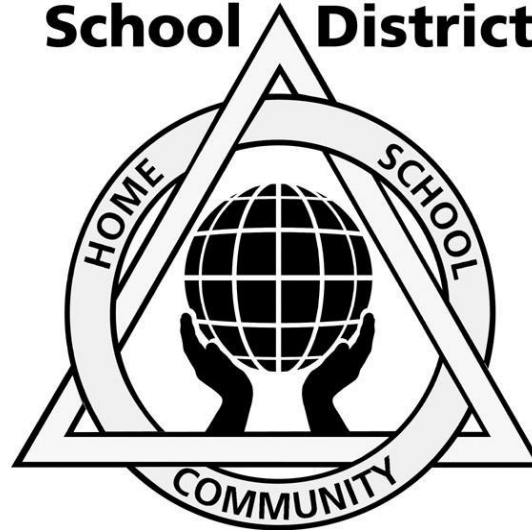


**Pre-AP United States History II (Grade 9)
Social Studies Curriculum
Francis Howell School District**

**Francis Howell
School District**



LEARNING TOGETHER

Board Approved: July 17, 2014

Francis Howell School District

Mission Statement

Francis Howell School District is a learning community where all students reach their full potential.

Vision Statement

Francis Howell School District is an educational leader that builds excellence through a collaborative culture that values students, parents, employees, and the community as partners in learning.

Values

Francis Howell School District is committed to:

- Providing a consistent and comprehensive education that fosters high levels of academic achievement for all.
- Operating safe and well-maintained schools.
- Promoting parent, community, student, and business involvement in support of the school district.
- Ensuring fiscal responsibility.
- Developing character and leadership.

Francis Howell School District Graduate Goals

Upon completion of their academic study in the Francis Howell School District, students will be able to:

- Gather, analyze and apply information and ideas.
- Communicate effectively within and beyond the classroom.
- Recognize and solve problems.
- Make decisions and act as responsible members of society.

Philosophy

Francis Howell School District believes an effective social studies program is the foundation for responsible citizenship and prepares our students to be productive citizens in a global democratic society. We believe a social studies program needs to develop in students a deep understanding of how to know, how to apply what they know, and how to participate in building a future. We believe that social studies is a relevant and dynamic discipline. The Francis Howell School District agrees with the Board of Directors of the National Council for the Social Studies, the primary membership organization for social studies educators, following definition:

“Social Studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.”

- Civics: To develop responsible citizens who possess commitment to the values and principles that is necessary to the preservation and improvement of American constitutional democracy.
- Government: To provide students with an understanding of the development, purpose and operations of political systems in order for them to make informed decisions and rational judgments as a member of their community and as a citizen in a global society.
- History: To develop an ability to explain patterns of historical succession and change to form a better understanding of current events and the future of our global society. An understanding of United States’ past develops an appreciation of our nation’s heritage and builds an enduring legacy for posterity.
- Geography: To develop the ability to utilize, analyze and explain information about human and physical features of places and regions. Students need to possess knowledge of how humans and physical environments interact.
- Economics: To develop an understanding and application of the principles and concepts of economics in order to be prepared to make wise personal decisions and to take part in our global economies.

9th Grade Pre-AP United States History II Course Rationale

Students understand the present more thoroughly when they understand the roots of today’s world in light of their knowledge of the past. United States History provides the historical context for the growth of our nation including, but moving beyond, significant names, dates, and events, to a larger view of the ideals, attitudes, values, beliefs, and expectations that characterize our democratic nation, how these developed over time, and their meaning for citizens in today’s global society.

9th Grade Pre-AP United States History II Course Description

This course will focus on domestic policy including the post-Civil War era, the role of the United States as a world power, the post-Cold War era, and modern United States history. Students will examine the social, economic, and political systems as well as the traditions, attitudes, and values that reflect our national heritage and which have been shaped by our nation’s history. Emphasis will be placed on the advanced development of reading, writing, and critical thinking skills, particularly in the analysis of historical data and primary sources.

9th Grade Pre-AP United States History II Board Approved Textbook

Title:	<u>United States History: Reconstruction to the Present (Missouri edition)</u>
Publisher:	Prentice Hall, copyright 2010
ISBN:	978-0-13-368661-6
Replacement Cost:	\$83.97 (subject to change)

Curriculum Writing Committee (2013-2014)

Teachers:	Kim Landman	Francis Howell North High School
	Lisa Niswonger	Francis Howell Central High School
	Carl Wayne	Francis Howell High School
Social Studies Content Leader	Jennifer Tillman	
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Chief Academic Officer	Dr. Mary Hendricks-Harris	
Superintendent	Dr. Pam Sloan	

9th Grade Pre-AP United States History II Transfer Goal and Understandings

Transfer Goal –Students will be able to independently use their learning to develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

Understandings –

“Students will understand that...”

1. it is important to distinguish between the important and the inconsequential.
2. historical empathy is developed by learning how to describe past events and issues as people experienced them at the time.
3. in order to avoid simplified generalizations that one must understand the complexity of historical cause-effect relationships.
4. as a context for events, one must understand the relationship between geography and history.
5. in order to recognize the difference between fact and opinion, between evidence and assertion; and thereby frame useful questions one must read widely and critically.
6. history is interpretive. People construct different accounts of the same event, which are shaped by their perspectives-their ideas, attitudes and beliefs.
7. ideologies, availability of resources and technological change affect economic decisions.
8. current political systems and institutions reflect and affect individual, local, regional, national, and global decision making and policies of the past and present.
9. demographic patterns and processes of growth and decline, migration, and settlement change over time though always exhibit some form of continuity as well.
10. as America has become a more multicultural society, the culture and values of diverse ethnic and religious groups have impacted its social customs, practices, and laws.

9th Grade Pre-AP United States History II Course Map

Semester 1

Sem	Unit Description	Unit Timeline	Performance Event (PE) Summary	PE Standards
1	<p>UNIT 1: Development of Modern America</p> <p>This unit will contain a variety of topics. First students will review major themes in history such as geography, economics, and principles of government that will be prevalent throughout this course; in addition to understanding what it means to be an historian. Students will then navigate the development of modern America. Themes in this unit include: Industrial Revolution, Immigration/Urbanization, and Progressivism.</p>	<p>Unit Timeline: 8 Weeks</p> <ul style="list-style-type: none"> ● Social Studies Skills-1 week ● Industrial Revolution-2 weeks ● Immigration/Urbanization-2 weeks ● Progressivism-3 weeks 	<p>Carnegie Document Analysis</p> <p>Students will read a primary source document from this time period and then analyze the document in terms of historical context, intended audience, author's purpose, point of view, and inferences.</p>	<p>3aN</p> <p>RH.9-10.1 RH.9-10.2 RH.9-10.6 RH.9-10.9</p> <p>WHST.9-10.9</p>
1	<p>UNIT 2: War, Prosperity, and Depression</p> <p>This unit will navigate through the country's emergence as a world power and include major themes of the 1920's, the Great Depression and New Deal. Throughout these time periods, there are many social, economic and political changes shaping the United States.</p>	<p>Unit Timeline: 8 Weeks</p> <ul style="list-style-type: none"> ● Imperialism-1 week ● World War I-2 weeks ● 1920s-2 weeks ● Great Depression and New Deal-3 weeks 	<p>Philippines Thesis Statement</p> <p>Students will read primary source documents from this time period and then use the information in these documents to construct a thesis statement. Students will use the following question in order to create a thesis statement: "Should the United States have annexed the Philippines?"</p>	<p>3aU 3aW</p> <p>RH.9-10.1 RH.9-10.2 RH.9-10.6 RH.9-10.9</p> <p>WHST.9-10.4</p>

*Standards that are in **bold** have been identified as Priority Standards for this course.

9th Grade Pre-AP United States History II Course Map

Semester 2

Sem	Unit Description	Unit Timeline	Performance Event (PE) Summary	PE Standards
2	<p>UNIT 3: The Fight for Freedom at Home and Abroad</p> <p>This unit will assess the United States’ role in World War II, along with Cold War events through the Kennedy Administration. This unit ends with a focus on domestic issues and societal changes taking place in the 1950s and 1960s.</p>	<p>Unit Timeline: 7 Weeks</p> <ul style="list-style-type: none"> ● World War II - 3 Weeks ● Early Cold War – 2 Weeks ● Post-War Cultural Changes of the 1950s and 1960s-2 Weeks 	<p>Pearl Harbor Analytical Paragraph</p> <p>Students will read primary source documents from this time period and then use these documents to write a thesis statement and first body paragraph of a Document Based Question Essay. Only the analytical first body paragraph will be scored for this performance event. Students will answer the following question: "Why did Japan bomb Pearl Harbor?"</p>	<p style="text-align: center;">3aW 3aX</p> <p>RH.9-10.1 RH.9-10.2 RH.9-10.6 RH.9-10.9</p> <p>WHST.9-10.1 WHST.9-10.4 WHST.9-10.9</p>
2	<p>UNIT 4: The Emergence of Modern America</p> <p>Students will investigate the history of inequality in America as an introduction to the Civil Rights Movement in the 1960s. Through the study of the Civil Rights Movement in the 1960s, students will understand the impact of important people, events, organizations, and legislation on American society. Students will then evaluate the United States’ expanded role in the Vietnam War. Additionally, the unit will continue to discuss the larger concept of the Cold War and the containment of communism and will assess the opposing domestic viewpoints of the war and the value of political participation. The unit ends with an overview of the turbulent Nixon presidency, examination of the domestic and foreign policies of Nixon through Reagan, and other contemporary events.</p>	<p>Unit Timeline: 9 Weeks</p> <ul style="list-style-type: none"> ● Civil Rights Era-3 Weeks ● Vietnam War Era-3 Weeks ● Watergate and Beyond-3 Weeks 	<p>Civil Rights Act of 1964 DBQ Essay</p> <p>Students will read primary source documents from this time period and then use these documents in an essay as support for their thesis. Students will answer the following question: “Politics or Principle: Why did LBJ Sign the Civil Rights Act of 1964?”</p>	<p style="text-align: center;">3aI 3aK</p> <p>RH.9-10.1 RH.9-10.2 RH.9-10.6 RH.9-10.9</p> <p>WHST.9-10.1 WHST.9-10.4 WHST.9-10.9</p>

*Standards that are in **bold** have been identified as Priority Standards for this course.

GUIDELINES FOR IMPLEMENTING THE PERFORMANCE EVENTS IN PRE-AP U.S. HISTORY

All Performance Events in Pre-AP U.S. History are to be written in class under testing conditions. Students are allowed to finish their performance events during class time and are not to have points deducted based on time needed to complete the performance event.

All Pre-AP U.S. History DBQ essays must be implemented using the following guidelines.

- DBQ essays must be administered using the **Clean Version**.
- Pre-AP students will be given additional documents for their DBQ essay performance event. These documents will need to be printed out separately from the actual handouts in the Mini-Q binder. The additional documents are included as objects that are attached to each Performance Event description within each unit.
- When writing the essay, students are to have copies of their documents, the question/essay prompt, and paper.

Pre-AP U.S. History DBQ Essay Rubric

- The rubric for Pre-AP has some differences from the regular DBQ essay rubric.
 - Point of View (POV)-Pre-AP U.S. History students are required to identify and analyze POV in their essays. This is not required in regular U.S. History DBQ essays.
 - Intended Audience-Pre-AP U.S. History students are required to identify and analyze the intended audience of the primary source documents. This is not required in regular U.S. History DBQ essays.
 - Pre-AP U.S. History students will have three to four more documents to understand and analyze as compared to regular U.S. History.

Content Area: Social Studies	Course: Pre-AP United States History II	Unit 1: Development of Modern America
<p>Unit Description: This unit will contain a variety of topics. First students will review major themes in history such as geography, economics, and principles of government that will be prevalent throughout this course; in addition to understanding what it means to be an historian. Students will then navigate the development of modern America. Themes in this unit include: Industrial Revolution, Immigration/Urbanization, and Progressivism.</p>		<p>Unit Timeline: 8 Weeks</p> <ul style="list-style-type: none"> ● Social Studies Skills-1 week ● Industrial Revolution-2 weeks ● Immigration/Urbanization-2 weeks ● Progressivism-3 weeks

DESIRED RESULTS

Transfer Goal –Students will be able to independently use their learning to develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

Understandings –

“Students will understand that...”

1. it is important to distinguish between the important and the inconsequential.
2. historical empathy is developed by learning how to describe past events and issues as people experienced them at the time.
3. in order to avoid simplified generalizations that one must understand the complexity of historical cause-effect relationships.
4. as a context for events, one must understand the relationship between geography and history.
5. in order to recognize the difference between fact and opinion, between evidence and assertion; and thereby frame useful questions one must read widely and critically.
6. history is interpretive. People construct different accounts of the same event, which are shaped by their perspectives-their ideas, attitudes and beliefs.
7. ideologies, availability of resources and technological change affect economic decisions.
8. current political systems and institutions reflect and affect individual, local, regional, national, and global decision making and policies of the past and present.
9. demographic patterns and processes of growth and decline, migration, and settlement change over time though always exhibit some form of continuity as well.

Essential Questions: *Students will keep considering...*

- Did the Industrial Revolution bring progress to the country?
- Has immigration been the key to America’s success?
- Were the Progressives successful in making government more responsive to the will of the people?
- Can reform movements improve American society and politics?

