by four new constitutional amendments added during the early 1900's;
- describe Roosevelt's "Big Stick" policy; why was it needed at the time?;
- explain the United States involvement in Panama and Asia and results for our national impact;
- compare dollar diplomacy and moral diplomacy;
- explain why the U.S. moved from neutrality to involvement in World War I;
- describe life on the homefront during World War I; and
- explain the role of the U.S. in both the war and peace negotiations of World War I.

Suggested Classroom Illustrations

- Ask students to write an essay comparing the views of John Muir and Gifford Pinchot on the conservation of natural resources. They should note with which person they agree the most. In addition, the student will take a contemporary environmental problem in our community and attempt to resolve the problem with the philosophy of either Muir or Pinchot.
- Have students read a portion of THE JUNGLE by Upton Sinclair and write a report in which they explain why they think the book had such an impact on the public and on government leaders.
- Ask students to investigate the role of the federal government in the conservation of natural resources today. Then have them write a report comparing that role with the role of the government in the conservation of natural resources during Roosevelt's administration.
- Anti-German propaganda appeared on many posters in the U.S. during World War I. Have students find examples of such propaganda and ask them to write a paragraph describing what impact they think the poster might have had on public opinion. Students could bring copies of the propaganda they found to class and present their conclusions as oral reports. Possible sources include WORDS THAT WON THE WAR: THE STORY OF THE COMMITTEE ON PUBLIC INFORMATION by James R. Mock and Cedric Larson.
- Ask students to research the position of France, Great Britain and Italy at the Versailles Peace Conference. Have them write a report summarizing the goals of each country and explaining why those goals made President Wilson's task at the conference more difficult. Students will begin by consulting a textbook of European history.

Suggested Unit Evaluation

- Plan a Local Daily Newspaper – Divide class into small groups. Ask students to “join” a specific department of the local news staff covering the town of East Haddam in 1917. Share the following steps with the students:
 - Choose a newspaper format for an ordinary day in 1917 in the town of East Haddam, CT;
 - Research the information that might be reported on that date in advertisements, words, and pictures;
 - Develop an editor’s design and identify steps needed to publish that design; and
 - Present the design to the class using the visual aids necessary to clarify the presentation.
- Help students understand how their newspaper will be evaluated.
 - Discuss ideas and research information, using a newspaper as a blueprint, select pictures and write editorials and articles of interest to readers in 1917.
 - Demonstrate awareness by focusing on the mood of that day in history, e.g. editorial cartoons.
 - Critical thinking.
 - Clear communication of information to the reader.

Supplemental Activities and Resources

- Students will complete worksheets on the following:
 - The Growth of Exports: Reading a Table – Students will study the table and research what the information reveals about the attainment of the goals of the American expansionists;
 - Roosevelt on Big Business: Analyzing Primary Sources – Students will read and discuss a portion of President Theodore Roosevelt’s first annual message to Congress in 1901;
 - The Election of 1912 – Students will study and answer question from maps, charts and graphs summarizing results of the election of 1912. The Socialist Part is included among the new political parties supporting a candidate that year;
 - Reform Under Wilson – Students analyze sets of statements about reforms under President Wilson and write statements that summarize in information related to the reforms;
 - A New Policy Toward Latin America: Analyzing Primary Sources – Students read extracts from the Monroe Doctrine and the Roosevelt Corollary to the Monroe Doctrine. They answer questions, compare and contrast the information in the two extracts;
 - Trade with Asia: A graph reading – Students will research the value of U.S. trade with Asian nations between 1898 – 1910 and be able to explain the changes in our business abroad during those years;
 - Costs of the World War I: Graph Reading – Students will use statistical information to complete bar graphs and answer questions about the numerical data (costs in lives and revenue) related to each nation involved in World War I; and
 - Resisting the League: Analyzing Cartoons – Students will study a cartoon and decide what figures represent and what is the message being communicated to the reading public.

UNIT VIII – THE ROARING TWENTIES

Content Standard 2

Students will use historical thinking skills to develop an understanding of the major historical periods, issues and trends in U. S. history.

