

Black Horse Pike Regional School District

Where inspiring excellence is our standard and student achievement is the result.

Western Studies / US History II Course Syllabus

Updated: June 2024

Course Overview:

This course combines the curricula of both British Literature and American History from the turn of the 20th century to our current times of global interdependence. This class will provide students with the knowledge and skills required to analyze how past and present interactions of people, cultures and the environment shape the American heritage. Class time involves teacher-guided lecture, discussion, collaborative learning activities, problem solving, writing activities, and creative projects. Emphasis will be placed upon the development of the skills needed to succeed in the future, such as organization, study skills and public speaking. The class strives to meet the New Jersey Student Learning Standards' mission of providing learners with the opportunity of inquiry based learning that helps them "produce and critically consume information in our global society."

The course content below follows the [New Jersey Student Learning Standards for Social Studies](#).

Course Content and Outline:		
Course Units	Topics & Timeline	NJSLS
Unit 1: Early 20th Century American Life	Immigration Urbanization Progressive Era *September - 1st Week October	6.1.12.GeoPP.5.a; 6.1.12.HistoryUP.5.a 6.1.12.CivicsDP.5.a; 6.1.12.HistoryCC.5.a; 6.3.12.HistoryCA.1 6.1.12.HistoryUP.5.a 6.1.12.GeoHE.5.a 6.1.12.GeoHE.5.a; 6.1.12.EconEM.5.a 6.1.12.EconEM.5.a; 6.1.12.CivicsPR.6.a 6.1.12.CivicsDP.6.a; 6.1.12.HistoryCC.6.d 6.1.12.CivicsDP.6.b 6.1.12.HistoryCC.5.a; 6.3.12.CivicsHR.1 6.1.12.CivicsPR.6.a 6.1.12.CivicsPR.6.a; 6.1.12.HistoryCC.6.c 6.1.12.CivicsPR.6.a
Unit 2: Becoming a World Power	Imperialism WWI	6.1.12.GeoGM.6.a 6.1.12.HistoryCC.6.c 6.1.12.HistoryCC.6.c;

	*October - 1st Week of November	6.1.12.HistoryCA.6.a 6.1.12.HistoryCC.6.c 6.1.12.HistoryCC.6.c; 6.1.12.EconNE.6.a 6.1.12.HistoryCA.7.b; 6.1.12.HistoryCA.7.c 6.1.12.HistoryCA.7.b 6.1.12.CivilcsDP.7.a; 6.1.12.HistoryCA.7.a 6.1.12.EconNM.7.a 6.1.12.HistoryCC.7.a 6.1.12.HistoryUP.7.a
Unit 3: Economic Rise, Collapse and Recovery	1920's Great Depression New Deal *November - December	6.1.12.HistoryCC.8.c 6.1.12.HistoryCC.8.c 6.1.12.CivicsHR.8.a 6.1.12.CivicsHR.8.a 6.1.12.EconNM.8.a 6.1.12.HistoryCC.8.a 6.1.12.A.CivicsPR.9.a 6.1.12.HistoryCA.9.a 6.1.12.EconNE.9.d 6.1.12.HistoryUP.9.a 6.1.12.EconNM.10.b 6.1.12.GeoHE.8.a 6.1.12.GeoHE.9.a 6.1.12.Geo.HE.10.a 6.1.12.EconNM.10.a 6.1.12.CivicsPR.10.b 6.1.12.CivicsPR.10.a 6.1.12.EconNM.10.a 6.1.12.EconEM.10.a 6.1.12.HistoryCA.10.b
Unit 4: Global Conflict & Domestic Transformation	WWII Postwar Economic Boom *January	6.1.12.HistoryCA.11.b 6.1.12.HistoryCC.11.b 6.1.12.HistoryCC.11.a 6.1.12.CivicsDP.11.a 6.1.12.CivicsHR.11.a; 6.1.12.HistoryCC.11.d 6.1.12.HistoryCC.11.c 6.1.12.HistoryCC.11.a 6.1.12.EconET.11.a; 6.1.12.EconNM.11.a 6.1.12.EconEM.12.a; 6.1.12.EconNE.13.a 6.1.12.EconNE.12.a; 6.1.12.EconEM.12.a 6.1.12.GeoPP.13.a; 6.1.12.GeoPP.13.b
Unit 5: New Conflicts for a New Generation	Cold War Foreign Policy 1950's Red Scare - Vietnam Truman, Eisenhower, JFK, LBJ *February	6.1.12.HistoryCC.12.e 6.1.12.HistoryCC.12.a 6.1.12.HistorySE.12.b 6.1.12.EconEM.12.a 6.1.12.EconNE.12.a

		6.1.12.HistoryCC.12.c 6.1.12.HistoryCC.12.d 6.1.12.HistoryCC.12.e 6.1.12.HistoryUP.13.a 6.1.12.HistorySE.12.a
Unit 6: An Era of Social Change	Civil Rights Movement Activism *March - 1st Week of April	6.1.12.HistoryCC.13.c 6.1.12.CivicsDP.13.a 6.1.12.CivicsPI.14.c 6.1.12.EconEM.13.a 6.1.12.HistoryCC.13.1 6.1.12.EconNE.13.a 6.1.12.EconNE.13.b 6.1.12.CivicsDP.13.a 6.1.12.HistoryCC.13.d 6.1.12.HistoryCC.12.b 6.1.12.HistorySE.13.a 6.1.12.GeoHE.13.a 6.1.12.HistoryUP.13.a
Unit 7: A New Political Era	Conservative Revolution Clinton and the 1990's *April	6.1.12.CivicsPR.15.a 6.1.12.CivicsPI.14.b; 6.1.12.CivicsPI.14.c; 6.1.12.CivicsPI.14.d 6.1.12.CivicsPI.14.a; 6.1.12.CivicsDP.14.a 6.1.12.HistorySE.15.a; 6.1.12.HistorySE.15.c 6.1.12.HistoryCC.14.e 6.1.12.CivicsPI.14.a; 6.1.12.CivicsPD.14.a 6.1.12.EconNE.14.a; 6.1.12.EconNE.14.b 6.1.12.CivicsPR.15.a 6.1.12.HistorySE.14.b; 6.1.12.EconNE.16.a 6.1.12.HistorySE.15.b; 6.1.12.HistorySE.15.c
Unit 8: America in the 21st Century	Presidencies of George W. Bush and Barack Obama The World Economy *May - June	6.1.12.EconNE.15.a 6.1.12.EconGE.16.a 6.1.12.EconNE.16.b 6.1.12.CivicsPI.12.b 6.1.12.CivicsPI.12.c 6.1.12.CivicsPI.12.d 6.1.12.HistoryCA.14.a 6.1.12.HistoryCC.14.c 6.1.12.HistoryCC.14.e 6.1.12.HistoryCC.14.d 6.1.12.HistoryCC.14.d 6.1.12.GeoNE.14.a 6.1.12.EconET.14.a 6.1.12.EconET.14.b 6.1.12.GeoHE.14.a 6.1.12.CivicsDP.14.a 6.1.12.HistorySE.14.a

Course Expectations and Skills

1. Develop literacy in civics as it is reflected in the governmental systems of global history.
2. Actively engage in studying current events.
3. Consider multiple perspectives to evaluate issues of the past and today.
4. Analyze and interpret historical events of the past in light of contemporary history.
5. Develop critical thinking skills, which enable students to function as lifelong learners and to examine and evaluate issues of importance to the modern world.
6. Develop skills in reading comprehension, research, communication and technology.
7. Gain practice to succeed on standardized testing such as ACT, SAT, and PARCC.
8. Maintain an organized notebook or portfolio of notes and work collected throughout the year.
9. Develop skills in Cornell note-taking and outlining, guided practice and repetition.
10. Utilize technology to refine 21st century skills through database research and multimedia presentations.

Materials Needed

- Chromebook
- Notebook and/or three-ring binder with lined paper
- Daily planner/Student organizer
- Pen or pencil

Resources

Textbook: *United States History* (Pearson 2016)

Grading Scale

Students will earn their grades based on the following categories of assignments:

- Major Assessments: 35%
- Minor Assessments: 25%
- Classwork/Participation: 40%

Teacher Information

TBA

Black Horse Pike Regional School District

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Western Studies

Unit # 1: Early 20th Century American Life

Updated: June 2024

Unit Overview:

This unit is designed to teach students about the transformation of the United States between 1890 and 1920 at the domestic level. The nation's population greatly expanded due to an influx of immigrants from Eastern Europe and Asia in search of the “American Dream.” The American Dream for many of these immigrants included access to voting rights, work opportunities, better education, and access to general freedoms that were denied in their homelands. American cities grew rapidly as immigrants, African-Americans from the Jim Crow South, and rural farmers sought jobs in industrial factories. However, the transformation of the American population and economy was not without cost, as various social issues became glaring concerns including poor urban living conditions, a denial of workers rights, concerns over racial segregation, and child welfare.

Progressive reformers attempted to resolve the issues they observed, although progressives were not always unified in their beliefs. Generally they promoted the formation of unions, urged legal reform at various levels of government, and pushed for an expansion in voting rights and accountability in government. Some Progressives also sought to improve the civil rights of African Americans and women. The Progressive Movement changed the way citizens viewed the role of government and laid a foundation for further government expansions during the later 20th century.

