

~~2020-2021 Curriculum Framework for Social Studies - High School~~
The course 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 Core Curriculum Content Standards’ mission of providing learners with the “knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.”

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS × FOSTERING ACHIEVEMENT × CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title:</p> <p>US II CP - UNIT 1 - DEVELOPMENT OF MODERN AMERICA</p>	<p>Unit Summary:</p> <p>At the turn of the century Americans saw a continuation of the social, economic, and political divisions that had characterized the nation even before the Civil War. This was not a nation united as much as it was a collection of political factions and machines, ghettos, neighborhoods, ethnic enclaves, and extremes of rich and poor all competing to realize their version of the American dream. The second wave of immigration led to problems in the cities both socially and politically. At the time many Americans feared change and clung to old ideas about social roles particularly those that affected women and African Americans. Many Americans hoped to change American society for the better, including increasing literacy for a more democratic society. These reform minded citizens who were called Progressives worked for many different causes at the national, state, and local levels. Many of their reforms had lasting effects on American society.</p>
<p>Grade Level(s):11</p>	
<p>Essential Question(s):</p> <ul style="list-style-type: none"> ● What was an immigrant's experience like coming to the US? ● What different challenges did immigrants face? ● Why did cities expand during this time period? ● What role did corruption play in local and national politics? How did living conditions in the cities change? ● How did Progressives help those in need? ● How did opportunities for higher education increase after the Civil War? ● How did entertainment change in the early 1900's? ● What types of discrimination did African Americans face after Reconstruction? 	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> ● National politics were dominated by issues of corruption and reform. ● Millions of immigrants representing many different cultures arrived in the United States in the late 1800's and early 1900's. ● Millions of people moved into the cities creating new growth and challenges. ● A variety of groups worked to improve social, economic, and political conditions in the cities. ● Education was an important goal that was out of reach for most 19th century Americans. ● As the new century began more and more Americans were able to take advantage of educational opportunities. ● Americans flocked to new forms of entertainment, sports, and music at the turn of the century. ● Many African Americans faced discrimination through white attitudes, customs, and the laws after Reconstruction. ● The role of women changes with new job and educational opportunities but was subject to debate. ● Progressive reforms took place at the local, state, and federal levels. ● Progressive Era Presidents each enacted legislation based on their political agendas. ● Women won the right to vote with the ratification of the 19th Amendment in 1920.

<ul style="list-style-type: none"> ● What were the issues in debate over women’s equality? ● What were the key goals of the Progressives? 	
---	--

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the **2018 NJSL** or **Common Core Standards** that are applicable

<u>Learning Target</u>	<u>NJSLS or CCSS</u>
1. Compare and contrast the experiences of immigrants from different countries and social classes coming to the US.	1. 6.1.12.D.5.d LA. 11-12.RH.11-12.2
2. Discuss the different challenges faced by immigrants.	2. 6.1.12.D.5.d LA11-12.W.CCR.4
3. Analyze the reasons for the influx of both immigrants and Americans into the cities.	3. 6.1.12.D.5.d LA.11-12.RH.11-12.2
4. Examine the conditions of urban life.	4. 6.1.12.D.5.d
5. Summarize the advantages and disadvantages of political machines in the cities.	5. 6.1.12.A.6.a
6. Examine efforts to control immigration.	6. 6.1.12.B.5.b
7. Discuss reasons how and why public schools expanded.	7. 6.1.12.D.5.c
8. Recognize the opportunities for higher education for minorities.	8. 6.1.12.D.5.c
9. Compare and contrast the views of Booker T. Washington and W.E.B. DuBois.	9. 6.1.12.A.6.c
10. List new forms of entertainment including sports, literature, and music.	10. 6.1.12.D.6.a
11. Identify ways African Americans faced discrimination through laws and culture.	LA.11-12W.CCR.8
12. Justify the role of women in society and at home.	11. 6.1.12.A.6.c
13. Identify major types of reforms during the Progressive Era.	12. 6.1.12.D.6.b
14. Diagram list of Muckrakers literary works and accomplishments.	13. 6.1.12.A.6.a
15. Discuss reforms on the municipal, state, and national level.	14. 6.1.12.A.6.a
16. Evaluate the role Progressive Era Presidents.	15. 6.1.12.A.6.a
17. Evaluate the lasting effect of the Pure Food and Drug Act & Meat Inspection Act.	16. 6.1.12.A.6.a 17. 6.1.12.A.6.a
18. Assess the struggle and factors that led to the passage of the 19 th Amendment.	18. 6.1.12.A.6.c
19. Read, Analyze, Critique, and Formulate opinions on primary source documents and their author’s perspectives	19. LA. 11-12.RH.11-12.2-12.6, 12.8, 12.10 LA. 11-12. RST.12.1-2, 12.4, 12.6, 12.10 LA. 11-12. WHST. 11-12.1.A-E, 12.2.A-E,

Inter-Disciplinary Connections:

Language Arts Literacy: DBQ writing – Immigrant Restrictions, reading primary source documents – comparing equality for women, biography of Teddy Roosevelt

Technology: Microsoft Word [or Google Docs](#) for typed documents, video clips, Web navigation, [Google Platforms](#)

Art: design of model city, creating political cartoons

Math: analysis of charts and graphs of immigration settlement

Music: jazz music excerpts from Louis Armstrong

Science: discussion of bacterial diseases from spoiled meat and *e coli* disease

Students will engage with the following text:

US II district approved text ([United States History: Pearson Publishing 2016](#))

Primary Source Readings: Ida Tarbell, John Spargo, Jacob Riis, Lincoln Steffens, Susan B. Anthony

Case Brief: Plessy v. Ferguson

Biography of Theodore Roosevelt

DBQ question and documents: Immigrant Restrictions

Naturalization & Citizenship Test

Online Textbook Primary Source Documents:

[“How the Other Half Lives,” Jacob Riis](#)

[“Atlanta Exposition Address” Booker T. Washington](#)

[“The Jungle” Upton Sinclair](#)

Suggested Accommodations/ Modifications for Reading:

All students will be responsible for responding to all synthesis/ reading comprehension questions embedded in the online text modules.

Break primary source documents into sections and allow students to read one section orally, then they can respond.

Allow students to listen to audio recordings if available.

Give students reading materials in advance so that they can pre-read and ask questions.

If reading orally, stop and pause after a section and ask a question to check for understanding.

If having difficulty comprehending, re-read materials.

Provide guiding questions to complete when reading to ensure an understanding of main ideas.

Pre-teach vocabulary for reading.

Suggested Assignments and Instruction for gifted and talented:

Provide supplementary or lengthier readings to increase student knowledge.

Allow students to read one of the muckrakers books in its entirety (Upton Sinclair, *The Jungle* Ida Tarbell “History of Standard Oil” Lincoln Steffens “The Shame of the Cities”

Explore the primary source: Are not Women Half the Nation?

Students may read *The Octopus* by Frank Norris.

Students will write:

Daily Class Notes

DBQ response to changing attitudes toward immigration

Immigrant character study for *American Ink*

Susan B. Anthony quote response

Plessy v. Ferguson case brief reactions

Questions & quote responses from *Iron Jawed Angels*

Reaction (exit slip) to "The Jungle"

Picture prompts: Cartoon analysis of women's suffrage

Focused Writing: list of changes at Triton, Highland, or Timber Creek; Compare and contrast "Food Inc." with today's food industry.

Suggested Accommodations/Modifications for Writing:

Students will compose at least 2 questions and answer them from the day's notes. (Check for accuracy)

Offer students extended time on writing assignments.

Give copy of quotes from *Iron Jawed Angels* before the actual essay to allow students time to compose their thoughts and ideas.

Give checklist or step-by-step directions for assignments.

Use graphic organizers to help students brainstorm and organize their writing.

Students may type their responses if possible.

Suggested Assignments and Instruction for gifted and talented:

Provide students the opportunity to write a paper about one of the muckrakers.

Write a reaction to *Plessy v. Ferguson* court case.

Write a paper on one of the suffragettes of the time period.

Students will keep a journal of their first two weeks in America as a new immigrant.

Focus on the problems they face, how they adapt and what they are feeling.

Students will research and report on the history of women's voting rights in their own state. Give reports orally.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills?

Politics and Immigration

Define all chapter vocabulary: "Immigration & Urbanization"
Graphic organizer on immigration
Illustrations of immigrant's experience
Chart and graph analysis: Immigrant's coming to the US
Immigrant's Experience Activity- artifacts, photos, stories, etc.
Video clip: Immigrant's experience
Reaction to Immigration: Political Cartoon
Letter writing: Immigrant
Naturalization & Citizenship sample test questions
Hull House activity: Biography of Jane Addams
DBQ: Immigrant restrictions
American Ink: An Immigrant's Story
Gangs of NY documentary and questions
Diagram a model city and solve city problems

Life at the Turn of the 20th Century

Define all chapter vocabulary: "Education, Discrimination, & Education"
Design a visual history of a college that opened for minorities
Focused Writing: list changes needed at Triton, Highland, or Timber Creek
Jazz excerpt from Louis Armstrong
Video clip: Entertainment in the 1900's
Video clip: Discrimination in baseball
Video clip: Little House on the Prairie (one-room schoolhouse)
Political cartoon: Plessy v. Ferguson
Case brief: Plessy v. Ferguson
Ida B. Wells article: Lynchings and Mob Law
Video clip: Women's suffrage
Primary source document: comparing equality for women
"Iron Jawed Angel"

Progressive Reforms

Define all chapter vocabulary: "Progressive Era"
Graphic organizer: causes and effects of Progressive Era
Primary source readings: Muckraker articles
Pure Food & Drug Act/Meat Inspection Act guidelines
"Great Books: The Jungle" video
"Food Inc." movie
Chart of muckrakers
Graphic organizer: legislative reforms
Primary source readings: biography of TR
Focused writing: Susan B. Anthony quote

Cartoon analysis (anti-suffrage): When Women Have Rights

Accommodations/Modifications:

Students can make flashcards of their vocabulary words

Have graphic organizer on immigration for students.

Read immigrants experiences orally to students.

Give example of letter writing activity for students to use a guide (Immigration letter).

Read Naturalization and Citizenship questions orally to students or allow them to pair and share.

Stop video of Gangs of New York and have questions listed in order of appearance in the movie and discuss questions.

When showing video clips explain the footage before and have a checklist of things to look for while viewing.

Model correct format for questions.

Suggested Assignments and Instruction for gifted and talented:

Students will use primary sources and read The New Colossus.

Respond to Emma Lazarus.

Read Poems by Chinese Immigrants at Angel Island.

Read Twenty Years at Hull House by Jane Addams

Read about the Ashcan School a group of American artists of the early 1900's whose works showed realistic city scenes.

Ask students to find reproductions of one or more of the group's works then make an oral presentation that connects the painting's subject matter to the activities of social reformers of the period.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Quizzes: Vocabulary quizzes, and Muckraker quiz

HW activities: HW worksheets related to: Immigration, Education, Progressive Era, Changes in Cities

HW/CW activities: Produce a graphic organizer on immigration, list of changes at school, graphic organizer of legislative reforms. Construct a letter from an immigrant's perspective, model city and problems, visual history of colleges of minorities, and graphic organizer of the causes and effects of the Progressive Era. Evaluate an immigrant's experience, Plessy v. Ferguson court case, and the Pure Food and Drug Act guidelines.

In class discussion (Q & A)

Notebook Test

- These assessments will mostly require students to: Remember, Understand, Apply and Analyze

Accommodations/Modifications:

Extended time on assessments if needed.

Divide assessments into sections with clear and specific directions.

Read directions orally to students.

Suggested Assignments and Instruction for gifted and talented:

Provide lengthier readings to increase student knowledge.

Allow student to help other students in class when they are preparing to study for the test.

Provide assignment choices that require more detail and deeper/more comprehensive understanding.

Use alternative assessment such as having students select a jazz or blues player from the early 1900's such as Jelly.

Roll Morton or Blind Lemon Johnson and research the artist's contribution to the beginnings of jazz.

Summative Assessments:

Chapter tests: Politics and Immigration, Life at the Turn of the 20th Century and Progressive Reforms: multiple choice, matching, chart/graph analysis, [political cartoon analysis](#), true/false, and free response questions.

Benchmark: multiple choice, matching, chart/graph analysis, [political cartoon analysis](#), true/false, and free response questions.

- These assessments will mostly utilize: Applying, Analyzing, Evaluating and Creating

Accommodations/Modifications

Extended time on assessments if necessary.

Clear and well written directions should be used.

Keep sections together.

Have review for students of what will be on the assessment.

May read the primary sources to students.

Suggested Assignments and Instruction for gifted and talented:

Provide supplementary or lengthier readings to increase and challenge the students.

Provide enrichment activities.

Use inquiry based practices and allows students opportunities to conduct additional research.

Provide project choices that require more detail and deeper understanding.

Performance Assessments:

Projects: TV show project: Investigative journalism; Model city project; Urbanization/City problem analysis project & presentation

Pure Food & Drug Act/Meat Inspection Act writing response

DBQ: Immigration restrictions

- These assessments will mostly utilize: Applying, Analyzing, Evaluating and Creating

Accommodations/Modifications:

After school support.

Provide oral and written instructions.

Allow students to work with partners.

Provide step by step directions.

Have guidelines for what part of the project should be completed by what day.

Have examples to show students of what projects received A's, B's etc.

Guide students when choosing a partner for a project.

Suggested Assignments and Instruction for gifted and talented:

Provide supplementary or lengthier readings to increase student knowledge. Look for college level readings to increase student knowledge. Use inquiry based practices and allows students opportunities to conduct additional research, provide assignment choices that require more detail and deeper understanding.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: US II CP – UNIT 2 - EMERGENCE OF MODERN AMERICA</p>	<p>Unit Summary: By the 1890’s business and political leaders with dreams of empire were expanding into new markets and seizing control of territory abroad. Imperialism on the part of a country founded on freedom from colonialism troubled many United States citizens. The responsibilities of world power brought the government’s conflicting domestic and international agendas to the forefront. In the second decade of the 20th Century a war began in Europe with many military and civilian deaths. At first the United States vowed to maintain its neutrality. However, the nation finally declared war in order to support its allies and defend its commercial interests. Post World War I, American society changed in many ways. With the birth of a new cultural revolution, including the Harlem Renaissance, the US witnessed an introduction to new styles, tastes, and manners. Conflict arose between Americans ready to adopt these new manners and news ways and Americans who tried to resist the forces of change. Coming out of WWI Americans were focused on returning to normal and improving the nation’s economy. Through (3) one-term Presidencies the country saw an economic boom, labor troubles, and the seeds of an economic disaster that loomed as the decade ended.</p>
<p>Grade Level(s): 11</p>	<p>Unit Summary: By the 1890’s business and political leaders with dreams of empire were expanding into new markets and seizing control of territory abroad. Imperialism on the part of a country founded on freedom from colonialism troubled many United States citizens. The responsibilities of world power brought the government’s conflicting domestic and international agendas to the forefront. In the second decade of the 20th Century a war began in Europe with many military and civilian deaths. At first the United States vowed to maintain its neutrality. However, the nation finally declared war in order to support its allies and defend its commercial interests. Post World War I, American society changed in many ways. With the birth of a new cultural revolution, including the Harlem Renaissance, the US witnessed an introduction to new styles, tastes, and manners. Conflict arose between Americans ready to adopt these new manners and news ways and Americans who tried to resist the forces of change. Coming out of WWI Americans were focused on returning to normal and improving the nation’s economy. Through (3) one-term Presidencies the country saw an economic boom, labor troubles, and the seeds of an economic disaster that loomed as the decade ended.</p>
<p>Essential Question(s):</p> <ul style="list-style-type: none"> ● What factors led to the growth of imperialism around the world? ● How did the US expand its interests abroad? ● How did US interests in Latin America affect US diplomacy with Spain? ● What was the US involvement in the Spanish-American War? 	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> ● American and European nations looked to extend their influence abroad. ● The U.S. became a world power as a result of victory in the Spanish-American War. ● Problems arose over what to acquire and how to govern newly acquired territories. ● The U.S. acquired the Panama Canal and issued the Roosevelt Corollary to protect its interests in Latin America. ● U.S. Presidents opinions of foreign policy greatly differed during this time period. ● There were (4) main causes of WWI.

