

**BLACK HORSE PIKE REGIONAL HIGH SCHOOL  
HIGHLAND TIMBER CREEK TRITON  
SOCIAL STUDIES DEPARTMENT**

**SYLLABUS**

**ADVANCED PLACEMENT UNITED STATES HISTORY II**

**COURSE OVERVIEW:**

This course is for capable, self-motivated students who wish to stimulate their intellectual curiosity and who are considering taking the Advanced Placement Exam in U.S. History. The subject matter is identical to our traditional U.S. History II course – including a study of American History from America’s emergence as a world power in the 1890’s to the 21<sup>st</sup> century. Learning methods will include summer reading assignments, extensive writing, exploration and analysis of primary documents, historiography, and an introduction to Advanced Placement style test questions. A college level textbook is used in this course. *This course satisfies the NJ graduation requirement for one of the two years of American History.*

**Course Content Outline and the NJ Core Curriculum Content Standards (2014)**

**First Marking Period**

- I. Industrialization, Urbanization and Immigration- 6.1.12.A.5.a-D.5.d
- II. The Gilded Age- 6.1.12.A.5.a -D.5.d
- III. Populism- 6.1.12.A.5.a -D.5.d
- IV. Imperialism- 6.1.12.A.5.a -D.5.d
- V. Progressivism- 6.1.12.A.6.a -D.6.c

**Second Marking Period**

- I. WWI- 6.1.12.A.7.a-D.7.c
- II. The 20’s- 6.1.12.A.8.a-D.8.b
- III. The Great Depression- 6.1.12.A.9.a-D.9.b
- IV. The New Deal- 6.1.12.A.10.a-D.10.d
- V. The Road to WWII and WWII- 6.1.12.A.11.a-D.11.e

**Third Marking Period**

- I. Truman and the Cold War- 6.1.12.A.12.a-D.12.e
- II. The 50’s- 6.1.12.A.13.a-D.13.f
- III. The 60’s and the Vietnam War- 6.1.12.A.13.a-D.13.f
- IV. Watergate and the 70’s- 6.1.12.A.14.a-D.14.f, ~~16~~

**Fourth Marking Period**

- I. Reagan and the 80’s- 6.1.12.A.15a-D.15.d; 6.1.2.A.16.a-D.16.c
- II. Clinton and the 90’s- 6.1.2.A.16.a-D.16.c
- III. Terrorism in the Modern World- 6.1.2.A.16.a-D.16.c
- IV. The New Century- 6.1.2.A.16.a-D.16.c

**After the AP Test – Projects include but limited to...**

- I. Holocausts of the Modern World – 6.1.2.A.16.a-D.16.c, 6.2.12.A.3.a-D.3.e; 6.2.12.A.4.a-D.4.k; 6.2.12.A.5.a-D.5.d
- II. Terrorism in the Modern World – 6.1.2.A.16.a-D.16.c, 6.2.12.A.3.a-D.3.e; 6.2.12.A.4.a-D.4.k; 6.2.12.A.5.a-D.5.d
- III. Oral Histories - 6.1.2.A.16.a-D.16.c
- IV. Modern Citizenship – 6.3.12.A.1-D.2

## Course Expectations and Skills

1. Demonstrate ability in compiling resource material and preparing research projects.
2. Exhibit proficiency in speaking before a group
3. Become familiar with current events.
4. Develop literacy in civics as it is reflected in the on-going governmental changes of the United States.
5. Explain the functions and organizations of our three branches of government: legislative, executive and judicial
6. Develop critical thinking skills, which enable students to function as lifelong learners and to examine and evaluate issues of importance to the modern world.
7. Develop skills in reading comprehension, research, communication and technology.
8. Gain practice to succeed on standardized testing such as ACT, SAT, and PARCC and ASVAB.
9. Maintain an organized notebook or portfolio of notes and work collected throughout the year.
10. Develop skills in note-taking and outlining guided practice and repetition.
11. Explain the economic, political and social changes that occurred in the US through 1900.
12. Develop proficiency in writing FRQ's and DBQ's.
13. Develop skills necessary for a successful completion of the AP US test.

## Materials Needed

- Covered textbook
- Notebook and/or three-ring binder with lined paper
- Daily planner/Student organizer
- Pen or pencil

## Resources

*Textbook:*     *The American Pageant* by Bailey, Kennedy and Cohen  
                           *AMSCO*  
                           *Barron's Review*

## Grading Scale

Students will earn their grades based on the following categories of assignments:

- Major Assessments: 40%
- Quizzes: 25%
- Projects: 15%
- Daily Work: 20%

## Teacher Information

TBA

# Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course/Unit Title:</b> AP USII / Unit 1: Industrial America: 1870-1900</p>	<p><b>Unit Summary:</b> As America recovered from the Civil War, the country entered its <b>Second Industrial Revolution</b>. This era called for a large influx of new immigrants who often clashed with the exiting populations and the newly freed African Americans. The Second Industrial Revolution also highlighted the problems of the urban areas and exposed the corruption in government.</p>
<p><b>Grade Level(s):</b> 11</p>	
<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• What were the causes of the Second Industrial Revolution?</li> <li>• How does industrialization change the U.S. in the late part of the 20<sup>th</sup> century?</li> <li>• What were the roles of the Robber Barons?</li> <li>• Is Social Darwinism paternalism?</li> <li>• How successful were the unions?</li> <li>• How did African Americans respond to the new industrialization?</li> <li>• What was the effect of the movement of many new peoples into the cities?</li> <li>• Why are farmers so neglected in history?</li> <li>• What was life like in the urban areas in the late 1800's?</li> <li>• What role did corruption play in local and national politics?</li> </ul>	<p><b>Enduring Understanding(s):</b></p> <ul style="list-style-type: none"> <li>• The Second Industrial Revolution created modern America but put tremendous strains on minorities and farmers.</li> </ul> <p><b>Second Industrial Revolution</b></p> <ul style="list-style-type: none"> <li>• The Second Industrial Revolution created modern America but put tremendous strains on minorities and farmers.</li> </ul> <p><b>The Rise of Industrial America</b></p> <ul style="list-style-type: none"> <li>• The new bosses of business were perceived as both entrepreneurs and robber barons.</li> <li>• Social Darwinism established a set of societal rules that aggrieved many.</li> <li>• Unions' efforts to organize and improve working conditions were largely unsuccessful.</li> </ul> <p><b>The New Immigrants , African Americans and the Cities</b></p> <ul style="list-style-type: none"> <li>• The New Immigration changed the population of the U.S. and how it viewed itself.</li> <li>• African Americans had a difficult time entering into the post-Civil War society, in spite of their attempts to gain some civil rights.</li> <li>• Cities in the late 1800's were often nothing more than terrible ghettos, designed to house new members of the industrial class.</li> <li>• Corruption penetrated all levels of government.</li> </ul> <p><b>Populism</b></p> <ul style="list-style-type: none"> <li>• Farmers, long neglected in history, begin a reform movement that will be unsuccessful for now but later picked up by the Progressives.</li> </ul>

## 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>NJCCCS or CCSS</u>
1. Describe the causes of the Second Industrial Revolution and relate them to the causes for other industrial revolution.	1. 6.1.12.C.5.c 6.1.12.C.6.b
2. Analyze the impact of the Second Industrial Revolution on the U.S.	6.1.12.C.6.c
3. Identify the Robber Barons and compare them to present entrepreneurs.	2. 6.1.12.C.5.c
4. Examine the new types of business organizations and their influences on modern industrialization.	3. 6.1.12.C.5.a 4. 6.1.12.C.5.a
5. Analyze the effectiveness of Social Darwinism and its role in modern society.	5. 6.1.12.C.5.a,
6. Assess the successes and failures of the unions in their attempts to help working people.	<b>RH.11-12.4</b> 6. 6.1.12.C.6.a
7. Compare and contrast the ideas of B.T. Washington and W.E.B. DuBois.	7. 6.1.12.A.6.c,
8. Analyze the issue of lynching and the responses of the states and the nation to these crimes.	<b>RH.11-12.6</b> 8. 6.1.12.A.6.c
9. Differentiate between the experiences of the New Immigrants and the Old Immigrants.	9. 6.1.12.D.5.d, <b>RH.11-12.8</b>
10. Explain the reasons for the movements of immigrants, African Americans and farmers to the cities.	10. 6.1.12.B.5.b, <b>RH.11-12.1</b>
11. Evaluate the successes and failures of post-Reconstruction African Americans.	11. 6.1.12.A.6.c
12. Contrast and compare the presidents of the Gilded Age.	12. 6.1.12.A.5.a, 6.1.12.A.5.b,
13. Illustrate the purposes of the City Machines.	<b>RH.11-12.6</b>
14. Appraise the successes and failures of the Populists.	13. 6.1.12.B.5.b,
15. Examine the money issue.	<b>WHST.11-12.6</b>
16. Determine the roles of the Populists in the allegory, The Wizard of Oz.	14. 6.1.12.C.6.a 15. 6.1.12.C.6.c 16. 6.1.12.C.6.a, <b>RH.11-12.8</b>

### Inter-Disciplinary Connections:

Technology - turnitin for all chapter notes

Technology – databases for e-books

Art: analyzing Gilded Age cartoons

Art: comparing and contrasting immigration cartoons

Film: view 1<sup>st</sup> full length movie – The Great Train Robbery

Film: view parts of The Wizard of Oz

English: Book Reviews, Movie Reviews

English: evaluate The Wizard of Oz reading for the members of the Populists

Language Arts Literacy: Chinese Immigration and Exclusion Documents, Booker T. Washington Speech and W.E.B DuBois Essay.