Essential Questions

1. What are the push/pull factors that influence populations to move?
2. What unique problems often arise from urban expansion?
3. What responsibility does the government/society have to ensure a basic standard of living for citizens of a country?
4. How does technological change influence the economy and people's daily lives?
5. How do racial biases and prevailing attitudes influence social issues and their resolutions?

Enduring Understandings

1. Immigration has an impact on cultural values, labor relations, urbanization, and can result in bias between ethnic and social groups.
2. Advances in technology influences business practices, transportation, consumer demand and results in changing the lives of the American public.
3. Progressive reforms result in government efforts to address problems created by industrialization, immigration, and society prejudice.
4. Varying opinions about the role of government in a democratic/capitalist country is an ongoing debate.
5. Race and culture have played a key role in the creation of social issues as well as the way they have been handled.

Unit Learning Targets/Goals/Outcomes:

Learning Target	NJSLs -Social Studies
<ol style="list-style-type: none"> 1. Explain the push and pull factors leading immigrants to America. 2. Describe the challenges immigrants faced while building a new life in America. 3. Compare and contrast the “new” and “old” immigrants. 4. Assess the impact of rapid urbanization. 5. Explain how new technologies had an impact on city life. 6. Examine the goals of Progressive reform. 7. Evaluate the ways women organized to change government and expand voting rights, including the ratification of the 19th Amendment. 8. Describe the political organizations formed by African Americans to promote civil rights. 9. Assess the role of labor unions in advocating for workers’ rights. 10. Analyze the role journalists played in the Progressive Movement. 11. Compare and contrast the progressive presidential policies of T. Roosevelt, Taft, and Wilson. 12. Assess the legacy of the Progressive Movement. 	<p>6.1.12.GeoPP.5.a; 6.1.12.HistoryUP.5.a 6.1.12.CivicsDP.5.a; 6.1.12.HistoryCC.5.a; 6.3.12.HistoryCA.1 6.1.12.HistoryUP.5.a 6.1.12.GeoHE.5.a 6.1.12.GeoHE.5.a; 6.1.12.EconEM.5.a 6.1.12.EconEM.5.a; 6.1.12.CivicsPR.6.a 6.1.12.CivicsDP.6.a; 6.1.12.HistoryCC.6.d 6.1.12.CivicsDP.6.b 6.1.12.HistoryCC.5.a; 6.3.12.CivicsHR.1 6.1.12.CivicsPR.6.a 6.1.12.CivicsPR.6.a; 6.1.12.HistoryCC.6.c 6.1.12.CivicsPR.6.a</p>

Unit Resources:

Instructional Strategies & Lesson Resources	Text Resources	Technology & Online Resources
<ul style="list-style-type: none"> ● Socratic Seminars <ul style="list-style-type: none"> ○ Themes from <i>The Jungle</i> ● Debates ● Analysis of primary and secondary sources <ul style="list-style-type: none"> ○ See Text Resources List ● Small group cooperative learning <ul style="list-style-type: none"> ○ Think-Pair-Share ○ Jigsaw activities ○ Projects ● Essays/Writing/DBQs <ul style="list-style-type: none"> ○ Determine whether the goals of the Progressive movement were met or not. ● Vocabulary ● Field Trips <ul style="list-style-type: none"> ○ New York City - 	<ul style="list-style-type: none"> ● <i>United States History</i> - Pearson 2016 ● Primary source documents of immigrants ● Selections from <i>How the Other Half Lives</i> - Jacob Riis ● Selections from <i>The Jungle</i> - Upton Sinclair ● Teddy Roosevelt Speech, “The Man With the Muckrake” ● Booker T. Washington Speech, “Atlanta Exposition Address” ● Red Record of Lynching - US House of Representatives ● Newspaper and magazine articles to highlight current events ● Chinese Exclusion Act 	<ul style="list-style-type: none"> ● Stanford History Education Group - Progressive Era ● Gilder Lehrman Institute of American History - The Progressive Era to the New Era (1900-1929) ● Bill of Rights Institute - Gilded Age and Progressive Era ● Teaching American History - Progressive Era Toolkit

<p>Lower East Side, Ellis Island and Park Tour</p> <ul style="list-style-type: none"> ● Authentic Assessment Projects <ul style="list-style-type: none"> ○ Urban Planning Project ○ Progressive Letter Project ○ Tracing Your Family History Project <p>Unit 1 Lesson Resources Folder</p>	<p>(1882) - Immigration Act of 1924</p>	
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List of Accommodations and Modifications

[Special Education](#)

[504 Students](#)

[At Risk Students](#)

[MLL](#)

[Gifted and Talented](#)

Interdisciplinary Connections

Language Arts:

- RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
- RI.IT.11–12.3. Analyze the impact of an author’s choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.
- RI.TS.11–12.4. Evaluate the author’s choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.PP.11–12.5. Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
- RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
- RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.
- RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

- W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
- W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).
- W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

Math:

- S-ID.A.1 Represent data with plots on the real number line (dot plots, histograms, and box plots)
- S-ID.C.9 Distinguish between correlation and causation.
- S-IC.A.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population.
- S-IC.B.6 Evaluate reports based on data (e.g. interrogate study design, data sources, randomization, the way the data are analyzed and displayed, inferences drawn and methods used; identify and explain misleading uses of data; recognize when arguments based on data are flawed)

Art

- VA.K-2.1.5.2.R: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.

Technology and 21st Century Themes & Skills

- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.

Computer Science

- 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
- 8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.

Assessments:	
Formative	Summative
<ul style="list-style-type: none"> - Vocabulary - Warm Up activities - Reading the textbook and note taking - EdPuzzles 	Quizzes: <ul style="list-style-type: none"> ● Immigration ● Urbanization ● Progressive Era

<ul style="list-style-type: none"> - Socratic Seminars - Critical analysis of primary and secondary sources with guided questions - Graphic organizers - DBQ - Progressive Letter Assignment - writing on a modern issue 	<p>Unit Test Benchmark Test</p>
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State Mandates and Resources
<ul style="list-style-type: none"> • New Jersey Student Learning Standards • Career Readiness, Life Literacies, and Key Skills <ul style="list-style-type: none"> • Amistad Law <ul style="list-style-type: none"> ◦ NJ Amistad Commission Interactive Curriculum • Holocaust Law <ul style="list-style-type: none"> ◦ NJ Commission on Holocaust Education Curriculum Guide and Materials • LGBT and Disabilities Law • Career Ready Practices (BHPRSD)

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Western Studies
Unit # 2: Becoming A World Power

Updated: June 2024

Unit Overview:
<p>By the 1890's, the United States sought to expand its influence both economically and militarily. The nation</p>

successfully acquired overseas territories through conflict with Spain and could for the first time claim an empire like its European peers. However, the idea of imperialism was debated domestically - some citizens saw it as a way to grow on the world stage while others saw it as a policy of hypocrisy from a country founded on the principles of freedom. These debates were amplified during imperial conflict in the Philippines and during numerous interventions in Latin America. By 1910 the United States had begun to fully use its growing influence to exert control in the Western Hemisphere and its military power had grown to rival the nations of Europe..

The start of World War I accelerated the development of American world leadership, as it claimed to be the one great nation at peace. Though the nation vowed to remain neutral, it entered the war in 1917 to protect its allies and protect its commercial interests. American involvement in WWI helped ensure that the Allies won, and at the conclusion of the conflict the United States had established itself as a clear leader on the world stage.

Essential Questions	Enduring Understandings
<ol style="list-style-type: none"> 1. Was American expansion overseas justified? 2. What is the importance of gaining territories overseas? 3. Should the U.S. fight wars to make the world safe for democracy? 4. Should a democratic government tolerate dissent during a time of war or national crisis? 5. What characteristics make a nation “powerful”? 	<ol style="list-style-type: none"> 1. By expanding into overseas territory, the U.S. increased its economic and military power; however, it also increased domestic and international tensions. 2. The United States began to emerge as a world power after acquiring territories and influencing policy in East Asia and Latin America. 3. The United States pledged to fight for freedom and democracy for European nations during WWI. 4. The United States government increased its role in citizen’s personal lives through regulations, propaganda, and the draft in order to gain support for the war effort. 5. Nations achieve international power through various means, including military strength, economic accomplishment, and diplomacy.