- What were some ways that the US expanded internationally during the early 1900's?
- What was the role of the US Presidents in foreign policy?
- What were the main causes of WWI?
- What role did the US serve in WWI?
- What type of weapons and technology were developed and used during WWI?
- What type of conditions (environmental and social) did WWI soldiers face?
- What was the outcome of WWI in Europe and the US?
- What was the economic and social impact of WWI on the lives of Americans?
- What was the impact of the Treaty of Versailles in the US and Europe.
- What problems were faced by returning veterans?
- How did women's roles change during the 1920's?
- What was the impact of the Harlem Renaissance in New York and the surrounding areas?
- What were the effects of Prohibition on society?
- What events fueled the Red Scare of the early 1920's?
- How did the presidencies of Harding & Coolidge shape the 1920's?

- The U.S. attempted to maintain a strict policy of neutrality, but was eventually coerced to enter WWI.
- The U.S. prepared for WWI economically, militarily and socially on the home front to support the war.
- President Wilson pressed for a treaty that would bring peace to the post-war world.
- The 1920's were a time of rapid social change in which many young people adopted new lifestyles and attitudes.
- Music, art and literature flourished during the 1920's.
- Social values, organized crime, and political influences grew as a result of Prohibition.
- Republican Presidents during the 1920's pursued pro-business economic policies and an isolationist foreign policy.
- Americans power to purchase fueled the economy.
- Rising wealth and a booming stock market gave Americans a false sense of faith in the economy.

- What danger signs were present in the economy of the 1920's?

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the 2018 **NJSLS** or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJSLS or CCSS</u>
1. Explain the factors that led to the growth of imperialism around the world.	1. 6.1.12.D.6.b
2. Identify important locations on a map in the Spanish-American War.	2. 6.1.12.B.6.a
3. Argue for or against US involvement in foreign affairs.	3. 6.1.12.D.6.b
4. Create an example of yellow journalism.	4. 6.1.12.A.6.a,
5. Explain the events that prompted US involvement in the Spanish-American War.	LA.11-12.RH.11-12.1 5. 6.1.12.D.6.b
6. Recognize why the US wanted to build the Panama Canal.	6. 6.1.12.B.6.a
7. Describe the goals of Theodore Roosevelt’s “Big Stick” diplomacy.	7. 6.1.12.D.6.b
8. Compare and contrast Theodore Roosevelt and Taft.	8. 6.1.12.D.6.b
9. Identify and explain the mains causes of WWI.	LA.11-12.W.CCR.4
10. Analyze events that led the US to shift from isolationism to involvement in WWI.	9. 6.1.12.B.7.a 10. 6.1.12.A.7.a
11. Construct a map (pre and post-WWI new countries).	11. 6.1.12.B.7.a
12. Analyze the steps the US took to prepare for war.	LA.11-12.RH.11-12.1
13. Explain how the war changed American lives on the home front.	12. 6.1.12.D.7.a
14. Evaluate the expectations of the leaders at the Paris Peace Conference.	13. 6.1.12.C.7.a.
15. Rank Wilson’s 14 Points in order of importance to the US.	6.1.12.D.7.b
16. Propose a new treaty that the US Senate would ratify.	14. 6.1.12.D.7.c,
17. Compare and contrast flapper to more traditional women of the 1900’s.	6.1.12.D.7.a
18. Paraphrase accomplishments during the Harlem Renaissance.	15. 6.1.12.A.7.c
19. Examine the works of well-known Jazz Age & Harlem Renaissance artists.	16. 6.1.12.A.7.c,
20. Identify major gangsters and their roles in society during Prohibition.	LA.11-12.R.CCR.6
21. Specify reasons for the rise of organized crime and illegal activities in response to Prohibition.	17. 6.1.12.C.8.b
22. List and explain the events that fueled the Red Scare in the early 1920’s.	18. 6.1.12.D.8.b,
23. Differentiate between the value of the dollar in the 1920’s and the value of the dollar today.	LA.11-12W.CCR.6
24. List factors that led prosperity in the 1920’s.	19. 6.1.12.D.8.b,
25. Evaluate the impact of the automobile on American society.	LA.11-12W.CCR.4
26. Investigate the danger signs that were present in the economy in the late 1920’s.	20. 6.1.12.A.8.a 21. 6.1.12.A.8.a
27. Read, Analyze, Critique, and Formulate opinions on primary source documents and their author’s perspectives	22. 6.1.12.A.8.a
	23. 6.1.12.C.9.b
	24. 6.1.12.C.9.a,
	6.1.12.C.9.c
	25. 6.1.12.C.8.b
	26. 6.1.12.A.8.a,
	6.1.12.A.9.a

	<p>27. LA. 11-12.RH.11-12.2-12.6, 12.8, 12.10 LA. 11-12. RST.12.1-2, 12.4, 12.6, 12.10 LA. 11-12. WHST. 11-12.1.A-E, 12.2.A-E, 12.4, 12.5, 12.6, 12.9, 12.10</p>
--	--

Inter-Disciplinary Connections:

<p>Language Arts Literacy: DBQ writing – American Expansion in the Late 19th Century, Speakeasy Membership Card; reading primary source documents – Zimmerman Note, History of Daylight Savings, Espionage and Sedition Acts, Woodrow Wilson’s 14 Points, Flappers, Poems from Langston Hughes, Teapot Dome Scandal, Harlem Renaissance poetry</p> <p>Technology: Microsoft Word or Google Docs for typed documents, Video clips, Web navigation, Google Platforms</p> <p>Art: WWI timeline, Consumer product advertisements</p> <p>Math: analysis of charts and graphs of consumer debt and costs of Panama Canal</p> <p>Music: Flappers dancing and music, Harlem Renaissance music, ragtime music, evolution of jazz music</p> <p>Science: New technology (machinery) of WWI</p> <p>Physical Ed.: Swing Dancing</p>
--

Students will engage with the following text:

<p>US II district approved text (United States History: Pearson Publishing 2016)</p> <p>Primary Source Readings: USS Maine, Biography of Enrique DeLome, President McKinley’s Speech (Philippine acquisition), History of Daylight Savings, Espionage & Sedition Acts, Wilson’s 14 Points, Flappers, Langston Hughes poetry, Biography of Attorney General Mitchell Palmer, Teapot Dome Scandal</p> <p>Case Brief: Sacco & Vanzetti</p> <p>DBQ question and documents: Response to American Expansion in the Late 19th Century, Analyzing Speakeasy Card</p> <p>Online Textbook Primary Source Documents: “The Fourteen Points”, Woodrow Wilson</p> <p><u>Suggested Accommodations/Modifications for Reading:</u></p>

All students will be responsible for responding to all synthesis/ reading comprehension questions embedded in the online text modules.

Break primary source documents into sections and allow students to read one section orally.

Give students reading materials in advance so that they can pre-read and ask questions.

If reading orally, stop and pause after a section and ask questions to check for understanding.

If having difficulty comprehending, re-read materials.

Suggested Assignments and Instruction for gifted and talented:

Students may read Primary Source Roosevelt Corollary available on CD Rom Read Zimmerman Telegram, Diary of WW I Ambulance Driver, and William Stevenson.

Read Ernest Hemingway A Farewell to Arms.

Read The Great Gatsby.

Additional books for students to read When I Grew up Long Ago by Alvin Schwartz.

Read All Quiet on the Western Front by Erich Remarque.

Students will write:

Letter writing – letters to and from trench warfare soldiers

Daily Class Notes

Political cartoon reaction: TR “Big Stick” and “Tackles the Trust”; Scopes Trial “monkey cartoon”

DBQ: American Expansion in the late 19th Century, Speakeasy membership card

Picture prompts: WWI political cartoons

Focused Writing: WWI timeline

1920’s slang - creative writing using slang words

Suggested Accommodations/Modifications for Writing

Students will compose a certain number of questions and answers from the Cornell notes they have taken that day. (Check for accuracy)

Give example of letter writing for students to follow as a guideline.

Begin to talk about picture prompts and the political cartoons.

Students will be given a list of 1920’s slang and their correct meanings. Students will use these words in a creative writing project.

Provide guiding questions for written responses.

Students may brainstorm and ask for teacher reaction before final writing.

Suggested Assignments and Instruction for gifted and talented:

Provide the students the opportunity to write a paper about the assassination of Archduke Ferdinand and the role of the Serbian nationals.

Ask students to respond to the question...How the war might have ended if the U.S. had not entered the War on the side of the Allies?

Have students do extra research on the Pro-Treaty Senators, Reservationists and the Anti-Treaty Senators.

Have students respond to major legislation during Wilson’s administration.

Write about the similarities and differences between Roosevelt's Square Deal and Wilson's New Freedom. Have students research The Rough Riders in biographies and encyclopedias and write several journal entries centered around the attack on San Juan Hill.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Becoming a World Power

Define all chapter vocabulary: "Becoming a World Power"

Video clip: Panama Canal

Spanish-American War: Internet activity

Chart of Foreign Countries and control

Reaction to: Political Cartoon (TR)

Video clip: Sinking of the USS Maine

Visual learning activity: War time Propaganda

Analysis of USS Maine headline (yellow journalism)

Biography of Enrique DeLome

DBQ: American Expansion in the late 19th Century

Chart of foreign policy

Map skills: Spanish-American War (2 sided)

McKinley's Speech: Acquisition of the Philippines

WWI

Define all chapter vocabulary: "WWI"

Design a visual history (WWI Timeline)

WebQuest: Chose a branch of military and answer questions

Map skills: countries involved in WWI

Primary source documents: Zimmerman Note

Reading & writing: new technology of WWI

Political cartoon: WWI

Visuals: Posters of WWI highlights

Focused Writing: trench warfare letters

Video clip: WWI: War in Europe

Video clip: Peace & Diplomacy

Video clip: The Lost Battalion

BBC animated map of WWI

"All Quiet on the Western Front"

"A Farewell to Arms"

Chart of WWI organizations

Primary source reading on history of Daylight Savings

Primary source reading & questions on excerpts from Espionage & Sedition Acts

Video clip: for/against League of Nations

Primary Source reading: Woodrow Wilson's 14 points

Postwar Social Change and Politics and Prosperity of the 1920's

Define all chapter vocabulary: "1920's & Politics & Prosperity"

Video clip: Flapper & Fashions of the 1920's

Primary source reading: Flappers

Assembly line activity

Babe Ruth video clip

"I Love Lucy" video clip

Primary source documents: Literature (poems) from Langston Hughes

1920's slang words creative writing

Video clip: Ken Burns "Prohibition"

Video clip: Prohibition

Map of Speakeasies by town in NY

DBQ: Speakeasy membership card

Graphic organizer: Causes and effects of Prohibition

Sacco & Vanzetti case analysis

Video clip: Spirit of St. Louis

Analyze 1920's advertisements

Lost Generation photos

Video clip: The Jazz Singer & Charlie Chaplin

Swing Dance and Evolution of Jazz music PowerPoint

Chart analysis: Personal Debt and Income

Classroom discussion on KKK (members, goals, outcomes)

Classroom discussion on NAACP (members, goals, outcomes)

Cartoon analysis: Scopes Trial

"Inherit the Wind" video clip

"The Untouchables"

Chart of Presidents: A Republican Decade

Visual Aid: Government in terms Cows

Biography of Attorney General Mitchell Palmer

Chart of European Immigration (National Quota Act 1924)

Primary Source reading: Teapot Dome scandal and questions

Accommodations/Modifications:

Students can make flashcards of their vocabulary words

Have a copy of the map from Spanish American war

Have a sample of William Randolph Hearst newspaper and a modern day copy of The Star to show students.

Students will complete key events that prompted U.S. involvement in Spanish American War.

Graphic organizer of cause that led to WWI.

Students will color code Allies, Neutral and Central Powers.

Have before/ After chart of how the home front changed.

When showing video clips explain the footage before and have a checklist of things to look for while viewing.

Suggested Assignments and Instruction for gifted and talented:

Students will research articles from Hearst's newspaper about Yellow Journalism.

Create poster using propaganda for the Central Powers.

Draw a political cartoon about the Cuban crisis during the Spanish American War that might be the type published in Hearst's or Pulitzer's newspaper.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Quizzes: Vocabulary quizzes – Becoming a World Power, WWI , Postwar Social Change 1920's Prohibition & Organized Crime quiz

HW activities: HW worksheets related to: Imperialism, Yellow Journalism, Naval Expansion, Spanish-American War acquisitions, Causes of WWI, Assassination of Archduke Franz Ferdinand, US Involvement in WWI, Weapons of WWI, Wilson's 14 Points, Ford's Assembly Line

HW/CW activities: Produce outline of Spanish-American War, DBQ on American Expansion, map of countries involved in WWI, chart of WWI organizations, and an assembly line diagram. Construct a WWI timeline, letter from the trenches, 1920's slang paragraph, map of a speakeasy, speakeasy membership card, graphic organizer on the causes and effects of the Great Depression. Evaluate McKinley's decision to acquire the Philippines, Sacco & Vanzetti case, 1920's advertisements, personal debt and income in the 1920's, and Scopes Trial cartoons.

In class discussion (Q & A)

Notebook Test

- These assessments will mostly require students to: Remember, Understand, Apply and Analyze

Accommodations/Modifications:

Divide assessments into sections with clear and specific directions.

Read directions orally to students.

Keep all sections together on the same page.

Suggested Assignments and Instruction for gifted and talented:

Provide lengthier readings to increase student knowledge.

Allow student to help other students when they are preparing to study for the test.

Provide assignment choices that require more detail and deeper/ more comprehensive understanding.

Use more alternative assessments.

Summative Assessments:

Chapter tests: Becoming a World Power, WWI, Postwar Social Change 1920's Prohibition & organized Crime Quiz: multiple choice, matching, chart/graph analysis, true/false, and free response questions.

Benchmark: multiple choice, matching, chart/graph analysis, [Political Cartoon analysis](#), true/false, and free response questions.

- These assessments will mostly utilize: Applying, Analyzing, Evaluating and Creating

Accommodations/Modifications:

Extended time on assessments when necessary.

Clear well written directions should be used.

Keep sections together.

Have review for students of what will be on the assessment.

Suggested Assignments and Instruction for gifted and talented:

Provide supplementary or lengthier readings to increase and challenge students.

