

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

SYLLABUS

UNITED STATES HISTORY II College Prep

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 CP - UNIT 1 - DEVELOPMENT OF MODERN AMERICA</p>	<p>Unit Summary:</p> <p>At the turn of the century Americans saw a continuation of the social, economic, and political divisions that had characterized the nation even before the Civil War. This was not a nation united as much as it was a collection of political factions and machines, ghettos, neighborhoods, ethnic enclaves, and extremes of rich and poor all competing to realize their version of the American dream. The second wave of immigration led to problems in the cities both socially and politically. At the time many Americans feared change and clung to old ideas about social roles particularly those that affected women and African Americans. Many Americans hoped to change American society for the better, including increasing literacy for a more democratic society. These reform minded citizens who were called Progressives worked for many different causes at the national, state, and local levels. Many of their reforms had lasting effects on American society.</p>
<p>Grade Level(s):11</p>	
<p>Essential Question(s):</p> <ul style="list-style-type: none"> • What was an immigrant's experience like coming to the US? • What different challenges did immigrants face? • Why did cities expand during this time period? • What role did corruption play in local and national politics? How did living conditions in the cities change? • How did Progressives help those in need? • How did opportunities for higher education increase after the Civil War? • How did entertainment change in the early 1900's? • What types of discrimination did African Americans face after Reconstruction? • What were the issues in 	<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.

debate over women's equality? • What were the key goals of the Progressives?	
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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

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

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

Inter-Disciplinary Connections:

Language Arts Literacy: 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

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: Excerpts from Upton Sinclair’s [The Jungle](#), Ida Tarbell, Lincoln Steffens, Susan B. Anthony

Case Brief: Plessy v. Ferguson

Biography of Teddy Roosevelt

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:

Highlight or underline main ideas in reading materials.

Provide students with summaries of primary source documents.

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

Allow students to listen to audio recordings if available.

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

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

If having difficulty comprehending, re-read materials.

Substitute a word that students don’t understand with synonyms that they do.

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

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

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"

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 Chinese 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:

Provide students with guided notes or copies of notes.

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

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

Offer students extended time on writing assignments;

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

Students may write these ideas on an index card to use when composing their essay.

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

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

Students may type their responses if possible.

Students may dictate their responses to the teacher who can write what they have said.

Grade on content not mechanics.

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

Letter writing: Immigrant

Naturalization & Citizenship sample test questions

Hull House activity: Biography of Jane Addams

American Ink: An Immigrant's Story

Gangs of NY documentary and questions

Diagram a model city and solve city problems

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)

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

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:

Have list of Key terms for each chapter and the pages where the vocabulary word in context will be found.
Students can make flashcards of their vocabulary words.
Make a word wall of completed vocabulary.
Have a summary of the chapters.
Have graphic organizer on immigration started for students.
Read immigrants experiences orally to students.
Give example of letter writing activity on for students to use a guide (Immigration letter).
Read Naturalization and Citizenship questions orally to students or allow them to pair and share.
Stop video of Gangs of New York and have questions listed in order of appearance in the movie and discuss questions.
When showing video clips explain the footage before and have a checklist of things to look for while viewing.
Have list of characters from Iron Jawed Angels with a description of each and the name of the actor/actress who is performing in that role.
When assigning reading Comprehension Questions Have the page numbers listed where students can find the answers.
Model correct format for questions.

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.

Preferential seating.

Re-test failed assessments at teacher discretion

Provide alternative assessment if student fails.

Students may write directly on tests/quizzes rather than on Scantron or use responders.

Students may start the test a day early (After school, use Academic Lab period or study hall)

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

Divide assessments into sections with clear and specific directions.

Read directions orally to students.

Separate students if possible and read the test to them.

Put fewer questions on each page. Keep all sections together on the same page.

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

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.

Students may begin the assessment the day before when necessary.

May write directly on the assessment.

May finish in Academic Lab or study hall.

Teacher may modify rubric for essay section of benchmark and final assessment.

Rubric should be modified to reflect content rather than mechanics.

Clear and well written directions should be used.

Provide alternative assessment for students who fail the exam.

Keep sections together.

Limit number of matching.

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

Reduced number of open ended questions.

Provide shorter primary source readings.

May read the primary sources to students.