Math: analysis of charts and graphs of immigration



*Triangle* – Davis Von Drehl

*The Alienist* – Caleb Carr

*The Angel of Darkness* – Caleb Carr

*The Dark Flood* – Stephen Puleo

*The Wizard of Oz* by L Frank Baum

*Angela's Ashes* – Frank McCourt

*The Last Hurrah* – Edwin O'Connor

*Unbreakable* – Laura Hillenbrand

*On the Road* – Jack Kerouac

*Invisible Man* – Ralph Ellison

*American Caesar* – William Manchester

*The Lone Ranger and Tonto: Fistfight in Heaven* - Alexie Sherman

*A Raisin in the Sun* – Lorraine Hansberry

*To Kill a Mockingbird* – Harper Lee

*Warriors Don't Cry* – Melba Petillo Beals

*The Color of Water* – James McBride

*Flags of our Fathers* – James Bradley

*The Conquerors* – Michael Bechloss

*Lindbergh* – A Scott Berg

*Hard Times* – Studs Terkel

*The Good War* – Studs Terkel

*Franklin and Winston* -Jon Meacham

*Seabiscut* – Laura Hillenbrand

*Hiroshima* – John Hershey

*All the President's Men* – Woodward and Bernstein

*Primary Colors* – Joseph Klein (ann)

*Having our Say* – the Delaney Sisters

*Waiting for Snow in Havana* – Carlos Eerie

*The Soloist* – Steve Lopez

*At the Corner of Bitter and Sweet* - Jamie Ford

*The Help* – Kathryn Stockett

### **Movie Reviews**

The Little Foxes (1941)

Gunga Din (1939)

Matewan (1987)

Citizen Kane (1940)

The Birth of a Nation (1915) - silent

Sgt York (1941)

All Quiet on the Western Front (1930)

Paths of Glory (1957)

Eight Men Out (1988)

His Girl Friday (1940)

I Was a Fugitive From a Chain Gang (1930)

Little Caesar (1930)

Dead End (1937)

The Roaring 20's (1939)

Houdini (1953)

The Grapes of Wrath (1940)

Bonnie and Clyde (1967)

The Jazz Singer (1927) -partly silent

Fried Green Tomatoes (1992)

A League of their Own (1992)

The Women (1939)

Leatherheads ( 2008)

The Best Years of Our Lives (1946)

Quiz Show (1994)

High Noon (1952)

The Blob (1958)

Dr. Strangelove Or: How I Learned to Stop Worrying and Love the Bomb (1963)

Annie Hall (1977)

Blackboard Jungle (1955)

To Kill A Mockingbird (1962)

West Side Story (1961)

Avalon (1990)

Mona Lisa Smile(2003)

October Skies (1999)

Glory Road (2006)

Malcolm X (1992)

13 Days ( 2000)

Hairspray (2007)

Casablanca (1942)

Yankee Doodle Dandy (1942)

Cinderella Man (2005)

Christmas Story ( 1983)

The Manchurian Candidate (1962)

Guess Who's Coming to Dinner? (1967)

The Way We Were (1973)

Miracle on 34<sup>th</sup> Street (1947)

Invasion of the Body Snatchers (1956)

Kramer V Kramer (1979)

The Right Stuff (1983)

Star Wars (1976)

All The President's Men (1976)

The Ghosts of Mississippi (1996)

The American President (1995)

Working Girl (1988)

That Thing You Do (1998)

Miracle (2004)

## **PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

**DESCRIBE THE LEARNING EXPERIENCE.**

**How will students uncover content and build skills.**

**Direct lecture: all units will include lecture to prepare students for college atmosphere**

**Cornell Notes: chapter readings**

**GoogleDocs**

**Guided Readings and Worksheets – Chapters 23,24,25 of American Pageant**

**Populist platform**

**Cross of Gold Speech**

**Harlan's dissent in Plessy case**

**Socratic Seminar: suggested topics**

**Zinn**

**Were the Robber Barons good or bad for the economy?**

**Was the growth of the US in the late 18<sup>th</sup> century inevitable?**

**Debates: suggested topics**

**Old Immigration V. New Immigration**

**Populists V. Urban dwellers**

**Analysis of Primary Sources**

**Gilded Age cartoons from Harpers and Puck for analysis of U.S. politics both at home and abroad**

**Discussing and analyzing four different viewpoints of workers in the Industrial Age**

**Simulation**

**The difficulties of contract writing**

**Demonstration:**

**Letters and propaganda on lynchings**

**Old money and its value**

**Literature Circles**

**Analyzing themes in literature from Book Reviews**

**Analyzing themes in movies from Movie Reviews**

**Small group cooperative learning**

**Create chart differentiating the Democrats and Republicans after the Civil War**

**Graphic organizer on the Robber Barons and their businesses**

**Overhead game on The Price is Right: 1900 – to guess wages and prices**

**Class contest on Citizenship and Naturalization Test**

**Discussion of PowerPoint slides on conditions of the cities (photographs of Riis)**

**Discussion of Bryan's Cross of Gold Speech**

**Discussion on PowerPoint: Early baseball**

**Pair/share**

**Election posters on the election of 1896**

**Film:**

**The Wizard of Oz**

**The Great Train Robbery**

**Triangle (HBO)**



## America: The History of Us – Cities and Boom

### Chinese Immigration and Exclusion Documents (Stanford History Education Group):

United Streaming Video Segment: "Perilous Endeavor" (from The West: The Grandest Enterprise Under God: 1868-1874)

Anti-Chinese Play (1879)

Political Cartoon (1871)

Speech to the Workingmen of San Francisco (1888)

"The Biography of a Chinaman," (1903)

### Booker T. Washington and W.E.B. DuBois Documents

Booker T. Washington, "Atlanta Compromise Speech (1895)."

W.E.B. DuBois, "The Souls of Black Folk (1903)"

### Suggested Websites:

Stanford History Education Group: [sheg.stanford.edu](http://sheg.stanford.edu)

SHEG Lesson Plan: Chinese Immigration and Exclusion: <https://sheg.stanford.edu/chinese-immigration-exclusion>.

SHEG Lesson Plan: <https://sheg.stanford.edu/booker-t-washington-dubois>

## 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:

Reading quiz on every chapter (applying, remembering, analyzing)

Homework reading assignments from text (understanding, creating)

Quarterly Book Reviews (evaluating and analyzing)

Quarterly Movie Reviews (creating, evaluating and analyzing)

1989 DBQ – B.T. Washington V. W.E.B. Du Bois (analyzing, evaluating, creating)

1983 DBQ – The Populists (analyzing, evaluating, creating)

2000 DBQ - Unions (analyzing, evaluating, creating)

**Accommodations/Modifications:**

**Suggested for students with 504 and IEPs:** extra time, preferential seating, oral and written instruction, after-school support

**Suggested for gifted and talented students:** supplementary readings to expand in class activities, additional project choices, after-school support

**Summative Assessments:**

Unit test on immigration, urbanization, immigration, the Gilded Age and Populism  
AP test (May)

**Accommodations/Modifications:**

**Suggested for students with 504 and IEPs:** extra time, preferential seating, oral and written instruction, after-school support

**Suggested for gifted and talented students:** supplementary readings to expand in class activities, additional project choices, after-school support

**Performance Assessments:**

**Debate:** Who was the stronger advocate (Washington or DuBois) for Civil Rights at the Turn of the Century?

Class Presentations of Farmers worksheets (Budgets)

Presentation of guided worksheets

Presentation of posters

Present movie projects

Present book reviews

**Accommodations/Modifications:**

**Suggested for students with 504 and IEPs:** extra time, preferential seating, oral and written instruction, after-school support

**Suggested for gifted and talented students:** supplementary readings to expand in class activities, additional project choices, after-school support



# Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course/Unit Title:</b> APUSII /Unit 2 - The Emergence of Modern America: 1900-1930</p>	<p><b>Unit Summary:</b> America began to reach overseas and establish an empire, while reforming itself at home. World War I provided a sea change that brought the United States back into its own borders. The 1920's, while seen by many as one long, illegal party, was actually a very tense period, that pitted the old ways of the agrarian peoples against the new ways of the urban peoples and foreshadowed the future of the U.S.</p>
<p><b>Grade Level(s):</b> 11</p>	
<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• What drove the U.S. to change its policy of isolationism to imperialism?</li> <li>• How does media influence the U.S. decision to enter a war?</li> <li>• What roles does imperialism play in the conflicts of the late 19<sup>th</sup> century?</li> <li>• What role does reform play in U.S. history?</li> <li>• How do minorities and women fare in Progressivism?</li> <li>• What influence does the change in foreign policy have on 20<sup>th</sup> century America?</li> <li>• How does society change in the 1920's?</li> <li>• What causes the crash that resulted in a worldwide depression?</li> </ul>	<p><b>Enduring Understanding(s):</b></p> <ul style="list-style-type: none"> <li>• The growth of new markets led the U.S to change its foreign policies and the growth of new industries led the U.S. to reform some of its business practices.</li> </ul> <p><b>Imperialism</b></p> <ul style="list-style-type: none"> <li>• The U.S created an enormous change in its own history by moving from isolationism to imperialism.</li> <li>• Media played an important role in changing America's policies.</li> </ul> <p><b>Progressivism</b></p> <ul style="list-style-type: none"> <li>• Reforms in history tend to be cyclical in nature and usually increase peoples' rights and their access to the government.</li> </ul> <p><b>WWI</b></p> <ul style="list-style-type: none"> <li>• The change from isolationism to interventionism led the U.S. to become involved in a world war.</li> </ul> <p><b>The 20's</b></p> <ul style="list-style-type: none"> <li>• Reactions to failures in the peace treaty forced the U.S. to again become isolationist.</li> <li>• The U.S. found itself pulled between the conservatism of the old, rural values and the rapid changes of the new urban centers.</li> <li>• With shorter work hours and increases in salaries, the U.S. found itself in the midst of a renaissance of art, literature and music.</li> <li>• Overspending, consumer debt and contraction of businesses eventually led to the Depression.</li> </ul>

