



HS World History, US History I & II,
AP US Government & Politics,
& AP US History
Curriculum

Middle Township Public Schools
216 S. Main Street
Cape May Court House, NJ 08210

Born On Date: September 20, 2018

Core Instructional Materials	Listed within weekly lesson plans
Assessments	Chapter worksheets, Graphic Organizer, Chapter notes, Political Cartoons, Section quizzes, Unit test, Projects, Open-ended Questions
Modifications for Special Education Students	Note IEP, Fill in the Blank notes, Project choices, Multiple Choice option numbers, Study guides
Modifications for English Language Learners	Extended time, study guides, lower reading level, read directions aloud, alternative assignments
Interdisciplinary Skills	<p>-NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>-NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>-NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence</p> <p>-NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>-RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>-RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p>

	<p>-WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation</p> <p>-WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>
21st Century Skills	<ul style="list-style-type: none"> -Creativity -Critical Thinking -Communication -Collaboration -Life and Career Skills -Information Literacy -Media Literacy

Content Area:	World History	Grade(s) 9-12
Unit Plan Title:	Geography and Cultures	
Unit Goal:	Students will be reintroduced to Geography and the four components of Culture. Students will participate in a quick review of Ancient Mesopotamia, Egypt, the Indus River Valley, China, Africa, Mesoamerica, Greece, Rome, and the Middle Ages. Students will review the various classifications of religion and their role in Culture. Students will identify the six major religions of the world: Judaism, Christianity, Islam, Hinduism, Buddhism, and Confucianism.	
Standard(s) Number and Description (Established Goals)		
Standards:		
6.2.12.C.6.b. Compare and contrast demographic trends in industrialized and developing nations and evaluate the potential impact of these trends on the economy, political stability, and use of resources.		
6.2.12.C.6.c. Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.		
6.2.12.D.6.a. Assess the role of increased personal and business electronic communications in creating a "global" culture and evaluate the impact on traditional cultures and values.		
6.3.12. Active Citizenship in the 21st Century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.		
6.1.12.D.14.e. Evaluate the role of religion on cultural and social mores, public opinion, and political decisions. 6.2.12.A.1.a. Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, or Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.		
6.2.12.B.1.b. Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.		
6.2.12.C.5.b. Compare and contrast free market capitalism, Western European democratic socialism, and Soviet communism.		
6.2.12.C.6.a. Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.		
Enduring Understandings:		
1. Students will understand and locate the seven continents and four oceans, Prime Meridian, Equator, Five lines of Parallel, and time zones and how these affect us.		
2. Students will understand the concept of culture and the four components that make up a given culture.		
3. Students will understand the difference between Primary and Secondary sources and how to correctly use them to in constructing a thesis.		
4. Students will understand and recognize the major cultural elements of Ancient Mesopotamia, Egypt, and the Indus River Valley Civilization.		
5. Students will understand the definition of a religion, key vocabulary words that define and classify types of religions.		
6. Students will understand the fundamental differences between Western Religions and Eastern Religions with an emphasis on Judaism, Christianity, Islam, Hinduism, Buddhism, and Confucianism.		
7. Students will understand the basic principles of democracy, the advantages and disadvantages, and how a democratic government functioned in Ancient Greece.		
8. Students will understand and differentiate between Greek and Roman architecture and explain the impact of this architecture of the modern world.		
9. Students will understand the immense impact of Alexander the Great on spreading Greek culture and unifying the known world at this time.		
10. Students will understand the contribution of the Greek Philosophers Socrates, Plato, and Aristotle on western thought.		
11. Students will understand the formation of the Roman Republic and the influence of Julius Caesar and Caesar Augustus.		
12. Students will understand the Pax Romana and the achievements and advancements that took place during this era.		
13. Students will understand the eventual decline of the Roman Empire and transition into the Middle ages.		
14. Students will understand the restrictive feudal social structure of the manor system.		
15. Students will understand the rise of Catholicism and church authority.		
16. Students will understand the destructive force of the black Plagues, the causes and the psychological and physical aftermath.		