Students Will Know...	Standard	Students Will Be Able to ...	Standard
<p>Foundations and Skills -Geography</p> <ul style="list-style-type: none"> ● Basic historical regions throughout the United States <ul style="list-style-type: none"> ○ Geographical Regions: Northeast (New England), Midwest, Southeast, Northwest, Southwest, Rocky Mountains, Great Lakes, Mississippi River, Pacific Ocean, Atlantic Ocean, Appalachian Mountains, Missouri River ○ Migratory Regions: Sun Belt, Rust Belt (Steel Belt), Cotton Belt ○ Civil War Era Borders: North, South, Border States 	3aA	<p><u>Missouri Course Level Expectations (CLEs)</u></p> <p>Describe the migrations of people from many regions of the world and the interactions of cultures and religious traditions that have contributed to America’s history from Reconstruction to the present.</p> <ul style="list-style-type: none"> a. motivations for immigration b. challenges to immigrants 	3aA
<p>Foundations and Skills -Government</p> <ul style="list-style-type: none"> ● There are 8 Principles of the Constitution: popular sovereignty, due process of law, representation, checks and balances, separation of powers, federalism, judicial review, and limited government. 	3aI	<p>Analyze the evolution of American democracy, its ideals, institutions, and political processes from Reconstruction to the present, including:</p> <ul style="list-style-type: none"> a. Reconstruction b. struggle for civil rights c. expanding role of government d. expanding participation in political processes 	3aI
<p>Foundations and Skills -Economics</p> <ul style="list-style-type: none"> ● Economic Continuum: free enterprise, laissez faire, capitalism, market, command, socialism, communism, mixed economy 	3aU	<p>Apply the following major economic concepts in the context of historical period studied:</p> <ul style="list-style-type: none"> a. natural resources, labor, and capital resources b. supply and demand c. business cycle d. government regulation and deregulation e. unemployment and full employment f. inflation and deflation g. saving and investment h. profit 	3aJ
<p>Foundations and Skills -Historical Thinking</p> <ul style="list-style-type: none"> ● What is history and what do historians do? <p>There are multiple perspectives of historical events, and students will learn how to evaluate point of view.</p>	RH.9-10.6	<p>Describe the historical development of the American economy, including:</p> <ul style="list-style-type: none"> a. impact of geographic factors b. role of the frontier and agriculture c. impact of technological change and urbanization on land, resources, society, politics and culture d. changing relationships between government and the economy 	3aN

<p>Industrial Revolution</p> <ul style="list-style-type: none"> ● There are many factors that made the Industrial Revolution possible. <ul style="list-style-type: none"> ○ Entrepreneur ○ Natural resources ○ Human capital/labor ○ Capital resources ○ Inventions and Innovations ○ Patents 	<p>3aN</p>	<p>Survey the functions and effects of major economic institutions of the United States economy, such as corporations, labor unions, and financial institutions</p>	<p>3aP</p>
<ul style="list-style-type: none"> ● Ideas of laissez-faire capitalism and Social Darwinism influenced 19th-century economic philosophies in an increasingly more urban society. <ul style="list-style-type: none"> ○ Horizontal/Vertical Integration ○ Rockefeller ○ Carnegie ○ Robber Baron ○ Captains of Industry ○ Philanthropy 	<p>3aN</p>	<p>Distinguish major patterns and issues with regard to population distribution, demographics, settlements, migrations, and cultures in the US</p>	<p>3aU</p>
<ul style="list-style-type: none"> ● Labor unions, collective bargaining, and strikes were methods used by workers to improve wages and conditions 	<p>3aP</p>	<p>List and explain criteria that give regions their identities in different periods of United States history. Explain how and why regions change.</p>	<p>3aV</p>
<ul style="list-style-type: none"> ● Early efforts to organize labor were hampered by violent strikes. <ul style="list-style-type: none"> ○ Haymarket Strike ○ Pullman Strike ○ Homestead Strike 	<p>3aP</p>	<p>Describe and evaluate the evolution of United States foreign and domestic policies from Reconstruction to the present, including:</p> <ol style="list-style-type: none"> a. isolationism b. immigration policy c. Manifest destiny 	<p>3aW</p>
<ul style="list-style-type: none"> ● The Sherman Anti-Trust Act and Interstate Commerce Act were early attempts by the government to regulate big business but neither was initially successful. <ul style="list-style-type: none"> ○ Monopoly ○ Trust 	<p>3aN</p>	<p><u>Common Core Literacy Standards for History/Social Studies</u></p>	<p>RH.9-10.1</p>




		Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	
Immigration/Urbanization <ul style="list-style-type: none"> ● Immigration patterns were affected by social, political, and economic factors. <ul style="list-style-type: none"> ○ Old Immigrants ○ New Immigrants ○ Nativist ○ Quotas (Chinese Exclusion Act) ○ Push/Pull factors 	3aU	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	RH.9-10.2
<ul style="list-style-type: none"> ● Immigrant experiences <ul style="list-style-type: none"> ○ Ellis Island ○ Angel Island ○ Steerage 	3aA	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	RH.9-10.6
<ul style="list-style-type: none"> ● Urbanization challenges and responses <ul style="list-style-type: none"> ○ Tenements ○ Mass transit ○ Political machines ○ Benevolent societies ○ Settlement houses ○ Urban planning 	3aN	Compare and contrast treatment of the same topic in several primary and secondary sources.	RH.9-10.9
Progressivism <ul style="list-style-type: none"> ● Responses to the challenges of immigration, industrialization, and urbanization <ul style="list-style-type: none"> ○ muckrakers 	3aN	Write arguments focused on discipline-specific content.	WHST.9-1 0.1
<ul style="list-style-type: none"> ● Political Reforms <ul style="list-style-type: none"> ○ Referendum, Recall, Initiative ○ 17th Amendment ○ Direct primary 	3aI	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	WHST.9-1 0.4





<ul style="list-style-type: none"> ○ Secret ballot ○ Pendleton Civil Service Act ○ 19th Amendment <ul style="list-style-type: none"> ▪ Suffrage 			
<ul style="list-style-type: none"> ● Social Reforms <ul style="list-style-type: none"> ○ Settlement Houses ○ Temperance Movement <ul style="list-style-type: none"> ▪ Prohibition ○ 18th Amendment ○ Women’s Rights Movement 	3aN	Draw evidence from information texts to support analysis, reflection, and research.	WHST.9-10.9
<ul style="list-style-type: none"> ● Health and Consumer Reforms <ul style="list-style-type: none"> ○ Meat Inspection Act ○ Pure Food and Drug Act 	3aN 3aI		
<ul style="list-style-type: none"> ● Work Place, Business and Economic Reforms <ul style="list-style-type: none"> ○ 16th Amendment ○ Keating-Owen Act (unconstitutional) ○ Federal Reserve Act <ul style="list-style-type: none"> ▪ Monetary Policy (FED) ▪ Fiscal Policy (President/Congress) ○ Clayton Antitrust Act ○ Triangle Shirtwaist Factory fire ○ Populism Movement ○ Presidents during this time period became more active 	3aI		
<ul style="list-style-type: none"> ● Presidents during this time period became more active and changed the role of the president by using the power of the White House to influence public policy and expand the responsibilities of the office. (T. Roosevelt, Taft, Wilson) 	3aI		






EVIDENCE of LEARNING			
<u>Understanding</u> 1, 2, 5, 6	<u>Standards</u> 3aN RH.9-10.1 RH.9-10.2 RH.9-10.6 RH.9-10.9 WHST.9-1 0.9	<p>Unit Performance Assessment: Carnegie Document Analysis</p> <p>Description of Assessment Performance Task(s): Students will read a primary source document from this time period and then analyze the document in terms of historical context, intended audience, author’s purpose, point of view, and inferences.</p> <p>Teacher will assess: Historical context, intended audience, author’s purpose, point of view, and inferences</p> <p>Performance: Mastery: The following scale will be used to determine mastery: Mastery = 20-15 Near Mastery = 14-10 Remediation = 9-0</p>	<u>R/R Quadrant</u> C

SAMPLE LEARNING PLAN

Pre-assessment: U.S. History Skills Pre-Test evaluates students' abilities to read and analyze maps, charts, and primary sources.

Understanding	Standards	Major Learning Activities:	Instructional Strategy:	R/R Quadrant:
7	<p>3aU ITSE 3</p>  <p>nets-s-standards.pdf</p>	<p>Economics PowerPoint Presentation and Vocabulary Activity Objective: Students will be introduced to key economic concepts and terms.</p> <p>Implementation:</p> <ul style="list-style-type: none"> ● Students take notes from the PowerPoint presentation. ● Vocabulary cards will be cut in half so that students must match the term to the definition. This activity can be done in small groups. ● Vocabulary cards can also be used for Quiz-Quiz-Trade or Flashcard Star. <p>Technology Options:</p> <ul style="list-style-type: none"> ● Consider putting the students in small groups to explore the economic systems. The students can use BYOD to gather information online. Have each small group create a summary of each system and then compare what they found to the info the teacher will present in the PPT. ● Students can use their personal mobile devices to take notes during the presentation. Students could also take collaborative notes using an online tool (Google Docs or TodaysMeet). 	<p>Summarizing and Note taking</p> <p>Cooperative learning</p> <p>Homework and practice</p>	A
8	<p>3aI</p>	<p>Practicing the Constitutional Principles Objective: Students will understand the basic principles of the Constitution and will be able to identify examples.</p> <p>Implementation: Students will match each example to a Constitutional principle. Students could work in cooperative groups for this activity.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>6 Basic Principles Review Game 2.doc</p> </div> <div style="text-align: center;">  <p>6 Basic Principles Review Game.doc</p> </div> </div>	<p>Cooperative Learning</p> <p>Homework and Practice</p>	A

9	3aA	<p>Historical and Physical Mapping of the United States Objective: Students will be able to identify major physical features of the United States, and they will also be able to identify important historical regions in the United States on a map.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  U.S._map_Activity.d ocx </div> <div style="text-align: center;">  United_States_Map. docx </div> </div>	Homework and Practice	A
6	RH.9-10 .6	<p>Identifying Bias and Point of View (POV) Objective: Students will understand the role bias has in shaping our understanding of historical events.</p> <p>Implementation: Students will read a scenario and determine the POV in each document that accompanies this scenario.</p> <div style="text-align: center;">  DBQ TRAINING EXERCISE.docx </div>	Homework and Practice	A
1, 5, 8	3aO RH.9-10 .1 RH.9-10 .2 ITSE 3 ITSE 4  <small>nets-s-standards.pdf</small>	<p>Captain of Industry or Robber Baron? Objective: Students will research the entrepreneurs of the late 19th and early 20th century (Andrew Carnegie, John D. Rockefeller, J.P. Morgan, Henry Ford, Cornelius Vanderbilt) and analyze whether these entrepreneurs were Captains of Industry or Robber Barons. Optional: Compare today’s entrepreneurs (Koch Brothers, Wal Mart heirs, Bill Gates, Donald Trump, Warren Buffet) to make the assignment relevant to today.</p> <p>Work collaboratively with the building library media specialists to help guide students to use digital tools while researching. The media specialists can provide best practices for researching online, evaluating resources, and organizing information. Students could use a social bookmarking tool (Diigo) to save, annotate, share, and summarize their findings.</p> <p>Resource: http://edsitement.neh.gov/lesson-plan/industrial-age-america-robber-barons-and-captains-industry</p>	Cooperative Learning Summarizing and Note taking	C
2, 3, 9	3aA RH.9-10 .6	<p>Perspectives on Immigration Objective: Students will participate in a station activity detailing the various perceptions on immigration during the industrial era.</p> <ul style="list-style-type: none"> ● Describe some of the myths and realities of immigration in America 	Cooperative Learning	C

	ITSE 2  <small>nets-s-standards.pdf</small>	<ul style="list-style-type: none"> ● Explain how Americans viewed immigrants in the 1930s, citing examples from Pearl S. Buck's essay, "On Discovering America" ● Show how the media portrayed immigrants in the 1930s through manuscripts, images, audio, and video from that time <p>Technology Option – Students will debate the topic with another class in the district using an online video tool (Lync, Skype, or Google Hangout).</p> <p>Resources: http://edsitement.neh.gov/lesson-plan/pearl-s-buck-discovering-america</p>	Identifying Similarities and Differences Summarizing and Note taking	
3, 5, 7, 8	3aN RH.9-10 .1 RH.9-10 .6	<p>Socratic Seminar on Upton Sinclair’s <i>The Jungle</i> Objective: Students will participate in a group dialogue (Socratic Seminar) on the issues surrounding the meatpacking industry, workplace environment, and the solutions after the business practices were exposed.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <small>SOCRATIC SEMINAR lesson plan The Jungl</small> </div> <div style="text-align: center;">  <small>SocraticSeminarIntro Packet.pdf</small> </div> <div style="text-align: center;">  <small>Jungle Excerpt (3).doc</small> </div> <div style="text-align: center;">  <small>The Jungle (2) Questions.doc</small> </div> </div>	Generating and Testing Hypotheses Cues, Questions and Advance Organizers	D

UNIT RESOURCES
FOUNDATIONS AND SKILLS General Resources <ul style="list-style-type: none"> • Atlas of the Historical Geography of the United States http://dsl.richmond.edu/historicalatlas/

- Printable Maps of the USA <http://www.enchantedlearning.com/label/usa.shtml>
- Teaching Six Big Ideas in the Constitution (National Archives) <http://www.archives.gov/legislative/resources/education/constitution/>
- Basic Principles (Shmoop) <http://www.shmoop.com/constitution/limited-government.html>

Lesson Plans

- Principles of Government Metaphor Activity http://www.jamesmadison.com/lessons/1000_words.pdf

INDUSTRIAL REVOLUTION

General Resources

- The Gilder Lehrman Institute of American History: The Gilded Age <http://www.gilderlehrman.org/history-by-era/rise-industrial-america-1877-1900/gilded-age>
- Digital History: The Gilded Age <http://www.digitalhistory.uh.edu/era.cfm?eraID=9&smtid=1>
- History Matters <http://historymatters.gmu.edu/>
- The Richest Man in the World: Andrew Carnegie (American Experience) <http://www.pbs.org/wgbh/amex/carnegie/index.html>
- Teaching With Documents: Photographs of Lewis Hine: Documentation of Child Labor (National Archives) <http://www.archives.gov/education/lessons/hine-photos/>
- Eyewitness to History: 19th Century <http://www.eyewitnesstohistory.com/19frm.htm>

Lessons

- America's Industrial Revolution (Henry Ford Museum) <http://www.thehenryford.org/education/erb/2009NEHHHighSchoolLessonPlanBooklet.pdf>
- Industrializing America (Annenberg Learner) <http://www.learner.org/courses/amerhistory/units/14/>
- Industrial Revolution: Child Labor http://www.monroefordham.org/docs/lessonplan3_the%20industrial%20revolution.pdf
- The Industrial Age in America: Robber Barons and Captains of Industry (EDSITEment!) <http://edsitement.neh.gov/lesson-plan/industrial-age-america-robber-barons-and-captains-industry>
- The Industrial Age in America: Sweatshops, Steel Mills, and Factories (EDSITEment!) <http://edsitement.neh.gov/lesson-plan/industrial-age-america-sweatshops-steel-mills-and-factories>

Books

- From the Folks Who Brought You the Weekend: A Short, Illustrated History of the Labor Movement in the United States by A.B. Chitty (New Press, 2003)
- Empires of Light: Edison, Tesla, Westinghouse, and the Race to Electrify the World by Jill Jonnes (Random House, 2004)
- Titan: The Life of John D. Rockefeller by Ron Chernow (Random House, 2004)
- Meet You in Hell: Andrew Carnegie, Henry Clay Frick, and the Bitter Partnership that Transformed America, by Les Standiford (Crown Publishers, 2005)
- The Tycoons: How Andrew Carnegie, John D. Rockefeller, Jay Gould, and J.P. Morgan Invented the American Supereconomy by Charles R. Morris (Macmillan, 2005)
- Andrew Carnegie by David Nasaw (Penguin Press, 2006)
- Meet You in Hell: Andrew Carnegie, Henry Clay Frick, and the Bitter Partnership that Changed America by Les Standiford (Broadway Books, 2006)

- The Power Makers: Steam, Electricity, and the Men Who Invented Modern America by Maury Klein (Bloomsbury Press, 2008)
- American Colossus: The Triumph of Capitalism, 1865-1900 by H.W. Brands (Anchor Press, 2011)

