American Studies I
Program of Studies Description

This college preparatory course offers a comprehensive examination of the transformative period in United States history spanning from post–Civil War Reconstruction through the onset of the Great Depression. Students will critically analyze the profound social, political, and economic changes that followed the Civil War, with particular attention to the nation's efforts to rebuild and redefine a shared national identity. The course also explores westward expansion and the pursuit of Manifest Destiny alongside the rapid industrialization that reshaped the American economy, driven by influential figures such as Vanderbilt, Rockefeller, J.P. Morgan, and Carnegie. Students will then investigate the Progressive Era, focusing on movements for social reform, as well as the nation's emergence on the global stage through early twentieth-century imperialism. Finally, the curriculum examines the political and cultural dynamics of the Roaring Twenties and culminates with an in-depth study of the Great Depression, including the policies and impact of President Franklin D. Roosevelt's New Deal in guiding the nation toward economic recovery.

CP Description Updated in Program of Studies

This rigorous college preparatory course delves into the complex and transformative period of American history spanning from the Reconstruction era following the Civil War through the profound challenges of the Great Depression. Students will engage in critical analysis of primary and secondary sources to understand the multifaceted social, economic, and political developments that shaped the nation during this pivotal time. The course emphasizes the nuanced perspectives surrounding Reconstruction, the rapid industrialization and its societal consequences, the reform efforts of the Progressive Era, America's evolving role on the world stage culminating in World War I, the dynamic and often contradictory nature of the Roaring Twenties, and the devastating impact of the Great Depression. Students will develop advanced analytical and critical thinking skills through in-depth discussions, research-based projects, and sophisticated written assignments, preparing them for the demands of college-level history coursework. This course encourages students to interpret historical events within their broader contexts and to evaluate the enduring legacies of this era on contemporary American society

Core Description

This course examines the tumultuous and transformative period in American history following the Civil War, from Reconstruction through the Great Depression. Students will analyze the challenges and opportunities of rebuilding the nation after slavery, the rise of industrialization and its impact on society, the social and political reforms of the Progressive Era, America's role in World War I, the economic boom and subsequent crash of the 1920s, and the profound hardships of the Great Depression. Through the examination of primary sources, documents, and diverse perspectives, students will develop a deeper understanding of the key social, economic, and political forces that shaped modern America during this critical era. This course is designed to be moderate in pace, allowing for thoughtful exploration of complex issues.

American Studies I

Syllabus

Course Description: This college preparatory course provides a comprehensive analysis of the transformative period in United States history from the World War II era to the present. Students will critically examine the complex causes and far-reaching consequences of World War II and the subsequent ascendance of the United States as a global superpower. The curriculum will then trace and analyze the major social, political, economic, and cultural transformations of the post-war world, including the intricacies of the Cold War, the struggles and achievements of the Civil Rights Movement, the aims and outcomes of the Great Society, the complexities of the Vietnam War, the evolution of conservatism, the forces of globalization, and the multifaceted challenges and opportunities facing the nation in the 21st century. Students will develop essential analytical skills through the investigation of key events, movements, and individuals that have profoundly shaped modern American society and its evolving role in global affairs, preparing them for the demands of college-level history coursework.

REQUIRED TOPICS OF STUDY	SUGGESTED INSTRUCTIONAL TIME	STANDARDS/ ELIGIBLE CONTENT	COMMON ASSESSMENT
U.S. States and Capitals	**2 Weeks**	7.3.9,8.1.9 A-C,8.2.9 A-D	**Test**
Reconstruction and its Effects	**4 Weeks**	7.3.9,8.1.9 A-C,8.2.9 A-D, 8.3.9 A-D, 8.4.9 A-D, CC.8.5.9-10 A-I, CC.8.6.9-10 A-I	**Test**
The Frontier	**3 Weeks**	7.3.9,8.1.9 A-C,8.2.9 A-D, 8.3.9 A-D, 8.4.9 A-D, CC.8.5.9-10 A-I, CC.8.6.9-10 A-I	**Brochure Project**
Industrialization	**3 Weeks**	7.3.9,8.1.9 A-C,8.2.9 A-D, 8.3.9 A-D, 8.4.9 A-D, CC.8.5.9-10 A-I, CC.8.6.9-10 A-I	**Industrialist Social Media Project**
Immigration, Urbanization & Life at the Turn of the Century	**4 Weeks**	7.3.9,8.1.9 A-C,8.2.9 A-D, 8.3.9 A-D, 8.4.9 A-D,	**City Project**
Progressive Era	**3 Weeks**	7.3.9,8.1.9 A-C,8.2.9 A-D, 8.3.9 A-D, 8.4.9 A-D, CC.8.5.9-10 A-I, CC.8.6.9-10 A-I	**Test**

