

American History, Grade 11

University Preparation

CHA3U

This course explores key aspects of the social, economic, and political development of the United States from precontact to the present. Students will examine the contributions of groups and individuals to the country's evolution and will explore the historical context of key issues, trends, and events that have had an impact on the United States, its identity and culture, and its role in the global community. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating various forces that helped shape American history.

Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied

OVERVIEW

The course has five strands. Instruction and learning related to the expectations in strand A are to be interwoven with instruction and learning related to expectations from the other four strands. Strand A must not be seen as independent of the other strands. Student achievement of the expectations in strand A is to be assessed and evaluated *throughout* the course.

Strand A

A. Historical Inquiry and Skill Development
Overall Expectations
A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of American history
A2. Developing Transferable Skills: apply in everyday contexts skills developed through historical investigation, and identify careers in which these skills might be useful

(continued)

Overview *(continued)*

Throughout this course, when planning instruction, teachers should weave the expectations from strand A in with the expectations from strands B–E.

Strands B–E

Overall Expectations and Related Concepts of Historical Thinking	Big Ideas*	Framing Questions*
B. The United States, Precontact to 1791		
B1. Social, Economic, and Political Context: analyse the significance, for different groups in the United States, of various social, economic, and political practices and developments prior to 1791 (FOCUS ON: <i>Continuity and Change; Historical Perspective</i>)	While establishing a new way of life in the American colonies, settlers had an impact on the way of life of Native Americans. Political decisions during this period set the groundwork for the United States today.	What are the major turning points in colonial American history? How do we know what we know about the lives of people during the colonial period of the United States? What criteria would you use to judge the long-term impact of developments during this period on the United States and on American identity?
B2. Communities, Conflict, and Cooperation: analyse relations between various groups, and between different groups and the environment, in the United States prior to 1791, and assess the impact of these interrelationships (FOCUS ON: <i>Historical Significance; Cause and Consequence</i>)	The relationship between colonists and Native Americans was characterized by both conflict and cooperation.	
B3. Identity, Citizenship, and Heritage: analyse how some individuals and a variety of social and political forces prior to 1791 affected the development of identity, citizenship, and heritage in the United States (FOCUS ON: <i>Continuity and Change; Historical Perspective</i>)	During this period, the lives of people from some groups changed for the better while the lives of others changed for the worse.	
C. The United States, 1791–1877		
C1. Social, Economic, and Political Context: describe various social, economic, and political events, trends, and developments that occurred in, or affected people in, the United States between 1791 and 1877, and assess their impact (FOCUS ON: <i>Historical Significance; Continuity and Change</i>)	The Industrial Revolution had an impact on the social, cultural, economic, and political development of the United States.	How did conflict shape the United States during this period? When should people fight for what they believe in?
C2. Communities, Conflict, and Cooperation: analyse developments affecting interrelationships between different groups in the United States, and between the United States and other countries, from 1791 to 1877 (FOCUS ON: <i>Cause and Consequence; Historical Perspective</i>)	There were significant conflicts within the United States and between the United States and other countries during this period.	How might differing social values, beliefs, and attitudes exacerbate tensions between groups?
C3. Identity, Citizenship, and Heritage: analyse the impact of various people, policies, and practices on the development of identity, citizenship, and heritage in the United States between 1791 and 1877 (FOCUS ON: <i>Continuity and Change; Historical Perspective</i>)	Immigration, territorial expansion, and the end of slavery during this period played a large role in shaping American identity.	

* See page 17 for a discussion of the purpose of big ideas and framing questions.

Overall Expectations and Related Concepts of Historical Thinking	Big Ideas*	Framing Questions*
D. The United States, 1877–1945		
D1. Social, Economic, and Political Context: describe various social, economic, and political events, trends, and developments in the United States between 1877 and 1945, and analyse their key causes and consequences (FOCUS ON: <i>Cause and Consequence; Historical Perspective</i>)	The rapid growth of the United States during this period created internal and external tensions.	Is it accurate to call this period the Progressive Era? What factors contribute to conflict? To what extent does conflict arise from disagreements among different groups as to what is important?
D2. Communities, Conflict, and Cooperation: describe significant issues that led to conflict and cooperation in the United States between 1877 and 1945, and analyse the impact of these interactions (FOCUS ON: <i>Historical Significance; Continuity and Change</i>)	Social reform movements in the United States during this period developed in response to conflict and injustice.	How did the participation of the United States in international wars during this period change the way the country was viewed?
D3. Identity, Citizenship, and Heritage: analyse the impact of various policies, groups, and cultural and technological developments on identity, citizenship, and heritage in the United States between 1877 and 1945 (FOCUS ON: <i>Cause and Consequence; Historical Perspective</i>)	Developments in popular culture during this period helped spread particular images of the United States around the world.	Should governments apologize and/or compensate people for past injustices?
E. The United States since 1945		
E1. Social, Economic, and Political Context: describe various social, economic, and political events, trends, and developments in the United States since 1945, and analyse their key causes and consequences (FOCUS ON: <i>Cause and Consequence</i>)	The role of the United States on the international stage has continued to have an impact on international relations and American politics.	Does the reputation of the United States as a superpower continue to be merited? What criteria would you use to judge the impact of shifting relationships between religious and social groups in the United States?
E2. Communities, Conflict, and Cooperation: analyse how various events and developments have affected specific groups in the United States, and relations between the United States and other countries, since 1945 (FOCUS ON: <i>Historical Significance; Continuity and Change</i>)	American society continues to be marked by regional, religious, racial, ethnic, class, and political divisions.	How divided is the United States?
E3. Identity, Citizenship, and Heritage: analyse how various groups, trends, and cultural developments have affected identity, citizenship, and heritage in the United States since 1945 (FOCUS ON: <i>Historical Significance; Historical Perspective</i>)	Changing social beliefs/values, consumer culture, and demographic developments have all affected American identity during this period.	Can reform movements lead to broad-based change?

A. HISTORICAL INQUIRY AND SKILL DEVELOPMENT

OVERALL EXPECTATIONS

Throughout this course, students will:

- A1. Historical Inquiry:** use the historical inquiry process and the concepts of historical thinking when investigating aspects of American history;
- A2. Developing Transferable Skills:** apply in everyday contexts skills developed through historical investigation, and identify careers in which these skills might be useful.

