

BLACK HORSE PIKE REGIONAL HIGH SCHOOL
SYLLABUS
RESOURCE UNITED STATES II HISTORY

Course Overview

This course includes a study of American History from the period of America's emergence as a world power in the 1890s to the current times. The program includes a survey of significant geographic, economic, political, and social events as well as general trends and forces that provide an understanding of the past and present and give a sense of direction to the future for a free and democratic society. Emphasis is placed on the development of the USA as a world power, the dilemma of isolationism v world involvement, our role in major military events in the 20th and 21st Centuries, as well as domestic issues (civil rights, economics, etc.) It is hoped that students will develop a respect for the racial, ethnic, and religious differences that have contributed to the development of the American Society. Learning methods will include teacher-guided lecture, exploration of primary sources, discussion, student-centered collaborative learning activities, problem solving, writing activities, and creative projects. The class strives to provide students with the skills and perspectives needed to become active and informed citizens in the digital age and to gain an understanding of the relevance of history to life today.

Suggested Textbooks

AGS United States History

Contemporary American History vol. 2 (After 1865)

Pearson E Text *United States History*

Course Content Outline and the NJ Student Learning Standards

First Marking Period

Unit 1: DEVELOPMENT OF MODERN AMERICA – *6.1.12.A.5-D.5; 6.1.12.A.6-D.6*

Unit 2: EMERGENCE OF MODERN AMERICA – *6.1.12.A.7-D.7; 6.1.12.A.8-D.8*

Materials:

AGS; CAH 2 (Ch 4-7), Pearson (Topics 9.4-6, 10.3-4, 11)

Readings from alternative sources; IXL

Second Marking Period

Unit 3: GREAT DEPRESSION & NEW DEAL – *6.1.12.A.9-D.9; 6.1.12.A.10-D.10*

Unit 4: WWII – *6.1.12.A.11-D.11*

Materials:

AGS; CAH 2 (Ch 8-10); Pearson (Topics 12-14)

Readings from alternative sources; IXL

Third Marking Period

Unit 5: COMMUNISM AT HOME AND ABROAD – *6.1.12.A.12-D.12*

Unit 6: CIVIL RIGHTS, VIETNAM WAR & AN ERA OF ACTIVISM – *6.1.12.A.13-D.13*

Materials:

AGS; CAH 2 (Ch 11-15); Pearson (Topics 15-18)

Readings from alternative sources; IXL

Fourth Marking Period

Unit 7: NIXON – FORD - CARTER ERA, 1980'S AND 1990'S,

AMERICA IN THE 21ST CENTURY - *6.1.12.A.12-D.12; 6.1.12.A.14-D.14; 6.1.12.A.15-D.15; 6.1.12.A.16-D.16*

Materials:

AGS; CAH 2 (Ch 16-20); Pearson (Topics 18-20)

Readings from alternative sources; IXL

Course Expectations and Skills

1. Become familiar with current events.
2. Gain an appreciation for past and present contributions of American citizens.
3. Develop literacy in civics as it is reflected in the governmental systems of global history.
4. Develop critical thinking skills, which enable students to function as lifelong learners and to examine and evaluate issues of importance to the modern world.
- 5 All students will consider United States history through multiple perspectives valuing diversity and promoting cultural understanding, recognizing the implications of an interconnected global economy..
6. Develop skills in: reading comprehension, research, communication and technology.
7. Gain practice to succeed on standardized testing such as ACT, SAT, and NJSLA.
8. Maintain an organized notebook or portfolio of notes and work collected throughout the year.
9. Utilize emerging technologies for research, communication, and collaboration.
10. Develop skills in note-taking and outlining guided practice and repetition.

Materials Needed

- Charged Chromebook
- Covered textbook (if issued)
- Notebook and/or 3-ring binder with lined paper
- Daily planner/Student organizer
- Pen or pencil

Alternative Assessments

Warmups/Do Nows; Exit Tickets

Workbook Activities

Alternative Activities: Research Papers, Web Quests, Creative Slide Shows, Constructed Models, Flipped videos, Student Polls, Posters, Brochures, Newsletters, Advertisements, etc.

Map Activities

Self-Study Guides

Essays, Journal Responses

Chapter Outlines and Tests

Grading Scale

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| • Tests/Projects/Research Reports | 30% |
| • Graded Class work/Class Preparation/Participation | 30% |
| • Quizzes//Essays/Notebook | 20% |
| • Homework/Warm-ups/Unit Skill Builders/Map activities | 20% |

Teacher Information

TBA

BlackHorsePikeRegionalSchool 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?

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| <p>Course/Unit Title:</p> <p>US II R/SCBD - 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. |

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| <ul style="list-style-type: none"> • What were the issues in debate over women’s equality? • What were the key goals of the Progressives? | |
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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

| <u>Learning Target</u> | <u>NJSLS; NJCCCS; 21st C. Skills</u> |
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| 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; 8.1.12.A.3 LA.11-12.RH.11-12.2 |
| 2. Discuss the different challenges faced by immigrants. | 2. 6.1.12.D.5.d; 9.1.12.A.5 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.B.5.b, |
| 5. Summarize the advantages and disadvantages of political machines in the cities. | 5. 6.1.12A.6.a |
| 6. Examine efforts to control immigration. | 6. 6.1.12.D.5.d; 6.3.12.D.1 |
| 7. Discuss reasons how and why public schools expanded. | 7. 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 LA.11-12W.CCR.8 |
| 11. Identify ways African Americans faced discrimination through laws and culture. | 11. 6.1.12.A.6.c; 6.3.12.D.1 |
| 12. Justify the role of women in society and at home. | 12. 6.1.12.A.6.b |
| 13. Identify major types of reforms during the Progressive Era. | 13. 6.1.12.A.6.a; 6.3.12.A.2 |
| 14. Diagram list of Muckrakers literary works and accomplishments. | 14. 6.1.12.A.6.a |
| 15. Discuss reforms on the municipal, state, and national level. | 15. 6.1.12.A.6.a; 9.1.12.A.11; CRP5 |
| 16. Evaluate the role Progressive Era Presidents. | 16. 6.1.12.A.6.a |
| 17. Evaluate the lasting effect of the Pure Food and Drug Act & Meat Inspection Act. | 17. 6.1.12.A.6.a; CRP5 |
| 18. Assess the struggle and factors that led to the passage of the 19 th Amendment. | 18. 6.1.12.D.6.c; |

Inter-Disciplinary Connections:

Language Arts Literacy: reading primary source documents

- Diary excerpts from various immigrants
- Excerpt from Jacob Riis' *How the Other Half Lives*
- Biographies of Teddy Roosevelt and Jane Addams
- excerpt from Upton Sinclair's *The Jungle*; Ida Tarbell, Lincoln Steffens, Susan B. Anthony

Technology: Google Classroom and associated products for submitted work; use of turnitin.com

- suggested supplemental use of:
 - Pearson E-Text;
 - IXL
 - Stanford History Education Group (SHEG) Reading Like a Historian (<https://sheg.stanford.edu/history-lessons>)

Art: Political Cartoons of Thomas Nast; design of model city

Math: analysis of charts and graphs of immigration settlement

Music: music clips ragtime- *Maple Leaf Rag*; jazz – Louis Armstrong

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

Students will engage with the following text:

Suggested Texts: AGS/CAH 2/Pearson US History

Primary Source Readings:

- Excerpts from Jacob Riis *How the Other Half Lives*
- Excerpts from Upton Sinclair's *The Jungle*,
- Excerpts from Ida Tarbell *History of Standard Oil*
- Excerpts from Lincoln Steffens *The Shame of the Cities*
- Excerpts from Susan B. Anthony *Failure is Impossible*

Political Cartoons:

- Thomas Nast *The Brains*, Harper's Weekly, 12 Oct. 1871
- *Are Not Women Half the Nation*, 1919

Case Brief: Plessy v. Ferguson

Biographies of Teddy Roosevelt and Jane Addams

Naturalization & Citizenship Test

Suggested Accommodations/ Modifications for Reading:

IEP/504: Highlight or underline main ideas in reading materials. Provide students with summaries of primary source documents. 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.

Substitute a word that students don't understand with synonyms that they do. Provide guiding questions to complete when reading to ensure an understanding of main idea. Pre-teach vocabulary for reading.

ELL: provide visual diagrams for challenging concepts; model steps of process; allow students to work in small groups or pair with another student who also speaks their first language; pre-teach critical culturally specific vocabulary; give students reading materials in advance so they can pre-read, ask questions, and then re-read materials; provide extended time; provide access to bilingual or picture dictionary; use clear print/large type

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:

Notes [Cornell, Guided or other]– daily note taking

Immigrant character study for American Ink

Open Ended Response to *How the Other Half Lives*

Susan B. Anthony quote response

Plessy v. Ferguson case brief reactions

Questions & quote responses from *Iron Jawed Angels*

Reaction (exit slip) to *The Jungle*

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

Warm up/Journal entries: Should the US require immigrants to pass a literacy test?

Suggested Accommodations/Modifications for Writing:

IEP/504: Provide students with guided notes or copies of notes. 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) 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. Students may write these ideas on an index card to use when composing their essay. 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. Students may dictate their responses to the teacher who can write what they have said. Grade on content not mechanics.

ELL: provide partially completed sentence frames; allow students to do prewriting/initial journaling in their first language; provide extended time; give checklists or step-by-step directions for assignments; reduce length requirement for written assignments; reduce number of open-ended responses; give graphic organizers to help students organize their writing.

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: Immigrants coming to the US
Immigrant’s Experience Activity- artifacts, photos, stories, etc.
- Video clip: Immigrant’s experience
- Letter writing: Immigrant
- Naturalization & Citizenship sample test questions
- Hull House activity: Biography of Jane Addams
- 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: “New Ways of Life, Education, Discrimination”
- Design a visual history of a college that opened for minorities
- Focused Writing: list changes needed at Triton, Highland, or Timber Creek
- Ragtime excerpt – *Maple Leaf Rag*; 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 school house)
- Case brief: Plessy v. Ferguson
- Ida B. Wells article: Lynching’s and Mob Law
- Video clip: Women’s suffrage
- Primary source document: comparing equality for women
- “Iron Jawed Angel”

Progressive Reforms

- Define all chapter vocabulary: “Corruption, Populism, and Progressive Era”
- Political Cartoons of Thomas Nast
- Graphic organizer: causes and effects of Progressive Era
- Primary source readings: Muckraker articles
- Video clip: The Triangle Shirtwaist Factory Fire 100th Anniversary (CBS)
- 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

Supplemental Resources/Materials:

- Film Clips
 - *Far and Away* – (Tom Cruise/Nicole Kidman) corrupt ward bosses; city/immigrant life
 - *America the Story of Us: Part 7 Cities*
 - *Just the Facts: The Emergence of the Modern America – The Gilded Age*
 - John Green’s *Crash Courses in US History: Immigrant Cities; The Gilded Age; The Progressive Era; Progressive Presidents; Women’s Suffrage*
 - Pearson Topic 9 Connect My Story Video *Max Marcus’s Lower East Side*
 - Pearson Topic 11 Connect My Story Video *Jane Addams, Neighboring with the Poor*
- IXL
 - Geography – 50 states- Level E(B.13-15); F(H.13-15)
 - Civics – Citizenship and naturalization – Levels H & I (FF.1-2); J(D.1-2)
 - Biographies:
 - Susan B. Anthony D(B.8); E(D.8)
 - Theodore Roosevelt D(B.12); E(D.12)
 - George Washington Carver D(B.13); E(D.13)
 - US History Content - Industrialization in the Gilded Age I(QQ.1); J(Q.1)
- Pearson Digital Interactives
 - Topic 9 Industry and Immigration
 - Lesson 4 Interactive Chart *Immigration, 1870-1910*
 - Lesson 4 Interactive Gallery *Selected Contributions of Immigrants to American Culture*
 - Lesson 5 Interactive Gallery *Growth of the Cities, 1870-1900*
 - Lesson 5 Interactive Illustration *The Flatiron Building*
 - Lesson 5 3-D Model *Living in a Tenement*
 - Lesson 6 Interactive Illustration *Turn-of-the-Century Department Store*
 - Lesson 6 Interactive Gallery *Leisure Activities at the Turn-of-the-Century*
 - Topic 10 Challenges in the Late 1800s
 - Lesson 3 Interactive Chart *Gridlock in Congress in the Late 1800s*
 - Lesson 3 Interactive Gallery *Thomas Nast*
 - Lesson 4 Interactive Gallery *Legacy of Populism*
 - Lesson 4 Interactive Chart *The Populist Party*
 - Topic 11 America Comes of Age
 - Digital Timeline Activity *Timeline 1890-1920*
 - Lesson 1 Interactive Gallery *The Triangle Shirtwaist Factory Fire*
 - Lesson 1 Interactive Illustration *Goals of Social Progressivism*
 - Lesson 2 Interactive Gallery *Key Figures in the Women’s Rights Movement, 1848-1920*
 - Lesson 2 Interactive Timeline *The Women’s Rights Movement, 1848 to Today*
 - Lesson 3 Interactive Timeline *African American Reform Movement, 1895-1915*
 - Lesson 3 Interactive Gallery *Reform Groups Today*
 - Lesson 4 Interactive Gallery *US Public and Private Land Conservation*
 - Lesson 4 Interactive Chart *Roosevelt and Wilson*
 - Lesson 4 Digital Activity *Trust-Busting*

- SHEG Reading Like an Historian
 - Chinese Immigration and Exclusion; Japanese Segregation in San Francisco
 - Jacob Riis; Settlement House Movement SAC; Child Labor
 - Political Bosses; Populism and the Election of 1896
 - Background on Woman Suffrage; Anti-Suffragists
 - Booker T. Washington v. WEB DuBois

Accommodations/Modifications:

IEP/504/ELL: Have list of Key terms for each chapter and the pages where the vocabulary word in context will be found. Students can make flashcards of their vocabulary words. Make a word wall of completed vocabulary.

