

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

SYLLABUS

UNITED STATES HISTORY II Accelerated

Course Overview

This course includes a study of American History from the turn of the 20th century to our current times of global interdependence. This class will provide students with the knowledge and skills required to analyze “how past and present interactions of people, cultures and the environment shape the American heritage.” Class time involves teacher-guided lecture, discussion, collaborative learning activities, problem solving, writing activities, and creative projects. Emphasis will be placed upon the development of the skills needed to succeed in the future, such as organization, study skills and public speaking. The class strives to meet the New Jersey Core Curriculum Content Standards’ mission of providing learners with the “knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.”

Course Content Outline & the NJ Core Curriculum Content Standards (2014)

First Marking Period

- I. Politics, Immigration and Urban Life 6.1.12.A.5.b, 6.1.12.B.5.b, 6.1.12.D.5.d
- II. Social Impacts in the Early 20th Century 6.1.12.B.5.b, 6.1.12.D.5.c
- III. US Becomes a World Power 6.1.12.D.6.d
- IV. Progressive Era 6.1.12.A.6.a-c
- V. World War I 6.1.12.A.7.a-c, 6.1.12.B.7.a, 6.1.12.C.7.a-b, 6.1.12.D.1-c
- VI. Postwar Social Change 6.1.12.A.8.a-c, 6.1.12.B.8.a, 6.1.12.C.a-b, 6.1.12.D.a-b

Second Marking Period

- I. Great Depression 6.1.12.A.9.a, 6.1.12.B.9.a, 6.1.12.C.9.a-d, 6.1.12.D.9.a-b
- II. New Deal Programs 6.1.12.A.10.a-c, 6.1.12.B.10.a, 6.1.12.C.10.a-b, 6.1.12.D.10.a-d
- III. World War 2 6.1.12.A.11.a-e, 6.1.12.B.11.a, 6.1.12.C.11.a-b, 6.1.12.D.11.a-e

Third Marking Period

- I. Cold War 6.1.12.A.12.a-c, 6.1.12.B.12.a, 6.1.12.C.a-d
- II. Civil Rights Era 6.1.12.A.13.a-c, 6.1.12.B.13.a-b, 6.1.12.C.13.a-d, 6.1.12.D.13.a-f

- III. Kennedy and Johnson Years 6.1.12.A.14.a-h, 6.1.12.B.14.a-d, 6.1.12.C.14.a-d,
6.1.12.D.14.a-f
- IV. Era of Activism 6.1.12.A.14.a-h, 6.1.12.B.14.a-d, 6.1.12.C.14.a-d, 6.1.12.D.14.a-f

Fourth Marking Period

- I. Vietnam War 6.1.12.A.15.b-f
- II. Nixon, Ford and Carter 6.1.12.A.15.a, 6.1.12.B.15.a, 6.1.12.C.15.a-b, 6.1.12.D.15.a-d
- III. Conservative Revolution 6.1.A.15.a, 6.1.12.B.15.a, 6.1.12.C.15.a-b, 6.1.12.D.15.a-d
- IV. 1992 to Present 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

Course Expectations and Skills

1. Develop literacy in civics as it is reflected in the governmental systems of global history.
2. Actively engage in studying current events.
3. Consider multiple perspectives to evaluate issues of the past and today.
4. Analyze and interpret historical events of the past in light of contemporary history.
5. Develop critical thinking skills, which enable students to function as lifelong learners and to examine and evaluate issues of importance to the modern world.
6. Develop skills in reading comprehension, research, communication and technology.
7. Gain practice to succeed on standardized testing such as ACT, SAT, and **PARCC and ASVAB**.
8. Maintain an organized notebook or portfolio of notes and work collected throughout the year.
9. **Develop skills in note-taking both from lecture and independently from resources.**
10. Utilize technology to refine 21st century skills through database research and multimedia presentations.

Materials Needed

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

Resources

Textbook: *America: Pathways to the Present* by Cayton, Perry Reed and Winkler
Prentice Hall 2007.

Grading Scale

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

- Major Assessments: 40% - Projects: 15%
- Minor Assessments: 25% - Daily Work: 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?

<p>Course/Unit Title:</p> <p>US II A - 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.

- What were the issues in debate over women’s equality?
- What were the key goals of the Progressives?

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

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

<u>Learning Target</u>	<u>NJCCCS or CCSS</u>
1. Compare and contrast the experiences of immigrants from different countries and social classes coming to the US.	1. 6.1.12.D.5.c, 6.1.12.D.5.d,
2. Discuss the different challenges faced by immigrants.	RH.11-12.2,
3. Analyze the reasons for the influx of both immigrants and Americans into the cities.	WHST.11-12.1a
4. Examine the conditions of urban life.	2. 6.1.12.D.5.d
5. Summarize the advantages and disadvantages of political machines in the cities.	3. 6.1.12.D.5.d,
6. Examine efforts to control immigration.	RH.11-12.2
7. Discuss reasons how and why public schools expanded.	4. 6.1.12.B.5.b,
8. Recognize the opportunities for higher education for minorities.	5. 6.1.12A.6.a,
9. Compare and contrast the views of Booker T. Washington and W.E.B. DuBois.	RH.11-12.3
10. List new forms of entertainment including sports, literature, and music.	6. 6.1.12.D.5.d,
11. Identify ways African Americans faced discrimination through laws and culture.	RH.11-12.6
12. Justify the role of women in society and at home.	7. 7 6.1.12.D.5.c,
13. Identify major types of reforms during the Progressive Era.	RH.11-12.9
14. Diagram list of Muckrakers literary works and accomplishments.	8. 6.1.12.D.5.c
15. Discuss reforms on the municipal, state, and national level.	9. 6.1.12.A.6.c,
16. Evaluate the role Progressive Era Presidents.	RH.11-12.2,
17. Evaluate the lasting effect of the Pure Food and Drug Act & Meat Inspection Act.	WHST.11-12.2e
18. Assess the struggle and factors that led to the passage of the 19 th Amendment.	10. 6.1.12.D.6.a
	11. 6.1.12.A.6.c
	12. 6.1.12.A.6.b,
	WHST.11-12.7,
	WHST.11-12.8
	13. 6.1.12.A.6.a
	14. 6.1.12.A.6.a
	15. 6.1.12.A.6.a
	16. 6.1.12.A.6.a,
	RH.11-12.9
	17. 6.1.12.A.6.a
	18. 6.1.12.D.6.c

Inter-Disciplinary Connections:

Language Arts Literacy: DBQ writing – Immigrant Restrictions, reading primary source documents – comparing equality for women, biography of Teddy Roosevelt, [Chinese Immigration and Exclusion Documents](#), [Booker T. Washington Speech](#) and [W.E.B DuBois Essay](#).

Technology: Microsoft Word for typed documents, video clips, Web navigation

Art: design of model city, creating political cartoons

Math: analysis of charts and graphs of immigration settlement

Music: jazz music excerpts from Louis Armstrong

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

Students will engage with the following text:

US II district approved text (America: Pathways to Present)

Primary Source Readings: Upton Sinclair [The Jungle](#), Ida Tarbell, John Spargo, Jacob Riis, Lincoln Steffens, Susan B. Anthony

Case Brief: Plessy v. Ferguson

Biography of Theodore Roosevelt

DBQ question and documents: Immigrant Restrictions

Naturalization & Citizenship Test

[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 Accommodations/ Modifications for Reading:

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

Allow students to listen to audio recordings if available.

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

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

If having difficulty comprehending, re-read materials.

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

Pre-teach vocabulary for reading.

Suggested Assignments and Instruction for gifted and talented:

Provide supplementary or lengthier readings to increase student knowledge.

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

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

Students may read The Octopus by Frank Norris.

