

U.S. History: Modern America Emerges

Stage 1 Desired Results			
ESTABLISHED GOALS: Competencies: - 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. Content Standards: - 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. - human-environment interactions are essential aspects of human life in all societies and they occur at local-to-global scales. - history is interpretive; and people construct different accounts of the same event, which are shaped by their perspectives—their ideas, attitudes, and beliefs. - no historical event or development occurs in a vacuum; each one has prior conditions and causes, and each one has consequences. - chronological reasoning requires wrestling with issues of causality, significance, context, and perspective. - major social and historical events can be a force in socializing entire generational groups.		ESSENTIAL QUESTIONS - Who decides when reform is necessary, or does it happen on its own? - When is it justified for a nation to act beyond its borders?
	Acquisition Students will know... - that social and economic changes during the late 19th century created broad reform movements in American society. - that progressive reformers worked for government reforms and reforms that protected consumers (child labor, working conditions, Food and Drug laws, etc.) - that moral reformers focused on improving personal behaviors like the push for prohibition.		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. - critiquing the usefulness of historical sources.

• 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. • Geo.11.9-12. Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries • 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.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.	• that women reformers targeted unsafe factories and labor abuses and promoted housing reform. • that muckraking journalists exposed political and economic corruption. • that President Theodore Roosevelt pursued a reform agenda known as the Square Deal which contributed to the emergence of the modern presidency. • that President Howard Taft divided the Republican party by signing a bill for higher tariffs and went against the conservative policies that Roosevelt promoted. • that President Woodrow Wilson pushed antitrust laws, lowering tariffs and creating a federal reserve and other financial reforms. • that economic and cultural factors convinced U.S. policymakers to join the competition for new markets in territories overseas, including Hawaii, Cuba, Puerto Rico, Panama, and Philippines. • that the US drive for market expansion was greatly influenced by factors such as the Spanish-American war, The Open Door Policy and the plans for the Panama Canal. • that long-term tensions erupted into a devastating war among European nations. The United States tried to remain neutral but entered the World War I on the side of the Allies. • that World War I unleashed a series of disruptions in American society as the U.S. government attempted to meet the demands of modern weaponry and warfare. • that World War I brought about dramatic changes to the United States such as the government taking a more active role in the economy . Millions of African Americans moved to cities in the North to take jobs in war producing factories. Anti-immigrant hysteria erupted, and laws limiting freedoms fed an atmosphere of suspicion • that, due to the Russian Revolution, many Americans feared that a similar revolution might occur in the United States, causing what is known as the <i>Red Scare</i>. • that during the prosperous 1920s, the automobile	• 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 economic globalization. • 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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	industry and other industries flourished, which increased the standard of living in the United States. • that Americans experienced cultural conflicts as customs and values change in the United States during the 1920s. • that the mass media, movies, and spectator sports played important roles in the popular culture of the 1920s. • that African-American ideas, politics, art, literature, and music flourished in Harlem and elsewhere in the United States. • <u>of</u> the following key players, places, events, and/or ideas: ○ Progressive Movement, Prohibition, Susan B. Anthony, Theodore Roosevelt, Upton Sinclair, Meat Inspection Act, Pure Food and Drug Act, NAACP, William Howard Taft, Woodrow Wilson, Federal Trade Commission, Federal Reserve System, Rough Riders, San Juan Hill, Panama Canal, Roosevelt Corollary, Dollar Diplomacy, Central Powers, Selective Service Act, Espionage and Sedition Acts, Great Migration, League of Nations, Treaty of Versailles, Scopes trial, Babe Ruth, Charles A. Lindbergh, George Gershwin, F. Scott Fitzgerald, Ernest Hemingway, Zora Neale Hurston, Louis Armstrong, Duke Ellington, Bessie Smith <u>vocabulary:</u> muckraker, scientific management, initiative, referendum, suffrage, conservation, imperialism, yellow journalism, open door policy, militarism, trench warfare, convoy system, conscientious objector, mechanized warfare, reparations, anarchist, quota system, urban sprawl, installment plan, speakeasy, bootlegger, fundamentalism, flapper	
Content Area Literacy Standards		21st 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.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. • 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.		• <i>make judgments and decisions</i> • <i>think creatively</i> • <i>collaborate with others</i> • <i>solve problems</i>

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| <ul style="list-style-type: none">• RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.• 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.11-12.8 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. | |
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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	