- 2.11-12.1 Demonstrate an understanding of major events and trends in United States history from all historical periods.
- 2.11-12.4 Explain relationships among the events and trends studied in United States history.

Content Standard 3

Students will apply their understanding of historical periods, issues and trends to examine such historical themes as ideals, beliefs and institutions, conflict resolution; human movement and interaction; and science and technology in order to understand how the world came to be the way it is.

- 3.11-12.1 Demonstrate an understanding of the ways that cultural encounters and the interaction of people of different cultures in pre-modern as well as modern times have shaped new identities and ways of life.
- 3.11-12.3 Describe, explain and analyze political, economical and social consequences that came about as the resolution of conflict.
- 3.11-12.4 Analyze the causes and consequences of major technological turning points in history, e.g. their effects on people, societies and economies.
- 3.11-12.5 Evaluate the economic and technological impact of the exchange of goods on societies throughout history.

Content Standard 4

Students will recognize the continuing importance of historical thinking and historical knowledge in their own lives and in the world in which they live.

- 4.11-12.6 Describe relationships between historical subject matter and other subjects they study, current issues and personal concerns.

Unit VIII – The Roaring Twenties (Cont'd)

Content Standard 14

Students will demonstrate that various economic systems coexist, and that economic decisions are made by individuals and/or governments, influenced by markets, cultural traditions, individuals and governments in the allocation of goods and services.

- 14.11-12.1 Evaluate economic systems by their ability to achieve broad societal goals, such as efficiency, equity, security, employment, stability and economic growth.
- 14.11-12.2 Interpret important statistics about the national economy: the inflation rate, unemployment rate, Gross Domestic Product and its growth rate.
- 14.11-12.3 Analyze the impact of government taxing and spending actions and changes in the money supply and interest rates on the national economy.
- 14.11-12.4 Explain reasons for government action in the economy, including providing public goods and services, maintaining competition, redistributing income, promoting employment, stabilizing prices and sustaining reasonable rates of economic growth.
- 14.11-12.5 Analyze the impact of specific government actions in the economy on different groups, including consumers, employees and businesses.

Unit Goals

Student will examine the politics in the 1920's and the road to peace after World War I. Student will read about material growth and developments in culture and art during the decade and observe the developments that lead the nation into the Great Depression.

Learner Outcomes

The students will:

- describe postwar economic and social problems and the attempts to solve them;
- list the main events in the term of President Harding; How has he been evaluated in history?;
- describe causes of the business boom of the 1920's and enumerate social groups that were left out;
- describe technological changes in the 1920's; what has been the impact on our world?;
- identify cultural developments and figures of the 1920's;
- give your opinion on why some Americans didn't have prosperity of the 1920's;
- enumerate weaknesses in the economy of the 1920's; Compare this to contemporary times;
- describe causes and symptoms of the Great Depression;
- evaluate President Hoover's response to the Depression and why it was not enough to address issues.

Suggested Classroom Illustrations

- Students research statistical immigration information to construct a line graph showing total immigration to the United States between 1918 and 1925. Based on the information, explain how legislation restricting immigration affected subsequent immigration to our nation.
- Students will research one of the scientific discoveries of the early 1900's. Write a report summarizing the findings. Students will focus on the breakthrough itself and the long-term effect of the discovery on life in our nation today. Did this discovery cause other breakthroughs in our nation?
- Students imagine they are living in 1927 and write a diary entry for the day Charles Lindbergh came home from his trans-Atlantic flight. Students also write an entry for the day of Babe Ruth's sixtieth home run, focusing on the spirit of achievement that preceded the Great Depression. Were the feelings of these achievements comparable to any events in student memory?
- Students will research the impact of the Great Depression on their community. They might contact the East Haddam Historical Society or research pictures and news stories at the local libraries. Students will then meet in small groups and share research. They will formulate questions to interview a town resident who lived through the Depression in our community.
- Students will choose one piece of American literature from the "roaring twenties", e.g. Main Street by Sinclair Lewis, The Great Gatsby by F. Scott Fitzgerald, or T.S. Eliot's, The Waste Land. All of these were written in reaction to the new values of the decade of the 1920's. Students will write an essay on a major character in one of the novels and show how that character gave the author's message to the reader.