## 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	NJCCCS or CCSS
1. Describe the reasons for and types of imperialism.	1. 6.1.12.B.6.a
2. Analyze pictures/cartoons from the Spanish-American War.	2. RH.11- 12.8,
3. Place new colonies on a map.	RH.11-12.4
4. Analyze the causes and results of the Spanish American War.	3. 6.1.12.B.6.a,
5. Evaluate the impact of the new American Empire.	WHST.11-12.6
6. Describe the reasons for Progressivism.	4. 6.1.12.B.6.a, RH.11-
7. Analyze the relationship between the Hepburn Act, the 16 <sup>th</sup> amendment and Prohibition.	12.4
8. Evaluate the gains made by minorities and women in Progressivism.	5. 6.1.12.B.6.a
9. Appraise the effectiveness of the Progressive reforms.	6. 6.1.12.A.6.a,
10. Compare and contrast the foreign policies of the progressive presidents.	WHST.11-12.8
11. Name the five traditional causes of WWI.	7. 6.1.12.A.6.a, RH.11-
12. Measure the influence of the Allied and Central Powers policies on the U.S. before 1917.	12.4
13. Analyze the reasons for the U.S. declaration of war in 1917.	8. 6.1.12.A.6.b
14. Examine the causes of the two Russian Revolutions.	6.1.12.D.6.c
15. Research a WWI battle.	9. 6.1.12.A.6.a
16. Analyze the activities of the U.S. Home Front who supported the war.	10. 6.1.12.D.6.b,
17. Appraise the roles of African Americans and women during the war.	RH.11-12.6
18. Evaluate the decision in the Schenck V. U.S. case.	11. 6.1.12.B.7.a
19. Predict the consequences of the Treaty of Versailles.	6.1.12.C.7.a
20. List the post-war reactions in both Europe and the U.S. and explain the impact of the change back to isolationism in the U.S.	12. 6.1.12.D.7.b
21. Evaluate the Great Migration of African Americans during the 1920's.	13. 6.1.12.A.7.a,
22. Describe the domestic and foreign policies of the presidents in the 1920's.	RH.11-12.4
23. Analyze the changes in leisure time and disposable income in the 1920's.	14. 6.1.12.B.7.a
24. Critique the advances of women and African Americans in the 1920's and the consequences of these advances.	15. WHST.11-12.7,
25. Analyze the causes of the Great Depression.	WHST.11-12.8
	16. 6.1.12.D.7.b,
	RH.11-12.4
	17. 6.1.12.C.7.b
	18. 6.1.12.A.7.b,
	RH.11-12.4
	19. 6.1.12.D.7.c
	6.1.12.D.7.a
	20. 6.1.12.A.8.c
	21. 6.1.12.C.8.a
	6.1.12.D.8.a
	22. 6.1.12.A.8.a
	6.1.12.A.8.b
	23. 6.1.12.C.8.b,
	RH.11-12.4

24. 6.1.12.C.8.b  
6.1.12.D.8.b,  
**WHST.11-12.4**  
25. 6.1.12.A.9.a,  
**RH.11-12.4**

**Inter-Disciplinary Connections:**

**Art: political cartoons from slade.com**

**Art: Spanish American propaganda**

**Art: WWI propaganda**

**English: In Flanders Field, Dreams**

**Language Arts Literacy: Woodrow Wilson's Neutrality Speech, Woodrow Wilson's War Message, Howard Zinn's "A People's History of the United States."**

**Math: graphs on the growth of automobile production in the 1920's**

**Math: maps, graphs and charts on the election of 1924**

**Technology: research a WWI battle**

**Technology : turnitin.com**

**Film: Iron Jawed Angels**

**The Lost Battalion**

**The Jazz Singer**

**The Gold Rush**

**The Christmas Carol (silent)**

**Music: Jazz Music**

**Video: Women's Suffrage (Lady Gaga YouTube) |**

**Students will engage with the following text:**

**The American Pageant (14<sup>th</sup> ed.)**

**AMSCO US History – Preparing for the AP Exam**

**Barron's AP Test Prep**

**Recognizing Propaganda**

***The War Lovers* by Evan Thomas**

**The Traitor State (Muckraker Reading from NJ)**

**The Origins of the New Century**

***The Jungle* by Upton Sinclair**

**Sears catalogue (1900)**

**Radioactive Cure-alls**

***The Triangle* by David von Drehle**

**"Terror on Wall Street" (Newsweek 2/16/09)**

***Last Call* by Daniel Okrent**

**"Lessons from the 1918 Flu" by John Barry**

**"In Flanders Field" by John McCrae**

**Letters from the Front (WWI)**

**The Scopes Trial (play)**

**"Dreams" by Langston Hughes**

**Histories' Mysteries: Sacco and Vanzetti and the Lindbergh case**

**U.S. Entry into WWI Documents:**

Woodrow Wilson, speech before Congress, August 19, 1914, 63rd Congress, 2nd Session, Senate Document No. 566.

President Woodrow Wilson, speech before Congress, April 2, 1917. Woodrow Wilson, War Messages, 65th Cong., 1st Sess. Senate Doc. No. 5, Serial No. 7264, Washington, D.C., 1917; pp. 3-8, passim.

Howard Zinn, A People's History of the United States, (New York: HarperCollins, 1980), 352-53.

**Students will write:**

**Cornell Notes on every chapter**

**Book Reviews**

*The Jungle* – Upton Sinclair

*Their Eyes were watching God* – Zora N Hurston

*Devil in the White City* – Eric Larson

*No Ordinary Time* – Doris Kearns Goodwin

*Issac's Storm* – Eric Larson

*Ghost Soldiers* – Hampton Sides

*Triangle* – Davis Von Drehl

*Flags of our Fathers* – James Bradley

*The Alienist* – Caleb Carr

*The Conquerors* – Michael Bechloss

*The Angel of Darkness* – Caleb Carr

*Lindbergh* – A Scott Berg

*The Dark Flood* – Stephen Puleo

*Hard Times* – Studs Terkel

*The Wizard of Oz* by L Frank Baum

*The Good War* – Studs Terkel

*Angela's Ashes* – Frank McCourt

*Franklin and Winston* -Jon Meacham

*The Last Hurrah* – Edwin O'Connor

*Seabiscut* – Laura Hillenbrand

*Unbreakable* – Laura Hillenbrand

*Hiroshima* – John Hershey

*On the Road* – Jack Kerouac

*All the President's Men* – Woodward and Bernstein

*Invisible Man* – Ralph Ellison

*Primary Colors* – Joseph Klein (ann)

*American Caesar* – William Manchester

*Having our Say* – the Delaney Sisters

*The Lone Ranger and Tonto: Fistfight in Heaven* - Alexie Sherman

*A Raisin in the Sun* – Lorraine Hansberry

*To Kill a Mockingbird* – Harper Lee

*Warriors Don't Cry* – Melba Petillo Beals

*The Color of Water* – James McBride

*Waiting for Snow in Havana* – Carlos Eerie

*The Soloist* – Steve Lopez

*At the Corner of Bitter and Sweet* - Jamie Ford

*The Help* – Kathryn Stockett

### **Movie Reviews**

The Little Foxes (1941)

Gunga Din (1939)

Matewan (1987)

Citizen Kane (1940)

The Birth of a Nation (1915) - silent

Sgt. York (1941)

All Quiet on the Western Front (1930)

Paths of Glory (1957)

Eight Men Out (1988)

Fried Green Tomatoes (1992)

A League of their Own (1992)

The Women (1939)

Leatherheads ( 2008)

The Best Years of Our Lives (1946)

Quiz Show (1994)

High Noon (1952)

The Blob (1958)

Dr. Strangelove Or: How I Learned to Stop Worrying and Love the Bomb (1963)

Annie Hall (1977)

Blackboard Jungle (1955)

To Kill A Mockingbird (1962)

His Girl Friday (1940)

I Was a Fugitive From a Chain Gang (1930)

Little Caesar (1930)

Dead End (1937)

The Roaring 20's (1939)

Houdini (1953)

The Grapes of Wrath (1940)

Bonnie and Clyde (1967)

The Jazz Singer (1927) -partly silent

Casablanca (1942)

Yankee Doodle Dandy (1942)

Cinderella Man (2005)

Christmas Story ( 1983)

The Manchurian Candidate (1962)

Guess Who's Coming to Dinner? (1967)

The Way We Were (1973)

Miracle on 34<sup>th</sup> Street (1947)

Invasion of the Body Snatchers (1956)

Kramer V Kramer (1979)

The Right Stuff (1983)



West Side Story (1961)

Avalon (1990)

Mona Lisa Smile(2003)

October Skies (1999)

Glory Road (2006)

Malcolm X (1992)

13 Days ( 2000)

Hairspray (2007)

**1997- DBQ – Women – 1890-1925**

**1994 - DBQ on American Expansionism**

**1991 - DBQ – Treaty of Versailles**

**1986 - DBQ – the 1920's**

**FRQ's on imperialism, WWI and the 1920's**

**1920's slang essay**

**Expository Writing: What events lead to Wilson's change in attitude toward US involvement in WWI? Use "US Entry into WWI Documents." Cite textual evidence.**

Star Wars (1976)

All The President's Men (1976)

The Ghosts of Mississippi (1996)

The American President (1995)

Working Girl (1988)

That Thing You Do (1998)

Miracle (2004)

## **PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

**DESCRIBE THE LEARNING EXPERIENCE.**

**How will students uncover content and build skills.**

**Direct lecture: all units will include lecture to prepare students for college atmosphere**

**Cornell Notes: chapter readings**

**GoogleDocs**

**Guided Readings and Worksheets – Chapters 27,28,29, 30, 31, 32 (American Pageant)**

**Atlanta Compromise Speech 1895**

**Niagara Movement Speech**

**Our Country by J. Strong**

**Anthracite TR cartoon**

**Zimmermann Telegram**

**Wilson's War Message**

**Lodge Reservations 1919**

**Socratic Seminar: suggested topics**

**Zinn**

**Choices program: Reluctant Colossus**

**What did the US accomplish from entering WWI?**

**Choices program: Wilson's Vision and the League of Nations Debate**

**Debates: suggested topics**

**Was the Progressive movement a conservative or liberal movement?**

**Should the U.S have entered WWI?**

**Analysis of Primary Sources:**

**Cartoons on trustbusting**

**Zimmerman Note**

**Letters from WWI**

**WWI propaganda**

**Cartoons on the failure of the Versailles Treaty**

**Schenck V. U.S. (1919) (excerpt)**

**Documents on the death of Wilson and Harding**

**Cartoons on the scandals of Harding**

**Simulation**

**Act out play from The Scopes Trial**

**Demonstration:**

**Prescriptions for alcohol from Philadelphia**

**Literature Circles**

**Analyzing themes in literature from Book Reviews**

**Analyzing themes in movies from Movie Reviews**

**Small group cooperative learning**

**Creation of propaganda posters**

**Map out battles of Spanish-American War**

**Map out battles of WWI**

**Graphic organizer: legislative reforms and Progressive presidents**

**Class discussion of political Cartoon on US rejection of Versailles Treaty**

**1920's slang contest**

**Group/share WWI battles**

**Film:**

**Video of the Panama Canal**

**Birth of a Nation**

**Iron Jawed Angels**

**The Lost Battalion**

**The Jazz Singer**

**Prohibition (PBS)**

**America: The Story of Us – Boom**

**Primary Source Readings: U.S. Entry into WWI Documents:**

Woodrow Wilson, speech before Congress, August 19, 1914, 63rd Congress, 2nd Session, Senate Document No. 566.