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Imperialism	**3 Weeks**	7.3.9,8.1.9 A-C,8.2.9 A-D, 8.3.9 A-D, 8.4.9 A-D, CC.8.5.9-10 A-I, CC.8.6.9-10 A-I	**Test**
World War I	**4 Weeks**	7.3.9,8.1.9 A-C,8.2.9 A-D, 8.3.9 A-D, 8.4.9 A-D, CC.8.5.9-10 A-I, CC.8.6.9-10 A-I	**Test**
The 1920's	**3 Weeks**	8.1.U.A–C, 8.2.U.A–D, 8.3.U.A – D	**Test**
The Great Depression & New Deal	**5 Weeks**	8.1.U.A–C, 8.2.U.A–D, 8.3.U.A – D	**Test**

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Unit 1	**Reconstruction and its Effects**				
Big Idea	**The Reconstruction period was a redefining moment in American history as the nation struggled to rebuild physically and socially along with questioning our new found concepts of freedom and citizenship after the Civil War.**				
Unit Essential Questions:	**1. How did the constitutional amendments of the Reconstruction Era impact American society and politics?** **2. What social, economic, and political challenges did America face in the aftermath of the Civil War?** **3. What specific challenges were former slaves faced with in the aftermath of the Civil War, and how did the government work to address these issues?** **4. In what ways did Reconstruction efforts succeed or fail to address the diverse needs of Americans after the Civil War?**				
Date	**PA Standards/ Eligible Content**	**Vocabulary**	**Instructional Materials**	**Common Assessments**	**Link to Profile of a Zephyr**
August/September/ October	**8.3.9.A**: Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. **8.3.9.B:** Compare the impact of historical documents, artifacts, and places which are critical to the U.S. **8.3.9.C:** Analyze how continuity and change have impacted the United States. **8.3.9.D:** Interpret how conflict and	10 Percent Plan New Orleans Massacre 13th amendment 14th amendment 15th amendment Black Codes Freedman's Bureau Radical Republicans Civil Rights Act 1866 Reconstruction Act of 1867 Ku Klux Klan Sharecropping Tenant Farming Bargain of 1877	Google classroom Textbook Chapters 12.1, 12.2, 12.3 PowerPoints with embedded maps, photos, and videos Guided reading charts and vocabulary sheets Ch. 12 Notes "Reps Running from the Vote" Activity Black Codes / Future Literacy Tests Activity	**Formative:** Guided Readings Vocabularly Debates Socratic Seminars Case Studies Oral Presentations Primary Source Analysis **Summative:** Chapter 12 Test	**Critical Thinkers**: Students analyze government plans for Reconstruction, Black Codes, and political decisions to understand multiple perspectives. **Collaborators**: Group discussions, debates, and create solutions to problems of the era. **Effective Communicators**: Students interpret the meaning of reconstruction amendments, and critique the plans/solutions to address problems of the era. **Civic-Minded Individuals**: Students consider a variety

	cooperation among groups and organizations have impacted the growth and development of the U.S. **8.2.U.A** – Analyze the political, cultural, and economic contributions of individuals and groups to Pennsylvania and the nation.		Primary sources: Multimedia clips (*Reconstruction: America After the Civil War, Reconstruction: The Second Civil War, Aftershock: Beyond the Civil War, Death and the Civil War*) Google Classroom prompts, Google Maps Tour Builder Graphic organizers		of conflicting perspectives held by Americans of a historical period to understand their impact on American society. Students draw solutions to real historical issues. **Problem Solvers**: Students evaluate historical challenges and connect them to modern issues. Students draw solutions to real historical issues.