Students will write:

Cornell notes – daily note taking

DBQ response to changing attitudes toward immigration

Immigrant character study for American Ink

Susan B. Anthony quote response

Plessy v. Ferguson case brief reactions

Questions & quote responses from Iron Jawed Angels

Reaction (exit slip) to “The Jungle”

Picture prompts: Cartoon analysis of women’s suffrage

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

Persuasive Writing: Using the Chines Immigration and Exclusion Documents answer the following question: What factors contributed to the Chinese Exclusion Act? Use evidence to support your answer.

Suggested Accommodations/Modifications for Writing:

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

Offer students extended time on writing assignments.

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

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

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

Students may type their responses if possible.

Suggested Assignments and Instruction for gifted and talented:

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

Write a reaction to Plessy v. Ferguson court case.

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

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

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

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

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Politics and Immigration

Define all chapter vocabulary: "Immigration & Urbanization"

Graphic organizer on immigration

Illustrations of immigrant's experience

Chart and graph analysis: Immigrant's coming to the US

Immigrant's Experience Activity- artifacts, photos, stories, etc.

Video clip: Immigrant's experience

Reaction to Immigration: Political Cartoon

Letter writing: Immigrant

Naturalization & Citizenship sample test questions

Hull House activity: Biography of Jane Addams

DBQ: Immigrant restrictions

American Ink: An Immigrant's Story

Gangs of NY documentary and questions

Diagram a model city and solve city problems

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)"

Life at the Turn of the 20th Century

Define all chapter vocabulary: "Education, Discrimination, & Education"

Design a visual history of a college that opened for minorities

Focused Writing: list changes needed at Triton, Highland, or Timber Creek

Jazz excerpt from Louis Armstrong

Video clip: Entertainment in the 1900's

Video clip: Discrimination in baseball

Video clip: Little House on the Prairie (one-room school house)

Political cartoon: Plessy v. Ferguson

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: "Progressive Era"
Graphic organizer: causes and effects of Progressive Era
Primary source readings: Muckraker articles
Pure Food & Drug Act/Meat Inspection Act guidelines
"Great Books: The Jungle" video
"Food Inc." movie
Chart of muckrakers
Graphic organizer: legislative reforms
Primary source readings: biography of TR
Focused writing: Susan B. Anthony quote
Cartoon analysis (anti-suffrage): When Women Have Rights

Suggested Websites:

Stanford History Education Group: 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>

Accommodations/Modifications:

Students can make flashcards of their vocabulary words
Have graphic organizer on immigration for students.
Read immigrants experiences orally to students.
Give example of letter writing activity for students to use a guide (Immigration letter).
Read Naturalization and Citizenship questions orally to students or allow them to pair and share.
Stop video of Gangs of New York and have questions listed in order of appearance in the movie and discuss questions.
When showing video clips explain the footage before and have a checklist of things to look for while viewing.
Model correct format for questions.

Suggested Assignments and Instruction for gifted and talented:

Students will use primary sources and read The New Colossus.
Respond to Emma Lazarus.
Read Poems by Chinese Immigrants at Angel Island.
Read Twenty Years at Hull House by Jane Addams
Read about the Ashcan School a group of American artists of the early 1900's whose works showed realistic city scenes.
Ask students to find reproductions of one or more of the group's works then make an oral presentation that connects the painting's subject matter to the activities of social reformers of the period.

PART IV: EVIDENCE OF LEARNING

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



Formative Assessments:

Quizzes: Vocabulary quizzes, and Muckraker quiz

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

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

In class discussion (Q & A)

Notebook Test

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

Accommodations/Modifications:

Extended time on assessments if needed.

Divide assessments into sections with clear and specific directions.

Read directions orally to students.

Suggested Assignments and Instruction for gifted and talented:

Provide lengthier readings to increase student knowledge.

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

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

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

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

Summative Assessments:

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

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

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

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

Accommodations/Modifications

Extended time on assessments if necessary.
Clear and well written directions should be used.
Keep sections together.
Have review for students of what will be on the assessment.
May read the primary sources to students.

Suggested Assignments and Instruction for gifted and talented:

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

Performance Assessments:

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

Pure Food & Drug Act/Meat Inspection Act writing response

DBQ: Immigration restrictions

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

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

Accommodations/Modifications:

After school support.
Provide oral and written instructions.
Allow students to work with partners.
Provide step by step directions.
Have guidelines for what part of the project should be completed by what day.
Have examples to show students of what projects received A's, B's etc.
Guide students when choosing a partner for a project.

Suggested Assignments and Instruction for gifted and talented:

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

Black Horse Pike Regional School District Curriculum

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 A – 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.</p>
<p>Grade Level(s): 11</p>	<p>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>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.

serve in WWI?

- What type of weapons and technology were developed and used during WWI?
- What type of conditions (environmental and social) did WWI soldiers face?
- What was the outcome of WWI in Europe and the US?
- What was the economic and social impact of WWI on the lives of Americans?
- What was the impact of the Treaty of Versailles in the US and Europe.
- What problems were faced by returning veterans?
- How did women's roles change during the 1920's?
- What was the impact of the Harlem Renaissance in New York and the surrounding areas?
- What were the effects of Prohibition on society?
- What events fueled the Red Scare of the early 1920's?
- How did the presidencies of Harding & Coolidge shape the 1920's?
- What danger signs were present in the economy of the 1920's?

- 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

Learning Target	NJCCCS or CCSS
1. Explain the factors that led to the growth of imperialism around the world.	1. 6.1.12.D.6.b
2. Identify important locations on a map in the Spanish-American War.	2. 6.1.12.B.6.a
3. Argue for or against US involvement in foreign affairs.	3. 6.1.12.D.6.b,
4. Create an example of yellow journalism.	RH.11-12.7
5. Explain the events that prompted US involvement in the Spanish-American War.	4. 6.1.12.A.6.a, RH.11-12.1,
6. Recognize why the US wanted to build the Panama Canal.	WHST.11-12.6
7. Describe the goals of Theodore Roosevelt's "Big Stick" diplomacy.	5. 6.1.12.D.6.b
8. Compare and contrast Theodore Roosevelt and Taft.	6. 6.1.12.B.6.a
9. Identify and explain the main causes of WWI.	7. 6.1.12.D.6.b
10. Analyze events that led the US to shift from isolationism to involvement in WWI.	8. 6.1.12.D.6.b, RH.11-12.6
11. Construct a map (pre and post-WWI new countries).	9. 6.1.12.B.7.a
12. Analyze the steps the US took to prepare for war.	10. 6.1.12.A.7.a
13. Explain how the war changed American lives on the home front.	11. 6.1.12.B.7.a,
14. Evaluate the expectations of the leaders at the Paris Peace Conference.	RH.11-12.1,
15. Rank Wilson's 14 Points in order of importance to the US.	WHST.11-12.6
16. Propose a new treaty that the US Senate would ratify.	12. 6.1.12.D.7.a
17. Compare and contrast flapper to more traditional women of the 1900's.	13. 6.1.12.C.7.a.
18. Paraphrase accomplishments during the Harlem Renaissance.	6.1.12.D.7.b
19. Examine the works of well-known Jazz Age & Harlem Renaissance artists.	14. 6.1.12.D.7.c,
20. Identify major gangsters and their roles in society during Prohibition.	6.1.12.D.7.a
21. Specify reasons for the rise of organized crime and illegal activities in response to Prohibition.	15. 6.1.12.A.7.c, WHST.11-12.2e
22. List and explain the events that fueled the Red Scare in the early 1920's.	16. 6.1.12.A.7.c,
23. Differentiate between the value of the dollar in the 1920's and the value of the dollar today.	WHST.11-12.5
24. List factors that led prosperity in the 1920's.	17. 6.1.12.C.8.b,
25. Evaluate the impact of the automobile on American society.	RH.11-12.6
26. Investigate the danger signs that were present in the economy in the late 1920's.	18. 6.1.12.D.8.b, RH.11-12.4
	19. 6.1.12.D.8.b,
	RH.11-12.6
	20. 6.1.12.A.8.a
	21. 6.1.12.A.8.a,
	RH.11-12.9
	22. 6.1.12.A.8.a,
	RH11-12.1
	23. 6.1.12.C.9.b
	24. 6.1.12.C.9.a,