Have a summary of the chapters. Have graphic organizer on immigration started for students.

Read immigrants experiences orally to students.

Give example of letter writing activity on 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.

Have list of characters from Iron Jawed Angels with a description of each and the name of the actor/actress who is performing in that role.

When assigning reading Comprehension Questions Have the page numbers listed where students can find the answers. Model correct format for questions.

Model Primary Source analysis in “I do, We do, You do” format

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.

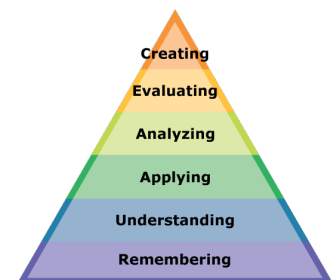
Read about the Ashcan School a group of American artists of the early 1900’s whose works showed realistic city scenes.

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:

IEP/504: Extended time on assessments; Preferential seating; Re-test failed assessments at teacher discretion
Provide alternative assessment if student fails; Students may write directly on tests/quizzes rather than on Scantron or use responders; Students may start the test a day early (After school, use Common Time period or study hall); Provide shorter primary source readings or limit the number of readings; Divide assessments into sections with clear and specific directions; Read directions orally to students; Separate students if possible and read the test to them; Put fewer questions on each page. Keep all sections together on the same page.

Grade content rather than mechanics on essay questions and open ended questions.

ELL: provide visual diagrams for challenging concepts; model steps of process; allow students to work in small groups or pair with another student who also speaks their first language; pre-teach critical culturally specific vocabulary; give students reading materials in advance so they can pre-read, ask questions, and then re-read materials; provide extended time; provide access to bilingual or picture dictionary; use clear print/large type; provide partially completed sentence frames; allow students to do prewriting/initial journaling in their first language; provide extended time; give checklists or step-by-step directions for assignments; reduce length requirement for written assignments; reduce number of open-ended responses; give graphic organizers to help students organize their writing

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, true/false, and free response questions.

Benchmark: multiple choice, matching, chart/graph analysis, true/false, and free response questions.

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

Accommodations/Modifications:

IEP/504: Extended time on assessments (after school, during Common Time or Study Hall).

Students may begin the assessment the day before when necessary. May write directly on the assessment. Teacher may modify rubric for essay section of benchmark and final assessment to reflect content rather than mechanics. Clear and well written directions should be used. Provide alternative assessment for students who fail the exam. Keep sections together. Limit number of matching. Have concrete review for students of what will be on the assessment. Reduced number of open ended questions. Provide shorter primary source readings. May read the primary sources to students.

ELL: provide extended time; provide access to bilingual or picture dictionary; use clear print/large type; provide partially completed sentence frames; allow students to do prewriting/initial journaling in their first language; give checklists or step-by-step directions; reduce length requirement for written assignments; reduce number of open-ended responses; give graphic organizers to help students organize their writing

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, Progressive Presidential Campaign T-shirt design

Pure Food & Drug Act/Meat Inspection Act writing response

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

Accommodations/Modifications:

IEP/504/ELL: Extra time on projects when necessary; After school and/or Common Time support; Provide oral and written instructions; Provide step by step directions; Allow students to work with partners; Guide students when choosing a partner for a project; Have guidelines for what part of the project should be completed by what day.

Give daily participation grade; Provide concrete examples of completed projects; Limit number of questions when using DBQ immigration restrictions.; Reword writing response for Pure Food & Drug Act/Meat Inspection Act.

Restate and repeat model city project; use inquiry based practices and allow students opportunities for research; provide assignment choices to that enable deeper understanding of material; allow students to re-do projects that do not meet requirements the first time; alter requirements to make projects more manageable

Gifted and talented:

Provide supplementary or lengthier readings to increase student knowledge. Look for higher 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?

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|---|--|
| <p>Course/Unit Title: US II R/SCBD – 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 Presidency’s 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>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? • 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 | <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. • 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. |

US 2 Unit 2

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| <p>serve in WWI?</p> <ul style="list-style-type: none">• 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?• What danger signs were present in the economy of the 1920's? | <ul style="list-style-type: none">• 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 American's a false sense of faith in the economy. |
|--|--|

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

| <u>Learning Target</u> | <u>NJSLS; CCS; 21st C. Skills</u> |
|--|---|
| 1. Explain the factors that led to the growth of imperialism around the world. | 1. 6.1.12.D.6.b ; CRP5 |
| 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, LA.11-12.RH.11-12.1 |
| 5. Explain the events that prompted US involvement in the Spanish-American War. | 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 LA.11-12.W.CCR.4 |
| 9. Identify and explain the main causes of WWI. | 9. 6.1.12.B.7.a |
| 10. Analyze events that led the US to shift from isolationism to involvement in WWI. | 10. 6.1.12.A.7.a; 8.1.12.A.3 |
| 11. Construct a map (pre and post-WWI new countries). | 11. 6.1.12.B.7.a LA.11-12.RH.11-12.1 |
| 12. Analyze the steps the US took to prepare for war. | 12. 6.1.12.D.7.a |
| 13. Explain how the war changed American lives on the home front. | 13. 6.1.12.C.7.a.; 6.1.12.D.7.b; CRP5 |
| 14. Evaluate the expectations of the leaders at the Paris Peace Conference. | 14. 6.1.12.D.7.c, 6.1.12.D.7.a; |
| 15. Rank Wilson’s 14 Points in order of importance to the US. | 15. 6.1.12.A.7.c |
| 16. Propose a new treaty that the US Senate would ratify. | 16. 6.1.12.A.7.c; 6.3.12.C.1; LA.11-12.R.CCR.1 |
| 17. Compare and contrast flapper to more traditional women of the 1900’s. | 17. 6.1.12.C.8.b |
| 18. Paraphrase accomplishments during the Harlem Renaissance. | 18. 6.1.12.D.8.b, LA.11-12.W.CCR.6 |
| 19. Examine the works of well-known Jazz Age & Harlem Renaissance artists. | 19. 6.1.12.D.8.b, |
| 20. Identify major gangsters and their roles in society during Prohibition. | LA. 11-12.W.CCR.4 |
| 21. Specify reasons for the rise of organized crime and illegal activities in response to Prohibition. | 20. 6.1.12.A.8.a |
| 22. List and explain the events that fueled the Red Scare in the early 1920’s. | 21. 6.1.12.A.8.a |
| 23. Differentiate between the value of the dollar in the 1920’s and the value of the dollar today. | 22. 6.1.12.A.8.a |
| 24. List factors that led prosperity in the 1920’s. | 23. 6.1.12.C.9.b |
| 25. Evaluate the impact of the automobile on American society. | 24. 6.1.12.C.9.a, 6.1.12.C.9.c; 9.1.12.A.9 |
| 26. Investigate the danger signs that were present in the economy in the late 1920’s. | 25. 6.1.12.C.8.b |
| | 26. 6.1.12.A.8.a, 6.1.12.A.9.a |

Inter-Disciplinary Connections:

Language Arts Literacy: DBQ writing – Speakeasy Membership Card; reading primary source documents – Zimmerman Note, Soldiers’ Diaries, History of Daylight Savings, Espionage and Sedition Acts, Flappers, Teapot Dome Scandal, Harlem Renaissance poetry

Technology: Video clips, Web navigation; : Google Classroom and associated products for submitted work; use of turnitin.com; suggested supplemental use of: Pearson E-Text; IXL; Stanford History Education Group (SHEG) Reading Like a Historian (<https://sheg.stanford.edu/history-lessons>)

Art: WWI timeline, Consumer product advertisements

Math: analysis of charts and graphs of consumer debt and costs of Panama Canal

Music: Flappers dancing and music, Harlem Renaissance music, ragtime music, evolution of jazz music

Science: New technology (machinery) of WWI

Physical Ed.: Swing Dancing

Students will engage with the following text:

US II district approved text (AGS; CAH2; Pearson)

Primary Source Readings: Excerpts from USS Maine, Biography of Enrique DeLome, Diary Excerpt WW1 soldiers, History of Daylight Savings, Espionage & Sedition Acts, Flappers, Biography of Attorney General Mitchell Palmer, Teapot Dome Scandal

Case Brief: Sacco & Vanzetti

DBQ question and documents: Analyzing Speakeasy Card

Suggested Accommodations/Modifications for Reading:

IEP/504: Highlight or underline main ideas in reading materials. Provide students with summaries of primary source documents. Break primary source documents into sections and allow students to read one section orally. Allow student to have a copy of the textbook to keep at home. 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. Substitute word that students don’t understand with synonyms that they do. Use supplementary reading source. When using DBQ questions and documents read them in small groups and read orally.

ELL: provide visual diagrams for challenging concepts; model steps of process; allow students to work in small groups or pair with another student who also speaks their first language; pre-teach critical culturally specific vocabulary; give students reading materials in advance so they can pre-read, ask questions, and then re-read materials; provide extended time; provide access to bilingual or picture dictionary; use clear print/large type

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*; F Scott Fitzgerald *The Great Gatsby*; *When I Grew up Long Ago* by Alvin Schwartz; *All Quiet on the Western Front* by Erich Remarque.

Students will write:

Letter writing – letters to and from trench warfare soldiers

Notes – daily note taking

Political cartoon reaction: Teddy Roosevelt “Big Stick” and “Tackles the Trust”

DBQ: Speakeasy membership card

Focused Writing: WWI timeline

1920’s slang - creative writing using slang words

Suggested Accommodations/Modifications for Writing

IEP/504: Provide Students with guided notes or copies of notes. Students will highlight their notes and add on their own any additional notes. Students will compose a certain number of questions and answers from the notes they have taken that day. (Check for accuracy) Offer students extended time on writing assignments. (after school, during Common Time or study hall). Give example of letter writing for students to follow as a guideline.

Begin to talk about picture prompts and the political cartoons. Have list for students of what symbols represent in political cartoons. (example Uncle Sam USA). 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 and/or graphic organizers for written responses. Students may brainstorm and ask for teacher reaction before final writing. Reduce length requirement for writing assignment. Reduced number of open ended responses. Allow students to type responses if possible. Grade on content not mechanics.

Provide extra space and lined paper for student responses. Students may dictate their responses to the teacher who can write what they have said.

ELL: provide partially completed sentence frames; allow students to do prewriting/initial journaling in their first language; provide extended time; give checklists or step-by-step directions for assignments; reduce length requirement for written assignments; reduce number of open-ended responses; give graphic organizers to help students organize their writing.