Suggested Unit Evaluation

- Teaching a Class on East Haddam history. Divide students into small groups and assign each group a topic related to life in East Haddam during the two decades following World War I. The topics will include:
(a) Recreation and Leisure; (b) Industry and Employment Trends; (c) Education; (d) Town government; (e) Geography and population.
- Ask each group to create a lesson plan to teach a class about life in East Haddam in earlier times. Share the following steps with students to help them prepare:
 - Identify goals – what the class should learn about life in East Haddam during the 1920's and 1930's.
 - Write questions you will ask about their topic to initiate more questions and support discussion of the topic.
 - Prepare materials and visual aids.

Unit VIII – The Roaring Twenties (Cont'd)

Suggested Unit Evaluation (Cont'd)

- As students prepare for the assessment activity, help each group understand how their teaching will be evaluated:
 - The use of goals, a lesson plan, discussion, and visual aids;
 - A demonstrated knowledge of their topic from this unit;
 - Evidence of scholarly research
 - Critical thinking; and
 - Clear communication of ideas.

Supplemental Activities and Resources

1. Political Parties, 1900 – 1929: Reading a Table – Student will answer questions and draw conclusions from information presented in table format that is related to the political parties of the 1900-1929 decades. Students will summarize the information in paragraph form.
2. The Election of 1924: Map, Chart and Graph Reading – Students will review political maps, circle graphs and charts which provide election results information for the year 1924. They will answer questions and make generalization statements based on the information presented in the maps, graphs and charts.
3. Automobile Production, 1920 – 29 – Graph Reading. Students will determine the trend in automobile production during the decade of the 1920s and what effect this had on the American economy and society. They will discuss the information and write an essay reflecting their understanding.
4. The Depression: Relating Cause and Effect – Students will read statements about events and developments at the onset of the Great Depression and explain how each one contributed to the onset of the economic landslide in America in 1929.
5. Fighting the Depression: Making Inferences – Students will read statements about the Great Depression and decide what valid inferences can be drawn from these statements of fact.

UNIT IX – A TIME OF TRIAL

Content Standard 5

Students will apply knowledge of the United States Constitution, how the U.S. system of government works and how the rule of law and the values of liberty and equality have an impact on individual, local, state and national decisions.

- 5.11-12.3 Explain why state and federal courts powers of judicial review reflect the idea of constitutional government.

Content Standard 6

Students will demonstrate knowledge of the rights and responsibilities of citizens to participate in and shape public policy, and contribute to the maintenance of our democratic way of life.

- 6.11-12.2 Take a position on a current policy issue and attempt to influence its formation, development and implementation.

Content Standard 11

Students will interpret spatial patterns of human migration, economic activities and political units in the nation.

- 11.11-12.1 Explain and analyze how various populations and economic elements interact and influence the spatial patterns of settlement.

Content Standard 12

Students will use geographic tools and technology to explain the interactions of humans and the larger environment, and the evolving consequences of those interactions.

- 12.11-12.2 Create appropriate maps and other tools to solve, illustrate or answer geographic problems.

Unit IX – A Time Of Trial (Cont'd)

Content Standard 13

Students will demonstrate that because human, natural and capital resources are limited, individual, households, businesses and governments must make choices.

13.11-12.1 Analyze the impact of economic choices on the allocation of scarce resources.

13.11-12.2 Define, defend and predict how the use of specific resources may impact the future.

13.11-12.3 Analyze how technological change can affect long-range productivity.

Unit Goals

Student will focus on the New Deal of Franklin D. Roosevelt and reform measures passed to get the nation beyond the Great Depression. In addition, the student will read about American isolationist sentiment and threats to peace in Asia and Europe. Upon the attack at Pearl Harbor, the student will analyze the American participation in World War II and the effects of that participation on the home front.