Student Learning Goals/Objectives:

Students will

- 1. Define all vocabulary words associated with this Unit.
- 2. Identify and label the seven continents, four oceans, Prime Meridian, Equator, Lines of Parallel, and International Date Line.
- 3. Explain & develop a visual representation of the four cultural components.
- 4. Classify sources as Primary or Secondary & Construct an argument using Primary & Secondary Sources.
- 5. Define major vocabulary associated with religion and the specific religions being studied.
- 6. Write a comparative essay on the Eastern and Western Religions.
- 7. Complete a Venn Diagram comparing Eastern and Western Religions.
- 8. Compare the teachings of Abraham, Jesus, Muhammad, Buddha, and Confucius.
- 9. Map the spread of religion across the world and identify areas that developed different religions.
- 10. Understand the six major world religions in the modern world and identify their roles and misconceptions in the 21st century.
- 11. Outline and compare the civilizations of Mesopotamia, Egypt, and Indus River Valley.
- 12. Diagram a map of trading kingdoms of Africa, Latin America, Ancient Greece & the Empire of Alexander
- 13. Evaluate the standard of living during the golden ages of Latin American and African cultures during the golden ages of their society.
- 14. Write a comparative Essay on Sparta and Athens
- 15. Complete a Webquest centered on Ancient Greek Culture.
- 16. Debate the effectiveness of Democracy in class.
- 17. Write a comparative essay on Ancient Greek & Roman Architecture compared to American Architecture.
- 18. Discuss the philosophical teachings of Socrates, Plato, and Aristotle.
- 19. Chart the decline of the Roman Empire.
- 20. Classify the components of the feudal society.
- 21. Map out the spread of the Plague and list reasons for its occurrence.
- 22. Analyze Art from the Middle Ages and extract components of culture.
- 23. Evaluate the standard of living for the average European during the course of the Middle Ages.

Essential Questions

- 1. What concepts and ideas can we learn from looking at different types of maps?
- 2. How do Global Positioning Satellites work and how has this technology changed navigation?
- 3. What is a Social Scientist and what value do they add to a community?
- 4. What various jobs can a Social scientist perform and what are their responsibilities?
- 5. What is a source and where do they come from and what is the difference between a Primary and Secondary source?
- 6. How do we Analyze sources and what unspoken concepts can we gather from them?
- 7. How do we use a source to justify a position or argument?
- 8. What are the building blocks of Culture?

- 9. How do Society, Government, Religion, and Economy affect a person's way of life?
- 10. What are the various ways the components of a cultural can be structured and what does this tell us about life within these cultures?
- 11. Why does civilization start in Ancient Mesopotamia?
- 12. What geographical features aided in the establishment of the first civilizations?
- 13. Why do cultures have Religion?
- 14. What functions does a religion serve within a community?
- 15. How are the major western religions related?
- 16. How are the major eastern religions related?
- 17. What are the historical roots of Judaism, Christianity, and Islam and how are the western religions perceived in the world today?
- 18. What are the historical roots of Hinduism, Buddhism, and Confucianism and how are the eastern religions perceived in the world today?
- 19. What are the goals of each religion? How are they similar and different?
- 20. What can we learn about a culture through their religious beliefs?
- 21. What are the achievements of Ancient Latin America and Africa?
- 22. How did development of African kingdoms, Mayans, Aztecs, Incas differ from the Greeks and Romans. How were they similar?
- 23. Which achievements of Ancient Greece and Ancient Rome have had the greatest impact on the world community?
- 24. How do similar city-states develop different lifestyles and culture?
- 25. What are the advantages and disadvantages to a democratic form of government?
- 26. What was the primary function of the Greek Parthenon and what does it symbolize today?
- 27. What are the everlasting contributions of Socrates, Plato, and Aristotle to the world?
- 28. To what degree do the Romans borrow and incorporate other cultures into their own?
- 29. How does the Roman Empire decline? Is it truly 'dead?'
- 30. What are the everlasting achievements of the Roman Empire?
- 31. How does the Feudal system change life for the everyday person?
- 32. How does the Catholic Church influence European culture during the Middle Ages?
- 33. How does the Black Plague reshape the average person's world view? Is this a positive change or negative change?