SPECIFIC EXPECTATIONS

A1. Historical Inquiry

Throughout this course, students will:

- A1.1** formulate different types of questions to guide investigations into issues, events, and/or developments in American history (e.g., factual questions: *What was the Monroe Doctrine?*; comparative questions: *What were the main similarities and differences in the treatment of African Americans before the abolition of slavery and during the Jim Crow era?*; causal questions: *What criteria should be used to determine the most important causes of the American Revolution?*)
- A1.2** select and organize relevant evidence and information on aspects of American history from a variety of primary and secondary sources (e.g., primary: *artefacts, autobiographies, diaries/journals, letters, maps, period newspaper articles, photographs, political cartoons, treaties*; secondary: *books and/or articles from the library, documentaries or other films, later newspaper articles, textbooks, websites*), ensuring that their sources reflect a range of perspectives
Sample questions: “What types of sources might you consult to get a sense of the perspectives of people on both sides of the U.S. Civil War as well as the perspectives of different groups in both the Union and the Confederacy?” “Where might you find sources that can give you a sense of the social and/or political response to a pivotal court decision in American history?”
- A1.3** assess the credibility of sources and information relevant to their investigations (e.g., *by considering emphasis and omission as well as the perspective, bias, accuracy, purpose, and context of the source and the values and expertise of its author*)
Sample questions: “What biases might you expect to find in a newspaper article about American foreign policy written at the height of the Cold War? Why is it important to place such sources in historical context?”
- A1.4** interpret and analyse evidence and information relevant to their investigations, using various tools, strategies, and approaches appropriate for historical inquiry (e.g., *develop criteria to rank the significance of the causes of the War of 1812; use a concept map to help them determine the short- and long-term consequences of Reconstruction; compare press reports relating to Freedom Summer from northern and southern newspapers*)
Sample questions: “What criteria might you use to assess the impact of the Progressive Era on American society and politics?” “How does this source view President Kennedy’s response to the Cuban Missile Crisis? Is the author’s interpretation consistent with that in your other sources? If not, how will you decide which argument is most persuasive?”
- A1.5** use the concepts of historical thinking (i.e., historical significance, cause and consequence, continuity and change, and historical perspective) when analysing, evaluating evidence about, and formulating conclusions and/or judgements

regarding issues, events, and/or developments in American history (e.g., use the concept of historical significance when assessing the impact of the Industrial Revolution on groups and/or individuals; use the concept of cause and consequence when analysing the context for and impact of the civil rights movement; use the concept of continuity and change when exploring the ideas in the Declaration of Independence; use the concept of historical perspective when analysing interactions between early settlers and Native Americans to ensure that they consider multiple points of view)

Sample questions: “What concept or concepts of historical thinking would be the most appropriate to consider when investigating the goals of the women’s rights movement and the evolution of women’s rights in the United States since 1848? Why would this concept (these concepts) be particularly useful?”

- A1.6** evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues, events, and/or developments they are investigating

Sample questions: “Based on your findings, what predictions would you make about America’s future economic role in the world?” “What conclusions have you reached about the role of American imperialism in the Mexican-American War? What evidence supports your conclusions?”

- A1.7** communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose (e.g., a seminar on the labour movement in the first half of the twentieth century; an essay on how westward expansion in the nineteenth century affected Native Americans; a debate on whether the United States has lived up to the ideas expressed in the Declaration of Independence; a presentation on rural life during the Great Depression; a “heritage minute” video on an individual who helped change American society; a wiki entry on a key court decision relevant to the civil rights movement; a blog about the historical accuracy of a film about the War in Vietnam)

- A1.8** use accepted forms of documentation (e.g., footnotes or endnotes, author/date citations, reference lists, bibliographies, credits) to reference different types of sources (e.g., archival sources, articles, art works, blogs, books, films or videos, oral evidence, websites)

- A1.9** use appropriate terminology when communicating the results of their investigations (e.g., vocabulary specific to their inquiry topics; terminology related to history and to the concepts of historical thinking)

A2. Developing Transferable Skills

Throughout this course, students will:

- A2.1** describe several ways in which historical investigation can help them develop skills, including the essential skills in the Ontario Skills Passport (e.g., skills related to reading text, writing, document use, computer use, oral communication, numeracy), that can be transferred to postsecondary opportunities, the world of work, and everyday life

- A2.2** apply in everyday contexts skills and work habits developed through historical investigation (e.g., use skills to analyse statistics, to assess the credibility of sources in an article they are reading, to understand and appreciate multiple perspectives and engage in informed discussions, to analyse the historical context of historical fiction, to identify bias in media; apply work habits such as self-regulation to monitor their progress on a task, or initiative to identify strategies that will enable them to successfully complete a task)

- A2.3** apply the knowledge and skills developed in the study of American history when analysing current social, economic, and/or political issues, in order to enhance their understanding of these issues and their role as informed citizens

Sample questions: “Can you see any parallels between current socio-economic challenges and similar challenges in American history?” “What can we learn from attitudes towards and/or responses to this issue in the past? Why might different groups have different perspectives on this issue?”

- A2.4** identify various careers in which the skills learned in history might be useful (e.g., archaeologist, archivist, curator, educator, game designer, journalist, librarian, policy analyst, political speech writer, politician, researcher)

B. THE UNITED STATES, PRECONTACT TO 1791

OVERALL EXPECTATIONS

By the end of this course, students will:

- B1. Social, Economic, and Political Context:** analyse the significance, for different groups in the United States, of various social, economic, and political practices and developments prior to 1791 (**FOCUS ON:** *Continuity and Change; Historical Perspective*)
- B2. Communities, Conflict, and Cooperation:** analyse relations between various groups, and between different groups and the environment, in the United States prior to 1791, and assess the impact of these interrelationships (**FOCUS ON:** *Historical Significance; Cause and Consequence*)
- B3. Identity, Citizenship, and Heritage:** analyse how some individuals and a variety of social and political forces prior to 1791 affected the development of identity, citizenship, and heritage in the United States (**FOCUS ON:** *Continuity and Change; Historical Perspective*)

SPECIFIC EXPECTATIONS

B1. Social, Economic, and Political Context

FOCUS ON: *Continuity and Change; Historical Perspective*

By the end of this course, students will:

- B1.1** compare various aspects of life of different Native American nations in the United States prior to contact with Europeans (*e.g., with reference to economies, spirituality, oral traditions, relationships with the environment, political organization, lifestyles, arts and culture, gender roles, child-rearing practices*)

Sample questions: “In what ways were the lives of Native people on the Great Plains different from those of Native people who lived near the Great Lakes? What factors might account for those differences?” “How were the roles of women and children viewed in different Native groups?” “What were the interconnections between this group’s spiritual practices and beliefs and its relationship with the environment?”

