**Unit 1:** National Growth Changes American Society – Migration, Immigration & Industrialization  
**Unit question:** Why did the U.S. become more culturally and economically diverse during the late 1800s?  
**Big picture:** Why did the U.S. become more culturally and economically diverse during the late 1800s?  
**Key concepts and terms:**  
*Was the American West a land of opportunity?*  
Transcontinental Railroad, role of government in building railroad, land grants, economic specialization of the West, telegraph, push and pull factors for Anglo-Americans in the East, push and pull factors for Chinese and Mexican immigrants, extent and causes of migration from the South, immigration restrictions, Chinese Exclusion Act, Dawes Severalty Act, Battle of Wounded Knee, Exodusters, discrimination, segregation, Jim Crow laws, assimilation, technological changes in agriculture, mining, and ranching  
*Why did industrialization accelerate?*  
New technologies, oil, steel, electricity, railroads, new business practices, trusts, monopolies, competition, Social Darwinism, laissez-faire, extent of government regulation of business, expanding markets, Robber Barons, Captains of Industry  
*Why did Economic growth lead to increased diversity?*  
Push and pull factors for immigration to northeastern cities, standard of living, jobs in industry, extent of government restrictions on immigration

**Unit 2:** National Growth Changes American Society – Urbanization and Reform  
**Unit question:** Did Industrialization provide more benefits or create more problems?  
**Big picture:** Why did the U.S. become more culturally and economically diverse during the late 1800s?  
**Key concepts and terms:**  
*Was life in the growing cities worth the costs?*  
Urban jobs, worker safety, government reaction to labor strikes, unions, new infrastructure, urban poverty, the conditions that motivated muckrakers, political corruption, urban race relations  
*How progressive was the Progressive Movement?*  

**Unit 3:** National Growth Changes the Role of the U.S. in the World – Imperialism and World War I  
**Unit question:** Was American expansion an expansion of democracy?  
**Big picture:** Why did the U.S. become more culturally and economically diverse during the late 1800s?  
**Key concepts and terms:**  
*Was American expansion overseas justified?*  
Imperialism debate, Hawaii, worldwide markets, raw materials, nationalism, ethnocentrism, spread of democracy, self-determination, interventionism vs isolationism, Roosevelt Corollary to the Monroe Doctrine, Spanish American War, the Philippines, economic relationship with Latin America, Asia, and European countries, Boxer Rebellion, spheres of influence, Panama Canal, intervention in Mexico  
*How did participation in World War I change the role of the U.S. in the world?*  
Causes of World War I, causes of U.S. entry into World War I, neutrality, Zimmerman Note, Lusitania, shifts in public opinion, Sussex pledge, submarine warfare, technological changes in warfare, Treaty of Versailles, Wilson’s Fourteen Points address, League of Nations  
*Should democratic freedoms be limited during time of war?*  
Bonds, managing distribution of industrial resources, conservationism, volunteerism, Great Migration, propaganda, Sedition Act, Alien Act, opportunities for women, 19th Amendment, Chicago Race Riots, Schenck v. U.S.
## Unit 4: Government and Culture in Prosperity and Adversity

**Unit question:** What role should government play in regulating the economy and meeting the needs of people?

### Big picture:

| **The 1920’s—prosperity or disparity?** | **Key concepts and terms:** Techological innovations of the 1920’s including the automobile, radio, motion pictures, advertising techniques, credit, buying stock on margin, Red Scare, anti-labor actions, Scopes Trial, Harlem Renaissance, Jazz, market economy, laissez-faire |
| **The New Deal—a necessary response to crisis or overexpansion of government?** | International economic conditions when the Great Depression began, connection between World War I and the Great Depression, overproduction, speculation, banking system, extent of government regulation of business, global economic interdependence, unemployment, New Deal programs including FDIC, TVA, CCC, AAA, Social Security, New Deal programs aimed at relief versus those aimed at long-term reform, Supreme Court and the New Deal |
| **Why did the U.S. remain a democracy during the Depression?** | How did the U.S. respond to the Great Depression compared to Germany and Japan, evaluate with evidence if New Deal preserved capitalism and democracy or limited it |

### Semester skills: Be prepared to use the following skills to respond to written and selected response items.

**Sourcing**
- Identify the source of a document and evaluate the value and limitations.

**Close Reading**
- Determine the main ideas of a source and identify the author’s claim(s).
- Evaluate the reasoning and evidence an author uses to support claims, including analysis of deliberate word choice and selection of evidence.
- Analyze how an author’s point of view or purpose influences a document.

**Investigation and Research**
- Formulate relevant historical questions and identify issues and problems of the past for analysis.
- Access and evaluate print and digital sources for relevancy to a specific question or issue and reliability.
- Select and critically analyze multiple sources of information to answer a question or suggest or evaluate a course of action to solve a problem.
- Use quantitative and visual information to support a historical argument or narrative.

**Contextualization**
- Place a source in historical context, using contextual information to infer meaning.

**Corroboration**
- Compare multiple sources of evidence for similarities and disparities to draw conclusions about accuracy and reliability.
- Seek out and analyze multiple perspectives on an issue or event to develop a deeper understanding.

**Identifying Patterns and Making Connections**
- Analyze cause and effect relationships, including multiple causation.

**Argumentative Essay**
- Develop an analytical thesis statement.
- Support a thesis statement with relevant evidence.
- Gather, categorize, and evaluate evidence to make generalizations.
- Effectively analyze writing prompts to determine task, audience, and criteria and break down the components of the task.
- Write a multi-paragraph essay in response to a task which includes an analytical thesis statement, well supported by relevant evidence, identifies and analyzes counterclaims, is well written and organized, and includes a strong conclusion.