President Woodrow Wilson, speech before Congress, April 2, 1917. Woodrow Wilson, War Messages, 65th Cong., 1st Sess. Senate Doc. No. 5, Serial No. 7264, Washington, D.C., 1917; pp. 3-8, passim.

Howard Zinn, A People's History of the United States, (New York: HarperCollins, 1980), 352-53.

**Suggested Website:**

Stanford History Education Group: [sheg.stanford.edu](http://sheg.stanford.edu)

SHEG: Lesson Plan: U.S. Entry into WWI: <https://sheg.stanford.edu/us-entry-wwi>

## 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:

Reading quiz on every chapter (applying, remembering, analyzing)  
Homework reading assignments from text (understanding, creating)  
Quarterly Movie Reviews (creating, evaluating, analyzing)  
Quarterly Book Reviews (evaluating and analyzing)  
1997 - DBQ – Women – 1890-1925 (analyzing, evaluating, creating)  
1994 - DBQ on American Expansionism (analyzing, evaluating, creating)  
1991 DBQ – Treaty of Versailles (analyzing, evaluating, creating)  
1986 DBQ – the 20's (analyzing, evaluating, creating)

### Accommodations/Modifications:

Suggested for students with 504 and IEPs: extra time, preferential seating, oral and written instruction, after-school support  
Suggested for gifted and talented students: supplementary readings to expand in class activities, additional project choices, after-school support

### Summative Assessments:

Unit test on imperialism and Progressivism  
Unit test on WWI  
Unit test on the 1920's  
AP Test

### Accommodations/Modifications:

Suggested for students with 504 and IEPs: extra time, preferential seating, oral and written instruction, after-school support  
Suggested for gifted and talented students: supplementary readings to expand in class activities, additional project choices, after-school support

**Performance Assessments:**

Propaganda/advertising posters from Spanish American War

Debate: Choices Program – American Colossus

Presentations of Guided Worksheets

Propaganda Posters for WWI

WWI Battles

Choices program: Wilson’s Vision and the League of Nations Debate

Movie Presentations

Book presentations

**Primary Source Documents analysis to determine central ideas and summarize the key supporting details and idea.**

**Accommodations/Modifications:**

**Suggested for students with 504 and IEPs: extra time, preferential seating, oral and written instruction, after-school support**

**Suggested for gifted and talented students: supplementary readings to expand in class activities, additional project choices, after-school support**

# Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course/Unit Title:</b> APUSII /Unit 3 - The Depression, the New Deal and WWII: 1929-1945</p>	<p><b>Unit Summary:</b> As the world entered a Depression, different countries reacted in different ways. The U.S elected FDR who began a New Deal. Other leaders in the rest of the world pursued other options which resulted in another world war, which eventually involved the U.S. By 1945, a new world shaped by a terrible new weapon emerged with two super powers.</p>
<p><b>Grade Level(s):</b> 11</p>	
<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• What causes massive depressions?</li> <li>• How do governments react to depressions?</li> <li>• How does this reaction influence world politics and policies?</li> <li>• How can leaders reform a broken system?</li> <li>• What causes countries to become aggressive after only a short period of peace?</li> <li>• What policies promote appeasement?</li> <li>• Intervention?</li> <li>• What new technologies are brought to WWII?</li> <li>• How does U.S. intervention aid in destroying dictators?</li> <li>• How do various countries react to humanitarian crises?</li> <li>• How can the world prevent future holocaust?</li> <li>• How is the rest of the 20<sup>th</sup> century changed by the results of WWII?</li> </ul>	<p><b>Enduring Understanding(s):</b></p> <ul style="list-style-type: none"> <li>• The Depression, the New Deal and the war changed the way that the U.S. viewed itself and the world.</li> </ul> <p><b>The Great Depression</b></p> <ul style="list-style-type: none"> <li>• Depressions/recessions can be cyclical and/or man-made.</li> <li>• The reactions of government to the Great Depression led to changes in government's and policies that affected not only the U.S but the rest of the world.</li> <li>• Recovery programs were important but so were reforms that protected the system from future economic down turns.</li> </ul> <p><b>The Road to WWII</b></p> <ul style="list-style-type: none"> <li>• Vanquished governments sought revenge on smaller weaker countries, as well as larger advisories.</li> <li>• A crucial skill for governments was to know when to appease and when to intervene.</li> </ul> <p><b>WWII</b></p> <ul style="list-style-type: none"> <li>• New technologies used in both war and medicine were not often recognized at first but greatly affected the outcome of wars.</li> <li>• American intervention into "The Good War" proved critical in world history.</li> <li>• As war's end, democracies rushed in to fill the vacuums of leadership, as did totalitarian governments.</li> <li>• All peoples must learn the lessons of the Holocaust – Never Forget!</li> <li>• WWII was an economic, military and humanitarian catastrophe for much of the world; what emerged will direct world policies for the next 45 years.</li> </ul>

## 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	NJCCCS or <b>CCSS</b>
1. Recall the problems of the 1920's that led to the Crash.	1. 6.1.12.A.9.a,
2. Analyze the immediate causes of the Depression.	6.1.12.C.9.d,
3. Calculate the outcome of buying on the dime.	6.1.12.D.9.a,
4. Explain the social consequences of the Depression.	2. 6.1.12.A.9.a,
5. Critique Hoover's response to the Depression.	6.1.12.C.9.d,
6. Analyze the impact of foreign problems on the early days of the Depression.	6.1.12.D.9.c, <b>RH.11-</b>
7. Evaluate the reasons why 1932 was a watershed election in U.S. history.	<b>12.4</b>
8. Evaluate the successes and failures of the New Deal.	3. 6.1.12.C.9.c
9. Compare and contrast the critics of the New Deal.	4. 6.1.12.D.9.b
10. Analyze the effects of the Schechter case.	5. 6.1.12.C.10.a,
11. Illustrate the foreign problems faced by FDR in the late 1930's.	<b>WHST.11-12.4</b>
12. Examine the aggressions of Japan toward China.	6. 6.1.12.D.9.a, <b>RH.11-</b>
13. Argue the Japanese rationale for their aggressions.	<b>12.4</b>
14. Critique the American response to the Japanese before Pearl Harbor.	7. 6.1.12.C.10.b
15. Record Hitler's expansion on a map.	8. 6.1.12.A.10.b
16. Examine the major Allied operations in Europe and the Pacific.	6.1.12.B.10.a
17. Critique the court cases related to the Japanese internment.	9. 6.1.12.A.10.b,
18. Research a WWII battle.	<b>RH.11-12.6</b>
19. Appraise the effectiveness of the U.S. Home Front in supporting the war.	10. 6.1.12.A.10.a
20. Create WWII propaganda poster.	RH.11-12.1
21. Evaluate the U.S. decision to drop the atomic bomb.	11. 6.1.12.A.11.a,
22. Assess the impact of WWII on women and minorities.	6.1.12.A.11.b,
23. Describe the horrors of the Jewish and Chinese Holocausts.	6.1.12.B.11.a,
24. Evaluate the results of WWII .	<b>WHST.11-12.2e</b>
	12. 6.1.12.A.11.a,
	6.1.12.A.11.b,
	6.1.12.A.11.e,
	13. 6.1.12.A. 11.b
	14. 6.1.12.A.11.c
	<b>WHST.11-12.4</b>
	15. 6.1.12.A.11.a,
	<b>WHST.11-12.6</b>
	16. 6.1.12.D.11.a
	17. 6.1.12.A.11.c,
	RH.11-12.1
	18. <b>WHST.11-12.8</b>
	19. 6.1.12.C.11.a
	6.1.12.C.11.b
	20. 6.1.12.A.11.d,

RH.11-12.1, **WHST.11-12.6**  
21. **RH.11-12.7**  
22. 6.1.12.D.11.c  
23.6.1.12.A.11.e,  
6.1.12.D.11.d,  
**WHST.11-12.2d**  
24. 6.1.12.D.11.e,  
**WHST11-12.8**

### Inter-Disciplinary Connections:

Film: FDR's First Inaugural  
Film: the explosion of the Hindenburg  
Film: The rise and fall of the Third Reich  
Film: Cartoons in WWII ( Propaganda)  
Film: The Liberation of Belsen  
Film: film of Hiroshima after the bombing  
Art: Photos of WWII  
Geography: maps of Pacific and Europe Theaters  
Technology: turnitin.com  
Technology: research project on a battle of WWII  
Math: charts and graphs of the rise and fall of the stock market  
Math: charts on the Depression  
Math : SmartStock.com  
Math: Graph creation of Postwar Discontent  
Music: Brother Can you Spare a Dime?  
Music: WWII CD of music  
Music: Kenji by Fort Minor  
Language Arts Literacy: Documents on Social Security – FDR Presidential Statement, Statement of Charles H. Huston, Letter of Eleanor Roosevelt.

