

UNIT #1: AMERICAN BEGINNINGS

6-8 CLASS PERIODS

<p>ESSENTIAL QUESTIONS</p>	<ol style="list-style-type: none"> <li>1. How did the crusades and the Renaissance lead Columbus to discover America?</li> <li>2. Who were the major European explorers?</li> <li>3. How did the economies of the New England and Southern Colonies differ?</li> <li>4. What problems did Britain face following the French and Indian War?</li> <li>5. What were the major causes of the American Revolution</li> </ol>																		
<p>CONTENT</p>	<table border="0"> <tr> <td>Crusades</td> <td>British Colonies in North America</td> <td>1<sup>st</sup> Continental Congress</td> </tr> <tr> <td>Renaissance</td> <td>New England Colonies</td> <td>Lexington and Concord</td> </tr> <tr> <td>Prince Henry</td> <td>Middle Colonies</td> <td>Major Battles</td> </tr> <tr> <td>Columbus</td> <td>Southern Colonies</td> <td>Independence</td> </tr> <tr> <td>First Americans</td> <td>French and Indian War</td> <td>Treaty of Paris 1783</td> </tr> <tr> <td>European Explorers</td> <td colspan="2">Causes of the American Revolution</td> </tr> </table>	Crusades	British Colonies in North America	1 <sup>st</sup> Continental Congress	Renaissance	New England Colonies	Lexington and Concord	Prince Henry	Middle Colonies	Major Battles	Columbus	Southern Colonies	Independence	First Americans	French and Indian War	Treaty of Paris 1783	European Explorers	Causes of the American Revolution	
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<p>ARKANSAS FRAMEWORKS</p>	<p>EUS.1.AH.1 Evaluate the motivations for the exploration of the New World</p> <p>EUS.1.AH.2 Compare and contrast the political, social, economic and geographic motives for migration to the three colonial regions</p> <p>EUS.1.AH.3 Trace the routes of early exploration in what was to become the United States</p> <p>EUS.1.AH.4 Research economic development in the three colonial regions using primary and secondary sources</p> <p>EUS.1.AH.5 Map the geographic similarities and differences among the three colonial regions</p> <p>EUS.1.AH.6 Compare and contrast economic development in the three colonial regions</p> <p>EUS.1.AH.7 Analyze different points of view regarding society, customs, and traditions in the three colonial regions</p> <p>EUS.1.AH.8 Compare changes which occurred over time in the three colonial regions</p> <p>EUS.3.AH.1 Analyze the causes and effects of the American Revolution</p>																		

Sources:

1. Text: *The Americans*
2. Films of the Period: *Columbus Conspiracy, American Revolution, Explorers of the New World, Columbus: Hero or Villain, The Cause, The Last of the Mohicans*
3. Primary Sources: Journal of Columbus, Magna Carta, Adams Defends the British, Mayflower Compact, The Declaration of Independence

**UNIT #2: FROM CONFEDERATION TO NATION**

**6-8 CLASS PERIODS**

<b>ESSENTIAL QUESTIONS</b>	<ol style="list-style-type: none"> <li>1. What was the first written plan of government for the United States?</li> <li>2. What were the major weaknesses of the Articles of Confederation?</li> <li>3. What were the major successes of the Articles of Confederation?</li> <li>4. What were the major compromises of the Philadelphia Convention?</li> <li>5. What were the basic principles established in the Constitution?</li> </ol>															
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<b>ARKANSAS FRAMEWORKS</b>	<p>EUS.2.AH.1 Discuss the creation of the new national government: Articles of Confederation, Constitutional Convention, Bill of Rights</p> <p>EUS.2.AH.2 Investigate the major governmental ideas established in the colonial and early national periods using primary and secondary source documents</p>															

Sources:

1. Text: *The Americans*
2. Primary Sources: The Articles of Confederation, The United States Constitution

UNIT #3: WASHINGTON TO WILLIAM HENRY HARRISON

6-8 CLASS PERIODS

ESSENTIAL QUESTIONS	<ol style="list-style-type: none"> <li>1. Who were the first ten presidents of the United States?</li> <li>2. What were the differences between Federalists and Democratic-Republicans?</li> <li>3. Who explored the Louisiana Purchase for Jefferson?</li> <li>4. What were the major causes of the War of 1812?</li> <li>5. How did democracy expand during the Jackson Administration?</li> </ol>																								
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ARKANSAS FRAMEWORKS	<p>EUS.1.AH.9 Explain how the concept of Manifest Destiny led to westward expansion: Louisiana Purchase, War of 1812</p> <p>EUS.2.AH.2 Investigate the major governmental ideas established in the colonial and early national periods using primary and secondary documents</p>																								