Provide enrichment activities.

Use inquiry based practices and allows students opportunities to conduct additional research.

Provide project choices that require more detail and deeper understanding.

Performance Assessments:

Projects: Create own speakeasy membership card, Culture of 1920's: research a historical figure and his/her contributions, create your own WWI Timeline

Yellow journalism current event assignment

DBQ: American Expansion in the late 19th Century

- These assessments will mostly utilize: Applying, Analyzing, Evaluating and Creating

Accommodations/Modifications:

Provide oral and written instructions.

Allow students to work with partners.

Provide step by step directions.

Have guidelines for what part of the project should be completed by what day.

Have examples to show students of what projects received A's, B's etc.

Have list of possible historical figures and tell the students a little about them before they chose.

If possible, allow students to pick the figure from the 1920's (Don't let teacher assign it).

Suggested Assignments and Instruction for gifted and talented:

Provide supplementary or lengthier readings.
 Look for college level readings to increase student knowledge.
 Use inquiries based practices and allow students opportunities to conduct additional research, provide assignment choices that require more detail and deeper understanding.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS × FOSTERING ACHIEVEMENT × CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: US II CP – UNIT 3 - GREAT DEPRESSION & NEW DEAL</p>	<p>Unit Summary: When the economy of the high flying 1920's crashed in 1929, the bleak years of the Great Depression began. Behind the headlines and photos of stock buying and selling frenzy and destitution grew a debate that cut to the very political, social, and economic fiber of the country and changed forever how Americans look at the government. President Roosevelt's New Deal proved to be only partially successful at ending the nation's misery. But though critics were quick to point to the New Deal's many failures it was hard to argue against its resounding success in bringing hope to a weary nation. Moreover, the New Deal influenced the social, political, and cultural life and attitudes of Americans in ways that are still apparent today.</p>
<p>Grade Level(s): 11</p>	
<p>Essential Question(s):</p> <ul style="list-style-type: none"> ● What type of economic policies affect the US economy? ● What events led to the stock market's great crash in 1929? ● What were the main causes of The Great Depression? ● How did poverty spread during the Great Depression? ● What social problems were caused by poverty in the 1930's? ● How did Americans struggle and work together to survive hard times? ● How did President Hoover and President Roosevelt respond to the Great Depression? ● What were the New Deal programs created 	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> ● In October, 1929 panic selling caused The United States stock market to crash. The crash led to a world-wide economic crisis called the Great Depression. ● By the early 1930's wage cuts and growing unemployment had brought widespread suffering across The United States. ● Americans survived the Great Depression with determination and even humor. Americans helped one another, looked for solutions and waited for the hard times to pass. ● The Depression worsened and people blamed Hoover and the Republicans for their misery. ● The 1932 Presidential election brought a sweeping victory for Democrat Franklin D. Roosevelt and profound changes in the role of the government. President Roosevelt sought to end the Great Depression through the federal programs of the New Deal. ● A variety of critics pointed out the shortcomings of the New Deal as well as its potential for restricting individual freedom. ● The New Deal did not end the Depression, yet it had lasting effects on many aspects of American life.

by Roosevelt and their effects? ● What were the positives and negatives of the New Deal?	
---	--

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the **2018 NJSL** or **Common Core Standards** that are applicable

<u>Learning Target</u>	<u>NJSLS or CCSS</u>
1. Explain the events that led to the stock market great crash in 1929.	1. 6.1.12.A.9.a, 6.1.12.C.9.d
2. List and explain the causes of the Great Depression.	2. 6.1.12.A.9.a, 6.1.12.B.9.a
3. Analyze how poverty spread during the Great Depression.	3. 6.1.12.C.9.d, 6.1.12.D.9.b
4. Describe the social problems that were caused by poverty in the 1930's.	LA.11-12.W.CCR.4
5. Justify survival techniques used by desperate Americans.	4. 6.1.12.D.9.b
6. Compare and contrast President Hoover and President Roosevelt's response to the Great Depression.	5. 6.1.12.D.9.b
7. Diagram the New Deal programs.	6. 6.1.12.C.10.b,6.1.12.D.10.b
8. Identify New Deal programs as examples of relief, recovery or reform and their intended target group.	7. 6.1.12.B.10.a
9. Critique the pros and cons of the New Deal.	8. 6.1.12.B.10.a,6.1.12.A.10.b
10. Read, Analyze, Critique, and Formulate opinions on primary source documents and their author's perspectives	9. 6.1.12.A.10.a, 6.1.12.A.10.b 10. LA. 11-12.RH.11-12.2-12.6, 12.8, 12.10 LA. 11-12. RST.12.1-2, 12.4, 12.6, 12.10 LA. 11-12. WHST. 11-12.1.A-E, 12.2.A-E, 12.4, 12.5, 12.6, 12.9, 12.10

Inter-Disciplinary Connections:

Language Arts Literacy: DBQ writing – Causes of Great Depression and New Deal Effects; reading primary source documents – Letters to Mrs. Roosevelt, Annie Song, New Deal Court Case Analysis, Letters from FDR and Hoover responses to the Depression

Technology: Microsoft Word or [Google Docs](#) for typed documents, video clips, Web navigation, [Google Platforms](#)

Art: New Deal poster, political cartoons – New Deal effects

Math: analysis of charts and graphs of poverty; family budget analysis and simulation
Music: music excerpts (Annie); “Brother can you spare a dime?” listening and lyric analysis

Students will engage with the following text:

US II district approved text ([United States History: Pearson Publishing 2016](#))

Primary Source Readings: Letters to Mrs. Roosevelt, Letters from FDR & Hoover’s responses to Depression

Case Brief: TVA, AAA, and NIRA declared unconstitutional

Biography of Hoover and FDR

Selected reading from “Grapes of Wrath”

DBQ question and documents

Suggested Accommodations/ Modifications for Reading:

All students will be responsible for responding to all synthesis/ reading comprehension questions embedded in the online text modules.

Break primary source documents into sections and allow students to read one section orally, then they can respond.

If reading orally, Stop and pause after a section and ask a question to check for understanding.

If having difficulty comprehending, re-read materials.

Provide guiding questions to complete when reading to ensure an understanding of main ideas.

Give background of Eleanor Roosevelt and ask for volunteers to read the letters out loud to the class.

Suggested Assignments and Instruction for gifted and talented:

Provide supplementary or lengthier readings to increase student knowledge.

Students may read Studs Terkel book *Hard Times: An Oral History of the Great Depression in America*.

Violet Olsen’s book *The Growing Season*.

Read Eleanor Roosevelt’s *Autobiography*.

Read *All the King’s Men* by Robert Warren.

Students will write:

Cornell notes – Daily note taking

DBQ response to Great Depression & New Deal effects

NIRA, AAA, and TVA case brief reactions

Questions & quote responses from Social Security – argument on Social Security today

Picture prompts: Cartoon analysis of Great Depression (poverty)

Focused Writing: personal contribution if own family has no money, students write essay using evidence to substantiate poverty

Suggested Accommodations and Modifications for Writing

Students will highlight their notes and add on their own any additional notes.

Students will compose at least 2 questions and answer them from the day’s notes. (Check for accuracy.)

Discuss picture prompts and what they mean before students begin to write.
Give examples of what the teacher wants the final product to look like.
Give checklist or step by step directions for assignments.
Use graphic organizers for students to brainstorm and organize their writing.

Suggested Assignments and Instruction for gifted and talented:

Provide students the opportunity to write about some of the New Deal agencies and the pros/ and cons of them.
Are they effective? Why or why not?
Write a paper comparing President's Hoover and Roosevelt and their policies in dealing with The Great Depression.
Students will research and report about the effect of The Dust Bowl on the American farmer.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Crash and Great Depression

Define all chapter vocabulary: "Crash & Depression"
Graphic organizer on causes of depression
Illustrations of American's experiences with poverty
Chart and graph analysis: US Business cycle
Video clip: Depression in US
Family budget simulation
Reaction to Depression: Political Cartoon
Letter writing: Social class perspectives on the effects of Depression (before & after)
Venn diagram: Hoover and FDR's response
Focused Writing: Letters to Mrs. Roosevelt activity
DBQ: Causes of the Great Depression
Video clip: Three Stooges & The Depression (Cash and Carry)
Video: Cinderella Man
"We Like to Thank You Herbert Hoover" (song from Annie)
Stock market game
Video: Riding the Rails
Read excerpts of Grapes of Wrath
View film clips from "Grapes of Wrath"
Website: playspend.org

The New Deal

Define all chapter vocabulary: "The New Deal"
Chart New Deal programs
Debate: New Deal criticisms
New Deal posters

Political cartoons: New Deal
DBQ: New Deal effects
Video clips: Hoovervilles
Court case analysis: TVA, NIRA, and AAA
Social Security administration activity
Hooverville in Camden, NJ

Suggested accommodations/ Modifications for Assignments and Instruction

Have list of key terms for Crash and Depression, New Deal.
Students can make flashcards of their vocabulary words.
When showing video clips, introduce what students will be watching and what they should look for while viewing.
When using political cartoons, have list of symbols that are commonly used.
Have students view photographs taken by Dorothea Lange. What do they see? What is their reaction to the picture? Work in small groups for this activity.
Read some examples of letters written to Mrs. Roosevelt. Students will compose a letter of their own with checklist of what needs to be included.

Suggested Assignments and Instruction for gifted and talented:

Students will use DBQ Causes of The Great Depression and New Deal Effects and will pair/ share their answers.
Students will have a debate Pros of the New Deal agencies and the cons of the New Deal agencies.
Students create their own political cartoon about FDR, The New Deal or The Great Depression.
Have students videotape or interview a neighbor or relative who lived during The Great Depression. Present this interview to the class for review discussion.
Students will create New Deal posters.
After listening to “We Like to Thank You Herbert Hoover”, students will create lyrics for a new song to be used in Annie.
Students will play the Stock Market Game and buy and sell stocks over the course of a certain time period.

PART IV: EVIDENCE OF LEARNING

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM’S LEVELS.**



Formative Assessments:

Quizzes: Vocabulary quizzes: Stock Market Crash, Great Depression quiz, New Deal programs quiz
HW activities: HW worksheets related to: Great depression and New Deal
HW/CW activities: Produce a graphic organizer and DBQ on the causes of the Great Depression, New Deal posters, DBQ on the effects of the New Deal. Create a letter relating the social effects of the Depression before and after, letter to Mrs. Roosevelt, Hooverville. Evaluate Great Depression political cartoons, Grapes of Wrath

experts, playspend.org website, political cartoons on New Deal programs, and court cases related to AAA, NIRA, and TVA.

In class discussion (Q & A)

Notebook Test

- These assessments will mostly require students to: Remember, Understand, Apply and Analyze

Accommodations/Modifications:

Extended time on assessments when necessary

Divide assessments into sections with clear and specific directions.

Repeat directions.

Read directions orally to students.

Suggested Assignments and Instruction for gifted and talented:

Provide lengthier readings to increase student knowledge and have students discuss their interpretations.

Use more open ended questions on Chapter Tests.

Provide assignment choices that require more detail and deeper/ more comprehensive understanding.

Summative Assessments:

Chapter tests: Stock Market Crash, Great Depression, New Deal: multiple choice, matching, chart/graph analysis, true/false, and free response questions.

Benchmark: multiple choice, matching, chart/graph analysis, [Political Cartoon analysis](#), true/false, and free response questions.

- These assessments will mostly utilize: Applying, Analyzing, Evaluating and Creating

Accommodations/Modifications

Extended time on assessments when necessary

Clear and well-written directions should be used.

Keep sections together.

Suggested Assignments and Instruction for gifted and talented:

Use inquiry based practices and allow students opportunities to conduct additional research;

Provide supplementary or lengthier readings to increase and challenge the students; these readings should be part of their assessments.

Performance Assessments:

New Deal Poster

Paper on Social Security

DBQ: Causes of Great Depression & New Deal effect

- These assessments will mostly utilize: Applying, Analyzing, Evaluating and Creating

Accommodations/Modifications:

Give detailed directions with checklist for completion of New Deal Poster.

Students may work in pairs on the New Deal Poster

Extra time on assessments when necessary

Provide oral and written instructions.

Have guidelines for what part of the assessment should be completed by what day.

Provide choices of at least 2 performance assessments for students to choose from.

Have examples to show students of what assessments received A's, B's etc.

Guide students when choosing a partner for a project. Teacher may pick partners.

Suggested Assignments and Instruction for gifted and talented:

Provide supplementary or lengthier readings to increase student knowledge and then follow with discussion.

Use inquiry based practices and allow students opportunities to conduct additional research, provide assignment choices that require more detail and deeper understanding.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: US II CP – UNIT 4 - WWII</p>	<p>Unit Summary: Economic conditions in Europe and Russia following the end of WWI and the Russian Revolution were devastating. Conditions were ripe for the rise to power of new leaders, totalitarian in approach, who promised to relieve countries of poverty and chaos. Joseph Stalin in Russia, Adolf Hitler in Germany, and Benito Mussolini in Italy each took actions which would result in further devastation and vast destruction. The prevailing mood in The United States during the 1930's was isolationist as Americans coped with the economic crisis of the Depression. But when Japanese forces struck Pearl Harbor on December 7, 1941, The United States would remain neutral no longer. Many American opposed to intervention were convinced only after the attack on Pearl Harbor that The United States should be involved in the war. With the American entry into WWII there was no longer any question about the role of the United States in world affairs. War, genocide, and economic devastation plagued the European continent. As the war progressed the Big Four leaders held a series of conferences with post-war goals in mind. With the creation of the United Nations the international goal became to avoid future wars.</p>
<p>Grade Level(s): 11</p>	
<p>Essential Question(s):</p> <ul style="list-style-type: none"> ● How does war overseas affect American opinion? ● How did dictators in the Eastern Hemisphere change the government and economies of their respective countries? ● How did dictators rise to power? ● What events prompted the start of WWII? ● What were the causes and effects of Japan's rise in military power? 	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> ● Dictators in the Soviet Union, Italy and Germany formed brutal, repressive governments in the 1920's and 1930's, motivated by political beliefs and desire for power. ● Early in WWII Germany dominated the continent of Europe using the blitzkrieg technique. ● Japanese military expanded Japan's power into China and Southeast Asia. ● The United States foreign policy changed from neutrality to strong support for the Allies. ● Japan's surprise attack on Pearl Harbor immediately brought The United States into WWII. ● The United States quickly organized its troops and supplies to fight against the Axis Powers. ● The US plan of attack in WWII was to concentrate on Europe first then the Pacific.