### Students will engage with the following text:

The American Pageant (14<sup>th</sup> ed)  
AMSCO U.S. History – Preparing for the AP Exam  
Barron's AP Test Prep  
*The Communist Manifesto*  
*Mein Kampf*  
*The Great Depression* by Robert McElvaine  
FDR's First Inaugural  
*The Grapes of Wrath* by John Steinbeck



**“The Quarantine Speech”**

**Primary Sources: Chamberlain V. Churchill (1938)**

**The Four Freedoms Speech**

**“A Plea to Stay out of War” by Charles Lindbergh**

**The Day of Infamy Speech**

**“Here is Your War” by Ernie Pyle**

***The Greatest Generation* by Tom Brokaw**

**Poems by Randall Jarrell**

**Countering Textbook Distortion: War Atrocities in Asia 1937-45**

***Where Historians Disagree: The Question of Pearl Harbor* by David Brinkley**

**History’s Mysteries: FDR and Pearl Harbor**

**Social Security Documents:**

Roosevelt, Franklin D. "Presidential Statement signing the Social Security Act." August 14, 1935.

Statement of Charles H. Houston. Economic Security Act: Hearings Before the Committee on Ways and Means House of Representatives, Seventy-Fourth Congress First Session, on H.R. 4120 A Bill to Alleviate the hazards of Old Age, Unemployment, Illness, and Dependency, to Establish a Social Insurance Board in the Department of Labor, To Raise Revenue, and for Social Security Other Purposes, (Washington, D.C.: Government Printing Office, 1935), 796.

McElvaine, Robert S. *Down & Out in the Great Depression: Letters from the "Forgotten Man,"* (Chapel Hill: University of North Carolina Press, 1983), 148-149.

**Students will write:**

**Cornell Notes for every chapter**

**Book Reviews**

*The Jungle* – Upton Sinclair

*Their Eyes were watching God* – Zora N. Hurston

*Devil in the White City* – Eric Larson

*No Ordinary Time* – Doris Kearns Goodwin

*Issac’s Storm* – Eric Larson

*Ghost Soldiers* – Hampton Sides

*Triangle* – Davis Von Drehl

*Flags of our Fathers* – James Bradley

*The Alienist* – Caleb Carr

*The Conquerors* – Michael Bechloss

*The Angel of Darkness* – Caleb Carr

*Lindbergh* – A Scott Berg

*The Dark Flood* – Stephen Puleo

*Hard Times* – Studs Terkel

*The Wizard of Oz* by L Frank Baum

*The Good War* – Studs Terkel

*Angela's Ashes* – Frank McCourt

*Franklin and Winston* -Jon Meacham

*The Last Hurrah* – Edwin O'Connor

*Seabiscut* – Laura Hillenbrand

*Unbreakable* – Laura Hillenbrand

*Hiroshima* – John Hershey

*On the Road* – Jack Kerouac

*All the President's Men* – Woodward and Bernstein

*Invisible Man* – Ralph Ellison

*Primary Colors* – Joseph Klein (ann)

*American Caesar* – William Manchester

*Having our Say* – the Delaney Sisters

*The Lone Ranger and Tonto: Fistfight in Heaven* - Alexie Sherman

*A Raisin in the Sun* – Lorraine Hansberry

*Waiting for Snow in Havana* – Carlos Eerie

*To Kill a Mockingbird* – Harper Lee

*The Soloist* – Steve Lopez

*Warriors Don't Cry* – Melba Petillo Beals

*At the Corner of Bitter and Sweet* - Jamie Ford

*The Color of Water* – James McBride

*The Help* – Kathryn Stockett

#### **Movie Reviews**

The Little Foxes (1941)

His Girl Friday (1940)

Gunga Din (1939)

I Was a Fugitive From a Chain Gang (1930)

Matewan (1987)

Little Caesar (1930)

Citizen Kane (1940)

Dead End (1937)

The Birth of a Nation (1915) - silent

The Roaring 20's (1939)

Sgt York (1941)

Houdini (1953)

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The Grapes of Wrath (1940)

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The Women (1939)

Cinderella Man (2005)

Leatherheads (2008)

Christmas Story (1983)

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The Manchurian Candidate (1962)

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Blackboard Jungle (1955)

Kramer V Kramer (1979)

To Kill A Mockingbird (1962)

The Right Stuff (1983)

West Side Story (1961)

Star Wars (1976)

Avalon (1990)

All The President's Men (1976)

Mona Lisa Smile(2003)

The Ghosts of Mississippi (1996)

October Skies (1999)

The American President (1995)

Glory Road (2006)

Working Girl (1988)

Malcolm X (1992)

That Thing You Do (1998)

13 Days ( 2000)

Miracle (2004)

Hairspray (2007)

**2004 - DBQ – Foreign Policy – 1920-1941**

**1984 - DBQ - FDR V. Hoover**

**2003 - DBQ – The New Deal**

**1988 - DBQ – The decision to drop the atomic bomb**

## **PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

**DESCRIBE THE LEARNING EXPERIENCE.**

**How will students uncover content and build skills.**

**Direct lecture: all units will include lecture to prepare students for college atmosphere**

**Cornell Notes: chapter readings**

**GoogleDocs**

**Guided Readings and Worksheets – Chapters 33, 34, 35 (American Pageant)**

**Executive Order 9066**

**Article 42: UN Use of Force**

**Socratic Seminar: suggested topics from Zinn**

**Why does the US get FDR and Europe and the USSR get fascism and communism ?**

**Debates: suggested topics**

**Churchill v. Chamberlain**

**Did FDR know about Pearl Harbor?**

**Should the U.S. have dropped the A-Bomb?**

**Ending the war against Japan: Science, Morality and the Atomic Bomb**

**Analysis of Primary Sources**

**Cartoons of the New Deal (primary sources)**

**Einstein's letter to FDR 8/2/39**

**Ads from November 21, 1941**

**The Day of Infamy speech**

**Cartons from Philadelphia on WWII**

**Magazines from WWII**

**Demonstration:**

**Artifacts and newspapers from WWII**

**Simulation**

**Class simulation involving the effects of the Depression on three related families**

**Literature Circles**

**Analyzing themes in literature from Book Reviews**

**Analyzing themes in movies from Movie Reviews**

**Small group cooperative learning**

**Group work of graphic organizer with New Deal programs**

**Group work on graphic organizer on the WWII Conferences**

**Pair/share of graphic Organizer on Election of 1932 and the changes it created**

**Pair/share political Cartoons of the New Deal (primary sources)**

**Pair/share analysis of 2 poems by Randall Jarrell**

**Group/ Share/Present individual battle projects**

**Film:**

**FDR's First Inaugural**

**The Day of Infamy speech**

**The Rise and Fall of the Third Reich (PBS)**

**The Liberation of Belsen**

**Bugs Bunny Goes to War**

**Memphis Belle**

**Band of Brothers**

**America: The History of Us – Bust and WWII**

**Social Security Documents:**

Roosevelt, Franklin D. "Presidential Statement signing the Social Security Act." August 14, 1935.

Statement of Charles H. Houston. Economic Security Act: Hearings Before the Committee on Ways and Means House of Representatives, Seventy-Fourth Congress First Session, on H.R. 4120 A Bill to Alleviate the hazards of Old Age, Unemployment, Illness, and Dependency, to Establish a Social Insurance Board in the Department of Labor, To Raise Revenue, and for Social Security Other Purposes, (Washington, D.C.: Government Printing Office, 1935), 796.

McElvaine, Robert S. Down & Out in the Great Depression: Letters from the "Forgotten Man," (Chapel Hill: University of North Carolina Press, 1983), 148-149.

**Suggested Website:**

Stanford History Education Group: <http://sheg.stanford.edu/>

SHEG Lesson Plan: Social Security: <http://sheg.stanford.edu/social-security> |

## 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:

Reading quiz on every chapter (applying, remembering, analyzing, understanding)  
Homework reading assignments from text (understanding, creating)  
Quarterly Movie Reviews (creating, evaluating, analyzing, applying)  
Quarterly Book Reviews (evaluating and analyzing)  
2004 B – DBQ – Foreign Policy – 1920-1941 (analyzing, evaluating, creating)  
1984 – DBQ - FDR V Hoover (analyzing, evaluating, creating)  
2003 – DBQ – The New Deal (analyzing, evaluating, creating)  
1988 - DBQ – The decision to drop the atomic bomb (analyzing, evaluating, creating)

### Accommodations/Modifications:

Suggested for students with 504 and IEPs: extra time, preferential seating, oral and written instruction, after-school support  
Suggested for gifted and talented students: supplementary readings to expand in class activities, additional project choices, after-school support

### Summative Assessments:

Unit test on the Depression and the New Deal  
Unit test on the 1930's and WWII  
AP Test

### Accommodations/Modifications:

Suggested for students with 504 and IEPs: extra time, preferential seating, oral and written instruction, after-school support  
Suggested for gifted and talented students: supplementary readings to expand in class activities, additional project choices, after-school support

### **Performance Assessments:**

Student projects on the acronyms of the New Deal

WWII Battles

Presentations of stock performance

Student readings from The Greatest Generation

The Choices Program: Ending the war against Japan

Book Reviews

Movie Reviews

**Complete Primary Source Document Questions: Integrate the various sources to answer the questions presented.**

### **Accommodations/Modifications:**

**Suggested for students with 504 and IEPs: extra time, preferential seating, oral and written instruction, after-school support**

**Suggested for gifted and talented students: supplementary readings to expand in class activities, additional project choices, after-school support**

# Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course/Unit Title:</b> APUSII/Unit 4 -Post-War World: 1945-1974</p> <p><b>Grade Level(s):</b> 11</p>	<p><b>Unit Summary:</b> Out of the ashes of WWII, emerge two nuclear superpowers and two diametrically opposed views of future history. The U.S. must not only confront and manage a precarious foreign policy but also insure the prosperity and strength of its own way of life, as well as many others, in order to sustain new democracies. During this time, the U.S. confronts communism many time – both directly and indirectly. In addition, new groups come to the forefront demanding their equality and reforms in government policies.</p>
<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How does the world recover from the cataclysm that was WWII?</li> <li>• Why do holocausts occur?</li> <li>• How is justice served on an international basis?</li> <li>• How does rising nationalism affect foreign policy?</li> <li>• How do you confront a perceived evil in the world?</li> <li>• How is history affected when only two superpowers exist?</li> <li>• What does a prosperous nation resemble?</li> <li>• How does fear influence peoples' decisions?</li> <li>• What triggers reform movements?</li> <li>• How do sudden convulsions in government inspire changes in policies?</li> <li>• How do grassroots groups effectively alter politics, economics and</li> </ul>	<p><b>Enduring Understanding(s):</b></p> <ul style="list-style-type: none"> <li>• The way in which the U.S. recovers from the worst war in history sets the stage for a longer more philosophical war.</li> </ul> <p><b>Post-War Reactions and Early Cold War</b></p> <ul style="list-style-type: none"> <li>• Confronting all kinds of prejudice allows the world to prevent future holocausts.</li> <li>• Setting into place a mechanism for international justice is essential to the future peace of the world.</li> </ul> <p><b>The Rise of Nationalism and the end of Colonialism</b></p> <ul style="list-style-type: none"> <li>• The world divides in half and new countries emerge and need aid; they will follow the superpower who is most generous with time, money, materials and weapons.</li> <li>• Fear – real or perceived – is a powerful indicator of peoples' and government's behavior.</li> </ul> <p><b>Civil Rights in the 50's and 60's</b></p> <ul style="list-style-type: none"> <li>• Reform is sometimes cyclical and sometimes brought about by governments' failure to listen to its people.</li> <li>• Effective reform movements can either be top-down or bottom-up.</li> <li>• All peoples will eventually rise and demand their rights as citizens.</li> </ul> <p><b>Vietnam and Watergate</b></p> <ul style="list-style-type: none"> <li>• The cataclysm of Vietnam causes many changes in foreign policy, as well as providing the impetus for many minority groups to demand their rights.</li> <li>• Governments must have procedures in place to correct and withstand scandals from within.</li> </ul>



society?

- How will minorities correct their own second-class citizenship?
- How does a nation recover from enormous scandals? |

## 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	NJCCCS or CCSS
1. Analyze the post-war map of Europe.	1. 6.1.12.D.11.e,
2. Evaluate the successes of the Crimes against Humanity trials.	<b>WHST.11-12.6</b>
3. Identify and explain the different parts of the United Nations.	2. 6.1.12.D.11.e
4. Rate the implications of containment.	3. 6.1.12.D.11.e,
5. Examine the Greek Civil War and the resulting Truman Doctrine.	<b>RH.11-12.1</b>
6. Analyze the causes and the results of the Berlin Airlift and the Marshall Plan.	4. 6.1.12.A.12.a
7. Explain how the events of 1949 lead to the new Red Scare.	5. 6.1.12.B.12.a
8. Explain the causes and effects of the Korean War.	6. 6.1.12.B.12.a,
9. Evaluate the effects of post-war domestic policies on the US.	<b>RH.11-12.4</b>
10. Analyze Truman's response to the growing Civil Right movement.	7. 6.1.12.A.12.a
11. Analyze the rise and fall of McCarthy.	8. 6.1.12.A.12.b
12. Differentiate between the policies of containment and massive retaliation.	9. 6.1.12.C.13.b,
13. Interpret the repercussions of the emergence of new countries during the Cold War.	6.1.12.C.13.d,
14. Defend the Domino Theory.	<b>RH.11-12.8</b>
15. Map out the beginning of US involvement in South East Asia.	10. 6.1.12.A.13.a
16. Explain the successes and failures of Eisenhower's domestic policies.	11. 6.1.12.D.12.b
17. Examine the society of the 1950's.	12. 6.1.12.A.12.a,
18. Analyze the successes of the 1950's Civil Rights movement.	<b>RH.11-12.8</b>
19. Identify the issues in the election of 1960.	13. 6.1.12.D.12.a
20. Compare and contrast the Bay of Pigs fiasco to the Cuban Missile Crisis.	14. 6.1.12.A.12.b,
21. Examine the relationship of JFK and Khrushchev and its consequences on foreign policy.	6.1.12.C.13.c,
22. Critique JFK's reaction to Civil rights.	WHST.11-12.1.a,
23. Examine the impact of JFK's assassination.	<b>WHST.11-12.2b</b>
24. Explain the programs of the Great Society and the War on Poverty.	15. 6.1.12.A.12.a,
25. Compare the success of LBJ's Civil Rights policies to previous presidents.	<b>WHST.11-12.6</b>
26. Judge the successes of the space program.	16. 6.1.12.A.13.b,
27. Evaluate the U.S. involvement in the Vietnam War.	6.1.12.D.13.a
28. Rate the effectiveness of 1960's dissents and protests	17. 6.1.12.C.13.d,
29. Assess the success of the U.S. in keeping peace in the Middle East.	6.1.12.D.13.f
30. Evaluate the successes and failures of Nixon's foreign policy.	18. 6.1.12.C.13.a,
31. Explain the repercussions of the Watergate break-in.	<b>RH.11-12.4</b>
	19. 6.1.12.D.12.c
	20. 6.1.12.A.12.a,
	<b>RH.11-12.6</b>
	21. 6.1.12.A.12.a
	22. 6.1.12.A.13.b,
	<b>WHST.11-12.2b</b>
	23. 6.1.12.C.13.c
	24. 6.1.12.C.13.c

25. 6.1.12.D.13.b,  
**RH.11-12.6**  
26. 6.1.12.C.12.a  
27. 6.1.12.A.12.b,  
6.1.12.D.13.f,  
6.1.12.D.13.c  
28. 6.1.12.D.12.e  
29. 6.1.12.A.12.c  
30. 6.1.12.A.15.b  
31. 6.1.12.A.16.a,  
**WHST.11-12.1a**

### Inter-Disciplinary Connections:

Film: JFK's Inaugural

Film: The Atomic Café

Film: Halberstam's The 50's

Film: Rocky and Bullwinkle

Film: The Best Years of our Lives

Film: McCarthy hearings

Film: King's speeches

Geography: maps of Korean and Vietnam Wars

Technology: turnitin.com

Technology: Where's Evan? Project

Technology: web quest of Supreme Court cases

Math: costs and distributions of Marshall Plan and GI Bill (graphs)

Math: graphs and charts of American involvement in Vietnam

Music : Duck and Cover

Music: Elvis

Music: The Death of Emmett Till by Bob Dylan

Music: The Beatles

Art: Herblock cartoons

Art: Doonsbury cartoons

**Language Arts:** John F. Kennedy, Speech promoting the Civil Rights Act of 1964, June 11, 1963. ; John Lewis, Speech at the March on Washington, August 1963.

### Students will engage with the following text:

The American Pageant (14<sup>th</sup> ed)

AMSCO U.S. History – Preparing for the AP Exam

Barron's AP Test Prep

**Warriors Don't Cry** by Melba Patillo Beals

**Rosa Parks' Arrest Record**

**Histories Mysteries: The Rosenbergs**

**JFK's First Inaugural**

**"The Gift Outright"** by Robert Frost

**"Letter From a Birmingham Jail"** by Martin Luther King, Jr.

**"The Nine-to-Five War"** by Jan Barry

**"The Wound that would not Heal"** by Paul Witteman

**"Body Bags Piled Up and Qualms Deepened"** by William Macklin

**Histories Mysteries: Watergate**

John F. Kennedy, Speech promoting the Civil Rights Act of 1964, June 11, 1963.

<http://www.americanrhetoric.com/speeches/jfkcivilrights.htm>

John Lewis, Speech at the March on Washington, August 1963. <http://www.crmvet.org/info/mowjl2.htm>

**Students will write:**

**Cornell Notes on every chapter**

**AP FRQ's on this era**

**Essays on project**

**1995 DBQ – U.S. Civil Rights Movement – 1960's**

**2008 B DBQ – The Cold War**

**2010 DBQ – Nixon and Watergate**

**Book Reviews**

*The Jungle* – Upton Sinclair

*Their Eyes were watching God* – Zora N. Hurston

*Devil in the White City* – Eric Larson

*No Ordinary Time* – Doris Kearns Goodwin

*Issac's Storm* – Eric Larson

*Ghost Soldiers* – Hampton Sides

*Triangle* – Davis Von Drehl

*Flags of our Fathers* – James Bradley

*The Alienist* – Caleb Carr

*The Conquerors* – Michael Bechloss

*The Angel of Darkness* – Caleb Carr

*Lindbergh* – A Scott Berg

*The Dark Flood* – Stephen Puleo

*Hard Times* – Studs Terkel

*The Wizard of Oz* by L Frank Baum

*The Good War* – Studs Terkel

*Angela's Ashes* – Frank McCourt

*Franklin and Winston* -Jon Meacham

*The Last Hurrah* – Edwin O'Connor

*Seabiscut* – Laura Hillenbrand

*Unbreakable* – Laura Hillenbrand

*Hiroshima* – John Hershey

*On the Road* – Jack Kerouac

*All the President's Men* – Woodward and Bernstein

*Invisible Man* – Ralph Ellison

*Primary Colors* – Joseph Klein (ann)

