

DREYFOUS

Thematic guide

History of the United States: Changes and Continuities

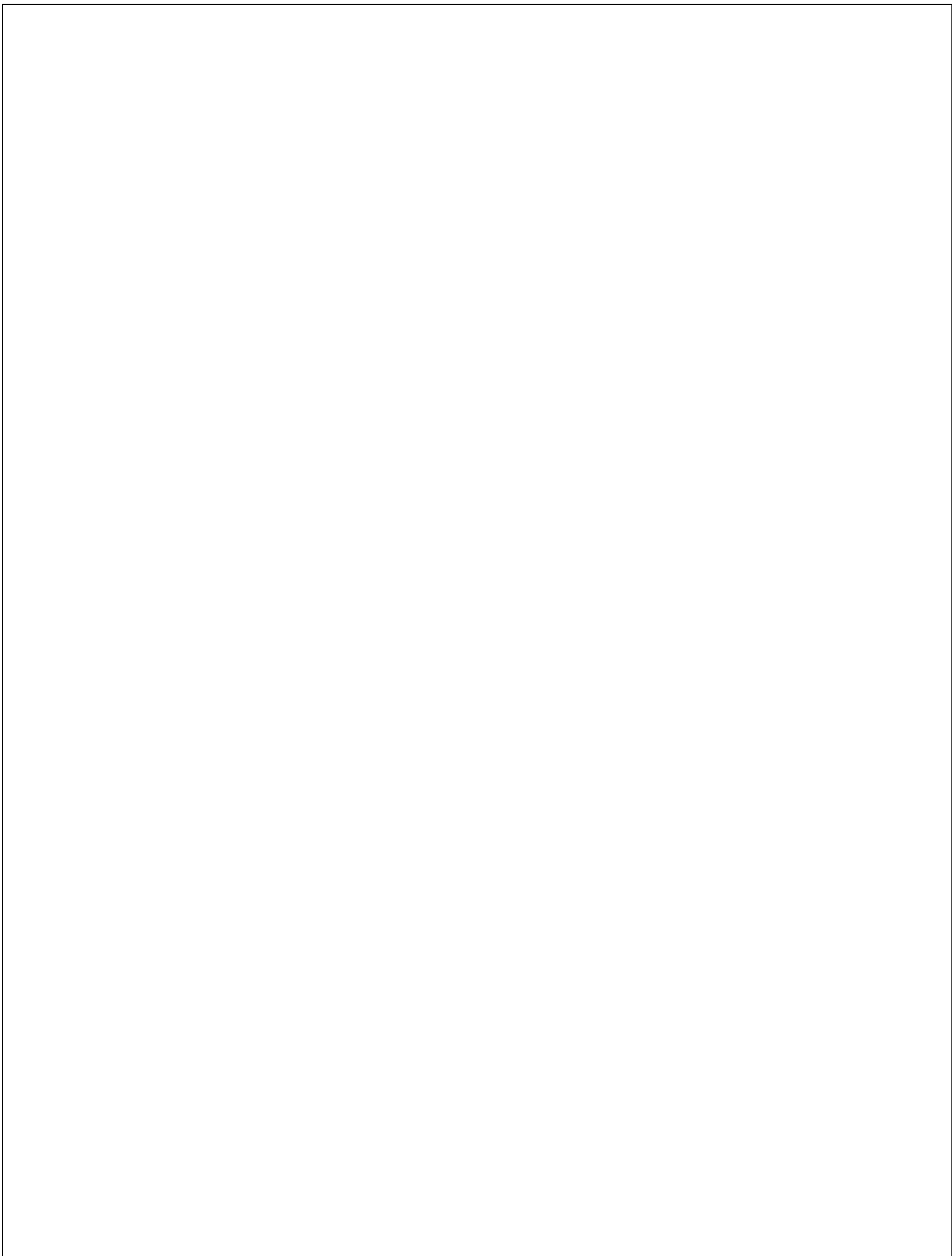


TABLE OF CONTENTS

Series Description	1
Introduction.....	1
Course Structure: Curricular Components	2
Unit Breakdown	12
Unit 1. Geographic and Cultural Formation	12
Lesson 0. Course Introduction: Studying the Past.....	12
Lesson 1. Physical Geography	12
Lesson 2. Human Geography	14
Lesson 3. Native American Populations.....	15
Lesson 4. Across the Atlantic: Europe and Africa in the 15 th and 16 th Centuries.....	16
Unit 2. Establishment and Development of the Thirteen Colonies	18
Lesson 1. Exploration and Colonization of North America	18
Lesson 2. Virginia: The First Proprietary Colony	19
Lesson 3. More Colonies Emerge: The First Religious Colony, the Development of New England, and the Founding of Maryland.....	20
Lesson 4. The Restoration Colonies	21
Unit 3. Colonial Life and Society	23
Lesson 1. Relations Between Settlers and Native Americans.....	23
Lesson 2. Relations with England	24
Lesson 3. The Economy of the Colonies	24
Lesson 4. Life and Society in the Colonies	25
Unit 4. Toward the Independence of the Thirteen Colonies.....	28
Lesson 1. On the Other Side of the Atlantic.....	28
Lesson 2. Causes of Separation	29
Lesson 3. The Road to Independence.....	29
Lesson 4. Development of the American Revolutionary War	30
Unit 5. The Formation of the New Republic.....	32

Lesson 1. A Difficult Start.....	32
Lesson 2. The Constitution of the United States of America	33
Lesson 3. The Presidency of George Washington.....	34
Lesson 4. The First Political Parties Emerge	34
Lesson 5. From 1801 to 1807: Change and Growth.....	35
Unit 6. Development, Expansion and Conflicts in the 19th Century	37
Lesson 1. From James Madison to John Quincy Adams.....	37
Lesson 2. Democracy and Socio-Political Changes, 1828-1840	38
Lesson 3. Democracy and Socio-Economic and Cultural Changes, 1828-1840	39
Lesson 4. Antecedents of the Civil War	40
Lesson 5. The Civil War	40
Lesson 6. Reconstruction Era	41
Unit 7. Building a World Power.....	43
Lesson 1. Expansion, Economy, and Society in the Late 19 th Century	43
Lesson 2. Expansion and Imperialism at the Turn of the Century (19 th to 20 th century)	44
Lesson 3. The United States and the First World War	45
Lesson 4. Society and Culture in the 1920's.....	46
Lesson 5. The Great Depression.....	47
Lesson 6. The United States and World War II	48
Unit 8. Transformations, Challenges and Conflicts	50
Lesson 1. New Times and the Cold War	50
Lesson 2. 1960: A Decade of Transformations.....	51
Lesson 3. 1970: Decade of Transition.....	52
Lesson 4. The Emergence of a Conservative Order.....	53
Lesson 5. The End of an Era and the Start of Another.....	53
Lesson 6. A New Century	55

Series Description

Introduction

We present the **EduSystem Project's Explorers of History** series. The series contains various pedagogical activities designed to awaken students' interest in history through exploration, research and critical analysis. It also aims to develop creativity and cooperation between peers in solving pressing problems using the historical knowledge they have gained. It also seeks to foster respect for the social and cultural diversity of the students' environment by exploring the past and analyzing of the present. Therefore, the **Explorers of History** will develop the following features:

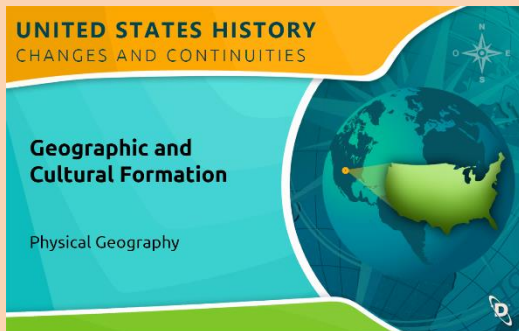
- curiosity
- research skills
- creativity
- cooperation
- to respect diversity

The objective of the series is to create citizens committed to society. Accordingly, it provides tools to facilitate their access to the historical knowledge needed to evaluate the present, supporting positions for the benefit of the community and the country.