Sources:

1. Text: *The Americans*
2. Films of the Period: *Jacksonian Democracy*, *The Crossing*, *Lewis and Clark*
3. Primary Sources: Marbury v. Madison, Washington's Proclamation of Neutrality, Lewis and Clark Journals, Lewis' Letter to Jefferson, Washington's Farewell Address

**UNIT #4: SECTIONALISM**

**6-8 CLASS PERIODS**

<p><b>ESSENTIAL QUESTIONS</b></p>	<ol style="list-style-type: none"> <li>1. Why did industry develop in the North?</li> <li>2. What were the major reform movements of the antebellum period?</li> <li>3. Who were the most outspoken abolitionists?</li> <li>4. How did Texas become part of the United States?</li> <li>5. What were the major causes of the Mexican/American War?</li> </ol>
<p><b>CONTENT</b></p>	<ol style="list-style-type: none"> <li>1. The North: Industrialization, Inventors, Transportation Revolution, Immigration, Religion, Reform Movements, Utopians and Literature</li> <li>2. The South: Elements of Southernism, Class Structure, Slave Labor, Slave Life, and Slave Resistance</li> <li>3. The West: Manifest Destiny, Texas, The Mexican/American War, Gadsden Purchase, Oregon, California, Compromise of 1850, and Kansas/Nebraska Act</li> </ol>
<p><b>SKILLS</b></p>	<ul style="list-style-type: none"> <li>-Interpret and label maps</li> <li>-Identify key dates and events in United States History</li> <li>-Document analysis</li> <li>-Student Generated Venn Diagrams</li> <li>-Analyze historical events through paragraph writing</li> <li>-Evaluate historical films</li> </ul>
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<p><b>ARKANSAS FRAMEWORKS</b></p>	<p>EUS.1.AH.9 Explain how the concept of Manifest Destiny led to westward expansion: territorial expansion, the annexation of Texas, impact on American Indians</p> <p>EUS.3.AH.2 Discuss the causes and effects of the Mexican/American War</p>

**Sources:**

1. Text: *The Americans*
2. Films of the Period: *Empire Upon the Trails*, *The Speck of the Future*
3. Primary Sources: Dorothea Dix, Harriet Tubman, John L. O’Sullivan, Interview with John Brown, Uncle Tom’s Cabin, Walden
4. Music of the Period: Slave Songs

UNIT #5: **THE CIVIL WAR AND RECONSTRUCTION**      6-8 CLASS PERIODS

ESSENTIAL QUESTIONS	<ol style="list-style-type: none"> <li>1. What were the major causes of the Civil War?</li> <li>2. What was the Union strategy?</li> <li>3. What were the major battles of the Civil War?</li> <li>4. What were the major Reconstruction plans?</li> <li>5. How did Reconstruction end?</li> </ol>																					
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ARKANSAS FRAMEWORKS	<p>EUS.3.AH.3 Analyze the causes and effects of the Civil War</p> <p>R.5.AH.1 Chart the strengths and weaknesses of the various plans for Reconstruction</p> <p>R.5.AH.2 Identify the Significance of the Civil War Amendments</p> <p>R.5.AH.3 Research the effects of the Civil War Amendments during Reconstruction using primary source documents</p> <p>R.5.AH.4 Examine the reasons for the impeachment of President Andrew Johnson</p> <p>R.5.AH.5 Examine the reaction of United States citizens to civil rights in the late 1800s</p> <p>R.5.AH.6 Explain how the election of 1876 and the Compromise of 1877 led to the end of Reconstruction</p> <p>R.5.AH.7 Outline the successes and failures of Reconstruction</p>																					

Sources:

1. Text: *The Americans*
2. Films of the Period: *The Civil War, North and South, Glory, Gettysburg, Gone with the Wind*
3. Primary Sources: Lincoln's Second Inaugural Address, Amendment 13, Amendment 14, Amendment 15, Gettysburg Address, Emancipation Proclamation, Letters from Soldiers