DVDs

- 1900 House (PBS, 2003)
- America: The Story of US (A&E, 2010)
- The Men Who Built America (A&E, 2013)

IMMIGRATION/URBANIZATION

General Resources

- The Gilder Lehrman Institute of American History: Immigration and Migration
<http://www.gilderlehrman.org/history-by-era/rise-industrial-america-1877-1900/immigration-and-migration>
- History Matters <http://historymatters.gmu.edu/>
- Ellis Island <http://www.ellisland.org/>
- Angel Island <http://angelisland.org/>
- Tenement Museum <http://www.tenement.org/>
- Ellis Island Interactive Tour <http://teacher.scholastic.com/activities/immigration/tour/>
- Interactive Immigration Map http://www.nytimes.com/interactive/2009/03/10/us/20090310-immigration-explorer.html?hp&_r=0
- Naturalization Information <http://www.uscis.gov/citizenship/teachers/naturalization-information>

Lessons

- Tenement Museum http://www.tenement.org/education_lessonplans.html
- Analyzing Nineteenth Century Immigration Cartoons http://historyproject.ucdavis.edu/lessons/view_lesson.php?id=4

Books

- How the Other Half Lives by Jacob Riis
- The Statue of Liberty: A Transatlantic Story by Edward Berenson
- 97 Orchard Street, New York: Stories of Immigrant Life by Linda Granfield
- Immigrant Women in the Land of Dollars by Elizabeth Ewen
- The Politics of Immigration by Jane Guskin

PROGRESSIVISM

General Resources

- The Gilder Lehrman Institute of American History: The Politics of Reform
<http://www.gilderlehrman.org/history-by-era/progressive-era-new-era-1900-1929/politics-reform>
- Digital History: Progressive Era <http://www.digitalhistory.uh.edu/era.cfm?eraID=11&smtid=1>
- History Matters: <http://historymatters.gmu.edu/>
- Remembering the 1911 Triangle Factory Fire <http://www.ilr.cornell.edu/trianglefire/>

- The Anti-Saloon League <http://www.wpl.lib.oh.us/AntiSaloon/>
- American Experience: The Presidents – TR <http://www.pbs.org/wgbh/americanexperience/films/tr/>
- American Experience: The Presidents – Woodrow Wilson <http://www.pbs.org/wgbh/amex/wilson/>

Lessons

- The Free Silver Movement and Inflation (Federal Reserve Lesson) http://www.stlouisfed.org/education_resources/the-free-silver-movement-and-inflation/
- Constitutionality of a Central Bank (Federal Reserve Lesson) http://www.stlouisfed.org/education_resources/constitutionality-of-a-central-bank/
- The Progressives (Annenberg Learner) <http://www.learner.org/courses/amerhistory/units/15/>
- The Triangle Fire: From Industrialism to Progressivism (The City University of New York) <http://investigatinghistory.ashp.cuny.edu/m9.html>

Books

- How the Other Half Lives by Jacob Riis (Dover, 1971)
- Plunkitt of Tammany Hall: A Series of Very Plain Talks on Very Practical Politics by William L. Riordan (Signet, 1995)
- A Very Different Age: Americans of the Progressive Era by Steven J. Diner (Hill and Wang, 1998)
- Major Problems in the Gilded Age and the Progressive Era: Documents and Essays (Major Problems in American History Series) by Leon Fink and Thomas Paterson (Wadsworth Publishing, 2000)
- The Jungle by Upton Sinclair (Dover, 2001)
- The Shame of the Cities by Lincoln Steffens (Dover, 2004)
- Triangle: The Fire that Changed America by David Von Drehle (Grove Press, 2004)
- A Fierce Discontent: The Rise and Fall of the Progressive Movement in America, 1870-1920 by Michael McGerr (Oxford University Press, 2005)
- The Other Half: The Life of Jacob Riis and the World of Immigrant America by Tom Buk-Swienty (W.W. Norton & Company, 2008)
- The Triangle Fire: A Brief History with Documents by Jo Ann Argersinger (Bedford/St. Martins's, 2009)
- Wilson by A. Scott Berg (Putnam, 2013)
- The Bully Pulpit: Theodore Roosevelt, William Howard Taft, and the Golden Age of Journalism by Doris Kearns Goodwin (Simon & Schuster, 2013)

DVDs

- American Experience: Triangle Fire (PBS, 2011)

ALL UNITS

- Today's Document by the National Archives (App)
- National Archives Docs Teach (App)
- Stanford History Education Group http://sheg.stanford.edu/home_page
- Crash Course US History <https://www.youtube.com/playlist?list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s>

Content Area: Social Studies

Course: Pre-AP United States History II

UNIT 2: War, Prosperity, and Depression

<p>Unit Description: This unit will navigate through the country’s emergence as a world power and include major themes of the 1920’s, the Great Depression and New Deal. Throughout these time periods, there are many social, economic and political changes shaping the United States.</p>	<p>Unit Timeline: 8 Weeks</p> <ul style="list-style-type: none"> ● Imperialism-1 week ● World War I-2 weeks ● 1920s-2 weeks ● Great Depression and New Deal-3 weeks
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DESIRED RESULTS

Transfer Goal –Students will be able to independently use their learning to develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

Understandings –

“Students will understand that...”

1. it is important to distinguish between the important and the inconsequential.
2. historical empathy is developed by learning how to describe past events and issues as people experienced them at the time.
3. in order to avoid simplified generalizations that one must understand the complexity of historical cause-effect relationships.
5. in order to recognize the difference between fact and opinion, between evidence and assertion; and thereby frame useful questions one must read widely and critically.
6. history is interpretive. People construct different accounts of the same event, which are shaped by their perspectives-their ideas, attitudes and beliefs.
7. ideologies, availability of resources and technological change affect economic decisions.
8. current political systems and institutions reflect and affect individual, local, regional, national, and global decision making and policies of the past and present.
9. demographic patterns and processes of growth and decline, migration, and settlement change over time though always exhibit some form of continuity as well.
10. as America has become a more multicultural society, the culture and values of diverse ethnic and religious groups have impacted its social customs, practices, and laws.

<p>Essential Questions: <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> ● Was American imperialism justified? ● Should the United States fight wars to make the world safe for democracy? ● Should a democratic government tolerate dissent during times of war and other crises? ● How can wars create expanded opportunity for civil rights among women and minorities? ● Was the decade of the 1920s a decade of innovation or conservatism? ● Was the Great Depression inevitable?

Students Will Know...	Standard	Students Will Be Able to ...	Standard
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<p>Imperialism</p> <ul style="list-style-type: none"> ● Many nations during this period followed a policy of imperialism for social, economic, and political purposes. <ul style="list-style-type: none"> ○ Manifest Destiny ○ Social Darwinism 	3aW	<p>Missouri Course Level Expectations (CLEs)</p> <p>Describe the migrations of people from many regions of the world and the interactions of cultures and religious traditions that have contributed to America’s history from Reconstruction to the present.</p> <ol style="list-style-type: none"> 1. motivations for immigration 2. challenges to immigrants 	3aA
<ul style="list-style-type: none"> ● Foreign policy goals in Japan, Latin America, and China led to more trade opportunities for the US. <ul style="list-style-type: none"> ○ Dollar Diplomacy ○ Roosevelt Corollary ○ Moral Diplomacy (spreading democracy) ○ Open Door Policy 	3aW	<p>Apply the following major economic concepts in the context of the historical period studied:</p> <ol style="list-style-type: none"> 1. Natural resources, labor, and capital resources 2. Supply and demand (shortages and surpluses) 3. Business cycle 4. Government regulation and deregulation 5. Unemployment and full employment 6. Inflation and deflation 7. Saving and investment 8. Profit 	3aJ
<ul style="list-style-type: none"> ● Acquisitions of new land including Alaska, Hawaii, and territories in the Pacific expanded American economic opportunity. 	3aW	<p>Explain the importance of the following principles of government since Reconstruction</p> <ol style="list-style-type: none"> 2. constitution and civil rights 	3a.K
<ul style="list-style-type: none"> ● Imperialists and Anti-Imperialists differed in their views of US foreign policy <ul style="list-style-type: none"> ○ Isolationism ○ Anti-Imperialist League 	3aW	<p>Analyze the roles and influence of political parties and interest groups since Reconstruction to the present</p>	3aM
<ul style="list-style-type: none"> ● The media played a significant part in US involvement in the Spanish-American War. <ul style="list-style-type: none"> ○ Yellow journalism ○ William Randolph Hearst ○ Joseph Pulitzer 	3aW	<p>Describe the historical development of the American economy, including:</p> <ol style="list-style-type: none"> 1. impact of geographic factors 2. role of the frontier and agriculture 3. impact of technological change and urbanization on land, resources, society, politics and culture 4. changing relationships between government and the economy 	3aN

<p>World War I</p> <ul style="list-style-type: none"> ● America followed a foreign policy of isolationism at the outset of World War I, but eventually joined due to foreign entanglements. <ul style="list-style-type: none"> ○ Allied Powers ○ Central Powers 	3aW	Distinguish major patterns and issues with regard to population distribution, demographics, settlements, migrations, and cultures in the US	3aU
<ul style="list-style-type: none"> ● Despite attempts at neutrality, US economic interests and cultural ties led the US to eventual involvement in the war. <ul style="list-style-type: none"> ○ Selective Service Act ○ Lusitania ○ Zimmerman Note ○ Unrestricted submarine warfare ○ Sussex Pledge 	3aW	Describe and evaluate the evolution of United States foreign and domestic policies from Reconstruction to the present, including: <ol style="list-style-type: none"> 1. isolationism 3. Manifest destiny 4. Imperialism 6. two world wars 	3aW
<ul style="list-style-type: none"> ● Propaganda was a major tool used by the government to persuade people to support the war through service, individual sacrifice, and economic contributions. <ul style="list-style-type: none"> ○ National War Labor Board ○ Food Administration ○ Committee on Public Information ○ Liberty Bonds ○ Rationing 	3aW	Examine the wars of the twentieth-century pertinent to US history including: causes, comparisons, consequences, and peace efforts	3aX
<ul style="list-style-type: none"> ● Civil liberties were limited for the sake of national security. <ul style="list-style-type: none"> ○ Sedition Act ○ Espionage Act ○ Conscientious objector 	3aK	<u>Common Core Literacy Standards for History/Social Studies</u> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	RH.9-10.1
<ul style="list-style-type: none"> ● World War I helped lead to new settlement patterns and opportunities for women and minorities in the workplace. <ul style="list-style-type: none"> ○ Great Migration 	3aU	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	RH.9-10.2
<ul style="list-style-type: none"> ● The failure of the Senate to ratify the Treaty of Versailles demonstrated the differing views on foreign policy between the Republicans and Woodrow Wilson. 	3aX	Compare the point of view of two or more authors for how they treat the same or similar topics, including which	RH.9-10.6




<ul style="list-style-type: none"> ○ Fourteen Points ○ League of Nations ○ Checks and Balances 		details they include and emphasize in their respective accounts.	
<p>The 1920s</p> <ul style="list-style-type: none"> ● The communist revolution in Russia led to the Red Scare, wide spread fear of political radicals, especially Communists. <ul style="list-style-type: none"> ○ Xenophobia ○ Sacco and Vanzetti ○ Palmer Raids 	<p>3aA 3aM 3aW</p>	Compare and contrast treatment of the same topic in several primary and secondary sources.	RH.9-10.9
<ul style="list-style-type: none"> ● Presidents of the 1920s focused on isolationist foreign policy and laissez-faire economic policy. 	3aW	Write arguments focused on discipline-specific content.	WHST.9-1 0.1
<ul style="list-style-type: none"> ● The 1920s was a decade full of cultural conflict between traditional and modern values. <ul style="list-style-type: none"> ○ Harlem Renaissance ○ Flappers ○ Prohibition ○ Scopes Trial ○ KKK 	3aU	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	WHST.9-1 0.4
<p>Great Depression and the New Deal</p> <ul style="list-style-type: none"> ● The stock market crash signaled the beginning of the Great Depression. <ul style="list-style-type: none"> ○ Recession ○ Depression 	3aJ	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.	WHST.9-1 0.6
<ul style="list-style-type: none"> ● During the 1920s, rising wealth and a booming stock market gave Americans a false sense of faith in the economy despite early warning signs. <ul style="list-style-type: none"> ○ Buying on the margin ○ Uneven prosperity ○ Overproduction in industrial and agricultural sectors ○ Increase in personal debt ○ Little regulation of stock market 	3aJ	Draw evidence from information texts to support analysis, reflection, and research.	WHST.9-1 0.9


<ul style="list-style-type: none"> ● Farmers faced difficult environmental and economic issues which led to mass migration. <ul style="list-style-type: none"> ○ Dust Bowl 	3aA		
<ul style="list-style-type: none"> ● President Hoover’s plan for dealing with economic crisis through voluntary actions from businesses and restoring consumer confidence. <ul style="list-style-type: none"> ○ Rugged Individualism ○ Reconstruction Finance Corporation 	3aN		
<ul style="list-style-type: none"> ● Election of 1932 focused on a debate between limited versus broad government involvement. 	3aN		
<ul style="list-style-type: none"> ● Roosevelt planned to end the Depression through government intervention and increasing the role government played in helping citizens. <ul style="list-style-type: none"> ○ New Deal ○ Relief, Reform, Recovery ○ TVA ○ FDIC ○ Social Security Act ○ SEC ○ AAA ○ CCC ○ NRA 	3aW		
<ul style="list-style-type: none"> ● There was opposition to the New Deal program from the Supreme Court as well as the Republican Party. <ul style="list-style-type: none"> ○ Judicial review ○ Separation of powers ○ Court Packing Plan 	3aW		



EVIDENCE of LEARNING



<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment</u> : Philippines Thesis Statement	<u>R/R Quadrant</u>
1, 5, 6, 8	3aU 3aW RH.9-10.1 RH.9-10.2 RH.9-10.6 RH.9-10.9 WHST.9-1 0.4	<p>Description of Assessment Performance Task(s): Students will read primary source documents from this time period and then use the information in these documents to construct a thesis statement. Students will use the following question in order to create a thesis statement: "Should the United States have annexed the Philippines?"</p> <p>Materials can be found in the Mini-Q Binder. Additional Pre-AP documents are attached here:</p> <p>Teacher will assess:</p> <ul style="list-style-type: none"> ● Whether the thesis statement fully addresses the question. ● If the thesis statement takes a clear and strong position. ● That organizational categories are specific, complex and clearly indicate the direction of the paper. <p>Performance:</p> <p>Mastery: The following scale will be used to determine mastery: Mastery = 15-12 Near Mastery = 11-9 Remediation = 8-0</p>	C