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 (Theodore Roosevelt)

Video clip: Sinking of the USS Maine

Analysis of USS Maine headline (yellow journalism)

Biography of Enrique DeLome

Map skills: Spanish-American War (2 sided)

WWI

Define all chapter vocabulary: "WWI"

Design a visual history (WWI Timeline)

Map skills: countries involved in WWI

Primary source documents: Zimmerman Note

Reading & writing: new technology of WWI

Visuals: Posters of WWI highlights

Focused Writing: trench warfare letters

Video clip: WWI: War in Europe

Video clip: The Lost Battalion

BBC animated map of WWI

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

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

1920's slang words creative writing

Video clip: Ken Burns "Prohibition"

Video clip: Prohibition

Map of Speakeasies by town in NY

US 2 Unit 2

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 NAACP (members, goals, outcomes)
"Inherit the Wind" video clip
"The Untouchables"
Chart of Presidents: A Republican Decade
Visual Aid: Government in terms of Cows
Biography of Attorney General Mitchell Palmer
Primary Source reading: Teapot Dome scandal and questions

Suggested Supplemental Resources/Materials:

- Film Clips
 - *America the Story of Us: Part 8 Boom*
 - *Just the Facts: The Emergence of the Modern America – The Jazz Age*
 - John Green's *Crash Courses in US History: Imperialism; World War I; The Roaring Twenties*
 - *War Horse; All Quiet on the Western Front; The Red Baron*
 - *The Great Gatsby*
 - Pearson Topic 12 Connect My Story Video *Louise Brooks, Icon of the Modern Age*
- IXL
 - Geography
 - Oceans and Continents- Levels D&E(A.4-6); F(G.1-3); G(B.1-3); H(R.1); I(A.1); J(S.1)
 - North & Central America and Caribbean – Level H(T.1-4); I(C);J(U)
 - Europe – Level H (section V); I(E); J(W)
 - Asia – Level H (Section AA); I(J); J(BB)
 - Oceania – Level H (section BB); I(K); J(CC)
 - Biographies: Amelia Earhart D(B.14); E(D.14)
 - US History Content – World War 1 F(E); G(J);
- Pearson Digital Interactives
 - Topic 11 America Comes of Age
 - Lesson 5 Interactive Chart *Reasons for American Expansionism*
 - Lesson 5 Interactive Gallery *US Economic Expansion in Hawaii*
 - Lesson 6 Interactive Gallery *Media and the Spanish American War*
 - Lesson 7 Interactive Gallery *The Panama Canal*
 - Lesson 7 Interactive Map *US Intervention in Latin America*
 - Topic 12 World War I and the 1920s
 - Digital Timeline Activity *World War I and Beyond*

- Lesson 1 3-D Model *Trench Warfare*
- Lesson 1 Interactive Chart *American Attitudes Toward Involvement in WW1*
- Lesson 1 Interactive Timeline *Buildup to War*
- Lesson 2 Interactive Gallery *Constitutional Issues During WW1*
- Lesson 2 Interactive Chart *The Great Migration*
- Lesson 3 Interactive Map *Key Battles Fought by Americans in WW1*
- Lesson 3 Interactive Chart *Should the US Join the League of Nations?*
- Lesson 4 Interactive Illustration *Ford's Innovation: The Assembly Line*
- Lesson 4 Interactive Gallery *Standard of Living in the 1920s*
- Lesson 5 Interactive Cartoon *Teapot Dome Scandal*
- Lesson 6 Interactive Timeline *Anti-Immigration Sentiment in the 1920s*
- Lesson 6 Interactive Gallery *The Prohibition Era*
- Lesson 7 Before and After *Technology Changes Home Life*
- Lesson 7 Interactive Chart *Rural and Urban Life*
- Lesson 8 Interactive Timeline *African American Achievers of the 1920s*
- Lesson 8 Interactive Gallery *Key Figures of the Harlem Renaissance*
- SHEG Reading Like an Historian
 - US Entry into WW1; Sedition in WW1; League of Nations
 - Marcus Garvey; Great Migration; Chicago Race Riots of 1919
 - Mexicans in the US in the 1920s; Palmer Raids; Scopes Trial; Prohibition

Accommodations/Modifications:

IEP/504/ELL: Have list of key terms for each chapter and the page numbers where the vocabulary words can be found in context. Students can make flashcards of their vocabulary words. Make a word wall of completed vocabulary including visual aids.

Have a written summary of the chapters. Highlight the main concepts in the chapter.

Have a copy of the map from Spanish American war (Pre-label certain areas for students and have a list of areas that need to be identified).

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 causes that led to WWI.

Have a copy of the map started for students with ore and post WWI countries.

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.

Model primary source analysis in "I do, We do, You do" format

Gifted and talented:

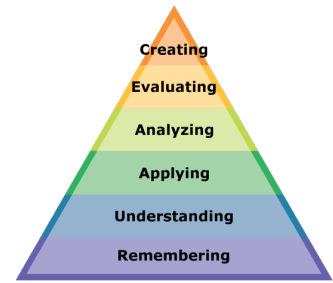
Students will research articles from Hearst's newspaper about Yellow Journalism.

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, WW I , 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, 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:

IEP/504: Extended time on assessments; Alternative assessments. Students may write directly on tests/quizzes rather than on Scantron or use responders. Students may start the test a day early (After school, use Common Time, or study hall). Provide shorter primary source readings or limit the number of readings.

Divide assessments into sections with clear and specific directions. Read directions orally to students.

Separate students if possible and read the test to them. Put fewer questions on each page.

Keep all sections together on the same page. Reword questions that use these ...all of the following EXCEPT, NONE of the above or All of the Above. Grade content rather than mechanics.

ELL: provide visual diagrams for challenging concepts; model steps of process; allow students to work in small groups or pair with another student who also speaks their first language; pre-teach critical culturally specific vocabulary; give students reading materials in advance so they can pre-read, ask questions, and then re-read materials; provide extended time; provide access to bilingual or picture dictionary; use clear print/large type; provide partially completed sentence frames; allow students to do prewriting/initial journaling in their first language; provide extended time; give checklists or step-by-step directions for assignments; reduce length requirement for written assignments; reduce number of open-ended responses; give graphic organizers to help students organize their writing

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, true/false, and free response questions.

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

Accommodations/Modifications:

IEP/504: Extended time on assessments (after school, during Common Time or Study Hall).

Students may begin the assessment the day before when necessary. May write directly on the assessment.

Teacher may modify rubric for essay section of benchmark and final assessment to reflect content rather than mechanics. Clear and well written directions should be used. Provide alternative assessment for students who fail the exam. Keep sections together. Limit number of matching. Have concrete review for students of what will be on the assessment. Reduced number of open ended questions. Provide shorter primary source readings.

May read the primary sources to students.

ELL: provide extended time; provide access to bilingual or picture dictionary; use clear print/large type; provide partially completed sentence frames; allow students to do prewriting/initial journaling in their first language; give checklists or step-by-step directions; reduce length requirement for written assignments; reduce number of open-ended responses; give graphic organizers to help students organize their writing

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: 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

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

Accommodations/Modifications:

IEP/504/ELL: Extra time on projects when necessary; After school and/or Common Time support; Provide oral and written instructions; Provide step by step directions; Allow students to work with partners; Guide students when choosing a partner for a project; Have guidelines for what part of the project should be completed by what day.

Give daily participation grade; Provide concrete examples of completed projects; Limit number of questions when using DBQ immigration restrictions.; 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)

; use inquiry based practices and allow students opportunities for research; provide assignment choices to that enable deeper understanding of material; allow students to re-do projects that do not meet requirements the first time; alter requirements to make projects more manageable

Gifted and talented: Provide supplementary or lengthier readings to increase student knowledge. Look for higher 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 R/SCBD – 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 effect 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 by Roosevelt and their effects? • What were the positives and negatives of the New Deal? | <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 wide-spread 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. |

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

| <u>Learning Target</u> | <u>NJSLS or CCS; 21st C. Skills</u> |
|---|---|
| <ol style="list-style-type: none"> 1. Explain the events that led to the stock market great crash in 1929. 2. List and explain the causes of the Great Depression. 3. Analyze how poverty spread during the Great Depression. 4. Describe the social problems that were caused by poverty in the 1930’s. 5. Justify survival techniques used by desperate Americans. 6. Compare and contrast President Hoover’s and President Roosevelt’s responses to the Great Depression. 7. Diagram the New Deal programs. 8. Identify New Deal programs as examples of relief, recovery or reform and their intended target group. 9. Critique the pros and cons of the New Deal. | <ol style="list-style-type: none"> 1. 6.1.12.A.9.a, 6.1.12.C.9.d 2. 6.1.12.A.9.a, 6.1.12.B.9.a; CRP4 3. 6.1.12.C.9.d, 6.1.12.D.9.b; 8.1.12.A.3 LA.11-12.W.CCR.4 4. 6.1.12.D.9.b; 9.1.12.A.5 5. 6.1.12.D.9.b 6. 6.1.12.C.10.b,6.1.12.D.10.b ; 9.1.12.A.11; 9.1.12.A.12 7. 6.1.12.B.10.a 8. 6.1.12.B.10.a,6.1.12.A.10.b; CRP7 9. 6.1.12.A.10.a, 6.1.12.A.10.b; 8.1.12.F.1 LA.11-12.W.CCR.4 LA.11-12.RH.11-12.2 |

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* musical lyrics, Woody Guthrie lyrics, Letters from FDR and Hoover responses to the Depression

Technology: Video clips, Web navigation; : Google Classroom and associated products for submitted work; use of turnitin.com; suggested supplemental use of: Pearson E-Text; IXL; Stanford History Education Group (SHEG) Reading Like a Historian (<https://sheg.stanford.edu/history-lessons>)

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*; *The Wizard of Oz*); *Brother Can You Spare a Dime?* (Bing Crosby); *This Land is Your Land* and *Hard Travelin’* (Woody Guthrie), *God Bless America* (Irving Berlin) listening and lyric analysis

Students will engage with the following text:

US II district approved text (AGS; CAH2; Pearson)

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

Biography of Hoover and FDR

Selected reading from “Grapes of Wrath”

DBQ question and documents

Suggested Accommodations/ Modifications for Reading:

IEP/504: Highlight or underline main ideas in reading materials. Provide students with summaries of primary source documents. 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 they can pre-read and ask questions. Have student keep a copy of the textbook at home so they can read a small section at night. 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.

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

ELL: provide visual diagrams for challenging concepts; model steps of process; allow students to work in small groups or pair with another student who also speaks their first language; pre-teach critical culturally specific vocabulary; give students reading materials in advance so they can pre-read, ask questions, and then re-read materials; provide extended time; provide access to bilingual or picture dictionary; use clear print/large type

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*.
- Eleanor Roosevelt's Autobiography.
- *All the King's Men* by Robert Warren.

Students will write:

Notes – Daily note taking [Cornell, Guided, or other]

DBQ response to Great Depression & New Deal effects

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

Suggested Accommodations and Modifications for Writing

IEP/504: Provide students with guided notes or copies of notes. 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.) Offer students extended time on writing assignments. 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. Students may type their answers if possible. Students may dictate their responses to the teacher who can write what they have said. Grade on content not mechanics.

ELL: provide partially completed sentence frames; allow students to do prewriting/initial journaling in their first language; provide extended time; give checklists or step-by-step directions for assignments; reduce length requirement for written assignments; reduce number of open-ended responses; give graphic organizers to help students organize their writing.

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 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
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)
Video: Riding the Rails
Read excerpts of Grapes of Wrath
View film clips from “Grapes of Wrath”

New Deal

Define all chapter vocabulary: “The New Deal”
Chart New Deal programs
New Deal posters
Political cartoons: New Deal
DBQ: New Deal effects
Video clips: Hooverilles
Hooverville in Camden, NJ

Suggested Supplemental Resources/Materials:

- Film Clips
 - *America the Story of Us: Part 9 Bust*
 - *Just the Facts: The Emergence of Modern America: The Great Depression*
 - *The American Century: The Great Depression (1929-1939) w/ Peter Jennings*
 - *Crash Courses in US History by John Green: The Great Depression; The New Deal*
 - Pearson Topic 13 Connect My Story Video: *Dorothea Lange, A Visual Life*
 - *Annie; Cinderella Man; The Wizard of Oz; The Grapes of Wrath*
 - Youtube.com for clips on Woody Guthrie and Irving Berlin songs
- IXL
 - Economics – Supply and Demand – Level E (section I); F& G(P); H& I (II); J(G)
 - US History Content – Level F (E.5-7); G(J.5-7)

- Pearson Digital Interactives Topic 13 The Great Depression and the New Deal
 - Digital Overview Activity *The Great Depression and the New Deal*
 - Lesson 1 Digital Startup Activity *Causes of Unemployment*
 - Lesson 1 Interactive Chart *Evaluate the US Economy in the 1920s*
 - Lesson 1 Interactive Chart *Causes of the Great Depression*
 - Lesson 2 Digital Startup Activity *Americans Suffer*
 - Lesson 2 Interactive Gallery *Effects of the Dust Bowl*
 - Lesson 2 Interactive Gallery *Life During the Great Depression*
 - Lesson 3 Interactive Timeline *FDR's First One Hundred Days*
 - Lesson 3 Interactive Gallery *Enduring New Deal Programs*
 - Lesson 4 Interactive Timeline *Milestones in Social Security*
 - Lesson 4 Interactive Chart *Left and Right Opposition to the New Deal*
 - Lesson 4 Synthesize Digital Activity *Effects of the New Deal Today*
 - Lesson 5 Interactive Chart *Roosevelt's Leadership*
 - Lesson 5 Interactive Map *PWA & WPA Projects*
 - Lesson 6 Interactive Gallery *Entertainment in the Depression Era*
 - Lesson 6 Interactive Gallery *The New Deal and Culture*
- SHEG Reading Like an Historian
 - The Dust Bowl; Migrant Mother; Mexican Migration in the 1930s
 - The New Deal SAC; Social Security

Suggested accommodations/ Modifications for Assignments and Instruction

IEP/504/ELL: Have list of key terms for Crash and Depression, New Deal and the pages where the vocabulary word in context will be found. Have students use context clues to define vocabulary words.