UNIT #6: THE AMERICAN WEST

6-8 CLASS PERIODS

ESSENTIAL QUESTIONS	<ol style="list-style-type: none"> <li>1. What were the boundaries of the Great Plains?</li> <li>2. What did the buffalo provide the Plains Indians?</li> <li>3. What were the positions on a cattle drive?</li> <li>4. What were the major problems that farmers faced on the Great Plains?</li> <li>5. What was the Populist Party Platform?</li> </ol>												
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ARKANSAS FRAMEWORKS	<p>R.4.AH.1 Examine the effect of the Homestead Act and the Morrill Land Grant Act on westward expansion</p> <p>R.4.AH.2 Discuss the impact of the transcontinental railroad on the development of the West</p> <p>R.4.AH.3 Compare and contrast competition between the farmers of the Great Plains and cattle ranchers</p> <p>R.4.AH.4 Analyze the advantages and disadvantages of the mining boom</p> <p>PO.9.AH.1 Identify the significance of the Exodusters</p> <p>PO.9.AH.2 Analyze life on the Great Plains using primary and secondary sources</p> <p>PO.9.AH.3 Discuss how frontier life altered the American image</p> <p>PO.9.AH.4 Chart the transition of Oklahoma from Indian Territory to statehood</p> <p>PO.9.AH.5 Discuss problems faced by farmers</p> <p>PO.10.AH.1 Summarize the cooperative efforts of farmers in solving agricultural issues</p> <p>PO.10.AH.2 Discuss the rise and fall of the Populist Party</p>												

Sources:

1. Text: *The Americans*
2. Films of the Period: *The Grandest Enterprise under God, Fight No More Forever*
3. Primary Sources: Chief Joseph’s Appeal

UNIT #7: THE GILDED AGE

6-8 CLASS PERIODS

<p>ESSENTIAL QUESTIONS</p>	<ol style="list-style-type: none"> <li>1. Why did Mark Twain refer to the period following the Civil War as the Gilded Age?</li> <li>2. What were the major urban problems?</li> <li>3. What were working conditions like?</li> <li>4. Who were the Robber Barons?</li> <li>5. Why was there so much political corruption?</li> </ol>
<p>CONTENT</p>	<ol style="list-style-type: none"> <li>1. <b>Politics:</b> Tweed Ring, Grant Scandals, Stalwarts v. Half-Breeds, Election of 1876, Jim Crow Laws, Plessy v. Ferguson, Immigration Restriction, Garfield Assassination, Pendleton Civil Service Act</li> <li>2. <b>Industry:</b> Railroad Construction, Railroad Improvements, Business Organizations, Interstate Commerce Act, Inventions, Robber Barons, Vertical v. Horizontal Integration, Bessemer Process, Sherman Anti-Trust Act, Labor Movement</li> <li>3. <b>Urbanization:</b> Architecture, Immigration, Urban Problems, Settlement Houses, Education, Civil Rights, American Literature, Entertainment</li> </ol>
<p>SKILLS</p>	<ul style="list-style-type: none"> <li>-Interpret and label maps</li> <li>-Identify key dates and events in United States History</li> <li>-Document Analysis</li> <li>-Student generated Venn Diagrams</li> <li>-Analyze historical events through paragraph writing</li> <li>-Evaluate historical films</li> </ul>
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<p>ARKANSAS FRAMEWORKS</p>	<p>IN.6.AH.1 Investigate the impact of emerging communication technology on economic development using primary and secondary source documents</p> <p>IN.6.AH.2 Investigate the impact of emerging transportation technology on economic development using primary and secondary source documents</p> <p>IN.6.AH.3 Investigate the impact of emerging technology on urban development using primary and secondary source documents</p> <p>IN.6.AH.4 Investigate the impact of emerging technology</p> <p>IN.7.AH.1 Describe the purpose of Angel Island and Ellis Island</p> <p>IN.7.AH.2 Map the changing immigration patterns of the late 19<sup>th</sup> and early 20<sup>th</sup> centuries</p> <p>IN.7.AH.3 Categorize the rise of nativism as a reaction to the changing immigration patterns of the late 19<sup>th</sup> and early 20<sup>th</sup> centuries</p> <p>IN.7.AH.4 Illustrate the changing immigration patterns from rural areas to urban areas in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries</p> <p>IN.7.AH.5 Research solutions to the problems that resulted from urban migration</p> <p>IN.7.AH.6 Examine the role that immigrants played in the emergence of political machines</p> <p>IN.8.AH.1 Compare and contrast the terms “captains of industry” and “robber barons”</p> <p>IN.8.AH.2 Identify and analyze the contributions of important industrialists in the Post-Reconstruction era</p> <p>IN.8.AH.3 Compare and contrast vertical integration and horizontal integration</p> <p>IN.8.AH.4 Analyze new forms of business organization</p> <p>IN.8.AH.5 Describe the political and economic philosophy of Social Darwinism</p> <p>IN.8.AH.6 Compare and contrast the reaction of labor to the rise of big business</p> <p>PO.11.AH.1 Describe the rulings in the Supreme Court cases regulating industry: Munn v. Illinois, Wabash v. Illinois, E.C. Knight Co. v. United States,</p>