*American Caesar* – William Manchester

*Having our Say* – the Delaney Sisters

*The Lone Ranger and Tonto: Fistfight in Heaven* - Alexie Sherman

*A Raisin in the Sun* – Lorraine Hansberry

*Waiting for Snow in Havana* – Carlos Eerie

*To Kill a Mockingbird* – Harper Lee

*The Soloist* – Steve Lopez

*Warriors Don't Cry* – Melba Petillo Beals

*At the Corner of Bitter and Sweet* - Jamie Ford

*The Color of Water* – James McBride

*The Help* – Kathryn Stockett

### **Movie Reviews**

The Little Foxes (1941)

His Girl Friday (1940)

Gunga Din (1939)

I Was a Fugitive From a Chain Gang (1930)

Matewan (1987)

Little Caesar (1930)

Citizen Kane (1940)

Dead End (1937)

The Birth of a Nation (1915) - silent

The Roaring 20's (1939)

Sgt York (1941)

Houdini (1953)

All Quiet on the Western Front (1930)

The Grapes of Wrath (1940)

Paths of Glory (1957)

Bonnie and Clyde (1967)

Eight Men Out (1988)

The Jazz Singer (1927) -partly silent

Fried Green Tomatoes (1992)

Casablanca (1942)

A League of their Own (1992)

Yankee Doodle Dandy (1942)

The Women (1939)

Cinderella Man (2005)

Leatherheads ( 2008)

Christmas Story ( 1983)

The Best Years of Our Lives (1946)

The Manchurian Candidate (1962)

Quiz Show (1994)

Guess Who's Coming to Dinner? (1967)

High Noon (1952)

The Way We Were (1973)

The Blob (1958)

Miracle on 34<sup>th</sup> Street (1947)

Dr. Strangelove Or: How I Learned to Stop Worrying and Love the Bomb (1963)

Annie Hall (1977)

Invasion of the Body Snatchers (1956)

Blackboard Jungle (1955)

Kramer V. Kramer (1979)

To Kill A Mockingbird (1962)

The Right Stuff (1983)

West Side Story (1961)

Star Wars (1976)

Avalon (1990)

All The President's Men (1976)

Mona Lisa Smile(2003)

The Ghosts of Mississippi (1996)

October Skies (1999)

The American President (1995)

Glory Road (2006)

Working Girl (1988)

Malcolm X (1992)

That Thing You Do (1998)

13 Days ( 2000)

Miracle (2004)

Hairspray (2007)

Argumentative Essay: Which of the two speeches supports Civil Rights and why?

### **PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

**DESCRIBE THE LEARNING EXPERIENCE.**

**How will students uncover content and build skills.**

**Direct lecture: all units will include lecture to prepare students for college atmosphere**

**Cornell Notes: chapter readings**

**GoogleDocs**

**Guided Readings and Worksheets – Chapters 36,37,38,39 (American Pageant)**

**Truman and Korea 1950**

**Brown V. Board of Education (1954)**

**JFK Cuban Missile Speech**

**Civil Rights Act of 1964**

**Joint Resolution on Vietnam (1964)**

**Epperson V. Arkansas (1968)**

**Rev. King's Letter From a Birmingham Jail**

**Socratic Seminar: suggested topics from Zinn**

**Debates: suggested topics**

**The guilt of the Rosenbergs**

**Histiography of the Cold War**

**Choices Program: The Origins of the Cold War**

**Choices Program: The Cuban Missile Crisis**

**Choices Program: The US in Vietnam**

**The Presidency of JFK**

**Analysis of Primary Sources**

**Herblock Cartoons**

**Doonsbury Cartoons**

**Life Magazines from the 60's**

**Literature Circles**

**Analyzing themes in literature from Book Reviews**

**Analyzing themes in movies from Movie Reviews**

**Small group cooperative learning**

**Group work to map out strategies of Korean War**

**Group work of graphic organizer with Great Society programs**

**Group work on graphic organizer on Supreme Court decisions on Civil Rights (web quest)**

**Group work to map out Vietnam War strategies**

**Pair/share on Barry Article**

**Pair/share How to be a Good Wife**

**Pair/share political Cartoons from 50's and 60's (primary sources)**

**Film:**

**View and discuss Atomic Café – Duck and Cover Drills (singing)**

**View and analyze the McCarthy Hearings**

**View and analyze commercials from the 50's**

**View and discuss JFK's First Inaugural**

**View and analyze Mad Men materials**

**View and analyze the Daisy Commercial**

**Discussion of film and primary Source Documents on the assassination in 1963**

**America: The History of Us - Superpower**

**Class contest: Literacy test (Alabama)**

**Class contest: Could you be a Home Economist in 1950?**

**John F. Kennedy, Speech promoting the Civil Rights Act of 1964, June 11, 1963.**

**<http://www.americanrhetoric.com/speeches/jfkcivilrights.htm>**

**John Lewis, Speech at the March on Washington, August 1963.**

**<http://www.crmvet.org/info/mowjl2.htm>**

## **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:**

Reading quiz on every chapter (applying, remembering, analyzing)  
Homework reading assignments from text (understanding, creating)  
Quarterly Movie Reviews (creating, evaluating, analyzing)  
Quarterly Book Reviews (evaluating and analyzing)  
1995 DBQ – U.S. Civil Rights Movement – 1960's (analyzing, evaluating, creating)  
2008 B DBQ – The Cold War (analyzing, evaluating, creating)  
2010 DBQ – Nixon and Watergate (analyzing, evaluating, creating)

### **Accommodations/Modifications:**

**Suggested for students with 504 and IEPs:** extra time, preferential seating, oral and written instruction, after-school support

**Suggested for gifted and talented students:** supplementary readings to expand in class activities, additional project choices, after-school support

### **Summative Assessments:**

Unit test on Truman and Eisenhower  
Unit test on 1960-1980  
AP Test

### **Accommodations/Modifications:**

**Suggested for students with 504 and IEPs:** extra time, preferential seating, oral and written instruction, after-school support

**Suggested for gifted and talented students:** supplementary readings to expand in class activities, additional project choices, after-school support

### **Performance Assessments:**

History video  
Choices Program: The Origins of the Cold War  
Choices Program: The Cuban Missile Crisis  
Choices program: The U.S. in Vietnam  
Presentations of Movie Reviews



**Presentations of Book Reviews**

Argumentative Essay: Which of the two speeches supports Civil Rights and why?

**Accommodations/Modifications:**

**Suggested for students with 504 and IEPs: extra time, preferential seating, oral and written instruction, after-school support**

**Suggested for gifted and talented students: supplementary readings to expand in class activities, additional project choices, after-school support**

# Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p><b>Course/Unit Title:</b> APUSII/ Unit 5 - The Modern World: 1974-Present</p>	<p><b>Unit Summary:</b> As America moves from the old century to the new, she is confronted with many problems and many opportunities. The U.S. recovers both politically and economically from the Vietnam War and Watergate. A new generation of leaders comes to politics. Multiculturalism, globalization, immigration, environmentalism and the changing population of the U.S. are issues that are hotly debated and deeply divisive. But the most important theme of this time period is terrorism and war and how the U.S. will endeavor to recover its former standing in the world.</p>
<p><b>Grade Level(s):</b> 11</p>	<p><b>Enduring Understanding(s):</b></p> <ul style="list-style-type: none"> <li>Multiculturalism, globalization, immigration, environmentalism, the changing face of the US and terrorism are issues that confront the US in the new century.</li> </ul> <p><b>The Late 70's</b></p> <ul style="list-style-type: none"> <li>Watergate and the Vietnam War caused the U.S. to re-evaluate both its foreign and domestic policies.</li> <li>Inflation caused by the oil embargo remained unchecked by the Carter administration.</li> <li>As the Cold War continued, the U.S. found a way to reach out to the Middle East to begin a peace process.</li> </ul> <p><b>Reagan and the 80's</b></p> <ul style="list-style-type: none"> <li>Reagan's election signals the rise of a new Republican coalition.</li> <li>In spite of a serious recession, Reagan's 'morning in America' moment encourages Americans to move past the scandals and wars of the previous 20 years.</li> <li>Reagan's refusal to recognize AIDS, as well as the Republican ads of 1988 prove that Americans have yet to push past some difficult barriers.</li> <li>A confluence of events and personalities, beginning in 1981, eventually end the Cold War.</li> <li>In spite of momentous changes in the world, China brutally repressed its own pro-democracy movement.</li> <li>US troops commitments to Lebanon and Saudi Arabia resulted in terrible consequences.</li> </ul> <p><b>The 90's and beyond</b></p> <ul style="list-style-type: none"> <li>Americans learned to look within at its own terrorists after Oklahoma City.</li> <li>Clinton's scandals do not affect his popularity.</li> <li>The Contract with America resulted from some of Clinton's policies but he managed to sustain the move toward globalization and environmentalism, as well as balance the budget.</li> </ul>
<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>How does a government recover from national scandals?</li> <li>What causes economic crashes?</li> <li>Why is Reagan viewed as such an iconic president in U.S. history?</li> <li>What role does prejudice continue to play in the modern era?</li> <li>What worldwide pressures eventually end the Cold War?</li> <li>Why does communism continue to succeed in China?</li> <li>When and where should the U.S. commit troops to foreign problems?</li> <li>What fuels domestic terrorism?</li> <li>Why does the public chose to disregard some scandals?</li> <li>What changes America's views on environmentalism and globalization?</li> </ul>	

