

# **AMISTAD COMMISSION** **CURRICULUM GUIDE DOCUMENTS** **SOCIAL STUDIES**

The Amistad Commission has evaluated and updated the Social Studies pacing and content inclusion guide for high school. The following course pacing with respective cumulative progress indicators for Social Studies are specific to the Amistad Commission inclusion mandate that was set forth by the Amistad legislation in 2002. Each particular subset of topics or strands identified in the course pacing outline will dictate the chronology of the standards as well as the particular content in the development of local curriculum objectives within specific grade clusters. The utilization of this course pacing and content inclusion guide will give respective school districts throughout the state direction in the full implementation of the Amistad legislation.

## **Proficiency OVERVIEW** **US HISTORY I and US HISTORY II**

### WORLD GEOGRAPHY

The student will acquire geographical understanding of **the Americas**, appreciate how the 5 themes of geography explain European exploration, encounters and settlement of North America and their impact on human societies, the environments and politics.

### MANY WORLDS MEET (NATIVE AMERICANS,AFRICANS,EUROPEANS)

The student will acquire a historical understanding of early European exploration and colonization, their interactions with Native Americans, the forms of exploitation and oppression, and how the values, traditions, and institutions of Europe helped shape the American identity. Students will also understand the diverse cultures of Native Americans and African Americans and how they shaped the American identity.

### ESTABLISHMENT OF A NEW NATION/ REVOLUTION TO REPUBLIC (1600-1800)

The student will acquire historical understanding of the causes of the Revolution, its principles and its impact on American societies and how it transformed the American society, the legalization of enslavement, the institutions and practices of government and subsequent revision to create the foundations of the U.S. political system.

### THE CONSTITUTION and the Continental Congress

The student will learn the principles of democratic citizenship through the study of its origins, key principles, processes, and functions and limitations embodied in the Constitution as well as the responsibility as citizens to maintain and practice them.

### THE EVOLUTION OF A NEW NATION STATE (1800 – 1860)

The student will acquire historical understanding of the expansion of capitalism, unionization of labor, increase of African Americans, the expansion of enslavement, social and political institutions, America's domestic and international territorial expansion and its relation to Native Americans.

### THE CIVIL WAR AND RECONSTRUCTION (1861 – 1877)

The student will acquire an understanding of the complex causes, military strategies of the Civil War as well as the reason for the outcome. The students will understand the meaning of reconstruction and the ways in which the nation states and people struggled to reconstruct a new social order.

### POST RECONSTRUCTION

The student will acquire historical understanding of expansion of capitalism enterprises and unionization of labor, foreign and Indian policy affected the cultural, societal and political development of the U.S.(1870-1900)

## **Proficiency Overview** **United States History II**

### AMERICA CONFRONTS THE 20<sup>TH</sup> CENTURY

The student will acquire historical understanding of the problems the nation faced, the social/political reforms introduced by the Progressives at the local, state and national levels. The changing roles of minorities and women.

### AN EMERGENT MODERN AMERICA: DOMESTIC AND FOREIGN ISSUES AND CONTEXT

The student will acquire historical understanding of the complexity of historical causation, and the consequences of World War I.

### AMERICA IN THE 1920'S AND 1930'S: CULTURAL, POLITICAL, AND INTELLECTUAL DEVELOPMENT

The student will acquire historical understanding of the society and the business boom in 1920s, the social effects of the Great Depression and reforming society through the New Deal.

### NEW DEAL, INDUSTRIALIZATION, AND GLOBAL CONFLICT

The student will acquire historical and geographical understanding of the circumstances, objectives, strategies and activities of dictatorships in Italy, the Soviet Union, Japan and Germany that led to World War II and to analyze and formulate an understanding of issues related to the universal human rights.

### AMERICA IN THE AFTERMATH OF GLOBAL CONFLICT: DOMESTIC AND FOREIGN CHALLENGES, IMPLICATIONS AND CONSEQUENCES

The student will acquire historical understanding of confrontations and concerns of democracy and communism, the arms race, and the consequences of foreign and domestic policies in the 1950s.

#### ERA OF REFORM: THE 1950'S AND 1960'S

The student will gain historical understanding of domestic and foreign policies in the 1950s and 1960's, the Civil Rights Movement, the Women's Movement, Native American struggles, the Environmental Movement, and the effect of the Vietnam Conflict on United States society.

#### POST CIVIL RIGHTS AND VIETNAM ERA: NATIONAL AND GLOBAL DEBATES, CONFLICT AND DEVELOPMENT

The student will gain historical understanding of the Nixon years, the post-Watergate period, the Conservative Revolution, the fall of Communism in Europe and the emergence of a global economy.