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Unit 2	**Changes on the Western Frontier**
Big Idea	**Under the concept of "manifest destiny" the United States expands westward into the frontier, bringing new systems of agriculture, transportation and also the forced assimilation of the native americans.**
Unit Essential Questions:	**1. What incentives drove so many Americans to settle the West in the late 19th century?** **2. What challenges were pioneers faced with as they traveled West?** **3. What factors contributed to rising tensions between various Native tribes and the U.S. government?** **4. How did conflict between settlers and various Native tribes shape the history of the West?** **5. How did geography of the West shape opportunities and challenges for early settlers?**

Dates/weeks	PA Standards/ Eligible Content	Vocabulary	Instructional Materials	Common Assessments	Link to Profile of a Zephyr
October/November	**8.3.9.A**: Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. **8.3.9.B:** Compare the impact of historical documents, artifacts, and places which are critical to the U.S. **8.3.9.C:** Analyze how continuity and change have impacted the United States. **8.3.9.D:** Interpret how conflict and	Manifest Destiny Great Plains Homestead Act of 1862 Treaty of Fort Laramie The Oregon Trail Sitting Bull George Custer assimilation Dawes Act The Cattle Boom longhorns long drive Soddy Cowboys The Trans-Continental Railroad William Jennings Bryan Populist	Google Classroom Textbook Chapters 13.1, 13.2, 13.3 PowerPoints with embedded maps, photos, and videos Guided reading charts and vocabulary sheets Ch. 13 Notes Primary sources: eyewitness accounts, photo gallery	**Formative:** Guided Readings Vocabularly Debates Socratic Seminars Case Studies Oral Presentations Primary Source Analysis **Summative:** Chapter 13 Test	**Critical Thinkers**: Students weigh risks and benefits of Western Settlement. Students judge the ethics of the U.S. government's approach to the complexity of conflicts with Native Americans **Collaborators**: Group discussions, debates, and create solutions to problems of the era. **Effective Communicators**:

	cooperation among groups and organizations have impacted the growth and development of the U.S. **8.2.U.A** – Analyze the political, cultural, and economic contributions of individuals and groups to Pennsylvania and the nation.		Google Classroom prompts, Google Maps Tour Builder Graphic organizers Multimedia clips (*Geronimo: An American Legend, Dances With Wolves, The Terrifying Collapse of the American Plains Indians, Hidalgo, Bury My Heart at Wounded Knee, Far and Away* Game: Oregon Trail		Students judge the ethics of the U.S. government's approach to the complexity of conflicts with Native Americans. **Civic-Minded Individuals**: Students consider a variety of conflicting perspectives held by Americans of a historical period to understand their impact on American society. Students draw solutions to real historical issues. Students judge the ethics of the U.S. government's approach to the complexity of conflicts with Native Americans **Problem Solvers**: Students evaluate historical challenges and connect them to modern issues.

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					Students draw solutions to real historical issues.

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Unit 3	**A New Industrial Era**
Big Idea	**While the United States undergoes rapid advancement in both industrialization and technology it must also come to terms with how the worker fits into this new and ever changing revolution.**
Unit Essential Questions:	**1. How did advancements in steel, oil and electricity transform the physical layout of American cities?** **2. How did key inventors and entrepreneurs influence the day to day lives of Americans across the U.S.?** **3. How did changes in the railroad industry impact the growth of the U.S. economy in the late 19th century?** **4. What factors contributed to such social inequality seen during the Gilded Age?** **5. What measures did American laborers take to improve their working conditions as well as getting fair pay?**

Dates/weeks	PA Standards/ Eligible Content	Vocabulary	Instructional Materials	Common Assessments	Link to Profile of a Zephyr
November/December	**8.3.9.A**: Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. **8.3.9.B:** Compare the impact of historical documents, artifacts, and places which are critical to the U.S. **8.3.9.C:** Analyze how continuity and change have impacted the United States. **8.3.9.D:** Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.	Thomas Edison Nikola Tesla Cornelius Vanderbilt John D. Rockefeller Monopoly Standard Oil The Panic of 1873 JP Morgan Andrew Carnegie Labor Unions American Federation of Labor labor strikes Homestead Strike Labor Union	Google Classroom Textbook Chapters 14.1, 14.2, 14.3 PowerPoints with embedded maps, photos, and videos Guided reading charts and vocabulary sheets Primary sources: eyewitness accounts, photo gallery Google Classroom prompts, Google Maps Tour Builder Graphic organizers	**Formative:** Guided Readings Vocabularly Debates Socratic Seminars Case Studies Oral Presentations Primary Source Analysis **Summative:** Chapter 14 Test	**Critical Thinkers**: Students will contemplate the pros and cons of how the Industrial and Technological advancements in the US were produced by big business at the expense of worker benefits and conditions. **Collaborators**: Group discussions, debates, and create solutions to problems of the era. **Effective Communicators**:

	8.2.U.A – Analyze the political, cultural, and economic contributions of individuals and groups to Pennsylvania and the nation.		Multimedia clips (*The Men Who Built America)*		Students build digital literacy skills through a Chapter 14 industrialist Profile Project. **Civic-Minded Individuals**: Students consider a variety of conflicting perspectives held by Americans of a historical period to understand their impact on American society. Students draw solutions to real historical issues. Students also judge the ethics of big business operations and how they were needed for technological advancement but also hated because of how the American worker was treated. These concepts can be used interchangeably both then and now.

