



**Lowndes County**  
PUBLIC SCHOOLS

## US History II - High School Social Studies Curriculum Resources

### Curriculum Overview

[The Alabama Course of Study: Social Studies](#) provides the framework for the K-12 study of Social Studies in Alabama's public schools. Content standards in this document are minimum and required, fundamental and specific, but not exhaustive. The standards set high expectations for student learning in all grades.

Here are definitions to help understand this curriculum guide:

- **Units of Study:** A series of lessons, experiences, and assessments aligned to standards that may last two to six weeks.
- **Priority Standards:** These are the standards students must know and be able to do to be prepared for the next grade level or course.
- **Supporting Standards:** These standards support, connect to, or enhance priority standards.
- **Knowledge:** What students should know related to the standard.
- **Skills:** What students should be able to do related to the standard.
- **Bloom's Taxonomy:** This hierarchy helps describe the complexity and requirements of a standard.
- **Quad:** This framework has four parts that help determine the rigor and relevance of a standard: Acquisition, Application, Assimilation, Adaptation.
- **ACT:** This refers to ACT standards alignment.
- **Key Understandings:** Essential ideas students need to understand about the standard.
- **Key Vocabulary:** Keywords that should be taught to ensure understanding of the standard.
- **Formative Assessment:** Frequent and ongoing checks for understanding teachers can use throughout the unit.
- **Summative Assessment:** How students will be assessed at the end of a unit to demonstrate their level of mastery of the standards.
- **Activities & Resources:** Specific examples, lessons, and/or resources that may be used to support implementation of the standard.
- **RTI:** Response to Intervention - additional supports/resources teachers can use for students who need them.
- **Extensions:** Additional activities and resources to extend the learning experience, especially for accelerated students.

## US History II Curriculum At A Glance - Pacing Calendar

Quarter	# Weeks	Unit Name	Priority Standards	Supporting Standards
	1	Launch Week		
	4	<a href="#">Industrialization and Immigration</a>	1	
	4	<a href="#">The Progressive Era</a>	2, 3	4
	4	<a href="#">World War I</a>	4, 5	
	2	<a href="#">The Roaring Twenties</a>	5	6
	3	<a href="#">The Great Depression</a>	6, 7	8
	4	<a href="#">World War II</a>	8, 9, 10	7
	3	<a href="#">The Cold War</a>	11, 13	12, 15, 16
	5	<a href="#">Civil Rights Movement</a>	12, 14, 15	
	5	<a href="#">Contemporary America</a>	16	

## UNIT 1: Industrialization and Immigration

**DURATION: 4 weeks**

### CONTENT STANDARDS

#### PRIORITY STANDARDS

- 1 - Explain the transition of the United States from an agrarian society to an industrial nation prior to World War I.
  - Interpreting the impact of change from workshop to factory on workers' lives, including the New Industrial Age from 1870 to 1900, the American Federation of Labor-Congress of Industrial Organizations (AFL-CIO), the Industrial Workers of the World (IWW), the Pullman Strike, the Haymarket Square Riot, and the impact of John D. Rockefeller, Andrew Carnegie, Samuel Gompers, Eugene V. Debs, A. Philip Randolph, and Thomas Alva Edison

#### SUPPORTING STANDARDS

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KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
The path the United States took to transition from an agrarian to an industrialized nation		Understanding	B - Application	
The roles of technological advancement, laissez faire economic policies, and deregulation in the switch from agrarian to industrialized.		Evaluating	C - Assimilation	
Key social changes, political events, industries, and individuals who were instrumental in the move of the U.S. from an agrarian to an industrialized society.		Evaluating	D - Adaptation	
The organization of workers and farmers in response to the changes resulting from industrialization and the impact of these changes on American society.		Understanding	B - Application	
The complexities of major shifts of pre-industrialized society to post-industrialized society.		Evaluating	C - Assimilation	
	Describe the progression of a society as it transitioned from one type of society to another, such as transition of American	Understanding	B - Application	

	society from an agrarian to an industrialized nation,			
	Analyze the roles of individuals, industry, technological advancements, social changes, and political advances and movements in the changes seen in societies.	Analyzing	C - Assimilation	
	Identify the complexities of the major shifts of pre-industrialized society to post-industrialized society.	Evaluating	D - Adaptation	
	Analyze primary and secondary historical sources.	Analyzing	C - Assimilation	
	Cite specific textual evidence to support analysis of primary and secondary sources.	Analyzing	C - Assimilation	

### KEY COMPONENTS

<p><b>LEARNING TARGETS (incremental learning target by week)</b></p> <p><b>Week 1: Students should be able to:</b></p> <ul style="list-style-type: none"> <li>The United States shifted from an agrarian to an industrialized society, and this shift influenced the complexities of interdependent relationships among groups in the country, and there are comparisons between this shift in the United States to changes in the globalized society of today.</li> </ul>	<p><b>KEY VOCABULARY</b></p> <ul style="list-style-type: none"> <li>Industrialism</li> <li>Agriculture</li> <li>Sharecroppers</li> <li>Great Plains</li> <li>Dawes Act</li> <li>Longhorns</li> <li>Chisholm Trail</li> <li>Long Drive</li> <li>Open Range</li> <li>Homestead Act</li> <li>Gold Standard</li> <li>Edwin L. Drake</li> <li>Bessemer Process</li> <li>Transcontinental Railroad</li> <li>Credit Mobilier</li> <li>Interstate Commerce</li> <li>Social Darwinism</li> <li>John D. Rockefeller</li> <li>Sherman Antitrust Act</li> <li>American Federation of Labor</li> <li>Eugene V. Debs</li> <li>Industrial Workers of the World</li> </ul>
<p><b>ESSENTIAL QUESTION(S)</b></p> <ul style="list-style-type: none"> <li></li> </ul>	<p><b>PRIOR KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li></li> </ul>

<b>FORMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>

<b>ACTIVITIES &amp; RESOURCES</b>	
<b>RTI</b>	<b>EXTENSION OPPORTUNITIES</b>

## CONTENT STANDARDS

## PRIORITY STANDARDS

- **2 - Evaluate social and political origins, accomplishments, and limitations of Progressivism.**
  - Explaining the impact of the Populist Movement on the role of the federal government in American society
  - Assessing the impact of muckrakers on public opinion during the Progressive movement, including Upton Sinclair, Jacob A. Riis, and Ida M. Tarbell Examples: women's suffrage, Ida B. Wells-Barnett, temperance movement
  - Explaining national legislation affecting the Progressive movement, including the Sherman Antitrust Act and the Clayton Antitrust Act
  - Determining the influence of the Niagara Movement, the National Association for the Advancement of Colored People (NAACP), Booker T. Washington, W. E. B. Du Bois, Marcus Garvey, and Carter G. Woodson on the Progressive Era
  - Assessing the significance of the public education movement initiated by Horace Mann
  - Comparing the presidential leadership of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson in obtaining passage of measures regarding trust-busting, the Hepburn Act, the Pure Food and Drug Act, the Federal Trade Commission, the Federal Reserve Act, and conservation
- **3 - Explain the United States' changing role in the early twentieth century as a world power.**
  - Describing causes of the Spanish-American War, including yellow journalism, the sinking of the Battleship USS Maine, and economic interests in Cuba
  - Identifying the role of the Rough Riders on the iconic status of President Theodore Roosevelt
  - Describing consequences of the Spanish-American War, including the Treaty of Paris of 1898, insurgency in the Philippines, and territorial expansion in the Pacific and Caribbean
  - Analyzing the involvement of the United States in the Hawaiian Islands for economic and imperialist interests