Course Structure: Curricular Components

Lesson content

Title Page



It is the cover letter of the course and the lesson. It identifies the course, unit, and lesson.

Includes:





- Course title
- Unit and lesson title
- Image
- Credits

Directory



Presents the sections and topics of the lesson. Each button has a hyperlink to the section representing.

Includes:



-  Overview (unit)
-  Introduction (lesson)
-  Topics
-  Checkpoint

Overview (unit)



This section is only found in the first lesson of each unit.

Includes:

-  **Text:** Introduces the theme of unit.
-  **Get Active!:** It is a short activity related to the theme of the unit and

aimed at activating the knowledge and curiosity of the students.

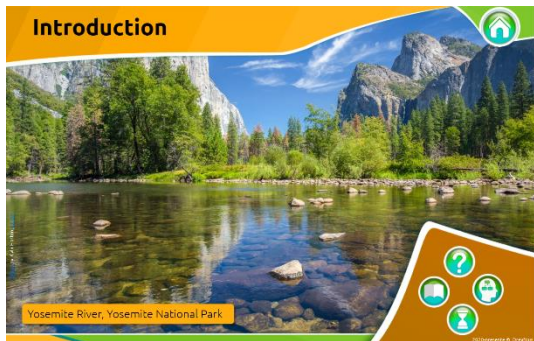


Objectives: Presents the objectives of the unit.



Time Line: Chronological order of historical events related to the theme of unity.

Introduction (lesson)



Section found in all lessons.

Includes:



Text: Introduces the theme of the lesson.



What Do You Know: Short questions to activate students' knowledge prior to studying the lesson topics.



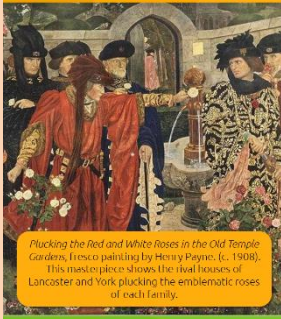
Keyword map...: Graphic organizer containing the key concepts (**highlighted words**) of the lesson.



Time Line: Chronological order of historical events related to the theme of the lesson.

Topics (content)

England and the *New World*



At the time of the discovery of the *New World*, King Henry VII, who established the Tudor dynasty, ruled over **England**. Busy with strengthening his political power after the end of the War of the Roses (1455-1485), the exploration of new lands was not a priority for the English monarch. However, obtaining riches that would help his kingdom was a priority.



Old map featuring the location of the Thirteen Colonies on the east of current-day U.S.

Written narrative

Historical narration through the written word








Includes:

- paragraphs
- **vocabulary**
- **prominent words** (key concepts in the lesson)

Visual narrative

Historical narration through visual representations


Includes:

-  link
-  image
-  time line
-  map
-  graphic organizer
-  table or graph
-  video

Think About It

THINK ABOUT IT

How did England and Holland become the European Crowns with the most maritime power in the 16th century?



Consequently, Spain lost its maritime power, which was passed on to **England** and **Holland**. From this moment on, **England** began to make incursions into the *New World*, specifically in North America.

Spanish Armada



Quick questions located at some point in the development of the topics.

The goal of these questions are reflection

Assessment

Complete each sentence with the correct word.

- In 1606, the _____ was created, comprising two branch offices: the London Company and the Plymouth Company.
- In 1607, Jamestown, the first English _____ in North America, was founded.
- The location they chose for the settlement was not ideal for habitation; it was a _____ lowland that was a breeding ground for malaria outbreaks.
- The lands where the settlers landed were already inhabited by the _____ Nations.
- The settlers soon discovered that there were no _____ or _____ deposits to be found in this colony or in any of the other colonies to be formed.
- _____ assumed leadership of the colony in the fall of 1608.
- During the winter of 1609 to 1610, there was a _____ shortage in Virginia.

swampy Powhatan silver Virginia Company food John Smith
settlement gold

and knowledge evaluation.




Short and objective exercises aimed at evaluating and applying of knowledge located in the development of the topics.

Special sections

UP CLOSE

Map of Virginia, 1624

Look at the following document. Then, answer the following questions.



Map of Virginia by John Smith and William Hole, 1624.

They broaden students' learning experiences. One or more may appear in the lesson. They will be included in the lesson when relevant, and are:




Up Close: Research of themes in historical documents (written or visual).



Awesome Creations: Explores human creations with historical value: buildings, monuments, art, objects, etc.

EXPLORING...

Yosemite National Park, United States



Yosemite National Park is one of the most emblematic tourist attractions in the United States of America and the world. In 1984 it was named World Heritage by the United Nations Educational, Scientific and Cultural Organization (UNESCO). This park is home to a large diversity of flora and fauna very characteristic of the region. Yosemite Park is famous for its landscapes and the diversity of activities it offers its visitors. Some famous locations are the Yosemite Valley, Yosemite Falls, Merced River, and the Grizzly Giant, a 2,700-year-old tree. Visitors can go rock and climbing, fishing, and camping. Besides, Yosemite Park has restaurants with a diverse culinary offering.



Exploring...: Offers suggestions historically interesting places to visit.



Historical Connections:

Section aimed at curricular integration.



Interesting Facts:

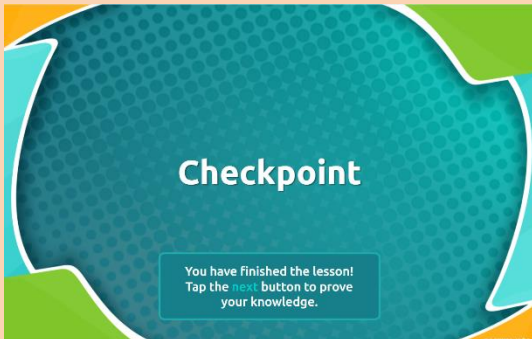
Presents curiosities of history related to various aspects of human experience, such as customs, sayings, animals, fashion, food, music, sports, etc.



Extraordinary Lives:

Presents biographies of different protagonists of the story.

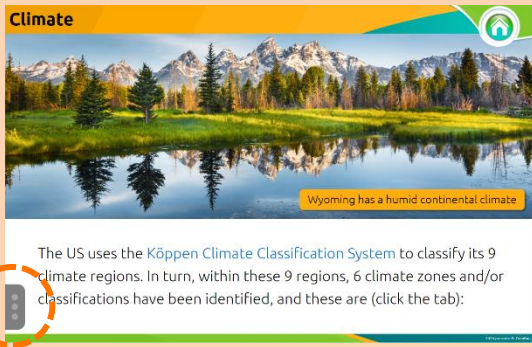
Checkpoint



This is the pedagogical closure of the lesson. It contains various activities for students to evaluate, review and apply the knowledge acquired.

Activities are in line with lesson objectives.

The Tab



By clicking the grey tab at the bottom left of some of the Lesson Content templates, the student will be able to see some of the buttons below.

The tab can contain 1 to 4 buttons.

Each button, when pressed, will take the student to the section or activity it represents.

Button Directory

Navigation



Close



Credits



Directory



Back

General



Get Active!