Suggested Student Learning Assessments and Activities:

1. Oral Presentations
 - a. Students will present orally on the various types of maps and their uses and functionality in the 21st century world.
2. Teacher made summative assessments
 - a. Traditional tests, multiple choice, true-false, open ended questions
3. Culture Collage
 - a. Students will analyze present day magazines and literature to find examples of the four cultural components present within our own culture. Students will categorize and classify this information into a collage.
4. Student created Vocabulary flip guide
 - a. Students will create a vocabulary guide using a layout in which the definition is cut out and folded behind the word. This will strengthen study skills and student-centered activities.
5. Primary and Secondary Source identification analysis and assessment.
 - a. This assessment will be a center around an event determined by the Teacher with easily produced primary and secondary sources. This event could be current or a topic of later study. The students will be required to identify the types of sources and use them to reconstruct the event orally, visually, or written. The end product will be a differentiated Assessment determined by the educator.

6. Geographical winners and losers project.

a. Students will explore a country and decide if they have the elements present to be considered a highly successful culture. Students will evaluate resources within a culture and determine their effects on the civilization.

7. Vocabulary Definitions

a. Traditional instruction with regards to major vocabulary themes and identification for specific terms.

8. Cultural analysis Matrix: Discuss the four cultural components and associated terminology. Give students a list of cultural traits and allow students time to identify the cultural components associated with each trait.

9. Give portions of Code of Hammurabi so that students can draw conclusions about the society of the Ancient Babylonians.

10. Field Trip: University of Pennsylvania Museum of Anthropology and Archaeology. Students will tour various world history exhibits.

11. Student created website paying tribute to a particular culture of choice.

12. Comparative Essay

a. Students will write an essay with emphasis on content knowledge two or more of the major world religions and compare them on an ideological, physical location, and historical scale. Students will be required to identify common themes and major differences found within these religions.

13. Venn Diagram

a. Venn Diagrams can be completed by students on two or more major world religions.

14. Art Activity and slide show

a. Teacher provided art for students to analyze.

Questions to consider throughout this activity:

- i. What is the subject?
- ii. How does this relate to the Religion?
- iii. What is the artist saying about this religion?

15. 30 Days "Living life as a Muslim in America" Episode.

a. Students can watch Morgan Sperlock's Episode of 30 days which documents a devout Christian living the life of a Muslim.

16. Web Quest

a. Students will navigate specific internet sources to gather information regarding life during Ancient Greece. Students will learn what the everyday experience was like for a Greek person living in both Athens and Sparta respectively. Students will be required to produce a written assignment that establishes what they've learned.

17. Comparative Essays

a. Students will write an essay comparing the advantages and disadvantages to living in Ancient Athens and Sparta. Students will be required to back up their argument with facts from their textbook, notes, and lessons.

b. Write a comparison of architecture found in Washington, D.C. with that of the Ancient Greek and Roman buildings.

18. Simulation assignments

a. Students will run a Senate session of the ancient Romans. Students will be required to take on a role of someone present at a session and role-play the concerns and mannerisms of that person.

b. Feudalism M&M Game. Students will experience the distribution of wealth during the Middle Ages with candy while role playing the various positions on society.

19. Timeline Activity

a. Students will create timelines for select periods in history detailing achievements and events of the Greeks and Romans.

20. Analyzing documents from the Middle Ages

a. Students will be given period-specific primary sources that relate to the time period and be required to draw conclusions based on their findings.

21. Analyze Medieval Artwork

a. Students will be shown examples of medieval artwork and be required to explain cultural values and inferences of the time period. Students may be required to write a response or comparative paper.