## SUPPORTING STANDARDS

- **4 - Describe causes, events, and the impact of military involvement of the United States in World War I, including mobilization and economic and political changes.**
  - Identifying the role of militarism, alliances, imperialism, and nationalism in World War I
  - Explaining controversies over the Treaty of Versailles of 1919, Woodrow Wilson's Fourteen Points, and the League of Nations
  - Explaining how the Treaty of Versailles led to worsening economic and political conditions in Europe, including greater opportunities for the rise of fascist states in Germany, Italy, and Spain
  - Comparing short- and long-term effects of changing boundaries in pre- and post-World War I in Europe and the Middle East, leading to the creation of new countries

- **Appraising Alabama’s contributions to the United States between Reconstruction and World War I, including those of William Crawford Gorgas, Joseph Wheeler, and John Tyler Morgan**
- **Evaluating the role of the Open Door policy and the Roosevelt Corollary on America’s expanding economic and geographic interests**
- **Comparing the executive leadership represented by William Howard Taft’s Dollar Diplomacy, Theodore Roosevelt’s Big Stick Diplomacy, and Woodrow Wilson’s Moral Diplomacy**

<b>KNOWLEDGE (students need to know):</b>	<b>SKILLS (students need to be able to do):</b>	<b>BLOOM’S TAXONOMY</b>	<b>QUAD</b>	<b>ACT</b>
The social, economic, and political origins, accomplishments, and limitations of the Progressive.		Evaluating	B- Application	
The impact of the Populist Movement on the role of the federal government in American society.		Understanding	D- Adaption	
The impact of muckrakers on public opinion during the Progressive movement, including Upton Sinclair, Jacob A. Riis, and Ida M. Tarbell.		Understanding	B- Application	
The influence and impact of social movements, including: women's suffrage, temperance movement, and civil rights for African-Americans.		Evaluating	C- Assimilation	
The influence of specific social groups and influential individuals on the Progressive Era, including: Ida B. Wells-Barnett, the Niagara Movement, the National *Association for the Advancement of Colored People (NAACP), Booker T. Washington, W. E. B. Du Bois, Marcus Garvey, and Carter G. Woodson.		Understanding	B- Application	
National legislation affecting the Progressive movement, including the		Analyzing	C- Assimilation	

<b>Sherman Antitrust Act and the Clayton Antitrust Act.</b>				
<b>The significance of the public education movement initiated by Horace Mann.</b>		<b>Understanding</b>	<b>B- Application</b>	
<b>The impact of the presidential leadership of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson in obtaining passage of measures regarding trust-busting, the Hepburn Act, the Pure Food and Drug Act, the Federal Trade Commission, the Federal Reserve Act, and conservation.</b>		<b>Analyzing</b>	<b>B- Application</b>	
	<b>Effectively evaluate the complexities, origins, limitations, accomplishments and effects of social and political movements such as the Progressive and Populist Movements.</b>	<b>Evaluating</b>	<b>C- Assimilation</b>	
	<b>Evaluate the influence of prominent individuals and groups from specific historical time periods on public opinion, social and political movements, and national legislation.</b>	<b>Evaluating</b>	<b>B- Application</b>	
	<b>Explain national legislation that was influenced by and that affected social and political movements.</b>	<b>Analyzing</b>	<b>B- Application</b>	
	<b>Assess the significance of the public education movement initiated by Horace Mann.</b>	<b>Evaluating</b>	<b>D- Adaption</b>	
	<b>Compare the presidential leadership during specific historical periods.</b>	<b>Analyzing</b>	<b>B- Application</b>	
	<b>Analyze primary and secondary historical sources.</b>	<b>Analyzing</b>	<b>C- Assimilation</b>	
	<b>Cite specific textual evidence to support analysis of primary and secondary sources.</b>	<b>Applying</b>	<b>B- Application</b>	



<b>The internal and external factors that resulted in changes in America's role as a world power during the early 20th Century. Factors that lead to the Spanish-American War and the consequences of the war.</b>		<b>Analyzing</b>	<b>D- Adaption</b>	
<b>Theodore Roosevelt's involvement in the Spanish-American War and its role in his popularity and involvement in politics.</b>		<b>Understanding</b>	<b>B- Application</b>	
<b>Social, political, and economic causes for the United State's involvement in the Hawaiian Islands.</b>		<b>Analyzing</b>	<b>C- Assimilation</b>	
<b>The contributions of Alabama and Alabamians to the United States between Reconstruction and World War I.</b>		<b>Applying</b>	<b>B- Application</b>	
<b>Consequences of political policies, such as the Open Door policy and the Roosevelt Corollary on American economic and geographic interests.</b>		<b>Understanding</b>	<b>D- Adaption</b>	
<b>Policies and leadership of American presidents during the early 20th Century.</b>		<b>Analyzing</b>	<b>B- Application</b>	
	<b>Describe the internal and external factors that result in changes in the development of a specific country during a specific time period and the consequences of these changes.</b>	<b>Analyzing</b>	<b>D- Adaption</b>	
	<b>Evacuate factors that lead to war and the consequences of the war.</b>	<b>Understanding</b>	<b>C- Assimilation</b>	
	<b>Discuss the effects of popularity on political power.</b>	<b>Evaluating</b>	<b>B- Application</b>	
	<b>Analyze the social, political, and economic causes for the United State's involvement in other countries and regions.</b>	<b>Analyzing</b>	<b>C- Assimilation</b>	
	<b>Appraise the contributions of Alabama and Alabamians to the United States during specific historical periods.</b>	<b>Understanding</b>	<b>B- Application</b>	

	Evaluate the consequences of political policies, such as the Open Door policy and the Roosevelt Corollary on American economic and geographic interests.	Evaluating	B- Application	
	Compare the policies and leadership of influential political, economic, and social leaders.	Analyzing	B- Application	

**KEY COMPONENTS:**

<p><b>LEARNING TARGETS (incremental learning target by week)</b></p> <p><b>Week 1: Students should be able to:</b></p> <ul style="list-style-type: none"> <li>There were political, economic, and social origins, accomplishments, and limitations of the Progressive Era and these have impacted American society through the present.</li> </ul> <p><b>Week 2: Students should be able to:</b></p> <ul style="list-style-type: none"> <li>There were many causes and consequences of the changes in the United States' role as it became a global power during the early 20th Century.</li> </ul>	<p><b>KEY VOCABULARY:</b></p> <ul style="list-style-type: none"> <li>Progressive Movement</li> <li>Muckraker</li> <li>Scientific Management</li> <li>Seventeenth Amendment</li> <li>Referendum</li> <li>Suffrage</li> <li>Susan B. Anthony</li> <li>Upton Sinclair</li> <li>The Jungle</li> <li>Square Deal</li> <li>Meat Inspection Act</li> </ul>	<ul style="list-style-type: none"> <li>Pure Food and Drug Act</li> <li>Conservation</li> <li>Civil Rights</li> <li>NAACP</li> <li>Theodore Roosevelt</li> <li>Bull Moose Party</li> <li>Woodrow Wilson</li> <li>Federal Trade Commission</li> <li>Clayton Antitrust Act</li> <li>Federal Reserve System</li> <li>Nineteenth Amendment</li> </ul>
<p><b>ESSENTIAL QUESTION(S)</b></p> <ul style="list-style-type: none"> <li></li> </ul>	<p><b>PRIOR KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li></li> </ul>	