Overview



Checkpoint



Assessment

	Up Close		Awesome Creations
	Exploring...		Link
	Keyword map...		Historical Connections
	Image		Introduction
	Time Line		Map
	Objectives		Graphic Organizer
	Think About It		Interesting Facts
	What Do You Know		Table or graph
	Topics		Text
	Extraordinary Lives		Video

Work Sheets

Objective Exercises

Practice

Name: _____ Date: _____
 Group: _____
 Course: History of the United States: Changes and Continuities
 Unit: Colonial Life and Society
 Lesson: The Economy of the Colonies

I. Select: Select the correct answer for each premise.

- Since tobacco did not grow in the Southern Colonies, it was not a major cash crop.
 - cocoa.
 - coffee.
 - sugar cane.
 - rice.
- In the Southern Colonies,
 - Native Americans.
 - women.
 - slaves.
 - Chinese people.
- The Northern Colonies built
 - the naval industry.
 - the biochemical industry.
 - the military industry.
 - the metallurgical industry.
- The Mason-Dixon line was
 - the religious border between the Northern and Southern Colonies.
 - the border between the Northern and Southern Colonies.
 - the slavery border between the Northern and Southern Colonies.
 - the border between the Northern and Southern Colonies.

You Know It!

Name: _____ Date: _____
 Group: _____
 Course: History of the United States: Changes and Continuities
 Unit: Colonial Life and Society
 Lesson: The Economy of the Colonies

I. True or False: Determine whether each sentence is true (T) or false (F). If the sentence is false, underline what makes it false.

- _____ The shortage of currency became a problem for the economic development of the colonies.
- _____ Cotton remained the most important product for all these Southern Colonies until it was overtaken by tobacco.
- _____ Rice was successfully cultivated in the New England Colonies.
- _____ The economy of the Southern Colonies was more diverse than that of the Northern Colonies.
- _____ Small scale production in the North produced surpluses that the settlers used to purchase supplies and utensils.
- _____ Tobacco crops were the main source of income for the colonies of South Carolina and Georgia.
- _____ Settlers from the South traveled to the Antilles to buy cane sugar molasses for distilling into rum.

Found in all lessons and provide the key for the teacher.

- Practice
- You Know It!

Subjective Exercises

Think and Create

Name: _____ Date: _____
 Group: _____
 Course: History of the United States: Changes and Continuities
 Unit: Colonial Life and Society
 Lesson: The Economy of the Colonies

I. Fact or Opinion: Determine if the following sentences are fact (F) or opinion (O).

- _____ Agriculture dominated the economy of the Southern Colonies.
- _____ The Northern Colonies were more educated than the Southern Colonies.
- _____ Racism prevailed in the Southern Colonies.
- _____ The Thirteen Colonies were more liberal than the Southern Colonies.
- _____ The currency of the colonies was more stable than the currency of the Southern Colonies.
- _____ By 1740, Boston was the largest city in the colonies.
- _____ The Southern Colonies were more liberal than the Northern Colonies.
- _____ New England was a major source of lumber for the colonies.

II. Research: Research about the currency of the colonies.

- What is currency?

- What is paper currency?

Crafting with History

Name: _____ Date: _____
 Group: _____
 Course: History of the United States: Changes and Continuities
 Unit: Colonial Life and Society
 Lesson: The Economy of the Colonies

I. Imagine and Create: Imagine you are a merchant in the Pennsylvania region and are seeing how the Mason-Dixon line divides the colonies, not just geographically, but also ideologically in terms of slavery. You would like all the colonies to use free labor instead of slave labor. To achieve this, you need to write a letter to convince the Southern settlers. Write a letter with compelling arguments against the use of slaves and the benefits of free labor.

Found in all the lessons; they do not necessarily include a key, since in many cases they do not require it.

- Think and Create
- Crafting With History

Collaborative Exercise

We Can Do It!

Name: _____ Date: _____
 Group: _____

Course: History of the United States: Changes and Continuities
 Unit: Colonial Life and Society
 Lesson: The Economy of the Colonies

1. Identify and Design: Gather with five classmates to identify a potential commercial activity and design a business plan. You may use the following links to help design your business plan.

- <https://econompedia.com/learn/what-is-a-business-plan-1.html>
- <https://www.entrepreneur.com/article/242424>

What is a business plan?
 A business plan is a document that describes an entrepreneurial project and its development.
 To learn more, visit <https://econompedia.com/definition/business-plan-definition.html>

Found in all the lessons; it does not necessarily include a key, since in many cases it is not required.

- o We Can Do It!

Unit Review

Unit Review

Name: _____ Date: _____
 Group: _____

Course: World History: A Broad Perspective
 Unit: Prehistory and the Origin of Civilization
 Lesson: Prehistory and the Origin of Civilization

1. Match: Match each concept on the left with its corresponding definition on the right.

1. _____ geologic evolution	a. a numbering system with a base of 60
2. _____ hominization	b. a state of perfection and wellbeing achieved by the soul when it joins a divine essence, according to Buddhist religion
3. _____ sphinx	c. the evolutionary process that distinguished humans from the rest of the primates
4. _____ senesepimal system	d. the Romanizing effect, propagating Roman culture among other cultures
5. _____ nirvana	e. the process of Earth's formation
6. _____ shogunate	f. fantastical creature that has a human head, neck, and chest and the body of a lion
7. _____ Romanization	g. military government directed by the shogun, the most important Japanese military rank
8. _____ tribal	h. related to the tribe, a primitive social group

Found only in the last lesson of each unit and includes the teacher's key.

Vocabulary

Vocabulary

Course: History of the United States: Changes and Continuities
 Unit: Colonial Life and Society
 Lesson: The Economy of the Colonies

1. **Subsistence economy:** Economic activity that consisted of livestock breeding and small-scale agriculture to meet the basic needs of the family.

2. **Snuff trap:** A type of finely ground tobacco that can be either wet or dry. The wet kind is usually consumed by mouth, and the dry kind is inhaled through the nose.

Found in every lesson. It is a breakdown of the vocabulary words in the lesson with their definitio.

Unit Project

Explore History

Explore History

Name: _____ Date: _____
Group: _____
Course: World History: A Broad Perspective
Unit: Prehistory and the Origin of Civilization Lesson: Civilization in Europe and America

Introduction:
In this lesson you will study the emergence and development of *civilizations* in the European and American continents.

Instructions:
In this *fourth phase* of the Unit 2 Unit Project you will investigate why the European and American civilizations studied are or are not considered civilizations. Then, according to what we studied, you will analyze whether Taha society may be considered a civilization.

1. Investigate how the seven indicators of the existence of a civilization are evidenced in European and American societies. Provide examples for each indicator.

	Seven Indicators of the Existence of a Civilization						
	City	Religion	Government	Hierarchy	Writing	Culture	Commerce
European							

1

Historical research project on a topic relevant to students and aligned with the unit's theme.

It is divided into phases. The number of phases in each case corresponds to the number of lessons the unit has.

The development of the project is gradual, and its objective is the creation of a final product by stages.

The teacher has the option to develop the lesson based on the activities proposed by each project.

Some unit projects include annexes.

Unit Breakdown

The following is a breakdown of the units into lessons, where the titles of each unit are detailed, as well as the titles, codes, objectives, topics, concepts and vocabulary of each lesson.

Unit 1. Geographic and Cultural Formation

At the end of this unit, the student will have completed the objectives found in the following lessons.

Lesson 0. Course Introduction: Studying the Past

Code: C516G11U01L00

Objectives

At the end of the lesson the student will:

- evaluate the methodology employed by historians to produce a historical account;
- distinguish between primary and secondary sources;
- analyze the relationship between geographic space and time, and its importance in studying the past.

Themes

- The History of the United States of America
- How Do Historians Work?
- History and its Sources
- Time-Space Geography in the Study of the Past

Concepts

- historical sources
- primary sources
- secondary sources
- historian
- historical account

Vocabulary

- N/A

Lesson 1. Physical Geography

Code: C516G11U01L01

Objectives

At the end of the lesson the student will:

- know specific aspects of the geography of the United States;

- identify the most important elements of the North American relief;
- describe the great systems that make up North American hydrography;
- locate the various geographical elements that make up the American surface;
- argue about the relevance of taking care and preserving the environment.