Unit Learning Targets/Goals/Outcomes:

Learning Target	NJSLs -Social Studies
<ol style="list-style-type: none"> 1. Determine the role raw materials play in the rise of imperialism at the turn of the century. 2. Examine the impact of the Spanish American war in launching American imperialism. 3. Explain the arguments for and against imperialism. 4. Analyze the foreign policies of presidents McKinley, T. Roosevelt, Taft, and Wilson. 5. Determine the impact American imperialism had on the lives of the people who resided in newly acquired territories. 6. Understand the causes of WWI and why America tried to remain neutral in the earliest years of the war. 7. Explain why the U.S. entered WWI in 1917. 	<p>6.1.12.GeoGM.6.a 6.1.12.HistoryCC.6.c 6.1.12.HistoryCC.6.c; 6.1.12.HistoryCA.6.a 6.1.12.HistoryCC.6.c 6.1.12.HistoryCC.6.c; 6.1.12.EconNE.6.a 6.1.12.HistoryCA.7.b; 6.1.12.HistoryCA.7.c 6.1.12.HistoryCA.7.b 6.1.12.CivilcsDP.7.a; 6.1.12.HistoryCA.7.a 6.1.12.EconNM.7.a</p>

<ol style="list-style-type: none"> 8. Critique the effectiveness of U.S. efforts to promote patriotism and support for the war through propaganda. 9. Assess the impact the war had on varying groups, including African Americans and women. 10. Analyze Woodrow's Wilson's leadership during WWI, including the issues he raises in his Fourteen Points. 11. Determine why the United States does not ratify the Treaty of Versailles and join the League of Nations. 	<p>6.1.12.HistoryCC.7.a 6.1.12.HistoryUP.7.a</p>
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Unit Resources:		
Instructional Strategies & Lesson Resources	Text Resources	Technology & Online Resources
<ul style="list-style-type: none"> ● Socratic Seminars <ul style="list-style-type: none"> ○ Does the U.S. have a right to promote patriotism in times of war or national crisis? (Connection to the Sedition Act and <i>Schenck v. U.S</i>) ● Debates ● Analysis of primary and secondary sources <ul style="list-style-type: none"> ○ See Text Resources List ● Small group cooperative learning <ul style="list-style-type: none"> ○ Think-Pair-Share ○ Jigsaw activities ○ Projects ● Essays/Writing/DBQs <ul style="list-style-type: none"> ○ Evaluate whether or not American imperialism goes against American values of freedom and democracy. ● Vocabulary ● Authentic Assessment Projects <ul style="list-style-type: none"> ○ American Imperialism Map <ul style="list-style-type: none"> ■ Plotting locations and presenting 	<ul style="list-style-type: none"> ● <i>United States History</i> - Pearson 2016 ● Interview of President McKinley on the Philippines ● Newspaper articles on the Explosion of the U.S.S. Maine ● Political cartoons on the topic of imperialism ● Letters from soldiers in WWI ● Armenian Genocide informational text ● Four Minute Man propaganda speech ● WWI Propaganda posters ● Supreme Court Ruling; <i>Schenck v. U.S.</i> ● Woodrow Willson's Fourteen Points ● Newspaper and magazine articles to highlight current events ● "The Gentlemens' Agreement" 	<ul style="list-style-type: none"> ● Stanford History Education Group - American Imperialism ● Stanford History Education Group - WWI ● Gilder Lehrman Institute of American History - The Progressive Era to the New Era (1900-1929) ● NEH: EdSitement - The Birth of an American Empire ● NEH: EdSitement - U.S. Entry into WWI

<p style="text-align: center;">information in a Google Map</p> <ul style="list-style-type: none"> ○ WWI Time Capsule Project ○ WWI Propaganda Project <p>Unit 2 Lesson Resources Folder</p>		
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- S-ID.C.9 Distinguish between correlation and causation.
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- S-IC.B.6 Evaluate reports based on data (e.g. interrogate study design, data sources, randomization, the way the data are analyzed and displayed, inferences drawn and methods used; identify and explain misleading uses of data; recognize when arguments based on data are flawed)

Art

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Technology and 21st Century Themes & Skills

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- 8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.

Assessments:	
Formative	Summative
<ul style="list-style-type: none"> - Vocabulary - Warm Up activities - Reading the textbook and note taking - EdPuzzles - Socratic Seminars - Critical analysis of primary and secondary sources with guided questions - Graphic organizers - DBQ 	<p>Quizzes</p> <ul style="list-style-type: none"> • Imperialism • Causes of WWI • U.S. Involvement in WWI • U.S Homefront WWI <p>Unit Test Benchmark Test</p>

State Mandates and Resources

- [New Jersey Student Learning Standards](#)
- [Career Readiness, Life Literacies, and Key Skills](#)
 - [Amistad Law](#)
 - [NJ Amistad Commission Interactive Curriculum](#)
 - [Holocaust Law](#)
 - [NJ Commission on Holocaust Education Curriculum Guide and Materials](#)
 - [LGBT and Disabilities Law](#)
- [Career Ready Practices \(BHPRSD\)](#)

Black Horse Pike Regional School District

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Western Studies

Unit # 3: **Economic Rise, Collapse & Recovery**

Updated: June 2024

Unit Overview:

During the 1920s the United States' economy prospered as new technologies fueled a post-World War I consumer spending boom. These new technologies offered people a modern lifestyle that would have been unimaginable even a few generations prior, and access to easy credit allowed them to be within reach for an ever increasing number of Americans. The economic prosperity, while certainly concentrated in the cities and by no means evenly distributed among geographic regions or racial groups, earned the decade the title of "the Roaring Twenties."

Unfortunately, the economic prosperity was fueled by unsustainable business practices: the easy availability of credit, overproduction of goods, and a weak banking system left the nation vulnerable to an economic collapse. By 1930 the worst had happened, as a stock market crash and banking crisis went from bad to worse and triggered the Great Depression of the 1930s. Millions were left unemployed, life savings were erased, and consumer spending fell to all time lows. The Federal government initially responded to the Depression with minimal intervention, essentially leaving Americans to fend for themselves. Capitalism itself seemed to be at a crossroads.

By 1932 the American public was ready for a change in national direction and they elected Democratic candidate Franklin Delano Roosevelt to the presidency. FDR campaigned on a platform he termed the "New Deal:" a promise to use massive Federal power and spending to end the Depression and put Americans back to work. In his first term as president FDR passed landmark legislation aimed at ending the Depression through government action and creating a basic social safety net for the American public. While the success of this campaign in ending the Depression continues to be debated, it represented a massive change in the

relationship between the government and the American people that continues to influence daily life.

Essential Questions	Enduring Understandings
<ol style="list-style-type: none"> 1. What are the elements/phases of the economic “business” cycle? 2. How involved should a national or state government be in regulating the economy? 3. What fuels or creates economic prosperity and what causes economic recessions? 4. Should the government be tasked with providing a social safety net to its people during times of crisis? 5. How do economic conditions impact national politics? 6. What are the factors that impact changing attitudes about race, culture, and society over time? 	<ol style="list-style-type: none"> 1. Capitalist economies typically cycle through periods of growth and contraction in response to new conditions (new technologies, banking strength, war, etc.) 2. Governments can influence economic growth positively or negatively through their actions. 3. Causes of economic prosperity and economic recession continue to be debated by the public. 4. Social safety nets are an important component of the current economic system, but the system continues to change to new circumstances. 5. The success or failure of politicians is often linked to prevailing attitudes towards the national economy. 6. Post WWI politics and the booming economy led to a social conflict between a conservation of old values and changing norms.

Unit Learning Targets/Goals/Outcomes:

Learning Target	NJSLs -Social Studies
<ol style="list-style-type: none"> 1. Analyze the laissez faire policies of the Republican presidents of the 1920s and how it led to economic prosperity for certain Americans. 2. Explain how economic indicators (i.e., gross domestic product, the consumer index, the national debt, and the trade deficit) are used to measure the health of the economy. 3. Evaluate the role the U.S. played in world leadership during the 1920’s. 4. Determine how the Red Scare of the 1920’s influenced domestic policies, such as immigration restrictions. 5. Analyze the discrimination and violence African Americans faced regardless of geographic location. 6. Explore the global context of the Great Depression and the reasons for worldwide economic collapse. 7. Explain the interdependence of various parts of a market economy. 8. Analyze the effects of the Great Depression on various groups in America, including African Americans, women, and farmers. 9. Compare and contrast President Hoover and President F. Roosevelt’s approach in dealing with the economic crisis. 	<ol style="list-style-type: none"> 1. 6.1.12.HistoryCC.8.c 2. 6.1.12.HistoryCC.8.c 3. 6.1.12.CivicsHR.8.a 4. 6.1.12.CivicsHR.8.a 5. 6.1.12.EconNM.8.a; 6.1.12.HistoryCC.8.a 6. 6.1.12.A.CivicsPR.9.a; 6.1.12.HistoryCA.9.a 7. 6.1.12.EconNE.9.d 8. 6.1.12.HistoryUP.9.a 9. 6.1.12.EconNM.10.b 10. 6.1.12.GeoHE.8.a; 6.1.12.GeoHE.9.a 11. 6.1.12.Geo.HE.10.a; 6.1.12.EconNM.10.a; 6.1.12.CivicsPR.10.b 12. 6.1.12.CivicsPR.10.a; 6.1.12.EconNM.10.a 13. 6.1.12.EconEM.10.a; 6.1.12.HistoryCA.10.b