- B1.2** compare various aspects of life of different groups living in the colonial United States (*e.g., Quakers in New England, European settlers and Native American nations on the frontier, merchants and artisans in developing towns, slaves in rural and urban areas, farmers, plantation owners, women and/or children from different classes*)

Sample questions: “What impact did social hierarchies have on women’s roles in colonial America? What differences were there between the lives of women in a wealthy New England family and in a pioneer family on the frontier? Between a white servant and a Black slave? How did the status of these women affect their maternal role and practices?”

- B1.3** describe key British policies that had an impact on the American colonies during this period (*e.g., the establishment of the Virginia Company, the Navigation Acts, salutary neglect, conflicts with France over control of North America, Britain’s role in the transatlantic slave trade, the Stamp Act, the Declaratory Act, the Townshend Duties*), and analyse their influence on American economic and political development

Sample questions: “What is the significance of the British policy of salutary neglect in colonial American history?” “What was the impact of the Virginia Company on the types of labour used in the colonial United States?” “Why might some people consider the Revenue Act of 1764 to be a turning point in American history? Why did Britain think this act was necessary?” “Why did the signing of the Quebec Act of 1774 elicit outrage among many American colonists? In what ways was this act a trigger for the move towards independence from Britain?”

B1.4 describe key political changes that occurred during and following the American Revolution (e.g., the Declaration of Independence, the Articles of Confederation, the Constitution, the Bill of Rights), and assess their significance for different groups

Sample questions: “What were the major differences in the political ideas of the old British colonial administration and the new American republic?” “How were the ideas of the Founding Fathers reflected in the structure of the government in the new republic?”

B2. Communities, Conflict, and Cooperation

FOCUS ON: *Historical Significance; Cause and Consequence*

By the end of this course, students will:

B2.1 analyse how various factors affected relations between European settlers and Native American nations during this period (e.g., with reference to *military alliances, Peace and Friendship Treaties, the exchange of knowledge and technology, the work of missionaries, the impact of Western diseases on Native American populations, competition for land and resources in the face of increasing European settlement, the introduction of new weapons, Europeans’ oppression of Native American peoples, the Royal Proclamation of 1763, the Northwest Ordinance*)

Sample questions: “What impact did colonists’ growing demands for land have on Native American nations?” “How did colonists view various Native American nations during this period? Did all colonists have the same view? If not, what factors might account for the differences?”

B2.2 analyse various military conflicts in the United States prior to 1791 from different perspectives, including, where applicable, the perspectives of Native American nations (e.g., *Iroquois-Huron conflicts, King Philip’s War, Bacon’s Rebellion, King William’s War, the Stono Rebellion, the Seven Years’ War, Pontiac’s Rebellion, the Boston Massacre, the War of Independence*)

Sample questions: “What were the ramifications of the Seven Years’ War for various Native American nations and the Thirteen Colonies? How great a role did this conflict play in events leading to the American Revolution?”

B2.3 analyse significant instances of social, economic, and/or political cooperation among various groups and communities in the United States prior to 1791 (e.g., *the Five Nations*

Confederacy, trade among Native peoples, early cooperation between Native American nations and European settlers, cooperation among American colonists to boycott British goods, the Continental Congress), and explain their importance

Sample questions: “What was the political and economic significance of the Five Nations Confederacy?” “What groups came together in the American colonies to rebel against British authority?”

B2.4 identify some of the main challenges and opportunities presented by the environment in the United States during this period, with reference to both Native American nations and European colonists (e.g., *variations in climate, land forms, natural resources*), and analyse their impact (e.g., *whether communities were nomadic or settled, agricultural or hunter-based; items/materials available for trade, production, and/or consumption; impact on housing, clothing, crops, and/or transportation routes*)

Sample questions: “What are some ways in which the environment affected the lives of various Native American peoples in the precontact era? What are some of the ways in which they managed their environments?” “What were some of the environmental challenges colonists faced in Jamestown and Plymouth? How did they learn to overcome these challenges?” “What impact did the suitability of land for crops such as tobacco have on dominant groups in American society during this period? What were some of the long-term effects of tobacco farming?”

B3. Identity, Citizenship, and Heritage

FOCUS ON: *Continuity and Change; Historical Perspective*

By the end of this course, students will:

B3.1 describe how various imperial powers contributed to the colonization/settlement of the United States prior to its independence (e.g., *the French in the Louisiana territory and the Great Lakes–St. Lawrence River region; the Spanish in Florida and the southwest; the Dutch along the Hudson River; the Swedes along the Delaware River; the British in the Thirteen Colonies; the Russians in Alaska*), and analyse their short- and long-term impact on the development of identity and/or heritage in the United States

Sample questions: “Why were European powers competing for territory in the regions that now constitute the United States? How did the conflicts between these powers play out in these regions?”

B3.2 explain some key differences among the Thirteen Colonies (*e.g., with reference to their beginnings as charter, proprietary, or royal colonies; types of landownership; types of labour for and general treatment of Black slaves; origins of settlers; Native populations; economic base; level of urbanization; religion*), and analyse how these differences contributed to the development of distinct regional identities in the United States

Sample questions: “How did early models of English settlement shape the American colonial experience? What was the long-term legacy of these models?”

B3.3 analyse the role of religion/spirituality in the development of the United States prior to 1791 (*e.g., with reference to the role of Puritans and Quakers in establishing some of the American colonies, Catholics in Maryland, dissenters, the Great Awakening, the rise of evangelicalism, Spanish missions in New Mexico, Deism among some political leaders, cosmologies of some indigenous and African cultures, Christianity among slaves*)

Sample questions: “Why did William Penn and other Quakers come to the American colonies? Were they free from religious persecution there? What impact did Penn and the Quakers have on the American colonies?”