22. Teacher made summative assessments

a. Traditional tests, multiple choice, true-false, open ended questions

23. Selected End Chapter Textbook questions.

Vocabulary/Key Terms:

Geography:

Geography, Landforms, Latitude, Longitude, Location, Place, GPS, Map, Projections

Society:

Kinship, Matrilineal, Patrilineal, Values, Nuclear Family, Extended Family

Economy:

Barter, Supply & Demand, Traditional, Command, Market, Mixed

Government:

Theocracy, Empire, Law, Responsibilities, Monarchy, Oligarchy, Dictatorship, Democracy, Anarchy

General Terms:

History, Political Science, Economics, Sociology, Psychology, Anthropology, Archaeology, Civilizations, Cultural Diffusion

Time Periods/places:

Mesopotamia -Tigris and Euphrates -Nomad - Technology -Farming - City-State -Hammurabi

Ancient Egypt -Nile River -Pyramids -Kingship -Dynasty

Indus River Valley Civilization -Indus River

Religious Figures

Jesus Abraham Moses Muhammad Confucius Siddhartha Gautama Brahman Brahma Vishnu Shiva Sikhism Priest

Religious Places

Stupas Church Temple Mosque Ganges River Israel Mecca Jerusalem India China Tibet

Religion

Monotheism, Polytheism, Atheism, Values, Ritual, Tenet, Afterlife, Judaism, Christianity, Hinduism, Buddhism, Confucianism, Samsara, Karma, Caste System, Brahmins, Kshatriya's, Vaishyas, Shudras, Ethical System, 5 basic relationships, 4 Noble Truths, 8-Fold Path, 5 Pillars of Faith, 10 Commandments, Nirvana, Dalai Lama, Dharma, Torah, Bible, Koran, Vedas

Greek & Roman Figures

Homer, Socrates, Plato, Aristotle, Alexander the Great, Phillip II, Pythagoras, Heliocentric, Hippocrates, Julius Caesar, Augustus, Ptolemy, Messiah, Pope, Huns, Charlemagne Vassal. Knight. Serf, Apprentice, Journeyman

Greek & Roman Places

Polis Acropolis Sparta Athens Parthenon Alexandria Crete Mediterranean Sea Rome Constantinople Manor Holy Roman Empire

Terms for Greek, Roman, & Middle Ages

Knossos, Citizen, Phalanx, Legislature, Philosopher, Logic, Rhetoric, Tragedy, Comedy, Iliad, Odyssey, Republic, Consul, Dictator, Plebeian, Tribune, Veto, Legion, Patrician, Imperialism, Aqueduct, Satirize, Mosaic, Inflation, Medieval, Feudalism, Feudal, Contract, Fief, Chivalry, Secular, Papal, Supremacy, Guild, Tenant, farmer

Content Area:	World History	Grade 9-12
Unit Plan Title:	Renaissance and Exploration	
Unit Goal:	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century	
Standard(s) Number and Description (Established Goals)		
<p>6.1.12.D.16. History, Culture, and Perspectives</p> <p>6.2.12.B.1. Geography, People, and the Environment</p> <p>6.2.12.B.1.a. Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.</p> <p>6.2.12.B.1.b. Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.</p> <p>6.2.12.C.1.b. Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society.</p> <p>6.2.12.C.1.d. Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.</p> <p>6.2.12.C.1.e. Determine the extent to which various technologies, (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest. 6.2.12.D.1.a. Assess the political, social, and economic impact of the Columbian Exchange of plants, animals, ideas, and pathogens on Europeans and Native Americans.</p> <p>6.2.12.D.1.b. Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.</p> <p>6.2.12.D.1.c. Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.</p> <p>6.2.12.D.1.d. Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.</p> <p>6.2.12.D.1.e. Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.</p> <p>6.2.12.D.1.f. Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies.</p> <p>6.2.12.A.2. Civics, Government, and Human Rights</p> <p>6.2.12.B.2. Geography, People, and the Environment</p> <p>6.2.12.B.2. Geography, People, and the Environment</p> <p>6.2.12.B.2.a. Relate the geographic location of Italian city-states to the fact that Italy was the center of the Renaissance.</p> <p>6.2.12.B.2.a. Relate the geographic location of Italian city-states to the fact that Italy was the center of the Renaissance.</p> <p>6.2.12.B.2.b. Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.</p> <p>6.2.12.B.2.b. Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.</p> <p>6.2.12.C.2. Economics, Innovation, and Technology</p> <p>6.2.12.C.2.a. Relate the development of more modern banking and financial systems to European economic influence in the world.</p> <p>6.2.12.D.2.a. Determine the factors that led to the Renaissance and the impact on the arts.</p> <p>6.2.12.D.2.b. Determine the factors that led to the Reformation and the impact on European politics.</p> <p>6.2.12.D.2.d. Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.</p>		
<p>Enduring Understandings:</p> <ol style="list-style-type: none">1. The Renaissance brought vast changes in culture and ways of life2. Rational thinking gave rise to new attitudes and a new curiosity about the world3. Science was embraced as a means of understanding the world4. Scientists developed new views about the universe5. New forms were created in painting, music, literature and architecture6. Advances were made in medicine and the study of anatomy7. The printing press made a major impact on the quality of life8. The need to learn to read and write became critical for a new economy		