<ol style="list-style-type: none"> 10. Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic conditions of the Great Depression. 11. Assess the effectiveness of government policies enacted during the New Deal period in protecting the welfare of individuals. 12. Describe the debate that surrounded Roosevelt’s plan to increase the number of U.S. Supreme Court justices. 13. Evaluate the short and long term impact of the expanded role of government on economic policy, capitalism, and society. 	
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Unit Resources:		
Instructional Strategies & Lesson Resources	Text Resources	Technology & Online Resources
<ul style="list-style-type: none"> ● Socratic Seminars <ul style="list-style-type: none"> ○ What is the role of the government in regulating business and providing services to citizens? (connections to FDR’s New Deal programs) ● Debates ● Analysis of primary and secondary sources <ul style="list-style-type: none"> ○ See Text Resources List ● Small group cooperative learning <ul style="list-style-type: none"> ○ Think-Pair-Share ○ Jigsaw activities ○ Projects ● Essays/Writing/DBQs <ul style="list-style-type: none"> ○ What is the legacy of the New Deal? ○ Depression Era Picture Prompts ● Vocabulary ● Authentic Assessment Projects <ul style="list-style-type: none"> ○ New Deal Public Works Program Art Project <ul style="list-style-type: none"> ■ Students create a visual for a New Deal program 	<ul style="list-style-type: none"> ● United States History - Pearson 2016 ● Select Readings from Harlem Renaissance Writers. ● Ellen Wells Page, “A Flapper’s Appeal to Parents” article ● Primary Sources from the Scopes Trial ● 1920’s Red Scare Political Cartoons ● Speech excerpts from Hoover and FDR during 1932 Presidential Campaign ● Huey Long, “Share Our Wealth” speech ● Selections from FDR’s Fireside Chats ● New Deal Political Cartoons ● Newspaper and magazine articles to highlight current events 	<ul style="list-style-type: none"> ● Stanford History Education Group - 1920’s ● Stanford History Education Group - New Deal ● Gilder Lehrman Institute of American History - The Progressive Era to the New Era (1900-1929) ● Gilder Lehrman Institute of American History - The Great Depression and WWII 1929-1945 ● National Archives - 4 Major Issues of the 1920’s in Primary Sources

<p style="text-align: center;">using the acronym of the program.</p> <ul style="list-style-type: none"> ○ Stock Market Game - track stocks for 2-4 weeks in order to see how well they do. <p>Unit 3 Lesson Resources Folder</p>		
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List of Accommodations and Modifications

[Special Education](#)

[504 Students](#)

[At Risk Students](#)

[MLL](#)

[Gifted and Talented](#)

Interdisciplinary Connections

Language Arts:

- RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
- RI.IT.11–12.3. Analyze the impact of an author’s choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.
- RI.TS.11–12.4. Evaluate the author’s choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.PP.11–12.5. Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
- RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
- RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.
- RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.
- W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
- W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).
- W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

Math:

- S-ID.A.1 Represent data with plots on the real number line (dot plots, histograms, and box plots)
- S-ID.C.9 Distinguish between correlation and causation.
- S-IC.A.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population.
- S-IC.B.6 Evaluate reports based on data (e.g. interrogate study design, data sources, randomization, the way the data are analyzed and displayed, inferences drawn and methods used; identify and explain misleading uses of data; recognize when arguments based on data are flawed)

Art

- VA.K-2.1.5.2.R: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.

Technology and 21st Century Themes & Skills

- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.

Computer Science

- 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
- 8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.

Assessments:	
Formative	Summative
<ul style="list-style-type: none"> - Vocabulary - Warm Up activities - Reading the textbook and note taking - EdPuzzles - Socratic Seminars - Critical analysis of primary and secondary sources with guided questions - Graphic organizers - DBQ 	<p>Quizzes</p> <ul style="list-style-type: none"> • 1920's Culture and American Society • 1920's Red Scare and Government Policy • Causes and Impact of the Great Depression • FDR's New Deal <p>Unit Test Benchmark Test</p>

State Mandates and Resources

- [New Jersey Student Learning Standards](#)
- [Career Readiness, Life Literacies, and Key Skills](#)
 - [Amistad Law](#)
 - [NJ Amistad Commission Interactive Curriculum](#)
 - [Holocaust Law](#)
 - [NJ Commission on Holocaust Education Curriculum Guide and Materials](#)
 - [LGBT and Disabilities Law](#)
- [Career Ready Practices \(BHPRSD\)](#)

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Western Studies

Unit # 4: **Global Conflict & Domestic Transformation**

Updated: June 2024

Unit Overview:

As the Great Depression lingered on into the late 1930s events overseas began to push the United States to

new heights both on the world stage and at home, albeit at a tragic cost. Totalitarian dictators rose to power around the globe during the 30s, largely on promises to deal with the Depression, and many used conflict and territorial expansion as a means of maintaining power. Germany, Italy, and Japan were the boldest offenders as they used newly rebuilt militaries to conquer land in Europe and the Pacific. As the nations of the world slowly declared war on these aggressors, the United States attempted to again stay on the sidelines in order to deal with its own economic struggles.

As had happened in World War I, outside events forced the United States to become an active participant in World War II. The Japanese attacked the American naval base at Pearl Harbor and soon after the two nations were at war, with Germany declaring war almost immediately after. From 1941 to 1945 the United States would commit virtually all aspects of its economic, political, and military resources to winning a war on two fronts. The massive Federal effort continued an expansion of government power and ensured that the second half of the 20th century would be radically different from the first. After the loss of over 400,000 soldiers and the surrender of Germany, the U.S. turned to new technology, the atomic bomb, to ensure the defeat of Japan in the Pacific. In 1945, World War II came to an end with Allied victory and paved the way for a new era of American prosperity.

An unexpected impact of the massive economic effort to win the war was that the Great Depression effectively ended. Factories operated at full employment, with high wages and good opportunities. While a brief post-war recession ensued as the economy returned to a peacetime one, by the early 1950s returning soldiers would soon be enjoying a reliable middle class standard of living. The growth of suburban housing complexes, a baby boom among couples, and the expansion of educational opportunities ensured that the generation that returned from war would be economically stable for at least the two coming decades.

Essential Questions	Enduring Understandings
<ol style="list-style-type: none"> 1. What are the causes of global conflict and can they be avoided? 2. When should a nation take military action against another nation? 3. How does war impact the economic development of a nation? 4. Why does the line between soldier and civilian blur during war? 5. How can war and conflict lead to domestic transformations? 	<ol style="list-style-type: none"> 1. Global conflicts have many causes including territorial ambitions, cultural differences, and political agendas. 2. Military conflict is sometimes necessary for national safety, but every situation requires careful analysis. 3. War can have a great influence on a nation's economy depending on its military success. 4. During modern war the line between civilians and soldiers has blurred because of new technologies. 5. War can sometimes ignite a massive change (economic/social/political/etc.) within a nation's population.

Unit Learning Targets/Goals/Outcomes:	
Learning Target	NJSLs -Social Studies
<ol style="list-style-type: none"> 1. Evaluate the effectiveness of international agreements following WWI in preventing international disputes in the 1920's and 1930's. 2. Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of WWII. 3. Explain the role geography played in the development of 	<ol style="list-style-type: none"> 1. 6.1.12.HistoryCA.11.b 2. 6.1.12.HistoryCC.11.b 3. 6.1.12.HistoryCC.11.a 4. 6.1.12.CivicsDP.11.a 5. 6.1.12.CivicsHR.11.a; 6.1.12.HistoryCC.11.d

<p>military strategies and weaponry in WWII.</p> <ol style="list-style-type: none"> 4. Determine if American policies regarding Japanese internment and actions against other minority groups were a violation of civil rights. 5. Assess the responses of the United States and other nations to the violations of human rights that occurred during the Holocaust and other genocides. 6. Explain why women, African Americans, Native Americans, and Asian Americans displayed a strong sense of nationalism despite discrimination they experienced in the military and the workplace. 7. Analyze the decision to use the atomic bomb and the consequences of doing so. 8. Apply opportunity cost and trade-offs to evaluate the shift in the economic resources from the production of domestic to military goods during WWII, and analyze the impact of the post-war shift back to domestic goods. 9. Analyze how scientific advancements impacted the national and global economies and daily life. 10. Assess the role of public and private sectors in promoting economic growth and ensuring economic stability. 11. Describe the leadership qualities and accomplishments of Presidents Franklin D. Roosevelt, Harry Truman, and Dwight Eisenhower. 12. Examine the rise of the suburbs and the growth of the interstate highway system. 	<ol style="list-style-type: none"> 6. 6.1.12.HistoryCC.11.c 7. 6.1.12.HistoryCC.11.a 8. 6.1.12.EconET.11.a; 9. 6.1.12.EconNM.11.a 10. 6.1.12.EconEM.12.a; 6.1.12.EconNE.13.a 11. 6.1.12.EconNE.12.a; 6.1.12.EconEM.12.a 12. 6.1.12.GeoPP.13.a; 6.1.12.GeoPP.13.b
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Unit Resources:		
Instructional Strategies & Lesson Resources	Text Resources	Technology & Online Resources
<ul style="list-style-type: none"> ● Socratic Seminars <ul style="list-style-type: none"> ○ Does the concept of <i>The Feminine Mystique</i> still exist today? ● Debates <ul style="list-style-type: none"> ○ Should Truman have used the atomic bomb to end WWII? ● Analysis of primary and secondary sources <ul style="list-style-type: none"> ○ See Text Resources List ● Small group cooperative learning <ul style="list-style-type: none"> ○ Think-Pair-Share ○ Jigsaw activities ○ Projects ● Essays/Writing/DBQs <ul style="list-style-type: none"> ○ WWII Formal 	<ul style="list-style-type: none"> ● <i>United States History</i> - Pearson 2016 ● FDR's Four Freedoms Speech ● FDR's Day of Infamy Speech ● WWII Propaganda Posters ● WWII Political Cartoons created by Dr. Seuss ● Veterans' accounts from WWII ● Sources describing Japanese Internment. ● Excerpts from Survival in Auschwitz ● Excerpts from Night ● Lyrics from popular 1950's music ● Excerpts from <i>The Feminine Mystique</i> ● Newspaper and magazine 	<ul style="list-style-type: none"> ● Stanford History Education Group - WWII ● Gilder Lehrman Institute of American History - The Great Depression and WWII 1929-1945 ● Gilder Lehrman Institute of American History - 1945 to the Present ● United States Holocaust Memorial Museum - Resources for Learning ● National WWII Museum - Classroom Resources ● NEH: EdSitement - Building Suburbia;