# Suggested Content Outline and Course Pacing

## United States History II

In keeping with the New Jersey State Social Studies Framework and state assessment guidelines, United States History II begins with the Progressive Era and emphasizes 20<sup>th</sup> Century events. US History I emphasizes the Constitution through post – Civil War America; exploration, Colonial America, the Revolution, and early US history through the Civil War and Reconstruction are emphasized in grades five and twelve.

This pacing is inclusive of the Amistad legislation works in tandem with the Content Standards and the mandatory infusion of African American Studies into K-12.

Wherever appropriate, the study of New Jersey – geography, history, government – should be infused into the curriculum, most especially in the 4<sup>th</sup> grade throughout the state. The curriculum guide includes general information and resources for including this study.

### CONTENT

#### **IX America enters the 20<sup>th</sup> Century: a Review & Transition**

- A. Urbanization, Migration, Immigration
  - 1 Housing Discrimination, Redlining, the Making of the American Ghettos
  
- B. Emergence As A World Power – The Root of Imperialism
  - 1 Political
  - 2 Military
  - 3 Economic
  
- C The Progressive Era
  - 1 Origins
  - 2 Entrenchment of Segregation (class) and Racism (Jim Crow)
  - 3 Expansion of Role of Government: Reform & Regulation
  - 4 Race, Ethnic & Gender Activism
    - (a) NAACP
    - (b) UNIA
    - (c) Urban League
    - (d) Suffrage
    - (e) Anti-Lynching
  - 5 KKK
  - 6 Chinese Exclusion
- D World War I
  - 1 Causes and expansion of the theatre of conflicts
  - 2 American responses
  - 3 Military Campaigns and Strategies
  - 4 America goes to war
    - (a) Implications for Democracy, Citizenship Rights at Home
    - (b) Social, Ethnic and Racial Contexts
  - 5 The home front
  - 6 The post-war era
    - (a) Promises & Disillusionment
    - (b) Red Summer

- (c) Tulsa, Oklahoma
- (d) Rosewood, Florida

### III **Between the Wars**

- A. The Twenties – from Boom to Bust
  - 1 Politics – “Return to Laissez Faire”
  - 2 Technological change and consumerism (mass)
  - 3 Changing Society in the 20’s
    - (a) Suburbanization
    - (b) The Great Migration
  - 4 Expansion of Mass Culture
  - 5 Modern Black Nationalism
  - 6 Emergence of The Jazz Age/Harlem Renaissance
  - 7 Challenge and Conflict → Social, Political, (Cultural) & Religious Tensions
  - 8 Prohibition and Organized Crime
- B Economic collapse and the Great Depression
  - 1 “Prosperity” of the late 20s
  - 2 The Great Stock Market Crash
  - 3 Causes of the Great Depression
  - 4 The Depression’s severe but disproportionate impact on various groups in society
  - 5 Governmental responses
    - (a) Hoover
    - (b) Election of 1932
  - 6 Roosevelt and the New Deal
    - (a) Roosevelt’s Programs
      - (i) ‘Relief, Recovery, Reform’
      - (ii) New Deal Agencies
    - (b) The Supreme Court & Judicial Challenges
    - (c) The Second New Deal
      - (i) New agencies
      - (ii) Social Security Act
    - (d) Successes, Failures and Discriminatory Features of the New Deal Policies
  - 7 Cultural Changes in the 1930’s

### IV **World War II and its Aftermath**

- A. World War II
  - 1 Growth of totalitarian states
  - 2 German expansion and war in Europe
  - 3 Japan and war in the Pacific
  - 4 US responses
  - 5 Pearl Harbor and War
  - 6 The US in the European Theater
    - (a) Fighting the War – early battles
    - (b) D-Day and invasion of Western Europe
  - 7 The US in the Pacific Theater
    - (a) *The Manhattan Project*
  - 8 The Holocaust
    - (a) Anti-Semitism as Nazi policy
    - (b) Anti-Jewish laws
    - (c) Concentration camps
      - (i) Political enemies
      - (ii) “undesirables” → disabled, Romani’s (“Gypsies”), Jehovah’s Witnesses, homosexuals, Afro-Germans
    - (d) Kristallnacht

- (e) World inaction
- (f) The Wannsee Conference and Final Solution
- (g) Resistance to the Holocaust
- 9 World Genocide today
- B World War II on the "Home Front"
  - 1. Mobilizing the Economy and the Workforce
    - (a) Women in the Industry
    - (b) Migrations
      - (i) Rural to Urban America
      - (ii) 2<sup>nd</sup> Great Migration
      - (iii) Mexican Migrations
  - 2. Everyday life at home
  - 3. Japanese Internment Camps
  - 4. African Americans Challenge to the Racial Status Quo

