

U.S. History: Age of Catastrophe and War

Stage 1 Desired Results				
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to analyze historical evidence in order to evaluate the influence and impact of perspective. - Students will demonstrate the ability to evaluate causal relationships in order to analyze change and continuity over time. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. - His.2.9-12. Analyze change and continuity in historical eras. - His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context. - His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. - His.5.9-12. Analyze how historical contexts shaped and continue to shape people’s perspectives. - His.6.9-12. Analyze the ways in which the perspectives of those writing history shaped the history that they produced. - His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past. - His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time. - His.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them. - His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations. - His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose. - His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.	Transfer			
	Students will be able to independently use their learning to make informed decisions based upon chronological reasoning and historical perspective.			
	Meaning			
	ENDURING UNDERSTANDINGS Students will understand that... - principles such as equality, freedom, liberty, respect for individual rights, and deliberation apply to both official institutions and informal interactions among citizens. - economic decision making involves setting goals, identifying the resources available to achieve those goals, and weighing the additional benefit of an action against the additional cost. - changes in the amounts and qualities of human capital, physical capital, and natural resources influence current and future economic conditions and standards of living. - history is interpretive; and people construct different accounts of the same event, which are shaped by their perspectives—their ideas, attitudes, and beliefs. - chronological reasoning requires wrestling with issues of causality, significance, context, and perspective.		ESSENTIAL QUESTIONS - What role should the government play in the national economy? - Is war ever justified?	
	Acquisition			
Students will know... - that economic problems affecting industries, farmers, and consumers led to the Great Depression. - that dreams of wealth led people to take risks in the stock market but when the market prices fell, panicked investors sold their shares, thereby crashing the market. - that the stock market crash had a ripple effect on		Students will be skilled at... - evaluating the impact of historical context. - analyzing change and continuity over time. - analyzing influences on historical perspectives. - explaining how present perspectives influence interpretations of history. - analyzing the relationship between primary and secondary sources, and evaluating the limitations of each.		

• His.13.9-12. Critique the appropriateness of the historical sources used in a secondary interpretation. • His.14.9-12. Analyze multiple and complex causes and effects of events in the past. • His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument. • His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past. • His.17.9-12. Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy. • Eco.6.9-12. Generate possible explanations for a government role in markets when market inefficiencies exist. • Eco.8.9-12. Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes. • Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. • Civ.6.9-12. Critique relationships among governments, civil societies, and economic markets. • Civ.8.9-12. Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles. • Civ.12.9-12. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues. • Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related. • Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.	banks and business, leading to a spike in unemployment and homelessness. • that the Great Depression brought suffering of many kinds and degrees to people from all walks of life. • that President Hoover tried to halt Depression and restore confidence in the American public, but his actions were ineffective. • that President Roosevelt created the New Deal, which extended federal aid and stimulated the nation's economy. • that, during Roosevelt's second term, additional measures were passed to boost the economy (AAA, WPA, Wagner Act, and Social Security Act). • that the United States remained isolated from world affairs, as economic and political factors led to the rise of nationalist leaders in the Soviet Union, Germany, and Italy. • that the United States provided aid to nations resisting Hitler and then entered World War II after the bombing Pearl Harbor. • that the United States mobilized its citizens and resources to give the Allies unprecedented military and industrial support. • that the United States, Great Britain, and the Soviet Union cooperated in the fight to defeat Germany and its allies. • that America waged an aggressive military campaign against Japan in the Pacific Islands and finally ended the war. • that the government relocated Japanese Americans and instituted economic controls to promote military production and to prevent inflation. • that World War II resulted in great economic gains for the United States (such as decreased unemployment, increased employment for women and minorities, and the relocation of millions of Americans). • <u>of</u> the following key players, places, events, and/or ideas: ○ Black Tuesday, Great Depression, Dow Jones, Dust Bowl, Herbert Hoover, Boulder Dam,	• critiquing the usefulness of historical sources. • analyzing cause and effect relationships • distinguishing between long-term causes and triggering events to develop an argument. • integrating evidence from multiple sources into a reasoned argument. • critiquing varying media for historical accuracy. • evaluating the impact of human settlement activities on regional characteristics. • evaluating the impact of economic and political decision making on spatial patterns. • evaluating the effectiveness of decisions and decision making. • critiquing relationships within systems. • evaluating social and political systems in different contexts, times, and places. • analyzing how laws are used or challenged to address public issues.
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	Federal Home Loan Bank Act, New Deal, Eleanor Roosevelt, Wagner Act, Social Security Act, Benito Mussolini, Adolf Hitler, Winston Churchill, Holocaust, Axis Powers, Dwight D. Eisenhower, D-Day, George Patton, Harry S. Truman, Battle of the Bulge, V-E Day, Douglas MacArthur, Manhattan Project, J. Robert Oppenheimer, Hiroshima, Nagasaki, Yalta Conference, UN, Nuremberg trials, GI Bill of Rights, Non-Aggression Act <u>vocabulary:</u> credit, speculation, shantytown, soup kitchen, bread line, direct relief, rugged individualism, totalitarian, appeasement, blitzkrieg, concentration camp, kamikaze, rationing, fascism	
Content Area Literacy Standards		21 st Century Skills
• RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. • RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. • RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. • RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. • RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. • WHST.11-12.1 Write arguments focused on <i>discipline-specific content</i>. • WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. • WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. • WHST.11-12.7 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. • WHST.11-12.8 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 specific 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. • WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.		• <i>use systems thinking</i> • <i>make judgments and decisions</i> • <i>solve problems</i> • <i>analyze media</i> • <i>apply technology effectively</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	