	6.1.12.C.9.c, RH11-12.1 25. 6.1.12.C.8.b 26. 6.1.12.A.8.a, 6.1.12.A.9.a
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Inter-Disciplinary Connections:

Language Arts Literacy: DBQ writing – American Expansion in the Late 19th Century, Speakeasy Membership Card; reading primary source documents – Zimmerman Note, History of Daylight Savings, Espionage and Sedition Acts, Woodrow Wilson’s 14 Points, Flappers, Poems from Langston Hughes, Teapot Dome Scandal, Harlem Renaissance poetry, **Woodrow Wilson’s Neutrality Speech, Woodrow Wilson’s War Message, Howard Zinn’s “A People’s History of the United States.”**

Technology: Video clips, Web navigation

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

Primary Source Readings: USS Maine, Biography of Enrique DeLome, President McKinley’s Speech (Philippine acquisition), History of Daylight Savings, Espionage & Sedition Acts, Wilson’s 14 Points, Flappers, Langston Hughes poetry, Biography of Attorney General Mitchell Palmer, Teapot Dome Scandal

Case Brief: Sacco & Vanzetti

DBQ question and documents:

Response to American Expansion in the Late 19th Century, Analyzing Speakeasy Card

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 Accommodations/Modifications for Reading:

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

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

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

If having difficulty comprehending, re-read materials.

Suggested Assignments and Instruction for gifted and talented:

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

Read Ernest Hemingway A Farewell to Arms.

Read The Great Gatsby.

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

Read All Quiet on the Western Front by Erich Remarque.

Students will write:

Letter writing – letters to and from trench warfare soldiers

Cornell notes – daily note taking

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

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

Picture prompts: WWI political cartoons

Focused Writing: WWI timeline

1920’s slang - creative writing using slang words

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.

Suggested Accommodations/Modifications for Writing

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

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

Begin to talk about picture prompts and the political cartoons.

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

Provide guiding questions for written responses.

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

Suggested Assignments and Instruction for gifted and talented:

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

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

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

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

Write about the similarities and differences between Roosevelt’s Square Deal and Wilson’s New Freedom.

Have students research The Rough Riders in biographies and encyclopedias and write several journal entries centered around the attack on San Juan Hill. |

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Becoming a World Power

Define all chapter vocabulary: "Becoming a World Power"

Video clip: Panama Canal

Spanish-American War: Internet activity

Chart of Foreign Countries and control

Reaction to: Political Cartoon (TR)

Video clip: Sinking of the USS Maine

Visual learning activity: War time Propaganda

Analysis of USS Maine headline (yellow journalism)

Biography of Enrique DeLome

DBQ: American Expansion in the late 19th Century

Chart of foreign policy

Map skills: Spanish-American War (2 sided)

McKinley's Speech: Acquisition of the Philippines

WWI

Define all chapter vocabulary: "WWI"

Design a visual history (WWI Timeline)

Web Quest: Chose a branch of military and answer questions

Map skills: countries involved in WWI

Primary source documents: Zimmerman Note

Reading & writing: new technology of WWI

Political cartoon: WWI

Visuals: Posters of WWI highlights

Focused Writing: trench warfare letters

Video clip: WWI: War in Europe

Video clip: Peace & Diplomacy

Video clip: The Lost Battalion

BBC animated map of WWI

"All Quiet on the Western Front"

"A Farwell to Arms"

Chart of WWI organizations

Primary source reading on history of Daylight Savings

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

Video clip: for/against League of Nations

Primary Source reading: Woodrow Wilson's 14 points

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.

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

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

Video clip: Flapper & Fashions of the 1920's

Primary source reading: Flappers

Assembly line activity

Babe Ruth video clip

"I Love Lucy" video clip

Primary source documents: Literature (poems) from Langston Hughes

1920's slang words creative writing

Video clip: Ken Burns "Prohibition"

Video clip: Prohibition

Map of Speakeasies by town in NY

DBQ: Speakeasy membership card

Graphic organizer: Causes and effects of Prohibition

Sacco & Vanzetti case analysis

Video clip: Spirit of St. Louis

Analyze 1920's advertisements

Lost Generation photos

Video clip: The Jazz Singer & Charlie Chaplin

Swing Dance and Evolution of Jazz music PowerPoint

Chart analysis: Personal Debt and Income

Classroom discussion on KKK (members, goals, outcomes)

Classroom discussion on NAACP (members, goals, outcomes)

Cartoon analysis: Scopes Trial

"Inherit the Wind" video clip

"The Untouchables"

Chart of Presidents: A Republican Decade

Visual Aid: Government in terms Cows

Biography of Attorney General Mitchell Palmer

Chart of European Immigration (National Quota Act 1924)

Primary Source reading: Teapot Dome scandal and questions

Suggested Website:

Stanford History Education Group: sheg.stanford.edu

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

Accommodations/Modifications:

Students can make flashcards of their vocabulary words

Have a copy of the map from Spanish American war

Have a sample of William Randolph Hearst newspaper and a modern day copy of The Star to show students.
Students will complete key events that prompted U.S. involvement in Spanish American War.

Graphic organizer of cause that led to WWI.

Students will color code Allies, Neutral and Central Powers.

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

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

Suggested Assignments and Instruction for gifted and talented:

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

Create poster using propaganda for the Central Powers.

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

PART IV: EVIDENCE OF LEARNING

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

IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Quizzes: Vocabulary quizzes – Becoming a World Power, 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, DBQ on American Expansion, map of countries involved in WWI, chart of WWI organizations, and an assembly line diagram. Construct a WWI timeline, letter from the trenches, 1920's slang paragraph, map of a speakeasy, speakeasy membership card, graphic organizer on the causes and effects of the Great Depression. Evaluate McKinley's decision to acquire the Philippines, Sacco & Vanzetti case, 1920's advertisements, personal debt and income in the 1920's, and Scopes Trial cartoons.

In class discussion (Q & A)

Notebook Test |

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

Accommodations/Modifications:

Divide assessments into sections with clear and specific directions.
Read directions orally to students.
Keep all sections together on the same page.

Suggested Assignments and Instruction for gifted and talented:

Provide lengthier readings to increase student knowledge.
Allow student to help other students when they are preparing to study for the test.
Provide assignment choices that require more detail and deeper/ more comprehensive understanding.
Use more alternative assessments.

Summative Assessments:

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

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

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

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

Accommodations/Modifications:

Extended time on assessments when necessary.
Clear well written directions should be used.
Keep sections together.
Have review for students of what will be on the assessment.

Suggested Assignments and Instruction for gifted and talented:

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

Performance Assessments:

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

Yellow journalism current event assignment

DBQ: American Expansion in the late 19th Century

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

Complete Guided Reading Questions on Primary Source Documents to determine central ideas and summarize the key supporting details and idea.

Accommodations/Modifications:

Provide oral and written instructions.

Allow students to work with partners.

Provide step by step directions.

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

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

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

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

Suggested Assignments and Instruction for gifted and talented:

Provide supplementary or lengthier readings.

Look for college level readings to increase student knowledge.