B3.4 analyse the impact of prejudice and discriminatory policies and practices in the United States prior to 1791 (*e.g., with reference to slavery and slave codes, attempts to convert Native American people and disregard for their*

land rights and ways of life, discrimination against Catholics, the Salem witch trials, the status of women)

Sample questions: “What social attitudes were reflected in anti-Catholic laws and policies in the United States during this time period? In what ways have these social attitudes changed over time?” “To what extent did the laws and policies of the new country reflect the ideas of liberty and equality expressed in the Declaration of Independence?” “Why did Abigail Adams ask her husband to ‘remember the ladies’ when he was helping to draft the laws of the new American republic? Was her request honoured?”

B3.5 explain how various individuals who lived in the United States prior to 1791, as well as symbols dating from this period, contributed to the development of identity, citizenship, and/or heritage in the United States (*e.g., individuals such as Abigail Adams, Benjamin Banneker, Alexander McGillivray, William Penn, Pocahontas, Pontiac, Paul Revere, Phyllis Wheatley, George Whitefield, the Founding Fathers; symbols such as Yankee Doodle, the Betsy Ross flag, the Second Amendment*)

Sample questions: “What was the impact of the Boston Tea Party? Why did the Tea Party become such an enduring symbol in the United States? What does it symbolize? What is the significance of the use of the name by the current Tea Party movement? Do you think the beliefs and goals of that movement are consistent with those of the original Tea Party? Why or why not?”

C. THE UNITED STATES, 1791–1877

OVERALL EXPECTATIONS

By the end of this course, students will:

- C1. Social, Economic, and Political Context:** describe various social, economic, and political events, trends, and developments that occurred in, or affected people in, the United States between 1791 and 1877, and assess their impact (**FOCUS ON:** *Historical Significance; Continuity and Change*)
- C2. Communities, Conflict, and Cooperation:** analyse developments affecting interrelationships between different groups in the United States, and between the United States and other countries, from 1791 to 1877 (**FOCUS ON:** *Cause and Consequence; Historical Perspective*)
- C3. Identity, Citizenship, and Heritage:** analyse the impact of various people, policies, and practices on the development of identity, citizenship, and heritage in the United States between 1791 and 1877 (**FOCUS ON:** *Continuity and Change; Historical Perspective*)

SPECIFIC EXPECTATIONS

C1. Social, Economic, and Political Context

FOCUS ON: *Historical Significance; Continuity and Change*

By the end of this course, students will:

- C1.1** describe key social trends and developments in the United States during this period, and analyse their impact (*e.g., with reference to religious developments such as the Second Great Awakening, the Shaker movement, the expansion of Methodism, the founding of the Latter Day Saints; reform movements; the beginnings of public education; increasing class and ethnic divisions; the growth of cities; employment of children and women in factories*)

Sample questions: “What were some key developments related to religion during this period? How did some new sects contribute to short- and long-term social/cultural change?”

- C1.2** describe the daily lives of different groups in the United States in this period (*e.g., Native American nations, slaves, free Blacks, indentured servants, industrial workers, farmers, pioneers, new immigrants, economic/political elites*), including how they responded to the challenges of everyday life (*e.g., environmental challenges, isolation, poverty, displacement, prejudice and discriminatory policies, sickness*)

Sample questions: “What similarities and differences would there have been in the lives

of working-class children in an industrial city and slave children on a southern plantation? How would their lives have been different from that of a child from a wealthy family? How might the life of a boy from a wealthy family be different from that of his sister?” “What challenges did white pioneer families face? What challenges did Black pioneer families face? How did these groups respond to the challenges of pioneer life?”

- C1.3** describe various developments in science and/or technology during this period, and assess their impact on people in the United States (*e.g., with reference to steam engines, the telegraph, the application of mechanized processes in industry, the camera, medical developments such as anaesthetics and antiseptics, inventions and innovations by Alexander Graham Bell, Samuel Colt, John Deere, Charles Goodyear, Eli Whitney*)

Sample questions: “What were some technological developments related to transportation during this period? What was their significance for different people in the United States?” “What impact did the development of the cotton gin have on slavery in the American South?”

- C1.4** describe key economic events, trends, and/or developments, including international trends/developments, that affected the United States during this period, and assess their impact (*e.g., with reference to the Industrial Revolution; the establishment of a national banking system; the Bank War; canal, railroad, and road building*)

the expansion of slavery and plantation economies in the South; reciprocity with Canada; early trade unions and labour unrest; gold rushes in California and other western territories)

Sample questions: “How and why did the impact of the Industrial Revolution differ in various regions of the United States?” “In what ways did investment and the development of infrastructure in the West transform the lives of different groups in this region? Did these changes affect all people equally? Were the changes always positive?”

- C1.5** describe key political events and developments in the United States during this period (*e.g., the formation of political parties, Jacksonian democracy and the expansion of the franchise, the Twelfth Amendment’s changes to the electoral college, the definition of federal and states’ rights, Tammany Hall, the secession of the Confederacy, the Civil War, the ratification of the Thirteenth Amendment, Reconstruction, the assassination of Abraham Lincoln*), and assess their impact on the American political system and on various groups in the United States

Sample questions: “What constitutional amendments were enacted during this period? What changes did they bring about? Who was affected by them?”

C2. Communities, Conflict, and Cooperation

FOCUS ON: *Cause and Consequence; Historical Perspective*

By the end of this course, students will:

- C2.1** analyse developments affecting interactions between Native American nations and governments in the United States during this period, and assess their impact (*e.g., with reference to the Jay Treaty, the Battle of Tippecanoe, the participation of Native Americans in the War of 1812, the Seminole Wars, the Indian Removal Act of 1830, forced migrations, the Indian Appropriations Act of 1851 and the creation of western reservations, the Great Sioux War, the Nez Perce War*)

Sample questions: “What social attitudes were reflected in Congress’s ignoring Cherokee chief John Ross’s plea against the forced removal of his people?” “If the chiefs of the Seminole and the Cherokee both wanted the same thing – to stay on their land – why did one choose to fight the government in a court of law while the

other chose armed resistance?” “How would you characterize U.S. government policy with respect to Native American nations during this period?”