Learner Outcomes

The students will:

- identify the ideas behind the New Deal;
- summarize the programs of the first hundred days of the Roosevelt administration;
- explain why some people opposed the New Deal;
- describe the programs of the second hundred days of the Roosevelt administration;
- explain why a new recession began in 1937;
- describe New Deal reforms during FDR's second term;
- describe the impact of the New Deal on American society;
- analyze oral evidence to verify the need for reform;
- outline American foreign policy in the 1920's and 1930's;
- list the events that lead to World War II;
- describe U.S. aid to the Allies and American entry into World War II;
- describe how the Allies progressed during 1942;
- discuss life on the home front during World War II and how it helped the status of women;
- explain allied victories in Europe and the Pacific in 1943 and 1944; and
- describe how the war ended and summarize allied plans for the post-war world.

Suggested Classroom Activities

- Students will write an essay defining the cause of the New Deal of President Roosevelt and its effect on the town of East Haddam in 1933.
- Students imagine that they are working for the Civilian Conservation Corps. They will write several diary entries in which they describe their work and their opinion of the value of the program. Students will also do additional research about the agency of reform initiated as a response to the Great Depression.
- The students will divide into small groups. Each one will be a theater of war: Asia, North Africa, and Europe. Then describe the military situation in early 1942. In the second part of the report, students will share information about the military situation in 1943 and note the changes. They will conclude with an evaluation of whether the Allies had reason for hope in 1943.
- Ask students to interview a person who lived in Connecticut during World War II. Have students write a list of questions for the interview in which they concentrate on asking the person what daily life was like during World War II. Compare those responses to how they felt following the attack of 9-11-01.
- Students will imagine that they are news reporters in August 1945. They have been assigned to attend a presidential news conference on August 14, following the surrender of the Japanese. What questions will they ask President Truman about the ending of World War II.

Suggested Unit Evaluation

- Creating an Arts Program – Divide students into small work groups. Have each group prepare an exhibit on how the visual and performing arts came together as an industry in the decades of the 1920's – 1950's, (e.g. Hollywood, Broadway, television) Share the following steps with students to help them prepare:
 - Have students explain goals and how they will be achieved. Remind them to be sure the program includes demonstrations of both visual and performing arts;
 - Make a list of items and activities to include in the exhibit. They could include recordings, videos, advertisements, music, costumes, architecture, etc.; and
 - Create a floor plan of the exhibit.
- As students prepare the assessment activity, help each group understand how their exhibits will be evaluated:
 - Completion of the task and development of an exhibit plan, a floor plan, and a summary of the goals for the exhibit and how they will be achieved;
 - A demonstrated knowledge of the visual and performing arts during the four decades
 - Critical thinking; and
 - Creative and effective communication of ideas.

Supplementary Activities and Resources

1. A View of the New Deal: Analyzing Cartoons – Through research, students will learn that the programs of the New Deal were popular subjects of political cartoons during the 1930's. Students will study a cartoon by Carey Orr (Chicago Tribune, 1935) and explain the representation and opinion expressed by the author.
2. New Deal Gains and Losses: Relating Cause and Effect – Students will study a list of events that occurred between 1936 and 1938. Statements will be listed that represent a cause or effect of the event. Students will determine if the statement is a cause or effect of the event and explain reasons behind the choice.
3. Life During the Depression: A Word Search – Hidden in the word puzzle are twelve words related to life during the Great Depression. Clues will be provided based on political and literary events that occurred during the decade of the 1930's. Students will use the clues to find the hidden words.
4. International Challenges: Making Generalizations – Students will read a set of facts about the international challenges facing America after World War I, based on historical readings. They will write generalization statements from reading these sets of facts.
5. Aggression in Europe: Map Reading – Students will label a blank map of Europe and explain the aggression and occupation of German forces during the years from 1936 to 1939.

UNIT X – THE UNITED STATES IN A CHANGING WORLD

Content Standard 1

Students will develop historical thinking, including chronological thinking and recognizing change over time; contextualizing, comprehending and analyzing historical literature; researching historical sources; understanding the concept of historical causation; understanding competing narratives and interpretation; and constructing narratives and interpretations.

- 1.11-12.1 Formulate historical questions and hypotheses from multiple perspectives using multiple sources.