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

Black Horse Pike Regional School District Curriculum Template

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

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: US II A – 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

Learning Target	NJCCCS or CCSS
1. Explain the events that led to the stock market great crash in 1929.	1. 6.1.12.A.9.a, 6.1.12.C.9.d
2. List and explain the causes of the Great Depression.	2. 6.1.12.A.9.a, 6.1.12.B.9.a, RH.11-12.1
3. Analyze how poverty spread during the Great Depression.	3. 6.1.12.C.9.d, 6.1.12.D.9.b
4. Describe the social problems that were caused by poverty in the 1930's.	4. 6.1.12.D.9.b, RH.11-12.3
5. Justify survival techniques used by desperate Americans.	5. 6.1.12.D.9.b
6. Compare and contrast President Hoover and President Roosevelt's response to the Great Depression.	6. 6.1.12.C.10.b,6.1.12.D.10.b, RH.11-12.6
7. Diagram the New Deal programs.	7. 6.1.12.B.10.a, WHST.11-12.6
8. Identify New Deal programs as examples of relief, recovery or reform and their intended target group.	8. 6.1.12.B.10.a,6.1.12.A.10.b, RH.11-12.2
9. Critique the pros and cons of the New Deal.	9. 6.1.12.A.10.a, 6.1.12.A.10.b, RH.11-12.2, RH.11-12.9

Inter-Disciplinary Connections:

Language Arts Literacy: DBQ writing – Causes of Great Depression and New Deal Effects; reading primary source documents – Letters to Mrs. Roosevelt, Annie Song, New Deal Court Case Analysis, Letters from FDR and Hoover responses to the Depression; **Documents on Social Security – FDR Presidential Statement, Statement of Charles H. Huston, Letter of Eleanor Roosevelt.**

Technology: Microsoft Word for typed documents, video clips, Web navigation

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

Math: analysis of charts and graphs of poverty; family budget analysis and simulation

Music: music excerpts (Annie); “Brother can you spare a dime?” listening and lyric analysis

Students will engage with the following text:

US II district approved text (America: Pathways to Present)

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

Case Brief: TVA, AAA, and NIRA declared unconstitutional

Biography of Hoover and FDR

Selected reading from “Grapes of Wrath”

DBQ question and documents:

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 Accommodations/ Modifications for Reading:

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

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

If having difficulty comprehending, re-read materials.

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

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

Suggested Assignments and Instruction for gifted and talented:

Provide supplementary or lengthier readings to increase student knowledge.

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

Violet Olsen's book The Growing Season.

Read Eleanor Roosevelt's Autobiography.

Read All the King's Men by Robert Warren.

Students will write:

Cornell notes – Daily note taking

DBQ response to Great Depression & New Deal effects

NIRA, AAA, and TVA case brief reactions

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

Picture prompts: Cartoon analysis of Great Depression (poverty)

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

Suggested Accommodations and Modifications for Writing

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

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

Discuss picture prompts and what they mean before students begin to write.

Give examples of what the teacher wants the final product to look like.

Give checklist or step by step directions for assignments.

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

Suggested Assignments and Instruction for gifted and talented:

Provide students the opportunity to write about some of the New Deal agencies and the pros/ and cons of them. Are they effective? Why or why not?

Write a paper comparing President's Hoover and Roosevelt and their policies in dealing with The Great Depression.

Students will research and report about the effect of The Dust Bowl on the American farmer.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Crash and Great Depression

Define all chapter vocabulary: "Crash & Depression"

Graphic organizer on causes of depression

Illustrations of American's experiences with poverty

Chart and graph analysis: US Business cycle

Video clip: Depression in US

Family budget simulation

Reaction to Depression: Political Cartoon

Letter writing: Social class perspectives on the effects of Depression (before & after)

Venn diagram: Hoover and FDR's response

Focused Writing: Letters to Mrs. Roosevelt activity

DBQ: Causes of the Great Depression

Video clip: Three Stooges & The Depression (Cash and Carry)

Video: Cinderella Man

"We Like to Thank You Herbert Hoover" (song from Annie)

Stock market game

Video: Riding the Rails

Read excerpts of Grapes of Wrath

View film clips from "Grapes of Wrath"

Website: playspend.org

The New Deal

Define all chapter vocabulary: "The New Deal"

Chart New Deal programs

Debate: New Deal criticisms

New Deal posters

Political cartoons: New Deal

DBQ: New Deal effects

Video clips: Hooverilles

Court case analysis: TVA, NIRA, and AAA

Social Security administration activity

Hooverville in Camden, NJ

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>

Suggested accommodations/ Modifications for Assignments and Instruction

Have list of key terms for Crash and Depression, New Deal.

Students can make flashcards of their vocabulary words.

When showing video clips, introduce what students will be watching and what they should look for while viewing.

When using political cartoons, have list of symbols that are commonly used.

Have students view photographs taken by Dorothea Lange. What do they see? What is their reaction to the picture? Work in small groups for this activity.

Read some examples of letters written to Mrs. Roosevelt. Students will compose a letter of their own with checklist of what needs to be included.

Suggested Assignments and Instruction for gifted and talented:

Students will use DBQ Causes of The Great Depression and New Deal Effects and will pair/ share their answers.

Students will have a debate Pros of the New Deal agencies and the cons of the New Deal agencies.

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

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

Students will create New Deal posters.

After listening to "We Like to Thank You Herbert Hoover", students will create lyrics for a new song to be used in Annie.

Students will play the Stock Market Game and buy and sell stocks over the course of a certain time period.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR



**UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.**

Formative Assessments:

Quizzes: Vocabulary quizzes: Stock Market Crash, Great Depression quiz, New Deal programs quiz

HW activities: HW worksheets related to: Great depression and New Deal

HW/CW activities: Produce a graphic organizer and DBQ on the causes of the Great Depression, New Deal posters, DBQ on the effects of the New Deal. Create a letter relating the social effects of the Depression before and after, letter to Mrs. Roosevelt, Hooverville. Evaluate Great Depression political cartoons, Grapes of Wrath experts, playspend.org website, political cartoons on New Deal programs, and court cases related to AAA, NIRA, and TVA.

In class discussion (Q & A)

Notebook Test

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

Accommodations/Modifications:

Extended time on assessments when necessary

Divide assessments into sections with clear and specific directions.

Repeat directions.

Read directions orally to students.

Suggested Assignments and Instruction for gifted and talented:

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

Use more open ended questions on Chapter Tests.

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

Summative Assessments:

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

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

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

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

Accommodations/Modifications

Extended time on assessments when necessary

Clear and well-written directions should be used.

Keep sections together.

Suggested Assignments and Instruction for gifted and talented:

Use inquiry based practices and allow students opportunities to conduct additional research; Provide supplementary or lengthier readings to increase and challenge the students; these readings should be part of their assessments.

Performance Assessments:

New Deal Poster

Paper on Social Security

DBQ: Causes of Great Depression & New Deal effect

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

Complete Guided Reading Questions: Integrate the various sources to answer the questions presented.

Accommodations/Modifications:

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

Students may work in pairs on the New Deal Poster

Extra time on assessments when necessary

Provide oral and written instructions.

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

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

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

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

Suggested Assignments and Instruction for gifted and talented:

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

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

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 A – 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 lasting peace, resulting in the creation of the United Nations.

<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? 	<ul style="list-style-type: none"> • During WWII, the Nazis carried out a genocide resulting in the deaths of 6M Jews and others.
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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 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.	RH.11-12.6
7. Defend US position to position to declare war.	4. 6.1.12.D.11.b
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.	RH.11-12.9
13. Describe how the use of the atomic bomb brought an end to WWII.	8. 6.1.12.C.11.a
	RH.11-12.4,

<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>WHST.11-12.6</p> <p>9. 6.1.12.D.11.c, 6.1.12.C.11.a</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>WHST.11-12.7</p> <p>13. 6.1.12.A.11.d, RH.11-12.9</p> <p>14. 6.1.12.D.11.e, RH.11-12.1, 6.1.12.D.11.e</p> <p>15. 6.1.12.D.11.d</p> <p>16. 6.1.12.D.11.d, RH.11-12.6</p> <p>17. 6.1.12.D.11.d 6.1.12.D.11.c, RH.11-12.6</p> <p>18. 6.1.12.D.11.e</p>
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Inter-Disciplinary Connections:

Language Arts Literacy: DBQ writing- Start of WWII and US Response to the Holocaust, reading primary source documents – Greatest Generation, Truman’s Decision to Drop the Atomic Bomb, Korematsu v. US and Nuremberg Trials, **Japanese Relocation, U.S. Office of War Information, 1943, “The Munson Report,” Harry Paxton Howard, “Americans in Concentration Camps,” The Crisis, Korematsu v. United States , The Report of the Commission on Wartime Relocation and Internment of Civilians.**

Technology: Microsoft Word for typed documents, video clips, Web navigation, cartoon video clips

Art: drawing of inmate sleeve (patch)

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

Music: WWII CD

Students will engage with the following text:

US II District approved Text (America: Pathways to Present)

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

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

Books: Because of Romek, Greatest Generation

Biography of Wilson

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

Japanese Internment Documents:

Japanese Relocation, U.S. Office of War Information, 1943.