- C2.2** explain how various developments contributed to the birth of some social reform movements in the United States during this period, and assess the impact of these movements (*e.g., with reference to women’s rights, abolitionist, temperance, and/or labour movements; activism for reform of asylums for the mentally ill or for prison reform*)

Sample questions: “What led Dorothea Dix to begin her work to improve conditions for mentally ill people? What resistance did she encounter? What is her legacy?” “Why do you think so many social reformers at this time were Quakers?” “What factors contributed to the decision to organize the Seneca Falls Convention in 1848?” “When you look at the various social movements of this time period, which do you think had the greatest impact on American society? What criteria might you use to measure the impact?”

- C2.3** analyse key developments in the relationship between the northern and southern states during this period, and assess their significance in shaping the development of the United States (*e.g., with reference to the Missouri Compromise, the Compromise of 1850, Bleeding Kansas, secession of southern states, the Civil War, Reconstruction policies, carpetbaggers, the Compromise of 1877*)

Sample questions: “What criteria might you use to rank, in order of importance, the events that led to the American Civil War? If one of these events had not occurred, do you think history might have been different? If so, in what ways, and why?” “What were the short- and long-term consequences of the war? Do you think it continues to affect American society and/or politics?”

- C2.4** analyse key developments in relations between the United States and other countries, and explain their consequences for the United States (*e.g., with reference to the War of 1812, the Treaty of Ghent, the Monroe Doctrine, the Alamo, the Mexican-American War, relations with Great Britain during the American Civil War*)

Sample questions: “Why do there continue to be conflicting viewpoints on the outcome of the War of 1812?” “Why is the Monroe Doctrine seen as a turning point in American foreign policy?”

C3. Identity, Citizenship, and Heritage

FOCUS ON: *Continuity and Change; Historical Perspective*

By the end of this course, students will:

C3.1 explain the role and effects of slavery in the United States during this period (*e.g., with reference to the buying and selling of slaves; working and living conditions; rape and other forms of violence; slave revolts and resistance movements; the Fugitive Slave Act; the Underground Railroad; aspects of slave culture; the abolitionist movement; the Emancipation Proclamation; the Thirteenth Amendment; the challenges facing former slaves during Reconstruction*), and analyse how the legacy of slavery continues to affect heritage and identity in the United States

Sample questions: “How important was slavery to the Southern economy during this time? Who profited from slave labour? Who did not?” “What impact did the buying and selling of slaves have on slaves and their families?” “In what ways did laws/practices respecting slavery change after Nat Turner’s rebellion?” “In what ways does the history of the enslavement of Africans by Europeans continue to affect the United States today?”

C3.2 analyse the impact on heritage and identity in the United States of policies and actions related to western expansion during this period (*e.g., with reference to Manifest Destiny, the Louisiana Purchase, treaties with and displacement of Native Americans, the Mexican-American War, the gold rush in California, the admission of new territories and states, the Homestead Act, the Alaska Purchase*)

Sample questions: “What factors contributed to the idea of Manifest Destiny? What impact did this doctrine have on various peoples in the United States?” “Why were ‘westerns’ that focused on this period a popular genre in Hollywood in the mid-twentieth century? How did these movies depict various groups in the West? What patterns and/or stereotypes do you notice in these depictions? What impact might such depictions have had on popular ideas about the heritage and identities of these groups?”

C3.3 analyse how migration during this period help shaped American society and contributed to the development of identity and heritage in the United States (*e.g., with reference to Loyalist emigrants; Irish and German immigrants; the forced migration of slaves and Native Americans;*

the Trail of Tears; the Underground Railroad; the impact of immigration on labour, cities, religious/ethnic conflict)

Sample questions: “Why were immigrants from some countries treated better than those from other countries? What do these differences reveal about social values and beliefs of the time? Is there evidence that this treatment and the beliefs/values that underpinned it changed during this period?”

C3.4 analyse ways in which discriminatory policies and practices reflected and/or reinforced ideas about citizenship, rights, and social status in the United States during this period (*e.g., with reference to slavery; the passing of the Black Codes; the forced relocation of Native Americans; religious and ethnic discrimination; the Naturalization Act of 1870; the Page Act of 1875; the formation of the Ku Klux Klan; the rights of workers, women, free Blacks, and Native Americans*)

Sample questions: “How would you account for Abraham Lincoln’s claim that the Civil War was fought to save the Union and not to end slavery? Should Lincoln have acted more decisively to end slavery? Why do you think he did not?” “Who was able to vote by the end of this period? Who was not? What does inequality with respect to voting rights tell you about the status of certain groups in American society?”

C3.5 explain the contributions of various individuals to American society and politics during this period, and assess their impact on identity, citizenship, and/or heritage in the United States (*e.g., with reference to Andrew Jackson, James Monroe, Abraham Lincoln, Jefferson Davis, Sitting Bull, Geronimo, Sacajawea, Frederick Douglass, Sojourner Truth, Harriet Tubman, Horace Greeley, Clara Barton, Elizabeth Blackwell, Elizabeth Cady Stanton*)

Sample questions: “Why might some of the policies of Ulysses S. Grant’s presidency, including his support for the Fifteenth Amendment, be seen as pushing for widespread change in attitudes towards race and Native American nations?” “Who were some of the most prominent women’s rights advocates during this period? What arguments or strategies did they use to press their case? What impact did these women have? How were they viewed at the time? How are they viewed today?”

C3.6 describe some key developments in American culture during this period (*e.g., the Hudson River School, transcendentalism, slave narratives and spirituals, the founding of magazines*

such as Harper's *and The Atlantic*), including the contributions of some significant individuals to American arts and culture (e.g., *Louisa May Alcott, John J. Audubon, Mathew Brady, Emily Dickinson, Ralph Waldo Emerson, Solomon Northup, Harriet Beecher Stowe, Mark Twain, James McNeil Whistler, Walt Whitman*)

Sample questions: "What influence did the transcendentalist movement have on American writers and American society?" "What impact did slave narratives and novels such as *Uncle Tom's Cabin* have on American politics, society, and/or culture?"