SAMPLE LEARNING PLAN

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant:</u>
1, 7, 10	3aW RH.9-10.6 ITSE 1 ITSE 2  nets-s-standards.pdf	Impact of Imperialism Objective: Students will understand the different points of view of American imperialism. Implementation: Create a graphic organizer showing the positive and negative impacts of imperialism in different regions. In a whole class discussion, assess the effectiveness of American imperialism. Discuss the question: Did it accomplish the goals of opening trade, securing resources, and expanding American influence and power? Technology Option - Students will work in pairs to create a graphic organizer using an online collaborative tool (Bubblus, Gliffy, Mindomo, Creately, etc.). The graphic organizers can be published and shared to facilitate the whole class discussion.  Impact of Imperialism lesson plan.docx	Similarities and Differences Nonlinguistic Representation Homework and Practice	B
2, 6, 8, 9	3aW RH.9-10.1 RH.9-10.2 RH.9-10.6 RH.9-10.9 WHST.9-10.4 WHST.9-10.9	Yellow Journalism and the Spanish-American War of 1898 Objective: Students will analyze primary source documents pertaining to the Spanish-American War in order to participate in an authentic debate over who sank the Maine. Students will also create their own piece of yellow journalism by either blaming the Spanish for the sinking of the Maine or focus on another foreign conflict involving the U.S. during this time period. Implementation: The teacher will begin with direct instruction by using a PowerPoint to review U.S. foreign policy in the late 1800s and the growing conflict in Cuba. Students will then read primary source documents. The teacher will model the reading of the first document and then the students will read the remaining ten documents. Documents will have different points of view pertaining to the Spanish-American War. These documents will then be used in the student-led debate. Students can choose the side that Spain is responsible and that the U.S. should go to war for the Cubans' freedom or that it was an accident and that the U.S. should remain neutral. This activity ends with students creating their own piece of yellow journalism.  HUGHES_GWSHGM.pdf	Similarities and Differences Homework and Practice Summarizing and Note taking	D
3, 8	3aX 3aW	Reasons for WWI	Summarizing and note taking	C

	RH.9-10 .1 RH.9-10 .2 ITSE 3  <small>nets-s-standards.pdf</small>	<p>Objective: Students will understand that there were many factors that contributed to WWI, and students must decide which factor contributed the most to starting WWI.</p> <p>Implementation: Students have already examined the reasons for WWI paying particular attention to militarism, alliances, imperialism, and nationalism and how each of these concepts led to America’s involvement in WWI.</p> <p>For this activity, students will be divided into groups of 4 where they will each be given one of the four topics discussed (militarism, alliances, imperialism, and nationalism.) Each group will be responsible for finding another example of their topic not previously discussed. Students could use their personal mobile devices (BYOD) to complete this activity.</p> <p>This can also be found in their text or using the following websites: www.historyonthenet.com/WW1/causes.htm http://www.firstworldwar.com/origins/causes.htm</p> <p>Each group must record the information they find. Each group will then quickly present their findings to the class. After hearing each informal presentation, each group will have to decide which of the four topics played the largest role in WWI and state why. The activity ends with a discussion focusing on this question.</p> <p>Technology Option – Groups can summarize the information they find using online collaborative tools (Google Docs, Padlet, Evernote)</p>	Cues, questions, and advance organizers Cooperative Learning	
6, 8	3aX RH.9-10 .1 RH.9-10 .2	<p>Wilson’s Fourteen Points and The Treaty of Versailles</p> <p>Objective: Students will discuss how the Fourteen Points, especially the League of Nations, demonstrated Wilsonian principles, summarize the aims of the other Allied powers at the Paris Peace Conference, and identify which of the Fourteen Points became part of the final peace settlement.</p> <p>Implementation: Students will read primary source documents to determine if the Versailles Treaty incorporated any of Wilson’s Fourteen Points. The activity ends with a game where students match cards describing the Versailles Treaty with cards that describe Wilson’s Fourteen Points. The lesson also includes an assessment where students write an essay to summarize the material learned in this activity.</p> <p>The full lesson plan can be found by clicking on the link below:</p>	Similarities and Differences Homework and Practice Summarizing and Note taking	C

		http://edsitement.neh.gov/lesson-plan/fighting-peace-fate-wilsons-fourteen-points#sect-introduction		
3, 5, 7, 10	<p>3aU RH.9-10.2 WHST.9-10.6</p> <p>ITSE 2 ITSE 3 ITSE 4</p> <p> nets-s-standards.pdf</p>	<p>The Roaring Twenties Multimedia Project</p> <p>Objective: Students will understand the 1920s and how the time period affected America socially, politically, and economically. Students will also make a connection to life today.</p> <p>Implementation: The 1920's is known as "The Roaring 20's" for many reasons. Its crime, progression of technology, fashion, and suppression and growth of rights. Below are a few topics in which your group of 2 students will decide upon and do a multimedia presentation. Student will work with a partner to create a collaborative multimedia presentation (Google Slides, Prezi, Haiku Deck) that will be published and shared online. Your group will present your multimedia project to the class to show what your group has learned about your topic.</p> <p>Technology Alternative – Students will work with a partner to create a Voicethread that will be published and shared online. The VoiceThreads will be shared with the other groups or other classes around the district to allow students to comment and collaborate on each other's work.</p> <p>Topics for the roaring 20's project</p> <ul style="list-style-type: none"> ● Consumerism Before the Crash in 1929 ● The Jazz Age ● The Lawless Era and Organized Crime ● Woman's Rights ● Prohibition and Speakeasies ● Entertainment ● New Technology ● Racial Tensions and the KKK ● Fashion, Fads and Slangs ● The Stock Market and what lead up to its Crash ● The Harlem Renaissance ● Sports ● Authors and their writings <p> 1920s project.docx</p>	<p>Nonlinguistic Representation</p> <p>Cooperative Learning</p>	C

<p>3, 7</p>	<p>3aN WHST.9 -10.4 ITSE 2  nets-s-standards.pdf</p>	<p>3. Causes and Effects of the Great Depression Objective: Students will be able to understand the causes of the Great Depression, and then students will be able to describe the cause and effect relationships which caused the Great Depression. Implementation: Students will choose a graphic organizer to show the causes of the Great Depression. Then students will write an essay explaining the cause and effect relationship between the stock market crash and the onset of the Great Depression. The essay will include information on how each sector of the economy was affected by the Great Depression (investors, businesses, workers, banks, and the global economy.) Students will publish their writing using an online digital tool (Blogger, Google Docs). The published writings will be shared with another class studying the topic in a different school and students will compare and contrast their thoughts.</p>	<p>Summarizing and Note taking Homework and Practice</p>	<p>B</p>
<p>3, 5, 7, 8</p>	<p>3aN 3aW RH.9-10 .1 RH.9-10 .2 RH.9-10 .6 RH.9-10 .9 WHST.9 -10.1 WHST.9 -10.4 WHST.9 -10.9 ITSE 2  nets-s-standards.pdf</p>	<p>Was the New Deal a Success or a Failure? Structured Academic Controversy Objective: Students will analyze documents in order to argue whether or not the New Deal was successful in alleviating the suffering of millions of Americans during the Great Depression. Implementation: Teachers will begin by dividing the class into two teams. Team A will argue that the New Deal was a success and Team B will argue that the New Deal was a failure. Students will pair up within their teams to read the provided documents and find five arguments which support their side. Next, each pair will partner with a pair from the opposing side, present their assigned arguments and reach a consensus. The activity concludes with each student writing an essay answering the question “Was the New Deal a Success or a Failure?” Students must use evidence and arguments from both sides. Technology Option – Pair up with a class at another school and conduct the debate via an online video tool (Lync, Google Hangout, Skype). Each class will take a different side of the debate. The activity concludes with each student writing an essay answering the question “Was the New Deal a Success or a Failure?” Students must use evidence and arguments from both sides. Technology Option – Students could create and publish a blog post (Blogger, Schoology, Edmodo).</p>	<p>Cooperative Learning Summarizing and Note taking</p>	<p>C</p>

		  New Deal Success or Failure Lesson Plan.pdf New Deal Success or Failure Documents.doc		
3, 7, 8	3aA 3aN 3aW WHST.9 -10.4	<p><i>New Deal Box</i></p> <p>Objective: Students will be able to describe the purpose of New Deal programs and analyze their effects on the U.S. economy.</p> <p>Activity: Students will be assigned a New Deal program and asked to create a “New Deal Box” that describes the program and its effect on the U.S. economy.</p> <p>This activity is from the Federal Reserve of St. Louis’ Great Depression curriculum unit and a complete lesson plan can be by clicking on the following link. http://www.stlouisfed.org/great-depression/pdf/GD_g-lesson_4.pdf</p>  New Deal Box Handout.docx	Summarizing and Note taking Nonlinguistic Representation	B

UNIT RESOURCES

IMPERIALISM

General Resources

- The Gilder Lehrman Institute of American History: Empire Building <http://www.gilderlehrman.org/history-by-era/rise-industrial-america-1877-1900/empire-building>
- Digital History: America Becomes a World Power <http://www.digitalhistory.uh.edu/era.cfm?eraID=10&smtid=1>
- History Matters: <http://historymatters.gmu.edu/>
- An On-line History of the United States: The Age of Imperialism www.smplanet.com/imperialism/toc.html
- The Panama Canal Authority <http://www.pancanal.com/eng/index.html>
- Library of Congress Web Guide: Spanish-American War <http://www.loc.gov/rr/program/bib/spanishwar/>

Lessons

- A Growing Global Power (Annenberg Learner) <http://www.learner.org/courses/amerhistory/units/16/>
- To Conquer or Redeem? The Spanish-Cuban-American War (The City University of New York) <http://investigatinghistory.ashp.cuny.edu/m7.html>
- The Birth of an American Empire (EDSITEment!) <http://edsitement.neh.gov/curriculum-unit/birth-american-empire>

Books

- The Canal Builders: Making America's Empire at the Panama Canal 1870-1914 by David McCullough (Simon and Schuster, 1977)
- Imperialism: A History in Documents by Bonnie G. Smith (Oxford University Press, 2000)
- Overthrow: America's Century of Regime Change from Hawaii to Iraq by Stephen Kinzer (Times Books, 2007)
- Panama Fever: The Epic Story of One of the Greatest Human Achievements of All Time-- the Building of the Panama Canal by Matthew Parker (Doubleday, 2008)
- The Canal Builders: Making America's Empire at the Panama Canal by Julie Greene (Penguin Press, 2009)
- The War Lovers: Roosevelt, Lodge, Hearst and the Rush to Empire, 1898 by Evan Thomas (Little, Brown and Company, 2010)

DVDs:

- Rough Riders (1997)
- Crucible of Empire: The Spanish American War (PBS, 1999)

WORLD WAR I

General Resources

- The Gilder Lehrman Institute of American History: World War I <http://www.gilderlehrman.org/history-by-era/progressive-era-new-era-1900-1929/world-war-i>
- Digital History: World War I <http://www.digitalhistory.uh.edu/era.cfm?eraID=12&smtid=1>
- History Matters: <http://historymatters.gmu.edu/>
- First World War.com <http://www.firstworldwar.com/>
- Library of Congress Web Guide: World War I <http://www.loc.gov/rr/program/bib/wwi/wwi.html>
- Eyewitness to History: World War I <http://www.eyewitnesstohistory.com/w1frm.htm>

Lessons

- United States Entry into World War I (ESITement!) <http://edsitement.neh.gov/curriculum-unit/united-states-entry-world-war-i-documentary-chronology#sect-thelessons>
- The Debate in the United States over the League of Nations (EDSITEment!) <http://edsitement.neh.gov/curriculum-unit/debate-united-states-over-league-nations#sect-thelessons>
- Teaching with Documents: The Zimmermann Telegram (National Archives) <http://www.archives.gov/education/lessons/zimmermann/>
- Teaching With Documents: Sow the Seeds of Victory! Posters from the Food Administration During World War I (National Archives) <http://www.archives.gov/education/lessons/sow-seeds/>

Books

- The Great War and the Shaping of the 20th Century by Jay Winter (Studio, 1996)
- The First World War by John Keegan (Vintage, 2000)
- The Mammoth Book of Eyewitness World War II: Over 280 First-Hand Accounts of the War to End All Wars by Jon E. Lewis, ed. (Running Press, 2003)
- Paris 1919: Six Months that Changed the World by Margaret Macmillan (Random House, 2003)
- The Guns of August by Barbara Tuchman (Presidio Press, 2004)
- World War I by HP Willmott (DK Adult, 2009)
- World War I: The American Soldier Experience by Jennifer D. Keene (Bison Books, 2011)
- The Last of the Doughboys: The Forgotten Generation and Their Forgotten World War by Richard Rubin (Houghton Mifflin Harcourt, 2013)
- Wilson by A. Scott Berg (Putnam, 2013)

DVDs

- All Quiet on the Western Front (Universal, 1930 & Lion's Gate, 1979)
- Foot Soldier: World War I (A&E, 1998)
- The Lost Battalion (A&E, 2001)
- American Experience: Woodrow Wilson (PBS, 2002)

BETWEEN THE WARS-1920s

General Resources

- The Gilder Lehrman Institute of American History: The Roaring Twenties <http://www.gilderlehrman.org/history-by-era/progressive-era-new-era-1900-1929/roaring-twenties>
- Digital History: The 1920s <http://www.digitalhistory.uh.edu/era.cfm?eraID=13&smtid=1>
- History Matters: <http://historymatters.gmu.edu/>
- Library of Congress Web Guide: Harlem Renaissance <http://www.loc.gov/rr/program/bib/harlem/harlem.html>
- Harlem Renaissance <http://www.biography.com/tv/classroom/harlem-renaissance>

- Clash of Cultures in the 1910s and 1920s <http://ehistory.osu.edu/osu/mmh/clash/default.htm>
- The Trial of Sacco and Vanzetti <http://law2.umkc.edu/faculty/projects/ftrials/SaccoV/SaccoV.htm>
- Red Scare Image Database http://www.baruch.cuny.edu/library/alumni/online_exhibits/digital/redscare/default.htm
- Scopes Trial <http://law2.umkc.edu/faculty/projects/ftrials/scopes/scopes.htm>
- Temperance and Prohibition (Ohio State University) <http://prohibition.osu.edu/>

Lessons

- Teaching With Documents: The Volstead Act and Related Prohibition Documents (National Archives) <http://www.archives.gov/education/lessons/volstead-act/>
- NAACP's Anti-Lynching Campaign in the 1920s (EDSITEment!) <http://edsitement.neh.gov/lesson-plan/lesson-1-naacps-anti-lynching-campaign-1920s>

Books

- The Scopes Trial: A Brief History with Documents by Jeffrey Moran (Bedford/St. Martin's 2002)
- New World Coming: The 1920s and the Making of Modern America by Nathan Miller (Da Capo Press, 2004)
- The Sacco and Vanzetti Case: A Brief History with Documents by Michael Topp (Bedford/St. Martin's, 2004)
- Summer for the Gods: The Scopes Trial and America's Continuing Debate Over Science and Religion by Edward Larson (Basic Books, 2006)
- Flapper by Joshua Zeitz (Three Rives Press, 2007)
- 1920: The Year of the Six Presidents by David Pietrusza (Basic Books, 2008)
- Last Call: The Rise and Fall of Prohibition by Daniel Okrent (Scribner, 2011)
- Prohibition: Thirteen Years that Changed America by Edward Behr (Arcade Publishing, 2011)
- One Summer: America, 1927 by Bill Bryson (Doubleday, 2013)