<b>FORMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>

**ACTIVITIES & RESOURCES**

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<b>RTI</b>	<b>EXTENSION OPPORTUNITIES</b>
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**CONTENT STANDARDS**

**PRIORITY STANDARDS**

- **4 - Describe causes, events, and the impact of military involvement of the United States in World War I, including mobilization and economic and political changes.**
  - Identifying the role of militarism, alliances, imperialism, and nationalism in World War I
  - Explaining controversies over the Treaty of Versailles of 1919, Woodrow Wilson’s Fourteen Points, and the League of Nations
  - Explaining how the Treaty of Versailles led to worsening economic and political conditions in Europe, including greater opportunities for the rise of fascist states in Germany, Italy, and Spain
  - Comparing short- and long-term effects of changing boundaries in pre- and post-World War I in Europe and the Middle East, leading to the creation of new countries
- **5 - Evaluate the impact of social changes and the influence of key figures in the United States from World War I through the 1920s, including Prohibition, the passage of the Nineteenth Amendment, the Scopes Trial, limits on immigration, Ku Klux Klan activities, the Red Scare, the Harlem Renaissance, the Great Migration, the Jazz Age, Susan B. Anthony, Margaret Sanger, Elizabeth Cady Stanton, W. C. Handy, and Zelda Fitzgerald.**
  - Analyzing radio, cinema, and print media for their impact on the creation of mass culture
  - Analyzing works of major American artists and writers, including F. Scott Fitzgerald, Ernest Hemingway, Langston Hughes, and H. L. Mencken, to characterize the era of the 1920s
  - Determining the relationship between technological innovations and the creation of increased leisure time

**SUPPORTING STANDARDS**

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KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM’S TAXONOMY	QUAD	ACT
The causes, events, and the impact of military involvement of the United States in World War I.		Analyzing	D- Adaption	

<b>Social and political changes and attitudes in the United States related to involvement in World War I, including: American neutrality, mobilization, economic changes, and political changes.</b>		<b>Evaluating</b>	<b>B- Application</b>	
<b>The role of imperialism, militarism, nationalism, nativism, and the alliance system in World War I.</b>		<b>Analyzing</b>	<b>C- Assimilation</b>	
<b>Geographical and political boundaries of Europe and the Middle East, pre- and post-World War I.</b>		<b>Analyzing</b>	<b>B- Application</b>	
<b>Controversies over the Treaty of Versailles of 1919, Woodrow Wilson's Fourteen Points, and the League of Nations.</b>		<b>Analyzing</b>	<b>B- Application</b>	
<b>Short- and long-term effects of the Treaty of Versailles.</b>		<b>Evaluating</b>	<b>D- Adaption</b>	
	<b>Explain the changing role of the United States during specific historical periods and in relationship to specific historical events.</b>	<b>Evaluating</b>	<b>B- Application</b>	
	<b>Describe the effects of political and social movements and ideologies.</b>	<b>Analyzing</b>	<b>C- Assimilation</b>	
	<b>Analyze the social and political causes, events, and impact of specific historical events.</b>	<b>Analyzing</b>	<b>C- Assimilation</b>	
	<b>Identify geographical and political changes related to specific historical events.</b>	<b>Applying</b>	<b>B- Application</b>	
	<b>Analyze controversies related to political policies, plans, and agreements.</b>	<b>Analyzing</b>	<b>D- Adaption</b>	
	<b>Analyze primary and secondary sources.</b>	<b>Analyzing</b>	<b>D- Adaption</b>	
	<b>Cite specific textual evidence to support analysis of primary and secondary sources.</b>	<b>Analyzing</b>	<b>C- Assimilation</b>	

<p>The causes, effects, and impact of social and political events in the United States from World War I through the 1920, including Prohibition, passage of the Nineteenth Amendment, the *Scopes Trial, limits on immigration, Ku Klux Klan activities, the Red Scare, the Harlem Renaissance, the Great Migration, and the Jazz Age.</p>		<p>Analyzing</p>	<p>C- Assimilation</p>	
<p>The impact of influential individuals on social, political, and economic realities in the United States from World War I through the 1920, including Susan B. Anthony, Margaret Sanger, Elizabeth Cady Stanton, W. C. Handy, and Zelda Fitzgerald.</p>		<p>understanding</p>	<p>B- Application</p>	
<p>The impact of media on social and political realities in the United States from World War I through the 1920.</p>		<p>understanding</p>	<p>C- Assimilation</p>	
<p>The impact of major works of American artists and writers from World War I through the 1920, including F. Scott Fitzgerald, Ernest Hemingway, Langston Hughes and H.L. Mencken.</p>		<p>Analyzing</p>	<p>B- Application</p>	
<p>The importance of technological innovations through the 1920s and the impact these had on social, economic, political, and individual realities in the United States.</p>		<p>Understanding</p>	<p>D- Adaption</p>	
	<p>Explain social, economic, political, and cultural changes in the United States during specific historical periods and related to specific historical events.</p>	<p>Understanding</p>	<p>B- Application</p>	
	<p>Describe the influence of specific individuals and groups on the United States during specific historical periods into modern times.</p>	<p>Understanding</p>	<p>C- Assimilation</p>	

	Analyze the impact of technical innovations and changing media on American social and political realities.	Analyzing	B- Application	
	Determine central ideas of primary and secondary sources.	Evaluating	B- Application	
	Cite specific textual evidence to support analysis of primary and secondary sources.	Applying	C- Assimilation	

### KEY COMPONENTS

<b>LEARNING TARGETS (incremental learning target by week)</b> <b>Week 1: Students should be able to:</b> <ul style="list-style-type: none"> <li>There were many causes and effects of the United States' military involvement in World War I and these had significant social, political, and economic impact on the United States.</li> </ul>	<b>KEY VOCABULARY</b> <ul style="list-style-type: none"> <li>Nationalism</li> <li>Militarism</li> <li>Allies</li> <li>Archduke Franz Ferdinand</li> <li>“No Man’s Land”</li> <li>Trench Warfare</li> <li>Selective Service Act</li> <li>General John J. Persing</li> <li>Armistice</li> <li>War Industries Board</li> <li>Propaganda</li> <li>Great Migration</li> <li>Anti-Immigration</li> <li>Espionage and Sedition Acts</li> <li>Great Migration</li> <li>League of Nation</li> <li>Fourteen Points</li> <li>Treaty of Versailles</li> <li>Reparations</li> <li>Henry Cabot Lodge</li> </ul>
<b>ESSENTIAL QUESTION(S)</b> <ul style="list-style-type: none"> <li></li> </ul>	<b>PRIOR KNOWLEDGE</b> <ul style="list-style-type: none"> <li></li> </ul>