D. THE UNITED STATES, 1877–1945

OVERALL EXPECTATIONS

By the end of this course, students will:

- D1. Social, Economic, and Political Context:** describe various social, economic, and political events, trends, and developments in the United States between 1877 and 1945, and analyse their key causes and consequences (**FOCUS ON:** *Cause and Consequence; Historical Perspective*)
- D2. Communities, Conflict, and Cooperation:** describe significant issues that led to conflict and cooperation in the United States between 1877 and 1945, and analyse the impact of these interactions (**FOCUS ON:** *Historical Significance; Continuity and Change*)
- D3. Identity, Citizenship, and Heritage:** analyse the impact of various policies, groups, and cultural and technological developments on identity, citizenship, and heritage in the United States between 1877 and 1945 (**FOCUS ON:** *Cause and Consequence; Historical Perspective*)

SPECIFIC EXPECTATIONS

D1. Social, Economic, and Political Context

FOCUS ON: *Cause and Consequence; Historical Perspective*

By the end of this course, students will:

- D1.1** describe key social trends and developments in the United States during this period, and analyse their impact on various groups (e.g., *with reference to continuing urbanization; immigration of people from other parts of the world; the growth of ethnic neighbourhoods in large cities; segregation and oppression of African Americans; the impact on Native American nations of the near extinction of buffalo on the Great Plains; the Great Migration of African Americans to northern cities; the social impact of prohibition and the Great Depression; changes in the roles of women; trends in religion, education, recreation*)

Sample questions: “What were some of the great internal migrations in the United States in the first half of the twentieth century? What were their causes? What were their consequences?” “What were some key changes in the roles of American women during this period? What were some factors that contributed to these changes? Did they apply to all American women?”

- D1.2** explain key economic events, trends, and/or developments in the United States during this period, and analyse some of their causes and

consequences (e.g., *with reference to the growth of industry, corporations, and trusts; robber barons; the growth and collapse of banks; the Federal Reserve Act; the stock market crash of 1929; the development of Hoovervilles; the Dust Bowl and the collapse of agriculture in the Midwest; protectionism; the Lend-Lease Act*)

Sample questions: “What is meant by the term *conspicuous consumption*? What was the historical context for the coining of the term?” “What were the consequences of the misuse of credit and buying on margin?” “How did investment patterns change after the stock market crash of 1929?”

- D1.3** describe key political events and/or developments related to domestic policy in the United States during this period, and analyse some of their causes as well as their consequences for various groups (e.g., *with reference to the Pendleton Act, the Dawes Act, Jim Crow laws, the Progressive Party, the extension of the vote to women, prohibition, the establishment of the Federal Bureau of Investigation, the creation of a permanent income tax system, the Selective Service Act, the Indian Reorganization Act, the New Deal, Franklin D. Roosevelt’s fourth term*)

Sample questions: “What were the key constitutional amendments during this period? What impact did they have on different groups in the country?” “What trends and developments led to the passing of the Sherman Anti-Trust Act?” “How and why did laws with respect to income tax develop during this time?”

D1.4 describe key developments in American foreign policy during this period, and analyse some of their causes and consequences (e.g., with reference to the Spanish-American War, Dollar Diplomacy, the Roosevelt Corollary, Theodore Roosevelt's role in the building of the Panama Canal, economic protectionism, isolationism, participation in World War I, the Paris Peace Conference, the Good Neighbor Policy, Lend-Lease, participation in World War II)

Sample questions: "What were some of the long-term consequences of American policy in Latin America during this period?" "Since the League of Nations was a major component of President Woodrow Wilson's Fourteen Points, how do you explain the refusal of the United States to join the League?" "How would you account for the fact that American entry into World War II came more than two years after Canada's declaration of war?" "How did the United States finance its involvement in World War II?"

D2. Communities, Conflict, and Cooperation

FOCUS ON: *Historical Significance; Continuity and Change*

By the end of this course, students will:

D2.1 explain issues underlying some key instances of social conflict in the United States during this period (e.g., the Massacre at Wounded Knee, the resurgence of the Ku Klux Klan, lynching, race riots, the Scopes trial, the Haymarket Riot, the Ludlow Massacre, Bonus Army protests, strikes by miners or textile workers)

Sample questions: "What was the basis of the conflict in the Scopes trial? What was the outcome of the trial? Did it resolve the debate over evolution versus creationism? In what ways is this debate still relevant in the United States today?" "Why were there race riots in 1919? What issues underlay these riots?"

D2.2 analyse key labour issues in the United States, explaining how they changed during this period (e.g., with reference to child labour; the formation of trade and industrial unions; the struggle for minimum wage / maximum hours legislation; unemployment during the Great Depression; the impact of the Red Scare; the Wagner Act; the role of individuals such as Mary "Mother" Jones, Rose Schneiderman, or Samuel Gompers)

Sample questions: "What impact did the Triangle Shirtwaist Factory fire have on labour relations in the United States?" "What was the significance of the Wagner Act? In what ways did it mark a change in labour relations in the United States?"

D2.3 describe the issues that motivated various social reform movements in the United States during this period, and assess the contribution of some of these movements, and individuals associated with them, to American society (e.g., with reference to the women's suffrage, social gospel, civil rights, Grange, labour, peace, and/or temperance movements; groups such as the Woman's Christian Temperance Union, the American Federation of Labor, the Industrial Workers of the World, the National Association for the Advancement of Colored People [NAACP], the National Woman's Party, the Sierra Club; individuals such as Jane Addams, Carrie Chapman Catt, Eugene Debs, Margaret Sanger, Norman Thomas, Ida B. Wells)

Sample questions: "Why is the early twentieth century often referred to as the Progressive Era in the United States? Do you think this term accurately reflects this period? Why or why not?"

D2.4 describe issues of concern to African Americans during this period (e.g., systemic oppression and segregation, discrimination, lynching and other forms of violence, poverty and unemployment, housing, voting rights), and analyse contributions of African Americans to American society (e.g., the establishment of the NAACP and/or the Tuskegee Institute; cultural developments such as the birth of blues and jazz or the Harlem Renaissance; the Negro Baseball League; the contributions of individuals such as Mary McLeod Bethune, W. E. B. Du Bois, Billie Holiday, Langston Hughes, Zora Neale Hurston, Jack Johnson, Elijah McCoy, Garrett Morgan, Booker T. Washington)

Sample questions: "How did sharecropping continue to keep African Americans in the South in servitude?" "What impact did Jim Crow laws have on the status and citizenship rights of African Americans? How did African Americans respond to these laws?"