Students can make flashcards of their vocabulary words. Make a word wall of completed vocabulary.

Have a typed summary of the chapters with key concepts and main ideas. Begin to fill in one part of graphic organizer for students. When showing video clips, introduce what students will be watching and what they should look for while viewing. When viewing *Cinderella Man*, have list of characters and summary of the plot for students to follow while watching the video. Stop and pause for discussion. When using political cartoons, have list of symbols that are commonly used. Have students fill in with teacher provided choices the business cycle. 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.

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 will create New Deal posters. Students create their own political cartoon about FDR, The New Deal or The Great Depression.

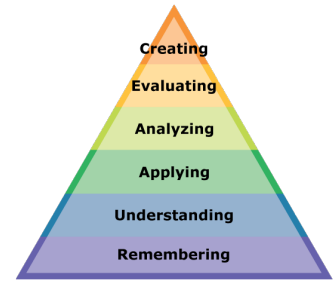
Have students videotape or interview a neighbor or relative who lived during The Great Depression. Present this interview to the class for review discussion.

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 on the causes of the Great Depression and New Deal posters. Create a letter to Mrs. Roosevelt, Hooverville. Evaluate Great Depression political cartoons, Grapes of Wrath experts, 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:

IEP/504: Vocabulary Quizzes should be matching with the correct number of words and definitions. Do not use extra words. Extended time on assessments or start part of the test a day early (After school, use Common Time, or study hall).

Offer alternative assessments for students who fail the formative assessment.

Students may write directly on tests/quizzes rather than on Scantron. When using responders for tests and quizzes students will have a copy of the test/quiz and will use paper then transfer answers to responder.

Provide shorter primary source readings or limit the number of readings.

When taking the quiz from the New Deal programs, students may use open notes.

Divide assessments into sections with clear and specific directions. Repeat directions. Read directions orally to students. When possible, separate students and read the test to them.

Put fewer questions on page. Grade content rather than mechanics.

ELL: provide visual diagrams for challenging concepts; model steps of process; allow students to work in small groups or pair with another student who also speaks their first language; pre-teach critical culturally specific vocabulary; give students reading materials in advance so they can pre-read, ask questions, and then re-read materials; provide extended time; provide access to bilingual or picture dictionary; use clear print/large type; provide partially completed sentence frames; allow students to do prewriting/initial journaling in their first language; provide extended time; give checklists or step-by-step directions for assignments; reduce length requirement for written assignments; reduce number of open-ended responses; give graphic organizers to help students organize their writing

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, true/false, and free response questions.

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

Accommodations/Modifications

IEP/504: Extended time on assessments (after school, during Common Time or Study Hall).

Students may begin the assessment the day before when necessary. May write directly on the assessment.

Teacher may modify rubric for essay section of benchmark and final assessment to reflect content rather than mechanics. Clear and well written directions should be used. Provide alternative assessment for students who fail the exam. Keep sections together. Limit number of matching. Have concrete review for students of what will be on the assessment. Reduced number of open ended questions. Provide shorter primary source readings.

May read the primary sources to students.

ELL: provide extended time; provide access to bilingual or picture dictionary; use clear print/large type; provide partially completed sentence frames; allow students to do prewriting/initial journaling in their first language; give checklists or step-by-step directions; reduce length requirement for written assignments; reduce number of open-ended responses; give graphic organizers to help students organize their writing

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:

New Deal Poster

DBQ: Causes of Great Depression & New Deal effect

Comparative Music Analysis – Find a modern song that speaks to the same themes as Guthrie and Berlin

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

Accommodations/Modifications:

IEP/504/ELL: Give detailed directions with checklist for completion of New Deal Poster/Music analysis.

Students may work in pairs on the New Deal Poster or the paper on Social Security. Guide students when choosing a partner for a project. Teacher may pick partners.

Extra time on assessments when necessary (after school/Common Time/Study Hall) support with more individual attention. 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. Limit number of questions when using DBQ Causes of Great Depression and New Deal. allow students to re-do projects that do not meet requirements the first time; alter requirements to make projects more manageable

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.

BlackHorsePikeRegionalSchool DistrictCurriculum 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 R/SCBD – UNIT 4 - WWII | 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 could 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. |
| Grade Level(s): 11 | |
| Essential Question(s): <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? • 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 | Enduring Understanding(s): <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. • 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 |

| | |
|--|--|
| <p>Europe?</p> <ul style="list-style-type: none"> • 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? | <p>lasting peace, resulting in the creation of the United Nations.</p> <ul style="list-style-type: none"> • During WWII, the Nazis carried out a genocide resulting in the deaths of 6 million Jews and others. |
|--|--|

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

| Learning Target | NJSLS or CCS; 21st C. Skills |
|---|--|
| 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, |
| 3. Identify the causes and effects of Japan’s military power. | 6.1.12.B.11.1 |
| 4. Defend US neutrality in the early 1930’s. | 3. 6.1.12.D.11.a, |
| 5. Identify US economic contributions to the European powers. | 6.1.12.D.11.a |
| 6. Explain the impact of the Japanese attack on Pearl Harbor. | 4. 6.1.12.D.11.b |
| 7. Defend US position to position to declare war. | LA.11-12.W.CCR.4 ; CRP5 |
| 8. Diagram US efforts to mobilize forces and prepare for war. | 5. 6.1.12.C.11.a |
| 9. Explain how the war affected daily life in the US. | 6. 6.1.12.D.11.b, |
| 10. Identify major battles in Europe and the Pacific front. | 6.1.12.A.11.c |
| 11. Identify contributions made by women and minorities during WWII. | 7. 6.1.12.D.11.b |
| 12. Justify President Truman’s decision to use the atomic bomb. | 8. 6.1.12.C.11.a; 9.1.12.A.11 |
| 13. Describe how the use of the atomic bomb brought an end to WWII. | LA.11-12.RH.11-12.4 |
| | 9. 6.1.12.D.11.c, |

| | |
|---|--|
| <p>14. List and explain the series of wartime conferences and their goals for peace.</p> <p>15. Identify the goals and objectives of the United Nations.</p> <p>16. Identify ways in which Hitler persecuted the Jews and other undesirables.</p> <p>17. Evaluate the life a Jewish person in Germany and his/her experiences.</p> <p>18. Compare and contrast the ways minorities were persecuted.</p> <p>19. Identify ways that the events of the Holocaust are remembered and honored.</p> | <p>6.1.12.C.11.a; 8.1.12.A.3 CRP5</p> <p>10. 6.1.12.B.11.a</p> <p>11. 6.1.12.D.11.c</p> <p>12. 6.1.12.A.11.d</p> <p>13. 6.1.12.A.11.d</p> <p>14. 6.1.12.D.11.e LA.11-12.W.CCR.4</p> <p>15. 6.1.12.D.11.e</p> <p>16. 6.1.12.D.11.d; 6.3.12.D.1</p> <p>17. 6.1.12.D.11.d LA.11-12.RH.11-12.6</p> <p>18. 6.1.12.D.11.d 6.1.12.D.11.c</p> <p>19. 6.1.12.D.11.e; 6.3.12.D.2</p> |
|---|--|

Inter-Disciplinary Connections:

| |
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| <p>Language Arts Literacy: DBQ writing- Start of WWII, Internment of Japanese Americans, and US Response to the Holocaust, reading primary source documents –Truman’s Decision to Drop the Atomic Bomb</p> <p>Technology: Video clips, Web navigation; : Google Classroom and associated products for submitted work; use of turnitin.com; suggested supplemental use of: Pearson E-Text; IXL; Stanford History Education Group (SHEG) Reading Like a Historian https://sheg.stanford.edu/history-lessons)</p> <p>Art: drawing of inmate sleeve (patch)</p> <p>Math: analysis of charts and graphs of WWII costs and casualties, charts of “undesirables” death counts</p> <p>Music: WWII CD</p> |
|--|

Students will engage with the following text:

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|---|
| <p>US II district approved text (AGS; CAH2; Pearson)</p> <p>Primary Source Readings: response to the Holocaust, Truman’s decision to drop the atomic bomb, Navajo code,</p> <p>Books: excerpts from <u>Because of Romek</u></p> <p>Biography of FDR</p> <p>DBQ question and documents – Justification of Start of WWII, Japanese internment, US response to the Holocaust</p> <p>Suggested Accommodations / Modifications for Reading:</p> <p>IEP/504: Highlight or underline main ideas in reading materials. Provide students with summaries of primary source documents. 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 they can pre-read and ask questions. Have student keep a copy of the textbook at home so they can read a small section at night. 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</p> |
|---|

when reading to ensure an understanding of main ideas. Pre-teach vocabulary. If reading orally, stop and pause after a section and ask questions to check for understanding. Substitute words that students don't understand with synonyms that they do. Provide guiding questions to complete when reading to ensure an understanding of main ideas.

ELL: provide visual diagrams for challenging concepts; model steps of process; allow students to work in small groups or pair with another student who also speaks their first language; pre-teach critical culturally specific vocabulary; give students reading materials in advance so they can pre-read, ask questions, and then re-read materials; provide extended time; provide access to bilingual or picture dictionary; use clear print/large type

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:

Notes – Daily note taking [Cornell, Guided, or other]

DBQ response to start of WWII, US response to Holocaust

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 Modifications/Accommodations for Writing:

IEP/504: Provide students with guided notes or copies of notes. 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.) Offer students extended time on writing assignments. 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. Students may type their answers if possible. Students may dictate their responses to the teacher who can write what they have said. Grade on content not mechanics.

ELL: provide partially completed sentence frames; allow students to do prewriting/initial journaling in their first language; provide extended time; give checklists or step-by-step directions for assignments; reduce length requirement for written assignments; reduce number of open-ended responses; give graphic organizers to help students organize their writing.

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

Video clip: peacetime draft

Because of Romek

Focused writing: US soldiers to home front

USS Arizona Memorial: pictures of Pearl Harbor

Map analysis: Island hopping

Video: Pearl Harbor

Propaganda Poster analysis

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.

DBQ: US response to the Holocaust

Video clip: Holocaust

Reading: Anti-Semitic children’s stories

Video clip: *Ocean of Fear*

Suggested Supplemental Resources/Materials:

- Film Clips
 - *America the Story of Us: Part 10 WW2*
 - *America in the Twentieth Century: World War II The Road to War*
 - *The Century: America’s Time (1941-1945: Homefront) w/ Peter Jennings*
 - *Crash Courses in US History* by John Green: *World War 2 Part 1; World War 2 Part 2*
 - Pearson Topic 14 Connect My Story Video: *Murray Gittelman, WWII Veteran*
 - *Pearl Harbor; Saving Private Ryan; Memphis Belle; Tuskegee Airmen or Red Tails*
 - Excerpts from *Band of Brothers* and *The Pacific*

- IXL- US History Content – Level F (E.8-9); G(J.8-9)
- Pearson Digital Interactives Topic 14 World War II
 - Digital Essential Question Activity *When is War Justified?*
 - Digital Timeline Activity *World War II*
 - Lesson 1 Interactive Gallery *Characteristics of Totalitarianism*
 - Lesson 1 Interactive Gallery *Life Under Nazi Rule*
 - Lesson 1 Interactive Map *Military Action, 1930-39*
 - Lesson 2 Interactive Map *Axis Aggression in Europe, 1936-1941*
 - Lesson 2 Interactive Gallery *Battle of Britain*
 - Lesson 2 Interactive Gallery *Norman Rockwell's Four Freedoms*
 - Lesson 3 Interactive Map *Surprise Attack on Pearl Harbor*
 - Lesson 3 Interactive Gallery *Americans Mobilize for War*
 - Lesson 3 Interactive Map *Japanese Aggression, December 1941- June 1942*
 - Lesson 4 Interactive Gallery *War in the North Atlantic*
 - Lesson 4 Interactive Gallery *War in North Africa*
 - Lesson 4 3-D Model *The B-24 Liberator*
 - Lesson 5 Interactive Gallery *The Experience of Japanese Internment*
 - Lesson 5 Interactive Gallery *African Americans in World War II*
 - Lesson 5 Digital Activity *Working for Victory on the World War II Home Front*
 - Lesson 6 Digital Startup Activity *June 6, 1944*
 - Lesson 6 Interactive Gallery *D-Day*
 - Lesson 6 Interactive Map *World War II in Europe, 1942-45*
 - Lesson 6 Interactive Map *World War II in the Pacific, 1942-45*
 - Lesson 6 Interactive Gallery *Hiroshima, Before and After*
 - Lesson 7 Interactive Gallery *Inside a Nazi Concentration Camp*
 - Lesson 7 Interactive Chart *Jewish Populations in Europe, 1933-50*
 - Lesson 8 Interactive Map *Europe in 1942 and 1950*
 - Lesson 8 Interactive Gallery *The Nuremberg Trials: What is a War Crime?*
 - Lesson 8 Interactive Gallery *World War II and the US Economy*
- SHEG Reading Like an Historian
 - Japanese American Incarceration; Adams at Manzanar; Zoot Suit Riots
 - The Atomic Bomb

Suggested accommodations/ Modifications for Assignments and Instruction

IEP/504/ELL: Have list of key terms for each chapter and the pages where the vocabulary word in context will be found. Students can make flashcards of their vocabulary words. Make a word wall of completed vocabulary. Students may draw their vocabulary words to help with their comprehension. Have a typed summary of the main ideas of the Chapters. Fill in part of graphic organizers for students. Have list of countries students need to find on the map. Students may work in pairs while completing the map. Use flexible grouping strategies to ensure student is working effectively with partners. Make color coded key of Allies, Neutral and Axis Powers. Have student use blank map for practice when studying for map quiz or test. Give example of letter writing activity (Final Product). Provide extra time for projects for students. When using the library have an extra day for students who have been absent.