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

- 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:

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 guidelines for what part of the project should be completed by what day.
Give daily participation grade.
Have examples to show students of what projects received A's, B's etc.
Limit number of questions when using DBQ immigration restrictions.
Reword writing response for Pure Food & Drug Act/Meat Inspection Act.
Restate and repeat model city project.
Notify parents of upcoming projects and due date.
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 CP – UNIT 2 - EMERGENCE OF MODERN AMERICA</p>	<p>Unit Summary: By the 1890’s business and political leaders with dreams of empire were expanding into new markets and seizing control of territory abroad. Imperialism on the part of a country founded on freedom from colonialism troubled many United States citizens. The responsibilities of world power brought the government’s conflicting domestic and international agendas to the forefront. In the second decade of the 20th Century a war began in Europe with many military and civilian deaths. At first the United States vowed to maintain its neutrality. However, the nation finally declared war in order to support its allies and defend its commercial interests. Post World War I, American society changed in many ways. With the birth of a new cultural revolution, including the Harlem Renaissance, the US witnessed an introduction to new styles, tastes, and manners. Conflict arose between Americans ready to adopt these new manners and news ways and Americans who tried to resist the forces of change. Coming out of WWI Americans were focused on returning to normal and improving the nation’s economy. Through (3) one-term Presidency’s the country saw an economic boom, labor troubles, and the seeds of an economic disaster that loomed as the decade ended.</p>
<p>Grade Level(s): 11</p>	<p>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
<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? 	<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

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

people adopted new lifestyles and attitudes.

- Music, art and literature flourished during the 1920's.
- Social values, organized crime, and political influences grew as a result of Prohibition.
- Republican Presidents during the 1920's pursued pro-business economic policies and an isolationist foreign policy.
- Americans power to purchase fueled the economy.
- Rising wealth and a booming stock market gave 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, 5. 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.	6. 6.1.12.D.6.b
8. Compare and contrast Theodore Roosevelt and Taft.	7. 6.1.12.B.6.a
9. Identify and explain the main causes of WWI.	8. 6.1.12.D.6.b
10. Analyze events that led the US to shift from isolationism to involvement in WWI.	9. 6.1.12.D.6.b, RH.11-12.6
11. Construct a map (pre and post-WWI new countries).	10. 6.1.12.B.7.a
12. Analyze the steps the US took to prepare for war.	11. 6.1.12.A.7.a
13. Explain how the war changed American lives on the home front.	12. 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.	13. 6.1.12.D.7.a
17. Compare and contrast flapper to more traditional women of the 1900's.	14. 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.	15. 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.	16. 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.	17. 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.	18. 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.	19. 6.1.12.D.8.b, RH.11-12.4
	20. 6.1.12.D.8.b,
	RH.11-12.6
	21. 6.1.12.A.8.a
	22. 6.1.12.A.8.a,
	RH.11-12.9
	23. 6.1.12.A.8.a,
	RH11-12.1
	24. 6.1.12.C.9.b
	25. 6.1.12.C.9.a,

	6.1.12.C.9.c, RH11-12.1 26. 6.1.12.C.8.b 27. 6.1.12.A.8.a, 6.1.12.A.9.a
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Inter-Disciplinary Connections:

Language Arts Literacy: DBQ writing – Speakeasy Membership Card; reading primary source documents – Zimmerman Note, History of Daylight Savings, Espionage and Sedition Acts, Flappers, 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 (American: Pathways to Present)

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

Case Brief: Sacco & Vanzetti

DBQ question and documents: Analyzing Speakeasy Card

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:

Highlight or underline main ideas in reading materials.

Provide students with summaries of primary source documents.

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

Allow student to have a copy of the textbook to keep at home.

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

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

If having difficulty comprehending, re-read materials.

Substitute word that students don't understand with synonyms that they do.

Use AGS History textbook and workbook as a supplementary reading source.

When using DBQ questions and documents read them in small groups and read orally.

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: Teddy Roosevelt “Big Stick” and “Tackles the Trust”

DBQ: Speakeasy membership card

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

Provide Students with guided notes or copies of notes.

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

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

Offer students extended time on writing assignments.

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

Begin to talk about picture prompts and the political cartoons.

Have list for students of what symbols represent in political cartoons. (example Uncle Sam USA)

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

Provide guiding questions for written responses.

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

Reduce length requirement for writing assignment.

Reduced number of open ended responses.

Allow students to type responses if possible.

Grade on content not mechanics.

Provide extra space and lined paper for student responses.

Students may dictate their responses to the teacher who can write what they have said.