D3. Identity, Citizenship, and Heritage

FOCUS ON: *Cause and Consequence; Historical Perspective*

By the end of this course, students will:

D3.1 describe trends and developments in immigration during this period, and assess their impact on identity and culture in the United States (*e.g., with reference to groups such as Canadians, Chinese, Germans, Italians, Jews, Scandinavians, or Slavs; the impact of the Chinese Exclusion Act of 1882, the Geary Act of 1892, the Emergency Quota Act of 1921, or the Immigration Act of 1924*)

Sample questions: “Do you think the experience of most immigrants to the United States during this period supported the idea of the American Dream? Were some groups more successful than others in their new country? If so, how would you account for this?” “What are some ways in which immigrant groups contributed to regional culture/identities during this period?”

D3.2 explain how different regions contributed to heritage and identity in the United States during this period (*e.g., with reference to the South; the Southwest; Appalachia; the Midwest; New England; California; the great metropolises such as New York, Chicago, Detroit*)

Sample questions: “What factors account for the distinctive cultures in some regions of the United States?” “In what ways did American regionalism affect politics in this period? How does it affect politics in the present day? What changes have occurred since the late nineteenth century in the political map of the regions?”

D3.3 describe a variety of developments in science and/or technology during this period, and analyse their impact on heritage and identity in the United States (*e.g., with reference to automobiles; farm machinery; the telephone; motion pictures; sound recordings; the assembly line; airplanes; radio; developments in sanitation, household appliances, electricity, medicine, weaponry; the work of Thomas Edison, Henry Ford, Albert Einstein, or George Washington Carver*)

Sample questions: “What technological/scientific development from this period do you think had the greatest impact on identity and/or heritage in the United States? Why?” “What impact did the development of radios and motion pictures have on American culture?”

D3.4 analyse developments related to citizenship rights for various groups in the United States during this period (*e.g., with reference to Native American nations; African Americans; women; Americans with Italian, Chinese, Japanese, Jewish backgrounds; communists*)

Sample questions: “What was the significance of the 1924 Indian Citizenship Act?” “What were some ways in which Executive Order 9066 was used to control the lives of people whom the government saw as a threat to American security? What does it tell you about the values/beliefs of the time as well as fears in American society during World War II?”

D3.5 describe various developments in the arts and popular culture during this period, and analyse how they contributed to heritage and identity in the United States (*e.g., with reference to developments in music, motion pictures, theatre; the growth of professional sports; influential artists and writers; newspapers, magazines, comic books; creation of the Pulitzer Prize or the Academy Awards*)

Sample questions: “How important were Hollywood films to the way the United States was perceived around the world?” “How did the Harlem Renaissance contribute to African-American identity and American heritage?” “How did the work of John Muir contribute to the establishment of Yosemite National Park and the National Park Service? How did photographer Ansel Adams help popularize Yosemite and contribute to the American conservationist movement?”

E. THE UNITED STATES SINCE 1945

OVERALL EXPECTATIONS

By the end of this course, students will:

- E1. Social, Economic, and Political Context:** describe various social, economic, and political events, trends, and developments in the United States since 1945, and analyse their key causes and consequences (**FOCUS ON:** *Cause and Consequence*)
- E2. Communities, Conflict, and Cooperation:** analyse how various events and developments have affected specific groups in the United States, and relations between the United States and other countries, since 1945 (**FOCUS ON:** *Historical Significance; Continuity and Change*)
- E3. Identity, Citizenship, and Heritage:** analyse how various groups, trends, and cultural developments have affected identity, citizenship, and heritage in the United States since 1945 (**FOCUS ON:** *Historical Significance; Historical Perspective*)

SPECIFIC EXPECTATIONS

E1. Social, Economic, and Political Context

FOCUS ON: *Cause and Consequence*

By the end of this course, students will:

- E1.1** describe key social trends and developments in the United States during this period, and analyse their main causes and consequences (*e.g., with reference to development of teen culture in the 1950s and youth countercultures in the 1960s; the environmental movement; social upheaval associated with the civil rights, antiwar, and/or women’s movements; changes in birth, marriage, and divorce rates; changes in the role of women; continuing urbanization; trends in recreation; changes in the sources of immigrants and refugees; trends with respect to religion/spirituality, education, crime, violence*)

Sample questions: “What were some of the causes and effects of the development of youth subcultures after World War II?” “What were the causes of increasing suburbanization during the second half of the twentieth century? What impact did this trend have on some American cities and families?”

- E1.2** describe some key developments in science and/or technology during this period, and explain their impact on Americans (*e.g., with reference to television, weaponry, the Salk vaccine and other medical breakthroughs, developments in computers and other digital technologies, space exploration, biotechnology*)

Sample questions: “What impact did the development of increasingly powerful nuclear weapons have on Americans?” “What criteria would you use to assess the impact of computer technology on American society? Why might the criteria used and the conclusions reached change depending on the sector or group(s) of people you are studying?” “How have developments related to genetically modified organisms affected American agricultural practices as well as the American economy and society?”

- E1.3** describe key economic trends and developments in the United States during this period, and analyse their main causes and consequences (*e.g., the Marshall Plan, the expansion of the military-industrial complex, consumerism, the energy crisis, the increasing power of American transnational corporations, the savings and loan scandal, Reaganomics, free trade agreements, globalization, decline in manufacturing, the Rust Belt, increase in high-tech industry, the dot-com bubble, bank fraud, increasing economic inequality*)

Sample questions: “What factors led to the growth of unions in the years after World War II? What factors have led to their decline in more recent years?” “What factors have led to an increase in the size of the average farm?” “What factors led to the subprime mortgage crisis of 2008? Whose lives were changed by the crisis? Why was the consequent recession not felt equally by all Americans?” “What kinds of financial scams and frauds were exposed during the financial crisis of 2008? Why were

some groups more vulnerable than others to financial scams and fraud?"

E1.4 describe key political events, developments, and/or policies in the United States during this period, and analyse their main causes and consequences (*e.g., the Truman Doctrine, the creation of the Central Intelligence Agency [CIA], McCarthyism, the decision to send troops to Vietnam, the assassination of John and Robert Kennedy, policies associated with Johnson's "Great Society", Watergate, the war on drugs, deregulation under Reagan, the Brady Act and continuing debates about gun control, the Bush Doctrine, the Tea Party movement, "Obamacare"*)

Sample questions: "What events and values underpinned McCarthyism? What consequences did it have for individual Americans and for American society as a whole?" "What political issues have been central to the 'culture wars' during this period? What impact have such disagreements had on American governments?"