<ul style="list-style-type: none"> ● What events overseas (Japan, Germany, Italy) impacted WWII? ● How did the US prepare for war? How did the war affect daily American life? ● What events marked the end of WWII in Europe? ● How did the events in the Pacific impact WWII? ● How did the Manhattan Project bring an end to WWII? ● What important battles took place in the Pacific? ● How did the Holocaust begin and end? ● How was genocide carried out among the Jews and other targeted groups? ● What was the US response to the Holocaust? ● What were the post-war goals of the Big Four? ● How did the creation of the United Nations solve international disputes? 	<ul style="list-style-type: none"> ● Fierce fighting and heavy casualties were suffered by both the Allied and Axis forces. ● WWII brought new opportunities for women and minorities in the US. ● Japanese-Americans were the victims of widespread intolerance in the US. ● The Manhattan Project completed the first atomic bomb, used by President Truman on (2) key locations in Japan. ● Close to the end of WWII world leaders met to compose a plan for lasting peace, resulting in the creation of the United Nations. ● During WWII, the Nazis carried out a genocide resulting in the deaths of 6M Jews and others.
--	--

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the **2018 NJSL** or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJSLS or CCSS</u>
1. Evaluate the causes of the rise of dictatorships.	1. 6.1.12.D.11.b
2. Explain how Germany advancements in Europe led to the start of WWII.	2. 6.1.12.D.11.a, 6.1.12.B.11.1
3. Identify the causes and effects of Japan's military power.	3. 6.1.12.D.11.a,
4. Defend US neutrality in the early 1930's.	6.1.12.D.11.a
5. Identify US economic contributions to the European powers.	4. 6.1.12.D.11.b
6. Explain the impact of the Japanese attack on Pearl Harbor.	

<ol style="list-style-type: none"> 7. Defend US position to position to declare war. 8. Diagram US efforts to mobilize forces and prepare for war. 9. Explain how the war affected daily life in the US. 10. Identify major battles in Europe and the Pacific front. 11. Identify contributions made by women and minorities during WWII. 12. Justify President Truman’s decision to use the atomic bomb. 13. Describe how the use of the atomic bomb brought an end to WWII. 14. List and explain the series of wartime conferences and their goals for peace. 15. Identify the goals and objectives of the United Nations. 16. Identify ways in which Hitler persecuted the Jews and other undesirables. 17. Evaluate the life a Jewish person in Germany and his/her experiences. 18. Compare and contrast the ways minorities were persecuted. 19. Identify ways that the events of the Holocaust are remembered and honored. 20. Read, Analyze, Critique, and Formulate opinions on primary source documents and their author’s perspectives 	<p>LA.11-12.W.CCR.4</p> <ol style="list-style-type: none"> 5. 6.1.12.C.11.a 6. 6.1.12.D.11.b, 6.1.12.A.11.c 7. 6.1.12.D.11.b 8. 6.1.12.C.11.a <p>LA.11-12.RH.11-12.4</p> <ol style="list-style-type: none"> 9. 6.1.12.D.11.c, 6.1.12.C.11.a 10. 6.1.12.B.11.a 11. 6.1.12.D.11.c 12. 6.1.12.A.11.d 13. 6.1.12.A.11.d 14. 6.1.12.D.11.e <p>LA.11-12.W.CCR.4</p> <ol style="list-style-type: none"> 15. 6.1.12.D.11.e 16. 6.1.12.D.11.d 17. 6.1.12.D.11.d <p>LA.11-12.RH.11-12.6</p> <ol style="list-style-type: none"> 18. 6.1.12.D.11.d 6.1.12.D.11.c 19. 6.1.12.D.11.e 20. LA. 11-12.RH.11-12.2-12.6, 12.8, 12.10 <p>LA. 11-12. RST.12.1-2, 12.4, 12.6, 12.10</p> <p>LA. 11-12. WHST. 11-12.1.A-E, 12.2.A-E, 12.4, 12.5, 12.6, 12.9, 12.10</p>
---	--

Inter-Disciplinary Connections:

Language Arts Literacy: DBQ writing- Start of WWII and US Response to the Holocaust, reading primary source documents – Greatest Generation, Truman’s Decision to Drop the Atomic Bomb, Korematsu v. US and Nuremberg Trials

Technology: Microsoft Word or [Google Docs](#) for typed documents, video clips, Web navigation, cartoon video clips, [Google Platforms](#)

Art: drawing of inmate sleeve (patch)

Math: analysis of charts and graphs of WWII costs and casualties, charts of “undesirables” death counts

Music: WWII CD

Students will engage with the following text:

US II District approved Text ([United States History: Pearson Publishing 2016](#))

Primary Source Readings: response to the Holocaust, Truman’s decision to drop the atomic bomb, Navajo code

Case Brief: Korematsu v. US, Case Brief: Nuremberg trials

Books: [Because of Romek](#), [Greatest Generation](#)

Biography of Wilson

DBQ question and documents – Justification of Start of WWII, US response to the Holocaust

Online Textbook Primary Source Documents:

“Four Freedoms”, Franklin D. Roosevelt

“Diary of a Young Girl”, Anne Frank

“Charter of the United Nations”, UN Document

“Universal Declaration of Human Rights”, UN Document

Suggested Accommodations / Modifications for Reading:

All students will be responsible for responding to all synthesis/ reading comprehension questions embedded in the online text modules.

Break primary source documents into sections and allow students to read one section orally, then they can respond.

If reading orally, stop and pause after a section and ask questions to check for understanding.

Provide guiding questions to complete when reading to ensure an understanding of main ideas.

Suggested Assignments and Instruction for gifted and talented:

Provide supplementary or lengthier readings to increase student knowledge and have students prepare a report on their reading.

Allow students to read and report about the following books: *Sophie’s Choice*, *Sarah’s Key*, *Hiroshima* by John Hersey, *Best-Kept Secret*, *The Story of the Atomic Bomb* by John Purcell.

On the Beach by Nevil Shute.

Students will write:

Cornell notes – Daily Note Taking

DBQ response to start of WWII, US response to Holocaust

Korematsu v. US case brief reactions

Nuremberg Trial case brief reactions

Picture Writing: Cartoon analysis of to drop or not drop the bomb

Focused Writing: Inmate stories, The Greatest Generation, Letter writing: US soldier to home front, Navajo code writing – create own code, what are the characteristics of a good leader? Why would people follow them?

Suggested Accommodations / Modifications for Writing:

Students will highlight their notes and add on their own any additional notes.

Students will compose at least 2 questions and answer them from the day's notes. Teacher check for accuracy).

Give checklist or step-by step directions for assignments.

Use graphic organizers to help students brainstorm and organize their writing.

Have writer's checklist for students to follow (What should be capitalized, what type of punctuation etc).

Give examples of what the final writing product should look like.

Suggested Assignments and Instruction for gifted and talented:

Provide students the opportunity to write a paper or research comparing The Atlantic Charter with Wilson's Fourteen Points.

Have students write about one of the Scientists from WWII.

Prepare and report on the early life of Adolf Hitler or Benito Mussolini.

Students will keep a journal as a soldier serving in WWII, Nurse, or as a person working in a factory during the war.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

WWII: The Road to War

Define all chapter vocabulary: "WWII: The Road to War"

Graphic organizer: rise of dictators

Chart and graph analysis: WWII costs and casualties, charts of "undesirables" death counts

Map of WWII countries

Cartoons clips: Dictators

Venn diagram: Causes of War

DBQ: Start of WWII

Video: Saving Private Ryan

Focused Writing prompts – what are the characteristics of a good leader? Why do people follow them?

WWII: Americans at War

Define all chapter vocabulary: "WWII: Americans at War"

Chart & graph analysis: Money spent on mobilization in WWII

Chart of US programs in WWII

Webquest: Home front battles

Video clip: peacetime draft

Because of Romek

Greatest Generation

Focused writing: US soldiers to home front

USS Arizona Memorial: pictures of Pearl Harbor

Map analysis: Island hopping

Video: Pearl Harbor

Propaganda Poster analysis

History Mystery: Attack on Pearl Harbor

Truman's decision to drop the a-bomb activity

Navajo code: write a message or create your own code and have students try to break it.

Analysis paper: women's contribution to WWII

DBQ: US response to the Holocaust

Video clip: Holocaust

Reading: Anti-Semitic children's stories

Court case analysis: Korematsu v. US

Court case analysis: Nuremberg Trials

Video clip: Ocean of Fear

Suggested accommodations/ Modifications for Assignments and Instruction

Have list of key terms for each chapter.

Students can make flashcards of their vocabulary words.

Students may draw their vocabulary words to help with their comprehension.

Students may work in pairs while completing the map.

Make color coded key of Allies, Neutral and Axis Powers.

Give example of letter writing activity (Final Product).

Sign up an extra day for the computer lab for students that do not have a computer at home.

When showing video clips explain any symbolism before and then have discussion after to check for comprehension.

Have worksheet for students to complete while watching Saving Private Ryan or Pearl Harbor.

Explain the definition of propaganda and show examples of propaganda from Germany, Japan and the United States.

Use flexible grouping strategies to ensure student is working effectively with partners.

Break lectures into smaller portions.

Suggested Assignments and Instruction for gifted and talented:

Students may explore primary sources in U.S history CD-Rom Berlin Diary, William Shirer, Lend Lease, Pearl Harbor, Daniel K. Inouye What Should You Bring overseas,

Read Night by Elie Wiesel.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Quizzes: Vocabulary quizzes: WW II Rise of Dictators quiz, Japan Builds an Empire, Isolationism; Mobilization; Map Quiz: WWII countries

HW activities: HW worksheets related to: WWII causes, WWII battles, US involvement, US on the home front, US programs

HW/CW activities: Produce a graphic organizer on the rise of dictators, DBQ on the start of WWII, and a DBQ on the response to the Holocaust. Create a Venn diagram on the causes of WWII, letter to a US soldier on the home front, Navajo code message, and analysis paper of women involved in WWII. Evaluate charts, maps and graphs related to WWII, propaganda posters, court cases: Korematsu v. US and Nuremberg Trials.

In class discussion (Q & A)

Notebook Test

- These assessments will mostly require students to: Remember, Understand, Apply and Analyze

Accommodations/Modifications:

Extended time on assessments when necessary.

Divide assessments into sections with clear and specific directions.

Read directions orally to students.

Keep all sections together on the same page.

Suggested Assignments and Instruction for gifted and talented:

Provide lengthier readings to increase student knowledge.

Have students create a map of Europe and label the correct countries.

Allow students to help other students when studying for assessments.

Summative Assessments:

Chapter tests: WWII, Rise of Dictators, Isolationism, The Holocaust, The war in the Pacific: multiple choice, matching, chart/graph analysis, [Political Cartoon analysis](#), true/false, and free response questions.

Benchmark: multiple choice, matching, chart/graph analysis, [Political Cartoon analysis](#), true/false, and free response questions.

- These assessments will mostly utilize: Applying, Analyzing, Evaluating and Creating

Accommodations/Modifications:

Clear and well written directions should be used.
Keep sections together.
Have review for students of what will be on the assessment.

Suggested Assignments and Instruction for gifted and talented:

Provide supplementary or lengthier readings to increase and challenge the students.
Provide enrichment activities.
Use inquiry based practices and allow students opportunities to conduct additional research.
Provide project choices that require more detail and deeper understanding.

Performance Assessments:

Analysis paper: women's contributions

Focused Writing: Soldier letter to the home front

DBQ: Start of WWII, US response to Holocaust

Alternative Assessment: journal, skit, and propaganda posters

- These assessments will mostly utilize: Applying, Analyzing, Evaluating and Creating

Accommodations/Modifications:

Provide oral and written instructions.
Allow students to work with partners.
Provide step by step directions.
Have guidelines for what part of the project should be completed by what day.
Have examples to show students of what projects received A's, B'S etc.
Have copy of rubric to show when assigning project.

Suggested Assignments and Instruction for gifted and talented:

Provide supplementary or lengthier readings to increase student knowledge.
Have students report about their readings.
Look for college level readings to increase student knowledge.
Use inquiry based practices and allow students opportunities to conduct additional research.
Provide assignment choices that require more detail and deeper understanding.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS × FOSTERING ACHIEVEMENT × CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: US II CP – UNIT 5 - COMMUNISM AT HOME AND ABROAD	Unit Summary: American foreign policy after WWII remained consistent with the nation's war time activities: force would be used to oppose authoritarian regimes that the United States considered a threat to the free world. At home the federal government would use strong and sometimes questionable measures to counter what it perceived to be threats to the nation's internal security. For many Americans the dream of having a secure job and owning a house came within reach. Fueled by a postwar baby boom the economy rocketed forward in the late 1940's and 1950's. On the political front, the contrast between the presidencies of John F. Kennedy was striking. While JFK articulated plans for domestic reform few of his programs actually advanced through Congress, perhaps because of his preoccupation with foreign affairs, including the Cuban Missile Crisis. When Johnson took office after Kennedy's death he used his legislative skills to push through Congress some of the most significant social programs in the nation's history.
Grade Level(s): 11	
Essential Question(s): <ul style="list-style-type: none">● What were the postwar goals of the United States and the Soviet Union?● How did the Cold War effect events in Eastern Europe and US policy?● How did Communist advances affect	Enduring Understanding(s): <ul style="list-style-type: none">● At the end of WWII conflicting goals for the future of Europe led to growing hostility between the United States and the Soviet Union.● As the Cold War intensified American foreign policy focused on rebuilding and unifying Western Europe while at home Communism infiltrated American society and government.● To repel a North Korean invasion of South Korean, American and other U.N. troops fought against Communist forces for (3) years and resulted in a return to pre-war borders.

<p>American foreign policy?</p> <ul style="list-style-type: none"> ● How did the Cold War affect American life at home? ● What events prompted the Korean War? ● What were the effects of the Korean War? ● What were the characteristics of the McCarthy era? ● What were the events of the Cold War throughout the 1950's? ● How did the arms race develop? ● What were the major changes in technology and business relations were there after WWII? ● Why social changes affected the county after WWII? ● What political agendas did the Presidents have post WWII? ● What circumstances surrounded the assassination of JFK? ● How did the Cold War continue to develop throughout the 1960's? 	<ul style="list-style-type: none"> ● The “American Dream” characterized by a home in the suburbs and a car in the garage became reality for many people. ● While some Americans welcomed the conformity of the 1950's, others felt it was restrictive and rebelled against it. ● President’s Harry Truman and Dwight Eisenhower used very different styles of leadership to meet the challenges they faced during the postwar period. ● President JFK proposed a number of changes in domestic policy, many of which were defeated in Congress. ● President Johnson’s Great Society programs aimed to improve America’s economy and provide substantial government aid to its citizens. ● The Cold War intensified as President’s Kennedy & Johnson became involved in anti-Communist conflicts abroad.
---	---

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the **2018 NJSL** or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJSL or CCSS</u>
1. Explain some of the postwar goals of the United States and the Soviet Union.	1. 6.1.12.A.12.a
2. Explore how the Iron Curtain tightened the Soviet hold over Eastern Europe.	2. 6.1.12.A.12.a
3. Analyze how the Truman Doctrine complements the policy of containment.	3. 6.1.12.A.12.b
4. Analyze how the Marshall Plan, the Berlin Airlift, and NATO helped to achieve American goals in post-war Europe.	4. 6.1.12.B.12.a
5. Examine how Communist advances affected American foreign policy.	5. 6.1.12.A.12.b
	6. 6.1.12.C.12.b