<p style="text-align: center;">Research Paper</p> <ul style="list-style-type: none"> ● Vocabulary ● Field Trips <ul style="list-style-type: none"> ○ Washington D.C. <ul style="list-style-type: none"> ■ United States Holocaust Memorial Museum; Washington D.C. ■ American History Smithsonian Museum ● Authentic Assessment Projects <ul style="list-style-type: none"> ○ Creation of WWII Propaganda poster, speech, or political cartoon. <p>Unit 4 Lesson Resources Folder</p>	<p>articles to highlight current events</p>	<p>Highways and Housing in Postwar America</p>
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List of Accommodations and Modifications

- [Special Education](#)
- [504 Students](#)
- [At Risk Students](#)
- [MLL](#)
- [Gifted and Talented](#)

Interdisciplinary Connections

Language Arts:

- RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
- RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.
- RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.PP.11–12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

- RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
- RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.
- RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.
- W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
- W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).
- W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

Math:

- S-ID.A.1 Represent data with plots on the real number line (dot plots, histograms, and box plots)
- S-ID.C.9 Distinguish between correlation and causation.
- S-IC.A.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population.
- S-IC.B.6 Evaluate reports based on data (e.g. interrogate study design, data sources, randomization, the way the data are analyzed and displayed, inferences drawn and methods used; identify and explain misleading uses of data; recognize when arguments based on data are flawed)

Art

- VA.K-2.1.5.2.R: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.

Technology and 21st Century Themes & Skills

- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.

Computer Science

- 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
- 8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.

Assessments:

Formative	Summative
<ul style="list-style-type: none"> - Vocabulary - Warm Up activities - Reading the textbook and note taking - EdPuzzles - Socratic Seminars - Critical analysis of primary and secondary sources with guided questions - Graphic organizers - DBQ 	<p>Quizzes</p> <ul style="list-style-type: none"> ● WWII - The Road to War ● War on the European Front ● War on the Pacific Front ● Homefront during WWII ● Economic Impact of WWII <p>Unit Test Benchmark Test</p>

State Mandates and Resources
<ul style="list-style-type: none"> ● New Jersey Student Learning Standards ● Career Readiness, Life Literacies, and Key Skills <ul style="list-style-type: none"> ● Amistad Law <ul style="list-style-type: none"> ○ NJ Amistad Commission Interactive Curriculum ● Holocaust Law <ul style="list-style-type: none"> ○ NJ Commission on Holocaust Education Curriculum Guide and Materials ● LGBT and Disabilities Law ● Career Ready Practices (BHPRSD)

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Western Studies
Unit # 5: New Conflicts for a New Generation

Updated: June 2024

Unit Overview:
<p>The post-war economy of the 1950s provided new opportunities to millions of Americans, but despite growing economic prosperity the nation was by no means fully at peace. The vast majority of opportunities extended to white Americans were not extended to their African-American counterparts, exacerbating racial tensions that had grown for half a century. This led to the first wave of truly national civil rights demonstrations as new technology like television allowed the struggle to be broadcast into the homes of average Americans. Civil rights victories were achieved at the Federal level including the integration of the military and the end of public school segregation, but it would be decades before these would truly become realities.</p> <p>Overseas, the nation faced other new conflicts from the communist Soviet Union. A fear of communism had</p>

permeated in the United States since the early 1900s, but it was amplified by the status of the Soviet Union as a competing international superpower armed with atomic weapons. Throughout the 1950s and 60s both the U.S. and Soviet Union assembled massive stockpiles of these deadly weapons, leading to increasing panic about the end result of a global atomic war. Instead of fighting each other directly, both nations settled into a pattern of fighting through proxies, beginning with the Korean War of 1950 and involving other longer and deadlier conflicts such as Vietnam.

Civil rights at home and the Cold War abroad were delicate challenges to handle for the nation's political leaders. President Harry Truman gave way to Dwight Eisenhower who led the country through the 1950s. Stability prevailed on the surface in the form of economic progress and military superiority, but beneath the surface there was a growing call for change. In 1960 John F Kennedy, the nation's 2nd youngest candidate, won the presidential election and vowed to launch the United States into the "New Frontier" of the 1960s. With Kennedy's assassination in 1963, Lyndon B. Johnson led the nation on the same crusade against communism that his presidesors did. While the same challenges would remain, it was clear that a majority of the nation was ready for more bold action.

Essential Questions	Enduring Understandings
<ol style="list-style-type: none"> 1. What are the alternatives to war between two opposing nations? 2. Why do majority groups tend to oppress minority groups? 3. What makes a nation a superpower and is this status a good thing? 4. Why do some generations favor stability more than others? 5. How does society react to an outside threat? 	<ol style="list-style-type: none"> 1. Conflict between opposing international ideologies is not always resolved through military interventions. 2. Ensuring the rights of minorities is often challenging for a majority group to prioritize over their own interests. 3. Economic strength, military power, and international alliances ensure a nation's power. 4. Social circumstances and national/international stability shape the ability of a generation to endure domestic change. 5. People often react to a perceived danger in extreme ways that may or may not be in the public's true interest.

Unit Learning Targets/Goals/Outcomes:	
Learning Target	NJSLs -Social Studies
<ol style="list-style-type: none"> 1. Analyze ideological differences and other factors that contributed to the Cold war and to the United States involvement in conflicts intended to contain communism, including the Korean War, Cuban Missile Crisis, and the Vietnam War. 2. Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts. 3. Explain how the Arab-Israeli conflict influenced American foreign Policy. 4. Evaluate the effectiveness of the Marshall Plan and 	<p>6.1.12.HistoryCC.12.e 6.1.12.HistoryCC.12.a 6.1.12.HistorySE.12.b 6.1.12.EconEM.12.a 6.1.12.EconNE.12.a 6.1.12.HistoryCC.12.c 6.1.12.HistoryCC.12.d 6.1.12.HistoryCC.12.e 6.1.12.HistoryUP.13.a 6.1.12.HistorySE.12.a</p>

<p>regional alliances in the rebuilding of European nations in the post WWII era.</p> <ol style="list-style-type: none"> 5. Explain the implications and outcomes of the space Race from the perspectives of the scientific community, the government, and the people. 6. Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual liberties. 7. Determine how the development of nuclear weapons by industrialized countries and developing countries affected international relations. 8. Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts. 9. Analyze the role the media played in bringing information to the American public and shaping attitudes toward the Vietnam War. 10. Examine the effectiveness of the United Nations in promoting peace between nations and in protecting human rights. 	
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Unit Resources:		
Instructional Strategies & Lesson Resources	Text Resources	Technology & Online Resources
<ul style="list-style-type: none"> ● Socratic Seminars <ul style="list-style-type: none"> ○ Themes related to Tim O'Brien's "Ambush" ● Debates ● Analysis of primary and secondary sources <ul style="list-style-type: none"> ○ See Text Resources List ● Small group cooperative learning <ul style="list-style-type: none"> ○ Think-Pair-Share ○ Jigsaw activities ○ Projects ● Essays/Writing/DBQs <ul style="list-style-type: none"> ○ Who is to blame for the Cold War? ● Vocabulary ● Field Trips <ul style="list-style-type: none"> ○ Washington D.C. <ul style="list-style-type: none"> ■ Smithsonian of American History ■ Vietnam Memorial ● Authentic Assessment Projects <ul style="list-style-type: none"> ○ Cold War Political 	<ul style="list-style-type: none"> ● <i>United States History</i> - Pearson 2016 ● Winston Churchill "Iron Curtain" Speech ● Truman Doctrine ● Political cartoons about the Cold War policies both foreign and domestic. ● Korean War Textbook Excerpts ● JFK's Inaugural Address excerpts ● Gulf of Tonkin Resolution ● "Ambush" - Tim O'Brien ● Vietnam Soldiers' Letters ● Lyrics to Vietnam Era songs ● Newspaper and magazine articles to highlight current events ● Lavender Scare of 1950s Propaganda 	<ul style="list-style-type: none"> ● Stanford History Education Group - The Cold War ● Gilder Lehrman Institute of American History - 1945 to the Present ● NEH; EdSitement - Origins of the Cold War 1945-1949 ● PBS Learning Resources - The Cold War ● PBS Learning Resources - The Vietnam War