Themes

- The Discipline of Geography
- Location and Geographical Boundaries of the US.
- Size and Relief
 - The Rocky Mountains
 - The Interior Plains and the Great Plains
 - Appalachian Mountains
 - The Atlantic and Gulf of Mexico coastal plain
- Hydrography
- Climate
- Natural Resources of the United States
- The United States and the Environment

Concepts

- environment
- climate
- physical geography
- hydrography
- environment
- natural resource
- relief

Vocabulary

- biogeography
- biomass
- global warming
- climate change
- climatology
- energy crisis
- urban sprawl
- greenhouse effect
- geothermal energy
- hydropower
- renewable energy
- runoff
- physiography

- natural formation
- geomorphology
- glaciology
- meteorology
- pedology
- non-renewable resources
- renewable resources
- regions
- relief
- Koppen climate classification system
- geographic information systems (GIS)

Lesson 2. Human Geography

Code: C516G11U01L02

Objectives

At the end of the lesson the student will:

- analyze the relationship between human beings and their physical space;
- compare and contrast the level of development of geographical areas in the United States and their relationship to density;
- analyze the main challenges of North American society;
- discuss the consequences of technological advances on the development of the population.

Themes

- General Features of the US Population
- The American Population: Origin and Diversity
 - Native American and European Peoples
 - African Americans
 - A Nation of Immigrants
- US Quality of Life
 - Health and Well-being
 - Housing, Education and Work
- Current Challenges in American Society
 - Racism, Xenophobia, and Homophobia
 - Seeking Social Justice
 - Technology and Society

Concepts

- diversity
- education

- homophobia
- immigrants
- social justice
- population
- racism
- health
- work
- housing
- xenophobia

Vocabulary

- quality of life
- cost of living
- population density
- discrimination
- homophobia
- racism
- recession
- indigenous reservations
- racial segregation
- xenophobia

Lesson 3. Native American Populations

Code: C516G11U01L03

Objectives

At the end of the lesson the student will:

- identify the various advanced population groups that existed in Mesoamerica before the arrival of the Europeans;
- analyze the social, political, and cultural elements that characterized Mesoamerican indigenous populations;
- establish differences between the various advanced cultural groups that populated all of America;
- research the indigenous cultures that emerged and developed throughout North America prior to the European conquest;
- differentiate indigenous groups and their levels of development within North American pre-colonial history;
- analyze the context in which the various North American groups were disappearing in North America.

Themes

- Settling of America: Various Theories

- Bering Strait Theory
- Other Important Theories
- Mesoamerica: Advanced Indigenous Societies
 - Olmecs and Mayans
 - Zapotec and Chichimeca
 - Toltecs and Aztecs
- Cultures of the Mississippi and Ohio River Valleys and the Southwest
 - Adena and Hopewell
 - The descendants
 - The Anasazi
- Other Indigenous Nations
- From Nomadic to Sedentary
- The Arrival of the Europeans

Concepts

- agriculture
- hunting
- pottery
- indigenous
- Mesoamerica
- Native Americans
- nomad
- settlement
- sedentary

Vocabulary

- geneticist
- nopal
- goldsmith
- totem
- tumulus

Lesson 4. Across the Atlantic: Europe and Africa in the 15th and 16th Centuries

Code: C516G11U01L04

Objectives

At the end of the lesson the student will:

- analyze the political, economic, and cultural institutions of England prior to the colonization of North America;
- contextualize the European political and economic situation in the centuries before the English colonization of North America;

- describe the political, economic, and cultural organization of the kingdoms of Africa in the 8th and 16th centuries.

Themes

- Europe towards the Modern Era
- European Society: An Urban and Environmental Society
- Economy: Commercial Exchange
- The Power of Kings
 - The Tudor Dynasty on the English Throne
- How Were African Societies Organized?

Concepts

- Africa
- city
- estate
- Europe
- Ghana
- religious war
- Mali
- mercantilism
- authoritarian monarchy
- first estate; second estate; third estate
- Tudor dynasty

Vocabulary

- Ancien Régime
- Stock Exchange
- commercial capitalism
- entrepreneur
- Early Modern Period
- Modern State
- Nation state
- War of the Roses
- religious war
- Bill of exchange
- mercantilism
- authoritarian monarchy
- polytheism
- Protestant Reformation and the Counter-Reformation

Unit 2. Establishment and Development of the Thirteen Colonies

At the end of this unit, the student will have completed the objectives found in the following lessons.

Lesson 1. Exploration and Colonization of North America

Code: C516G11U02L01

Objectives

At the end of the lesson the student will:

- define, in their own words, the Age of Exploration as a historical concept;
- explain the most important events of the exploration and colonization of North America;
- identify the regions in North America where Spain, France, Holland, and England settled;
- analyze the political events in England that prompted the first expeditions to the American continent;
- identify the religious conflicts in England that influenced the colonization of North America;
- describe how the firsts expeditions from England to North America were organized;
- compare the first English attempts at colonization with the Spanish colonization in America.

Themes

- The Expansion of the Known World
- Europe After the "Discovery"
- Spain and the Exploration of North America
- England, France, and Netherlands in America
- England and the *New World*
- In Search of Land and Religious Freedom
- The First Attempts at English Colonization
- Models of English Colonization

Concepts

- colonies
- colonization
- exploration
- England
- Jamestown
- North America
- Roanoke

Vocabulary

- royal charter
- trading company
- contraband
- corsair
- Quaker
- Age of Exploration
- pirate
- piracy
- Puritan

Lesson 2. Virginia: The First Proprietary Colony

Concepts: C516G11U02L02

Objectives

At the end of the lesson the student will:

- analyze the historical process that led to the founding of Jamestown;
- identify the challenges settlers faced during the first 17 years after the founding of Virginia;
- discuss the role of women in the colonization process of North America;
- explore the relationship between Native Americans and British settlers;
- compare and contrast the relationships between Native Americans and the British and Spanish colonies;
- explain the differences between the system of indentured servitude and the headright system;
- learn about the arrival of the first slaves in the British colonies;
- identify the Virginia General Assembly as the first self-government institution in the Americas and the British colonies.

Themes

- Formation of the Virginia Company
- The Founding of Jamestown
- Challenges of the Colony
- Relations Between Settlers and Natives
- Women in the Colony
- Tobacco Farming and the Arrival of the First Slaves
- The Government is Established

Concepts

- House of Burgesses
- settlers
- trading company

- slaves
- Native Americans
- Jamestown
- headright system
- system of indentured servitude
- tobacco
- Virginia

Vocabulary

- stocks
- autonomous
- investors
- malaria
- subsidize
- usufruct

Lesson 3. More Colonies Emerge: The First Religious Colony, the Development of New England, and the Founding of Maryland

Code: C516G11U02L03

Objectives

At the end of the lesson the student will:

- analyze the historical process that led to the founding of the Plymouth, Massachusetts, Connecticut, Rhode Island, Maine, New Hampshire, and Maryland colonies;
- discuss the role played by religion in the founding of the Plymouth and Maryland colonies and in the development and expansion of New England;
- analyze the religious contrasts between the different British colonies in North America;
- study the Mayflower Compact and the Fundamental Orders of Connecticut as relevant documents in the political development of the colonies;
- explore the relationship between Native Americans and the British settlers.