<ol style="list-style-type: none"> 6. Review how the Cold War affected American life at home. 7. Diagram how Communist expansion in Asia set the stage for the Korean War. 8. List who fought in the Korean War. 9. Explain the (3) stages of the Korean War. 10. Conclude the effects of the Korean War. 11. Describe some characteristics of the McCarthy Era. 12. Examine how the Cold War was waged in Europe, Southeast Asia, the Middle East, and Latin American during the 1950's and 1960's. 13. Explore how the arms race developed. 14. Explain how businesses and the work force reorganized after WWII. 15. Examine how technology transformed life after WWII. 16. Identify how mass transportation methods grew after WWII. 17. Compare American social ideologies before and after WWII. 18. Diagram Truman, Eisenhower, Kennedy, and Johnson's domestic policies. 19. Assess the circumstances the surrounded Kennedy's assassination 20. Examine the goals and outcomes of the Bay of Pigs invasion. 21. Describe the events that led to the Berlin and Cuban Missile Crisis. 22. Read, Analyze, Critique, and Formulate opinions on primary source documents and their author's perspectives 	<ol style="list-style-type: none"> 7. 6.1.12.D.12.a 6.1.12.A.12.a 8. 6.1.12.A.12.b 9. 6.1.12.A.12.b 10. 6.1.12.A.12.a 11. 6.1.12.A.12.a 12. 6.1.12.A.12.a LA.11-12.RH.11-12.4 13. 6.1.12.A.12.a 6.1.12.C.12.a 14. 6.1.12.B.12.a, 6.1.12.C.12.d 15. 6.1.12.C.12.b 6.1.12.C.12.c LA.11-12.WHST.11-12.6 16. 6.1.12.C.12.c 17. 6.1.12.D.12.a, 6.1.12.C.12.d 18. 6.1.12.A.12.b, 6.12.12.A.12.a LA.11-12.W.CCR.1 19. 6.1.12.A.12.a 20. 6.1.12.D.12.a, 6.1.12.C.12.c 21. 6.1.12.C.12.c 22. LA. 11-12.RH.11-12.2-12.6, 12.8, 12.10 LA. 11-12.RST.12.1-2, 12.4, 12.6, 12.10 LA. 11-12.WHST.11-12.1.A-E, 12.2.A-E, 12.4, 12.5, 12.6, 12.9, 12.10
---	--

Inter-Disciplinary Connections:

Language Arts Literacy: DBQ writing, reading primary source documents

Technology: Microsoft Word or [Google Docs](#) for typed documents, video clips, Web navigation, cartoon video clips, creation of own PowerPoint/ [Google Slides](#) (Beatniks), [Google Platforms](#)

Art: drawing of Levittown

Math: analysis of charts and graphs

Music: Elvis, rock and roll origins

Science: review NASA's programs and the development of nuclear power, Kennedy's assassination: conspiracy theories

Students will engage with the following text:

USII District Approved Text ([United States History: Pearson Publishing 2016](#))

Comic book/cartoon reading analysis – letters from East and West Germany

Primary Source Readings & Video Clips – Warren Court documents

Case Brief: Jack Ruby

Biography of Eisenhower, Truman, Kennedy, & Nixon

DBQ question and documents – Iron Curtain, Communism on the home front, Space Race, Failed attempt of the Bay of Pigs

Suggested Accommodations / Modifications for Reading:

All students will be responsible for responding to all synthesis/ reading comprehension questions embedded in the online text modules.

Break primary source documents into sections and allow students to read one section orally then they can respond.

Allow students to work in pairs when reading primary source documents.

Allow students to listen to audio recordings if available.

If reading orally, stop and pause after a section and ask questions to check for understanding.

If having difficulty comprehending, re-read materials.

For gifted and talented for Assignments and Instruction:

Provide supplementary or lengthier readings to increase student's knowledge and then they can use this to create a report or PowerPoint.

Have students read one of the following and report their finding: Present at the Creation: My Years in the State Department by Dean Acheson

Senator Joe McCarthy by Richard Rovere

The Autobiography of Harry S. Truman by Harry S. Truman.

Profiles in Courage by John. F. Kennedy

Students will write:

Daily Class Notes

DBQ responses – Iron Curtain, Communism on the home front, Space Race, Failed attempt of the Bay of Pigs
Focused Writing: Response to Iron Curtain Speech, Truman and the Banning Letter (Harry S. Truman Library Museum), compare and contrast viewpoints of the war,
Picture prompts: Berlin Wall, Levittown, Cuban Missile Crisis

Suggested Accommodations /Modifications for Writing:

Students will highlight their notes and add on their own any additional notes.
Students may summarize in their own word a section of the notes (What is the main idea?)
Students will compose questions and answers from the day’s notes.(Check for accuracy)
Use graphic organizers to help students brainstorm and organize their writing.

Suggested Assignments and Instruction for gifted and talented:

Provide more picture prompts for students.
Have students respond to Iron Curtain Speech from the viewpoint of both sides.
Use students written responses to DBQ questions as an example for the rest of the class.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Cold War

Define all chapter vocabulary: "Cold War "

Chart analysis: Cause & Effect

Map of Cold War countries

Cold War decisions activity

DBQ: Iron Curtain

DBQ: Communism on the homefront

PowerPoint/ [Google Slides](#): Hollywood 10

Video Clip: Berlin Wall

Video Clip: Mao Zedong

NATO chart analysis: countries and their contributions

Korean War Map

Video Clip: Launch of Sputnik

Map analysis: Arab-Israeli dispute (origins and progression)

Postwar Years At Home

Define all chapter vocabulary: "Postwar Years At Home"

Power Point: GI Bill

Video Clip: Levittown

Activity: Design own Levittown

Video Clip: McDonald's

Video Clip: 1st TV shows

Power Point: Buying on Credit

Chart Analysis: # of hours watching TV

Chart analysis: Development of medical advances

Chart analysis: Baby boom

Music Video: "Little Boxes"

Video Clip: Elvis Presley

Beatniks project

PowerPoint/ [Google Slides](#): Truman, NASA, and National Defense Education Act

Video Clip: Checkers speech

Kennedy and Johnson Years

Define all chapter vocabulary: "Kennedy & Johnson Years"

Video Clip: Kennedy v. Nixon TV debate

Video Clip: Cuban Missile Crisis

Map Analysis: Location of Missile Sites

Map Analysis: Nuclear Attack effects

Dr. Seuss: Butter Battle Book

Movie: 13 Days

Movie: JFK

Movie: Zapruder film (Kennedy's assassination)

Conspiracy Theories: Kennedy's assassination
Warren Court documents and Jack Ruby's case analysis
DBQ: Space Race
Chart: Johnson's Great Society
Medicare and Medicaid (list of programs)
PowerPoint/ [Google Slides](#): Court cases of the 1960's
PowerPoint/ [Google Slides](#): Bay of Pigs invasion
Video Clip: Bay of Pigs invasion
Map: Bay of Pigs invasion
DBQ: Failed attempt of the Bay of Pigs
Diagram of Berlin Wall
Cartoon analysis: letters from East & West Germany
Activity: Cuban Missile Crisis decisions
Compare & Contrast Cold War viewpoints
Peace Corps website

Suggested accommodations/ Modifications for Assignments and Instruction

Students can make flashcards of their vocabulary words.

Enlarge the map to give students more room to actually write on the map.

When showing video clips introduce what students will be seeing. Pause during clip and explain what they are about to see or what they just saw. Ask for responses or discussions.

When students are doing chart analysis allow them work in partners.

When showing the movies 13 Days or JFK have list of characters from the movie with a description and a brief introduction and summary of the movie.

Have copy of power points with extra spaces for students to take any additional notes.

Suggested Assignments and Instruction for gifted and talented:

Have students create power points comparing/ Kennedy and Nixon and their debates.

Have students listen to the debate if possible before they see the actual debate. Debate who they think won.

Have students do further investigation about the Hollywood 10 and the actors and directors who were blacklisted.

Have students make a current chart analysis of # hours of watching TV.

Have students write a newspaper editorial about The Berlin Wall.

Have students view The Missiles of October and write a review.

Have students enact a meeting of the United Nations General Assembly.

Role play Secretary general and delegates from member nations.

Debate a current or historical world event to discuss and conduct research.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Quizzes: Vocabulary Quizzes, Domestic policies quiz, Map Quiz: Cold War countries

HW activities: HW worksheets related to: Cold War ideologies, Korean War, Berlin Airlift, Great Society, Kennedy's New Frontier, Butter Battle book questions

HW/CW activities: Produce a DBQ on Iron Curtain and Communism, Korean War Map, Beatnick picture, DBQ on the space race, list of Medicare & Medicaid programs, and a DBQ on Bay of Pigs invasion. Create a chart on NATO, picture of Levittown, chart on the Great Society. Evaluate a chart on the causes and effects of the Cold War, decisions during the Cold War, Arab-Israeli dispute map, chart of TV hours, medical advancements, and Baby Boomers. Map analysis of nuclear missile sites and nuclear attack sites, and a diagram of the Berlin Wall. Evaluate conspiracy theories of JFK's assassination and Warren Court conclusions, letters from East v. West Germany, Cuban Missile Crisis decision, and viewpoints of the Cold War.

In class discussion (Q & A)

Notebook Test

- These assessments will mostly require students to: Remember, Understand, Apply and Analyze

Accommodations/Modifications:

Extended time on assessments when necessary.

Provide study guide.

Have list of countries that need to be found.

Divide assessments into sections with clear and specific directions.

Read directions to students.

Keep all sections together on the same page.

Suggested Assignments and Instruction for gifted and talented:

Provide assignment choices that require more detail and deeper more comprehensive understanding.

Have students create their own Cold War map.

Summative Assessments:

Chapter tests: Cold War, Korean War, Postwar economy, Mood of the 1950's Domestic policies of the 1950's, Kennedy and Johnson Years, Great society: multiple choice, matching, chart/graph analysis, [Political Cartoon analysis](#), true/false, and free response questions.

Benchmark: multiple choice, matching, chart/graph analysis, [Political Cartoon analysis](#), true/false, and free response questions.

- These assessments will mostly utilize: Applying, Analyzing, Evaluating and Creating

Accommodations/Modifications:

Suggested for students with 504 plans and IEPs:

Extended time on assessments when necessary.

Clear and well written directions should be used.

Have review for students of what will be on the assessment.

Suggested Assignments and Instruction for gifted and talented:

Provide supplementary or lengthier readings to increase and challenge the students' provide enrichment activities.

Use inquiry based practices and allow students opportunities to conduct additional research.

Provide project choices that require more detail and deeper understanding.

Performance Assessments:

Analysis paper: Cuban Missile Crisis

DBQ: Iron Curtain, Communism on the home front, Failed attempt of the Bay of Pigs, Space Race

Alternative Assessment: Levittown project, PowerPoint/ [Google Slides](#) project

- These assessments will mostly utilize: Applying, Analyzing, Evaluating and Creating

Accommodations/Modifications:

Allow students to work in pairs on alternative assessments.

Read the questions with the students.

Suggested Assignments and Instruction for gifted and talented:

Provide supplementary or lengthier readings to increase student knowledge. Students will then answer questions.

Have students compose their own DBQ (find a document or primary source and create their own list of questions.)

Exchange with other students in the class.

Use inquiry based practices and allow students opportunities to conduct additional research.

Provide assignment choices that require more detail and deeper understanding.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS × FOSTERING ACHIEVEMENT × CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: US II CP – UNIT 6 - CIVIL RIGHTS & AN ERA OF ACTIVISM	Unit Summary: The 1950's and 1960's were a time of great progress and great frustration for African Americans. Through non-violent protests and an extremely focused civil rights struggle African Americans ended institutional segregation and secured voting rights in the South. Lack of progress on economic issues, especially in urban areas drove some to vent their anger through bitter violence. Inspired by the Civil Rights movement, Women, Latinos, and Native Americans struggled to achieve equality in the 1960's and 1970's through protest. The movement for social change affected almost every aspect of American society from the environment to consumer awareness.
Grade Level(s): 11	
Essential Question(s): <ul style="list-style-type: none">• What events and cultural trends led to a rise in African American influence in the 20th Century?	Enduring Understanding(s): <ul style="list-style-type: none">• Following WWII African Americans began to push harder in the Civil Rights Movement and brought about significant changes.• The Civil Rights Movement consisted of many separate groups and leaders.• While the methods used by such groups, they all shared the same goal.

<ul style="list-style-type: none"> ● What court cases impacted the Civil Rights Movement? ● What types of protests did African Americans use to secure civil rights? ● How did the Civil Rights Movement advance over time? ● What were the goals of protestors during the Civil Rights Movement? ● How did American President's approach Civil Rights? ● What were the goals and impact of the women's movement? ● How did other ethnic minorities work to seek equality? ● What social changes were prompted by the counterculture? ● What efforts were made in the 1960's to protect the environment? 	<ul style="list-style-type: none"> ● The tactics of non-violent protest including sit-ins and boycotts challenged segregation and brought change but also generated violent confrontations. ● Continuous civil rights protests in the 1960's gradually made politicians respond to public opinion and move forward with strong civil rights legislation. ● Gains in civil rights came so slowly that some African Americans rejected non-violence and called for more radical action. ● The Women's Movement, which was dedicated to ending discrimination based on gender, found inspiration in the Civil Rights Movement and other activist causes. ● Inspired by the Civil Rights Movement, Latinos, Asian Americans, and Native Americans organized to seek equality and to improve their lives. ● In the 1960's a youth culture blossomed that promoted freedom and individuality. The counterculture's new attitudes toward personal relationships, drugs, and music shocked many Americans but ultimately changed American society. ● Conditions that came to light in the 1960's as well as the activist mood of the period helped to create movements for preserving the environment and for ensuring the safety of consumer products.
---	--

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the **2018 NJSL** or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJSL or CCSS</u>
1. Analyze the events that led to a rise in African American influence in the 20 th Century.	1. 6.1.12.A.13.b, 6.1.12.B.13.a,
2. Discuss how Americans responded to Brown v. BOE.	6.1.12.C.13.a,
3. List types of protest used by African Americans.	6.1.12.D.13.a
4. Distinguish how other minorities began to demand civil rights in the 1960's.	LA.11-12.RH.11-12.4
5. Demonstrate the philosophy of non-violent protesting.	2. 6.1.12.A.13.b

<ol style="list-style-type: none"> 6. Identify the goals of the different forms of protests (sit-ins, freedom rides, etc.) 7. Examine Kennedy’s approach to civil rights. 8. Analyze the goals of the Civil Rights Act of 1964. 9. Debate Malcolm X’s approach to gaining civil rights. 10. Research the goals of the black power movement. 11. Assess how the tragic events of 1968 affected the nation. 12. Compare and contrast the Women’s Movement and the Civil Rights Movement. 13. Explain the causes of the Women’s Movement. 14. Examine the opposition groups to the Women’s Movement. 15. Identify how Latinos sought equality during the 1960’s and early 1970’s. 16. Evaluate how Asian Americans fought discrimination. 17. Justify the ways in which Native Americans confronted their unique problems. 18. Differentiate the types of social changes promoted by the counterculture. 19. Discuss efforts begun in the 1960’s to protect the environment. 20. Evaluate the government’s response to balancing jobs and environmental protection. 21. Summarize how the consumer movement began and what it tried to accomplish. 22. Read, Analyze, Critique, and Formulate opinions on primary source documents and their author’s perspectives 	<ol style="list-style-type: none"> 3. 6.1.12.C.13.a, 6.1.12.D.13.b 4. 6.1.12.D.13.c 5. 6.1.12.D.13.b, 6.1.12.D.13.a 6. 6.1.12.C.13.a <p>LA.11-12.RH.11-12.6</p> <ol style="list-style-type: none"> 7. 6.1.12.D.13.a, 6.1.12.C.13.c 8. 6.1.12.D.13.a, 6.1.12.C.13.c, 6.1.12.A.13.b 9. 6.1.12.D.13.b 10. 6.1.12.D.13.b 6.1.12.D.13.a 11. 6.1.12.C.13.c, 6.1.12.D.12.e, 6.1.12.D.12.d 12. 6.1.12.D.13.a, 6.1.12.D.13.f, 6.1.12.D.13.c <p>LA.11-12.W.CCR.4</p> <ol style="list-style-type: none"> 13. 6.1.12.D.13.c, 6.1.12.D.13.f 14. 6.1.12.D.13.c, 6.1.12.D.13.f 15. 6.1.12.D.13.c 16. 6.1.12.D.13.c 17. 6.1.12.D.13.c 18. 6.1.12.D.13.d <p>LA.11-12.WHST.11-12.1</p> <ol style="list-style-type: none"> 19. 6.1.12.B.13.b 20. 6.1.12.B.13.b. 6.1.12.D.13.d 21. 6.1.12.C.13.d, 6.1.12.D.13.d 22. LA. 11-12.RH.11- 12.2-12.6, 12.8, 12.10 LA. 11-12. RST.12.1-2, 12.4, 12.6, 12.10
--	--