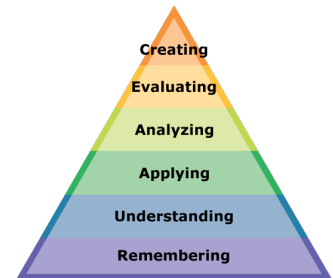
When showing video clips explain any symbolism before and then have discussion after to check for comprehension. Have worksheet for students to complete while watching Saving Private Ryan or Pearl Harbor. Have list of characters and their descriptions when showing the movie. Explain the definition of propaganda and show examples of propaganda from Germany, Japan and the United States.

Break lectures into smaller portions.

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. 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:

IEP/504: Vocabulary Quizzes should be matching with the correct number of words and definitions. Do not use extra words. Extended time on assessments or start part of the test a day early (After school, use Common Time, or study hall).

Offer alternative assessments for students who fail the formative assessment.

Students may write directly on tests/quizzes rather than on Scantron. When using responders for tests and quizzes students will have a copy of the test/quiz and will use paper then transfer answers to responder.

Provide shorter primary source readings or limit the number of readings.

When taking the quiz from the New Deal programs, students may use open notes.

Divide assessments into sections with clear and specific directions. Repeat directions. Read directions orally to students. When possible, separate students and read the test to them.

Put fewer questions on page. Grade content rather than mechanics.

ELL: provide visual diagrams for challenging concepts; model steps of process; allow students to work in small groups or pair with another student who also speaks their first language; pre-teach critical culturally specific vocabulary; give students reading materials in advance so they can pre-read, ask questions, and then re-read materials; provide extended time; provide access to bilingual or picture dictionary; use clear print/large type;

provide partially completed sentence frames; allow students to do prewriting/initial journaling in their first language; provide extended time; give checklists or step-by-step directions for assignments; reduce length requirement for written assignments; reduce number of open-ended responses; give graphic organizers to help students organize their writing

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. Have students create their own 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, true/false, and free response questions.

Benchmark: multiple choice, matching, chart/graph analysis, true/false, and free response questions.

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

Accommodations/Modifications:

IEP/504: Extended time on assessments (after school, during Common Time or Study Hall).

Students may begin the assessment the day before when necessary. May write directly on the assessment.

Teacher may modify rubric for essay section of benchmark and final assessment to reflect content rather than mechanics. Clear and well written directions should be used. Provide alternative assessment for students who fail the exam. Keep sections together. Limit number of matching. Have concrete review for students of what will be on the assessment. Reduced number of open ended questions. Provide shorter primary source readings.

May read the primary sources to students.

ELL: provide extended time; provide access to bilingual or picture dictionary; use clear print/large type; provide partially completed sentence frames; allow students to do prewriting/initial journaling in their first language; give checklists or step-by-step directions; reduce length requirement for written assignments; reduce number of open-ended responses; give graphic organizers to help students organize their writing

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:

Focused Writing: Soldier letter to the home front

DBQ: Start of WWII, Japanese Internment, US response to Holocaust

Alternative Assessment: journal, skit, and propaganda posters

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

Accommodations/Modifications:

IEP/504/ELL: Give detailed directions with checklist for completion of New Deal Poster/Music analysis.

Students may work in pairs on the New Deal Poster or the paper on Social Security. Guide students when choosing a partner for a project. Teacher may pick partners.

Extra time on assessments when necessary (after school/Common Time/Study Hall) support with more individual attention. 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. Limit number of questions when using DBQ start of WW II and U.S. response to the Holocaust. allow students to re-do projects that do not meet requirements the first time; alter requirements to make projects more manageable

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?

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| <p>Course/Unit Title: US II CP – UNIT 5 - COMMUNISM AT HOME AND ABROAD</p> | <p>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.</p> |
| <p>Grade Level(s): 11</p> | |
| <p>Essential Question(s):</p> <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 American foreign policy? • 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? | <p>Enduring Understanding(s):</p> <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. • 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. |

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| <ul style="list-style-type: none"> • 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? | |
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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

| <u>Learning Target</u> | <u>NJSLS or CCS; 21st C. Skills</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 complimented 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; 6.3.12.D.2 |
| 6. Review how the Cold War affected American life at home. | 6. 6.1.12.C.12.b |
| 7. Diagram how Communist expansion in Asia set the stage for the Korean War. | 7. 6.1.12.D.12.a |
| 8. List who fought in the Korean War. | 6.1.12.A.12.a |
| 9. Explain the (3) stages of the Korean War. | 8. 6.1.12.A.12.b |
| 10. Conclude the effects of the Korean War. | 9. 6.1.12.A.12.b |
| 11. Describe some characteristics of the McCarthy Era. | 10. 6.1.12.A.12.a |
| 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. | 11. 6.1.12.A.12.a; 6.3.12.D.1 |
| 13. Explore how the arms race developed. | 12. 6.1.12.A.12.a LA.11-12.RH.11-12.4 |
| 14. Explain how businesses and the work force reorganized after WWII. | 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 |

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| <p>15. Examine how technology transformed life after WWII.</p> <p>16. Identify how mass transportation methods grew after WWII.</p> <p>17. Compare American social ideologies before and after WWII.</p> <p>18. Diagram Truman, Eisenhower, Kennedy, and Johnson’s domestic policies.</p> <p>19. Assess the circumstances the surrounded Kennedy’s assassination</p> <p>20. Examine the goals and outcomes of the Bay of Pigs invasion.</p> <p>21. Describe the events that led to the Berlin and Cuban Missile Crisis.</p> | <p>15. 6.1.12.C.12.b; 6.1.12.C.12.c; 8.1.12.F.1; LA.11-12.WHST.11-12.6</p> <p>16. 6.1.12.C.12.c</p> <p>17. 6.1.12.D.12.a, 6.1.12.C.12.d; 8.1.12.F.1; 9.1.12.A.9</p> <p>18. 6.1.12.A.12.b; 6.12.12.A.12.a; 9.1.12.A.11 LA.11-12.W.CCR.1</p> <p>19. 6.1.12.A.12.a</p> <p>20. 6.1.12.D.12.a, 6.1.12.C.12.c</p> <p>21. 6.1.12.C.12.c</p> |
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Inter-Disciplinary Connections:

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| <p>Language Arts Literacy: DBQ writing, reading primary source documents</p> <p>Technology: Video clips, Web navigation; : Google Classroom and associated products for submitted work; use of turnitin.com; suggested supplemental use of: Pearson E-Text; IXL; Stanford History Education Group (SHEG) Reading Like a Historian (https://sheg.stanford.edu/history-lessons), creation of own slide show presentation (Beatniks)</p> <p>Art: drawing of Levittown</p> <p>Math: analysis of charts and graphs</p> <p>Music: Elvis, rock and roll origins</p> <p>Science: Kennedy’s assassination: conspiracy theories ; 1st moon landing</p> |
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Students will engage with the following text:

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| <p>USII District Approved Text (AGS; CAH2; Pearson)</p> <p>Comic book/cartoon reading analysis – letters from East and West Germany</p> <p>Primary Source Readings & Video Clips – Warren Court documents</p> <p>Case Brief: Jack Ruby</p> <p>Biography of Eisenhower, Truman, Kennedy, & Nixon</p> <p>DBQ question and documents – Iron Curtain, Communism on the home front, Space Race, Failed attempt of the Bay of Pigs</p> <p><u>Suggested Accommodations / Modifications for Reading:</u></p> <p>IEP/504: Highlight or underline main ideas in reading material. Provide students with summaries of primary source documents. Break primary source documents into sections and allow students to read one section orally</p> |
|---|

then they can respond. Allow students to work in pairs when reading primary source documents (teacher chooses the pairing - 1 should be a strong or proficient reader). 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 questions to check for understanding.

If having difficulty comprehending, re-read materials. Provide guiding questions to complete when reading to endure an understanding of main ideas. Pre-teach vocabulary for reading.

ELL: provide visual diagrams for challenging concepts; model steps of process; allow students to work in small groups or pair with another student who also speaks their first language; pre-teach critical culturally specific vocabulary; give students reading materials in advance so they can pre-read, ask questions, and then re-read materials; provide extended time; provide access to bilingual or picture dictionary; use clear print/large type

Gifted and talented: Provide supplementary or lengthier readings to increase student's knowledge and then they can use this to create a report or slide show presentation.

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 or Profiles in Courage by John. F. Kennedy

Students will write:

Notes – Daily note taking [Cornell, Guided, or other]

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 Modifications/Accommodations for Writing:

IEP/504: Provide students with guided notes or copies of notes. 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.) Offer students extended time on writing assignments. 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. Students may type their answers if possible. Students may dictate their responses to the teacher who can write what they have said. Grade on content not mechanics.

ELL: provide partially completed sentence frames; allow students to do prewriting/initial journaling in their first language; provide extended time; give checklists or step-by-step directions for assignments; reduce length requirement for written assignments; reduce number of open-ended responses; give graphic organizers to help students organize their writing.

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 home front

Power Point: 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: Baby boom

Music Video: "Little Boxes"

Video Clip: Elvis Presley

Beatniks project

Power Point: 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)

Power Point: Court cases of the 1960's

Power Point: 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 Supplemental Resources/Materials:

- Film Clips
 - *America the Story of Us: Part 11 Superpower*
 - *America in the Twentieth Century: The Postwar Years and Cold War*
 - *Crash Courses in US History* by John Green: *The Cold War; The Cold War in Asia* (first 4 mins.)
 - Pearson Topic 15 Connect My Story Video: *Margaret Chase Smith, A Declaration of Conscience*
 - *Good Night and Good Luck, Pleasantville, October Sky, JFK, 13 Days, Bridge of Spies,*
 - Episode clips from *Leave it to Beaver, The Ed Sullivan Show*
- IXL
 - US History Content – Biography – Neil Armstrong - Level D(B.20); E(D.20)
 - Global Studies – Region profile: East Asia – Levels H(Z.1), I(I.1); J(AA.1)
- Pearson Digital Interactives –
 - Topic 15 Postwar America
 - Digital Overview Activity *Postwar America* (duck and cover)
 - Lesson 1 Interactive Timeline *US Response to Soviet Aggression*
 - Lesson 1 Interactive Gallery *The Berlin Airlift Saves a City*
 - Lesson 2 Digital Startup Activity *Mapping the Korean War*
 - Lesson 2 Interactive Map *Phases of the Korean War*
 - Lesson 3 Interactive Chart *Experience the Cold War*
 - Lesson 3 Interactive Gallery *Cold War Technological Advances*
 - Lesson 3 Interactive Map *Global Cold War, 1946-56*
 - Lesson 4 Interactive Gallery *Red Scare Culture*
 - Lesson 4 Interactive Timeline *Red Scare and the Government*
 - Lesson 5 Interactive Gallery *Postwar Entrepreneurs*
 - Lesson 5 Interactive Graph *1950s Prosperity Sparks Growth*

- Lesson 6 Before and After *Suburban Sprawl: 1950s to the Present*
- Lesson 6 Interactive Gallery *Medical Advances of the Postwar Era*
- Lesson 7 Interactive Gallery *The Spread of Rock-and-Roll*
- Lesson 7 Interactive Map *Demographic Trends of the 1950s*
- Topic 17 The Vietnam War Era
 - Lesson 1 Interactive Timeline *Confronting Cuba*
- SHEG Reading Like an Historian
 - The Cold War; The Cold War in Guatemala; The Korean War; Truman and MacArthur
 - Women in the 1950's; Public Housing;

Suggested accommodations/ Modifications for Assignments and Instruction

IEP/504/ELL: Have list of Key Terms for each chapter and the pages where the vocabulary word in context will be found. Pre-teach vocabulary. Students can make flashcards of their vocabulary words. Make a word wall of completed vocabulary. Students may draw 1 or more of their vocabulary words to increase comprehension. Have a summary of the sections of the chapters.