Themes

- Plymouth: The First Religious Colony
- New England's Development
 - Massachusetts Bay: The Second Religious Colony
 - Other New England Colonies: Connecticut, Rhode Island
 - Other New England Colonies: Maine and New Hampshire
- Maryland and Religious Tolerance (1632-1776)

Concepts

- Boston
- Catholics
- Connecticut
- Maine
- Maryland
- Massachusetts
- Mayflower
- New Hampshire
- pilgrims
- Plymouth
- Puritans
- Rhode Island

Vocabulary

- social contract
- domain
- heterodoxy
- Parliament

Lesson 4. The Restoration Colonies

Code: C516G11U02L04

Objectives

At the end of the lesson the student will:

- study the historical context of the Restoration;
- explain in their own words how the Restoration relates to the founding of the British colonies in North America;
- analyze the historical process that led to the founding of the Carolina, New York, New Jersey, Pennsylvania, Delaware, and Georgia colonies;
- identify the differences between North and South Carolina;
- study the Fundamental Constitutions of Carolina as a relevant document in the political development of the colonies.

Themes

- England Restores the Monarchy
- Nueva York
- New Jersey
- Carolina
 - The Carolinas and Their "Unique Constitution"
 - Carolina se divide
- "Penn's Enchanted Forest"

- Philadelphia Is Established
- The Last Proprietary Colony

Concepts

- Barbados
- Carolina
- Quakers
- Delaware
- Philadelphia
- Georgia
- Dutch
- New Jersey
- New York
- Pennsylvania
- Restoration

Vocabulary

- Lord Protector
- inalienable right

Unit 3. Colonial Life and Society

At the end of this unit, the student will have completed the objectives found in the following lessons.

Lesson 1. Relations Between Settlers and Native Americans

Code: C516G11U03L01

Objectives

At the end of the lesson the student will:

- analyze the relationship between British settlers and Native Americans;
- study different events that highlight the relations between European settlers and Native Americans;
- explain in their own words the ideas behind the settlers' treatment of the Native Americans;
- compare and contrast the relationships established with Native Americans in different regions of the British colonies.

Themes

- Settlers and Natives
- Virginia: Relations Between Natives and English Settlers Begin
 - War!
 - New Confrontations
 - Nathaniel Bacon's Rebellion Breaks Out
- The Situation in New England
- The Situation in Rhode Island and Plymouth
 - At War with the Wampanoag Tribe

Concepts

- weapons
- settlers
- Doeg
- Native Americans
- Nathaniel Bacon
- Pequot
- Powhatan
- Susquehannock
- Wampanoag

Vocabulary

- fort

Lesson 2. Relations with England

Code: C516G11U03L02

Objectives

At the end of the lesson the student will:

- study the economic and political relations between the Thirteen Colonies and the English Crown in the 17th century;
- evaluate the reasons why England implemented a series of measures to restructure its empire;
- explain how England's domestic and foreign policy in Europe affected the colonies;
- identify the commercial guidelines set by the Navigation Acts;
- identify the territories included in the Dominion of New England;
- analyze the colonist's reaction to the Navigation Acts and the creation of the Dominion of New England.

Themes

- The Relations of the Colonies with England
- Navigation Acts
- The Dominion of New England

Concepts

- colonies
- English Crown
- Dominion of New England
- Navigation Act
- Parliament

Vocabulary

- Glorious Revolution

Lesson 3. The Economy of the Colonies

Code: C516G11U03L03

Objectives

At the end of the lesson the student will:

- study the economic activities that developed in the Thirteen Colonies;
- compare and contrast the economic development of the northern and the southern colonies;
- analyze how the geographic characteristics and natural resources of the New England, Mid-Atlantic, and Chesapeake regions influenced the development of their respective economies;
- identify the differences in slave labor between the northern and the southern colonies;

- compare the various types of agricultural production in the southern colonies;
- analyze the different economic sectors that developed in the central and New England colonies;
- explain the relationship between currency value and trade in the colonies.

Themes

- The North and the South
- The Chesapeake Region or the Southern Colonies
- New England and the Middle Colonies or the North Colonies
 - The New England Colonies: Trade Zone
- The Slave System
- The Issue of Currency for Trade

Concepts

- agriculture
- cotton
- fishing industry
- lumber
- Mason-Dixon line
- metallurgical
- mining
- northern colony
- paper money
- rice
- slavery
- southern colony
- tobacco
- trade

Vocabulary

- subsistence economy
- snuff (rapé)

Lesson 4. Life and Society in the Colonies

Code: C516G11U03L04

Objectives

At the end of the lesson the student will:

- analyze the factors that led to population growth in the New England, Mid-Atlantic, and Chesapeake regions;
- describe the population composition and social organization of the Thirteen Colonies;

- explain in their own words what health and education were like in the Colonies;
- reflect on the importance of the universities that were founded in North America between the 16th and 18th centuries;
- analyze the lifestyle patterns in cities and estates;
- discuss the roles assigned to women within Puritan families;
- identify the characteristics of a slave-owning society;
- identify the work performed by slaves in the estates of the southern colonies;
- discuss the role of religion in the society and culture of the Thirteen Colonies.

Themes

- The Colonial Population
- Health and Education
 - Health
 - Education
- Life, Culture, and Society
 - City Life
 - Culture and Society
 - Life in the Plantation Estates
 - A Slave-Owning Society
- Religion, Family, and Society
 - Religion in the Colonies
 - The Puritan Family
- The Salem Witch Trials

Concepts

- Africans
- witchcraft
- culture
- education
- slaves
- family
- women
- Native Americans
- religion
- health

Vocabulary

- almanac

- midwife
- the Great Awakening
- the Enlightenment
- naturopathy
- birthright

Unit 4. Toward the Independence of the Thirteen Colonies

At the end of this unit, the student will have completed the objectives found in the following lessons.

Lesson 1. On the Other Side of the Atlantic

Code: C516G11U04L01

Objectives

At the end of the lesson the student will:

- explain in their own words the cultural movements of the Great Awakening and the Age of Enlightenment, and how these influenced the intellectual development of the Thirteen Colonies;
- analyze the conflicts between England and other European countries;
- explain in their own words the consequences of European conflicts in the English colonies of North America.

Themes

- The Great Awakening and the Age of Enlightenment
- Geopolitical Changes in Europe
- European Conflicts Are Reflected in North America
 - The War of the Grand Alliance or King William's War
 - Consequences of the Peace of Utrecht
 - The Seven Years' War and the French and Indian War
- The Treaty of Paris and Colonial Unrest

Concepts

- Age of Enlightenment
- colonials
- England
- France
- Great Awakening
- hegemony
- impressment
- Netherlands
- militia

Vocabulary

- asiento
- belligerent
- geopolitics
- hegemony
- militia

Lesson 2. Causes of Separation

Code: C516G11U04L02

Objectives

At the end of the lesson the student will:

- study the political and economic measures that English mainland imposed on the Thirteen Colonies;
- analyze the effects and the settlers' responses to the political and economic measures the English mainland imposed on the Thirteen Colonies;
- explain the historical process that led to the Thirteen Colonies wanting to separate from England.

Themes

- Loyalty Crisis
- England in Debt
- "No Taxation Without Representation"
- Sons of Liberty
- New Taxes
- Boston: The Revolutionary Spirit Intensifies
 - The Boston Massacre
 - Boston Tea Party

Concepts

- boycott
- smuggling
- debt
- Sons and Daughters of Liberty
- taxation
- the Intolerable Acts

Vocabulary

- boycott
- treasury
- writ of assistance

Lesson 3. The Road to Independence

Code: C516G11U04L03

Objectives

At the end of the lesson the student will:

- identify the political principles that governed the independence of the Thirteen North American Colonies from England;
- identify and compare the political assumptions of the different trends within the Thirteen Colonies;

- analyze the political conflicts that occurred during the proclamation of independence of the Thirteen Colonies;
- examine the political principles of the Declaration of Independence of the Thirteen Colonies.