	<p>LA. 11-12. WHST. 11-12.1.A-E, 12.2.A-E, 12.4, 12.5, 12.6, 12.9, 12.10</p>
--	--

Inter-Disciplinary Connections:

<p>Language Arts Literacy: DBQ writing – Civil Rights, Women’s movement; reading primary source documents- James Meredith, Marian Anderson’s National Anthem, NY Times: Dr. Martin Luther King’s assassination, Equal Rights Amendment, Title IX and its effects, Malcolm X and MLK Jr. Journals</p> <p>Technology: Microsoft Word or Google Docs for typed documents, video clips, Web navigation, Google Platforms</p> <p>Art: Design modern Woodstock</p> <p>Math: analysis of charts and graphs</p> <p>Music: Marian Anderson’s National Anthem</p> <p>Science: EPA website</p>

Students will engage with the following text:

<p>USII district approved text (United States History: Pearson Publishing 2016)</p> <p>Primary Source Reading: “I Have a Dream Speech”, Dr. Martin Luther King’s assassination (NY Times), “How to Be a Good Housewife”, comparisons of MLK Jr. and Malcolm X’s journals</p> <p>Case Brief: Roe v. Wade, Brown v. BOE</p> <p>“Warriors Don’t Cry”</p> <p>Biography of Dr. Martin Luther King, Malcolm X, Rosa Parks</p> <p>DBQ question and documents: Civil Rights & The Women’s Movement</p> <p>Online Textbook Primary Source Documents:</p> <p>“I Have a Dream”, Martin Luther King</p> <p>“Letter from Birmingham Jail”, Martin Luther King</p> <p><u>Suggested Accommodations / Modifications for Reading:</u></p> <p>All students will be responsible for responding to all synthesis/ reading comprehension questions embedded in the online text modules.</p> <p>Break primary source documents into sections and allow students to read one section orally; then they can respond.</p> <p>Allow students to listen to audio recordings if available.</p>
--

If reading orally, stop and pause after a section and ask a question to check for understanding.
If having difficulty comprehending, re-read materials.
Provide guiding questions to complete when reading to ensure an understanding of main ideas.

Suggested Assignments and Instruction for gifted and talented:

Provide supplementary or lengthier reading to increase student knowledge.
Allow student to read one of the following books: Fire in the Streets America in the Nineteen Sixties by Milton Viorst, The Feminine Mystique by Betty Friedan, Martin Luther King Jr. by Don McKee, Rosa Parks by Douglas Brinkley and Freedom Daughters by Lynne Olson.

Students will write:

Daily Class Notes

DBQ responses to Civil Rights, Women's movement
Picture prompts: Time magazine time capsule simulation
Focused Writing: "I Have a Dream Speech" (create own), Support protest technique, Response to Rosa Parks, compare and contrast the journals of Malcolm X and MLK Jr.

Suggested Accommodations / Modifications for Writing

Students will highlight their notes and add on their own any additional notes.
Students will compose at least 2 questions and answer them from the day's notes. (Check for accuracy)
Begin DBQ with students.
Use graphic organizers to help students brainstorm and organize their writing.

Suggested Assignments and Instruction for gifted and talented:

Students will write about several protest techniques and compare and contrast them.
Students will write about various Civil Rights Leaders and their methods.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Civil Rights Movement

Define all chapter vocabulary: "Civil Rights Movement"
Analysis of "I Have a Dream Speech"
Video Clip: "I Have a Dream Speech"
Focused Writing: "I Have a Dream Speech" (write own)
Focused Writing: Compare and contrast Malcolm X and MLK Jr.'s journals
Video Clip: (Teaching with Tolerance) Rosa Parks
Focused Writing: Response to Rosa Parks and Bus Boycott
Focused Writing: Support a protest technique

Primary Source Reading: James Meredith
DBQ: Civil Rights
Primary Source Reading: Marian Anderson's National Anthem
Diagram of Civil Rights Movement
Map of Freedom Riders route
Video Clips: types of protests
Video Clip: Little Rock Nine
"Warriors Don't Cry" (excerpts from book)
"TIME" capsule simulations
PowerPoint/ [Google Slides](#): Civil Rights Movement
Public opinion polls:
Chart of Civil Rights Legislation
Primary Source Reading: NY Times: Dr. Martin Luther King's assassination
Video Clip: Dr. Martin Luther King's assassination

An Era of Activism

Define all chapter vocabulary: "An Era of Activism"
"How to Be a Good Housewife" quiz and reading
Comparing Primary Sources: Working Women
Court case analysis: Roe v. Wade
Primary Source Reading: Equal Right Amendment
Primary Source Reading: Title IX and its effects
Chart of minorities goals for equality
PowerPoint/ [Google Slides](#): Counterculture
Video Clip: Counterculture
Video Clip: Woodstock
Video Clip: 1960's advertising
Activity: Woodstock today: Design own concert
Chart: Major Environmental Landmarks
EPA website: analysis
DBQ: Women's movement

Suggested Accommodations / Modifications for Assignments and Instruction

Students can make flashcards of their vocabulary words.
Students may draw one or more of their vocabulary words.
When showing video clips, introduce what the students will be watching and what they should look for while watching the clip.
When completing map of Freedom Riders route discuss the dividing lines between the North and the South (Mason-Dixon Line).
Make foldables of Civil Rights Measures.
When comparing primary source documents read them to the class.
Use multi-media sources when possible.
Use concrete examples.

Break lectures into smaller portions.

Suggested Assignments and Instruction for gifted and talented:

Have students make a movie or video about one aspect of the Civil Rights movement.

Have students role play one specific event from the 1960's and write a play using as many of their vocabulary words as they can.

Have students create their own commercial for a product that was sold in the 60's.

Read Rachel Carson's book Silent Spring and write a report.

PART IV: EVIDENCE OF LEARNING

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.**



Formative Assessments:

Quizzes: Vocabulary quizzes: Civil Rights Movement, An Era of Activism The Women's Movement, Ethnic Minorities in the 1970's "How to Be a Good Housewife" quiz

HW activities: HW worksheets related to: Counterculture, Roe V. Wade, Brown v. BOE, Civil Rights protests, Civil Rights legislation

HW/CW activities: Produce a DBQ on civil rights and women's movement, chart on civil rights legislation, chart on major environmental landmarks. Create own "I Have a Dream " speech, response to Rosa Parks bus boycott, support a protest position paper, diagram of the Civil Rights Movement, chart of minorities goals for equality, and Woodstock design. Evaluate Malcolm X and MLK's journals, MLK's "I Have a Dream" speech, "Warriors Don't Cry" book, primary source reading on working women, Roe v. Wade court case, and EPA website.

In class discussion (Q & A)

Notebook Test

- These assessments will mostly require students to: Remember, Understand, Apply and Analyze

Accommodations/Modifications:

Extended time on assessments when necessary.

Divide assessments into portions.

Read directions to students.

Suggested Assignments and Instruction for gifted and talented:

Provide lengthier readings to increase student knowledge and assess students on the readings.

Use inquiry based practices and allow students opportunities to conduct additional research.

Provide assignment choices that require more detail and deeper understanding of material.

Summative Assessments:

Chapter tests: Civil Rights Movement, Women’s Movement, Minorities in the 1970’s: multiple choice, matching, chart/graph analysis, [Political Cartoon analysis](#), true/false, and free response questions.

Benchmark: multiple choice, matching, chart/graph analysis, [Political Cartoon analysis](#), true/false, and free response questions.

- These assessments will mostly utilize: Applying, Analyzing, Evaluating and Creating

Accommodations/Modifications:

Extended time on assessments when necessary.

Clear and well-written directions should be used.

Have review for students of what will be on the assessment.

Suggested Assignments and Instruction for gifted and talented:

Use inquiry-based practices and allow students opportunities to conduct additional research.

Provide project choices that require more detail and deeper understanding.

Performance Assessments:

Analysis paper: Protest technique

Focused Writing: Personal Dream Speech

Debate: For/against non-violent protesting

DBQ: Civil Rights, Women’s Movement

Alternative Assessment: Woodstock protest

- These assessments will mostly utilize: Applying, Analyzing, Evaluating and Creating

Accommodations/Modifications:

Extended time on tests when necessary.

After school support.

Provide oral and written instructions and directions.

Allow students to work with partners.

Provide step by step directions.

Have guidelines for what part of the project should be completed by what day.

Have examples to show students what projects received A’s, B’s etc.

Suggested Assignments and Instruction for gifted and talented:

Provide supplementary or lengthier readings.

Have students report about their readings.

Look for college level readings and have students complete a report.

Use inquiry based practices and allow students opportunities to conduct additional research.

Provide assignment choices that require more detail and deeper understanding.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: US II CP – UNIT 7 - VIETNAM WAR, NIXON, FORD, CARTER ERA, 1980'S AND 1990'S, AMERICA IN THE 21 ST CENTURY	Unit Summary: The 1960's and 1970's were decades of deep division and turmoil in the United States. Under Presidents Kennedy and Johnson, the country became increasingly involved in trying to stop a communist takeover in Vietnam. As the war continued to cost more and more lives and money, while achieving little apparent success, many Americans began to question their government's role in Vietnam. At the same time a youthful counterculture arose that was critical of the traditional values of many Americans. The election of President Nixon, in 1968, led to a 24 year period of almost uninterrupted Republican control of the White House. Nixon's leadership style led to scandal and his own eventual downfall. Gerald Ford tried to heal the nation but the countries trust in its highest office was destroyed. Jimmy Carter was elected to the White House in 1976. After the upheavals of the 1960's and 1970's many Americans wanted to
Grade Level(s): 11	

	<p>return to more conservative ideas with smaller government. The policies of Ronald Reagan and George H.W. Bush carried out the social and economic of new right conservatives. Sweeping changes in world affairs in the early 1990's changed the face of world politics. The U.S. faced challenging issues at home as immigration and an aging population changed the demographics of American society.</p>
<p>Essential Question(s):</p> <ul style="list-style-type: none"> ● How did the Vietnam War start and progress? ● What was America's involvement and response to the Vietnam War? ● What were the long lasting effects of the Vietnam War? ● What were the political agendas of Presidents Ford, Carter, Reagan, Bush, and Clinton? ● What important events occurred during these Presidents terms? ● What financial policies and trends dominated the late 20th Century? ● Why did the Cold War end and what were the challenging results? ● How did the events of September 11, 2001 affect Americans? ● What advancements in the world of technology changed American lives in the 20th Century? ● What was the impact of the expanding global economy? ● What is the U.S. role in the future of modern day politics both at home and internationally? 	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> ● The U.S. entered the Vietnam War to defeat communist forces threatening South Vietnam. ● The violence and brutality of the Vietnam War affected civilians as well as soldiers. ● The Vietnam War created deep divisions in the Democratic party and in the entire nation. ● The end of the Vietnam War involved slow moving peace negotiations, the gradual withdrawal of American troops and the fall of South Vietnam. ● President Richard Nixon relied on several close advisors to help him move the country in a new direction. ● President Nixon's foreign policy led to more positive relationships with China and the Soviet Union. ● The break-in at the Watergate apartment complex started a scandal that led to President Nixon's resignation. ● After becoming President Gerald Ford worked to reunite the country while facing economic problems at home and challenges abroad. ● Jimmy Carter's human rights diplomacy brought notable accomplishments in foreign policy but his inability to work effectively with Congress blocked the success of his domestic programs. ● After decades of federal government expansion and social and cultural change, a conservative movement gained strength during the 1970's and in 1980 it brought Ronald Reagan to power. ● Reagan worked to boost the nation's pride and prosperity by cutting taxes, shrinking the federal government, and increasing defense spending. ● After a decisive re-election victory in 1984, Reagan continued his conservative policies on economic and social issues, and in domestic and foreign affairs teetered between success and missteps. ● George H.W. Bush achieved notable foreign policy successes but domestic crisis eroded his public support. ● William Clinton's presidency included many successes but it was also marred by scandal. ● George W. Bush succeeded Clinton after a historically close election in 2000. ● The U.S. faced new challenges including the collapse of communism, increased ethnic tensions in several countries, and the threat of terrorism. ● In the 1990's and beyond the U.S. sought new ways to create unity out of its diversity and to deal with the consequences of a technological revolution and an increasing global economy.