When using cause and effect give examples and specific directions.

When students are labeling Cold War countries have a list in alphabetical order of the countries. Pre-label some of the countries on the map. 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 have them work in partners. Use flexible grouping strategies to ensure student is working effectively with 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.

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.

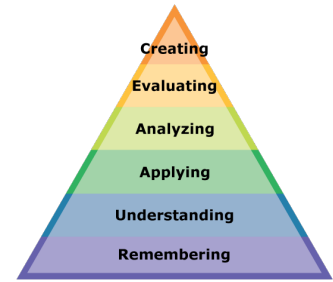
Have students write a newspaper editorial about The Berlin Wall.

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 map of the Korean War Map, Beatnick picture, and a list of Medicare & Medicaid programs. 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:

IEP/504: Extended time on assessments or start the test a day early (after school; during Common Time or study hall); Preferential seating. Provide alternative assessments for students who fail initial exam. Students may write directly on tests/quizzes rather than on Scantron. Have copy of test available if students are using responders. When providing study guide, mark where the answers will be found. Have a few countries already on the Cold War Map quiz. Have list of countries that need to be found. Have practice map for students to complete prior to the actual quiz. Modify dittos by placing the corresponding page number beside the question. Divide assessments into sections with clear and specific directions. Read directions to students. Separate students if possible and read the test to them. Put fewer questions on each page. Keep all sections together on the same page. Reword questions on assessments. Grade content rather than mechanics.

ELL: provide visual diagrams for challenging concepts; model steps of process; allow students to work in small groups or pair with another student who also speaks their first language; pre-teach critical culturally specific vocabulary; give students reading materials in advance so they can pre-read, ask questions, and then re-read materials; provide extended time; provide access to bilingual or picture dictionary; use clear print/large type; provide partially completed sentence frames; allow students to do prewriting/initial journaling in their first language; provide extended time; give checklists or step-by-step directions for assignments; reduce length requirement for written assignments; reduce number of open-ended responses; give graphic organizers to help students organize their writing

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. 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, true/false, and free response questions.

Benchmark: multiple choice, matching, chart/graph analysis, true/false, and free response questions.

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

Accommodations/Modifications:

IEP/504: Extended time on assessments (after school, during Common Time or Study Hall).

Students may begin the assessment the day before when necessary. May write directly on the assessment.

Teacher may modify rubric for essay section of benchmark and final assessment to reflect content rather than mechanics. Clear and well written directions should be used. Provide alternative assessment for students who fail the exam. Keep sections together. Limit number of matching. Have concrete review for students of what will be on the assessment. Reduced number of open ended questions. Provide shorter primary source readings. May read the primary sources to students.

ELL: provide extended time; provide access to bilingual or picture dictionary; use clear print/large type; provide partially completed sentence frames; allow students to do prewriting/initial journaling in their first language; give checklists or step-by-step directions; reduce length requirement for written assignments; reduce number of open-ended responses; give graphic organizers to help students organize their writing

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:

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

Alternative Assessment: Levittown project, Power Point project

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

Accommodations/Modifications:

IEP/504/ELL: Give detailed directions with checklist for completion of Levittown/slideshow projects.

Students may work in pairs on the New Deal Poster or the paper on Social Security. Guide students when choosing a partner for a project. Teacher may pick partners. Extra time on assessments when necessary (after school/Common Time/Study Hall) support with more individual attention. 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. Limit number of questions when using DBQs allow students to re-do projects that do not meet requirements the first time; alter requirements to make projects more manageable

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.

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.

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?

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|---|--|
| <p>Course/Unit Title: US II R – UNIT 6 - CIVIL RIGHTS, VIETNAM, & AN ERA OF ACTIVISM</p> | <p>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</p> |
| <p>Grade Level(s): 11</p> | <p>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. 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.</p> |
| <p>Essential Question(s):</p> <ul style="list-style-type: none"> • What events and cultural trends led to a rise in African American influence in the 20th Century? • 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? • How did the Vietnam War start and progress? | <p>Enduring Understanding(s):</p> <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. • 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 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. |

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| <ul style="list-style-type: none"> • What was America’s involvement and response to the Vietnam War? • What were the long lasting effects of the Vietnam War? • 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 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. |
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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

| <u>Learning Target</u> | <u>NJSLS or CCS; 21st C. Skills</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, 6.1.12.C.13.a, 6.1.12.D.13.a; 8.1.12.A.3 |
| 2. Discuss how Americans responded to Brown v. BOE. | LA.11-12.RH.11-12.4 |
| 3. List types of protest used by African Americans. | 2. 6.1.12.A.13.b ; 8.1.12.A.1 |
| 4. Distinguish how other minorities began to demand civil rights in the 1960’s. | 3. 6.1.12.C.13.a, 6.1.12.D.13.b |
| 5. Demonstrate the philosophy of non-violent protesting. | 4. 6.1.12.D.13.c |
| 6. Identify the goals of the different forms of protests (sit-ins, freedom rides, etc.) | 5. 6.1.12.D.13.b, 6.1.12.D.13.a |
| 7. Examine Kennedy’s approach to civil rights. | 6. 6.1.12.C.13.a |
| 8. Analyze the goals of the Civil Rights Act of 1964. | LA.11-12.RH.11-12.6 |
| 9. Debate Malcolm X’s approach to gaining civil rights. | 7. 6.1.12.D.13.a, 6.1.12.C.13.c |
| 10. Research the goals of the black power movement. | 8. 6.1.12.D.13.a, 6.1.12.C.13.c, 6.1.12.A.13.b; CRP5 |
| 11. Assess how the tragic events of 1968 affected the nation. | 9. 6.1.12.D.13.b; CRP4 |
| 12. List the events that led to the war between North and South Vietnam. | 10. 6.1.12.D.13.b 6.1.12.D.13.a |
| 13. Analyze America’s involvement in the Vietnam War. | 11. 6.1.12.C.13.c, 6.1.12.D.12.e, 6.1.12.D.12.d |
| 14. Illustrate how battlefield conditions in Vietnam affected American soldiers. | 12. 6.1.12.A.12.b; 6.1.12.A.12.a LA.11-12.RH.11-12.4 |
| 15. Diagram the course of action in the Vietnam War. | 13. 6.1.12.A.12.a; 6.1.12.A.12.b; 6.1.12.D.12.e; 8.1.12.A.1 |
| 16. Recognize countries and locations involved in the Vietnam War. | 14. 6.1.12.D.12.e |

US2-Unit 6

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| <p>17. Examine the role played by students in protest movements in the U.S.</p> <p>18. Compare and contrast President’s policies and effect on the Vietnam War.</p> <p>19. Determine the legacy of the Vietnam War.</p> <p>20. Value the contribution of American soldiers to the Vietnam War and the effects post-war (PTSD).</p> <p>21. Compare and contrast the Women’s Movement and the Civil Rights Movement.</p> <p>22. Explain the causes of the Women’s Movement.</p> <p>23. Examine the opposition groups to the Women’s Movement.</p> <p>24. Identify how Latinos sought equality during the 1960’s and early 1970’s.</p> <p>25. Evaluate how Asian Americans fought discrimination.</p> <p>26. Justify the ways in which Native Americans confronted their unique problems.</p> <p>27. Differentiate the types of social changes promoted by the counterculture.</p> <p>28. Discuss efforts begun in the 1960’s to protect the environment.</p> <p>29. Evaluate the government’s response to balancing jobs and environmental protection.</p> <p>30. Summarize how the consumer movement began and what it tried to accomplish.</p> | <p>15. 6.1.12.D.12.e., 6.1.12.A.12.b</p> <p>16. 6.1.12.A.12.b</p> <p>17. 6.1.12.A.13.b, 6.1.12.A.12.a.</p> <p>18. 6.1.12.A.12.b, 6.1.12.D.12.e; 8.1.12.A.1 LA.11-12W.CCR.4</p> <p>19. 6.1.12.D.12.d.; 8.1.12.A.2</p> <p>20. 6.1.12.D.12.d, 6.1.12.D.12.e</p> <p>21. 6.1.12.D.13.a, 6.1.12.D.13.f, 6.1.12.D.13.c; 6.3.12.D.1; 9.1.12.A.5 LA.11-12.W.CCR.4</p> <p>22. 6.1.12.D.13.c, 6.1.12.D.13.f</p> <p>23. 6.1.12.D.13.c, 6.1.12.D.13.f</p> <p>24. 6.1.12.D.13.c; 6.3.12.D.1</p> <p>25. 6.1.12.D.13.c; 6.3.12.D.1</p> <p>26. 6.1.12.D.13.c; 6.3.12.D.1</p> <p>27. 6.1.12.D.13.d; 6.3.12.D.1 LA.11-12.WHST.11-12.1</p> <p>28. 6.1.12.B.13.b; 6.3.12.B.1</p> <p>29. 6.1.12.B.13.b, 6.1.12.D.13.d; 9.1.12.A.11</p> <p>30. 6.1.12.C.13.d, 6.1.12.D.13.d; 9.1.12.A.9</p> |
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Inter-Disciplinary Connections:

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|---|
| <p>Language Arts Literacy: DBQ writing – Civil Rights, Women’s movement, Vietnam War; 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; Vietnam War, Kent State</p> <p>Technology: video clips; Web navigation; : Google Classroom and associated products for submitted work; use of turnitin.com; suggested supplemental use of: Pearson E-Text; IXL; Stanford History Education Group (SHEG) Reading Like a Historian</p> <p>Art: Design modern Woodstock</p> <p>Math: analysis of maps, charts and graphs</p> <p>Music: Marian Anderson’s <i>National Anthem</i>; Crosby, Stills, Nash and Young’s <i>Ohio</i></p> <p>Science: EPA website</p> |
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Students will engage with the following text:

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| <p>USII district approved text (AGS; CAH2; Pearson)</p> <p>Primary Source Reading: “I Have a Dream Speech”, Dr. Martin Luther King’s assassination (NY Times), “How to Be a Good Housewife”; Vietnam War, Kent State, “The Choices Program” – U.S. involvement in Vietnam</p> |
|---|

Case Brief: Roe v. Wade, Brown v. BOE

Biography of Dr. Martin Luther King, Malcolm X, Rosa Parks

DBQ question and documents: Civil Rights, Vietnam War, & The Women's Movement

Suggested Accommodations / Modifications for Reading:

IEP/504: Highlight or underline main ideas in reading material. Provide students with summaries of primary source documents. 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 (teacher chooses the pairing - 1 should be a strong or proficient reader). 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 questions to check for understanding.

If having difficulty comprehending, re-read materials. Provide guiding questions to complete when reading to endure an understanding of main ideas. Pre-teach vocabulary for reading.

ELL: provide visual diagrams for challenging concepts; model steps of process; allow students to work in small groups or pair with another student who also speaks their first language; pre-teach critical culturally specific vocabulary; give students reading materials in advance so they can pre-read, ask questions, and then re-read materials; provide extended time; provide access to bilingual or picture dictionary; use clear print/large type

Gifted and talented: Provide supplementary or lengthier readings to increase student's knowledge and then they can use this to create a report or slide show presentation. 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.
- *The Things They Carried* by Tim O'Brien

Students will write:

Notes – Daily note taking [Cornell, Guided, or other]

DBQ responses to Civil Rights, Vietnam War, Women's movement

Picture prompts: Time magazine time capsule simulation

Focused Writing: "I Have a Dream Speech" (create own), response to Rosa Parks, compare and contrast the journals of Malcolm X and MLK Jr. ; Effects of Agent Orange

Suggested Modifications/Accommodations for Writing:

IEP/504: Provide students with guided notes or copies of notes. 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.) Offer students extended time on writing assignments. 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. Students may type their answers if possible. Students may dictate their responses to the teacher who can write what they have said. Grade on content not mechanics.

ELL: provide partially completed sentence frames; allow students to do prewriting/initial journaling in their first language; provide extended time; give checklists or step-by-step directions for assignments; reduce length requirement for written assignments; reduce number of open-ended responses; give graphic organizers to help students organize their writing.