slaughterhouse cases  
PO.11.AH.2 Discuss the merits of civil service reforms that resulted from the  
political corruption of the Gilded Age

Sources:

1. Text: *The Americans*
2. Films of the Period: *Andrew Carnegie: Prince of Steel*, *The Rockefellers*
3. Primary Sources: W. E. B. DuBois, Pendleton Civil Service Act, Interstate Commerce Act, Wong Kim Ark v. the US, Plessy v. Ferguson

UNIT #8: **THE U.S. BECOMES A WORLD POWER**

6-8 CLASS PERIODS

ESSENTIAL QUESTIONS	<ol style="list-style-type: none"> <li>1. Why did the United States turn away from isolation?</li> <li>2. What were the major causes of the Spanish-American War?</li> <li>3. Who were the Rough Riders?</li> <li>4. What was the Open Door Policy?</li> <li>5. How did the United States gain the right to build the Panama Canal?</li> </ol>															
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ARKANSAS FRAMEWORKS	<p>IM.12.AH.1 Identify the steps leading to the acquisition of Alaska and Hawaii</p> <p>IM.12.AH.1 Describe the participation of the United States in the Spanish-American war leading to the creation of the United States as an imperial power</p> <p>IM.12.AH.3 Describe the creation of the United States as an imperial power as viewed from multiple perspectives</p> <p>IM.12.AH.4 Analyze the steps which led to the construction of the Panama Canal</p> <p>IM.13.AH.1 Describe President Theodore Roosevelt’s foreign policy</p> <p>IM.13.AH.2 Compare and contrast the Dollar Diplomacy of President William Howard Taft and the Moral Diplomacy of President Woodrow Wilson</p> <p>IM.13.AH.3 Analyze the effects of the Open Door Policy on the relationship between the United States and China</p> <p>IM.13.AH.4 Evaluate the social, political, economic and geographic impact of the Open Door Policy</p> <p>IM.13.AH.5 Examine the relationship between the United States and its Latin-American neighbors</p>															

Sources:

1. Text: *The Americans*
2. Films of the Period: *The Rough Riders*, *The Rough Riders to Rushmore*
3. Primary Sources: *Our Country*, *The Influence of Sea Power*, *The De Lome Letter*