<b>FORMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>

<b>ACTIVITIES &amp; RESOURCES</b>	
<b>RTI</b>	<b>EXTENSION OPPORTUNITIES</b>

**CONTENT STANDARDS**

**PRIORITY STANDARDS**

- **5 - Evaluate the impact of social changes and the influence of key figures in the United States from World War I through the 1920s, including Prohibition, the passage of the Nineteenth Amendment, the Scopes Trial, limits on immigration, Ku Klux Klan activities, the Red Scare, the Harlem Renaissance, the Great Migration, the Jazz Age, Susan B. Anthony, Margaret Sanger, Elizabeth Cady Stanton, W. C. Handy, and Zelda Fitzgerald.**
  - Analyzing radio, cinema, and print media for their impact on the creation of mass culture
  - Analyzing works of major American artists and writers, including F. Scott Fitzgerald, Ernest Hemingway, Langston Hughes, and H. L. Mencken, to characterize the era of the 1920s
  - Determining the relationship between technological innovations and the creation of increased leisure time

**SUPPORTING STANDARDS**

- **6 - Describe social and economic conditions from the 1920s through the Great Depression regarding factors leading to a deepening crisis, including the collapse of the farming economy and the stock market crash of 1929.**
  - Assessing effects of overproduction, stock market speculation, and restrictive monetary policies on the pending economic crisis
  - Describing the impact of the Smoot-Hawley Tariff Act on the global economy and the resulting worldwide depression
  - Identifying notable authors of the 1920s, including John Steinbeck, William Faulkner, and Zora Neale Hurston
  - Analyzing the Great Depression for its impact on the American family Examples: Bonus Army, Hoovervilles, Dust Bowl, Dorothea Lange

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
The causes, effects, and impact of social and political events in the United States from World War I through the 1920, including Prohibition, passage of the Nineteenth Amendment, the *Scopes Trial, limits on immigration, Ku Klux Klan activities, the Red Scare, the Harlem Renaissance, the Great Migration, and the Jazz Age.		Analyzing	B- Application	
The impact of influential individuals on social, political, and economic realities in the United States from World War I through the 1920, including Susan B. Anthony, Margaret Sanger, Elizabeth Cady Stanton, W. C. Handy, and Zelda Fitzgerald.		Understanding	B- Application	
The impact of media on social and political realities in the United States from World War I through the 1920.		Understanding	D- Adaption	

The impact of major works of American artists and writers from World War I through the 1920, including F. Scott Fitzgerald, Ernest Hemingway, Langston Hughes and H.L. Mencken		Understanding	C- Assimilation	
The importance of technological innovations through the 1920s and the impact these had on social, economic, political, and individual realities in the United States.		Understanding	B- Application	
	Explain social, economic, political, and cultural changes in the United States during specific historical periods and related to specific historical events.	Analyzing	D- Adaption	
	Describe the influence of specific individuals and groups on the United States during specific historical periods into modern times.	Understanding	C- Assimilation	
	Analyze the impact of technical innovations and changing media on American social and political realities	Analyzing	B- Application	
	Determine central ideas of primary and secondary sources.	Evaluating	D- Adaption	
	Cite specific textual evidence to support analysis of primary and secondary sources.	Understand	B- Application	

#### KEY COMPONENTS

<p><b>LEARNING TARGETS (incremental learning target by week)</b>  <b>Week 1: All students should be able to:</b></p> <ul style="list-style-type: none"> <li>There were significant impacts of the social changes and the influence of prominent figures in the United States from WWI through the 1920s.</li> </ul>	<p><b>KEY VOCABULARY</b></p> <ul style="list-style-type: none"> <li>Nativism</li> <li>Isolationism</li> <li>Communism</li> <li>Anarchists</li> <li>Quota System</li> <li>John L. Lewis</li> <li>Ohio Gangs</li> <li>Albert B. Fall</li> </ul>	<ul style="list-style-type: none"> <li>Fundamentalism</li> <li>Double Standard</li> <li>Charles A. Lindbergh</li> <li>George Gerhwin</li> <li>Ernest Hemingway</li> <li>Marcus Garvey</li> <li>Harlem Renaissance</li> <li>Langston Hughes</li> </ul>
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	<ul style="list-style-type: none"> <li>• Calvin Coolidge</li> <li>• Urban Sprawl</li> <li>• Prohibition</li> <li>• Bootleggers</li> </ul>	<ul style="list-style-type: none"> <li>• Paul Robertson</li> <li>• Louis Armstrong</li> <li>• Jazz Age</li> </ul>
<b>ESSENTIAL QUESTION(S)</b> <ul style="list-style-type: none"> <li>•</li> </ul>	<b>PRIOR KNOWLEDGE</b> <ul style="list-style-type: none"> <li>•</li> </ul>	
<b>FORMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>	
<b>ACTIVITIES &amp; RESOURCES</b>		
<b>RTI</b>	<b>EXTENSION OPPORTUNITIES</b>	

**UNIT 5: The Great Depression**

**DURATION: 3 weeks**

**CONTENT STANDARDS**

**PRIORITY STANDARDS**

- **6 - Describe social and economic conditions from the 1920s through the Great Depression regarding factors leading to a deepening crisis, including the collapse of the farming economy and the stock market crash of 1929.**
  - Assessing effects of overproduction, stock market speculation, and restrictive monetary policies on the pending economic crisis
  - Describing the impact of the Smoot-Hawley Tariff Act on the global economy and the resulting worldwide depression
  - Identifying notable authors of the 1920s, including John Steinbeck, William Faulkner, and Zora Neale Hurston
  - Analyzing the Great Depression for its impact on the American family Examples: Bonus Army, Hoovervilles, Dust Bowl, Dorothea Lange
- **7 - Explain strengths and weaknesses of the New Deal in managing problems of the Great Depression through relief, recovery, and reform programs, including the Tennessee Valley Authority (TVA), the Works Progress Administration (WPA), the Civilian Conservation Corps (CCC), and the Social Security Act.**
  - Analyzing conditions created by the Dust Bowl for their impact on migration patterns during the Great Depression

**SUPPORTING STANDARDS**

- **8 - Summarize events leading to World War II, including the militarization of the Rhineland, Germany’s seizure of Austria and Czechoslovakia, Japan’s invasion of China, and the Rape of Nanjing.**
  - Analyzing the impact of fascism, Nazism, and communism on growing conflicts in Europe
  - Explaining the isolationist debate as it evolved from the 1920s to the bombing of Pearl Harbor and the subsequent change in United States’ foreign policy
  - Identifying roles of significant World War II leaders Examples: Franklin D. Roosevelt, Harry S. Truman, Dwight D. Eisenhower, George S. Patton, Sir Winston Churchill, Bernard Montgomery, Joseph Stalin, Benito Mussolini, Emperor Hirohito, Hedeki Tōjō, Erwin Rommel, Adolf Hitler
  - Evaluating the impact of the Munich Pact and the failed British policy of appeasement resulting in the invasion of Poland