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 (Theodore Roosevelt)

Video clip: Sinking of the USS Maine

Analysis of USS Maine headline (yellow journalism)

Biography of Enrique DeLome

Map skills: Spanish-American War (2 sided)

WWI

Define all chapter vocabulary: "WWI"

Design a visual history (WWI Timeline)

Map skills: countries involved in WWI

Primary source documents: Zimmerman Note

Reading & writing: new technology of WWI

Visuals: Posters of WWI highlights

Focused Writing: trench warfare letters

Video clip: WWI: War in Europe

Video clip: The Lost Battalion

BBC animated map of WWI

Chart of WWI organizations

Primary source reading on history of Daylight Savings

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

Video clip: for/against League of Nations

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

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 NAACP (members, goals, outcomes)

"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

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:

Have list of key terms for each chapter and the page numbers where the vocabulary words can be found in context.

Students can make flashcards of their vocabulary words.

Make a word wall of completed vocabulary.

Have a written summary of the chapters.

Highlight the main concepts in the chapter.

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

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

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

Graphic organizer of cause that led to WWI.

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

Students will color code Allies, Neutral and Central Powers.

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

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

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, 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:

Extended time on assessments.

Alternative assessments.

Students may write directly on tests/quizzes rather than on Scantron or use responders.

Students may start the test a day early (After school, use Academic Lab period or study hall).

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

Divide assessments into sections with clear and specific directions.

Read directions orally to students.

Separate students if possible and read the test to them.

Put fewer questions on each page.

Keep all sections together on the same page.

Reword questions that use these ...all of the following EXCEPT, NONE of the above or All of the Above.

Grade content rather than mechanics.

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.

Students may begin the assessment the day before.

When necessary may write directly on the assessment.

May finish in Academic Lab or Study Hall.

Teacher may modify rubric for essay section of benchmark and final assessment.

Rubric should be modified to reflect content rather than mechanics.

When writing their essay, students may have an index card with key point to help them with their composition.

Clear well written directions should be used.

Keep sections together.

Limit number of matching.

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

Reduced number of open ended questions.

Provide shorter primary source readings.

Assessments may be read orally to the students.

Certain questions may be read to the students.

Suggested Assignments and Instruction for gifted and talented:

Provide supplementary or lengthier readings to increase and challenge student.

Provide enrichment activities.

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

Provide project choices that require more detail and deeper understanding.

Performance Assessments:

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

Yellow journalism current event assignment

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

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

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

Give daily participation grade.

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

Notify parents and Academic Lab teachers of upcoming projects and due date.

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

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

Suggested Assignments and Instruction for gifted and talented:

Provide supplementary or lengthier readings.

Look for college level readings to increase student knowledge.

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

Black Horse Pike Regional School District Curriculum Template

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

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: US II CP – UNIT 3 - GREAT DEPRESSION & NEW DEAL</p>	<p>Unit Summary: When the economy of the high flying 1920's crashed in 1929, the bleak years of the Great Depression began. Behind the headlines and photos of stock buying and selling frenzy and destitution grew a debate that cut to the very political, social, and economic fiber of the country and changed forever how Americans look at the government. President Roosevelt's New Deal proved to be only partially successful at ending the nation's misery. But though critics were quick to point to the New Deal's many failures it was hard to argue against its resounding success in bringing hope to a weary nation. Moreover, the New Deal influenced the social, political, and cultural life and attitudes of Americans in ways that are still apparent today.</p>
<p>Grade Level(s): 11</p>	
<p>Essential Question(s):</p> <ul style="list-style-type: none"> • What type of economic policies 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
<ol style="list-style-type: none"> 1. Explain the events that led to the stock market great crash in 1929. 2. List and explain the causes of the Great Depression. 3. Analyze how poverty spread during the Great Depression. 4. Describe the social problems that were caused by poverty in the 1930's. 5. Justify survival techniques used by desperate Americans. 6. Compare and contrast President Hoover and President Roosevelt's response to the Great Depression. 7. Diagram the New Deal programs. 8. Identify New Deal programs as examples of relief, recovery or reform and their intended target group. 9. Critique the pros and cons of the New Deal. 	<ol style="list-style-type: none"> 1. 6.1.12.A.9.a, 6.1.12.C.9.d 2. 6.1.12.A.9.a, 6.1.12.B.9.a, RH.11-12.1 3. 6.1.12.C.9.d, 6.1.12.D.9.b 4. 6.1.12.D.9.b, RH.11-12.3 5. 6.1.12.D.9.b 6. 6.1.12.C.10.b,6.1.12.D.10.b, RH.11-12.6 7. 6.1.12.B.10.a, WHST.11-12.6 8. 6.1.12.B.10.a,6.1.12.A.10.b, RH.11-12.2 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, 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

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:

Highlight or underline main ideas in reading materials.