Themes

- First Continental Congress
- Lexington and Concord
- Second Continental Congress
- The Second Continental Congress Takes Action
- Declaration of Independence of the English Colonies in North America
- Thirteen Colonies, One Committee

Concepts

- confederation
- Declaration of Independence
- independence
- freedom
- minutemen
- patriot
- First and Second Continental Congress

Vocabulary

- confederation
- inalienable rights
- disruptive
- federation
- manifesto

Lesson 4. Development of the American Revolutionary War

Code: C516G11U04L04

Objectives

At the end of the lesson the student will:

- study the main historical figures and military confrontations in the war for the independence of the Thirteen Colonies;
- analyze the development of the American Revolutionary War;
- evaluate the military strategies used by the Thirteen Colonies in their fight for independence from England;
- identify the alliances that emerged within the American Revolutionary War;
- analyze the political effects of the war for the independence of the Thirteen Colonies

Themes

- The War Unfolds: Early Stages
- Alliances
- The War Takes Another Turn: Last Stage
- A Surprising Victory
- Nature of American Militias: Reflection of Social Conflicts

Concepts

- alliance
- British army
- revolutionary army
- France
- independence
- militia
- patriots

Vocabulary

- disgruntled
- crucial

Unit 5. The Formation of the New Republic

At the end of this unit, the student will have completed the objectives found in the following lessons.

Lesson 1. A Difficult Start

Code: C516G11U05L01

Objectives

At the end of the lesson the student will:

- analyze the political, social, and economic conditions of the confederation after the peace treaty;
- reflect on the political and military strategies of European countries and the confederation after the peace treaty;
- examine the different laws that led to the division of land and the creation of new confederate states.

Themes

- The Confederation: A Weak Political System
- The Treaty of Paris and Its Consequences
- A Time of Crisis
 - Economic Crisis
 - Social Disturbances
 - A Crisis in Defense and International Affairs
- Fundamental Laws of 1785 and 1787
- The Indigenous Nations After the War

Concepts

- confederation
- constitution
- crisis
- republic
- lands

Vocabulary

- Constitution
- paternalist
- economic recession
- republic
- republicanism

Lesson 2. The Constitution of the United States of America

Code: C516G11U05L02

Objectives

At the end of the lesson the student will:

- analyze the main debates that arose during the creation of the Constitution of the United States of America;
- identify the political structures that derived from the United States Constitution;
- examine the articles of the Constitution of the United States of America.

Themes

- A Constitutional Convention Is Called
- The Great Debates
- The Constitution of the United States of America
 - A Federal Government with Three Branches
 - Representation
 - Articles 1 through 7 of the Constitution
- The Road Towards Ratifying the Constitution
- The Electoral College

Concepts

- constitution
- constitutional convention
- rights
- federal
- federalism
- sovereignty

Vocabulary

- Electoral College
- constituent
- constitutional convention
- amendment
- liberal
- ratify
- sovereignty
- universal suffrage

Lesson 3. The Presidency of George Washington

Code: C516G11U05L03

Objectives

At the end of the lesson the student will:

- identify the various institutions that were established to organize the government of the United States;
- reflect on the contributions of different North American politicians during the first years of political organizations;
- analyze the issues that emerged over the first years of George Washington's government.

Themes

- The First Government of the Republic of the United States Is Sworn In
- The Federal Government Is Organized
- The Debate on the Economic Organization of the U.S.
 - Hamilton's Contribution
 - Jefferson's Contribution
- The Debate on Federal Government
- The Whiskey Rebellion

Concepts

- anti-federalist
- bank
- Congress
- federal government
- laws
- president

Vocabulary

- *laissez-faire*
- prerogative

Lesson 4. The First Political Parties Emerge

Code: C516G11U05L04

Objectives

At the end of the lesson the student will:

- analyze the political context in which the first political parties appeared in the United States;
- reflect on the political, economic, social, and ideological elements contained in the speeches of the first political parties in the United States;
- identify the first political confrontations that took place in the United States;

- examine the social and political implications of the Alien and Sedition Acts.

Themes

- The Federalist and Republican Parties
- A Treaty and an Election
- Confrontation with France
- Alien and Sedition Acts
- Thomas Jefferson in Power

Concepts

- Federalists
- Alien and Sedition Acts
- Federal Party
- Republican Party
- Republicans
- the Jay Treaty

Vocabulary

- conservative
- effigy
- masses
- First Amendment
- sedition

Lesson 5. From 1801 to 1807: Change and Growth

Code: C516G11U05L05

Objectives

At the end of the lesson the student will:

- identify the most important elements of Thomas Jefferson's first administration;
- analyze the various conflicts between the United States, France, and England in the early years of the Republican government;
- study the historical process of American expansionism: Louisiana Purchase and the Lewis and Clark expedition;
- analyze the culture and society of the period studied.

Themes

- The Early 1800s and Jefferson's Presidency.
- Clash between the Executive and the Judicial Branch
- The Lewis and Clark Expedition
- Jefferson's Second Term
- The Embargo Act
- Culture and Society

Concepts

- virtuous citizens
- Supreme Court
- Lewis and Clark
- Embargo Law
- Louisiana
- Thomas Jefferson

Vocabulary

- bloodletting
- zoology

Unit 6. Development, Expansion and Conflicts in the 19th Century

At the end of this unit, the student will have completed the objectives found in the following lessons.

Lesson 1. From James Madison to John Quincy Adams

Code: C516G11U06L01

Objectives

At the end of the lesson the student will:

- analyze the relationship between the conflicts of the United States and England and the strengthening of nationalism in the United States;
- explain, in their own words, the conflict that led to the Missouri Compromise;
- analyze the historical process that led to the acquisition of Florida and its relation to the economic and territorial growth of the United States;
- examine the Monroe Doctrine and its consequences for the American continent.

Themes

- The Presidency of James Madison, 1808-1816
- At War with England
- The Presidency of James Monroe, 1817-1825
- The Mason-Dixon Line
- The Integration of Florida
- The Monroe Doctrine
- The Presidency of John Quincy Adams, 1825-1829

Concepts

- Missouri Compromise
- Monroe Doctrine
- Florida
- war
- Mason-Dixon line
- nationalist pride

Vocabulary

- annexation
- Mason-Dixon line

Lesson 2. Democracy and Socio-Political Changes, 1828-1840

Code: C516G11U06L02

Objectives

At the end of the lesson the student will:

- analyze the political, economic, and social changes that took place in the United States between 1828 and 1840;
- explain what Jacksonian Democracy was, in their own words;
- learn who were excluded from Jacksonian Democracy;
- analyze the strategies of the abolitionist movement.

Themes

- Andrew Jackson's Democracy
- The Democratic Party
- Those Excluded from Jacksonian Democracy
- Beginnings of the Abolitionist Movement
 - The Faces of Abolitionism
- Tariff Tax
- Jackson and the 1837 Financial Crisis

Concepts

- abolitionism
- democracy
- common man
- feminist movement
- Native Americans
- Democratic Party

Vocabulary

- caucus
- speculation
- common man
- feminist movement
- Industrial Revolution
- secession
- temperance

Lesson 3. Democracy and Socio-Economic and Cultural Changes, 1828-1840

Code: C516G11U06L03

Objectives

At the end of the lesson the student will:

- analyze the economic, social, and cultural changes that took place in the United States between 1828 and 1840;
- study the historical process that led to the independence of Texas from Mexico and its subsequent annexation to the U.S.;
- examine the industrialization process in the United States and its demographic consequences;
- identify the values that were exalted in cultural production and spiritual life during the Jacksonian Era;
- briefly study the presidency of Martin Van Buren.