Gifted and talented: Provide more picture prompts for students.

Students will write about several protest techniques and compare and contrast them. Provide the students the opportunity to write a paper or research additional problems that affected soldiers in modern war (PTSD, agent orange, etc.) 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

Primary Source Reading: James Meredith

DBQ: Civil Rights

Diagram of Civil Rights Movement

Map of Freedom Riders route

Video Clips: types of protests

Video Clip: Little Rock Nine

"TIME" capsule simulations

Power Point: Civil Rights Movement

Public opinion polls

Primary Source Reading: NY Times: Dr. Martin Luther King's assassination

Video Clip: Dr. Martin Luther King's assassination

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

Power Point: 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
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

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
Power Point: 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 Supplemental Resources/Materials:

- Film Clips
 - *America the Story of Us: Part 12 Millennium (first half)*
 - *America in the Twentieth Century: The Sixties; Vietnam; and The Civil Rights Movement*
 - *Crash Courses in US History* by John Green: *Civil Rights; The Sixties; Cold War in Asia* (from min. 4)
 - Pearson Connect My Story Videos:
 - Topic 16 *Minniejean Brown-Trickey*
 - Topic 17 *Edie Meeks, Vietnam War Nurse*
 - Topic 18 *Betty Friedan, The Feminine Mystique*
 - *Selma, 42, A Raisin in the Sun, Fences, Malcolm X, Ghosts of Mississippi, Freedom Riders*
 - PBS Ken Burns Documentary *The Vietnam War*
 - *Platoon, Forrest Gump, The Fog of War: Eleven Lessons from the Life of Robert MacNamara*
- IXL -
 - US History Content – Biography
 - Thurgood Marshall D(B.15); E(D.15)
 - Rosa Parks D(B.16); E (D.16)
 - Cesar Chavez D(B.18); E(D.18)
 - Martin Luther King, Jr. D(B.19); E(D.19)

- Pearson Digital Interactives
 - Topic 16 Civil Rights and Reform in the 1960s
 - Digital Overview Activity *Civil Rights and Reform in the 1960s*
 - Lesson 1 Interactive Gallery *Separate But Equal?*
 - Lesson 1 Interactive Gallery *Fighting for Justice*
 - Lesson 1 Interactive Gallery *Nonviolent Protest Through History*
 - Lesson 1 Synthesize Digital Activity *Integration and America's Schools*
 - Lesson 2 Interactive Gallery *Nonviolent Strategies in the Civil Rights Movement*
 - Lesson 2 Interactive Timeline *Riding for Freedom*
 - Lesson 3 Interactive Map *Violent Conflicts During the Civil Rights Era*
 - Lesson 3 Interactive Chart *Opposing Views on Affirmative Action*
 - Topic 17 The Vietnam War Era
 - Digital Image Activity *Napalm Attack on Vietnamese Village*
 - Lesson 1 Interactive Gallery *America Enters Vietnam*
 - Lesson 2 Interactive Chart *Challenges of Escalation*
 - Lesson 3 Interactive Chart *Doves and Hawks*
 - Lesson 3 Interactive Gallery *The Living Room War*
 - Lesson 3 Interactive Timeline *1968: The Whole World Is Watching*
 - Lesson 4 Interactive Timeline *Final Years of the Vietnam War*
 - Lesson 4 Interactive Gallery *Postwar Experiences of Vietnam Veterans*
 - Topic 18 An Era of Change
 - Digital Timeline Activity *An Era of Change*
 - Lesson 1 Interactive Gallery *Generation Gap Issues*
 - Lesson 1 Interactive Gallery *Culture of the Counterculture*
 - Lesson 2 Interactive Timeline *The Fight for the Equal Rights Amendment*
 - Lesson 2 Interactive Graph *Women in the Work Force*
 - Lesson 3 Interactive Gallery *Case Study – UFW Grape Boycott*
 - Lesson 3 Interactive Gallery *The Fight for American Indian Rights*
 - Lesson 4 Interactive Chart *Environmental Protection versus Economic Development*
 - Lesson 4 Interactive Map *Superfund Sites*
- SHEG Reading Like an Historian
 - Civil Rights Movement Photos; NAACP Letters; Little Rock Nine; Montgomery Bus Boycott
 - Civil Rights Act of 1964; Stonewall Riots; Equal Rights Amendment

Suggested accommodations/ Modifications for Assignments and Instruction

IEP/504/ELL: Have list of Key Terms for each chapter and the pages where the vocabulary word in context will be found. Pre-teach vocabulary. Students can make flashcards of their vocabulary words. Make a word wall of completed vocabulary. Students may draw 1 or more of their vocabulary words to increase comprehension. Have a summary of the sections of the chapters.

Before assigning writing prompts have students brainstorm their ideas and then uses pre-writing before the students complete their final project. Before reading primary source document, give background information to the students. Have this available for them to use while working on their primary source.

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).

Have copy of slide shows for students.

When having students complete public opinion polls , Explain the term public opinion and actually have students complete with a partner. Have students make chart (divide paper in half Name and what it did)

Make fold-ables 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. Students may work in pairs when completing the Vietnam War map. Have teacher read the diaries of the Vietnam War soldiers aloud.

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.

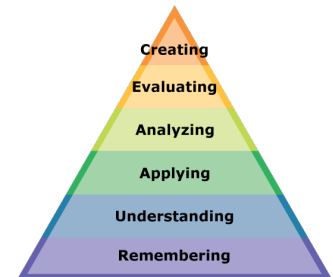
Have students create their own commercial for a product that was sold in the 60's.

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

Students may create their own political cartoons about Vietnam, Civil Rights and other activist movements

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, Vietnam, 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: Vietnam War, Ho Chi Minh Trail ,Counterculture, Roe V. Wade, Brown v. BOE, Civil Rights protests, Civil Rights legislation

Produce a 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. Create a Vietnam War timeline.

Evaluate choices in the Vietnam War, diaries of Vietnam War soldiers, Vietnam War political cartoons, chart of costs of Vietnam War, 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:

IEP/504: Extended time on assessments or start the test a day early (after school, during Common Time or Study Hall). Preferential seating. Provide alternative assessments for students who fail test. Reduced number of open ended questions. Provide shorter primary source readings for DBQ's. Highlight, underline or bold key terms in questions and readings. Grade content rather than spelling/grammar/mechanics. Divide assessments into portions. Provide graphic organizers or checklists for open ended response/essay responses.

Give partial credit for open ended response answers. Provide extra space and or lined paper for student responses for students with poor or large handwriting. Put fewer questions on page.

Allow students to use notes for open ended questions. Students may write directly on tests/quizzes rather than on Scantron. If using responders, have students write on paper first and then transfer answers.

Read directions to students. Separate students if possible and read the test to them.

ELL: provide visual diagrams for challenging concepts; model steps of process; allow students to work in small groups or pair with another student who also speaks their first language; pre-teach critical culturally specific vocabulary; give students reading materials in advance so they can pre-read, ask questions, and then re-read materials; provide extended time; provide access to bilingual or picture dictionary; use clear print/large type; provide partially completed sentence frames; allow students to do prewriting/initial journaling in their first language; provide extended time; give checklists or step-by-step directions for assignments; reduce length requirement for written assignments; reduce number of open-ended responses; give graphic organizers to help students organize their writing

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: Civil Rights Movement, The Vietnam war, Women's Movement, Minorities in the 1970's: multiple choice, matching, chart/graph analysis, true/false, and free response questions.

Benchmark: multiple choice, matching, chart/graph analysis, true/false, and free response questions.

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

Accommodations/Modifications:

IEP/504: Extended time on assessments (after school, during Common Time or Study Hall).

Students may begin the assessment the day before when necessary. May write directly on the assessment.

Teacher may modify rubric for essay section of benchmark and final assessment to reflect content rather than mechanics. Clear and well written directions should be used. Provide alternative assessment for students who fail the exam. Keep sections together. Limit number of matching. Have concrete review for students of what will be on the assessment. Reduced number of open ended questions. Provide shorter primary source readings.

May read the primary sources to students.

ELL: provide extended time; provide access to bilingual or picture dictionary; use clear print/large type; provide partially completed sentence frames; allow students to do prewriting/initial journaling in their first language; give checklists or step-by-step directions; reduce length requirement for written assignments; reduce number of open-ended responses; give graphic organizers to help students organize their writing

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:

Focused Writing: Personal Dream Speech

DBQ: Civil Rights, Vietnam, Women’s Movement

Alternative Assessment: Woodstock protest

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

Accommodations/Modifications:

IEP/504/ELL: Extended time on tests. After school support. Provide oral and written instructions and directions. Allow students to work with partners. Allow student to re-do projects that do not meet requirements the first time. Alter requirements to make projects more manageable. Provide oral and written step by step directions. Have guidelines for what part of the project should be completed by what day. Give daily participation grade when working on a project. Provide choices of at least 2 performance assessments for students to choose from. Have examples to show students what projects received A’s, B’s etc. Limit number of questions when writing responses to Civil Rights, Vietnam and Women’s Movement DBQ’s.

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?

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| <p>Course/Unit Title: US II R – UNIT 7 NIXON-FORD-CARTER ERA, 1980'S AND 1990'S, AMERICA IN THE 21ST CENTURY</p> | <p>Unit Summary: 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 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. The election of President Obama in 2008 was historically significant as he was the first African American president of the US. While dealing with a significant economic recession, his administration encouraged major economic and healthcare policy changes and continued fighting terrorism abroad prompting continued debate over the role of the federal government.</p> |
| <p>Grade Level(s): 11</p> | |
| <p>Essential Question(s):</p> <ul style="list-style-type: none"> • What were the political agendas of Presidents Ford, Carter, Regan, 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 are the achievements and | <p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> • 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. |

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| <p>setbacks of the presidencies of George W. Bush, and Barack Obama?</p> <ul style="list-style-type: none"> • What is the U.S. role in the future of modern day politics both at home and internationally? | <ul style="list-style-type: none"> • 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. • The election of America’s first African American president in 2008, Barack Obama, was a historic milestone. • The American Recovery and Reinvestment Act (2009) was a stimulus package that attempted to deal with the ramifications of the 2008 financial crisis and economic recession. • The Affordable Care Act (2010) overhauled the nation’s healthcare system. • The US’s foreign policy in Iraq and Afghanistan raised several Constitutional issues including surveillance and intelligence techniques, racial profiling, and the legality of actions taken against known or suspected terrorists. • The rise of the Tea Party and Occupy Movements signaled a shift in American politics that followed changing demographic trends |
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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

| <u>Learning Target</u> | <u>NJSLS or CCS; 21st C. Skills</u> |
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| 1. List and explain Nixon, Ford, Carter, Reagan, Bush and Clinton’s domestic and foreign policies. | 1. 6.1.12.A.14.d, 6.1.12.A.14.e LA.11-12.RH.11-12.2 |
| 2. Debate the events of the Watergate scandal and Nixon’s involvement. | 2. 6.1.12.A.14.d, 6.1.12.A.14.b |
| 3. Differentiate Regan’s “Reaganomics” plan with other economic policies. | 3. 6.1.12.A.15.b, 6.1.12.D.14.a.; |
| 4. Recognize the role the U.S. played after the Cold War ended. | 4. 6.1.12.D.14.a, 6.1.12.A.15.b |
| 5. Identify the scandals that were debated during Clinton’s 2 nd term in office. | 5. 6.1.12.A.14.d |
| 6. Analyze the American response to September 11, 2001. | 6. 6.1.12.D.15.d, 6.1.12.D.15.b |
| 7. Explain how the U.S. changed politically, economically, and socially in the late 20 th Century both in domestic and foreign affairs. | 7. 6.1.12.D.15.d. 6.1.12.D.16.c |
| 8. Evaluate how the technological revolution at the end of the 20 th Century affected American life. | LA.11-12.WHST.11-12.6 |
| 9. Assess the outcome of the 2008 presidential election. | 8. 6.1.12.C.16.b; 8.1.12.A.3 |
| 10. Explain the goals of Barack Obama’s economic and healthcare policy. | 9. 6.1.12.D.14.d |
| 11. Describe Obama’s involvement in world affairs | 10. 6.1.12.A.14.a-h |
| 12. Understand the issues Americans face in the 21 st Century especially immigration, changing demographics, environmental challenges, and the effects of communications technology on the economy. | |

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| | <p>11. 6.1.12.A.15.b-f; 6.1.12.D.15.d; 6.3.12.D.1; 6.3.12.D.2</p> <p>12. 6.1.12.A.16.a-c; 6.1.12.B.16.a; 6.1.12.C.16.a-c; 6.1.12.D.16.a-c ; 6.3.12.B.1; 8.1.12.F.2</p> |
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Inter-Disciplinary Connections:

Language Arts Literacy: DBQ writing –, Watergate, Immigration Restrictions, reading primary source documents-, Watergate, Camp David Accords, AIDS, Whitewater, 9/11, Affordable Care Act

Technology: video clips; Web navigation; : Google Classroom and associated products for submitted work; use of turnitin.com; suggested supplemental use of: Pearson E-Text; Stanford History Education Group (SHEG) Reading Like a Historian

Math: analysis of maps, charts and graphs

Science: Nuclear Weapon analysis, Kyoto Protocol

Students will engage with the following text:

USII district approved text (America: Pathways to Present)

Primary Source Reading: Watergate, Camp David Accords, AIDS, Whitewater, 9/11

Case Brief: Watergate scandal, Whitewater investigation, NFIB et al v. Sebelius (2012)

NY Times articles

Biography of Nixon, Ford, Carter, Reagan, Bush, Clinton, GW Bush, Obama

DBQ question and documents: Watergate, Immigration Restrictions

Suggested Accommodations / Modifications for Reading:

IEP/504: Highlight or underline main ideas in reading material. Provide students with summaries of primary source documents. 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 (teacher chooses the pairing - 1 should be a strong or proficient reader). 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 questions to check for understanding. If having difficulty comprehending, re-read materials. Provide guiding questions to complete when reading to endure an understanding of main ideas. Pre-teach vocabulary for reading.