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM’S TAXONOMY	QUAD	ACT
The social, political, and economic conditions from the 1920s through the Great Depression.		Evaluating	B- Application	
Social and political factors and policies that were influenced by and that contributed to the deepening crisis during the Great Depression.		Evaluating	B- Application	
Economic factors and policies that contributed to the beginning of the Great		Analyzing	C- Assimilation	

<b>Depression and the deepening crisis as the Great Depression continued in the United States and globally, including the effects of overproduction, stock market speculation, restrictive monetary policies, the Smoot-Hawley Tariff Act.</b>				
<b>The ways authors' works during the Great Depression were influenced by and influenced the social, political, and economic realities of the time.</b>		<b>Evaluating</b>	<b>D- Adaption</b>	
<b>The impact of the Great Depression on class, region, race, and gender relations during the time period of the 1920s to the 1940s.</b>		<b>Analyzing</b>	<b>B- Application</b>	
	<b>Analyze the social, political, and economic conditions of a specific historical period.</b>	<b>Analyzing</b>	<b>D- Adaption</b>	
	<b>Determine and evaluate the factors that contributed to a specific historical period.</b>	<b>Evaluating</b>	<b>C-Assimilation</b>	
	<b>Evaluate works of art and literature from a specific time period in order to determine their impact.</b>	<b>Evaluating</b>	<b>C- Assimilation</b>	
	<b>Determine central ideas of primary and secondary sources.</b>	<b>Understanding</b>	<b>D- Adaption</b>	
	<b>Cite specific textual evidence to support analysis of primary and secondary sources.</b>	<b>Evaluating</b>	<b>B- Application</b>	
<b>The strengths and weaknesses of the New Deal in managing the problems of the Great Depression.</b>		<b>Understanding</b>	<b>C- Assimilation</b>	
<b>Purpose and impact of relief, recovery, and reform programs of the New Deal, including the Tennessee Valley Authority (TVA), the Works Progress Administration (WPA), the Civilian *Conservation Corps (CCC), and the Social Security Act.</b>		<b>Evaluating</b>	<b>B- Application</b>	

The impact of geographic, social, political, and economic conditions during the Great Depression, such as the conditions created by the Dust Bowl and its impact on migration patterns.		Evaluating	B- Application	
	Analyze the strengths, weaknesses, and impacts of political and social programs during specific historical events.	Analyzing	C-Assimilation	
	Describe the purpose and effectiveness of specific programs and agencies.	Understanding	D-Adaption	
	Evaluate the impact of specific geographic, social, political, and economic conditions on life in the United States.	Evaluating	B- Application	
	Trace and analyze migration patterns in the United States.	Analyzing	C- Assimilation	

### KEY COMPONENTS

<p><b>LEARNING TARGETS (incremental learning target by week)</b></p> <p><b>Week 1: Students should be able to:</b></p> <ul style="list-style-type: none"> <li>There were various political, social and economic conditions that contributed to the Great Depression.</li> </ul> <p><b>Week 2: Students should be able to:</b></p> <ul style="list-style-type: none"> <li>There were many strengths and weaknesses of the New Deal in managing problems of the Great Depression through relief, recovery, and reform programs.</li> </ul>	<p><b>KEY VOCABULARY</b></p> <ul style="list-style-type: none"> <li>Price Support</li> <li>Credit</li> <li>Dow Jones Industrial Average</li> <li>Speculation</li> <li>Buying on Margin</li> <li>Black Tuesday</li> <li>Great Depression</li> </ul>	<ul style="list-style-type: none"> <li>Hawley-Smoot Tariff Act</li> <li>Shantytowns</li> <li>Soup Kitchens Bread Lines</li> <li>Dust Bowl</li> <li>Federal Home Loan Bank Act</li> <li>Bonus Army</li> </ul>
<p><b>ESSENTIAL QUESTION(S)</b></p> <ul style="list-style-type: none"> <li></li> </ul>	<p><b>PRIOR KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li></li> </ul>	

<b>FORMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>

### ACTIVITIES & RESOURCES

<b>RTI</b>	<b>EXTENSION OPPORTUNITIES</b>

## CONTENT STANDARDS

## PRIORITY STANDARDS

- **8 - Summarize events leading to World War II, including the militarization of the Rhineland, Germany's seizure of Austria and Czechoslovakia, Japan's invasion of China, and the Rape of Nanjing.**
  - Analyzing the impact of fascism, Nazism, and communism on growing conflicts in Europe
  - Explaining the isolationist debate as it evolved from the 1920s to the bombing of Pearl Harbor and the subsequent change in United States' foreign policy
  - Identifying roles of significant World War II leaders  
Examples: Franklin D. Roosevelt, Harry S. Truman, Dwight D. Eisenhower, George S. Patton, Sir Winston Churchill, Bernard Montgomery, Joseph Stalin, Benito Mussolini, Emperor Hirohito, Hedeki Tōjō, Erwin Rommel, Adolf Hitler
  - Evaluating the impact of the Munich Pact and the failed British policy of appeasement resulting in the invasion of Poland
- **9 - Describe the significance of major battles, events, and consequences of World War II campaigns, including North Africa, Midway, Normandy, Okinawa, the Battle of the Bulge, Iwo Jima, and the Yalta and Potsdam Conferences.**
  - Locating on a map or globe the major battles of World War II and the extent of the Allied and Axis territorial expansion
  - Describing military strategies of World War II, including blitzkrieg, island-hopping, and amphibious landings
  - Explaining reasons for and results of dropping atomic bombs on Japan
  - Explaining events and consequences of war crimes committed during World War II, including the Holocaust, the Bataan Death March, the Nuremberg Trials, the post-war Universal Declaration of Human Rights, and the Genocide Convention
- **10 - Describe the impact of World War II on the lives of American citizens, including wartime economic measures, population shifts, growth in the middle class, growth of industrialization, advancements in science and technology, increased wealth in the African-American community, racial and ethnic tensions,**

## SUPPORTING STANDARDS

- **7 - Explain strengths and weaknesses of the New Deal in managing problems of the Great Depression through relief, recovery, and reform programs, including the Tennessee Valley Authority (TVA), the Works Progress Administration (WPA), the Civilian Conservation Corps (CCC), and the Social Security Act.**
  - Analyzing conditions created by the Dust Bowl for their impact on migration patterns during the Great Depression

**Servicemen’s Readjustment Act of 1944 (G. I. Bill of Rights), and desegregation of the military.**

- **Describing Alabama’s participation in World War II, including the role of the Tuskegee Airmen, the Aliceville Prisoner of War (POW) camp, growth of the Port of Mobile, production of Birmingham steel, and the establishment of military bases**