<ul style="list-style-type: none"> <li>• How will we deal with a future world where our enemies sponsor terrorism?</li> <li>• What will be the outcome of our incursions into Iraq and Afghanistan?</li> <li>• How will the election of the first African American as President change the U.S.?</li> </ul>	<ul style="list-style-type: none"> <li>• 9/11, the worst act of terrorism on American soil, resulted in the U.S. military invading both Afghanistan and Iraq.</li> <li>• In the future, the U.S. will have to confront smaller, though no less lethal, sponsors of terrorism.</li> <li>• The election of the first African American president, as well as the strong presence of women and minorities in the elections of 2008 and 2012, displayed the changes of the population and the reactions to those change.</li> </ul>
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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>NJCCCS or CCSS</u>
1. Evaluate the presidencies of Ford and Carter.	1. 6.1.12.D.14.a
2. Critique the successes and failures of Carter’s foreign policy.	2. 6.1.12.A.15.c,
3. Analyze the causes for the election of Reagan in 1980.	<b>WHST.11-12.2b</b>
4. Evaluate the reasons for the end of the Cold War.	3. 6.1.12.A.14.d,
5. Critique the successes and failures of Reagan’s economic policies.	<b>RH.11-12.4</b>
6. Analyze the successes and failures of Reagan’s foreign policies.	4. 6.1.12.A.15.a
7. View and analyze the events of Tiananmen Square.	5. 6.1.12.C.14.a,
8. Explain the judicial impact of the Clarence Thomas hearings.	<b>WHST.11-12.4</b>
9. Examine the U.S. involvement in the First Gulf War and its repercussions.	6. 6.1.12.A.15.b
10. Analyze the impact of the recession and the candidacy of Perot on the 1992 election.	7. 6.1.12.A.15.a
11. Explain the impact of NAFTA.	8. 6.1.12.A.14.b,
12. Summarize the Contract with America and its impact on the 1994 election.	<b>RH.11-12.8</b>
13. Analyze the causes and results of the Oklahoma City bombing.	9. 6.1.12.A.15.e
14. Explain the impeachment of Clinton and compare it to the impeachment of Johnson.	10. 6.1.12.A.14.f
15. Analyze the Bush V. Gore decision (2000).	11. 6.1.12.C.16.c
16. Analyze the fallout from the 9/11 Report.	12. 6.1.12.A.14.d,
17. Explain Bush’s decision to pull out of the Kyoto Agreements.	6.1.12.D.14.f
18. Discuss the aspects of NCLB.	13. 6.1.12.D.15.d,
19. Explain the success and failures of the U.S. incursion into Afghanistan and Iraq.	6.1.12.D.14.f,
20. Debate the effects of the recession of 2008 on the first term of Obama.	<b>RH.11-12.5</b>
21. Critique the fallout from the election of 2012.	LA.11-12.R.CCR.7
	14. 6.1.12.A.14.a,
	<b>RH.11-12.6</b>
	15. 6.1.12.A.14.b,

**RH.11-12.4**

16. 6.1.12.D.15.b,  
6.1.12.D.15.c,  
6.1.12.D.15.d,

**RH.11-12.4**

17. 6.1.12.B.16.a  
18. 6.1.12.A.16.c,  
WHST.11-12.8,

**WHST.11-12.2b**

19. 6.1.12.D.15.c  
20. 6.1.12.C.16.a,  
6.1.12.C.16.b,  
6.1.12.C.16.c,

**WHST.11-12.6**

21. WHST.11-12.8 ,  
RH.11-12.9

### Inter-Disciplinary Connections:

**Music:** We Didn't Start The Fire ( a review power point for the AP test)

**Technology:** turnitin.com

**Technology:** webquests for terrorism projects

**Technology:** review AP tests using available websites

**Art:** Herblock cartoons

**Art:** Political Cartoons from 9/11

**Art:** Doonsbury Cartoons on *Fast Food Nation*

**Video:**

Reagan's "Take Down this Wall" speech

The Challenger Disaster and Reagan's speech

The Oklahoma City Bombing

Tiananmen Square

Bush's " 9/11 Bullhorn" speech

Obama's Inaugural

Anamaniacs: The Presidents (review)

Modern Timeline (PBS) (review)

Archie Bunker learns his lesson (review)

**Film:**

In Memoriam: 9/11

Taking Chance

When The Levees Failed

America: The History of Us - Millennium

**Technology:** Web Quests on modern terrorism

**Language Arts:** Watergate: U.S. v. Nixon (1974), Transcript of a Recording of a meeting between the President and H.R. Hardeman in the Oval Office on June 23, 1972

**Students will engage with the following text:**

The American Pageant (14<sup>th</sup> ed.)

AMSCO US History– Preparing for the AP Exam

Barrons – Study Prep for the AP Exam

*Fast Food Nation*

“The Real story of Flight 93” by Karen Breslau

Fred Phelps

Articles from Newsweek (12/11) on returning veterans

Oral History of Jessica Lynch

“They Say it’s Over” by Michael Ware

“The View From Section 60” by Dana Milbank

Letters from Ramadi

U.S. v. Nixon (1974)

Transcript of a Recording of a meeting between the President and H.R. Hardeman in the Oval Office on June 23, 1972

**Students will write:**

**Book Reviews**

Fast Food Nation by Eric Schlosser

**Movie Reviews**

*The Little Foxes (1941)*

*His Girl Friday (1940)*

*Gunga Din (1939)*

*I Was a Fugitive From a Chain Gang (1930)*

*Matewan (1987)*

*Little Caesar (1930)*

*Citizen Kane (1940)*

*Dead End (1937)*

*The Birth of a Nation (1915) - silent*

*The Roaring 20's (1939)*

*Sgt. York (1941)*

*Houdini (1953)*

*All Quiet on the Western Front (1930)*

*The Grapes of Wrath (1940)*

*Paths of Glory (1957)*

*Bonnie and Clyde (1967)*

*Eight Men Out (1988)*

*The Jazz Singer (1927) -partly silent*

*Fried Green Tomatoes (1992)*

*Casablanca (1942)*

*A League of their Own (1992)*

*Yankee Doodle Dandy (1942)*

*The Women (1939)*

*Cinderella Man (2005)*

*Leatherheads (2008)*

*The Best Years of Our Lives (1946)*

*Quiz Show (1994)*

*High Noon (1952)*

*The Blob (1958)*

*Dr. Strangelove Or: How I Learned to Stop Worrying and Love the Bomb (1963)*

*Annie Hall (1977)*

*Blackboard Jungle (1955)*

*To Kill A Mockingbird (1962)*

*West Side Story (1961)*

*Avalon (1990)*

*Mona Lisa Smile(2003)*

*October Skies (1999)*

*Glory Road (2006)*

*Malcolm X (1992)*

*13 Days (2000)*

*Hairspray (2007)*

*Christmas Story (1983)*

*The Manchurian Candidate (1962)*

*Guess Who's Coming to Dinner? (1967)*

*The Way We Were (1973)*

*Miracle on 34<sup>th</sup> Street (1947)*

*Invasion of the Body Snatchers (1956)*

*Kramer V Kramer (1979)*

*The Right Stuff (1983)*

*Star Wars (1976)*

*All The President's Men (1976)*

*The Ghosts of Mississippi (1996)*

*The American President (1995)*

*Working Girl (1988)*

*That Thing You Do (1998)*

*Miracle (2004)*

**Practice DBQ's and FRQ's**

**Expository Writing:** What does the "Watergate" incident say about the effectiveness of the Separation of Powers in the United States? Explain citing US v. Nixon and The Transcript of Recordings.

**Practice AP tests**

**"This I Believe" essays**

## **PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

**DESCRIBE THE LEARNING EXPERIENCE.**

**How will students uncover content and build skills.**

**Direct lecture: all units will include lecture to prepare students for college atmosphere**

**Cornell Notes: chapter readings**

**GoogleDocs**

**Guided Readings and Worksheets – American Pageant Chapters 39, 40, 41, 42**

**Socratic Seminar: suggested topics from Zinn**

**Debates: suggested topics**

**Should we have gone into Iraq?**

**Choices Program: Responding to Terrorism**

**Analysis of Primary Sources**

**Oral History of Jessica Lynch**

**“They Say it’s Over” by Michael Ware**

**Letters from Ramadi**

**“How I Escaped” by Sabatina Jones**

**Literature Circles**

**Analyzing themes in literature from Book Reviews**

**Analyzing themes in movies from Movie Reviews**

**Small group cooperative learning**

**Group work of graphic organizer on events leading to the end of the Cold War**

**Group work on review sheets for AP test**

**Group work on designing thesis statements for past AP FRQ’s**

**Pair/share of Herblock cartoons**

**Pair/share analysis of Doonsbury cartoons**

**Pair/Share comic strips on important elections in history**

**Group/ Share/Present**

**Terrorism Projects**

**Oral Histories**

**Presidential Projects (25- 44)**

**Themes Projects**

**Film:**

**The Oklahoma City Bombing**

**Tiananmen Square Uprising**

**In Memoriam: 9/11**

**Taking Chance**

**When The Levees Failed**

**Anamaniacs The Presidents**

**Will I am (2008)**

**America: The History of Us - Millennium**

## **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:**

Reading quiz on every chapter (applying, remembering, analyzing)  
Homework reading assignments from text (understanding, creating)  
Quarterly Movie Reviews (creating, evaluating, analyzing)  
Quarterly Book Reviews (evaluating and analyzing)

### **Accommodations/Modifications:**

**Suggested for students with 504 and IEPs:** extra time, preferential seating, oral and written instruction, after-school support  
**Suggested for gifted and talented students:** supplementary readings to expand in class activities, additional project choices, after-school support

### **Summative Assessments:**

Unit Test on the Modern Age 1980-2012  
Video presentations  
Oral History Presentations (Final Project)  
AP Test

### **Accommodations/Modifications:**

**Suggested for students with 504 and IEPs:** extra time, preferential seating, oral and written instruction, after-school support  
**Suggested for gifted and talented students:** supplementary readings to expand in class activities, additional project choices, after-school support

### **Performance Assessments:**

Choices Program: Responding to Terrorism  
Presentation of Fast Food Nation Book Reviews  
Presentation of Themes Project  
Presentation of Movie projects  
Presentation of terrorism projects



**Presentation of oral history projects**

**Presentation of Videos**

**Expository Writing:** What does the "Watergate" incident say about the effectiveness of the Separation of Powers in the United States? Explain citing US v. Nixon and The Transcript of Recordings.

**Accommodations/Modifications:**

**Suggested for students with 504 and IEPs:** extra time, preferential seating, oral and written instruction, after-school support

**Suggested for gifted and talented students:** supplementary readings to expand in class activities, additional project choices, after-school support