DVDs

- Izzy and Moe (Timeless Media, 2008)
- Ken Burns: Prohibition (PBS, 2011)

GREAT DEPRESSION

General Resources

- The Gilder Lehrman Institute of American History: The Great Depression <http://www.gilderlehrman.org/history-by-era/great-depression-and-world-war-ii-1929-1945/great-depression>
- The Gilder Lehrman Institute of American History: The New Deal <http://www.gilderlehrman.org/history-by-era/great-depression-and-world-war-ii-1929-1945/new-deal>
- Digital History: The Great Depression <http://www.digitalhistory.uh.edu/era.cfm?eraID=14&smtid=1>

- History Matters: <http://historymatters.gmu.edu/>
- The New Deal Network <http://newdeal.feri.org/index.htm>
- Library of Congress Web Guide: The New Deal <http://www.loc.gov/rr/program/bib/newdeal/>
- Herbert Hoover Presidential Library and Museum <http://hoover.archives.gov/>
- Franklin D. Roosevelt Presidential Library and Museum <http://www.fdrlibrary.marist.edu/>

Lessons

- Great Depression Lesson Plans (Federal Reserve) www.stlouisfed.org/great-depression/curriculum.html
- By the People, For the People (Annenberg Learner) <http://www.learner.org/courses/amerhistory/units/18/>
- Teaching with Documents: FDR's First Inaugural Address (National Archives) <http://www.archives.gov/education/lessons/fdr-inaugural/>
- Teaching with Documents: Constitutional Issues: Separation of Powers (National Archives) <http://www.archives.gov/education/lessons/separation-powers/>

Books

- The Great Depression: America 1929-1941 by Robert S. McElvaine (Three Rivers Press, 1993)
- Hard Times: An Oral History of the Great Depression by Studs Terkel (New Press, 2000)
- Letters from the Dust Bowl by Caroline Henderson (Red River Books, 2003)
- Daily Life in the United States, 1920-1940: How Americans Lived Through the Roaring Twenties and the Great Depression by David E. Kyvig (Ivan R. Dee, Publisher, 2004)
- Hard Times: An Oral History of the Great Depression by Studs Terkel (New Press, 2005)
- The Worst Hard Time: The Untold Story of Those Who Survived the Great American Dust Bowl by Timothy Egan (Mariner Books, 2006)
- Dear Mrs. Roosevelt: Letters from Children of the Great Depression by Robert Cohen, ed. (University of North Carolina Press, 2007)
- The Forgotten Man: A New History of the Great Depression by Amity Shlaes (Harper Perennial, 2008)
- Soul of a People: The WPA Writers' Project Uncovers Depression America by David A. Taylor (Wiley, 2009)
- Dancing in the Dark: A Cultural History of the Great Depression by Morris Dickstein (W.W. Norton & Company, 2010)
- Fear Itself: The New Deal and the Origins of Our Time by Ira Katznelson (Liveright, 2013)

DVDs

- The Grapes of Wrath (20th Century Fox, 1940)
- American Experience: Surviving the Dust Bowl (PBS, 1998)
- The Great Depression (A&E, 1998)
- Riding the Rails (PBS, 2003)
- Ken Burns: The Dust Bowl (PBS, 2012)

ALL UNITS

- Today's Document by the National Archives (App)
- National Archives Docs Teach (App)

- Stanford History Education Group http://sheg.stanford.edu/home_page
- Crash Course US History <https://www.youtube.com/playlist?list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s>

Content Area: Social Studies	Course: Pre-AP United States History II	UNIT 3: The Fight for Freedom at Home and Abroad
Unit Description: This unit will assess the United States' role in World War II, along with Cold War events through the Kennedy Administration. This unit will end with a focus on domestic issues and societal changes taking place in the 1950s and 1960s.		Unit Timeline: 7 Weeks World War II -3 Weeks Early Cold War-2 Weeks Post-War Cultural Changes of the 1950s and 1960s-2 Weeks

DESIRED RESULTS

Transfer Goal –Students will be able to independently use their learning to develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

Understandings –

“Students will understand that...”

1. it is important to distinguish between the important and the inconsequential.
2. historical empathy is developed by learning how to describe past events and issues as people experienced them at the time.
3. in order to avoid simplified generalizations that one must understand the complexity of historical cause-effect relationships.
4. as a context for events, one must understand the relationship between geography and history.
5. in order to recognize the difference between fact and opinion, between evidence and assertion; and thereby frame useful questions one must read widely and critically.
6. history is interpretive. People construct different accounts of the same event, which are shaped by their perspectives-their ideas, attitudes and beliefs.
7. ideologies, availability of resources and technological change affect economic decisions.
8. current political systems and institutions reflect and affect individual, local, regional, national, and global decision making and policies of the past and present.
9. demographic patterns and processes of growth and decline, migration, and settlement change over time though always exhibit some form of continuity as well.
10. as America has become a more multicultural society, the culture and values of diverse ethnic and religious groups have impacted its social customs, practices, and laws.

Essential Questions: Students will keep considering...

- Should a democratic government tolerate dissent during times of war and other crises?

- How can wars create expanded opportunity for civil rights among women and minorities?
- What role should government have in a country's economy?
- How did the Cold War reshape ideas of American freedom?

Students Will Know...	Standard	Students Will Be Able to ...	Standard
World War II <ul style="list-style-type: none"> • Acts of aggression by European dictators contributed to the outbreak of WWII <ul style="list-style-type: none"> ○ totalitarianism ○ fascism ○ communism ○ Joseph Stalin ○ Adolf Hitler ○ Benito Mussolini 	3aX	Missouri Course Level Expectations (CLEs) Analyze the evolution of American democracy, its ideas, institutions, and political processes from Reconstruction to the present, including: <ol style="list-style-type: none"> 2. struggle for civil rights 	3aI
<ul style="list-style-type: none"> • United States' foreign policy evolved in the early years of the war <ul style="list-style-type: none"> ○ Neutrality Acts ○ Lend-Lease Acts ○ Pearl Harbor 	3aW	Analyze the roles and influence of political parties and interest groups since Reconstruction to the present.	3aM
<ul style="list-style-type: none"> • The U.S. government responded to the crisis in order to prepare the nation for war <ul style="list-style-type: none"> ○ Selective Service and Training Act ○ War Production Board ○ Office of War Information ○ Rationing ○ War Bonds 	3aW	Describe the historical development of the American economy, including: <ol style="list-style-type: none"> 3. impact of technological change and urbanization on land, resources, society, politics and culture 4. changing relationships between government and the economy 	3aN
<ul style="list-style-type: none"> • As the U.S. entered the war, minority groups and women made many contributions, yet also faced challenges <ul style="list-style-type: none"> ○ A. Philip Randolph ○ Braceros ○ Japanese internment ○ Rosie the Riveter 	3aI	Distinguish major patterns and issues with regard to population distribution, demographics, settlements, migrations, and cultures in the US	3aU

<ul style="list-style-type: none"> ● Allied commanders developed strategies and planned missions to ensure their success over the Axis Powers <ul style="list-style-type: none"> ○ island hopping ○ Operation Torch ○ Operation Overlord ○ General Dwight D. Eisenhower ○ Manhattan Project 	3aW	Describe and evaluate the evolution of United States foreign and domestic policies from Reconstruction to the present, including: <ol style="list-style-type: none"> 1. isolationism 6. two world wars 7. Cold War 	3aW
<ul style="list-style-type: none"> ● The costly nature of the war contributed to changing perceptions regarding the nature of war <ul style="list-style-type: none"> ○ Nuremberg Trial ○ United Nations 	3aX	Examine the wars of the twentieth-century pertinent to US history including: causes, comparisons, consequences, and peace efforts	3a.X
<p>The Beginning of the Cold War</p> <ul style="list-style-type: none"> ● Following World War II, diplomatic events took place, giving rise to the Cold War <ul style="list-style-type: none"> ○ Potsdam Conference ○ Yalta Conference ○ Iron Curtain ○ Berlin Airlift 	3aW	Describe the changing character of American society and culture (i.e., arts and literature, education and philosophy, religion and values, and science and technology)	3a.Y
<ul style="list-style-type: none"> ● The United States developed strategies to counter the growing influence of the Soviet Union <ul style="list-style-type: none"> ○ NATO ○ Marshall Plan ○ Truman Doctrine ○ Policy of containment 	3aW	<p><u>Common Core Literacy Standards for History/Social Studies</u></p> <p>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p>	RH.9-10.1
<ul style="list-style-type: none"> ● The success of Communists in the Chinese Civil War shaped diplomatic decisions in Asia <ul style="list-style-type: none"> ○ Domino Theory ○ 38th Parallel ○ Korean War ○ President Eisenhower ○ DMZ 	3aW	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	RH.9-10.2




<ul style="list-style-type: none"> ● Technological advances contributed to the growing threat associated with Cold War clashes <ul style="list-style-type: none"> ○ Hydrogen bomb ○ Sputnik ○ NASA ○ U-2 Incident 	3aW	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	RH.9-10.6
<ul style="list-style-type: none"> ● The spread of communism to the Western Hemisphere created new foreign policy challenges for the U.S. <ul style="list-style-type: none"> ○ Fidel Castro ○ John F. Kennedy ○ Bay of Pigs ○ Cuban Missile Crisis ○ Nikita Khrushchev 	3aW	Compare and contrast treatment of the same topic in several primary and secondary sources.	RH.9-10.9
<p>Post-War Cultural Changes of the 1950s and 1960s</p> <ul style="list-style-type: none"> ● After World War II, the United States converted to a peacetime economy and faced the task of meeting the jobs and housing demands of the soldiers as well as meeting civilian demand for goods that were unavailable during wartime: <ul style="list-style-type: none"> ○ GI Bill of Rights ○ baby boom ○ Levittown ○ growth of the suburbs ○ Highway Act ○ Sunbelt ○ Rust Belt (EOC content-needs to be addressed before the EOC.) 	3aN 3aU	Write arguments focused on discipline-specific content.	WHST.9-1 0.1
<ul style="list-style-type: none"> ● The American economy continued to grow after World War II. ● Technological advances changed American life. <ul style="list-style-type: none"> ○ Apollo Program (moon landing) ● The needs and wants of affluent consumers, and their ability to buy on credit, drove the economy: consumerism 	3aN 3aY	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	WHST.9-1 0.4







<ul style="list-style-type: none"> ● The fear of communism led to the investigation of alleged communist influence in the United States, especially within the government and Hollywood: <ul style="list-style-type: none"> ○ Communism ○ Red Scare ○ Federal Employment Loyalty Program ○ McCarthyism ○ House Un-American Activities Committee (HUAC) ○ Hollywood Ten ○ blacklist 	3aM 3aW	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.	WHST.9-1 0.6
<ul style="list-style-type: none"> ● Obsessed with the fear of nuclear attack, many Americans took steps to protect themselves. <ul style="list-style-type: none"> ○ bomb shelters ○ duck and cover drills 	3aW	Draw evidence from information texts to support analysis, reflection, and research.	WHST.9-1 0.9
<ul style="list-style-type: none"> ● Truman advanced the policies of the New Deal with the initiation of the Fair Deal and Americans chose Eisenhower’s Modern Republicanism in 1952. Kennedy’s New Frontier and Johnson’s Great Society further expanded the government’s role in society. <ul style="list-style-type: none"> ○ Medicare ○ Medicaid ○ War on Poverty ○ Head Start 	3aM 3aW		
<ul style="list-style-type: none"> ● While some Americans welcomed the conformity (Silent Generation) of the time period, others felt it was restrictive and rebelled against it leading to a growing generation gap. <ul style="list-style-type: none"> ○ beat movement ○ counterculture 	3aY		






EVIDENCE of LEARNING			
<u>Understanding</u> 1, 2, 5, 6, 8	<u>Standards</u> 3aW 3aX RH.9-10.1 RH.9-10.2 RH.9-10.6 RH.9-10.9 WHST.9-1 0.1 WHST.9-1 0.4 WHST.9-1 0.9	Unit Performance Assessment: Pearl Harbor Analytical Paragraph Description of Assessment Performance Task(s): Students will read primary source documents from this time period and then use these documents to write a thesis statement and first body paragraph of a Document Based Question Essay. Only the analytical first body paragraph will be scored for this performance event. Students will answer the following question: "Why did Japan bomb Pearl Harbor?" Materials can be found in the Mini-Q Binder. Additional Pre-AP documents are attached here: Teacher will assess: <ul style="list-style-type: none"> ● Topic Sentence: Topic sentence indicates clearly what the student plans to prove in his/her paragraph. ● Evidence: Accurately Uses MULTIPLE facts to support MOST major points of essay. Facts used in essay demonstrate a clear and thorough knowledge of U.S. history. Facts used are CLEARLY related to thesis position. Minor errors may be present which do not distract from the quality of the essay. ● Analysis: Facts in essay are used to examine, explore, explain, and illustrate thesis position in a significant manner. Irrelevant or distracting facts are not present in essay. Position of thesis is CLEARLY proven. Errors of fact if present are insignificant and do not detract from the quality of the essay. 	<u>R/R Quadrant</u> C






		<p>Performance:</p> <p>Mastery: The following scale will be used to determine mastery: Mastery = 15-12 Near Mastery = 11-9 Remediation = 8-0</p>	
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SAMPLE LEARNING PLAN

Understanding	Standards	Major Learning Activities:	Instructional Strategy:	R/R Quadrant:
2, 6, 8	<p>3aW</p> <p>ITSE 1 ITSE 2</p>  <p>nets-s-standards.pdf</p>	<p>WWII Propaganda Poster Activity</p> <p>Objective: Students can demonstrate their understanding of various types of propaganda and persuasion.</p> <p>Implementation: Students will create a propaganda poster in the context of WWII.</p> <p>Technology Option - Students could use an online collaborative tool of their choice to create and publish a propaganda digital project (Glogster, ThingLink, Voicehread). The published product could be embedded in the student blogs.</p>  <p>WWII POSTER ACTIVITY.doc</p>	<p>Nonlinguistic Representation</p> <p>Cooperative Learning</p>	A
1, 3, 8	<p>3aX 3aW</p> <p>WHST.9-10.4</p> <p>ITSE 2 ITSE 3</p>  <p>nets-s-standards.pdf</p>	<p>Appeasement and World War II</p> <p>Objective: Students will understand the major events that led to World War II and how appeasement played a role in the rise of the Axis Powers.</p> <p>Implementation: Students will analyze six major events that led to World War II.</p> <ul style="list-style-type: none"> ▪ They will develop possible responses the Allies could have made to aggressive actions. ▪ They will explain why the Allies didn't take action against Axis aggressions. ▪ Students will write a letter explaining how World War II could have been prevented. <p>Students could also compose a blog post (Blogger) or email (FHSD student email accounts) instead of writing a letter.</p>	<p>Identifying Similarities and Differences</p> <p>Summarizing and Note taking</p> <p>Cooperative Learning</p> <p>Questions, Cues, and Advance Organizers</p>	C