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					Problem Solvers: Students evaluate historical challenges and connect them to modern issues. Students draw solutions to real historical issues.

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Unit 4	**Immigration & Urbanization** **Life at the Turn of the 20th Century**
Big Idea	**As the nation saw an influx of migrants settling in America in the late 19th century, society would begin to modernize & change to accommodate and facilitate these changes physically and socially.**
Unit Essential Questions:	**1. Why were more migrants coming to the U.S. in the late 19th century?** **2. Where were migrants coming from in the late 19th century?** **3. What challenges did American cities face in the late 19th century?** **4. How did American cities change in the late 19th century?** **5. What challenges did marginalized groups face throughout America in the late 19th century?** **6. What hobbies/leisure activities did Americans participate in in the late 19th century?**

Dates/weeks	PA Standards/ Eligible Content	Vocabulary	Instructional Materials	Common Assessments	Link to Profile of a Zephyr
December/January	**8.3.9.A**: Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. **8.3.9.B:** Compare the impact of historical documents, artifacts, and places which are critical to the U.S.	Ellis Island Angel Island Chinese Exclusion Act Nativism Urbanization Americanization Movement Orville & Wilbur Wright Poll Tax Jim Crow Laws Segregation Plessy v Ferguson	Google Classroom Textbook Chapters 15.1, 15.2, 15.3 & 16.1, 16.2, 16.3, 16.4 PowerPoints with embedded maps, photos, and videos	**Formative:** Guided Readings Vocabularly Debates Socratic Seminars Case Studies Oral Presentations Primary Source Analysis **Summative:** City Planning Project Chapter 15/16 Test	**Critical Thinkers**: Students will contemplate the pros and cons of how the Industrial and Technological advancements in the US were produced by big business at the expense of worker benefits and conditions. **Collaborators**: Group discussions,

	8.3.9.C: Analyze how continuity and change have impacted the United States. **8.3.9.D:** Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S. **8.2.U.A** – Analyze the political, cultural, and economic contributions of individuals and groups to Pennsylvania and the nation.		Guided reading charts and vocabulary sheets Primary sources: eyewitness accounts, photo gallery Google Classroom prompts, Google Maps Tour Builder Graphic organizers Multimedia clips *Far and Away* (*Various YouTube videos)*		debates, and create solutions to problems of the era. **Effective Communicators**: Students build digital literacy skills through a Chapter 14 industrialist Profile Project. **Civic-Minded Individuals**: Students consider a variety of conflicting perspectives held by Americans of a historical period to understand their impact on American society. Students draw solutions to real historical issues. Students also judge the ethics of big business operations and how they were needed for technological advancement but also hated because of how the American worker

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Unit 5	**The Progressive Era & Imperialism**
Big Idea	**Internally the United States goes through a transformational period of economic, political and social change while outwardly it begins to exert its power on the world stage.**
Unit Essential Questions:	**1. What major social changes occurred due to the progressive movement in health and education?** **2. What effects did the Prohibition have on the country as a whole?** **3. How did women gaining the right to vote change the political landscape in the US?** **4. What events and policies caused the US to get more involved in World Affairs?** **5. Why is the Monroe Doctrine such an important part of US foreign policy?**