Provide students with summaries of primary source documents.

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

Allow students to listen to audio recordings if available.

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

Have student keep a copy of the textbook at home so they can read a small section at night.

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

If having difficulty comprehending, re-read materials.

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

Pre-teach vocabulary

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

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

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

Picture prompts: Cartoon analysis of Great Depression (poverty)

Focused Writing: personal contribution if own family has no money

Suggested Accommodations and Modifications for Writing

Provide students with guided notes or copies of notes.

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

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

Offer students extended time on writing assignments.
Discuss picture prompts and what they mean before students begin to write.
Give examples of what the teacher wants the final product to look like.
Give checklist or step by step directions for assignments.
Use graphic organizers for students to brainstorm and organize their writing.
Students may type their answers if possible.
Students may dictate their responses to the teacher who can write what they have said.
Grade on content not mechanics.

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 Depression

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

New Deal

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

Political cartoons: New Deal

DBQ: New Deal effects

Video clips: Hooverilles

Hooverville in Camden, NJ

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 and the pages where the vocabulary word in context will be found. Have students use context clues to define vocabulary words.

Students can make flashcards of their vocabulary words.

Make a word wall of completed vocabulary.

Have a typed summary of the chapters with key concepts and main ideas.

Begin to fill in one part of graphic organizer for students.

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

When viewing Cinderella Man, have list of characters and summary of the plot for students to follow while watching the video. Stop and pause for discussion.

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

Have students fill in with teacher provided choices the business cycle.

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

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

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 on the causes of the Great Depression and New Deal posters. Create a letter to Mrs. Roosevelt, Hooverville. Evaluate Great Depression political cartoons, Grapes of Wrath experts, political cartoons on New Deal programs, and court cases related to AAA, NIRA, and TVA.

In class discussion (Q & A)

Notebook Test

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

Accommodations/Modifications:

Vocabulary Quizzes should be matching with the correct number of words and definitions. Do not use extra words.

Extended time on assessments.

Offer alternative assessments for students who fail the formative assessment.

Students may write directly on tests/quizzes rather than on Scantron.

When using responders for tests and quizzes students will have a copy of the test/quiz and will use paper then transfer answers to responder.

Students may start part of the test a day early (after school, use Academic Lab period or study hall).

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

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

Divide assessments into sections with clear and specific directions.

Repeat directions.

Read directions orally to students.

When possible, separate students and read the test to them.

Put fewer questions on page.

Grade content rather than mechanics.

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.

Students may begin the assessment the day before when necessary.

May write directly on the assessment, may finish in Academic Lab or study hall.

Teacher may modify rubric for essay section of benchmark and final assessment.

Rubric should be modified to reflect content rather than mechanics and spelling.

Clear and well-written directions should be used.

Keep sections together.

Limit number of matching.

Do not have extras so students can use process of elimination.

Reduced number of open-ended questions.

Provide shorter primary source readings.

May read the primary sources to students.

Special education teacher will help to create the benchmarks and final assessments.

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

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 or the paper on Social Security.

Extra time on assessments when necessary after school support with more individual attention.

Provide oral and written instructions.

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

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

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

Limit number of questions when using DBQ Causes of Great Depression and New Deal.

Notify parents of upcoming projects and performance assessments and due date.

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 CP – 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 6 million 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</p> <p>15. 6.1.12.D.11.e</p> <p>16. 6.1.12.D.11.d</p> <p>17. 6.1.12.D.11.d, RH.11-12.6</p> <p>18. 6.1.12.D.11.d 6.1.12.D.11.c, RH.11-12.6</p> <p>19. 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 –Truman’s Decision to Drop the Atomic Bomb, **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, 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

Books: excerpts from Because of Romek

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:

Highlight or underline main ideas in reading materials.

Provide students with summaries of primary source documents.

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

Pre-teach vocabulary terms for Because of Romek.

Students may read Because of Romek in small groups.

Students can read Because of Romek during SSR days.

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

Substitute words that students don't understand with synonyms that they do.

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

Suggested Assignments and Instruction for gifted and talented:

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

Allow students to read and report about the following books:

Sophie's Choice, Sarah's Key, Hiroshima by John Hersey, Best-Kept Secret, The Story of the Atomic Bomb by John Purcell.