		 History Alive WWII Appeasement.pdf		
1, 4, 8	3aW RH.9-10 .1	WWII Map Activity Objective: Students will be able to understand the tactics and strategies the Allied commanders implemented to ensure their success over the Axis Powers. Implementation: Students will read two handouts: “European Front” and “Pacific Front”. As they are reading the handouts, they are to complete the maps showing the course of the war.  WWII interactive Map.ppt  European Front Reading.doc  World War II maps.pdf  Pacific Front Reading.doc	Homework and Practice	A
2, 3, 5, 6, 8	3aW6 RH.9-10 .1 RH.9-10 .2 RH.9-10 .6 WHST.9 -10.9	How to End World War II Objective: Students will evaluate the different options President Truman faced with the atomic bomb at the end of World War II. Implementation: Students will analyze three options for the atomic bomb and develop pros and cons for each option. Students will present and/or write a recommendation on what option they feel is best to end the war with Japan.  Truman Atomic Bomb Decisions.pdf	Summarizing and Note taking Cooperative Learning Questions, Cues, and Advance Organizers	C
6, 8	3aW RH.9-10 .1 RH.9-10 .2	Origins of the Cold War Objective: Students will read different points of view about how the United States could have reacted to the rise of Communism in the Soviet Union. Students will make a judgment about how they believe the United States should have reacted. Implementation: The attached document contains the following points of view: impose an American peace; contain Soviet communism; co-exist and compromise; and avoid foreign	Summarizing and Note taking Homework and Practice	B

		<p>entanglements. Students will read the pros and cons associated with each point of view. Students will then choose a side and give reasons for their decision based on the facts of the document.</p> <p> Origins of the Cold War.docx</p>		
7, 8, 9	<p>3aI 3aW WHST.9 -10.4</p> <p>ITSE 1 ITSE 3</p> <p> nets-s-standards.pdf</p>	<p>Cold War Trading Cards Objective: Students will demonstrate a basic understanding of the people, places, ideas, and events that were involved in Cold War by creating trading cards.</p> <p>Implementation: Students will create their own trading cards depicting persons, places, ideas, propaganda, events, ethnic/racial groups, etc. that were involved in the Cold War.</p> <p>Online trading card creator - http://www.readwritethink.org/classroom-resources/student-interactives/trading-card-creator-30056.html</p> <p>Technology option: have students create a fake social media profile for this activity. They could create a Facebook profile with posts from the people or a fake Twitter profile with Tweets. The teacher and student could work collaboratively with the building media specialist to do this and tie in digital citizenship conversations. Here are some resources for doing this: http://www.classtools.net/FB/home-page</p> <p> COLD WAR TRADING CARDS.doc  Trading Cards Scoring Guide.doc  Famous Leader Facebook Page.doc</p>	<p>Nonlinguistic Representation</p> <p>Summarizing and Note taking</p>	B
1, 7, 8, 9	<p>3aI 3aW WHST.9 -10.4</p> <p>ITSE 1 ITSE 3</p>	<p>Cold War Board Game Objective: Students will identify and explain the events and goals of the Cold War.</p> <p>Implementation: Students will create a board game to show their knowledge of the Cold War era. Students could also use an online collaborative tool to create a multimedia timeline (Meograph, Dipity, Time Toast) explaining the events and goals of the Cold War.</p>	<p>Homework and Practice</p> <p>Cooperative Learning</p>	A

	 nets-s-standards.pdf	<p>Here is an example scoring guide for an assignment like this: Multimedia Timeline Scoring Guide – LU EDT50030</p> <p>Resource for timeline tools: http://www.freetech4teachers.com/2012/10/six-multimedia-timeline-creation-tools.html#.U0WICqIvn15</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Cold War Board Game1 2011.doc </div> <div style="text-align: center;">  Multimedia Timeline Scoring Guide.dot </div> </div>		
5, 10	3aW 3aY ITSE 3  nets-s-standards.pdf	<p>1950s vs. 1920s Graphic Organizer Objective: Students will analyze the similarities and differences between the events, culture, economy, and politics of the 1920s and 1950s.</p> <p>Implementation: This activity will help students understand the main features of 1950s America. It will also challenge them to make connections to a previously studied unit, the 1920s. Students will need to access their textbooks and notes to complete the graphic organizer.</p> <p>Technology option - http://www.classtools.net/education-games-php/venn_intro</p> <div style="text-align: center;">  1950s vs 1920s Graphic Organizer.doc </div>	Identifying Similarities and Differences Homework and Practice	C

UNIT RESOURCES

WORLD WAR II

General Resources

- The Gilder Lehrman Institute of American History: World War II <http://www.gilderlehrman.org/history-by-era/great-depression-and-world-war-ii-1929-1945/world-war-ii>
- Digital History: World War II <http://www.digitalhistory.uh.edu/era.cfm?eraID=15&smtid=1>
- History Matters: <http://historymatters.gmu.edu/>
- Dr. Seuss Went to War <http://libraries.ucsd.edu/speccoll/dswenttowar/>
- The Price of Freedom: Americans at War (Smithsonian) <http://americanhistory.si.edu/militaryhistory/>
- Library of Congress Web Guide: World War II <http://www.loc.gov/rr/program/bib/WW2/WW2bib.html>
- Eyewitness to History: World War II <http://www.eyewitnesstohistory.com/w2frm.htm>
- Remembering Pearl Harbor: The USS Arizona Memorial <http://www.nps.gov/history/nr/twhp/wwwlps/lessons/18arizona/18arizona.htm>
- The War Relocation Centers of World War II (National Parks Service)
<http://www.nps.gov/history/nr/twhp/wwwlps/lessons/89manzanar/89manzanar.htm>
- History Animated: WWII Europe and Pacific Animated Maps <http://www.historyanimated.com/wwiianimated.com/>

Lessons

- U.S. Neutrality and the War in Europe, 1939-1940 (EDSITEment!) <http://edsitement.neh.gov/lesson-plan/us-neutrality-and-war-europe-1939-1940>
- The Road to Pearl Harbor: The United States and East Asia, 1915-1941 (EDSITEment!) <http://edsitement.neh.gov/curriculum-unit/road-pearl-harbor-united-states-and-east-asia-1915-1941#sect-thelessons>
- Powers of Persuasion: Poster Art of World War II <http://www.archives.gov/education/lessons/wwii-posters/>
- The United States in World War II (EDSITEment!) <http://edsitement.neh.gov/curriculum-unit/united-states-world-war-ii-proper-application-overwhelming-force#sect-thelessons>
- Teaching with Documents: Powers of Persuasion – Poster Art of World War II (National Archives)
<http://www.archives.gov/education/lessons/wwii-posters/>

- Teaching With Documents: Documents and Photographs Related to Japanese Relocation During World War II (National Archives) <http://www.archives.gov/education/lessons/japanese-relocation/>
- Teaching with Documents: “A Date Which Will Live in Infamy” (National Archives) <http://www.nps.gov/history/nr/twhp/wwwlps/lessons/18arizona/18arizona.htm>
- On the Homefront: America During World War I and World War II (Library of Congress) <http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/homefront/>

Books

- The Good War: An Oral History of World War II by Studs Terkel (New Press, 1997)
- Freedom from Fear: The American People in Depression and War, 1929-1945 by David Kennedy (Oxford University Press, 2001)
- Major Problems in the History of World War II: Documents and Essays by Mark A. Stoler (Wadsworth Publishing, 2002)
- Forgotten Voices of World War II: A New History of World War II in the Words of the Men and Women Who Were There by Max Arthur (Lyons Press, 2004)
- The Second World War: A Complete History by Martin Gilbert (Holt Paperbacks, 2004)
- The Library of Congress World War II Companion by Margaret E. Wagner (Simon & Schuster, 2007)
- No Ordinary Time: Franklin & Eleanor Roosevelt: The Home Front in World War II by Doris Kearns Goodwin (Simon & Schuster, 2008)
- Freedom’s Forge: How American Business Produced Victory in World War II by Arthur Herman (Random House, 2012)
- 1940: FDR, Willkie, Lindbergh, Hitler – The Election Amid the Storm by Susan Dunn (Yale University Press, 2013)
- A Call to Arms: Mobilizing America for World War II by Maury Klein (Bloomsbury Press, 2013)
- Those Angry Days: Roosevelt, Lindbergh, and America’s Fight Over World War II, 1939-1941 by Lynne Olson (Random House, 2013)

DVDs

- Pearl Harbor: Legacy of Attack (National Geographic, 2001)
- Hiroshima (BBC, 2005)
- Time of War (PBS, 2005)
- BBC History of World War II: Hiroshima (BBC Home Entertainment, 2006)
- Ken Burns: The War (PBS, 2007)
- Of Civil Rights and Wrongs: The Fred Korematsu Story (Docurama, 2007)

EARLY COLD WAR

General Resources

- The Gilder Lehrman Institute of American History: Postwar Politics and the Origins of the Cold War <http://www.gilderlehrman.org/history-by-era/1945-present/postwar-politics-and-cold-war>
- The Gilder Lehrman Institute of American History: The Fifties <http://www.gilderlehrman.org/history-by-era/1945-present/fifties>
- Digital History: Postwar Era <http://www.digitalhistory.uh.edu/era.cfm?eraID=16&smtid=1>
- History Matters: <http://historymatters.gmu.edu/>
- The Price of Freedom: Americans at War (Smithsonian) <http://americanhistory.si.edu/militaryhistory/>

- The Kennedys (American Experience) <http://www.pbs.org/wgbh/americanexperience/films/kennedys/>
- For European Recovery: The Fiftieth Anniversary of the Marshall Plan (Library of Congress) <http://www.loc.gov/exhibits/marshall/marsintr.html>
- Harry S. Truman Presidential Library and Museum <http://www.trumanlibrary.org/>
- Dwight D. Eisenhower Presidential Library and Museum <http://www.eisenhower.archives.gov/>
- John F. Kennedy Presidential Library and Museum <http://www.jfklibrary.org/>
- To the Brink: JFK and the Cuban Missile Crisis (App)

Lessons

- Sources of Discord, 1945-1946 (EDSITEment!) <http://edsitement.neh.gov/lesson-plan/sources-discord-1945-1946>
- The Strategy of Containment, 1947-1948 (EDSITEment!) <http://edsitement.neh.gov/lesson-plan/strategy-containment-1947-1948>
- The Formation of the Western Alliance, 1948-49 (EDSITEment!) <http://edsitement.neh.gov/lesson-plan/strategy-containment-1947-1948>
- Cold War Lesson Plans (Stanford History Education Group) <http://sheg.stanford.edu/cold-war>

Books

- The Cold War by Martin Walker (Holt, 1995)
- Truman by David McCullough (Simon, 1996)
- The Cold War: A New History by John Lewis Gaddis (Penguin Books, 2006)
- Ike's Bluff: President Eisenhower's Secret Battle to Save the World by Evan Thomas (Little, Brown & Co., 2012)
- The Brothers: John Foster Dulles, Allen Dulles, and their Secret World War by Stephen Kinzer (Times Books, 2013)

DVDs

- The Majestic (Warner Brothers, 2001)
- Good Night, and Good Luck (Warner Home Video, 2005)
- Inside North Korea (National Geographic Video, 2006)
- Cold War (Warner Home Video, 2012)

POST WAR CULTURAL CHANGES (50s & 60s Domestic Issues)

General Resources

- The Gilder Lehrman Institute of American History: The Fifties <http://www.gilderlehrman.org/history-by-era/1945-present/fifties>
- The Gilder Lehrman Institute of American History: The Sixties <http://www.gilderlehrman.org/history-by-era/1945-present/sixties>
- Digital History: Postwar Era <http://www.digitalhistory.uh.edu/era.cfm?eraID=16&smtid=1>
- Digital History: The 1960s <http://www.digitalhistory.uh.edu/era.cfm?eraID=17&smtid=1>
- History Matters: <http://historymatters.gmu.edu/>
- America on the Move (Smithsonian) http://amhistory.si.edu/onthemove/exhibition/exhibition_15_1.html
- Celebrating the Eisenhower Interstate Highway System <http://www.fhwa.dot.gov/interstate/homepage.cfm>
- American Cultural History: 1950-1959 <http://kclibrary.lonestar.edu/decade50.html>
- The Literature and Culture of the American 1950s <http://writing.upenn.edu/~afilreis/50s/home.html>

- Harry S. Truman Presidential Library and Museum <http://www.trumanlibrary.org/>
- LBJ Presidential Library <http://www.lbjlibrary.org/>
- Nixon Presidential Library and Museum <http://www.nixonlibrary.gov/forteachers/lessonplans.php>

Lessons

- Teaching With Documents: Photographs and Pamphlet About Nuclear Fallout (National Archives) <http://www.archives.gov/education/lessons/fallout-docs/>
- Teaching With Documents: Telegram from Senator Joseph McCarthy to President Harry S. Truman (National Archives) <http://www.archives.gov/education/lessons/mccarthy-telegram/>
- Barbie and the Labor Force www.stlouisfed.org/education_resources/barbie-in-the-labor-force/
- Postwar Tension and Triumph (Annenberg Learner) <http://www.learner.org/courses/amerhistory/units/19/>
- Building Suburbia: Highways and Housing in Postwar America (EDSITEment!) <http://edsitement.neh.gov/lesson-plan/building-suburbia-highways-and-housing-postwar-america>
- Meaning of Suburbia http://historyproject.ucdavis.edu/lessons/view_lesson.php?id=49

Books

- A Consumers' Republic: The Politics of Mass Consumption in Postwar America by Lizabeth Cohen (Vintage Books, 2003)
- Homeward Bound: American Families in the Cold War Era by Elaine Tyler May (Basic Books, 2008)
- The Big Roads: The Untold Story of the Engineers, Visionaries, and Trailblazers Who Created the American Superhighways by Earl Swift (Mariner Books, 2012)

DVDs

- The Majestic (2001)
- Good Night, and Good Luck (2005)
- American Experience: 1964 (2013)

Content Area: Social Studies	Course: Pre-AP United States History II	UNIT 4: The Emergence of Modern America
<p>Unit Description: Students will investigate the history of inequality in America as an introduction to the Civil Rights Movement in the 1960s. Through the study of the Civil Rights Movement in the 1960s, students will understand the impact of important people, events, organizations, and legislation on American society. Students will then evaluate the United States’ expanded role in the Vietnam War. Additionally, the unit will continue to discuss the larger concept of the Cold War and the containment of communism and will assess the opposing domestic viewpoints of the war and the value of political participation. The unit ends with an overview of the turbulent Nixon presidency, examination of the domestic and foreign policies of Nixon through Reagan, and other contemporary events.</p>		<p>Unit Timeline: 9 Weeks Civil Rights Era-3 Weeks Vietnam War Era-3 Weeks Watergate and Beyond-3 Weeks</p>

DESIRED RESULTS	
<p>Transfer Goal –Students will be able to independently use their learning to develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.</p>	

Understandings –

“Students will understand that...”