UNIT #9: **THE PROGRESSIVE ERA**

6-8 CLASS PERIODS

<p><b>ESSENTIAL QUESTIONS</b></p>	<ol style="list-style-type: none"> <li>1. What was the Progressive Movement?</li> <li>2. Who were the muckrakers?</li> <li>3. How progressive was Theodore Roosevelt?</li> <li>4. How progressive was William Howard Taft?</li> <li>5. How progressive was Woodrow Wilson?</li> </ol>															
<p><b>CONTENT</b></p>	<table border="0" style="width: 100%;"> <tr> <td style="width: 33%;">Progressivism</td> <td style="width: 33%;">Initiative</td> <td style="width: 33%;">Bull Moose Party</td> </tr> <tr> <td>Muckrakers</td> <td>Referendum</td> <td>Social Injustice</td> </tr> <tr> <td>Lincoln Steffens</td> <td>Recall</td> <td>Roosevelt as a Progressive</td> </tr> <tr> <td>Ida Tarbell</td> <td>Amendments 16-19</td> <td>Taft as a Progressive</td> </tr> <tr> <td>Upton Sinclair</td> <td>Pure Food and Drug Acts</td> <td>Wilson as a Progressive</td> </tr> </table>	Progressivism	Initiative	Bull Moose Party	Muckrakers	Referendum	Social Injustice	Lincoln Steffens	Recall	Roosevelt as a Progressive	Ida Tarbell	Amendments 16-19	Taft as a Progressive	Upton Sinclair	Pure Food and Drug Acts	Wilson as a Progressive
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<p><b>ARKANSAS FRAMEWORKS</b></p>	<p>PR.14.AH.1 Analyze the effectiveness of the muckrakers on reforming American society</p> <p>PR.14.AH.2 Examine the Social Gospel Movement and its influence on society</p> <p>PR.14.AH.3 Evaluate the use of photo-journalism in affecting urban social reform</p> <p>PR.14.AH.4 Research the women’s rights struggle from the 1840s through the Progressive Era</p> <p>PR.14.AH.5 Investigate the contributions of Theodore Roosevelt’s administration in establishing conservation of natural resources</p> <p>PR.14.AH.6 Discuss Woodrow Wilson’s New Freedom in regard to monetary and fiscal change</p> <p>PR.14.AH.7 Evaluate Robert La Follette’s Wisconsin Idea in regard to political reform</p> <p>PR.14.AH.8 Compare and contrast the political views of Booker T. Washington and W. E. B. Du Bois</p> <p>PR.14.AH.9 Analyze the progression of government regulation of business</p> <p>PR.14.AH.10 Investigate Theodore Roosevelt’s Square Deal policies which increased presidential power</p> <p>PR.14.AH.11 Analyze the effects of the Sixteenth, Seventeenth, and Eighteenth Amendments</p> <p>PR.14.AH.12 Examine the effects of the 1912 presidential election</p>															

Sources:

1. Text: *The Americans*
2. Films of the Period: *The Century: The 20s*
3. Primary Sources: Upton Sinclair, Ida Tarbell, Lincoln Steffens

UNIT #10: MODERN AMERICA

6-8 CLASS PERIODS

<p><b>ESSENTIAL QUESTIONS</b></p>	<ol style="list-style-type: none"> <li>1. Why did the United States enter World War I?</li> <li>2. Why are the 1920s referred to as the “Roaring 20s”?</li> <li>3. What were the major causes of the Great Depression?</li> <li>4. How did Hoover and Franklin Roosevelt deal with the Great Depression?</li> <li>5. What led to the Japanese bombing of Pearl Harbor?</li> </ol>																																				
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<p><b>ARKANSAS FRAMEWORKS</b></p>	<p>WC.15.AH.1 Analyze the causes of World War I</p> <p>WC.15.AH.2 Identify the steps leading to the entrance of the United States into World War I</p> <p>WC.15.AH.3 Discuss the contributions of the United States to the Allies in World War I</p> <p>WC.15.AH.4 Investigate mobilization on the home front during World War I</p> <p>WC.15.AH.5 Debate freedom of speech versus national security</p> <p>WC.15.AH.6 Examine the Treaty of Versailles</p> <p>WC.16.AH.1 Investigate the sources of national fear and violence in post World War I</p> <p>WC.16.AH.2 Evaluate the artistic, literary, and social movements of the 1920s that changed society</p> <p>WC.16.AH.3 Analyze the domestic policies of Presidents Warren G. Harding, Calvin Coolidge, and Herbert Hoover</p> <p>WC.17.AH.1 Examine the causes and effects of the Dust Bowl on agriculture and migration patterns</p> <p>WC.17.AH.2 Analyze the national and global causes and effects of the Great Depression</p> <p>WC.17.AH.3 Discuss President Herbert Hoover’s policies in dealing with the Great Depression</p> <p>WC.17.AH.4 Evaluate President Franklin D. Roosevelt’s New Deal including the long term effects</p> <p>WC.18.AH.1 Discuss the isolationist policies of the United States prior to entry into World War II</p> <p>WC.18.AH.2 Summarize Japanese motives for attacking Pearl Harbor</p> <p>WC.18.AH.3 Describe the United States’ mobilization for war on the home front</p> <p>WC.18.AH.4 Evaluate the effects of the forced relocation of Japanese Americans including the Arkansas connection</p> <p>WC.18.AH.5 Evaluate the military contribution of minorities in World War II</p> <p>WC.18.AH.6 Investigate the contributions of technology and science during World War II</p> <p>WC.18.AH.7 Analyze President Harry S. Truman’s decision to use atomic weapons against Japan</p> <p>WC.18.AH.8 Investigate the effects of World War II on population shifts, economic gains, and social adjustments during the post-war period</p> <p>WC.18.AH.9 Examine racial conflicts in the World War II period</p>																																				

