

Oakwood City School District

Modern American History

American History

This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today's citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.

American History Inquiry and Application Standards

Inquiry, as theory, is a way in which people view the world. It requires critical thinking, a contribution of new ideas and reflection throughout the entire process. As such, the student is at the center of the experience with the teacher as “co-partner and guide”. As teachers create inquiry curricula around students' interests and strengths, they also help students broaden the ways in which they think, question and explore. Investigation is a journey and teachers provide the guidance for the journey when they recognize that a student's experience of the inquiry process is a personal one.

Reading Standards for Literacy in History

- I. Key Ideas and Details
 - A. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
 - B. Determine the central ideas of information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text
 - C. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

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II. Craft and Structure

- A. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history.
- B. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- C. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

III. Integration of Knowledge and Ideas

- A. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- B. Assess the extent to which the reasoning and evidence in a text support the author's claims.
- C. Compare and contrast treatments of the same topic in several primary and secondary sources.

IV. Range of Reading and Level of Text Complexity

- A. By the end of grade 10, read and comprehend history texts in the grades 9-10 text complexity band independently and proficiently.

Writing Standards for Literacy in History

I. Text Type and Purposes Standard 1

- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claim(s), and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- C. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

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D. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

E. Provide a concluding statement or section that follows from or supports the argument presented.

II. Text Type and Purposes Standard 2

A. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

D. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

E. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

F. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

III. Production and Distribution of Writing

A. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

B. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

C. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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IV. Research to Build and Present Knowledge

A. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

B. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

C. Draw evidence from informational texts to support analysis, reflection, and research.

V. Range of Writing

A. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Content Standards

I. This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today's citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions

A. Historical Thinking and Skills: Students apply skills by using a variety of resources to construct theses and support or refute contentions made by others. Alternative explanations of historical events are analyzed and questions of historical inevitability are explored.

1. Historical events provide opportunities to examine alternative courses of action.
2. The use of primary and secondary sources of information includes an examination of the credibility of each source.
3. Historians develop theses and use evidence to support or refute positions.
4. Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long- and short-term causal relations.

B. Industrialization and Progressivism (1877-1920): Ignited by post-Civil War demand and fueled by technological advancements, large-scale industrialization began in the United States during the late 1800s. Growing industries enticed foreign immigration, fostered urbanization, gave rise to the American labor movement and developed the infrastructure that facilitated the settling of the West. A period of progressive reform emerged in response to political corruption and practices of big business.

1. The rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society.

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2. The rise of industrialization led to a rapidly expanding workforce. Labor organizations grew amidst unregulated working conditions and violence toward supporters of organized labor.
3. Immigration, internal migration and urbanization transformed American life.
4. Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized.
5. The Progressive era was an effort to address the ills of American society stemming from industrial capitalism, urbanization and political corruption.

C. Foreign Affairs from Imperialism to Post-World War I (1898-1930): The industrial and territorial growth of the United States fostered expansion overseas. Greater involvement in the world set the stage for American participation in World War I and attempts to preserve post-war peace.

1. As a result of overseas expansion, the Spanish-American War and World War I, the United States emerged as a world power.
2. After WW I, the United States pursued efforts to maintain peace in the world. However, as a result of the national debate over the Versailles Treaty ratification and the League of Nations, the United States moved away from the role of world peacekeeper and limited its involvement in international affairs.

D. Prosperity, Depression and the New Deal (1919-1941): The Post-World War I period was characterized by economic, social and political turmoil. Post-war prosperity brought about changes to American popular culture. However, economic disruptions growing out of the war years led to worldwide depression. The United States attempted to deal with the Great Depression through economic programs created by the federal government.

1. Racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I.

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2. An improved standard of living for many, combined with technological innovations in communication, transportation and industry, resulted in social and cultural changes and tensions.

3. Movements such as the Harlem Renaissance, African-American migration, women's suffrage and Prohibition all contributed to social change.

4. The Great Depression was caused, in part, by the federal government's monetary policies, stock market speculation and increasing consumer debt. The role of the federal government expanded as a result of the Great Depression.

E. From Isolation to World War (1930-1945): The isolationist approach to foreign policy meant U.S. leadership in world affairs diminished after World War I. Overseas, certain nations saw the growth of tyrannical governments which reasserted their power through aggression and created conditions leading to the Second World War. After Pearl Harbor, the United States entered World War II, which changed the country's focus from isolationism to international involvement.

1. During the 1930s, the U.S. government attempted to distance the country from earlier interventionist policies in the Western Hemisphere as well as retain an isolationist approach to events in Europe and Asia until the beginning of WW II.

2. The United States mobilization of its economic and military resources during World War II brought significant changes to American society.

3. Use of atomic weapons changed the nature of war, altered the balance of power and began the nuclear age.

F. The Cold War (1945-1991): The United States and the Union of Soviet Socialist Republics (U.S.S.R.) emerged as the two strongest powers in international affairs. Ideologically opposed, they challenged one another in a series of confrontations known as the Cold War. The costs of this prolonged contest weakened the U.S.S.R. so that it collapsed due to internal upheavals as well as American pressure. The Cold War had social and political implications in the United States.

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1. The United States followed a policy of containment during the Cold War in response to the spread of communism.
2. The Second Red Scare and McCarthyism reflected Cold War fears in American society.
3. The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.
4. The collapse of communist governments in Eastern Europe and the U.S.S.R. brought an end to the Cold War.

G. Social Transformations in the United States (1945-1994): A period of post-war prosperity allowed the United States to undergo fundamental social change. Adding to this change was an emphasis on scientific inquiry, the shift from an industrial to a technological/service economy, the impact of mass media, the phenomenon of suburban and Sun Belt migrations, and the expansion of civil rights.

1. Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights.
2. The postwar economic boom, greatly affected by advances in science, produced epic changes in American life.
3. The continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt and the increase in immigration resulting from passage of the 1965 Immigration Act have had social and political effects.
4. Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare and national security.

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H. United States and the Post-Cold War World (1991-Present): The United States emerged from the Cold War as a dominant leader in world affairs amidst a globalized economy, political terrorism and the proliferation of nuclear weapons.

1. Improved global communications, international trade, transnational business organizations, overseas competition and the shift from manufacturing to service industries have impacted the American economy.
2. The United States faced new political, national security and economic challenges in the post-Cold War world and following the attacks on September 11, 2001