<b>KNOWLEDGE (students need to know):</b>	<b>SKILLS (students need to be able to do):</b>	<b>BLOOM’S TAXONOMY</b>	<b>QUAD</b>	<b>ACT</b>
The events that lead to World War II.		Evaluating	B- Application	
The impact of political movements such as fascism, Nazism, and communism on conflicts in Europe.		Understanding	C- Assimilation	
The effects of isolationism, including the debate about United States isolationism and changes in attitudes after Pearl Harbor.		Analyzing	B- Application	
Roles of significant World War II leaders, including Franklin D. Roosevelt, Harry S. Truman, Dwight D. Eisenhower, George S. Patton, Sir Winston Churchill, Bernard Montgomery, Joseph Stalin, Benito Mussolini, Emperor Hirohito, Hedeki Tōjō, Erwin Rommel, Adolf Hitler.		Understanding	C- Assimilation	
The impact of the Munich Pact and the failed British policy of appeasement resulting in the invasion of Poland.		Analyzing	D- Adaption	
	Integrate and evaluate multiple sources of information presented in diverse formats and media.	Evaluating	B- Application	
	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information related to historical events	Evaluating	C- Assimilation	
	Read and comprehend historical texts independently and proficiently on various	Analyzing	D- Adaption	

	topics related to events that led to WWII and the effect of those events on American foreign policy today.			
Major battles, events, and consequences of World War II campaigns.		Understanding	B- Application	
The location on a map of major battles of WWII and the territorial claims of the different WWII powers.		understanding	C- Assimilation	
Military strategies used in WWII.		Evaluating	D- Adaption	
Reasons for and results of dropping atomic bombs on Japan.		Evaluating	B- Application	
Events, incidents, and consequences of war crimes committed during WWII.		Understanding	B- Application	
	Locate specific points on a map and identify political, social, and geographic changes that occurred during or as a result of a historical event.	Understanding	C- Assimilation	
	Integrate and evaluate multiple sources of information presented in diverse formats and media.	Evaluating	B- Application	
	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information related to historical events.	Evaluating	B- Application	
	Read and comprehend historical texts independently and proficiently on various topics related to events that led to WWII and the effect of those events on American foreign policy today.	Analyzing	B- Application	
The impact of WWII on national economic issues.		Analyzing	B- Application	
Population shifts that occurred as a result of WWII.		Analyzing	D- Adaption	



<b>Social changes in the nation, including the growth of the middle class.</b>		<b>Understanding</b>	<b>B- Application</b>	
<b>The growth of industrialization in the nation and the impact of this growth.</b>		<b>Analyzing</b>	<b>B- Application</b>	
<b>Advancements in science and technology and the lasting impact of these advancements.</b>		<b>Understanding</b>	<b>B- Application</b>	
<b>Changes in racial dynamics, including increased wealth in the African-American community, desegregation of the military, and changes in the racial and ethnic tensions in the nation.</b>		<b>Understanding</b>	<b>C- Assimilation</b>	
<b>Political actions that impacted the effects of the war, including the Servicemen's Readjustment Act of 1944.</b>		<b>Understanding</b>	<b>D- Adaption</b>	
<b>Alabama's participation in WWII, including the role of Tuskegee Airmen, Aliceville Prisoner of War camp, the growth of the Port of Mobile, production of Birmingham steel, and the establishment of military bases.</b>		<b>Understanding</b>	<b>B- Application</b>	
	<b>Integrate and evaluate multiple sources of information presented in diverse formats and media.</b>	<b>Evaluating</b>	<b>D- Adaption</b>	
	<b>Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information related to historical events.</b>	<b>Evaluating</b>	<b>C-Assimilation</b>	
	<b>Read and comprehend historical texts independently and proficiently on various topics related to events that led to WWII and the effect of those events on American foreign policy today.</b>	<b>Analyzing</b>	<b>B- Application</b>	

## KEY COMPONENTS

<p><b>LEARNING TARGETS (incremental learning target by week)</b></p> <p><b>Week 1: Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• There were many events and policies leading up to WWII.</li> </ul> <p><b>Week 2: Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• There were many key events and battles of WWII that had an impact on the outcome of the war, and the relationships between countries in the post-war world.</li> </ul> <p><b>Week 3: Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• There was a significant domestic impact from WWII with lasting effects on the political, social, and economic environment of the United States.</li> </ul>	<p><b>KEY VOCABULARY</b></p> <ul style="list-style-type: none"> <li>• George Marshall</li> <li>• A. Philip Randolph</li> <li>• Manhattan Project</li> <li>• Office of Price Administration</li> <li>• War Production Board</li> <li>• Rationing</li> <li>• Dwight D. Eisenhower</li> <li>• D-Day</li> <li>• Omar Bradley</li> <li>• George Patton</li> <li>• Battle of the Bulge</li> <li>• Harris S. Truman</li> </ul>	<ul style="list-style-type: none"> <li>• Battle of the Bulge</li> <li>• Douglas MacArthur</li> <li>• Battle of Midway</li> <li>• Kamikaze</li> <li>• J. Robert Oppenheimer</li> <li>• Hiroshima</li> <li>• Nagasaki</li> <li>• Nuremberg Trials</li> <li>• G.I. Bill of Rights</li> <li>• Internment</li> <li>• Japanese American Citizens League</li> </ul>
<p><b>ESSENTIAL QUESTION(S)</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>PRIOR KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	
<p><b>FORMATIVE ASSESSMENT</b></p>	<p><b>SUMMATIVE ASSESSMENT</b></p>	
<p><b>ACTIVITIES &amp; RESOURCES</b></p>		
<p><b>RTI</b></p>	<p><b>EXTENSION OPPORTUNITIES</b></p>	

**UNIT 7: The Cold War**

**DURATION: 3 weeks**

**CONTENT STANDARDS**

**PRIORITY STANDARDS**

- **11 - Describe the international role of the United States from 1945 through 1960 relative to the Truman Doctrine, the Marshall Plan, the Berlin Blockade, and the North Atlantic Treaty Organization (NATO).**
  - Describing Cold War policies and issues, the domino theory, McCarthyism, and their consequences, including the institution of loyalty oaths under Harry S. Truman, the Alger Hiss case, the House Un-American Activities Committee, and the execution of Julius and Ethel Rosenberg Examples: G.I. Bill of Rights, consumer economy, Sputnik, rock and roll, bomb shelters, Federal-Aid Highway Act
  - Locating areas of conflict during the Cold War from 1945 to 1960, including East and West Germany, Hungary, Poland, Cuba, Korea, and China
- **13 - Trace the course of the involvement of the United States in Vietnam from the 1950s to 1975, including the Battle of Dien Bien Phu, the Gulf of Tonkin Resolution, the Tet Offensive, destabilization of Laos, secret bombings of Cambodia, and the fall of Saigon.**
  - Locating on a map or globe the divisions of Vietnam, the Ho Chi Minh Trail, and major battle sites
  - Describing the creation of North and South Vietnam