On the Beach by Nevil Shute.

Students will write:

Cornell notes – Daily Note Taking

DBQ response to start of WWII, US response to Holocaust

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:

Provide students with guided notes or copies of notes.

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

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

Offer students extended time on writing assignments.

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) Students may dictate their responses to the teacher who can write what they have said.

Grade on content not mechanics.

If using a rubric for grading modify rubric to place less emphasis on spelling and grammar.

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: The Road to War

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

Chart & graph analysis: Money spent on mobilization in WWII

Chart of US programs in WWII

Video clip: peacetime draft

Because of Romek

Focused writing: US soldiers to home front

USS Arizona Memorial: pictures of Pearl Harbor

Map analysis: Island hopping

Video: Pearl Harbor

Propaganda Poster analysis

Truman's decision to drop the a-bomb activity

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

DBQ: US response to the Holocaust

Video clip: Holocaust

Reading: Anti-Semitic children's stories

Video clip: Ocean of Fear

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 and the pages where the vocabulary word in context will be found.

Students can make flashcards of their vocabulary words.

Make a word wall of completed vocabulary.

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

Have a typed summary of the main ideas of the Chapters.

Fill in part of graphic organizers for students.

Have list of countries students need to find on the map.

Students may work in pairs while completing the map.

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

Have student use blank map for practice when studying for map quiz or test.

Give example of letter writing activity (Final Product).

Provide extra time for projects for students.

When using the library have an extra day for students who have been absent.

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.

Have list of characters and their descriptions when showing the movie.

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

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. 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.

Students may write directly on tests and quizzes rather than on Scantron or use responders.

Students may start the test a day early (After school, Academic Lab period or during Study Hall).

Have some of the countries already labeled for students when taking the map quiz.

Have list of countries for students to identify.

When using the HW dittos have the page numbers listed where students will be able to find the answers.

Divide assessments into sections with clear and specific directions.

Read directions orally to students.

Separate students when possible and read the test to them.

Put fewer questions on each page.

Keep all sections together on the same page.

Grade content rather than mechanics (When there are essays).

Offer alternative assessments when students fail the test the first time.

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:

Extended time on assessments.

Students may begin the assessment the day before when necessary.

Students may write directly on the assessment, may finish in Academic Lab or Study Hall.

Teacher may modify rubric for essay section of benchmark and final assessment.

Rubric should be modified to reflect content rather than mechanics.

Clear and well written directions should be used.

Keep sections together.

Limit number of matching.

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

Reduced number of open ended questions.

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:

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:

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

Give daily participation grades.

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

Have copy of rubric to show when assigning project.

Limit number of questions when using DBQ start of WW II and U.S. response to the Holocaust.

Notify parents of upcoming projects and due date.

Guide students when choosing a partner for a project.

Teachers can also control who work together.

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 allows students opportunities to conduct additional research.

Provide assignment choices that require more detail and deeper understanding.

Black Horse Pike Regional School District Curriculum Template

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

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: US II CP – UNIT 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 6.1.12.A.12.a, RH.11-12.8</p> <p>19. 6.1.12.D.12.a, 6.1.12.C.12.c, RH.11-12.4</p> <p>20. 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: video clips, 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: 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:

Highlight or underline main ideas in reading material.

Provide students with summaries of primary source documents.

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

Allow students to work in pairs when reading primary source documents (teacher chooses the pairing 1 should be a strong or proficient reader).

Allow students to listen to audio recordings if available.

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

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

If having difficulty comprehending, re-read materials.

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

Pre-teach vocabulary for reading.

Provide an extra textbook for students to leave at home so they can read a section the night before a PowerPoint or lecture.

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 or 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:

Provide students with guided notes or copies of notes.

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)
Offer students extended time on writing assignments.
Give students at least two choices when given a writing assignment.
Begin the first sentence for students and then let them continue with the remainder of the writing.
Give checklist or step-by step directions for writing assignments.
Use graphic organizers to help students brainstorm and organize their writing.
Students may type their responses if possible.
Students may dictate their responses to the teacher.
When possible grade on content not spelling/grammar/mechanics.
Give sentence starters for essay paragraphs.
Reduced number of open ended responses .