Content Standard 2

Students will use historical thinking skills to develop an understanding of the major historical periods, issues and trends in United States history.

- 2.11-12.1 Demonstrate an understanding of major events and trends in United States history from all historical periods.
- 2.11-12.2 Locate the events, peoples and places they have studied in time and place relative to their own location.
- 2.11-12.3 Explain relationships among the events and trends studied in United States history.

Content Standard 3

Students will apply their understanding of historical periods, issues and trends to examine such historical themes as ideals, beliefs and institutions, conflict resolution; human movement and interaction; and science and technology in order to understand how the world came to be the way it is.

- 3.11-12.1 Demonstrate an understanding of the ways that cultural encounters and the interaction of people of different cultures in pre-modern as well as modern times have shaped new identities and ways of life.
- 3.11-12.3 Describe, explain and analyze political, economical and social consequences that came about as the resolution of a conflict.
- 3.11-12.4 Analyze the causes and consequences of major technological turning points in history, e.g. their effects on people, societies and economies.
- 3.11-12.6 Explain the multiple forces and developments (cultural, political, economic and scientific) that have helped to connect the peoples of the world.

Unit X – The United States In A Changing World (Cont'd)

Content Standard 4

Students will recognize the continuing importance of historical thinking and historical knowledge in their own lives and in the world in which they live.

- 4.11-12.2 Describe and analyze, using historic data and understandings, the options that are available to parties involved in contemporary conflicts or decision making.

Content Standard 10

Students will use spatial perspective to explain the physical processes that shape the Earth's surface and its ecosystems.

- 10.11-12.3 Use geographic tools to represent and interpret Earth's physical and human systems.

Content Standard 12

- 12.11-12.2 Create appropriate maps and other tools to solve, illustrate or answer geographic problems.

- 12.11-12.3 Apply concepts of ecosystems to understand and solve environmental problems.

Content Standard 13

Students will demonstrate that because human, natural and capital resources are limited, individuals, households, businesses and governments must make choices

- 13.11-12.4 Analyze how technological change can affect long-range productivity.

Content Standard 15

Student will demonstrate how the exchange of goods and services by individuals, groups and nations, creates economic interdependence and how trade results in change.

- 15.11-12.1 Evaluate the effects of national policies (e.g. on trade, immigration and foreign investments, as well as fiscal and monetary policies) on the international exchange of goods, services and investments.

Unit X – The United States In A Changing World (Cont'd)

Unit Goals

The Student will analyze the post World War II international scene and the national search for stability before the social turbulence of the 1960's decade. Student will focus on the events during the early 1970's and the domestic and foreign challenges that faced our nation. In addition to political, economic and foreign policy developments, the student will examine scientific, technological and energy advances in the nation that had begun its' third century. The student will review the major trends and developments throughout the three centuries of American history and determine consistent characteristics of the American peoples and their government.

Learner Outcomes

The students will:

- describe postwar tensions and define the cold war;
- explain the causes and results of the Korean War;
- describe President Eisenhower's foreign policy;
- explain how nationalism affected international relations in the decade of the 1950's;
- describe the achievements of the Truman Administration;
- discuss the rise and fall of Joseph McCarthy;
- describe American life in the 1950's;
- explain early steps to end segregation;
- describe American foreign relations under John Kennedy;
- explain the goals and accomplishments of the New Frontier and the Great Society;
- discuss the rights movements of blacks, Hispanics, Native Americans and women;
- describe U. S. involvement in Vietnam and the domestic reaction to it;
- describe Richard Nixon's foreign and domestic policies;
- discuss the Watergate affair and its aftermath;
- list the main events of the Ford presidency;
- explain why voters chose Jimmy Carter in 1976;
- discuss the challenges that Jimmy Carter faced;
- describe President Reagan's foreign and domestic policies;
- list the ways that technology changed American life in the past twenty years;
- discuss efforts to ensure plentiful energy supplies;
- describe changes in the ethnic makeup and settlement patterns of Americans;
- discuss the expansion of government in the past 225 years;
- discuss economic challenges and global interdependence today; and
- forecast alternative futures for the United States of America.