Dates/weeks	PA Standards/ Eligible Content	Vocabulary	Instructional Materials	Common Assessments	Link to Profile of a Zephyr
January/February	**8.3.9.A**: Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. **8.3.9.B:** Compare the impact of historical documents, artifacts, and places which are critical to the U.S. **8.3.9.C:** Analyze how continuity and change have impacted the United States.	Progressive Movement Muckrackers Prohibition *The Jungle* Women's Sufferage Theodore Roosevelt Imperialism Monroe Doctrine William Howard Taft The Square Deal Panama Canal Spanish-American War Roosevelt Corollary Dollar Diplomacy Missionary Diplomacy	Google Classroom Textbook Chapters 17.1, 17.2, 17.3, 17.4, 17.5 & 18.1, 18.2, 18.3, 18.4 PowerPoints with embedded maps, photos, and videos Guided reading charts and vocabulary sheets Primary sources: eyewitness	**Formative:** Guided Readings Vocabularly Debates Socratic Seminars Case Studies Oral Presentations Primary Source Analysis **Summative:** City Planning Project Chapter 17/18 Test	**Critical Thinkers**: Students will contemplate the pros and cons of how the Industrial and Technological advancements in the US were produced by big business at the expense of worker benefits and conditions. **Collaborators**: Group discussions, debates, and create solutions to

	8.3.9.D: Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S. **8.2.U.A** – Analyze the political, cultural, and economic contributions of individuals and groups to Pennsylvania and the nation.		accounts, photo gallery Google Classroom prompts, Google Maps Tour Builder Graphic organizers Multimedia clips (*Various YouTube videos)* *The Rough Riders*		problems of the era. **Effective Communicators**: Students build digital literacy skills through a Chapter 14 industrialist Profile Project. **Civic-Minded Individuals**: Students consider a variety of conflicting perspectives held by Americans of a historical period to understand their impact on American society. Students draw solutions to real historical issues. Students also judge the ethics of big business operations and how they were needed for technological advancement but also hated because of how the American worker was treated. These concepts can be

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Unit 7	**World War I**				
Big Idea	**Stepping fully out onto the world stage the United States after much deliberation chooses to enter World War I - and in doing so changes its relationship with the world both at home and abroad forever.**				
Unit Essential Questions:	**1. How did Nationalism & Imperialism lead to conflict in Europe?** **2. Why were so many nations pulled into the conflict?** **3. Why did the United States favor Britain & France over Germany?** **4. How did World War I change the nature of warfare?** **5. How did the US change because of its involvement in World War I?**				
Dates/weeks	**PA Standards/ Eligible Content**	**Vocabulary**	**Instructional Materials**	**Common Assessments**	**Link to Profile of a Zephyr**
February/March	**8.3.9.A**: Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. **8.3.9.B:** Compare the impact of historical documents, artifacts, and places which are critical to the U.S. **8.3.9.C:** Analyze how continuity and change have	Nationalism Militarism Allies Central Powers Archduke Franz Ferdinand Trench Warfare No Man's Land *Lusitania* Zimmerman Note Fourteen Points League of Nations reparations Treaty of Versailles	Google Classroom Textbook Chapters 19.1, 19.2, 19.3, 19.4 PowerPoints with embedded maps, photos, and videos Guided reading charts and vocabulary sheets	**Formative:** Guided Readings Vocabularly Debates Socratic Seminars Case Studies Oral Presentations Primary Source Analysis **Summative:** Chapter 19 Test	**Critical Thinkers**: Students will contemplate the pros and cons of how the Industrial and Technological advancements in the US were produced by big business at the expense of worker benefits and conditions. **Collaborators**: Group discussions, debates, and create solutions to

	impacted the United States. **8.3.9.D:** Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S. **8.2.U.A** – Analyze the political, cultural, and economic contributions of individuals and groups to Pennsylvania and the nation.		Primary sources: eyewitness accounts, photo gallery Google Classroom prompts, Google Maps Tour Builder Graphic organizers Multimedia clips (*Various YouTube videos)* *The Lost Battalion*		problems of the era. **Effective Communicators**: Students build digital literacy skills through a Chapter 14 industrialist Profile Project. **Civic-Minded Individuals**: Students consider a variety of conflicting perspectives held by Americans of a historical period to understand their impact on American society. Students draw solutions to real historical issues. Students also judge the ethics of big business operations and how they were needed for technological advancement but also hated because of how the American worker was treated. These concepts can be