### **District Assessment**

- C From War to Cold War
  - 1. Ideological Rivalries: Capitalism vs. Communism
  - 2. Issues and Confrontations
    - (a) Foreign
    - (b) Domestic
  - 3. The Cold War Begins
    - (a) Korea
    - (b) Silences of Political Dissent: House of un-American Activities Committee
      - (i) Victims of Red Hunting
        - a. Paul Robeson
        - b. W.E.B. DuBois
        - c. Rosenbergs
        - d. Hollywood Blacklist
      - (c) The Middle East
      - (d) Cuba & Latin America
      - (e) Vietnam & Southeast Asia
  - 4. Domino Theory
  - 5. The Arms Race
- D America in the Age of the Civil Rights Revolution
  - 1 The Postwar Economy
  - 2 Social and Cultural Movements
  - 3 Domestic politics in the 1950s
    - (a) Truman Administration
    - (b) Eisenhower Administration
  - 4 A Century of Jim Crow
    - (a) Truman and Civil Rights
    - (b) *Brown v. Board of Education of Topeka*
    - (c) Montgomery bus boycott
    - (d) Central High School, Little Rock
    - (e) Women's Grassroots Movements

### **V. The Sixties at home and abroad**

- A. John F. Kennedy and the New Frontier
  - 1 Election of 1960
  - 2 Domestic policies

- 3 Foreign Policies
  - (a) Bay of Pigs, Cold War
  - (b) Cuban Missile Crisis
  - (c) Alliance for Progress
- 4 Assassinations
- B. Lyndon B. Johnson and the Great Society
  - 1 Role as vice president
  - 2 The election of 1964
  - 3 Domestic policies
  - 4 Evaluating the Great Society
  - 5 Foreign relations in the 1960s: Vietnam War
- C. The Civil Rights Movement
  - 1 Organizational Strategies
    - (a) Core
    - (b) SNCC
    - (c) SKCN
    - (d) NAACP
    - (e) Black Power Movement
  - 2 White Resistance
  - 3 Civil Rights Legislation
    - a Civil Rights Act
    - b Voting Rights Act
  - 4 The Black Power Movement
  - 5 Violent Resistance in the Cities
    - (a) Rochester, NY; Watts, Los Angeles, CA
    - (b) Newark, 1967
      - (i) Causes and Consequences
- D. Social Movements in the 1960s
  - 1 Feminism
    - (a) Historical background
    - (b) National Organization for Women
    - (c) Opposition
  - 2. Migrant Worker Movements
    - (a) Mexico
    - (b) Caribbean
    - (c) Central America
      - American Indians (Native Americans)

## **VI Vietnam and its impact**

- 1. American involvement
  - (a) Background
  - (b) Expansion under Kennedy
  - (c) Johnson and the Vietnam quagmire
- 2. The war's brutality
- 3. Protest at home
- 4. Woodstock and the counterculture
- 5. Nixon and the end of US involvement
- 6. Legacy of the war

## **VII America faces the Twenty-First Century**

- A. Political Developments
  - 1 Presidential Elections since 1968: Changing personalities and issues
  - 2 Watergate

- 3 Liberal vs. Conservative Debates
- 4 Rise and Nature of Modern Conservatism
- 5 Feminism, the ERA, and the Women's Movement
- 6 African Americans and the Political System: Local and National Levels
- 7 Major Congressional Legislation
- 8 Political Developments in New Jersey
- B. Economic Issues
  - 1 Structure of the American Economy
  - 2 The Persistence of Poverty: Increasing Gap Between the Rich and the Poor; A Growing Underclass
  - 3 Globalization
  - 4 Debates over the Role of Government and the Welfare State
  - 5 Urban and Rural American: Problems and Challenges
- C. Social, Cultural, Technological Issues
  - 1 Science and Technology: Nature, Role and Impact on American Life
  - 2 The Environment: Issues, Challenges and Solutions
  - 3 Education: Issues and Challenges
  - 4 Medicines and Health: HIV/AIDS, Diabetes, Asthma, etc.
  - 5 Cultural Lives: Arts, Music, Literature
- D. Foreign Policy
  - 1 Principles of American Foreign Policy Since 1968
  - 2 The Cold War: Nature and Demise
  - 3 The Iran Hostage Crisis
  - 4 Interventionism: Panama, Grenada, Bosnia, Haiti, et. Al
  - 5 Rise of International Terrorism: Causes and Consequences
  - 6 Wars in Afghanistan and Iraq
- E. The Current State of the Nation
  - 1 Assessment of All Aspects of the National Condition
  - 2 The Way Forward

**VIII America in the 21<sup>st</sup> century**

**June**

- A. Social issues
- B. Economic issues
- C. Foreign Policy issues

(if time permits)

**Final Assessment**

**District Assessment**