**SUPPORTING STANDARDS**

- **12 - Describe major initiatives of the John F. Kennedy and Lyndon B. Johnson Administrations. Examples: President Kennedy—New Frontier President Johnson—Great Society**
  - Describing Alabama’s role in the space program under the New Frontier Examples: National Aeronautics and Space Administration (NASA), space race, satellites
  - Describing major foreign events and issues of the John F. Kennedy Administration, including construction of the Berlin Wall, the Bay of Pigs invasion, and the Cuban missile crisis
- **15 - Describe changing social and cultural conditions in the United States during the 1950s, 1960s, and 1970s.**
  - Examples: economic impact on the culture, feminist movement, recession, Arab oil embargo, technical revolution
- **16 - Describe significant foreign and domestic issues of presidential administrations from Richard M. Nixon to the present.**
  - Examples: Nixon’s policy of détente; Cambodia; Watergate scandal; pardon of Nixon; Iranian hostage situation; Reaganomics; Libyan crisis; end of the Cold War; Persian Gulf War; impeachment trial of William “Bill” Clinton; terrorist attack of September 11, 2001; Operation Iraqi Freedom; war in Afghanistan; election of the first African-American president, Barack Obama; terrorism; global warming; immigration

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM’S TAXONOMY	QUAD	ACT
The international role of the United States from 1945 through 1960.		Understanding	B- Application	
Important events, policies, and issues such as the Truman Doctrine, the Marshall Plan, the Berlin Blockade, and the North Atlantic Treaty Organization, the domino theory, Sputnik and the beginning of the space		Analyzing	B- Application	

race, and the consequences of each.				
Important domestic events, policies, and issues such as McCarthyism, the institution of loyalty oaths, the Alger Hiss case, the House Un-American Activities Committee, the execution of Julius and Ethel Rosenberg, the G.I. Bill of Rights, growth in the consumer economy, rock and roll, bomb shelters, Federal-Aid Highway Act and the consequences of each.		Analyzing	C- Assimilation	
Location of areas of conflict during the Cold War.		Understanding	D- Adaption	
	Locate specific points on a map and identify political, social, and geographic changes that occurred during or as a result of a historical event.	Understanding	B- Application	
	Integrate and evaluate multiple sources of information presented in diverse formats and media.	Evaluating	B- Application	
	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information related to historical events.	Evaluating	A- Assimilation	
	Read and comprehend historical texts independently and proficiently on various topics related to historical events.	Understanding	A- Assimilation	
Major events of the Vietnam Conflict after the United States became involved in the conflict, including the Battle Dien Bien Phu, the Gulf of Tonkin Resolution, the Tet Offensive, the destabilization of Laos, secret bombings of Cambodia, and the fall of Saigon.		Evaluating	B- Application	
Location of major areas, events, and battles in the Vietnam Conflict.		Understanding	D- Adaption	

Details of the creation of North and South Vietnam.		Understanding	B- Application	
	Locate specific points on a map and identify political, social, and geographic changes that occurred during or as a result of a historical event.	Understanding	B- Application	
	Integrate and evaluate multiple sources of information presented in diverse formats and media.	Evaluating	C- Assimilation	
	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information related to historical events	Evaluating	D- Adaption	
	Read and comprehend historical texts independently and proficiently on various topics related to historical events.	Analyzing		

#### KEY COMPONENTS

<p><b>LEARNING TARGETS (incremental learning target by week)</b></p> <p><b>Week 1: Students should be able to:</b></p> <ul style="list-style-type: none"> <li>The United States played an important international role from 1945 through 1960, including domestic and foreign policies and actions related to this expanded role and the Cold War.</li> </ul> <p><b>Week 2: Students should be able to:</b></p> <ul style="list-style-type: none"> <li>The Vietnam Conflict and the United State's role in the conflict had significant effects on the nation.</li> </ul>	<p><b>KEY VOCABULARY</b></p> <ul style="list-style-type: none"> <li>United Nations</li> <li>Satellite Nations</li> <li>Containment</li> <li>Cold War</li> <li>Truman Doctrine</li> <li>Cold War</li> <li>Truman Doctrine</li> <li>Marshall Plan</li> <li>Berlin Aircraft</li> <li>North Atlantic Treaty Organization (NATO)</li> <li>Chiang Kai-Shek</li> <li>Mao Zedong</li> <li>38th Parallel</li> <li>Taiwan</li> <li>Korean War</li> </ul>	<ul style="list-style-type: none"> <li>House Un-American Activities</li> <li>Hollywood Ten</li> <li>Alger Hiss</li> <li>Ethel and Julius Roenberg</li> <li>Joseph McCarthy</li> <li>McCarthyism</li> <li>H-Bomb</li> <li>Dwight D. Eisenhower</li> <li>John-Foster Dulles</li> <li>Brinkmanship</li> <li>Eisenhower Doctrine</li> <li>Kikita Khrushchev</li> <li>Francis Gary Powers</li> <li>U-2 Incident</li> </ul>
<p><b>ESSENTIAL QUESTION(S)</b></p> <ul style="list-style-type: none"> <li></li> </ul>	<p><b>PRIOR KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li></li> </ul>	

<b>FORMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>

<b>ACTIVITIES &amp; RESOURCES</b>
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<b>RTI</b>	<b>EXTENSION OPPORTUNITIES</b>
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## CONTENT STANDARDS

## PRIORITY STANDARDS

- **12 - Describe major initiatives of the John F. Kennedy and Lyndon B. Johnson Administrations. Examples: President Kennedy—New Frontier President Johnson—Great Society**
  - Describing Alabama’s role in the space program under the New Frontier Examples: National Aeronautics and Space Administration (NASA), space race, satellites
  - Describing major foreign events and issues of the John F. Kennedy Administration, including construction of the Berlin Wall, the Bay of Pigs invasion, and the Cuban missile crisis
- **14 - Trace events of the modern Civil Rights Movement from post-World War II to 1970 that resulted in social and economic changes, including the Montgomery Bus Boycott, the desegregation of Little Rock Central High School, the March on Washington, Freedom Rides, the Sixteenth Street Baptist Church bombing, and the Selma-to-Montgomery March.**
  - Tracing the federal government’s involvement in the modern Civil Rights Movement, including the abolition of the poll tax, the nationalization of state militias, Brown versus Board of Education in 1954, the Civil Rights Acts of 1957 and 1964, and the Voting Rights Act of 1965
  - Explaining contributions of individuals and groups to the modern Civil Rights Movement, including Martin Luther King, Jr.; James Meredith; Medgar Evers; Thurgood Marshall; the Southern Christian Leadership Conference (SCLC); the Student Nonviolent Coordinating Committee (SNCC); the Congress of Racial Equality (CORE); the National Association for the Advancement of Colored People (NAACP); and the civil rights foot soldiers
  - Appraising contributions of persons and events in Alabama that influenced the modern Civil Rights Movement, including Rosa Parks, Autherine Lucy, John Patterson, George C. Wallace, Vivian Malone Jones, Fred Shuttlesworth, the Children’s March, and key local persons and events
  - Describing the development of a Black Power movement, including the change in focus of the SNCC, the rise of Malcolm X, and Stokely Carmichael and the Black Panther

## SUPPORTING STANDARDS

- **1 - Explain the transition of the United States from an agrarian society to an industrial nation prior to World War I.**
  - Interpreting the impact of change from workshop to factory on workers’ lives, including the New Industrial Age from 1870 to 1900, the American Federation of Labor-Congress of Industrial Organizations (AFL-CIO), the Industrial Workers of the World (IWW), the Pullman Strike, the Haymarket Square Riot, and the impact of John D. Rockefeller, Andrew Carnegie, Samuel Gompers, Eugene V. Debs, A. Philip Randolph, and Thomas Alva Edison