The Munson Report, delivered to President Roosevelt November 7, 1941.

Harry Paxton Howard, "Americans in Concentration Camps," The Crisis

Korematsu v. United States

The Commission on Wartime Relocation and Internment of Civilians, Personal Justice Denied: The Report of the Commission on Wartime Relocation and Internment of Civilians

Suggested Accommodations / Modifications for Reading:

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

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

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

Suggested Assignments and Instruction for gifted and talented:

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

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

On the Beach by Nevil Shute.

Students will write:

Cornell notes – Daily Note Taking

DBQ response to the start of WWII, US response to Holocaust

Korematsu v. US case brief reactions

Nuremberg Trial case brief reactions

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

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

Expository Writing: Why were Japanese Americans interned during WWII? Cite textual evidence.

Suggested Accommodations / Modifications for Writing:

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

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

Give checklist or step-by step directions for assignments.

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

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

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

Suggested Assignments and Instruction for gifted and talented:

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

Have students write about one of the Scientists from WWII.

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

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

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

WWII: The Road to War

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

Graphic organizer: rise of dictators

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

Map of WWII countries

Cartoons clips: Dictators

Venn diagram: Causes of War

DBQ: Start of WWII

Video: Saving Private Ryan

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

WWII: Americans at War

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

Chart & graph analysis: Money spent on mobilization in WWII

Chart of US programs in WWII

Webquest: Home front battles

Video clip: peacetime draft

Because of Romek

Greatest Generation

Focused writing: US soldiers to home front

USS Arizona Memorial: pictures of Pearl Harbor

Map analysis: Island hopping

Video: Pearl Harbor

Propaganda Poster analysis

History Mystery: Attack on Pearl Harbor

Truman's decision to drop the a-bomb activity

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

Analysis paper: women's contribution to WWII

DBQ: US response to the Holocaust

Video clip: Holocaust

Reading: Anti-Semitic children's stories

Court case analysis: Korematsu v. US

Court case analysis: Nuremberg Trials

Video clip: Ocean of Fear

Primary Source Reading: Japanese Internment Documents:

Japanese Relocation, U.S. Office of War Information, 1943.

The Munson Report, delivered to President Roosevelt November 7, 1941.

Harry Paxton Howard, "Americans in Concentration Camps," The Crisis

Korematsu v. United States

The Commission on Wartime Relocation and Internment of Civilians, Personal Justice Denied: The Report of the Commission on Wartime Relocation and Internment of Civilians

Suggested Website:

Stanford History Education Group: sheg.stanford.edu

SHEG: Lesson Plan: <https://sheg.stanford.edu/JapaneseInternment>

Suggested accommodations/ Modifications for Assignments and Instruction

Have list of key terms for each chapter.

Students can make flashcards of their vocabulary words.

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

Students may work in pairs while completing the map.

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

Give example of letter writing activity (Final Product).

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

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

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

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

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

Break lectures into smaller portions.

Suggested Assignments and Instruction for gifted and talented:

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

PART IV: EVIDENCE OF LEARNING

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



Formative Assessments:

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

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

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

In class discussion (Q & A)

Notebook Test

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

Accommodations/Modifications:

Extended time on assessments when necessary.

Divide assessments into sections with clear and specific directions.

Read directions orally to students.

Keep all sections together on the same page.

Suggested Assignments and Instruction for gifted and talented:

Provide lengthier readings to increase student knowledge.

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

Allow students to help other students when studying for assessments.

Summative Assessments:

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

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

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

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

Accommodations/Modifications:

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

Suggested Assignments and Instruction for gifted and talented:

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

Performance Assessments:

Analysis paper: women's contributions

Focused Writing: Soldier letter to the home front

DBQ: Start of WWII, US response to Holocaust

Alternative Assessment: journal, skit, and propaganda posters

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

Reflection paper: Why were Japanese American interned during WWII?

Accommodations/Modifications:

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

Suggested Assignments and Instruction for gifted and talented:

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

Black Horse Pike Regional School District Curriculum Template

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

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: US II A – 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? • How did the arms race develop? 	<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.

<ul style="list-style-type: none"> • 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>NJCCCS or CCSS</u>
1. Explain some of the postwar goals of the United States and the Soviet Union.	1. 6.1.12.A.12.a
2. Explore how the Iron Curtain tightened the Soviet hold over Eastern Europe.	2. 6.1.12.A.12.a
3. Analyze how the Truman Doctrine 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. 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, 6.1.12.A.12.a, WHST.11-12.6
8. List who fought in the Korean War.	8. 6.1.12.A.12.b, RH.11-12.1
9. Explain the (3) stages of the Korean War.	9. 6.1.12.A.12.b
10. Conclude the effects of the Korean War.	10. 6.1.12.A.12.a
11. Describe some characteristics of the McCarthy Era.	11. 6.1.12.A.12.a, RH.11-12.4
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.	12. 6.1.12.A.12.a, RH.11-12.4
13. Explore how the arms race developed.	13. 6.1.12.A.12.a
14. Explain how businesses and the work force reorganized after WWII.	6.1.12.C.12.a
15. Examine how technology transformed life after WWII.	14. 6.1.12.B.12.a, 6.1.12.C.12.d, RH.11-12.8
16. Identify how mass transportation methods grew after WWII.	15. 6.1.12.C.12.b
17. Compare American social ideologies before and after WWII.	
18. Diagram Truman, Eisenhower, Kennedy, and Johnson's domestic policies.	
19. Assess the circumstances the surrounded Kennedy's assassination	
20. Examine the goals and outcomes of the Bay of Pigs invasion.	

<p>21. Describe the events that led to the Berlin and Cuban Missile Crisis.</p>	<p>6.1.12.C.12.c WHST.11-12.6</p> <p>16. 6.1.12.C.12.c, RH.11-12.6</p> <p>17. 6.1.12.D.12.a, 6.1.12.C.12.d, RH.11-12.6</p> <p>18. 6.1.12.A.12.b, 6.12.12.A.12.a, WHST.11-12.6</p> <p>19. 6.1.12.A.12.a, RH.11-12.8</p> <p>20. 6.1.12.D.12.a, 6.1.12.C.12.c, RH.11-12.4</p> <p>21. 6.1.12.C.12.c</p>
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Inter-Disciplinary Connections:

Language Arts Literacy: DBQ writing, reading primary source documents, **Textbook A and Textbook B excerpts “Korean War” (History of the Revolution of our Great Leader Kim Il-sun: High School. (Pongyang, North Korea: Textbook Publishing Co., 1999), 125-127. Doojin Kim, Korean History: Senior High. (Seoul, South Korea: Dae Han Textbook Co., 2001), 199)**

Technology: Microsoft Word for typed documents, video clips, Web navigation, cartoon video clips, creation of own Power Point (Beatniks)

Art: drawing of Levittown

Math: analysis of charts and graphs

Music: Elvis, rock and roll origins

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

Students will engage with the following text:

USII District Approved Text (America: Pathways to Present)

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

Primary Source Readings & Video Clips – Warren Court documents

Case Brief: Jack Ruby

Biography of Eisenhower, Truman, Kennedy, & Nixon

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

History of the Revolution of our Great Leader Kim Il-sun: High School. (Pongyang, North Korea: Textbook Publishing Co., 1999), 125-127.