Themes

- The Case of Texas
- The Alamo
- Jackson Rejects the Annexation
- Industrialization in the United States
- Cultural Manifestation of the Jacksonian Era
- The Government of Martin Van Buren

Concepts

- communication
- demographic growth
- common man
- industrialization
- nationalism
- Texas
- transportation
- Van Buren

Vocabulary

- cosmopolitan
- polygamy
- politicization
- pristine
- Romanticism
- sectarianism
- transcontinental
- transoceanic

Lesson 4. Antecedents of the Civil War

Code: C516G11U06L04

Objectives

At the end of the lesson the student will:

- analyze the antecedents of the American Civil War;
- examine the legal consequences of the Dred Scott v. Sandford case and how it relates to the struggles between slavers and abolitionists;
- study the consequences of the 1860 election;
- analyze the role of the press in the conflicts between slavers and abolitionists;
- in their own words, explain the similarities and differences between the Northern and Southern states of the United States.

Themes

- Southern States at a Crossroads
- The Kansas-Nebraska Act
- The Underground Railroad
- The New Republican Party is Born
- Dred Scott v. Sandford: A Transcendental Case
- The 1860 Elections

Concepts

- abolitionist
- slavery
- Underground Railroad
- freedom
- North
- secession
- South
- Underground Railroad

Vocabulary

- Gordian knot
- legal entity

Lesson 5. The Civil War

Code: C516G11U06L05

Objectives

At the end of the lesson the student will:

- analyze the Emancipation Proclamation or 13th Amendment of the United States Constitution;
- study the development of the American Civil War;

- identify major historical figures and military battles from the Civil War;
- analyze the Gettysburg Address;
- evaluate the historical process leading up to the end of the Civil War.

Themes

- Beginning of the Secession
- An End to Slavery, Not to Discrimination
- The Birth of the Confederacy
- The Cotton Industry and War
- The Causes of War
- Military Preparedness on Both Sides
- War Outbreak and Development
 - War Outbreak and Development
 - The Failure of Bull Run
 - The Battle of Antietam
 - The Northern Generals Lose the War
 - Battle of Gettysburg
 - A Famous Speech
- End of the War

Concepts

- abolition
- cotton
- confederation
- federal/confederate army
- emancipation
- North/South
- secession

Vocabulary

- land battery
- fratricide
- plantocracy
- sinuosity

Lesson 6. Reconstruction Era

Code: C516G11U06L06

Objectives

At the end of the lesson the student will:

- explain in their own words what was the historical period known as the Reconstruction era;

- analyze the political, economic, and social conflicts that arose during the Reconstruction period;
- study the circumstances surrounding the assassination of Abraham Lincoln;
- identify the political consequences of President Abraham Lincoln's assassination;
- examine the ethical, moral, and political aspects of racial segregation in the United States after the Reconstruction era.

Themes

- The South after the Civil War
- Women, Native Americans, and Freedmen
- The Lincoln Plan
- Lincoln Dies
- Johnson's Plan
- Congress Plan: Reconstruction Begins
- Reconstruction
- The Reconstruction Ends

Concepts

- citizens
- Black Codes
- civil rights
- Southern states
- Jim Crow
- freedmen
- Reconstruction
- segregation
- vote

Vocabulary

- amnesty
- carpetbaggers
- classism
- derogatory
- racial segregation
- scalawags

Unit 7. Building a World Power

At the end of this unit, the student will have completed the objectives found in the following lessons.

Lesson 1. Expansion, Economy, and Society in the Late 19th Century

Code: C516G11U07L01

Objectives

At the end of the lesson the student will:

- analyze the causes and development of the conquest of the Far West;
- examine the socio-economic dynamics developed in the Far West;
- explain the social consequences suffered by Native American peoples from the white expansion to the west;
- analyze the relationship between the innovations and new products and the production methods at the height of industrialization in the late 19th century;
- define the working and living conditions of the working class at the height of industrialization;
- study urban development in the late 19th century.

Themes

- Conquering the "Last Frontier"
 - An Inhabited Land
 - Socioeconomic Dynamics
- The Height of Industrialization
 - New Technologies
 - New Materials and Production Methods
 - The Lords of Commerce and Modern Business
- Workers
- Urban Development in the Late 19th Century

Concepts

- city
- manifest destiny
- industrialization
- Far West
- Native Americans
- labor organization
- workers

Vocabulary

- production line
- health

- union
- corporation
- suburb
- Taylorism
- trust

Lesson 2. Expansion and Imperialism at the Turn of the Century (19th to 20th century)

Code: C516G11U07L02

Objectives

At the end of the lesson the student will:

- review the background of the United States' expansionist and imperialist policies;
- examine the philosophical bases of the United States' imperial expansionism;
- explain, in their own words, the United States' interests in the Pacific, the Caribbean, and Central America;
- analyze the historical process that led to Hawaii's annexation;
- identify the causes and consequences of the Spanish-American war;
- analyze the Panama Canal's historical process and development.

Themes

- The Expansionist and Imperialist Policy Resumes
- Philosophical Bases
- First Pan-American Conference
- Hawaii
- Diplomatic Conflicts and the Monroe Doctrine
- The Spanish-American War: A "Small and Splendid War"
 - Background
 - The Press, Public Opinion, and War
- Development and Outcome
- Governmental Organization in the Overseas Territories
- United States and Panama

Concepts

- Cuba
- Philippines
- Hawaii
- Panama
- Puerto Rico
- manifest destiny

- Monroe Doctrine
- Platt Amendment
- Spanish American War
- Pan-American
- press

Vocabulary

- battleship
- arbitration
- colonial expansion race
- social Darwinism
- economic determinism
- imperialist
- Pan-American
- expansionist policy
- sensationalist press
- protectorate

Lesson 3. The United States and the First World War

Code: C516G11U07L03

Objectives

At the end of the lesson the student will:

- study the causes and development of the First World War;
- explore the participation of the United States in the First World War;
- identify the causes of the Russian Revolution;
- analyze the political and economic consequences of the end of World War I for the United States;
- explain the origin of the red scare in the United States towards the end of the first decade of the 20th century.

Themes

- Causes and Development of the War
- The Role of the United States
- Outcome of the War
- A Revolution in the Midst of the War: The Russian Revolution
- The Red Scare

Concepts

- Germany
- Allies
- communists
- The Great War

- Russian Revolution
- world power

Vocabulary

- isolationist
- anarchist
- armistice
- Bolshevik
- commie
- communist
- war economy
- trench war
- Marxists
- mandatory military service (the draft)
- red scare

Lesson 4. Society and Culture in the 1920's

Code: C516G11U07L04

Objectives

At the end of the lesson the student will:

- identify the main characteristics of the 1920's in the United States;
- analyze the socio-cultural changes that took place in the United States in the 1920s;
- study the two opposing national viewpoints during the time period covered;
- analyze the social transformation of the role of women in the time period covered;
- identify the main cultural manifestations in American literature and music during the 1920's.

Themes

- The 1920s
- Political and Demographic Changes
- Urban Life
- Women and The Roaring Twenties
- Crime and The Prohibition Era
- Innovation and Entertainment
- Conflicting Ideas
- Literature and Music

Concepts

- automobile

- cinema
- city
- consumption
- immigration
- jazz
- women
- prohibition
- radio

Vocabulary

- flapper
- fundamentalism
- ghetto
- petrochemical industry
- jazz
- consumer society
- speakeasies

Lesson 5. The Great Depression

Code: C516G11U07L05

Objectives

At the end of the lesson the student will:

- analyze the historical process that led to the Great Depression;
- identify the social and cultural consequences of the economic crisis in the 1930s;
- identify the measures adopted and implemented by the U.S. government to improve social and economic conditions;
- define, in their own words, the concepts of: economic depression, welfare state, New Deal, and New Dealers.