ELL: provide visual diagrams for challenging concepts; model steps of process; allow students to work in small groups or pair with another student who also speaks their first language; pre-teach critical culturally specific vocabulary; give students reading materials in advance so they can pre-read, ask questions, and then re-read materials; provide extended time; provide access to bilingual or picture dictionary; use clear print/large type

Gifted and talented: Provide supplementary or lengthier readings to increase student’s knowledge and then they can use this to create a report or slide show presentation.

Have students read the autobiographies of Jimmy Carter, Bill Clinton, and George Bush.
Read Henry Kissinger's book *The White House Years* ; Theodore White's book *Breach of faith: The fall of Richard Nixon*; or Bernstein and Woodward's book: *All the President's Men*. *Read 41: A Portrait of My Father* by GW Bush; *A Vast Conspiracy: The Real Story of the Sex Scandal That Nearly Brought Down a President* by Jeffrey Toobin; *Dead Certain* by Robert Draper (about GWB); *The World as It Is: A Memoir of the Obama White House* by Ben Rhodes

Students will write:

Daily Note Taking [Cornell, Guided, or other]
DBQ responses - Watergate, Immigration Restrictions, Affordable Care Act
Picture prompts: Advancements in Technology, Hurricane Katrina Aftermath
Focused Writing, Tiananmen Square, Gulf War Syndrome

Suggested Accommodations/ Modifications for Writing:

IEP/504: Provide students with guided notes or copies of notes. 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. Offer students extended time on writing assignments (after school, during Common Time or Study Hall). Provide guiding questions for written responses. Give sentence starters writing prompt with the students. Students may brainstorm and then write these ideas on an index card to use when composing their essay. Use graphic organizers to help students brainstorm and organize their writing. Give checklist or step-by-step directions for assignments. Students may type their responses if possible. Students may dictate their responses to the teacher. Grade writing assignments on content not mechanics. Limit number of open ended questions.

Reduce length requirement for writing assignments.

ELL: provide partially completed sentence frames; allow students to do prewriting/initial journaling in their first language; provide extended time; give checklists or step-by-step directions for assignments; reduce length requirement for written assignments; reduce number of open-ended responses; give graphic organizers to help students organize their writing.

Gifted and talented: Provide more picture prompts for students.

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.

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

Power Point: Nixon's foreign affairs (Peace accords, China and Soviet Union)

Chart analysis: SALT I

Watergate timeline

DBQ: Watergate

Biography: Gerald Ford

Chart: Stagflation

Biography: Jimmy Carter

Power Point: Iran Hostage Crisis

The Conservative Revolution

Define all chapter vocabulary: "The Conservative Revolution"

Chart of the Evolution of Conservatism

Diagram of Reaganomics

Biography: Ronald Reagan

Primary Source Document: Emergence of AIDS

Power Point: 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

Video Clips: 2000 election (hanging chads)

Video Clips: September 11th attacks

Primary Source Document: September 11th

Power Point: September 11th

Timeline: War in Iraq

Power Point: War in Iraq

DBQ: Immigration restrictions

Picture Prompt: Hurricane Katrina Aftermath

Biography: Barack Obama

Chart: Presidential Election of 2008

Graph: Unemployment 2009

Map: Fighting al Qaeda Worldwide

Primary Source Reading: National Federation v. Sebelius

Picture prompts: advancements in technology

Video Clip: modern technology

DBQ: Achieving the American Dream

Research Project: Presidents of the late 20th and 21st Centuries (Resume)

Suggested Supplemental Resources/Materials:

- Film Clips
 - *America the Story of Us: Part 12 Millennium (second half)*
 - *Crash Courses in US History* by John Green:
 - *Conservatism; Economic Malaise; The Reagan Revolution*
 - *The End of the Cold War; Clinton and the 90's*
 - *Bush 43; Obamanation*
 - Pearson Connect My Story Videos:
 - Topic 19 *Irene Zoppi, Gulf War Veteran*
 - Topic 20 *Leslie Bradshaw, Guiding Innovation*
- IXL - Global Studies – Region Profile: the Middle East -Level H(Y.1); I(H.1); J(Z.1)
- Pearson Digital Interactives
 - Topic 18 An Era of Change
 - Lesson 5 Interactive Map *Nixon's Foreign Policy*
 - Lesson 5 Interactive Chart *Key Events of the Watergate Scandal*
 - Lesson 6 Interactive Timeline *Iran Hostage Crisis*
 - Lesson 6 Interactive Chart *The Supreme Court and Social Issues of the 1970s*
 - Topic 19 America in the 1980s and 1990s
 - Digital Overview Activity *Timeline: America in the 1980s and 90s*
 - Lesson 1 Interactive Chart *Two Views – Liberal and Conservative*
 - Lesson 1 Interactive Timeline *Presidential Elections, 1964-1980*
 - Lesson 2 Digital Startup Activity *The Reagan Budget*
 - Lesson 2 Interactive Chart *Identifying Political Views*
 - Lesson 2 3-D Model *Space Shuttle Science*
 - Lesson 3 Interactive Chart *Impact of the End of the Cold War*
 - Lesson 3 Interactive Gallery *The Fall of Communism in Europe*
 - Lesson 4 Interactive Map *US Foreign Affairs under George H.W. Bush*
 - Lesson 4 Interactive Gallery *The Persian Gulf War, 1991*
 - Lesson 5 Interactive Gallery *The Gun Debate*
 - Lesson 5 Interactive Chart *Checks and Balances in Action*
 - Lesson 5 Interactive Illustrations *Free Enterprise Spreads Technological Innovation*
 - Topic 20 America in the 21st Century
 - Digital Timeline Activity *America in the 21st Century*
 - Lesson 1 Interactive Gallery *Evaluate the US Role in the World Bank*
 - Lesson 1 Before and After *The US Role in the Global Economy*
 - Lesson 2 Interactive Chart *Long-Term Health of Entitlements*
 - Lesson 2 Interactive Map *US and the Middle East, 2001-2010*

- Lesson 3 Interactive Chart *Presidential Election of 2008*
- Lesson 3 Interactive Gallery *Fighting al Qaeda Worldwide*
- Lesson 3 Interactive Chart *Checks and Balances among Branches of Government*
- Lesson 4 Interactive Gallery *Efforts to Manage the Environment*
- Lesson 4 3-D Model *The World Today*
- SHEG Reading Like an Historian
 - Reaganomics;
 - NAFTA; Kyoto Protocol
 - Iraq Resolution; Hurricane Katrina

Suggested Accommodations/Modifications for Assignments and Instruction:

IEP/504/ELL: Have list of Key Terms for each chapter and the pages where the vocabulary word in context will be found. Students can make flashcards of their vocabulary words. Make a word wall of completed words. Students can draw one or more of their words and use symbols to help them remember. Have a summary of the chapters and then students will make a graphic organizer from the summary.

When students use political cartoons, have a list of common symbols to help them distinguish.

When using DBQ's read them with the students. Have list of countries students need to find on the map (pre-label some of the cities or other parts of the map for the students). Have copy of slide shows for students to add additional notes and for them to follow along with while teacher presents. 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 along with a list of characters and their description. Students should write a brief summary after watching the video.

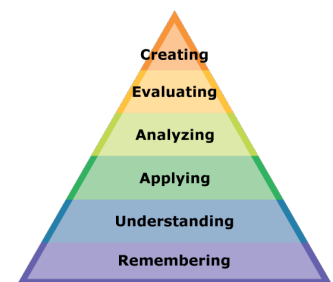
Use flexible grouping strategies to ensure student is working effectively with partner.

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.

Gifted and Talented: Students may create their own political cartoons about Watergate, AIDS, Affordable Care Act 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: Watergate, Economics, Social Media

HW/CW activities: Produce a stagflation chart, evolution of Conservatism chart, Reaganomics diagram, timeline of Persian Gulf War, and a timeline of War in Iraq. Create a Watergate timeline, response to Reagan's October revolution, advancements in technology response and design of a future technological device.

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, electoral maps for 2000 & 2008; financial crisis of 2008 reading, reading on Affordable Care Act and the Supreme Court challenges

In class discussion (Q & A)

Notebook Test

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

Accommodations/Modifications:

IEP/504: Extended time on assessments or start the test a day early (after school, during Common Time or Study Hall). Preferential seating. Provide alternative assessments for students who fail test. Reduced number of open ended questions. Provide shorter primary source readings for DBQ's. Highlight, underline or bold key terms in questions and readings. Grade content rather than spelling/grammar/mechanics. Divide assessments into portions. Provide graphic organizers or checklists for open ended response/essay responses.

Give partial credit for open ended response answers. Provide extra space and or lined paper for student responses for students with poor or large handwriting. Put fewer questions on page.

Allow students to use notes for open ended questions. Students may write directly on tests/quizzes rather than on Scantron. If using responders, have students write on paper first and then transfer answers.

Read directions to students. Separate students if possible and read the test to them.

ELL: provide visual diagrams for challenging concepts; model steps of process; allow students to work in small groups or pair with another student who also speaks their first language; pre-teach critical culturally specific vocabulary; give students reading materials in advance so they can pre-read, ask questions, and then re-read materials; provide extended time; provide access to bilingual or picture dictionary; use clear print/large type; provide partially completed sentence frames; allow students to do prewriting/initial journaling in their first language; provide extended time; give checklists or step-by-step directions for assignments; reduce length requirement for written assignments; reduce number of open-ended responses; give graphic organizers to help students organize their writing

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:

Quizzes: Vocabulary quizzes: Nixon- Ford -Carter Era, The Conservative Era, Ronald Reagan, Bill Clinton, GW Bush and Obama. Chapter quizzes: Nixon, ford, carter Era, Ronald Reagan Era, Bill Clinton, GW Bush and Obama: multiple choice, matching, chart/graph analysis, true/false, and free response questions.

Benchmark: multiple choice, matching, chart/graph analysis, true/false, and free response questions.

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

Accommodations/Modifications:

IEP/504: Extended time on assessments (after school, during Common Time or Study Hall).

Students may begin the assessment the day before when necessary. May write directly on the assessment.

Teacher may modify rubric for essay section of benchmark and final assessment to reflect content rather than mechanics. Clear and well written directions should be used. Provide alternative assessment for students who fail

the exam. Keep sections together. Limit number of matching. Have concrete review for students of what will be on the assessment. Reduced number of open ended questions. Provide shorter primary source readings. May read the primary sources to students.

ELL: provide extended time; provide access to bilingual or picture dictionary; use clear print/large type; provide partially completed sentence frames; allow students to do prewriting/initial journaling in their first language; give checklists or step-by-step directions; reduce length requirement for written assignments; reduce number of open-ended responses; give graphic organizers to help students organize their writing

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:

Debate: Watergate scandal, impeachment, bilingual education, closing Guantanamo Bay detention facility,

DBQ: Watergate, Immigration, American Dream

Project: Presidential Resume

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

Accommodations/Modifications:

IEP/504/ELL: Extended time on tests. After school support. Provide oral and written instructions and directions. Allow students to work with partners. Allow student to re-do projects that do not meet requirements the first time. Alter requirements to make projects more manageable. Provide oral and written step by step directions. Have guidelines for what part of the project should be completed by what day. Give daily participation grade when working on a project. Provide choices of at least 2 performance assessments for students to choose form. Have examples to show students what projects received A's, B's etc.

Limit number of questions when writing responses to DBQs.

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.