Doojin Kim, Korean History: Senior High. (Seoul, South Korea: Dae Han Textbook Co., 2001), 199)

Suggested Accommodations / Modifications for Reading:

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

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

Allow students to listen to audio recordings if available.

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

If having difficulty comprehending, re-read materials.

For gifted and talented for Assignments and Instruction:

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

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

Senator Joe McCarthy by Richard Rovere

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

Profiles in Courage by John. F. Kennedy

Students will write:

Cornell notes – Daily Note Taking

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

Persuasive Writing: Who started the Korean War? Cite textual evidence

Suggested Accommodations /Modifications for Writing:

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

Students may summarize in their own word a section of the notes (What is the main idea?)

Students will compose questions and answers from the day's notes.(Check for accuracy)

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

Suggested Assignments and Instruction for gifted and talented:

Provide more picture prompts for students.

Have students respond to Iron Curtain Speech from the viewpoint of both sides.

Use students written responses to DBQ questions as an example for the rest of the class.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Cold War

Define all chapter vocabulary: "Cold War "

Chart analysis: Cause & Effect

Map of Cold War countries

Cold War decisions activity

DBQ: Iron Curtain

DBQ: Communism on the 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)

Primary Source Documents: History of the Revolution of our Great Leader Kim Il-sun: High School. (Pongyang, North Korea: Textbook Publishing Co., 1999), 125-127.

Doojin Kim, Korean History: Senior High. (Seoul, South Korea: Dae Han Textbook Co., 2001), 199)

Suggested Website:

Stanford History Education Group: sheg.stanford.edu

SHEG: Lesson Plan: <https://sheg.stanford.edu/KoreanWar>

Postwar Years At Home

Define all chapter vocabulary: "Postwar Years At Home"

Power Point: GI Bill

Video Clip: Levittown

Activity: Design own Levittown

Video Clip: McDonald's

Video Clip: 1st TV shows

Power Point: Buying on Credit

Chart Analysis: # of hours watching TV

Chart analysis: Development of medical advances

Chart analysis: Baby boom

Music Video: "Little Boxes"

Video Clip: Elvis Presley

Beatniks project

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 accommodations/ Modifications for Assignments and Instruction

Students can make flashcards of their vocabulary words.

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

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

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

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

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

Suggested Assignments and Instruction for gifted and talented:

Have students create power points comparing/ Kennedy and Nixon and their debates.
Have students listen to the debate if possible before they see the actual debate. Debate who they think won.
Have students do further investigation about the Hollywood 10 and the actors and directors who were blacklisted.
Have students make a current chart analysis of # hours of watching TV.
Have students write a newspaper editorial about The Berlin Wall.
Have students view The Missiles of October and write a review.
Have students enact a meeting of the United Nations General Assembly.
Role play Secretary general and delegates from member nations.
Debate a current or historical world event to discuss and conduct research.

PART IV: EVIDENCE OF LEARNING

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



Formative Assessments:

Quizzes: Vocabulary Quizzes, Domestic policies quiz, Map Quiz: Cold War countries
HW activities: HW worksheets related to: Cold War ideologies, Korean War, Berlin Airlift, Great Society, Kennedy’s New Frontier, Butter Battle book questions
HW/CW activities: Produce a DBQ on Iron Curtain and Communism, Korean War Map, Beatnick picture, DBQ on the space race, list of Medicare & Medicaid programs, and a DBQ on Bay of Pigs invasion. Create a chart on NATO, picture of Levittown, chart on the Great Society. Evaluate a chart on the causes and effects of the Cold War, decisions during the Cold War, Arab-Israeli dispute map, chart of TV hours, medical advancements, and Baby Boomers. Map analysis of nuclear missile sites and nuclear attack sites, and a diagram of the Berlin Wall. Evaluate conspiracy theories of JFK’s assassination and Warren Court conclusions, letters from East v. West Germany, Cuban Missile Crisis decision, and viewpoints of the Cold War.
In class discussion (Q & A)
Notebook Test

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

Accommodations/Modifications:

Extended time on assessments when necessary.
Provide study guide.
Have list of countries that need to be found.
Divide assessments into sections with clear and specific directions.
Read directions to students.
Keep all sections together on the same page.

Suggested Assignments and Instruction for gifted and talented:

Provide assignment choices that require more detail and deeper more comprehensive understanding.
Have students create their own Cold War map.

Summative Assessments:

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

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

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

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

Accommodations/Modifications:

Suggested for students with 504 plans and IEPs:

Extended time on assessments when necessary.

Clear and well written directions should be used.

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

Suggested Assignments and Instruction for gifted and talented:

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

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

Provide project choices that require more detail and deeper understanding.

Performance Assessments:

Analysis paper: Cuban Missile Crisis

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

Alternative Assessment: Levittown project, Power Point project

Reflection Paper: Who started the Korean War?

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

Accommodations/Modifications:

Allow students to work in pairs on alternative assessments.
Read the questions with the students.

Suggested Assignments and Instruction for gifted and talented:

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

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

Exchange with other students in the class.

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

Provide assignment choices that require more detail and deeper understanding.

Black Horse Pike Regional School District Curriculum Template

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

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: US II A – UNIT 6 - CIVIL RIGHTS & 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. 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>Grade Level(s): 11</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? • What were the goals and impact of the women's movement? • How did other ethnic minorities work to seek 	<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 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.

<p>equality?</p> <ul style="list-style-type: none"> • What social changes were prompted by the counterculture? • What efforts were made in the 1960's to protect the environment? 	
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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. 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
2. Discuss how Americans responded to Brown v. BOE.	RH.11-12.4
3. List types of protest used by African Americans.	2. 6.1.12.A.13.b
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, RH.11-12.1
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.	RH.11-12.6, RH.11-12.9
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
11. Assess how the tragic events of 1968 affected the nation.	9. 6.1.12.D.13.b, RH.11-12.10, WHST.11-12.6
12. Compare and contrast the Women's Movement and the Civil Rights Movement.	10. 6.1.12.D.13.b, 6.1.12.D.13.a, RH.11-12.10, WHST.11-12.9
13. Explain the causes of the Women's Movement.	11. 6.1.12.C.13.c,
14. Examine the opposition groups to the Women's Movement.	
15. Identify how Latinos sought equality during the 1960's and early 1970's.	
16. Evaluate how Asian Americans fought discrimination.	
17. Justify the ways in which Native Americans confronted their unique problems.	
18. Differentiate the types of social changes promoted by the counterculture.	
19. Discuss efforts begun in the 1960's to protect the environment.	
20. Evaluate the government's response to balancing jobs and environmental protection.	
21. Summarize how the consumer movement began and what it tried to accomplish.	

	<p>6.1.12.D.12.e, 6.1.12.D.12.d</p> <p>12. 6.1.12.D.13.a, 6.1.12.D.13.f, 6.1.12.D.13.c</p> <p>13. 6.1.12.D.13.c, 6.1.12.D.13.f, RH.11-12.1</p> <p>14. 6.1.12.D.13.c, 6.1.12.D.13.f</p> <p>15. 6.1.12.D.13.c</p> <p>16. 6.1.12.D.13.c</p> <p>17. 6.1.12.D.13.c</p> <p>18. 6.1.12.D.13.d WHST.11-12.1, WHST.11-12.4</p> <p>19. 6.1.12.B.13.b</p> <p>20. 6.1.12.B.13.b. 6.1.12.D.13.d</p> <p>21. 6.1.12.C.13.d, 6.1.12.D.13.d, WHST.11-12.8</p>
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Inter-Disciplinary Connections:

Language Arts Literacy: DBQ writing – Civil Rights, Women’s movement; reading primary source documents- James Meredith, Marian Anderson’s National Anthem, NY Times: Dr. Martin Luther King’s assassination, Equal Rights Amendment, Title IX and its effects, Malcolm X and MLK Jr. Journals, **John F. Kennedy, Speech promoting the Civil Rights Act of 1964, June 11, 1963. ; John Lewis, Speech at the March on Washington, August 1963.**

Technology: Microsoft Word for typed documents, video clips, Web navigation

Art: Design modern Woodstock

Math: analysis of charts and graphs

Music: Marian Anderson’s National Anthem

Science: EPA website

Students will engage with the following text:

USII district approved text (America: Pathways to Present)

Primary Source Reading: “I Have a Dream Speech”, Dr. Martin Luther King’s assassination (NY Times), “How to Be a Good Housewife”, comparisons of MLK Jr. and Malcolm X’s journals

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

“Warriors Don’t Cry”

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

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

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>

Suggested Accommodations / Modifications for Reading:

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.