--	--

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the **2018 NJSL** or **Common Core Standards** that are applicable

<u>Learning Target</u>	<u>NJSLS or CCSS</u>
1. List the events that led to the war between North and South Vietnam.	1. 6.1.12.A.12.b,
2. Analyze America’s involvement in the Vietnam War.	6.1.12.A.12.a
3. Illustrate how battlefield conditions in Vietnam affected American soldiers.	LA.11-12.RH.11-12.4
4. Diagram the course of action in the Vietnam War.	2. 6.1.12.A.12.a,
5. Recognize countries and locations involved in the Vietnam War.	6.1.12.A.12.b,
6. Examine the role played by students in protest movements in the U.S.	6.1.12.D.12.e
7. Compare and contrast President’s policies and effect on the Vietnam War.	3. 6.1.12.D.12.e
8. Determine the legacy of the Vietnam War.	4. 6.1.12.D.12.e.,
9. Value the contribution of American soldiers to the Vietnam War and the effects post-war (PTSD).	6.1.12.A.12.b
10. List and explain Nixon, Ford, Carter, Reagan, Bush and Clinton’s domestic and foreign policies.	5. 6.1.12.A.12.b
11. Debate the events of the Watergate scandal and Nixon’s involvement.	6. 6.1.12.A.13.b,
12. Differentiate Regan’s “Reaganomics” plan with other economic policies.	6.1.12.A.12.a.
13. Recognize the role the U.S. played after the Cold War ended.	7. 6.1.12.A.12.b,
14. Identify the scandals that were debated during Clinton’s 2 nd term in office.	6.1.12.D.12.e
15. Analyze the American response to September 11, 2001.	LA.11-12.W.CCR.4
16. Explain how the U.S. changed politically, economically, and socially in the late 20 th Century both in domestic and foreign affairs.	8. 6.1.12.D.12.d.
17. Evaluate how the technological revolution at the end of the 20 th Century affected American life.	9. 6.1.12.D.12.d,
18. Read, Analyze, Critique, and Formulate opinions on primary source documents and their author’s perspectives	6.1.12.D.12.e
	10. 6.1.12.A.14.d,
	6.1.12.A.14.e
	LA.11-12.RH.11-12.2
	11. 6.1.12.A.14.d,
	6.1.12.A.14.b
	12. 6.1.12.A.15.b,
	6.1.12.D.14.a.
	13. 6.1.12.D.14.a,
	6.1.12.A.15.b
	14. 6.1.12.A.14.d
	15. 6.1.12.D.15.d,
	6.1.12.D.15.b

	<p>16. 6.1.12.D.15.d. 6.1.12.D.16.c LA.11-12.WHST.11-12.6</p> <p>17. 6.1.12.C.16.b</p> <p>18. LA. 11-12.RH.11-12.2-12.6, 12.8, 12.10 LA. 11-12. RST.12.1-2, 12.4, 12.6, 12.10 LA. 11-12. WHST. 11-12.1.A-E, 12.2.A-E, 12.4, 12.5, 12.6, 12.9, 12.10</p>
--	--

Inter-Disciplinary Connections:

<p>Language Arts Literacy: DBQ writing – Vietnam War, Watergate, Immigration Restrictions, reading primary source documents- Vietnam War, Kent State, Watergate, Camp David Accords, AIDS, Whitewater, 9/11</p> <p>Technology: Microsoft Word or Google Docs for typed documents, video clips, Web navigation, Google Platforms</p> <p>Art: Design new technological device</p> <p>Math: analysis of charts and graphs</p> <p>Science: Nuclear Weapon analysis, 1st moon landing</p>
--

Students will engage with the following text:

<p>USII district approved text (United States History: Pearson Publishing 2016)</p> <p>Primary Source Reading: Vietnam War, Kent State, Watergate, Camp David Accords, AIDS, Whitewater, 9/11 “The Choices Program” – U.S. involvement in Vietnam</p> <p>Case Brief: Watergate scandal, Whitewater investigation</p> <p>NY Times articles</p> <p>Biography of Nixon, Ford, Carter, Reagan, Bush, Clinton</p> <p>DBQ question and documents: Vietnam War, Watergate, Immigration Restrictions</p> <p>Histories Mysteries Book</p> <p>Online Textbook Primary Source Documents:</p>
--

“Inaugural Address” John F. Kennedy
“Silent Spring” Rachel Carson
“Tear Down this Wall” Ronald Reagan

Suggested Accommodations/Modifications for Reading:

All students will be responsible for responding to all synthesis/ reading comprehension questions embedded in the online text modules.

Allow students to listen to audio recordings of readings if available or read passages to students.
When reading aloud to students stop and pause after a section and ask a question to check for understanding.

Suggested Assignments and Instruction for gifted and talented:

Have students read the autobiographies of Jimmy Carter, Bill Clinton, and George Bush.
Read Henry Kissinger’s book *The White House Years* Read, Theodore White’s book *Breach of faith: The fall of Richard Nixon*, Read Bernstein and Woodward’s book: *All the President’s Men*.

Students will write:

Daily Class Notes

DBQ responses - Vietnam War, Watergate, Immigration Restrictions
Picture prompts: Advancements in Technology
Focused Writing: Effects of Agent Orange, Tiananmen Square, Gulf War Syndrome

Suggested Accommodations/ Modifications for Writing:

Give checklist or step-by-step directions for assignments.
Use graphic organizers to help students brainstorm and organize their writing.

Suggested Assignments and Instruction for gifted and talented:

Provide the students the opportunity to write a paper or research additional problems that affected soldiers in modern war (PTSD, agent orange, etc.)
Have students write to compare/contrast present day or current rebellions and the after effect (Egypt, Syria etc.)

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Vietnam War

Define all chapter vocabulary: “Vietnam War”
Map: Vietnam War
Video Clip: Vietnam War
DBQ: Vietnam War: US involvement

Primary Source Document: Choices in the Vietnam War
PowerPoint/ [Google Slides](#): Vietnam War
Guided reading: Vietnam War
Primary Source Reading: Diaries of Vietnam War Soldiers
Diagram analysis: Vietnam War tunnels
Focused Writing: Effects of Agent Orange
Debate: Hawks v. Doves
Vietnam War Timeline
Video Clip: Vietnam War protests
Political Cartoon Analysis: Vietnam War involvement
NY Times article: Kent State University
Primary Source Document: Kent State
Chart: Cost of Vietnam War

Nixon, Ford, and Carter

Define all chapter vocabulary: "Nixon, Ford, and Carter"
Primary Source Document: Watergate Scandal
Movie, "Dick"
Political Cartoon: Watergate scandal
Video Clip: Nixon's resignation
Video Clip: Watergate scandal
Chart analysis: Rise of Inflation
Video Clip: Neil Armstrong walks on the moon
Biography: Richard Nixon & Henry Kissinger
PowerPoint/ [Google Slides](#): Nixon's foreign affairs (Peace accords, China and Soviet Union)
Chart analysis: SALT I
Watergate timeline
Debate: Nixon's impeachment
DBQ: Watergate
Biography: Gerald Ford
Chart: Stagflation
Biography: Jimmy Carter
Primary Source Reading: Camp David Accords
PowerPoint/ [Google Slides](#): Iran Hostage Crisis

The Conservative Revolution

Define all chapter vocabulary: "The Conservative Revolution"
Chart of the Evolution of Conservatism
Diagram of Reaganomics
History/Mystery activity: Did Reagan plan an October revolution?
Biography: Ronald Reagan
Primary Source Document: Emergence of AIDS
PowerPoint/ [Google Slides](#): Iran Contra Affair

Biography: George H.W. Bush
Map: Post Cold-War
Video Clip: Fall of the Berlin Wall
Political Cartoon: Fall of the Berlin Wall
Video Clip: Tiananmen Square
Timeline: Persian Gulf War
Reading: What is Gulf War syndrome
Frontline PBS: The Gulf War

Entering a New Era

Define all chapter vocabulary: "Entering a New Era"

Biography: William Clinton
Primary Source Reading: Whitewater Affair
Debate: Impeachment of Clinton
Video Clips: 2000 election (hanging chads)
Video Clips: September 11th attacks
Primary Source Document: September 11th
Power Point: September 11th
Timeline: War in Iraq
PowerPoint/ [Google Slides](#): War in Iraq
Debate: Immigration restrictions
DBQ: Immigration restrictions
Debate: bilingual education
Debate: affirmative action
Picture prompts: advancements in technology
Video Clip: modern technology
Activity: design a future technological device

Suggested Accommodations/Modifications for Assignments and Instruction:

Students can make flashcards of their vocabulary words.
When using DBQ's read them with the students.
Have list of countries students need to find on the map
Students may work in pairs when completing the Vietnam War map.
When showing video clips explain what the students will be watching and key points to look for. Have discussion after video clip to check for comprehension;
When showing movies have worksheet for students to complete.
Students should write a brief summary after watching the video.
Have students read the diaries of the Vietnam War soldiers aloud. Ask for volunteers.
Use flexible grouping strategies to ensure student is working effectively with partner.
Break lectures into smaller portions.
When debating, have students share their information before they actually debate the topic.
Show students newspaper headlines from 9/11.

Suggested Assignments and Instruction for gifted and talented:

Students may create their own political cartoons about Vietnam, Watergate, AIDS, or any other topic from this time period.

PART IV: EVIDENCE OF LEARNING

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM’S LEVELS.**



Formative Assessments:

HW activities: HW worksheets related to: Vietnam War, Ho Chi Minh Trail, Watergate, Economics

HW/CW activities: Produce a DBQ on Vietnam War, paper on effects of Agent Orange, DBQ on Watergate, stagflation chart, evolution of Conservatism chart, Reagonomics diagram, timeline of Persian Gulf War, timeline of War in Iraq, and DBQ on immigration restrictions. Create a Vietnam War timeline, Watergate timeline, response to Reagan’s October revolution, advancements in technology response and design of a future technological device. Evaluate choices in the Vietnam War, diaries of Vietnam War soldiers, Vietnam War political cartoons, chart of costs of Vietnam War, Watergate scandal documents, chart of inflation, Nixon’s impeachment speech, emergence of AIDS document, Gulf War syndrome reading, Whitewater Affair documents, Impeachment of Clinton reading, September 11th reading, and immigrant restrictions reading.

In class discussion (Q & A)

Notebook Test

- These assessments will mostly require students to: Remember, Understand, Apply and Analyze

Accommodations/Modifications:

Extended time on assessments when necessary.

Divide assessments into sections with clear and specific directions.

Keep all sections together on the same page.

Suggested Assignments and Instruction for gifted and talented:

Provide lengthier readings to increase student knowledge.

Use inquiry based practices and allow students opportunities to conduct additional research.

Provide assignment choices that require more detail and deeper understanding of material.

Summative Assessments:

Quizzes: Vocabulary quizzes: The Vietnam war, Nixon, Ford Carter Era The Conservative Era Ronald Reagan, Bill Clinton. Chapter quizzes: The Vietnam War, Nixon, Ford, Carter Era, Ronald Reagan Era, Bill Clinton: multiple choice, matching, chart/graph analysis, [Political Cartoon analysis](#), true/false, and free response questions.

Benchmark: multiple choice, matching, chart/graph analysis, [Political Cartoon analysis](#), true/false, and free response questions.

- These assessments will mostly utilize: Applying, Analyzing, Evaluating and Creating

Accommodations/Modifications:

Extended time when necessary.

Allow students to work with partners.

Clear and well written direction should be used.

Have a review for students of what will be on the assessment.

Suggested Assignments and Instruction for gifted and talented:

Provide supplementary or lengthier readings to increase knowledge and challenge the students.

Provide enrichment activities.

Use inquiry based practices and allow students opportunities to conduct additional research.

Provide project choices that require more detail and deeper understanding.

Performance Assessments:

Debate: Watergate scandal, impeachment, bilingual education

DBQ: Vietnam, Watergate, and Immigration

Alternative Assessment: Design new technology

- These assessments will mostly utilize: Applying, Analyzing, Evaluating and Creating

Accommodations/Modifications:

Extra time on projects when necessary.

After school support.

Provide oral and written instructions.

Allow students to work with partners.

Provide step by step directions.

Have examples to show students of what project received A's,B's etc.

Have copy of rubric to show when assigning project.

Suggested Assignments and Instruction for gifted and talented:

Provide supplementary or lengthier readings to increase student knowledge.

Use inquiry based practices and allow students opportunities to conduct additional research.

Proved assignment choices that require more detail and deeper understanding of material.

New Jersey Student Learning Standards
Content Area Social Studies

Standard 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make

informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Era Colonization and Settlement (1585-1763)

Grade Level By the end of grade 12

Content Statement Strand Indicator # Indicator

1. Colonization and Settlement : North American Colonial

societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World.

A. Civics, Government, and Human Rights

6.1.12.A.1.a Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.

6.1.12.A.1.b Analyze how gender, property ownership, religion, and legal status affected political rights.

B. Geography, People, and the Environment

6.1.12.B.1.a Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World.

C. Economics, Innovation, and Technology

6.1.12.C.1.a Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.

6.1.12.C.1.b Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies.

D. History, Culture, and Perspectives

6.1.12.D.1.a Assess the impact of the interactions and conflicts between native groups and North American settlers.

Era Revolution and the New Nation (1754-1820s)

Grade Level By the end of grade 12

Content Statement Strand Indicator # Indicator

2. Revolution and the New Nation

The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain's centralization policies and practices. The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights. Debates about individual rights, states' rights, and federal power shaped the development of the political institutions and practices of the new Republic.

A. Civics, Government, and Human Rights

6.1.12.A.2.a Assess the importance of the intellectual origins of the Foundational Documents

(i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.

6.1.12.A.2.b Compare and contrast state constitutions, including New Jersey's 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.

6.1.12.A.2.c Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.

6.1.12.A.2.d Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.

6.1.12.A.2.e Examine the emergence of early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today's political parties.

B. Geography, People, and the Environment

6.1.12.B.2.a Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.

6.1.12.B.2.b Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.

C. Economics, Innovation, and Technology

6.1.12.C.2.a Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.

D. History, Culture, and Perspectives

6.1.12.D.2.a Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.

6.1.12.D.2.b Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.

6.1.12.D.2.c Relate events in Europe to the development of American trade and American foreign and domestic policies.

6.1.12.D.2.d Analyze arguments for new women's roles and rights, and explain why 18th century society limited women's aspirations.

6.1.12.D.2.e Determine the impact of African American leaders and institutions in shaping free Black communities in the North.

Era Expansion and Reform (1801-1861)

Grade Level By the end of grade 12

Content Statement Strand Indicator # Indicator

3. Expansion and Reform Multiple political, social, and economic factors caused American territorial expansion. The rapid expansion and transformation of the American economy contributed to regional tensions, social reform, political compromises, and an expansion of democratic practices.

A. Civics, Government, and Human Rights

6.1.12.A.3.a Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.

6.1.12.A.3.b Determine the extent to which America's foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest.

6.1.12.A.3.c Assess the role of geopolitics in the development of American foreign relations during this period.

6.1.12.A.3.d Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.

6.1.12.A.3.e Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.

6.1.12.A.3.f Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women's rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period.

6.1.12.A.3.g Determine the extent to which state and local issues, the press, the rise of interest group politics, and the rise of party politics impacted the development of democratic institutions and practices.

6.1.12.A.3.h Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.

6.1.12.A.3.i Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.

B. Geography, People, and the Environment

6.1.12.B.3.a Assess the impact of Western settlement on the expansion of United States political boundaries.

C. Economics, Innovation, and Technology

6.1.12.C.3.a Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.

6.1.12.C.3.b Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.

D. History, Culture, and Perspectives

6.1.12.D.3.a Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.

6.1.12.D.3.b Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.

6.1.12.D.3.c Assess how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).

6.1.12.D.3.d Analyze the role education played in improving economic opportunities and in the development of responsible citizens.

6.1.12.D.3.e Determine the impact of religious and social movements on the development of American culture, literature, and art.

Era Civil War and Reconstruction (1850-1877)

Grade Level By the end of grade 12

Content Statement Strand Indicator # Indicator

4. Civil War and Reconstruction

The Civil War was caused by ideological, economic, and political differences about the future course of the nation. Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.

A. Civics, Government, and Human Rights

6.1.12.A.4.a Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.

6.1.12.A.4.b Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.

6.1.12.A.4.c Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.

B. Geography, People, and the Environment

6.1.12.B.4.a Use maps and primary sources to assess the impact that geography, improved military strategies, political and military decisions (e.g., leadership), and new modes of transportation had on the outcome of the Civil War.

6.1.12.B.4.b Analyze the impact of population shifts and migration patterns during the Reconstruction period.

C. Economics, Innovation, and Technology

6.1.12.C.4.a Assess the role that economics played in enabling the North and South to wage war.

6.1.12.C.4.b Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.

6.1.12.C.4.c Explain why the Civil War was more costly to America than previous conflicts were.

D. History, Culture, and Perspectives

6.1.12.D.4.a Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.

6.1.12.D.4.b Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people's lives and work.

6.1.12.D.4.c Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.