1. it is important to distinguish between the important and the inconsequential.
2. historical empathy is developed by learning how to describe past events and issues as people experienced them at the time.
3. in order to avoid simplified generalizations that one must understand the complexity of historical cause-effect relationships.
4. as a context for events, one must understand the relationship between geography and history.
5. in order to recognize the difference between fact and opinion, between evidence and assertion; and thereby frame useful questions one must read widely and critically.
6. history is interpretive. People construct different accounts of the same event, which are shaped by their perspectives-their ideas, attitudes and beliefs.
7. ideologies, availability of resources and technological change affect economic decisions.
8. current political systems and institutions reflect and affect individual, local, regional, national, and global decision making and policies of the past and present.
9. demographic patterns and processes of growth and decline, migration, and settlement change over time though always exhibit some form of continuity as well.
10. as America has become a more multicultural society, the culture and values of diverse ethnic and religious groups have impacted its social customs, practices, and laws.

Essential Questions: *Students will keep considering...*

- How did the Civil Rights Movement help to transform our society?
- What is the role of the government in ensuring civil rights and civil liberties for all people within its borders?
- Is there ever a time when government is justified in limiting its citizens’ civil liberties?
- How do democratic societies balance the rights and responsibilities of individuals for the common good?
- Is secrecy more important than the public’s right to know in implementing foreign policy?
- Is it the responsibility of the United States today to be the world’s policeman?

Students Will Know...	Standard	Students Will Be Able to ...	Standard
<p>Civil Rights-Reconstruction Era</p> <ul style="list-style-type: none"> ● Despite the abolition of slavery at the end of the Civil War, racial inequality continued to be an issue in the South for nearly a century. <ul style="list-style-type: none"> ○ 13th, 14th, and 15th Amendments ○ Black codes ○ Jim Crow Laws ○ Voting Restrictions (Literacy Tests, Poll Taxes, Grandfather Clause) 	3aI	<p><u>Missouri Course Level Expectations (CLEs)</u></p> <p>Analyze the evolution of American democracy, its ideas, institutions and political processes from Reconstruction to the present, including:</p> <ul style="list-style-type: none"> 3. expanding role of government 4. expanding participation in political process 	3aI

<p>Civil Rights-Progressive Era</p> <ul style="list-style-type: none"> ● Civil rights was not a priority among Progressives. <ul style="list-style-type: none"> ○ <i>Plessy v. Ferguson</i> ○ Booker T. Washington ○ W.E.B. DuBois ○ Ida Wells ○ NAACP 	<p>3aI</p>	<p>Apply the following major economic concepts in the context of historical period studied:</p> <ol style="list-style-type: none"> a. natural resources, labor, and capital resources b. supply and demand c. business cycle d. government regulation and deregulation e. unemployment and full employment f. inflation and deflation h. profit 	<p>3aJ</p>
<p>Civil Rights-World Wars Era</p> <ul style="list-style-type: none"> ● African Americans continued to fight for equality. <ul style="list-style-type: none"> ○ Great Migration ○ A. Philip Randolph ○ Double V Campaign 	<p>3aK</p>	<p>Explain the importance of the following principles of government since Reconstruction</p> <ol style="list-style-type: none"> 1. majority rule and minority rights 2. constitution and civil rights 3. checks and balances 	<p>3a.K</p>
<p>Modern Civil Rights Movement</p> <ul style="list-style-type: none"> ● African Americans began to push harder in the civil rights movement and brought about significant results. <ul style="list-style-type: none"> ○ Truman desegregates the military ○ <i>Brown v. The Board of Education</i> ○ Civil Rights Acts of 1964 and 1968 ○ Voting Rights Act of 1965 	<p>3aK</p>	<p>Assess the changing roles of the following:</p> <ol style="list-style-type: none"> a. checks and balances b. separation of powers 	<p>3aL</p>
<ul style="list-style-type: none"> ● Efforts to desegregate the South exposed the longtime unwillingness of federal and state governments to protect African Americans from racial discrimination and violence. <ul style="list-style-type: none"> ○ Montgomery Bus Boycott ○ Little Rock 9 ○ George Wallace ○ Southern Manifesto ○ Dixiecrats ○ Sit-ins ○ Freedom Rides ○ Freedom Summer ○ March on Selma 	<p>3aY</p>	<p>Analyze the roles and influence of political parties and interest groups since Reconstruction to the present.</p>	<p>3aM</p>

<ul style="list-style-type: none"> ● The civil rights movement included different groups with many priorities and various tactics for working towards the larger goal of social equality. <ul style="list-style-type: none"> ○ Martin Luther King, Jr. ○ Malcolm X ○ Stokely Carmichael ○ SNCC ○ SCLC ○ Black Panthers ○ Desegregation (busing) ○ Affirmative Action 	3aY	Describe the historical development of the American economy, including: <ul style="list-style-type: none"> 5. impact of technological change and urbanization on land, resources, society, politics and culture 6. changing relationships between government and the economy 	3aN
<ul style="list-style-type: none"> ● Latinos and Native Americans confronted injustices in the 1960s along with women who were confronting social and economic barriers in American society. <ul style="list-style-type: none"> ○ Equal Rights Amendment ○ Feminism ○ Cesar Chavez 	3aY	Identify the roles of government in the U.S. economy (defining and protecting property rights, maintaining competition, promoting goals such as full employment, stable prices, growth and justice)	3aR
<ul style="list-style-type: none"> ● During the 1960s, the government began to take a more active role in ensuring equal rights for all people even the rights of the accused. <ul style="list-style-type: none"> ○ Miranda Rights ○ The Warren Court 	3aI 3aK	Distinguish major patterns and issues with regard to population distribution, demographics, settlements, migrations, and cultures in the US	3aU
Vietnam War Era-Geography <ul style="list-style-type: none"> ● Basic areas in Vietnam <ul style="list-style-type: none"> ○ Geographical Regions: <ul style="list-style-type: none"> ▪ Vietnam ▪ Cambodia ▪ Laos ○ Important points of conflict: <ul style="list-style-type: none"> ▪ Gulf of Tonkin 	3aA	Describe and evaluate the evolution of United States domestic and foreign policy from Reconstruction to the present, including: <ul style="list-style-type: none"> 7. Cold War 	3aW

<ul style="list-style-type: none"> ▪ My Lai ▪ Ho Chi Minh Trail, ▪ Tet Offensive 			
<p>Vietnam War Era-Government</p> <ul style="list-style-type: none"> ● The role of the expanded powers of the executive branch and checks: <ul style="list-style-type: none"> ○ John F. Kennedy ○ Lyndon B. Johnson ○ Richard Nixon ○ Henry Kissinger ○ Robert McNamara ○ War Powers Act 	3aI	Describe the changing character of American society and culture (i.e., arts and literature, education and philosophy, religion and values, and science and technology)	3aY
<ul style="list-style-type: none"> ● Foreign Policy: <ul style="list-style-type: none"> ○ Containment ○ flexible response ○ Domino Theory ○ Pentagon Papers ○ Search and Destroy ○ Tonkin Gulf Resolution ○ Vietnamization ○ Geneva Accords 	3aW	<p><u>Common Core Literacy Standards for History/Social Studies</u></p> <p>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p>	RH.9-10.1
<p>Vietnam War Era-Economics</p> <ul style="list-style-type: none"> ● Economic Continuum: <ul style="list-style-type: none"> ○ Capitalism ○ Communism 	3aN	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	RH.9-10.2
<p>Vietnam War Era-Citizen Participation</p> <ul style="list-style-type: none"> ● Role of the citizen in a democratic republic: <ul style="list-style-type: none"> ○ Draft ○ Hawk 	3aM	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	RH.9-10.6


<ul style="list-style-type: none"> ○ Dove ○ Silent Majority ○ Students for a Democratic Society ○ New Left ○ Credibility Gap ○ Kent State University 			
<p>The Nixon Presidency</p> <ul style="list-style-type: none"> ● During visits to Beijing and Moscow, Nixon reduced tensions with China and the USSR. <ul style="list-style-type: none"> ○ Détente ○ Strategic Arms Limitations Talks ○ Realpolitik ○ Henry Kissinger 	3aW	Compare and contrast treatment of the same topic in several primary and secondary sources.	RH.9-10.9
<ul style="list-style-type: none"> ● The Silent Majority played a major role in the election of Nixon in 1968 and 1972. <ul style="list-style-type: none"> ○ New anti-crime laws ○ Broad environmental program ○ Stagflation 	3aM 3aR	Write arguments focused on discipline-specific content. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	WHST.9-1 0.1
<ul style="list-style-type: none"> ● Scarce energy sources and rising oil prices caused economic problems in the U.S. <ul style="list-style-type: none"> ○ OPEC 	3aJ	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	WHST.9-1 0.4
<ul style="list-style-type: none"> ● Nixon was forced to resign because of the Watergate scandal which caused further distrust of American politicians. <ul style="list-style-type: none"> ○ Woodward and Bernstein ○ Impeachment ○ Executive privilege 	3aW	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.	WHST.9-1 0.6
<p>The Ford Presidency</p> <ul style="list-style-type: none"> ● Ford is the first president chosen under the terms of the 25th Amendment. 	3aL 3aJ	Draw evidence from information texts to support analysis, reflection, and research.	WHST.9-1 0.9






<ul style="list-style-type: none"> ○ Pardon ○ Inflation 			
The Carter Presidency <ul style="list-style-type: none"> ● Carter continues to deal with inflation. <ul style="list-style-type: none"> ○ Energy Crisis ○ Oil Embargo 	3aJ		
<ul style="list-style-type: none"> ● Carter was involved in several foreign issues. <ul style="list-style-type: none"> ○ Camp David Accords ○ Panama Canal Treaty ○ Iranian Hostage Crisis ○ SALT II 	3aW		
The Reagan Presidency <ul style="list-style-type: none"> ● Reagan expanded the Republican base. 	3aM		
<ul style="list-style-type: none"> ● Reagan domestic policies focused on reducing the scope of government. <ul style="list-style-type: none"> ○ Reaganomics ○ Trickle-down economics/Supply-side economics ○ Deficit 	3aR		
<ul style="list-style-type: none"> ● Reagan’s foreign policy focused on “peace through strength.” <ul style="list-style-type: none"> ○ Star Wars ○ Gorbachev ○ Glasnost and perestroika ○ Iran-Contra Affair ○ Berlin Wall speech ○ Increased defense spending 	3aW		
<ul style="list-style-type: none"> ● Many Soviet satellite states started to break away from the USSR in 1989 leading to the fall of the Berlin Wall and the breakup of the Soviet Union. 	3aW		
Beyond Reagan <ul style="list-style-type: none"> ● Operation Desert Storm 	3aL 3aW		




<ul style="list-style-type: none"> ● Peacekeeping Forces in Bosnia ● Clinton's Impeachment ● Brady Bill ● 9-11 			
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EVIDENCE of LEARNING			
<u>Understanding</u> 1, 2, 3, 4, 5, 6, 8, 9, 10	<u>Standards</u> 3aI 3aK RH.9-10.1 RH.9-10.2 RH.9-10.6 RH.9-10.9	Unit Performance Assessment: Civil Rights Act of 1964 Document Based Question Essay Description of Assessment Performance Task(s): Students will read primary source documents from this time period and then use these documents in an essay as support for their thesis. Students will answer the following question: "Politics or Principle: Why Did LBJ Sign the Civil Rights Act of 1964?" Materials can be found in the Mini-Q Binder Volumn II Supplement. Additional Pre-AP documents are attached here:	<u>R/R Quadrant</u> C


	WHST.9-1 0.1 WHST.9-1 0.4 WHST.9-1 0.9	<p>Teacher will assess:</p> <ul style="list-style-type: none"> ● Document Analysis ● Thesis Statements ● Analytical Paragraphs <p>Performance:</p> <p>Mastery: Each aspect of the DBQ essay will be evaluated as they were in the previous Performance Events:</p> <p>Document Analysis Mastery = 20-15 Near Mastery = 14-10 Remediation = 9-0</p> <p>Thesis Statement and Analytical Paragraph Mastery = 15-12 Near Mastery = 11-9 Remediation = 8-0</p> <p>Teacher will enter in these three scores into Mastery Connect after scoring the DBQ.</p>	
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SAMPLE LEARNING PLAN				
Understanding	Standards	Major Learning Activities:	Instructional Strategy:	R/R Quadrant:
1, 2, 5, 10	3aI 3aK RH.9-10 .9	<p>President & Reconstruction Primary Source</p> <p>Objective: Students will practice reading primary sources and determine what information is relevant and useful in order to form an argument.</p> <p>Implementation: Students will read excerpts of primary sources pertaining to the Reconstruction era and will be asked to answer from the reading the following questions: “Do you think Reconstruction was a success or failure?” Students must use evidence from the text to justify their response.</p>  <p>POTUS and Congress Reconstruction Comb</p>	Homework and Practice Questions, Cues, and Advance Organizers	C

<p>1, 2, 5, 6, 10</p>	<p>3aI RH.9-10 .1 RH.9-10 .2 RH.9-10 .6 RH.9-10 .9 WHST.9 -10.6 WHST.9 -10.9 ITSE 1 ITSE 3 ITSE 4</p> <p> nets-s-standards.pdf</p>	<p>Civil Rights Project Objective: Students will assess a person or event from the Civil Rights Movement to determine how the person or event was an integral part of the Civil Rights Movement.</p> <p>Implementation: Students will give a 4-6 minute presentation (Power point, Prezi, video) on a specific event or person from the Civil Rights Movement chosen from a specific list. Students will be evaluated on their speaking ability, arguing with evidence, content, and use of primary sources. Students will show they understand when they can answer the following questions: Why was your specific person/event historically significant? What did they specifically contribute to the success of the Civil Rights Movement? How was the person or event an integral part of the Civil Rights Movement?</p> <p>Students will use an online multimedia presentation tool (Google Slides, Prezi, Haiku Deck, VoiceThread, Voki, etc.) to create a 4-6 minutes presentation.</p> <p>Consider working collaboratively with the building media specialist for this project.</p> <p> CR Project student ho.docx  CR Project rubric.docx</p>	<p>Summarizing and Note taking</p> <p>Homework and Practice</p> <p>Nonlinguistic Representation</p>	<p>C</p>
<p>2, 5, 10</p>	<p>3aI 3aK RH.9-10 .1 RH.9-10 .2</p>	<p>History Frame-Black Codes Objective: Students will analyze a primary source and evaluate information specifically looking at point of view.</p> <p>Implementation: Students will read an excerpt from the Mississippi Black Codes and analyze the source using the history frame model.</p> <p> Mississippi Black Code.docx  History map graphic organizer.pdf</p>	<p>Homework and Practice</p>	<p>B</p>
<p>2, 6, 10</p>	<p>3aI 3aY</p>	<p>Differing Perspectives on the Civil Rights Movement: Martin Luther King, Jr. vs. Malcolm X Objective: Students will compare and contrast the points of view of Martin Luther King, Jr. and Malcolm X.</p>	<p>Summarizing and Note taking</p>	<p>C</p>