Sources:

1. Text: *The Americans*

2. Films of the period: *The Century: Shell Shock, Jazz Age, Empire of the Sun*
3. Primary Sources: Zimmermann Note, Wilson's 14 Points, Schenck v. US, Huey Long, Who's to Blame for Pearl Harbor, Nurse's Account of Pearl Harbor, Justification for the Atomic Bomb
4. Music of the period: Jazz/Blues Music

UNIT #11: **THE COLD WAR**

6-8 CLASS PERIODS

<p><b>ESSENTIAL QUESTIONS</b></p>	<ol style="list-style-type: none"> <li>1. What is a cold war?</li> <li>2. Why did the Cold War develop between the United States and the Soviet Union?</li> <li>3. What was the Truman Doctrine?</li> <li>4. What were the major causes of the Korean War?</li> <li>5. Why is McCarthyism sometimes referred to as a witch hunt?</li> </ol>												
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<p><b>SKILLS</b></p>	<ul style="list-style-type: none"> <li>-Interpret and label maps</li> <li>-Identify key dates and events in United States History</li> <li>-Document Analysis</li> <li>-Student generated Venn Diagrams</li> <li>-Analyze historical events through paragraph writing</li> <li>-Evaluate historical films</li> </ul>												
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<p><b>ARKANSAS FRAMEWORKS</b></p>	<p>CUS.19.AH.1 Investigate the origins of the Cold War</p> <p>CUS.19.AH.2 Discuss the influence of McCarthyism on American society and politics</p> <p>CUS.19.AH.3 Examine the increase in bureaucracy as a result of the Cold War</p> <p>CUS.19.AH.4 Examine the development of international alliances as a result of the Cold War</p> <p>CUS.19.AH.5 Discuss the impact of the space race on the relations between the United States and the Soviet Union</p> <p>CUS.19.AH.7 Investigate the role of the United States in global conflicts</p>												

Sources:

1. Text: *The Americans*
2. Films of the Period: *The Century, The Forgotten War, The 1950s, Berlin Airlift*
3. Primary Sources: The Truman Doctrine, the Marshall Plan

UNIT #12: LATE 20<sup>TH</sup> CENTURY AMERICA

6-8 CLASS PERIODS

<p>ESSENTIAL QUESTIONS</p>	<ol style="list-style-type: none"> <li>1. Why did the United States become involved in Vietnam?</li> <li>2. What were Kennedy’s foreign policy challenges?</li> <li>3. What was the Watergate Scandal?</li> <li>4. What was the Iran Hostage Crisis?</li> <li>5. What were some of the challenges of foreign and domestic terrorism during the late 20<sup>th</sup> century?</li> </ol>																																	
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<p>ARKANSAS FRAMEWORKS</p>	<p>CUS.19.AH.6 Investigate civil rights issues affecting the following groups: African Americans, American Indians, Asian Americans, Hispanic Americans, Women</p> <p>CUS.19.AH.7 Investigate the role of the United States in global conflicts</p> <p>CUS.19.AH.8 Examine the cultural and technological changes in American society that began in the 1950s using primary and secondary sources</p> <p>CUS.19.AH.9 Compare and contrast the policies of the New Frontier and the Great Society</p> <p>CUS.19.AH.10 Discuss the political and social results of Watergate</p> <p>CUS.19.AH.11 Compare and contrast the domestic and foreign policies of the United States presidents from Richard Nixon to the present</p> <p>CUS.19.AH.12 Recognize current issues in immigration and ethnic diversity</p> <p>CUS.19.AH.13 Investigate the effects of the September 11, 2001 terrorist attack on the United States</p>																																	

Sources:

1. Text: *The Americans*
2. Films of the Period: *Separate But Equal, Crisis at Central, The Right Stuff, Apollo 13, Platoon, Kennedy*
3. Primary Sources: Letter from Birmingham Jail, I Have a Dream, Kennedy’s Inaugural Address, Brown vs. Board of Education, Miranda v. Arizona, Gulf of Tonkin Resolution