Themes

- Historical Context of the 1930 Economic Crisis
- Tuesday, October 29, 1929
- First Responses
- The Social Crisis
- The New Deal Begins
- Cultural and Political Reactions
- The Workers' Struggle

Concepts

- banks

- unemployment
- economy
- speculation
- welfare state
- New Deal

Vocabulary

- shares
- Stock Exchange
- stock market
- moratorium
- New Dealer
- gold standard

Lesson 6. The United States and World War II

Code: C516G11U07L06

Objectives

At the end of the lesson the student will:

- study the causes, development, and outcome of World War II;
- analyze the consequences of the end of World War II for the United States and the world;
- explain why the United States joined World War II;
- study the role of women in World War II;
- identify the social transformations that happened in the U.S. at the end of the war;
- analyze what the outcome of the war meant for U.S. geopolitics.

Themes

- Causes of the Conflict
- Development of World War II
- The United States and the Conflict
 - The Role of Women in World War II
 - Socioeconomic Transformations After the Conflict
- Consequences of World War II

Concepts

- Germany
- Axis
- Allies
- Nazi
- Nazi Party
- Soviet Union

Vocabulary

- anti-Semite
- fascism
- Nazi Party
- socialist
- Aryan racial supremacy
- Third Reich
- totalitarian

Unit 8. Transformations, Challenges and Conflicts

At the end of this unit, the student will have completed the objectives found in the following lessons.

Lesson 1. New Times and the Cold War

Code: C516G11U08L01

Objectives

At the end of the lesson the student will:

- explain the Cold War in their own words;
- study some of the most important conflicts and events of the Cold War and the role played in them by the United States;
- identify international political measures established by the United States during the Cold War, including the containment policy and intervention policy;
- study some of the reactions from society in the United States to the tensions caused by the Cold War, including the fear of a nuclear war and the red scare;
- analyze how the Cold War influenced different cultural expressions.

Themes

- What Was the Cold War?
- Beginnings of the Cold War
- Stages of the Cold War
- Treaties and Pacts
- Significant Conflicts and Events of the Cold War
- The "Threat" of Nuclear Catastrophe and the Red Scare
- The space race
- The Cold War in Culture

Concepts

- capitalism
- space race
- communism
- espionage
- containment policy
- intervention polic

Vocabulary

- space race
- satellite country
- Iron Curtain
- red scare

Lesson 2. 1960: A Decade of Transformations

Code: C516G11U08L02

Objectives

At the end of the lesson the student will:

- study the most important processes and events in the United States during the 1960s;
- compare and contrast the administrations of John F. Kennedy and Lyndon B. Johnson;
- analyze the development and achievements of the African American civil rights movement;
- explain the reasons for the anti-war sentiment in response to the Vietnam War;
- identify the achievements of the feminist movement.

Themes

- The Political Arena
 - The John F. Kennedy Administration
 - Lyndon B. Johnson Becomes President
 - The 1968 Elections and Social Unrest
- The Struggle for African American Civil Rights
- The Vietnam War and the Anti-War Student Movements
- The hippies
- Feminist Struggles
- Student Movements

Concepts

- anti-war
- space race
- counterculture
- civil rights
- hippies
- feminist movement
- student movement
- Vietnam

Vocabulary

- agent orange
- anti-war
- counterculture
- civil rights
- civil disobedience
- guerrilla war

- hippie
- napalm
- sexual revolution
- racial segregation
- mandatory military service (the draft)
- Selective Service System

Lesson 3. 1970: Decade of Transition

Code: C516G11U08L03

Objectives

At the end of the lesson the student will:

- analyze the United States' foreign policy under Ronald Reagan's presidency;
- evaluate the historical process that led to the resignation of President Richard Nixon;
- study the causes and consequences of the 1973 oil crisis;
- analyze the rise of punk rock as a music genre that reflected the social transformations of the 1970s.

Themes

- Trust in the State is Lost
- Richard Nixon's Second Term
- Jimmy Carter and Foreign Policy
- The 1973 Oil Crisis
- Crisis and Music: Punk Rock

Concepts

- Latin America
- crisis
- Middle East
- oil
- foreign policy
- punk rock
- Watergate

Vocabulary

- ayatollah
- Shiite
- impeachment

Lesson 4. The Emergence of a Conservative Order

Code: C516G11U08L04

Objectives

At the end of the lesson the student will:

- analyze the United States' foreign policy under Ronald Reagan's presidency;
- study the neoliberal economic measures implemented by the Reagan administration;
- explain what the Star Wars program was;
- evaluate the historical process leading up to the end of the Cold War;
- analyze the political repercussions of the end of the Cold War;
- analyze the musical culture under the conservative order of the.

Themes

- The Conservative Era of Ronald Reagan (1981-1989)
- Economic Measures to Face the Crisis
- Foreign Policy and International Relations
 - The Star Wars program
- Towards the End of the Cold War
- Musical Culture in a Conservative Order

Concepts

- conservative
- economy
- Star Wars program
- neoliberal
- foreign policy
- Soviet Uniona

Vocabulary

- neoliberalism

Lesson 5. The End of an Era and the Start of Another

Code: C516G11U08L05

Objectives

At the end of the lesson the student will:

- compare and contrast the domestic and foreign policies of the administrations of George H. W. Bush, Bill Clinton, and George W. Bush;
- analyze the main characteristics of the demographic profile of American society during the 1990s;
- analyze the causes, development, and outcome of the Persian Gulf War;

- study the events of September 11 (9/11) and their relation to the rise of a new enemy: terrorism;
- study the technological transformations that characterized the last decade of the 20th century and the start of the 21st century.

Themes

- The Presidency of George H. W. Bush
- The Persian Gulf War
- Bill Clinton becomes the 42nd President of the U.S.
- The Demographic Profile of U.S. Society in the 1990s
- Bill Clinton's Government
- Bill Clinton's Foreign Policy
- Bill Clinton's Second Term
- The New Millennium
- George W. Bush Comes into Power
- The Events of 9/11

Concepts

- economy
- internet
- domestic policy
- foreign policy
- Information and Communications Technologies (ICT)
- terrorism

Vocabulary

- Al Qaeda
- extremism
- interface
- internet
- free trade
- global society
- surplus
- Information and Communications Technologies (ICT)
- terrorism
- terrorist
- World Wide Web (WWW)

Lesson 6. A New Century

Code: C516G11U08L06

Objectives

At the end of the lesson the student will:

- analyze the socio-political context that enabled the election of Barack Obama as the 44th president of the United States,
- analyze the socio-political context that allowed the rise of Donald Trump as president of the United States;
- compare and contrast the domestic and foreign policies of the administrations of Barack Obama and Donald Trump;
- explain, in their own words, the main characteristics of the political ideology of Trumpism;
- examine the socio-economic effects of the COVID-19 pandemic in the United States;
- analyze the results of the 2020 election and its political effects, including the events of January 6, 2021, in the Capitol of the United States;
- study the socio-cultural contributions of the Latin community in the United States.

Themes

- Barack Obama: The First African American President of the United States
 - Barack Obama's Second Term
- The United States and Cuba: A New Political Relationship?
- Presidential Elections of 2016
- The Presidency of Donald Trump
- The COVID-19 Pandemic in the United States
 - U.S. Government Response to the COVID-19 Pandemic
 - Some Consequences of the COVID-19 Pandemic
- The Murder of George Floyd
- The 2021 Elections: Future Projections
- The Latin Community in the United States

Concepts

- African American
- Latin community
- COVID-19
- social distancing
- pandemic
- racism
- Trumpism

Vocabulary

- Brexit
- coronavirus
- quarantine
- establishment
- pandemic
- populist
- social media
- SARS (Severe Acute Respiratory Syndrome)
- *status quo*
- Tea Party
- lockdown
- Trumpism