<ul style="list-style-type: none"> <li>○ <b>movement</b></li> <li>○ <b>Describing the economic impact of African-American entrepreneurs on the modern Civil Rights Movement, including S. B. Fuller and A. G. Gaston</b></li> <li>● <b>15 - Describe changing social and cultural conditions in the United States during the 1950s, 1960s, and 1970s.</b> <ul style="list-style-type: none"> <li>○ <b>Examples: economic impact on the culture, feminist movement, recession, Arab oil embargo, technical revolution</b></li> </ul> </li> </ul>	
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KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Major initiatives of the John F. Kennedy Administration. Example: the New Frontier.		Evaluating	B- Application	
Major initiatives of the Lyndon B. Johnson Administration. Example: the Great Society.		Evaluating	C- Assimilation	
Major foreign events and issues of the John F. Kennedy Administration, including construction of the Berlin Wall, the Bay of Pigs invasion, and the Cuban missile crisis.		Evaluating	D- Adaption	
Alabama's role in the space program under the New Frontier. Examples: National Aeronautics and Space Administration (NASA), space race, satellites.		understanding	C- Assimilation	
	Integrate and evaluate multiple sources of information presented in diverse formats and media.	Evaluating	B- Application	
	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information related to historical events.	Evaluating	D- Adaption	
	Read and comprehend historical texts independently and proficiently on various topics related to historical events.	analyzing	B- Application	



The conditions that were conducive to the creation of social and cultural movements during the 1950s-1970s, including the feminist movement, technical revolution, Chicano movement, Women's Movement, American Indian Movement, environmentalism, and the counterculture movement.		Evaluating	B- Application	
Social and cultural movements in the United States of the 1950s-1970s.		understanding	D- Adaption	
	Integrate and evaluate multiple sources of information presented in diverse formats and media.	Evaluating	C- Assimilation	
	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information related to historical events.	Evaluating	B- Application	
	Read and comprehend historical texts independently and proficiently on various topics related to historical events.	Understanding	D- Adaption	

#### KEY COMPONENTS

<p><b>LEARNING TARGETS (incremental learning target by week)</b></p> <p><b>Week 1: Students should be able to:</b></p> <ul style="list-style-type: none"> <li>The domestic and foreign policies and major events of John F. Kennedy and Lyndon B. Johnson Administrations had lasting impacts on the nation.</li> </ul> <p><b>Week 2: Students should be able to:</b></p> <ul style="list-style-type: none"> <li>The social and cultural conditions in the United States during the 1950s, 1960, and 1970s changed significantly.</li> </ul>	<p><b>KEY VOCABULARY</b></p> <ul style="list-style-type: none"> <li>Thurgood Marshall</li> <li>Brown v Board of Education Topeka Kansas</li> <li>Rosa Parks</li> <li>Martin Luther King Jr.</li> <li>Student Nonviolent Coordinating</li> <li>Sit-In</li> <li>Freedom Riders</li> <li>Medger Evers</li> <li>Civil Rights of 1964</li> </ul>	<ul style="list-style-type: none"> <li>Voting Rights Act of 1965</li> <li>De Facto Segregation</li> <li>Malcolm X</li> <li>Nation of Islam</li> <li>Stokley Carmichael</li> <li>Black Power</li> <li>Black Panthers</li> <li>Civil Rights Act of 1968</li> <li>Affirmative Action</li> <li>Coretta Scott King</li> </ul>
<p><b>ESSENTIAL QUESTION(S)</b></p> <ul style="list-style-type: none"> <li></li> </ul>	<p><b>PRIOR KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li></li> </ul>	

<b>FORMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>

<b>ACTIVITIES &amp; RESOURCES</b>
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<b>RTI</b>	<b>EXTENSION OPPORTUNITIES</b>
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**UNIT 9: Contemporary America**

**DURATION: 5 weeks**

**CONTENT STANDARDS**

**PRIORITY STANDARDS**

- **16 - Describe significant foreign and domestic issues of presidential administrations from Richard M. Nixon to the present.**
  - **Examples: Nixon’s policy of détente; Cambodia; Watergate scandal; pardon of Nixon; Iranian hostage situation; Reaganomics; Libyan crisis; end of the Cold War; Persian Gulf War; impeachment trial of William “Bill” Clinton; terrorist attack of September 11, 2001; Operation Iraqi Freedom; war in Afghanistan; election of the first African-American president, Barack Obama; terrorism; global warming; immigration**

**SUPPORTING STANDARDS**

- **1 - Explain the transition of the United States from an agrarian society to an industrial nation prior to World War I.**
  - **Interpreting the impact of change from workshop to factory on workers’ lives, including the New Industrial Age from 1870 to 1900, the American Federation of Labor-Congress of Industrial Organizations (AFL-CIO), the Industrial Workers of the World (IWW), the Pullman Strike, the Haymarket Square Riot, and the impact of John D. Rockefeller, Andrew Carnegie, Samuel Gompers, Eugene V. Debs, A. Philip Randolph, and Thomas Alva Edison**

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM’S TAXONOMY	QUAD	ACT
Key foreign and domestic events during the presidential administrations from Richard M. Nixon to the present.		evaluating	B- Application	
	Locate specific points on a map and identify political, social, and geographic changes that occurred during or as a result of a historical event.	Understanding	B- Application	
	Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information related to historical events.	Evaluating	B- Application	
	Read and comprehend historical texts independently and proficiently on various topics related to historical events.	Understanding	D- Adaption	
	Integrate and evaluate multiple sources of information presented in diverse formats and media.	Evaluating	B- Application	

**KEY COMPONENTS**

<p><b>LEARNING TARGETS (incremental learning target by week)</b>  <b>Week 1: Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• There were many importance and impact of significant foreign and domestic issues of presidential administrations from Richard M. Nixon to the present.</li> </ul>	<p><b>KEY VOCABULARY</b></p> <ul style="list-style-type: none"> <li>• Richard M. Nixon</li> <li>• New Federalism</li> <li>• Revenue Sharing</li> <li>• Stagflation</li> <li>• OPEC (Organization of Petroleum Exporting Countries)</li> <li>• Family Assistance Plan</li> <li>• Southern Strategy</li> <li>• Stagflation</li> <li>• Impeachment</li> </ul>	<ul style="list-style-type: none"> <li>• Watergate</li> <li>• John Mitchell</li> <li>• Saturday Night Massacre</li> <li>• Gerald R. Ford</li> <li>• Jimmy Carter</li> <li>• Human Rights Accords</li> <li>• Rachel Carson</li> <li>• Earth Day</li> <li>• Environmental Protection Agency</li> <li>• Environmentalist</li> </ul>
<p><b>ESSENTIAL QUESTION(S)</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>PRIOR KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	
<p><b>FORMATIVE ASSESSMENT</b></p>	<p><b>SUMMATIVE ASSESSMENT</b></p>	
<p><b>ACTIVITIES &amp; RESOURCES</b></p>		
<p><b>RTI</b></p>	<p><b>EXTENSION OPPORTUNITIES</b></p>	