E2. Communities, Conflict, and Cooperation

FOCUS ON: *Historical Significance; Continuity and Change*

By the end of this course, students will:

E2.1 describe developments and/or events of particular significance to African Americans during this period, and analyse their impact on African Americans and on American society in general (*e.g., Brown v. Board of Education; the arrest of Rosa Parks and the Montgomery bus boycott; the desegregation of Little Rock Central High School; the Freedom Riders; the 1963 church bombing in Birmingham; the March on Washington; the Civil Rights Act of 1964; the Voting Rights Act of 1965; race riots; affirmative action; the assassination of Medgar Evers, Malcolm X, or Martin Luther King Jr.; incarceration rates for African-American men; the election of Barack Obama*)

Sample questions: "What impact did the demographic changes associated with the Second Great Migration have on African Americans? What impact did these changes have on American cities such as Chicago, Detroit, or New York?" "In what ways were the actions of Rosa Parks and the resulting Montgomery bus boycott a turning point in the civil rights movement? What criteria would you use to rank the impact of these events?"

E2.2 explain the context for the development of various reform movements in the United States during this period (*e.g., civil rights, antiwar, feminist, Native rights, environmental, labour, or antiglobalization movements; the ideas and activism of Rachel Carson, Aldo Leopold, Martin Luther King Jr., Cesar Chavez, Gloria Steinem, Harvey Milk, the American Indian Movement, the Black Panthers, the National Organization for Women*)

Sample questions: "What are some developments during this period that have strengthened the environmental movement? What challenges has it faced?" "What attitudes and practices have been challenged by the gay rights movement in the United States? How successful do you think this movement has been?"

E2.3 analyse American involvement in international affairs during this period, including the participation of the United States in international conflicts and international organizations (*e.g., with reference to the Cold War; the Korean War; the Berlin Airlift; the Cuban Missile Crisis; the War in Vietnam; the Gulf War; the War on Terror; the role of the CIA in supporting or overthrowing regimes in Chile, Iran, Indonesia, El Salvador, or Cuba; participation in the United Nations [UN], the World Bank, NATO, NORAD, the Organization of American States, the World Trade Organization*)

Sample questions: "What was the significance of the Cold War for American foreign policy? How did it influence the decision of the U.S. government to send troops to Korea and Vietnam?" "What role have covert activities played in American foreign policy during this period? What impact have such activities had in other countries and on international perceptions of the United States?" "Do you think that American political influence in the world is declining? Why or why not?"

E2.4 describe changes in American immigration policies and trends during this period (*e.g., the Displaced Persons Act of 1948, Operation Wetback, the Hart-Cellar Act of 1965, the Immigration Act of 1990, the impact of the Cold War on immigration, policies regarding illegal immigration, the role of illegal immigrants in agriculture*), and analyse their impact

Sample questions: "What impact did the 9/11 terrorist attacks have on immigrants and would-be immigrants to the United States? What changes relevant to immigrants were introduced in the Patriot Act of 2001 and the Homeland Security Act of 2002?"

E3. Identity, Citizenship, and Heritage

FOCUS ON: *Historical Significance; Historical Perspective*

By the end of this course, students will:

E3.1 analyse how various groups have contributed to the development of identity, citizenship, and/or heritage in the United States during this period (*e.g., African Americans, Hispanic Americans, Native Americans, Jews, Muslims, evangelical Christians, youth, entrepreneurs, different categories of workers, hawks and doves, “Reds” and anticommunists, gun advocates*)

Sample questions: “As you investigate different communities in the United States during this period, do you think their experience or contribution is consistent with the traditional idea of the American ‘melting pot’? Why or why not?” “Have all the groups you are investigating enjoyed the same citizenship rights? If not, what are some ways in which people’s rights have been limited?” “What impact did images of Southern segregationists battling civil rights workers have on the development of heritage and identity in the United States?”

E3.2 explain the impact of religion/spirituality on the development of identity, citizenship, and/or heritage in the United States during this period (*e.g., with reference to the Bible Belt; African-American churches and the civil rights movement; religious minorities such as Mormons, Catholics, Jews; spiritual practices of Native Americans; evangelical Christians and the power of the religious right in American politics; attitudes towards Muslims after 9/11*)

Sample questions: “How has religion/spirituality contributed to regional identities and regional divisions in the United States?” “What impact have fundamentalist Christian beliefs and values had on education in some areas of the United States?” “Do you think the role of religion during this period is consistent with the separation of church and state envisioned by the founders of the American republic?”

E3.3 analyse how the roles and identities of American women have changed during this period (*e.g., with reference to women’s domestic roles, labour force participation, education; the Equal Pay Act of 1963; the pink-collar ghetto; the women’s liberation movement; Roe v. Wade;*

affirmative action; the failure of the Equal Rights Amendment; the role of class and race in women’s lives)

Sample questions: “Why is the publication of *The Feminine Mystique* often seen as a turning point for American women? What was the thesis of that book? Was it relevant to all American women? Why or why not?” “What economic opportunities have been available to different groups of women in the United States since the end of World War II? In what ways have these opportunities been similar to and different from the kinds of work and pay available to men, including different groups of men?”

E3.4 analyse the role of consumer culture in the construction of identity in the United States during this period (*e.g., with reference to automobile culture, fashion, the fast-food industry, iconic American products, magazines, advertising, branding, gun culture, suburbanization*)

Sample questions: “What is meant by the term *coca-colonization*? What was the significance of this term for identity in the United States and the image of the United States abroad?” “Why have big-box stores become symbols of American culture? Why have these stores become so popular?” “In what ways have environmental concerns affected consumers and consumer choices in the United States during this period?”

E3.5 analyse the impact that American arts and popular culture have had during this period, both in the United States and internationally (*e.g., with reference to literature, theatre, dance, painting, architecture, music, professional sports, movies, television shows, video games; individuals such as Woody Guthrie, James Brown, Walt Disney, Jackson Pollock, Martha Graham, Jackie Robinson, Tennessee Williams, Toni Morrison, Andy Warhol, Maya Lin, Steven Spielberg*)

Sample questions: “What are some ways in which the youth counterculture of the 1960s has had an impact on American heritage?” “What are some ways in which American popular culture has reached around the world in this period? What is the impact of such cultural dominance?”