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: 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

Have list of Key Terms for each chapter and the pages where the vocabulary word in context will be found.
Pre-teach vocabulary.
Students can make flashcards of their vocabulary words.
Make a word wall of completed vocabulary.
Students may draw 1 or more of their vocabulary words to increase comprehension.
Have a summary of the sections of the chapters.
When using cause and effect give examples and specific directions.
When students are labeling Cold War countries have a list in alphabetical order of the countries.
Pre-label some of the countries on the map.
Enlarge the map to give students more room to actually write on the map.
When showing video clips introduce what students will be seeing. Pause during clip and explain what they are about to see or what they just saw. Ask for responses or discussions.
When students are doing chart analysis have them work in partners.
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 map of the Korean War Map, Beatnick picture, and a list of Medicare & Medicaid programs. Create a chart on NATO, picture of Levittown, chart on the Great Society. Evaluate a chart on the causes and effects of the Cold War, decisions during the Cold War, Arab-Israeli dispute map, chart of TV hours, medical advancements, and Baby Boomers. Map analysis of nuclear missile sites and nuclear attack sites, and a diagram of the Berlin Wall. Evaluate conspiracy theories of JFK's assassination and Warren Court conclusions, letters from East v. West Germany, Cuban Missile Crisis decision, and viewpoints of the Cold War.

In class discussion (Q & A)

Notebook Test

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

Accommodations/Modifications:

Extended time on assessments;

Preferential seating.

Provide alternative assessments for students who fail initial exam.

Students may write directly on tests/quizzes rather than on Scantron.

Have copy of test available if students are using responders.

When providing study guide, mark where the answers will be found.

Students may start the test a day early (After school, use Academic Lab period or study hall).

Have a few countries already on the Cold War Map quiz.

Have list of countries that need to be found.

Have practice map for students to complete prior to the actual quiz.

Modify dittos by placing the corresponding page number beside the question.

Divide assessments into sections with clear and specific directions.

Read directions to students.

Separate students if possible and read the test to them.

Put fewer questions on each page.

Keep all sections together on the same page.

Reword questions on assessments.

Grade content rather than mechanics.

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.

Students may begin their assessment the day before when necessary.

May write directly on the assessment.

May finish in Academic Lab or study hall.

Teacher may modify rubric for essay section of benchmark and final assessment.

Rubric should be modified to reflect content rather than mechanics.

Clear and well written directions should be used.

Re-take failed assessments at teacher discretion.

Limit number of matching.

Do not have extra word when using matching.

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

Reduced number of open ended questions.

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:

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:

Extra time on projects when necessary.

Allow students to work in pairs on alternative assessments.

When using DBQ assessments limit the number of questions the students have to answer.

Read the questions with the students.

Notify parents of upcoming projects and due date.

Give daily participation grade with checklist of what students should be completing during their class period.

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

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 CP – 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: video clips

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 (American: 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”

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

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:

Highlight or underline main ideas in reading materials.

Provide students with summaries of primary source documents.

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

Allow students to listen to audio recordings if available.

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

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

If having difficulty comprehending, re-read materials.

When possible, provide an extra copy of textbook for students to leave at home so they can read a small section at home each night.

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 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), 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

Provide students with guided notes or copies of notes.
Students will highlight their notes and add on their own any additional notes.
Students will compose at least 2 questions and answer them from the day's notes. (Check for accuracy)
Grade the Cornell notes.
Offer students extended time on writing assignments.
Begin DBQ with students.
Limit number of DBQ assigned to students.
Begin writing prompts with the students then let them continue.
Use graphic organizers to help students brainstorm and organize their writing.
Students may type their responses if possible.
Students may dictate their responses to the teacher.
When possible grade on content not mechanics.
If using rubric, modify rubric to reflect less emphasis on spelling, grammar etc.

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
Primary Source Reading: James Meredith
DBQ: Civil Rights
Diagram of Civil Rights Movement
Map of Freedom Riders route
Video Clips: types of protests
Video Clip: Little Rock Nine
"TIME" capsule simulations
Power Point: Civil Rights Movement
Public opinion polls
Primary Source Reading: NY Times: Dr. Martin Luther King's assassination
Video Clip: Dr. Martin Luther King's assassination
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

Have list of key terms for each chapter and the pages where the vocabulary word in context will be found.

Students can make flashcards of their vocabulary words.

Make a word wall of completed vocabulary.

Students may draw one or more of their vocabulary words.

Have a summary of the sections of the chapter being taught.

Before assigning writing prompts have students brainstorm their ideas and then uses pre-writing before the students complete their final project.

Before reading primary source document, give background information to the students. Have this available for them to use while working on their primary source.