Unit X – The United States In A Changing World (Cont'd)

Suggested Classroom Activities

- Students will write a report comparing NATO today with NATO in 1949. They should compare its membership by noting nations that have joined since 1949 and those that have left the alliance. Students will also compare the organization's goals throughout the decades. The "Reader's Guide to Periodical Literature" can help students locate current information about NATO, in addition to researching the internet.
- Have students read a novel about the war in Korea, such as "The Bridges of Toko-ri" by James Michener, and write a report about the novel's value as an historical source. Students should note especially what they could learn from an historical novel that cannot be found in a textbook. Students might also report on a movie or television program about the war instead of a novel, e.g. "Mash".
- Students will read "The Fifties" by David Halberstrom and list the achievements of the decade. Compare and contrast it with life in the 1960's in America.
- Students will do background readings about the celebrations of the Centennial of the United States in 1876 and write a report describing the changes in the celebration of the Bicentennial of 1976. Why was this national birthday party important to America at both times in our history?
- Students will study cartoons from the 1960s in newsmagazines or newspapers from the period. The war in Vietnam was the subject of many of these cartoons from this decade. Ask students to write a report in which they describe what they learned from the cartoons about public attitude toward the war in Vietnam.

Suggested Unit Evaluation

- Learning from History – Divide class into small groups. Ask students to identify ways America responded to problems of terror from the war in Korea to the present. Ask students to look at the current problem of terrorism at home and abroad and develop a solution for it! Share the following steps with students:
 - Define the problem of terrorism and how it affects the community;
 - Learn what is already being done to combat terrorism;
 - Develop a detailed plan to end the terror and identify steps needed to reach it; and
 - Present the plan to the class using visual aids.
- Help students understand how their solutions will be evaluated.
 - Brainstorm ideas, use a plan, and develop visual aids.
 - Show what citizens need to do to accomplish the goal of peace and prosperity for all the world.
 - Critical thinking.
 - Clear communication of ideas.

Supplementary Activities and Resources

1. **The Decision to Drop the Bomb: Analyzing Conflicting Opinions-** President Truman’s decision to drop the atomic bomb on Japan without warning sparked heated debate after the war. Students will read two extracts. The first, from an article published in the “Christian Century” in August 1945, questions the humanity of that decision. The second is from Memoirs by Harry S. Truman, who maintained responsibility for the decision and justified use of the atomic bomb as weapon of war that was used in the manner prescribed by the laws of war. Students will analyze both opinions in the context of the times and express their conclusion following the class discussion.
2. **The Dismissal of MacArthur: Analyzing Primary Sources** – In April 1951, President Truman addressed the nation to explain why he removed General Douglas MacArthur as commander of the U.N. forces in Korea. Students will read the text of that speech and answer questions about it.
3. **The Struggle for Equal Rights: Summarizing** – Students will read sets of statements about the struggle for equal rights in America. They will write summary statements of the information, which is presented in the readings.
4. **Debating Over the War in Vietnam: Analyzing Cartoons** – The war in Vietnam divided the American people as few other events have. Students will study two cartoons that represent different points of view on the escalating war and be able to answer questions about the “strategy” of each author.
5. **Trends in Energy Consumption: Graph Reading** – Students will study a graph which gives information on energy use during the years of 1971-1980. Students will answer questions about the information on the graph and project what changes they foresee for energy usage based on their knowledge of current events.

Print Media and Resources

A History of the Republic, Prentice Hall, 1986.

American History, Document Based Activities, Holt Rinehart and Winston, New York, 1997.

American History Outline Maps with Teaching Suggestions, Holt, Rinehart and Winston, New York, 2000.

American Nation in the Modern Era, Holt Rinehart and Winston, New York, 1998.

America: Pathways to the Present, Prentice Hall Publishing Company, Saddle River, New Jersey, 2000.

Atlas of American History, Charles Scribner's Sons, New York, 1985.

Encyclopedia of American History, Henry Holt & Company, New York, 1998.

Lessons that Work, Volume 1 :Earliest Times to the Civil War, Cornfield Publications, Tedd Levy and D. C. Krasnow, 1993.