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Unit 8	The 1920s				
Big Idea	**In the aftermath of the First World War, America would see significant shifts in cultural and societal trends. This era would be defined by Republican politics, a flourishing peacetime economy, consumerism, revolutions in the music and film industries as well as renewed interest in American sports.**				
Unit Essential Questions:	**How did American society and culture change after WWI?** **What challenges were WWI veterans faced upon returning home?** **What factors led to a seemingly strong post-war economy in the 1920's?** **How did the politics of this era influence the changes in society and culture?** **What interests did Americans take up during the 1920's?**				
Dates/weeks	**PA Standards/ Eligible Content**	**Vocabulary**	**Instructional Materials**	**Common Assessments**	**Link to Profile of a Zephyr**
March/April	**8.3.9.A**: Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. **8.3.9.B:** Compare the impact of historical documents, artifacts, and places which are critical to the U.S. **8.3.9.C:** Analyze how continuity and change	Nativism Isolationism Communism Quota system Warren G. Harding Teapot Dome Scandal Calvin Coolidge Installment Plan Prohibition Speakeasies Bootleggers Flapper Harlem Renaissance	Google Classroom Powerpoints PrimarySources Guided Readings Making of the Mob Photo Galleries *Untouchables* 1920's Songs and Films	1920's Stations Roaring 20's Project KKK Photo Gallery 1920's Advertisement Socratic Seminar 1920's Test	**Critical Thinkers**: Students will contemplate the pros and cons of how the Industrial and Technological advancements in the US were produced by big business at the expense of worker benefits and conditions. **Collaborators**: Group discussions, debates, and create solutions to

	have impacted the United States. **8.3.9.D:** Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S. **8.2.U.A** – Analyze the political, cultural, and economic contributions of individuals and groups to Pennsylvania and the nation.				problems of the era. **Effective Communicators**: Students build digital literacy skills through a Chapter 14 industrialist Profile Project. **Civic-Minded Individuals**: Students consider a variety of conflicting perspectives held by Americans of a historical period to understand their impact on American society. Students draw solutions to real historical issues. Students also judge the ethics of big business operations and how they were needed for technological advancement but also hated because of how the American worker was treated. These concepts can be

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Unit 9	**The Great Depression & New Deal**				
Big Idea	**The Stock Market Crash of 1929 set off the greatest economic crisis in American History. These chapters explore how the Great Depression directly affected the lives of everyday Americans as well as how Franklin Roosevelt wielded the power of the federal government to provide relief, reform, and recovery efforts for Americans.**				
Unit Essential Questions:	**1. What were the causes of the Great Depression?** **2. What challenges/hardships were Americans faced with as a result of the Depression?** **3. What measures did Franklin Roosevelt take to alleviate the problems brought about by the Depression?** **4. How effective were these programs in bringing about relief, recovery, and reform to the nation's economy.**				
Dates/weeks	**PA Standards/ Eligible Content**	**Vocabulary**	**Instructional Materials**	**Common Assessments**	**Link to Profile of a Zephyr**
April/May/June	**8.3.9.A**: Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. **8.3.9.B:** Compare the impact of historical documents, artifacts, and places which are critical to the U.S.	Dow Jones Industrial Average Speculation Buying on margin Black Tuesday Great Depression Shantytowns/ Hooverville Dust Bowl Herbert Hoover Bonus Army Franklin Delano Roosevelt New Deal Glass-Steagall Act Federal Securities Act	Google Classroom Textbook Chapters 22.1, 22.2, 22.3, 23.1, 23.2, 23.3, 23.4, 23.5 PowerPoints with embedded maps, photos, and videos	**Formative:** Guided Readings Vocabularly Debates Socratic Seminars Case Studies Oral Presentations Primary Source Analysis **Summative:** Chapter 22/23 Tests	**Critical Thinkers**: Students will contemplate the pros and cons of how the Industrial and Technological advancements in the US were produced by big business at the expense of worker benefits and conditions. **Collaborators**: Group discussions,

	8.3.9.C: Analyze how continuity and change have impacted the United States. **8.3.9.D:** Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S. **8.2.U.A** – Analyze the political, cultural, and economic contributions of individuals and groups to Pennsylvania and the nation.	Agricultural Adjustment Act Civilian Conservation Corps Eleanor Roosevelt Wagner Act Tennessee Valley Authority	Guided reading charts and vocabulary sheets Primary sources: eyewitness accounts, photo gallery Google Classroom prompts, Google Maps Tour Builder Graphic organizers Multimedia clips (*Various YouTube videos)* *Seabuscuit* *Cinderella Man*		debates, and create solutions to problems of the era. **Effective Communicators**: Students build digital literacy skills through a Chapter 14 industrialist Profile Project. **Civic-Minded Individuals**: Students consider a variety of conflicting perspectives held by Americans of a historical period to understand their impact on American society. Students draw solutions to real historical issues. Students also judge the ethics of big business operations and how they were needed for technological advancement but also hated because of how the American worker

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