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

If having difficulty comprehending, re-read materials.

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

Suggested Assignments and Instruction for gifted and talented:

Provide supplementary or lengthier reading to increase student knowledge.

Allow student to read one of the following books: Fire in the Streets America in the Nineteen Sixties by Milton Viorst, The Feminine Mystique by Betty Friedan, Martin Luther King Jr. by Don McKee, Rosa Parks by Douglas

Brinkley and Freedom Daughters by Lynne Olson.

Students will write:

Cornell notes – Daily Note Taking

DBQ responses to Civil Rights, Women's movement

Picture prompts: Time magazine time capsule simulation

Focused Writing: "I Have a Dream Speech" (create own), Support protest technique, Response to Rosa Parks, compare and contrast the journals of Malcolm X and MLK Jr.

Comparative Essay: What is the difference in view point of the two speeches?

Suggested Accommodations / Modifications for Writing

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

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

Begin DBQ with students.

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

Suggested Assignments and Instruction for gifted and talented:

Students will write about several protest techniques and compare and contrast them.

Students will write about various Civil Rights Leaders and their methods.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Civil Rights Movement

Define all chapter vocabulary: "Civil Rights Movement"

Analysis of "I Have a Dream Speech"

Video Clip: "I Have a Dream Speech"

Focused Writing: "I Have a Dream Speech" (write own)

Focused Writing: Compare and contrast Malcolm X and MLK Jr.'s journals

Video Clip: (Teaching with Tolerance) Rosa Parks

Focused Writing: Response to Rosa Parks and Bus Boycott

Focused Writing: Support a protest technique

Primary Source Reading: James Meredith

DBQ: Civil Rights

Primary Source Reading: Marian Anderson's National Anthem

Diagram of Civil Rights Movement

Map of Freedom Riders route

Video Clips: types of protests

Video Clip: Little Rock Nine

"Warriors Don't Cry" (excerpts from book)

"TIME" capsule simulations

Power Point: Civil Rights Movement

Public opinion polls:

Chart of Civil Rights Legislation

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

Video Clip: Dr. Martin Luther King's assassination

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>

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 Accommodations / Modifications for Assignments and Instruction

Students can make flashcards of their vocabulary words.

Students may draw one or more of their vocabulary words.

When showing video clips, introduce what the students will be watching and what they should look for while watching the clip.

When completing map of Freedom Riders route discuss the dividing lines between the North and the South (Mason-Dixon Line).

Make foldables of Civil Rights Measures.

When comparing primary source documents read them to the class.

Use multi-media sources when possible.

Use concrete examples.

Break lectures into smaller portions.

Suggested Assignments and Instruction for gifted and talented:

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

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

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

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

PART IV: EVIDENCE OF LEARNING

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



Formative Assessments:

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

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

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

In class discussion (Q & A)

Notebook Test

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

Accommodations/Modifications:

Extended time on assessments when necessary.

Divide assessments into portions.

Read directions to students.

Suggested Assignments and Instruction for gifted and talented:

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

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

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

Summative Assessments:

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

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

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

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

Accommodations/Modifications:

Extended time on assessments when necessary.

Clear and well-written directions should be used.

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

Suggested Assignments and Instruction for gifted and talented:

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

Provide project choices that require more detail and deeper understanding.

Performance Assessments:

Analysis paper: Protest technique

Focused Writing: Personal Dream Speech

Debate: For/against non-violent protesting

DBQ: Civil Rights, Women's Movement

Alternative Assessment: Woodstock protest

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

Accommodations/Modifications:

Extended time on tests when necessary.

After school support.

Provide oral and written instructions and directions.

Allow students to work with partners.

Provide step by step directions.

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

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

Suggested Assignments and Instruction for gifted and talented:

Provide supplementary or lengthier readings.

Have students report about their readings.

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

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

Provide assignment choices that require more detail and deeper understanding.

Black Horse Pike Regional School District Curriculum Template

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

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: US II A – UNIT 7 - VIETNAM WAR, NIXON, FORD, CARTER ERA, 1980'S AND 1990'S, AMERICA IN THE 21ST CENTURY</p>	<p>Unit Summary: The 1960's and 1970's were decades of deep division and turmoil in the United States. Under Presidents Kennedy and Johnson, the country became increasingly involved in trying to stop a communist takeover in Vietnam. As the war continued to cost more and more lives and money, while achieving little apparent success, many Americans began to question their government's role in Vietnam. At the same time a youthful counterculture arose that was critical of the traditional values of many Americans. The election of President Nixon, in 1968, led to a 24 year period of almost uninterrupted Republican control of the White House. Nixon's leadership style led to scandal and his own eventual downfall. Gerald Ford tried to heal the nation but the country's 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 ideas of new right conservatives. Sweeping changes in world affairs in the early 1990's changed the face of world politics. The U.S. faced challenging issues at home as immigration and an aging population changed the demographics of American society.</p>
<p>Grade Level(s): 11</p>	
<p>Essential Question(s):</p> <ul style="list-style-type: none"> • How did the Vietnam War start and progress? • What was America's involvement and response to the Vietnam War? • What were the long lasting effects of the Vietnam War? • What were the political agendas of Presidents Ford, Carter, 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 	<p>Enduring Understanding(s):</p> <ul style="list-style-type: none"> • The U.S. entered the Vietnam War to defeat communist forces threatening South Vietnam. • The violence and brutality of the Vietnam War affected civilians as well as soldiers. • The Vietnam War created deep divisions in the Democratic party and in the entire nation. • The end of the Vietnam War involved slow moving peace negotiations, the gradual withdrawal of American troops and the fall of South Vietnam. • President Richard Nixon relied on several close advisors to help him move the country in a new direction. • President Nixon's foreign policy led to more positive relationships with China and the Soviet Union. • The break-in at the Watergate apartment complex started a scandal that led to President Nixon's resignation. • After becoming President Gerald Ford worked to reunite the country while facing economic problems at home and challenges abroad. • Jimmy Carter's human rights diplomacy brought notable accomplishments in foreign policy but his inability to work effectively with Congress blocked the success of his domestic programs. • After decades of federal government expansion and social and cultural change, a conservative movement gained strength during the 1970's