<p>Cartoon - create a political cartoon that depicts the relationship between the U.S. & Soviet Union.</p> <ul style="list-style-type: none"> ○ Legacy of the Vietnam War - create a presentation that discusses the impact of the Vietnam War on veterans, foreign policy, or the home front. <p>Unit 5 Lesson Lesson Resources Folder</p>		
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List of Accommodations and Modifications

- [Special Education](#)
- [504 Students](#)
- [At Risk Students](#)
- [MLL](#)
- [Gifted and Talented](#)

Interdisciplinary Connections

Language Arts:

- RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
- RI.IT.11–12.3. Analyze the impact of an author’s choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.
- RI.TS.11–12.4. Evaluate the author’s choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.PP.11–12.5. Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
- RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

- RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.
- RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.
- W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
- W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).
- W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

Math:

- S-ID.A.1 Represent data with plots on the real number line (dot plots, histograms, and box plots)
- S-ID.C.9 Distinguish between correlation and causation.
- S-IC.A.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population.
- S-IC.B.6 Evaluate reports based on data (e.g. interrogate study design, data sources, randomization, the way the data are analyzed and displayed, inferences drawn and methods used; identify and explain misleading uses of data; recognize when arguments based on data are flawed)

Art

- VA.K-2.1.5.2.R: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.

Technology and 21st Century Themes & Skills

- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.

Computer Science

- 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
- 8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.

Assessments:

Assessments:	
Formative	Summative
- Vocabulary	Quizzes

<ul style="list-style-type: none"> - Warm Up activities - Reading the textbook and note taking - EdPuzzles - Socratic Seminars - Critical analysis of primary and secondary sources with guided questions - Graphic organizers - DBQ 	<ul style="list-style-type: none"> ● Early Cold War Policies (Containment - Korean War) ● Cold War at Home (McCarthyism & Conformity) ● Cold War escalation under JFK ● Vietnam War <p>Unit Test Benchmark Test</p>
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State Mandates and Resources

- [New Jersey Student Learning Standards](#)
- [Career Readiness, Life Literacies, and Key Skills](#)
 - [Amistad Law](#)
 - [NJ Amistad Commission Interactive Curriculum](#)
 - [Holocaust Law](#)
 - [NJ Commission on Holocaust Education Curriculum Guide and Materials](#)
 - [LGBT and Disabilities Law](#)
- [Career Ready Practices \(BHPRSD\)](#)

Black Horse Pike Regional School District
Where inspiring excellence is our standard and student achievement is the result.

Western Studies
Unit # 6: An Era of Social Activism

Updated: June 2024

Unit Overview:

During the 1960s and 70s the United States was forced to look inward and address social challenges that had been long ignored, swept under the rug, or denied. The most obvious example of these issues was the push to provide African-American citizens with full equality, and break away from the legalized segregation of Jim Crow. The Civil Rights Movement that endured roughly from the mid-50s until the late 60s provided the black community with numerous legal victories that eroded the foundation of segregation and ensured equal access to voting rights. While by no means perfect solutions for a long-standing social problem, the decade represented a monumental change in the way the government would support the rights of its minority citizens.

While African-American civil rights is often the most discussed aspect of the social reforms between 1960-1990 the push for change included numerous groups that saw an opportunity for progress and inclusion. The feminist movement drew attention to womens rights and demanded an Equal Rights Amendment be included in the Constitution, the Chicano Movement of the Southwest fought for workers rights among Hispanic immigrants, the LGBTQ community rallied for the first time and successfully removed

homosexuality from a list of mental diseases. Even environmental activists succeeded in getting Federal regulation for things like clean air and water, as well as the removal of toxic elements like lead from daily life. Social change in all of these areas was far from complete, but the latter half of the 20th century put all of these groups on a trajectory towards meeting their goals.

Behind the scenes of these social movements, the Federal government also used its expanded powers from the New Deal and World War II to take action on underlying causes of social unrest. JFKs “New Frontier” and especially LBJs “Great Society” of the 1960s used massive Federal spending programs to combat poverty, ensure a standard of education for rural and urban Americans, and expand the size of the social safety net. Even when more conservative presidents were elected in the 1970s, the Federal government conducted these large spending campaigns to try and reshape or eradicate extreme poverty in the United States.

Essential Questions	Enduring Understandings
<ol style="list-style-type: none"> 1. How can the United States ensure equality for all? 2. Is civil disobedience the most effective means of achieving change and equality? 3. In what ways did the Civil Rights Movement of the 1950’s and 1960’s effectively change the nation? 4. How does the fight for equality change over time and for different groups of people? 5. What influences people to be a part of social movements, whether as someone who experiences injustice or as an ally? 	<ol style="list-style-type: none"> 1. Through active participation in protests, such as civil disobedience, the United States began to make legal and social changes to laws and policies that targeted minority groups. 2. Debates continue among social activists about the best way to gain social change for a particular group. 3. The mid-century Civil Rights Movement set the nation on a path towards more social inclusion of its minority groups. 4. The fight for civil rights changed in the 1960’s as some groups turned more militant and impatient. 5. People who fight for civil rights often persevere through obstacles such as physical violence and social ostracization yet continue to pursue their goals.

Unit Learning Targets/Goals/Outcomes:	
Learning Target	NJSL -Social Studies
<ol style="list-style-type: none"> 1. Determine the impetus for the Civil Rights Movement and explain why national governmental actions were needed to ensure civil rights for African Americans and others. 2. Analyze the effectiveness of national legislation, policies, Supreme Court decisions (i.e. The Civil Rights Act of 1964, The Voting Rights Act, Title IX, Brown v. BOE) in promoting civil liberties and equal opportunity. 3. Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights. 4. Compare and contrast the leadership and ideology of Martin Luther King Jr. and Malcolm X and evaluate their legacies today. 	<ol style="list-style-type: none"> 1. 6.1.12.HistoryCC.13.c 2. 6.1.12.CivicsDP.13.a; 6.1.12.CivicsPI.14.c 3. 6.1.12.EconEM.13.a 4. 6.1.12.HistoryCC.13.1 5. 6.1.12.EconNE.13.a; 6.1.12.EconNE.13.b 6. 6.1.12.CivicsDP.13.a 7. 6.1.12.HistoryCC.13.d 8. 6.1.12.HistoryCC.12.b; 6.1.12.HistorySE.13.a 9. 6.1.12.GeoHE.13.a 10. 6.1.12.HistoryUP.13.a

<ol style="list-style-type: none"> 5. Determine the effectiveness of social legislation that was enacted to end poverty in the 1960's and today. 6. Analyze the leadership efforts of Presidents Truman, Eisenhower, Kennedy and Johnson in pushing for social change and equality for all. 7. Examine the successes and failures of other movements including the women's movement, American Indian movement, and Latino organizations. 8. Explore how the changing role of women in the workforce influenced changes in family structures, society, politics, and the economy. 9. Assess the causes and effects of the environmental movement and analyze why it became a controversial issue. 10. Evaluate the positive and negative impacts of the counterculture movement on American society. 	
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Unit Resources:		
Instructional Strategies & Lesson Resources	Text Resources	Technology & Online Resources
<ul style="list-style-type: none"> ● Socratic Seminars <ul style="list-style-type: none"> ○ What is the status of civil rights and equality in the nation today? ● Debates ● Analysis of primary and secondary sources <ul style="list-style-type: none"> ○ See Text Resources List ● Small group cooperative learning <ul style="list-style-type: none"> ○ Think-Pair-Share ○ Jigsaw activities ○ Projects ● Essays/Writing/DBQs <ul style="list-style-type: none"> ○ Compare and contrast the beliefs of MLK and Malcolm X ● Vocabulary ● Field Trips <ul style="list-style-type: none"> ○ Washington D.C. <ul style="list-style-type: none"> ■ Smithsonian of American History ■ Smithsonian of African American History ■ Martin 	<ul style="list-style-type: none"> ● <i>United States History</i> - Pearson 2016 ● Martin Luther King's "I Have a Dream" Speech ● Martin Luther King's "Letter from Birmingham Jail" ● Malcolm X "God's Judgement" Speech ● <i>Silent Spring</i> Excerpts by Rachel Carson ● Excerpts from Supreme Court Rulings <ul style="list-style-type: none"> ○ Brown v. BOE ○ Roe v. Wade ○ Miranda v. Arizona ● Excerpts from <i>The Feminine Mystique</i> ● Lyrics from counterculture music ● Political cartoons relating to the various social movements ● Newspaper and magazine articles to highlight current events ● Allen Ginsberg - "Howl" - Edited' ● "Myth of the Model Minority" 	<ul style="list-style-type: none"> ● Stanford History Education Group - Civil Rights and Culture ● Gilder Lehrman Institute of American History - 1945 to the Present ● Facing History and Ourselves - Civil Rights Movement Resources ● PBS Learning Resources - The Civil Rights Movement ● NEH: EdSitement - Places and People of the Civil Rights Movement

<p style="text-align: center;">Luther King Jr. Monument</p> <ul style="list-style-type: none"> ○ National Constitution Center; Philadelphia, PA ● Authentic Assessment Projects <ul style="list-style-type: none"> ○ Civil Rights Trading Cards - Research and create trading cards that associate with an important Civil Rights location, topic, or person. <p>Unit 6 Lesson Resources Folder</p>		
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List of Accommodations and Modifications

- [Special Education](#)
- [504 Students](#)
- [At Risk Students](#)
- [MLL](#)
- [Gifted and Talented](#)

Interdisciplinary Connections

Language Arts:

- RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
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- RI.IT.11–12.3. Analyze the impact of an author’s choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.
- RI.TS.11–12.4. Evaluate the author’s choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.PP.11–12.5. Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
- RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
- RIAA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.

- RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.
- W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
- W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).
- W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

Math:

- S-ID.A.1 Represent data with plots on the real number line (dot plots, histograms, and box plots)
- S-ID.C.9 Distinguish between correlation and causation.
- S-IC.A.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population.
- S-IC.B.6 Evaluate reports based on data (e.g. interrogate study design, data sources, randomization, the way the data are analyzed and displayed, inferences drawn and methods used; identify and explain misleading uses of data; recognize when arguments based on data are flawed)

Art

- VA.K-2.1.5.2.R: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.

Technology and 21st Century Themes & Skills

- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.

Computer Science

- 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
- 8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.

Assessments:	
Formative	Summative
<ul style="list-style-type: none"> - Vocabulary - Warm Up activities - Reading the textbook and note taking - EdPuzzles 	Quizzes <ul style="list-style-type: none"> ● Civil Rights: Leaders and Strategies ● Civil Rights: Changes in Legislation and Supreme Court Decisions.

<ul style="list-style-type: none"> - Socratic Seminars - Critical analysis of primary and secondary sources with guided questions - Graphic organizers - DBQ 	<ul style="list-style-type: none"> • Social Activism: Movements Inspired by Civil Rights <p>Unit Test Benchmark Test</p>
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State Mandates and Resources
<ul style="list-style-type: none"> • New Jersey Student Learning Standards • Career Readiness, Life Literacies, and Key Skills <ul style="list-style-type: none"> • Amistad Law <ul style="list-style-type: none"> ◦ NJ Amistad Commission Interactive Curriculum • Holocaust Law <ul style="list-style-type: none"> ◦ NJ Commission on Holocaust Education Curriculum Guide and Materials • LGBT and Disabilities Law • Career Ready Practices (BHPRSD)

Black Horse Pike Regional School District

Where inspiring excellence is our standard and student achievement is the result.

Western Studies

Unit # 7: The Conservative Revolution

Updated: June 2024

Unit Overview:
<p>The social changes of the 1960s and 70s are often seen in history through a liberal lens, with a majority of Americans looking back and lauding the accomplishments of groups and individuals that fought for their rights, protested wars overseas, and generally set the nation on a new path toward inclusion. However, this narrative leaves out the more conservative elements of the nation during those decades who felt that the constant pressure towards change was destroying the American way of life they had fought to rebuild during World War II and the 1950s. As early as 1964 American conservatives, in an attempt to preserve the prosperity and traditional values of the post-war era, nominated Barry Goldwater for president. Goldwater called for a huge cut in government authority and spending, returning responsibility to the people themselves, and for a slow-down on the ongoing civil rights campaigns. While Goldwater was defeated in a blowout by Lyndon Johnson, his nomination represented the growing sentiment of millions of conservative Americans.</p>

Conservatives achieved a victory in 1968 when Republican Richard Nixon became president but while he slowly rolled back Federal support for many civil rights programs and social safety nets, it was not the massive change that many conservatives had hoped for. When Nixon was forced to resign in disgrace after the Watergate Scandal and his successor Gerald Ford faced a massive economic crisis, it left the door open for Democrats to elect Jimmy Carter as president in 1976 and reignite a more liberal ideology. However, Carter's presidency would be doomed by an economic crisis at home and an embarrassing foreign policy disaster in the Iranian Hostage Crisis. America appeared weak and rudderless. When the 1980 election loomed, it was understood by most that the conservative wing of the nation would be resurgent.

Republican Ronald Reagan won the 1980 election on a promise to restore the greatness of mid-century America. By getting government out of people's lives, conservatives argued, it would allow the individualism America had been founded on to reassert itself. Reagan fought to slash the social safety net, dramatically lower taxes, and increase America's military spending and repair the embarrassing defeat of Vietnam. These conservative ideas led to his re-election in 1984, as well as Republican George HW Bush in 1988. Even when Democrat Bill Clinton won in 1992, he ran on a far more conservative campaign than any Democrat before him, promising to be tough on crime and tough on those exploiting welfare. Since then, the proliferation of right-wing talk radio and media has ensured that modern conservatism as an ideology remains a powerful and defining force in American politics.

Essential Questions	Enduring Understandings
<ol style="list-style-type: none"> 1. What causes major changes in people's political values? 2. Why do the two American political parties find it so hard to reach common ground? 3. Is individualism or collectivism more important for a nation to be successful? 4. How do foreign events often influence politics at home? 5. How does modern media influence the political opinions of ordinary people? 	<ol style="list-style-type: none"> 1. Individuals often change or re-evaluate their political beliefs in response to changes in economic circumstances, society, or events around the world. 2. The liberal and conservative elements of the United States often have drastically different worldviews. 3. A key political debate defining modern America is whether to prioritize individual freedoms or the collective good. 4. Political success or failure can often hinge on public reaction to foreign policy. 5. Modern media has an important and possibly dangerous role in influencing and maintaining political allegiances.

Unit Learning Targets/Goals/Outcomes:

Learning Target	NJSLs -Social Studies
<ol style="list-style-type: none"> 1. Describe Nixon's leadership in foreign policy, especially towards China and the Soviet Union. 2. Analyze the changing role of the Federal government on domestic policy from the Nixon Era to Clinton. 3. Describe the impact of the Watergate scandal on the American public. 4. Assess the foreign policy successes and failures of President Carter. 5. Explore how American society changed in the 1970's, 1980's, and 1990's. 	<ol style="list-style-type: none"> 1. 6.1.12.CivicsPR.15.a 2. 6.1.12.CivicsPI.14.b; 6.1.12.CivicsPI.14.c; 6.1.12.CivicsPI.14.d 3. 6.1.12.CivicsPI.14.a; 6.1.12.CivicsDP.14.a 4. 6.1.12.HistorySE.15.a; 6.1.12.HistorySE.15.c 5. 6.1.12.HistoryCC.14.e 6. 6.1.12.CivicsPI.14.a;

<ol style="list-style-type: none"> 6. Compare and contrast the viewpoints of liberals and conservatives on various issues. 7. Evaluate the economic policies of President Reagan. 8. Examine the ways President Reagan challenged communism and the Soviet Union in the 1980's. 9. Assess the successes and failures of Bill Clinton's Presidency, including his impeachment. 10. Describe the changing relationship between the United States and various Middle Eastern countries and groups. 	<ol style="list-style-type: none"> 6.1.12.CivicsPD.14.a 7. 6.1.12.EconNE.14.a; 6.1.12.EconNE.14.b 8. 6.1.12.CivicsPR.15.a 9. 6.1.12.HistorySE.14.b; 6.1.12.EconNE.16.a 10. 6.1.12.HistorySE.15.b; 6.1.12.HistorySE.15.c
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Unit Resources:		
Instructional Strategies & Lesson Resources	Text Resources	Technology & Online Resources
<ul style="list-style-type: none"> ● Socratic Seminars <ul style="list-style-type: none"> ○ What is the legacy of Ronald Reagan's Presidency? ● Debates ● Analysis of primary and secondary sources <ul style="list-style-type: none"> ○ See Text Resources List ● Small group cooperative learning <ul style="list-style-type: none"> ○ Think-Pair-Share ○ Jigsaw activities ○ Projects ● Essays/Writing/DBQs <ul style="list-style-type: none"> ○ Determine if Reaganomics were good for the U.S.. ● Vocabulary ● Field Trips <ul style="list-style-type: none"> ○ New York City <ul style="list-style-type: none"> ■ 9/11 Memorial ● Authentic Assessment Projects <ul style="list-style-type: none"> ○ Model Congress - Students will participate in the legislative process by writing and supporting their own pieces of legislation that will be voted on by the class <p>Unit 7 Lesson Resources Folder</p>	<ul style="list-style-type: none"> ● United States History - Pearson 2016 ● Ronald Reagan's "Tear Down This Wall" Speech ● George H.W. Bush's "End of Cold War Speech ● Nelson Mandela's "Glory and Hope" Speech ● Maya Angelou's "On The Pulse of Morning" poem (Clinton Inauguration) ● Primary sources showing the arguments for and against NAFTA ● Political cartoons relating to the topics of the unit ● Excerpts from Supreme Court Rulings: <ul style="list-style-type: none"> ○ Texas v. Johnson ○ Edgewood Independent School District v. Kirby ● Newspaper and magazine articles to highlight current events ● Harvey Milk "Freedom" Speech 	<ul style="list-style-type: none"> ● Stanford History Education Group - Late 1900's and Early 2000's 19 ● Gilder Lehrman Institute of American History - 1945 to the Present

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List of Accommodations and Modifications

[Special Education](#)

[504 Students](#)

[At Risk Students](#)

[MLL](#)

[Gifted and Talented](#)

Interdisciplinary Connections

Language Arts:

- RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
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- RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.PP.11–12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
- RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
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- RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.
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- W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

- W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

Math:

- S-ID.A.1 Represent data with plots on the real number line (dot plots, histograms, and box plots)
- S-ID.C.9 Distinguish between correlation and causation.
- S-IC.A.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population.
- S-IC.B.6 Evaluate reports based on data (e.g. interrogate study design, data sources, randomization, the way the data are analyzed and displayed, inferences drawn and methods used; identify and explain misleading uses of data; recognize when arguments based on data are flawed)

Art

- VA.K-2.1.5.2.R: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.