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

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

Have copy of powerpoints for students.

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

Make 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

Produce a chart on civil rights legislation, chart on major environmental landmarks. Create own "I Have a Dream" speech, response to Rosa Parks bus boycott, support a protest position paper, diagram of the Civil Rights Movement, chart of minorities goals for equality, and Woodstock design. 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.

Preferential seating.

Provide alternative assessments for students who fail test.

Reduced number of open ended questions.

Provide shorter primary source readings for DBQ's.

Highlight, underline or bold key terms in questions and readings.

Grade content rather than spelling/grammar/mechanics.

Divide assessments into portions.

Provide graphic organizers or checklists for open ended response/essay responses.

Give partial credit for open ended response answers.

Provide extra space and or lined paper for student responses for students with poor or large handwriting.

Put fewer questions on page.

Allow students to use notes for open ended questions.
Students may write directly on tests/quizzes rather than on Scantron.
If using responders, have students write on paper first and then transfer answers.
Read directions to students.
Separate students if possible and read the test to them.
Students may start the test a day early (After school, Academic Lab period or study hall)

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.
Students may begin the assessment the day before when necessary.
Students may write directly on the assessment, may finish in Academic Lab or study hall.
Teacher may modify rubric for essay section of benchmark and final assessment.
Rubric should be modified to reflect content rather than mechanics.
Clear and well-written directions should be used.
Provide alternative assessments for student who struggle with objective tests.
Keep sections together.
Limit number of matching.
Have concrete review for students of what will be on the assessment.
Reduced number of open-ended questions.
May read the primary sources to students.

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:

Focused Writing: Personal Dream Speech

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.

After school support.

Provide oral and written instructions and directions.

Allow students to work with partners.

Allow student to re-do projects that do not meet requirements the first time.

Alter requirements to make projects more manageable.

Provide step by step directions.

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

Give daily participation grade when working on a project.

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

Limit number of questions when writing responses to Civil Rights and Women's Movement DBQ's.

Notify parents of upcoming projects and due dates.

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 countries trust in its highest office was destroyed. Jimmy Carter was elected to the White House in 1976. After the upheavals of the 1960's and 1970's many Americans wanted to return to more conservative ideas with smaller government. The policies of Ronald Reagan and George H.W. Bush carried out the social and economic of new right conservatives. Sweeping changes in world affairs in the early 1990's changed the face of world politics. The U.S. faced challenging issues at home as immigration and an aging population changed the demographics of American society.</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

Learning Target	NJCCCS or CCSS
1. List the events that led to the war between North and South Vietnam.	1. 6.1.12.A.12.b,
2. Analyze America’s involvement in the Vietnam War.	6.1.12.A.12.a,
3. Illustrate how battlefield conditions in Vietnam affected American soldiers.	RH.11-12.4,
4. Diagram the course of action in the Vietnam War.	RH.11-12.1
5. Recognize countries and locations involved in the Vietnam War.	2. 6.1.12.A.12.a,
6. Examine the role played by students in protest movements in the U.S.	6.1.12.A.12.b,
7. Compare and contrast President’s policies and effect on the Vietnam War.	6.1.12.D.12.e
8. Determine the legacy of the Vietnam War.	3. 6.1.12.D.12.e,
9. Value the contribution of American soldiers to the Vietnam War and the effects post-war (PTSD).	WHST.11-12.6
10. List and explain Nixon, Ford, Carter, Reagan, Bush and Clinton’s domestic and foreign policies.	4. 6.1.12.D.12.e.,
11. Debate the events of the Watergate scandal and Nixon’s involvement.	6.1.12.A.12.b,
12. Differentiate Regan’s “Reaganomics” plan with other economic policies.	6.1.12.A.12.b,
13. Recognize the role the U.S. played after the Cold War ended.	WHST.11-12.6
14. Identify the scandals that were debated during Clinton’s 2 nd term in office.	5. 6.1.12.A.12.b
15. Analyze the American response to September 11, 2001.	6. 6.1.12.A.13.b,
16. Explain how the U.S. changed politically, economically, and socially in the late 20 th Century both in domestic and foreign affairs.	6.1.12.A.12.a.
	7. 6.1.12.A.12.b,
	6.1.12.A.12.a.
	7. 6.1.12.A.12.b,
	6.1.12.D.12.e,
	RH.11-12.6
	8. 6.1.12.D.12.d.
	9. 6.1.12.D.12.d,

<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: video clips
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.](#)]

Suggested Accommodations/Modifications for Reading:

Highlight or underline main ideas in reading materials.