<p>challenging results?</p> <ul style="list-style-type: none"> • How did the events of September 11, 2001 affect Americans? • What advancements in the world of technology changed American lives in the 20th Century? • What was the impact of the expanding global economy? • What is the U.S. role in the future of modern day politics both at home and internationally? 	<p>and in 1980 it brought Ronald Reagan to power.</p> <ul style="list-style-type: none"> • Reagan worked to boost the nation’s pride and prosperity by cutting taxes, shrinking the federal government, and increasing defense spending. • After a decisive re-election victory in 1984, Reagan continued his conservative policies on economic and social issues, and in domestic and foreign affairs teetered between success and missteps. • George H.W. Bush achieved notable foreign policy successes but domestic crisis eroded his public support. • William Clinton’s presidency included many successes but it was also marred by scandal. • George W. Bush succeeded Clinton after a historically close election in 2000. • The U.S. faced new challenges including the collapse of communism, increased ethnic tensions in several countries, and the threat of terrorism. • In the 1990’s and beyond the U.S. sought new ways to create unity out of its diversity and to deal with the consequences of a technological revolution and an increasing global economy.
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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. List the events that led to the war between North and South Vietnam.	1. 6.1.12.A.12.b, 6.1.12.A.12.a, RH.11-12.4, RH.11-12.1
2. Analyze America’s involvement in the Vietnam War.	2. 6.1.12.A.12.a, 6.1.12.A.12.b, 6.1.12.D.12.e
3. Illustrate how battlefield conditions in Vietnam affected American soldiers.	3. 6.1.12.D.12.e, WHST.11-12.6
4. Diagram the course of action in the Vietnam War.	4. 6.1.12.D.12.e., 6.1.12.A.12.b, WHST.11-12.6
5. Recognize countries and locations involved in the Vietnam War.	5. 6.1.12.A.12.b
6. Examine the role played by students in protest movements in the U.S.	6. 6.1.12.A.13.b, 6.1.12.A.12.a.
7. Compare and contrast President’s policies and effect on the Vietnam War.	7. 6.1.12.A.12.b, 6.1.12.D.12.e, RH.11-12.6
8. Determine the legacy of the Vietnam War.	8. 6.1.12.D.12.d.
9. Value the contribution of American soldiers to the Vietnam War and the effects post-war (PTSD).	9. 6.1.12.D.12.d,
10. List and explain Nixon, Ford, Carter, Reagan, Bush and Clinton’s domestic and foreign policies.	
11. Debate the events of the Watergate scandal and Nixon’s involvement.	
12. Differentiate Regan’s “Reaganomics” plan with other economic policies.	
13. Recognize the role the U.S. played after the Cold War ended.	
14. Identify the scandals that were debated during Clinton’s 2 nd term in office.	
15. Analyze the American response to September 11, 2001.	
16. Explain how the U.S. changed politically, economically, and socially in the late 20 th Century both in domestic and foreign affairs.	

<p>17. Evaluate how the technological revolution at the end of the 20th Century affected American life. </p>	<p>6.1.12.D.12.e 10. 6.1.12.A.14.d, 6.1.12.A.14.e, RH.11-12.1, RH.11-12.2 11. 6.1.12.A.14.d, 6.1.12.A.14.b, RH.11-12.10, WHST.11-12.6 12. 6.1.12.A.15.b, 6.1.12.D.14.a. 13. 6.1.12.D.14.a, 6.1.12.A.15.b 14. 6.1.12.A.14.d 15. 6.1.12.D.15.d, 6.1.12.D.15.b 16. 6.1.12.D.15.d. 6.1.12.D.16.c, RH.11-12.5, WHST.11-12.6 17. 6.1.12.C.16.b </p>
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Inter-Disciplinary Connections:

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

Students will engage with the following text:

USII district approved text (America: Pathways to Present)
Primary Source Reading: Vietnam War, Kent State, Watergate:, Camp David Accords, AIDS, Whitewater, 9/11
“The Choices Program” – U.S. involvement in Vietnam
Case Brief: Watergate scandal, Whitewater investigation

NY Times articles

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

DBQ question and documents: Vietnam War, Immigration Restrictions ,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.](#)

Histories Mysteries Book

Suggested Accommodations/Modifications for Reading:

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

Suggested Assignments and Instruction for gifted and talented:

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

Students will write:

Cornell notes – Daily Note Taking

DBQ responses - Vietnam War, Watergate, Immigration Restrictions

Picture prompts: Advancements in Technology

Focused Writing: Effects of Agent Orange, Tiananmen Square, Gulf War Syndrome.

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.

Suggested Accommodations/ Modifications for Writing:

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

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

Suggested Assignments and Instruction for gifted and talented:

Provide the students the opportunity to write a paper or research additional problems that affected soldiers in modern war (PTSD, agent orange, etc.)

Have students write to compare/contrast present day or current rebellions and the after effect (Egypt, Syria etc.)

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Vietnam War

Define all chapter vocabulary: "Vietnam War"

Map: Vietnam War

Video Clip: Vietnam War

DBQ: Vietnam War: US involvement

Primary Source Document: Choices in the Vietnam War

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

Debate: Hawks v. Doves

Vietnam War Timeline

Video Clip: Vietnam War protests

Political Cartoon Analysis: Vietnam War involvement

NY Times article: Kent State University

Primary Source Document: Kent State

Chart: Cost of Vietnam War

Nixon, Ford, and Carter

Define all chapter vocabulary: "Nixon, Ford, and Carter"

Primary Source Document: Watergate Scandal

Movie, "Dick"

Political Cartoon: Watergate scandal

Video Clip: Nixon's resignation

Video Clip: Watergate scandal

Chart analysis: Rise of Inflation

Video Clip: Neil Armstrong walks on the moon

Biography: Richard Nixon & Henry Kissinger

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

Chart analysis: SALT I

Watergate timeline

Debate: Nixon's impeachment

DBQ: 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.**

Biography: Gerald Ford

Chart: Stagflation

Biography: Jimmy Carter

Primary Source Reading: Camp David Accords

Power Point: Iran Hostage Crisis

Suggested Website:

PBS Newshour Extra: http://www.pbs.org/newshour/extra/lessons_plans/watergate-lesson-plan-the-limits-of-presidential-power/

The Conservative Revolution

Define all chapter vocabulary: "The Conservative Revolution"
Chart of the Evolution of Conservatism
Diagram of Reaganomics
History/Mystery activity: Did Reagan plan an October revolution?
Biography: Ronald Reagan
Primary Source Document: Emergence of AIDS
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
Debate: Impeachment of Clinton
Video Clips: 2000 election (hanging chads)
Video Clips: September 11th attacks
Primary Source Document: September 11th
Power Point: September 11th
Timeline: War in Iraq
Power Point: War in Iraq
Debate: Immigration restrictions
DBQ: Immigration restrictions
Debate: bilingual education
Debate: affirmative action
Picture prompts: advancements in technology
Video Clip: modern technology
Activity: design a future technological device

Suggested Accommodations/Modifications for Assignments and Instruction:

Students can make flashcards of their vocabulary words.
When using DBQ's read them with the students.
Have list of countries students need to find on the map
Students may work in pairs when completing the Vietnam War map.
When showing video clips explain what the students will be watching and key points to look for. Have discussion

after video clip to check for comprehension;

When showing movies have worksheet for students to complete.

Students should write a brief summary after watching the video.

Have students read the diaries of the Vietnam War soldiers aloud. Ask for volunteers.

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

Break lectures into smaller portions.

When debating, have students share their information before they actually debate the topic.

Show students newspaper headlines from 9/11.

Suggested Assignments and Instruction for gifted and talented:

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

PART IV: EVIDENCE OF LEARNING

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



Formative Assessments:

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

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

In class discussion (Q & A)

Notebook Test

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

Accommodations/Modifications:

Extended time on assessments when necessary.

Divide assessments into sections with clear and specific directions.

Keep all sections together on the same page.

Suggested Assignments and Instruction for gifted and talented:

Provide lengthier readings to increase student knowledge.

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

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

Summative Assessments:

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

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

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

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

Accommodations/Modifications:

Extended time when necessary.

Allow students to work with partners.

Clear and well written direction should be used.

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

Suggested Assignments and Instruction for gifted and talented:

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

Provide enrichment activities.

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

Provide project choices that require more detail and deeper understanding.

Performance Assessments:

Debate: Watergate scandal, impeachment, bilingual education

DBQ: Vietnam, Watergate, and Immigration

Alternative Assessment: Design new technology

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

Accommodations/Modifications:

Extra time on projects when necessary.

After school support.

Provide oral and written instructions.

Allow students to work with partners.

Provide step by step directions.

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

Have copy of rubric to show when assigning project.

Suggested Assignments and Instruction for gifted and talented:

Provide supplementary or lengthier readings to increase student knowledge.

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

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