	RH.9-10 .1 RH.9-10 .2 RH.9-10 .6 WHST.9 -10.4	<p>Implementation: Students will read excerpts from “Letters from a Birmingham Jail” and “The Ballot or the Bullet.” After reading the primary sources, students will create a graphic organizer that includes the leaders’ backgrounds, beliefs, role in and philosophies on the civil rights movement. The class will brainstorm how the men’s backgrounds might effect their perceptions of the civil rights movement and race relations. The students will then write a short essay comparing and contrasting the philosophies and beliefs of the two men regarding social change using supporting details from the documents.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Letter from a Birmingham Jail excer[</div> <div style="text-align: center;">  The Ballot or the Bullet excerpt.docx </div> </div>	Homework and Practice	
2, 3, 8	3aI ITSE 1 ITSE 3  <small>nets-s-standards.pdf</small>	<p>Create Song About Vietnam Objective: Students will be able to identify arguments for and against U.S. participation in Vietnam.</p> <p>Implementation: Students will write a protest song or rap about Vietnam. Song or rap will be created by you and a partner. Rhyming is optional. Other requirements:</p> <ul style="list-style-type: none"> ● Minimum of 4 references to war ● 6 to 12 lines for each verse ● Clearly shows a position (for or against) on the war ● Performance of song for the class <p>The songs could be recorded and shared online using digital tools (Audacity, AudioBoo). Another option is to have students create and publish a podcast.</p>	Nonlinguistic Representation Homework and Practice	B
8	3aW	<p>Vietnam Conflict Map Objective: By completing the map activity, students will gain an understanding of the effects of geography on the Vietnam War. Additionally, the map will serve as a reference point for discussion of important places, events, and situations that occurred during the conflict.</p> <p>Implementation: Students will complete a map showing various important geographic features of the Vietnam War.</p>	Nonlinguistic Representation Homework and Practice	A

		 Vietnam Conflict Map.doc		
2, 4, 8	3aW RH.9-10 .1 RH.9-10 .6 WHST.9 -10.9	Vietnam War Webquest Objective: Students will explain how the major people, places, and events affected the Vietnam War both at home and abroad. Implementation: Students will visit https://sites.google.com/site/kakateach/american-history/vietnam-america-divided and complete the webquest at that site. The webquest allows students to read several articles that detail important Vietnam War concepts. These concepts include the background of Vietnam, Gulf of Tonkin Incident, Tet Offensive, counterculture movement, guerilla warfare, and antiwar protests. The site provides questions to answer about each of the topics.	Homework and Practice Summarizing and Note taking	A
3, 6, 8	3aI 3aW RH.9-10 .6 WHST.9 -10.1	Johnson’s Administration Legislation Objective: Students will understand LBJ was hailed for a strong legislative program and the passage of time can influence a president’s reputation. Implementation: Students will research and learn about the legislation that was passed during LBJ’s administration. A list of questions are included to help guide students to determine what was the purpose of a law and was that law successful in achieving its goals. Students will share their findings with the class and then write a short essay arguing whether or not LBJ’s Great Society was a success or failure. http://school.discoveryeducation.com/lessonplans/programs/lyndonbjohnson/	Homework and Practice Summarizing and Note taking	C
3, 5, 6, 8	3aI RH.9-10 .1 RH.9-10 .6	Socratic Seminar-Opposing Views of the Vietnam War Objective: Students will cite specific textual evidence to support their viewpoint, determine the central ideas of primary and secondary sources, and compare the point of view of two or more authors. Implementation: Students will read opposing views of the Vietnam War. The documents include:	Identifying Similarities and Differences Summarizing and Note taking	C

		<ul style="list-style-type: none"> • Nixon's Address to the Nation on the War in Vietnam—"The Silent Majority" Speech, November 3, 1969: <u>President Nixon's Address to the Nation on the War in Vietnam</u>. • Vietnam War Veteran John Kerry's Testimony Before the Senate Foreign Relations Committee, April 22, 1971: <u>Statement of John Kerry</u> <p>The teacher will have the students participate in a Socratic Seminar.</p> <p>Documents and directions can be found by clicking on the following link: <u>http://www.discoveryeducation.com/teachers/free-lesson-plans/opposing-views-on-the-vietnam-war.cfm</u></p>  <p>SocraticSeminarIntro Packet.pdf</p>		
1, 5, 8	3aW RH.9-10 .1	<p>Teaching With Documents: Constitutional Issues - Watergate and the Constitution</p> <p>Objective: Students will determine if President Nixon violated the Constitution.</p> <p>Implementation: Students will use a primary source to determine if parts of the Constitution were violated during the Watergate Scandal.</p> <p><u>http://www.archives.gov/education/lessons/watergate-constitution/#documents</u></p>	Summarizing and Note taking Homework and Practice	B
2, 3, 6, 9	3aW RH.9-10 .2 RH.9-10 .9	<p>Reagan: "Tear Down This Wall"</p> <p>Objective: Students will analyze whether or not Reagan's speech impacted the Cold War.</p> <p>Implementation: Play President Reagan's speech and allow students to read the transcript of the speech. They can be found here:</p> <p><u>http://www.americanrhetoric.com/speeches/ronaldreaganbrandenburggate.htm</u></p> <p>Have students read the Time article "20 Years After "Tear Down This Wall." It can be found here: <u>http://content.time.com/time/world/article/0,8599,1631828,00.html</u></p>	Summarizing and Note taking Homework and Practice	C

		<p>Have students summarize the main points of the article. Then conduct a class discussion or Socratic Seminar to answer questions:</p> <ul style="list-style-type: none"> • How did Reagan’s speech impact the Cold War? • What were Reagan’s original intentions with the speech? • What was the initial reaction to the speech from Americans, Germans, and the Soviet Union? • Can a speech truly create change? Why or why not? • Are there examples of other speeches that have had a similar impact? • How have views of the speech changed 20 years later? 		
5, 6, 7, 8, 9, 10	<p>3aW RH.9-10 .1 RH.9-10 .2 RH.9-10 .6 RH.9-10 .9 WHST.9 -10.1 WHST.9 -10.4 WHST.9 -10.6 WHST.9 -10.9</p> <p>ITSE 1 ITSE 2 ITSE 3 ITSE 4</p> 	<p>Year in Review Magazine Project Objective: Students will identify major people and events from U.S. History. Students will write argumentative articles that explain historical significance. Articles must be historically accurate and free of major errors.</p> <p>Implementation: Students will create a US History in Review Magazine. The content for this magazine can cover the entire school year or just second semester. Students will write articles discussing the significance of the top people, events, inventions, etc. Teacher discretion can be used for the number of articles required and whether it is an individual or collaborative project. The teacher may also choose to have students create historically relevant advertisements and other extra features to make the magazine more authentic.</p> <p>Technology Alternative – Students will work with a partner to create a Voicethread that will be published and shared online. The VoiceThreads will be shared with the other groups or other classes around the district to allow students to comment and collaborate on each other’s work.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Year in Review Magazine Checklist 5 </div> <div style="text-align: center;">  Year in Review Magazine Checklist.doc </div> <div style="text-align: center;">  Year in Review Magazine Project.doc </div> <div style="text-align: center;">  Year in Review Magazine research sh </div> <div style="text-align: center;">  Year in Review US.doc </div> </div>	<p>Identifying Similarities and Differences</p> <p>Summarizing and Note taking</p> <p>Nonlinguistic Representation</p>	D

UNIT RESOURCES

CIVIL RIGHTS ERA

General Resources

- The Gilder Lehrman Institute of American History: Jim Crow and the Great Migration <http://www.gilderlehrman.org/history-by-era/progressive-era-new-era-1900-1929/jim-crow-and-great-migration>
- The Gilder Lehrman Institute of American History: The Civil Rights Movement <http://www.gilderlehrman.org/history-by-era/1945-present/civil-rights-movement>
- Digital History: Postwar Era <http://www.digitalhistory.uh.edu/era.cfm?eraID=16&smtid=1>
- Digital History: The 1960s <http://www.digitalhistory.uh.edu/era.cfm?eraID=17&smtid=1>
- History Matters: <http://historymatters.gmu.edu/>
- Library of Congress Web Guide: African American Sites <http://www.loc.gov/rr/program/bib/afam/afam-home.html>
- The Rise and Fall of Jim Crow <http://www.pbs.org/wnet/jimcrow/segregation5.html>
- The Montgomery Bus Boycott <http://www.montgomeryboycott.com/>

Lessons

- The Meaning of Emancipation in the Reconstruction Era (The City University of New York) <http://investigatinghistory.ashp.cuny.edu/m6.html>
- Baseball, Race Relations, and Jackie Robinson <http://www.loc.gov/teachers/classroommaterials/lessons/robinson/>
- Egalitarian America (Annenberg Learner) <http://www.learner.org/courses/amerhistory/units/20/>
- Teaching With Documents: An Act of Courage, The Arrest Records of Rosa Parks (National Archives)
<http://www.archives.gov/education/lessons/rosa-parks/index.html>

Books

- The Autobiography of Malcolm X: As Told to Alex Haley (Ballantine, 1987)
- Parting the Waters: America in the King Years, 1954-63 by Taylor Branch (Simon & Schuster, 1989)
- The Eyes on the Prize Civil Rights Reader by Clayborne Clarkson (Penguin, 1991)
- Voices of Freedom: An Oral History of the Civil Rights Movement from the 1950s through the 1980s by Henry Hampton (Bantam, 1991)
- The Souls of Black Folk by W.E.B. DuBois (Dover, 1994)
- Up from Slavery by Booker T. Washington (Dover, 1995)
- Pillar of Fire: America in the King Years, 1963-65 by Taylor Branch (Simon & Schuster, 1999)
- The Strange Career of Jim Crow (Commemorative Edition) by C. Vann Woodward (Oxford Press, 2001)
- At Canaan's Edge: America in the King Years, 1965-68 by Taylor Branch (Simon & Schuster, 2007)
- Malcolm X: A Life of Reinvention by Manning Marable (Penguin, 2011)
- The King Years: Historic Moments in the Civil Rights Movement by Taylor Branch (Simon & Schuster, 2013)
- The Rebellious Life of Mrs. Rosa Parks by Jeanne Theoharis (Beacon, 2013)

DVDs

- Freedom Song (Turner Home Entertainment, 2006)
- King (History Channel, 2008)
- Murder in Mississippi (Warner Home Video, 2008)
- Eyes on the Prize: America's Civil Rights Years, 1954-1965 (PBS, 2010)
- American Experience: Freedom Riders (PBS, 2011)
- March (PBS, 2013)

ALL UNITS

- Today's Document by the National Archives (App)
- National Archives Docs Teach (App)
- Stanford History Education Group http://sheg.stanford.edu/home_page
- Crash Course US History <https://www.youtube.com/playlist?list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s>

VIETNAM

General Resources

- The Gilder Lehrman Institute of American History: The Sixties <http://www.gilderlehrman.org/history-by-era/1945-present/sixties>
- Digital History: The Vietnam War <http://www.digitalhistory.uh.edu/era.cfm?eraID=18&smtid=1>
- History Matters <http://historymatters.gmu.edu/>
- Vietnam Online (American Experience) <http://www.pbs.org/wgbh/amex/vietnam/index.html>
- The Price of Freedom: Americans at War (Smithsonian) <http://americanhistory.si.edu/militaryhistory/>
- LBJ Presidential Library <http://www.lbjlibrary.org/>
- Nixon Presidential Library and Museum <http://www.nixonlibrary.gov/forteachers/lessonplans.php>
- The Price of Freedom: Americans at War <http://amhistory.si.edu/militaryhistory/>

Lessons

- The Gulf of Tonkin (Miller Center – University of Virginia) <http://millercenter.org/presidentialclassroom/lessonplans/TheTonkinGulf>
- Teaching With Documents: The War in Vietnam - A Story in Photographs (National Archives) <http://www.archives.gov/education/lessons/vietnam-photos/>

Books

- Vietnam: A History by Stanley Karnow (Penguin, 1997)
- Dear America: Letters Home from Vietnam by Bernard Edelman (W. W. Norton & Company, 2002)
- Major Problems in the History of the Vietnam War by Robert McMahon (Wadsworth, 2007)

DVDs

- American Experience: Two Days in October (PBS, 2005)
- Dear America: Letters Home from Vietnam (HBO, 2005)
- Inside the Vietnam War (National Geographic, 2008)
- American Experience: May Lai (PBS, 2010)
- Vietnam in HD (History Channel, 2011)

WATERGATE AND BEYOND

General Resources

- The Gilder Lehrman Institute of American History: The Seventies <http://www.gilderlehrman.org/history-by-era/1945-present/seventies>
- The Gilder Lehrman Institute of American History: The Age of Reagan <http://www.gilderlehrman.org/history-by-era/1945-present/age-reagan>
- The Gilder Lehrman Institute of American History: Facing the New Millennium <http://www.gilderlehrman.org/history-by-era/1945-present/facing-new-millennium>
- Digital History: 1970-2000 <http://www.digitalhistory.uh.edu/era.cfm?eraID=19&smtid=1>
- Digital History: The 21st Century <http://www.digitalhistory.uh.edu/era.cfm?eraID=20&smtid=1>
- History Matters: <http://historymatters.gmu.edu/>
- The Watergate Files (Gerald Ford Museum) http://www.fordlibrarymuseum.gov/museum/exhibits/watergate_files/index.html

- Nixon Presidential Library and Museum <http://www.nixonlibrary.gov/forteachers/lessonplans.php>
- Gerald R. Ford Presidential Library and Museum <http://www.ford.utexas.edu/>
- Jimmy Carter Library and Museum <http://www.jimmycarterlibrary.gov/>
- Ronald Reagan Presidential Foundation and Museum <https://www.reaganfoundation.org/default.aspx>
- The Price of Freedom: Americans at War <http://amhistory.si.edu/militaryhistory/>

Lessons

- Global America (Annenberg Learner) <http://www.learner.org/courses/amerhistory/units/21/>
- Teaching With Documents: Constitutional Issues - Watergate and the Constitution (National Archives) <http://www.archives.gov/education/lessons/watergate-constitution/>

DVDs

- Frost/Nixon: The Original Watergate Interviews (Liberation Ent, 2008)
- Ultimate Guide to the Presidents (History Channel, 2013)

ALL UNITS

- Today's Document by the National Archives (App)
- National Archives Docs Teach (App)
- Stanford History Education Group http://sheg.stanford.edu/home_page
- Crash Course US History <https://www.youtube.com/playlist?list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s>