6.1.12.D.4.d Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.

6.1.12.D.4.e Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.

Era The Development of the Industrial United States (1870-1900)

Grade Level By the end of grade 12

Content Statement Strand Indicator # Indicator

5. The Development of the Industrial United States

Technological developments and unregulated business practices revolutionized transportation, manufacturing, and consumption, and changed the daily lives of Americans. The Industrial Revolution and immigration had a powerful impact on labor relations, urbanization, the environment, cultural values, and created tensions between ethnic and social groups.

A. Civics, Government, and Human Rights

6.1.12.A.5.a Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.

6.1.12.A.5.b Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.

B. Geography, People, and the Environment

6.1.12.B.5.a Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.

6.1.12.B.5.b Assess the impact of rapid urbanization on the environment and on the quality of life in cities.

C. Economics, Innovation, and Technology

6.1.12.C.5.a Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods, and determine the positive or negative impact of these practices and the nation and the need for government regulations.

6.1.12.C.5.b Compare and contrast economic development of the North, South, and West in the post-Civil War period.

6.1.12.C.5.c Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.

D. History, Culture, and Perspectives

6.1.12.D.5.a Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.

6.1.12.D.5.b Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.

6.1.12.D.5.c Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their **economic needs and expectations**.

6.1.12.D.5.d Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.

Era The Emergence of Modern America (1890-1930)

Grade Level By the end of grade 12

Content Statement Strand Indicator # Indicator

6. The Emergence of Modern America: Progressive Reforms

Progressive reform movements promoted government efforts to address problems created by rapid industrialization, immigration, and unfair treatment of women, children, and minority groups. An expanding market for international trade promoted policies that resulted in America engaging as a world power.

A. Civics, Government, and Human Rights

6.1.12.A.6.a Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.

6.1.12.A.6.b Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.

6.1.12.A.6.c Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.

B. Geography, People, and the Environment

6.1.12.B.6.a Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.

6.1.12.B.6.b Compare and contrast issues involved in the struggle between the development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.

C. Economics, Innovation, and Technology

6.1.12.C.6.a Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.

6.1.12.C.6.b Determine how supply and demand influenced price and output during the Industrial Revolution.

6.1.12.C.6.c Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.

D. History, Culture, and Perspectives

6.1.12.D.6.a Assess the impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late 19th century in New Jersey (i.e., Paterson Silk Strike 1913) and the United States.

6.1.12.D.6.b Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power.

6.1.12.D.6.c Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.

Era The Emergence of Modern America (1890-1930)

Grade Level By the end of grade 12

Content Statement Strand Indicator # Indicator

7. The Emergence of Modern America: World War I

United States involvement in World War I affected politics, the economy, and geopolitical relations following the war.

A. Civics, Government, and Human Rights

6.1.12.A.7.a Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.

6.1.12.A.7.b Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).

6.1.12.A.7.c Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.

B. Geography, People, and the Environment

6.1.12.B.7.a Explain how global competition by nations for land and resources led to increased militarism.

C. Economics, Innovation, and Technology

6.1.12.C.7.a Determine how technological advancements affected the nature of World War I on land, on water, and in the air.

6.1.12.C.7.b Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.

D. History, Culture, and Perspectives

6.1.12.D.7.a Evaluate the effectiveness of Woodrow Wilson's leadership during and immediately after World War I.

6.1.12.D.7.b Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.

6.1.12.D.7.c Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.

Era The Emergence of Modern America (1890-1930)

Grade Level By the end of grade 12

Content Statement Strand Indicator # Indicator

8. The Emergence of Modern America: Roaring Twenties

The 1920s is characterized as a time of social, economic, technological, and political change, as well as a time of emerging isolationism, racial and social tensions, and economic problems.

A. Civics, Government, and Human Rights

6.1.12.A.8.a Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.

6.1.12.A.8.b Compare and contrast the global marketing practices of United States factories and farms with American public opinion and government policies that favored isolationism.

6.1.12.A.8.c Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.

B. Geography, People, and the Environment

6.1.12.B.8.a Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.

C. Economics, Innovation, and Technology

6.1.12.C.8.a Analyze the push-pull factors that led to the Great Migration.

6.1.12.C.8.b Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.

D. History, Culture, and Perspectives

6.1.12.D.8.a Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.

6.1.12.D.8.b Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.

Era The Great Depression and World War II (1929-1945)

Grade Level By the end of grade 12

Content Statement Strand Indicator # Indicator

9. The Great Depression and World War II: The Great Depression

The Great Depression resulted from government economic policies, business practices, and individual decisions, and it impacted business and society.

A. Civics, Government, and Human Rights

6.1.12.A.9.a Analyze how the actions and policies of the United States government contributed to the Great Depression.

B. Geography, People, and the Environment

6.1.12.B.9.a Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.

C. Economics, Innovation, and Technology

6.1.12.C.9.a Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.

6.1.12.C.9.b Explain how economic indicators (i.e., gross domestic product, the consumer price index, the national debt, and the trade deficit) are used to evaluate the health of the economy.

6.1.12.C.9.c Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).

6.1.12.C.9.d Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability.

D. History, Culture, and Perspectives

6.1.12.D.9.a Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.

6.1.12.D.9.b Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.

Era The Great Depression and World War II (1929-1945)

Grade Level By the end of grade 12

Content Statement Strand Indicator # Indicator

10. The Great Depression and World War II: New Deal

Aimed at recovery, relief, and reform, New Deal programs had a lasting impact on the expansion of the role of the national government in the economy.

A. Civics, Government, and Human Rights

6.1.12.A.10.a Evaluate the arguments regarding the role of the federal government during the New Deal era.

6.1.12.A.10.b Assess the effectiveness of governmental policies enacted during the New Deal period (i.e., the FDIC, NLRB, and Social Security) in protecting the welfare of individuals.

6.1.12.A.10.c Evaluate the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.

B. Geography, People, and the Environment

6.1.12.B.10.a Assess the effectiveness of New Deal programs designed to protect the environment.

C. Economics, Innovation, and Technology

6.1.12.C.10.a Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.

6.1.12.C.10.b Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.

D. History, Culture, and Perspectives

6.1.12.D.10.a Analyze how other nations responded to the Great Depression.

6.1.12.D.10.b Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents.

6.1.12.D.10.c Explain how key individuals, including minorities and women (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt), shaped the core ideologies and policies of the New Deal.

6.1.12.D.10.d Determine the extent to which New Deal public works and arts programs impacted New Jersey and the nation.

Era The Great Depression and World War II (1929-1945)

Grade Level By the end of grade 12

Content Statement Strand Indicator # Indicator

11. The Great Depression and World War II: World War II

The United States participated in World War II as an Allied force to prevent military conquests

by Germany, Italy, and Japan. Domestic and military policies during World War II continued to deny equal rights to African Americans, Asian Americans, and women.

A. Civics, Government, and Human Rights

6.1.12.A.11.a Evaluate the effectiveness of international agreements following World War I (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg- Briand Pact) in preventing international disputes.

6.1.12.A.11.b Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time.

6.1.12.A.11.c Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.

6.1.12.A.11.d Analyze the decision to use the atomic bomb and the consequences of doing so.

6.1.12.A.11.e Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

B. Geography, People, and the Environment

6.1.12.B.11.a Explain the role that geography played in the development of military strategies and weaponry in World War II.

C. Economics, Innovation, and Technology

6.1.12.C.11.a Evaluate the shift in economic resources from the production of domestic to military goods during World War II in terms of opportunity costs and trade-offs, and analyze the impact of the post-war shift back to domestic production.

6.1.12.C.11.b Relate new wartime inventions to scientific and technological advancements in the civilian world.

D. History, Culture, and Perspectives

6.1.12.D.11.a Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.

6.1.12.D.11.b Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.

6.1.12.D.11.c Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.

6.1.12.D.11.d Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

6.1.12.D.11.e Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.

Era Postwar United States (1945 to early 1970s)

Grade Level By the end of grade 12

Content Statement Strand Indicator # Indicator

12. Postwar United States: Cold War

Cold War tensions between the United States and communist countries resulted in conflict that influenced domestic and foreign policy for over forty years.

A. Civics, Government, and Human Rights

6.1.12.A.12.a Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.

6.1.12.A.12.b Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.

6.1.12.A.12.c Explain how the Arab-Israeli conflict influenced American foreign policy.

B. Geography, People, and the Environment

6.1.12.B.12.a Evaluate the effectiveness of the Marshall Plan and regional alliances in the rebuilding of European nations in the post World War II period.

C. Economics, Innovation, and Technology

6.1.12.C.12.a Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.

6.1.12.C.12.b Assess the impact of agricultural innovation on the world economy.

6.1.12.C.12.c Analyze how scientific advancements impacted the national and global economies and daily life.

6.1.12.C.12.d Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.

D. History, Culture, and Perspectives

6.1.12.D.12.a Analyze the impact of American governmental policies on independence movements in Africa, Asia, the Caribbean, and the Middle East.

6.1.12.D.12.b Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.

6.1.12.D.12.c Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.

6.1.12.D.12.d Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.

6.1.12.D.12.e Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.

Era Postwar United States (1945 to early 1970s)

Grade Level By the end of grade 12

Content Statement Strand Indicator # Indicator

13. Postwar United States: Civil Rights and Social Change

The Civil Rights movement marked a period of social turmoil and political reform, resulting in the expansion of rights and opportunities for individuals and groups previously discriminated against.

A. Civics, Government, and Human Rights

6.1.12.A.13.a Analyze the effectiveness of the New Jersey Constitution of 1947, New Jersey

Supreme Court decisions (i.e., *Hedgepeth and Williams v. Trenton Board of Education*), and New Jersey's Law Against Discrimination (i.e., P.L. 1945, c.169) in eliminating segregation and discrimination.

6.1.12.A.13.b Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, *Brown v. Board of Education*, and *Roe v. Wade*) in promoting civil liberties and equal opportunities.

6.1.12.A.13.c Determine the extent to which changes in national policy after 1965 impacted immigration to New Jersey and the United States.

B. Geography, People, and the Environment

6.1.12.B.13.a Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities.

6.1.12.B.13.b Evaluate the effectiveness of environmental movements and their influence on public attitudes and environmental protection laws.

C. Economics, Innovation, and Technology

6.1.12.C.13.a Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights.

6.1.12.C.13.b Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation.

6.1.12.C.13.c Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).

6.1.12.C.13.d Relate American economic expansion after World War II to increased consumer demand.

D. History, Culture, and Perspectives

6.1.12.D.13.a Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.

6.1.12.D.13.b Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.

6.1.12.D.13.c Analyze the successes and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.

6.1.12.D.13.d Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.

6.1.12.D.13.e Explain why the Peace Corps was created and how its role has evolved over time.

6.1.12.D.13.f Relate the changing role of women in the labor force to changes in family structure.

Era Contemporary United States (1970-Today)

Grade Level By the end of grade 12

Content Statement Strand Indicator # Indicator

14. Contemporary United States: Domestic Policies

Differing views on government's role in social and economic issues led to greater partisanship in government decision making. The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups. Immigration, educational opportunities and social interaction have led to the growth of a multicultural society with varying values and perspectives.

A. Civics, Government, and Human Rights

6.1.12.A.14.a Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.

6.1.12.A.14.b Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.

6.1.12.A.14.c Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.

6.1.12.A.14.d Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.

6.1.12.A.14.e Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern.

6.1.12.A.14.f Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.

6.1.12.A.14.g Analyze the impact of community groups and state policies that strive to increase the youth vote (i.e., distribution of voter registration forms in high schools).

6.1.12.A.14.h Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.

B. Geography, People, and the Environment

6.1.12.B.14.a Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.

6.1.12.B.14.b Analyze how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.

6.1.12.B.14.c Evaluate the impact of individual, business, and government decisions and actions on the environment, and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.

6.1.12.B.14.d Analyze the use of eminent domain in New Jersey and the United States from a variety of perspectives.

C. Economics, Innovation, and Technology

6.1.12.C.14.a Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.

6.1.12.C.14.b Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy.

6.1.12.C.14.c Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.

6.1.12.C.14.d Relate the changing manufacturing, service, science, and technology industries and

educational opportunities to the economy and social dynamics in New Jersey.

D. History, Culture, and Perspectives

6.1.12.D.14.a Determine the relationship between United States domestic and foreign policies.

6.1.12.D.14.b Assess the effectiveness of actions taken to address the causes of continuing urban tensions and violence.

6.1.12.D.14.c Determine the impact of the changing role of labor unions on the economy, politics, and employer-employee relationships.

6.1.12.D.14.d Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.

6.1.12.D.14.e Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.

6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

Era Contemporary United States (1970-Today)

Grade Level By the end of grade 12

Content Statement Strand Indicator # Indicator

15. Contemporary United States: International Policies

The United States has used various methods to achieve foreign policy goals that affect the global balance of power, national security, other national interests, and the development of democratic societies.

A. Civics, Government, and Human Rights

6.1.12.A.15.a Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union, and determine how the fall influenced the global power structure.

6.1.12.A.15.b Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.

6.1.12.A.15.c Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.

6.1.12.A.15.d Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.

6.1.12.A.15.e Analyze the impact of United States support for the policies and actions of the United Nations and other international organizations.

6.1.12.A.15.f Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.

B. Geography, People, and the Environment

6.1.12.B.15.a Evaluate the effectiveness of the United States government's efforts to provide humanitarian assistance during international natural disasters and times of crises.

C. Economics, Innovation, and Technology

6.1.12.C.15.a Relate the role of America's dependence on foreign oil to its economy and foreign

policy.

6.1.12.C.15.b Assess economic priorities related to international and domestic needs, as reflected in the national budget.

D. History, Culture, and Perspectives

6.1.12.D.15.a Compare United Nations policies and goals (i.e., the International Declaration of Human Rights and the United Nations Millennium Development Goals) intended to promote human rights and prevent the violation of human rights with actions taken by the United States.

6.1.12.D.15.b Compare the perspectives of other nations and the United States regarding United States foreign policy.

6.1.12.D.15.c Explain how and why religious tensions and historic differences in the Middle East have led to international conflicts, and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.

6.1.12.D.15.d Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.

Era Contemporary United States (1970-Today)

Grade Level By the end of grade 12

Content Statement Strand Indicator # Indicator

16. Contemporary United States: Interconnected Global Society

Scientific and technological changes have dramatically affected the economy, the nature of work, education and social interactions.

A. Civics, Government, and Human Rights

6.1.12.A.16.a Examine the impact of media and technology on political and social issues in a global society.

6.1.12.A.16.b Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.

6.1.12.A.16.c Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.

B. Geography, People, and the Environment

6.1.12.B.16.a Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.

C. Economics, Innovation, and Technology

6.1.12.C.16.a Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.

6.1.12.C.16.b Predict the impact of technology on the global workforce and on entrepreneurship.

6.1.12.C.16.c Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.

D. History, Culture, and Perspectives

6.1.12.D.16.a Analyze the impact of American culture on other world cultures from multiple perspectives.

6.1.12.D.16.b Explain how and why technology is transforming access to education and educational practices worldwide.

6.1.12.D.16.c Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

Common Core State Standards: English/Language Arts, History/Social Studies

Key Ideas and Details:

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

Craft and Structure:

CCSS.ELA-LITERACY.RH.11-12.4

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

CCSS.ELA-LITERACY.RH.11-12.5

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CCSS.ELA-LITERACY.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.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.RH.11-12.8

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-LITERACY.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.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RH.11-12.10

By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.