Lessons that Work, Volume 2: Mid-Nineteenth Century to the Present, Cornfield Publications, Tedd Levy and D.C. Krasnow, 1993.

Social Studies Teacher's Survival Kit, Ronald L. Partin and Martha T. Lovett, Center for Applied Research in Education, New York, 1988.

The Century, Peter Jennings and Todd Brewster, Doubleday & Co., New York, 1998.

The United States from 1865, A History of the Republic, Prentice Hall, 1986

Websites

<http://ins.usdoj.gov/graphics/index.htm> – The INS web site contains information and statistics on immigration to the United States of America

<http://www.crf-usa.org/> - The Constitutional Rights Foundation web site contains several thorough on-line lessons related to the Bill of Rights

<http://www.law.umkc.edu/faculty/projects/ftrials/ftrials.htm> – a multimedia examination of famous trials in United States history

<http://www.americanhistory.nu/> - includes maps, links, projects, student work and analysis for researching the history of the United States

<http://lcweb2.loc.gov/amhome.html> – documents, exhibits and materials for the study of American history from the Library of Congress.

Websites (Cont'd)

<http://CPRR.org> – Central Pacific Railroad Photographic History Museum which contains photographs, engravings, maps and documents illustrating the history of the first transcontinental railroad

<http://www.colonialhall.com/index.asp> – Colonial Hall biographies of America's founding fathers from the 1829 book, Lives of the Signers to the Declaration of Independence.

<http://www.msstate.edu/Archives/History/USA/colonial/colonial.html> – resources on the Colonial Period of American history.

<http://www.nara.gov/exhall/charters/constitution/conhist.html> – a web site devoted to the history and content of the Constitution of the United States.

<http://www.nara.gov/exhall/charters/declaration/dechist.html> – A web site that provides the history of the Declaration of Independence

<http://www.mcrcel.org/compendium/Standard.asp?SubjectID=5> – a web site which searches the standards for the study of United States history.

<http://ercir.syr.edu/Virtual/Lessons/crossroads/sec2/contents.html> – searches American history period by period.

<http://www.aclu.org/library/pbp9.html> – a history of the Bill of Rights from the American Civil Liberties Union.

<http://www.execpc.com/~dboals/a-part1.html#THE CIVILWAR> – a web site dedicated to providing an assortment of Civil War resources.

<http://scriptorium.lib.duke.edu/women/cwdocs.html> – a web site dedicated to the role of women during the Civil War in the North and South.

www.eduhound.com – a website which provides links to an assortment of topics in American history.

<http://school.discovery.comschrockguide/> - a web site linking information and activities for the study of United States history.

<http://supct.law.cornell.edu.8080/supct/> - a website devoted to analyzing decisions of the United States Supreme Court

www.time.com/lewisandclark – a web-site that focuses on all aspects of the Lewis and Clark Expedition

Programs

American Museum of Natural History, 81 Central Park W @ 79th St.,
New York City, N.Y.

Antiquarian and Landmarks Society, Inc. of CT, “Images of Life”, Hartford, CT.

Center for CT Studies, Eastern CT State University, J. Eugene Smith Library, 83 Windham Street, Willimantic, CT.

Contacting Congress, “Project VoteSmart”, Washington, D.C.

Ellis Island Foundation, New York, N. Y.

Programs (Cont'd)

Eugene O'Neill Theater Center, 305 Great Neck Road, Waterford, CT

Federal Hall/Museum of American Constitutional Government, 22 Wall Street, New York, N.Y.

History Channel Classroom, Teacher's Resources and links to History Channel Programs.

Library of Congress, 101 Independence Avenue, Washington, D.C.

Lowell Historic Mill Education Program, Lowell, MA.

Museum of American History and Culture, Philadelphia, PA

Museum Education Center, Old Sturbridge Village, Sturbridge MA 01566

Newsweek Education Program, P. O. Box 919, Mountain Lakes, New Jersey

Smithsonian Institute, Washington, D.C.

Time Classroom Program, Time and Life Bldg. Rockefeller Center, New York, N.Y.

Women's Rights National Museum, Seneca Falls, New York