Technology and 21st Century Themes & Skills

- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.

Computer Science

- 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
- 8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.

Assessments:	
Formative	Summative
<ul style="list-style-type: none"> - Vocabulary - Warm Up activities - Reading the textbook and note taking - EdPuzzles - Socratic Seminars - Critical analysis of primary and secondary sources with guided questions - Graphic organizers - DBQ 	<p>Quizzes</p> <ul style="list-style-type: none"> • Nixon’s Presidency • Ford and Carter Presidencies • Reagan’s Presidency • Clinton’s Presidency <p>Unit Test Benchmark Test</p>

State Mandates and Resources
<ul style="list-style-type: none"> • New Jersey Student Learning Standards • Career Readiness, Life Literacies, and Key Skills <ul style="list-style-type: none"> • Amistad Law <ul style="list-style-type: none"> ○ NJ Amistad Commission Interactive Curriculum

- [Holocaust Law](#)
 - [NJ Commission on Holocaust Education Curriculum Guide and Materials](#)
- [LGBT and Disabilities Law](#)
- [Career Ready Practices \(BHPRSD\)](#)

Black Horse Pike Regional School District

Where inspiring excellence is our standard and student achievement is the result.

Western Studies Unit # 8: Into a New Millenium

Updated: June 2024

Unit Overview:

The 21st Century began within one of the most controversial elections in American history in the year 2000. Republican George W. Bush won the election over Clinton's VP Al Gore, and doubled down on many of the same Conservative Revolution policies that had benefited Presidents Reagan and his father, HW Bush. The domestic side of the Bush agenda would be forced to wait when on September 11, 2001 a terrorist attack on New York City cost the lives of over 2,000 Americans and set the nation on a path toward war in the Middle East. The United States sent thousands of soldiers to Iraq and Afghanistan, wars that would go on to become America's longest, in the hopes of toppling dangerous governments and replacing them with friendly ones. The War on Terror continues in various forms to this day.

The cost of fighting wars overseas and a lack of regulation at home caught up with the nation in 2007, when a disastrous financial crisis threatened to plunge the nation into another Great Depression. President Bush signed legislation to temporarily avert disaster, but few answers were clear. In this context emerged Democratic presidential candidate Barack Obama, the first black presidential nominee, who coalesced a passionate base of support and promise to put the government to work repairing the economic damage at home and ending the wars in the Middle East. While Obama will always endure in history as the first black President, the success and failure of his policies will take time to truly evaluate. Economic interventions did prevent an economic collapse, but recovery was also very slow.

A more defining characteristic of modern politics has been the increase in "tribalism" between the two parties. During Obama's term in office, the Republican majority in Congress steadfastly opposed him at every turn. When Republican Donald Trump was elected in 2016 by defeating Democrat Hillary Clinton, a Democratic congress went on to do the same to him. The end result was a political stalemate throughout the 2010s in which national issues mounted, with little ability for the Federal government to come together and solve them. As the nation heads into the 2020s and beyond, it remains unclear whether or not the two-party system can endure and if major issues will be effectively solved.

Essential Questions	Enduring Understandings
<ol style="list-style-type: none"> 1. How do the wars of the 21st century differ from the conflicts of the 20th century? 2. How effectively has America dealt with its racial history since the 1960s? 3. Why have politics become more tribal and 	<ol style="list-style-type: none"> 1. Modern wars have largely been smaller in scale, but more on-going with unclear end points. 2. Despite the election of the 1st African-American president, the United States

<p>aggressive in the new millennium?</p> <ol style="list-style-type: none"> 4. Is it possible to fully evaluate the legacy of the recent past? 5. How is the technology explosion of the 21st century similar to and different from new technology in the past? 	<p>continues to struggle with its history of racial discrimination.</p> <ol style="list-style-type: none"> 3. American politics have become more polarized, making it harder for either side to find common ground. 4. Historians struggle to evaluate a time period's legacy without substantial time passing. 5. Technology has grown at an unprecedented rate never before seen in American/human history.
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Unit Learning Targets/Goals/Outcomes:	
Learning Target	NJSLS -Social Studies
<ol style="list-style-type: none"> 1. Examine how globalization impacts the American economy and the economic challenges facing the United States today. 2. Assess the goals and achievements of Presidents George W. Bush, Barack Obama, and Donald Trump. 3. Analyze the outcomes of the Presidential elections of 2000, 2008, 2016 and 2020 and examine the shift in American politics over that time. 4. Explain the significance of terrorist attacks on the United States and U.S. involvement in world affairs. 5. Critique the use of Executive Power in fighting the War on Terror. 6. Understand the causes and impacts of financial crises, such as the 2008 housing market collapse. 7. Discuss the environmental issues facing Americans in the 21st century. 8. Examine the causes and effects of changing demographics in the United States whether due to immigration of population shifts within the country. 9. Explore how the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society. 	<ol style="list-style-type: none"> 1. 6.1.12.EconNE.15.a; 6.1.12.EconGE.16.a; 6.1.12.EconNE.16.b 2. 6.1.12.CivicsPI.12.b; 6.1.12.CivicsPI.12.c; 6.1.12.CivicsPI.12.d 3. 6.1.12.HistoryCA.14.a; 6.1.12.HistoryCC.14.c; 6.1.12.HistoryCC.14.e 4. 6.1.12.HistoryCC.14.d 5. 6.1.12.HistoryCC.14.d 6. 6.1.12.GeoNE.14.a; 6.1.12.EconET.14.a; 6.1.12.EconET.14.b 7. 6.1.12.GeoHE.14.a 8. 6.1.12.CivicsDP.14.a 9. 6.1.12.HistorySE.14.a; 6.1.12.HistoryCA.14.c

Unit Resources:		
Instructional Strategies & Lesson Resources	Text Resources	Technology & Online Resources
<ul style="list-style-type: none"> • Socratic Seminars <ul style="list-style-type: none"> ○ What is the main theme of Barack Obama's first inaugural address? 	<ul style="list-style-type: none"> • <i>United States History</i> - Pearson 2016 • George W. Bush's "War on Terror" Speech • Senator Rand Paul's Letter 	<ul style="list-style-type: none"> • Stanford History Education Group - Late 1900's and Early 2000's 19 • Gilder Lehrman Institute of

<ul style="list-style-type: none"> ● Debates ● Analysis of primary and secondary sources <ul style="list-style-type: none"> ○ See Text Resources List ● Small group cooperative learning <ul style="list-style-type: none"> ○ Think-Pair-Share ○ Jigsaw activities ○ Projects ● Essays/Writing/DBQs <ul style="list-style-type: none"> ○ Explain how changes in technology in the 21st century affect American culture, society, and politics. ● Vocabulary ● Field Trips <ul style="list-style-type: none"> ○ New York City <ul style="list-style-type: none"> ■ 9/11 Memorial ● Authentic Assessment Projects <ul style="list-style-type: none"> ○ Foreign Press Project - Students will work to create a news broadcast about a current event in a region of the world. <p>Unit 8 Lesson Resources Folder</p>	<p>of Opposition to the Patriot Act</p> <ul style="list-style-type: none"> ● Excerpts from Supreme Court Rulings: <ul style="list-style-type: none"> ○ National Federation of Independent Business et al. v. Sebelius et al. ○ Citizens United v. Federal Election Commission ○ Obergefell v. Hodges ● Barack Obama's First Inaugural Address ● Kyoto Accords ● Newspaper and magazine articles to highlight current events ● "ACT UP!" Speeches in DC 	<p>American History - 1945 to the Present</p>
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List of Accommodations and Modifications

- [Special Education](#)
- [504 Students](#)
- [At Risk Students](#)
- [MLL](#)
- [Gifted and Talented](#)

Interdisciplinary Connections

Language Arts:

- RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

- RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.
- RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.PP.11–12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
- RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
- RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.
- RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.
- W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
- W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).
- W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

Math:

- S-ID.A.1 Represent data with plots on the real number line (dot plots, histograms, and box plots)
- S-ID.C.9 Distinguish between correlation and causation.
- S-IC.A.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population.
- S-IC.B.6 Evaluate reports based on data (e.g. interrogate study design, data sources, randomization, the way the data are analyzed and displayed, inferences drawn and methods used; identify and explain misleading uses of data; recognize when arguments based on data are flawed)

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