Provide students with summaries of primary source document.

Allow students to listen to audio recordings of readings if available or read passages to students.

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

Provide guiding questions to ensure an understanding of main ideas and key concepts.

Give students extra time to read assignment.

Provide an extra copy of the textbook for student to leave at home so they can read each night.

Pre-teach vocabulary for reading.

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:

Provide students with guided notes or copies of notes.

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

Students will compose at least 2 questions and answer them from the day's notes.

Offer students extended time on writing assignments.

Provide guiding questions for written responses.

Give sentence starters writing prompt with the students.

Students may brainstorm and then write these ideas on an index card to use when composing their essay.

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

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

Students may type their responses if possible.

Students may dictate their responses to the teacher.
Grade writing assignments on content not mechanics.
Limit number of open ended questions.
Reduce length requirement for writing assignments.

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
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

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

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

Biography: Ronald Reagan

Primary Source Document: Emergence of AIDS

Power Point: Iran Contra Affair

Biography: George H.W. Bush

Map: Post Cold-War

Video Clip: Fall of the Berlin Wall

Political Cartoon: Fall of the Berlin Wall

Video Clip: Tiananmen Square

Timeline: Persian Gulf War

Reading: What is Gulf War syndrome

Frontline PBS: The Gulf War

Entering a New Era

Define all chapter vocabulary: "Entering a New Era"

Biography: William Clinton

Primary Source Reading: Whitewater Affair

Video Clips: 2000 election (hanging chads)

Video Clips: September 11th attacks

Primary Source Document: September 11th

Power Point: September 11th

Timeline: War in Iraq

Power Point: War in Iraq

DBQ: Immigration restrictions

Picture prompts: advancements in technology

Video Clip: modern technology

Suggested Accommodations/Modifications for Assignments and Instruction:

Have list of Key Terms for each chapter and the pages where the vocabulary word in context will be found.

Students can make flashcards of their vocabulary words.

Make a word wall of completed words.

Students can draw one or more of their words and use symbols to help them remember.

Have a summary of the chapters and then students will make a graphic organizer from the summary.

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

When using DBQ's read them with the students.

Have list of countries students need to find on the map (pre-label some of the cities or other parts of the map for the students).

Students may work in pairs when completing the Vietnam War map.

Have copy of powerpoints for students to add additional notes and for them to follow along with while teacher presents.

When showing video clips explain what the students will be watching and key points to look for. Have discussion after video clip to check for comprehension;

When showing movies have worksheet for students to complete along with a list of characters and their description.

Students should write a brief summary after watching the video.

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 stagflation chart, evolution of Conservatism chart, Reaganomics diagram, timeline of Persian Gulf War, and a timeline of War in Iraq. 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.

Preferential seating.

Offer alternative assessments for students.

Students may write directly on tests and quizzes rather than on Scantron or use responders.

Students may start the test a day early (After school, Academic Lab period or during Study Hall)

When using HW dittos, have the page numbers listed where students will be able to find the answers. Or start one of the dittos with the students.

Fill in the most difficult answer on the ditto.

Divide assessments into sections with clear and specific directions.

Read directions to students.

Separate students when possible and read the test to them.

Put fewer questions on each page.

Keep all sections together on the same page.

Grade content rather than mechanics.

Reduced number of open ended assessments. Increase spacing to reduce visual clutter.

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, after –school support, provide oral and written instructions;
Allow students to work with partners.
Provide step-by-step directions or checklists for assignments
Use concrete examples.
Highlight, underline or bold key terms
Grade content rather than mechanics.
Teacher may modify rubric for essay section of benchmark and final assessment.
Rubric should be modified to reflect content rather than mechanics.
Clear and well written direction should be used.
Re-take failed assessments at teacher discretion.
Keep sections together.
Limit number of matching.
Have a concrete review for students of what will be on the assessment.
Reduced number of open ended questions.
If there is a primary source document or paragraph, read this to the students.
If there is a map, have student’s complete one section that they know for sure and then use process of elimination for the remainder of the map.

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

- 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 guidelines for what part of the project should be completed by what day.
Give daily participation grades.
Have examples to show students of what project received A’s,B’s etc.
Have copy of rubric to show when assigning project.
Limit number of questions when using DBQ.

Read DBQ with the students.

Notify parents of upcoming projects and due date.

Allow students to re-do projects that do not meet requirements the first time.

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.