Student Learning Goals/Objectives:***Students will***

1. Analyze a map of Europe circa 1400-1500
2. Evaluate the differences between Europe in the Middle Ages and the Renaissance
3. Explain why Martin Luther left the Catholic Church
4. Understand various artworks of the Middle Ages & Renaissance Explain the causes and effects of the scientific revolution
5. Understand the lasting effects of the printing press.
6. Understand the causes and effects of the Protestant Reformation.
7. Assess the successes and failures of the triangle trade.

Essential Questions

1. Why did the Renaissance begin in Italy?
2. How do people use technology?
3. What are values?
4. How do historians document changes in culture?
5. How do people challenge authority?
6. Where does authority derive its power?
7. Why do people explore?
8. What are the benefits and drawbacks of cultural interaction amongst civilizations?

Suggested Student Learning Assessments and Activities:

DBQ: Students will examine documents and primary sources to establish a thesis and defend it in a formal writing assignment to be graded by teacher-generated rubric.

Art Gallery Tour Students will view examples of Medieval and Renaissance artwork. They will identify the components of each and compare and contrast the artwork. This will enable the learner to explore more deeply topics behind time period artwork.

Renaissance Writers Students will explore various texts from the Renaissance including: The Prince, The Book of the Courtier, Utopia, 95 Theses, Don Quixote, Twelfth Night, Richard III and Romeo & Juliet. Students will evaluate the differences between the writings and why those writings were important to the time period. Students will also be challenged to evaluate the impact of the printing press.

Science & Social Studies Science centers will focus around different ideas and themes of the Scientific Revolution. Students will use class time to explore the different elements of the scientific revolution. Examples: Sir Isaac Newton, Galileo & Gravity, The Scientific Method & Process, Philosophy and Descartes, Boyle's Gas Law, Advancements made in Medicine.

Ship Logs Students will research various explorers and create a ship log. The ship log will enable students to demonstrate their understanding of different explorers during the time period.

Document Based Question Students will complete a Document Based Research Question. This DBQ will enable students to demonstrate their individual knowledge and ability of primary source documents to make and defend an argument.

Field Trip to Philadelphia Museum of Art Students will go to the Philadelphia Museum of Art.

Other Learning Plans

1. Use K-W-L charts to assess students' prior understanding of content.
2. Use thought-provoking warm-up questions to engage students.
3. Include multiple reading assessments to accommodate students with different reading abilities.
4. Student reports on achievements of different people during the Renaissance and Exploration time periods.
5. Group-based projects and reviews.
6. Clips from the history channel, "Leonardo and the Code he Lived By"
7. Renaissance timeline activity.
8. Section Review/Guided Reading based on student reading ability.

Vocabulary:

People: Michelangelo, Leonardo Da Vinci, Medici family, William Shakespeare, Niccolo Machiavelli, Baldassare, Castiglione, Albercht, Duer, Hubert Van Eyck, Erasmus, Johann Gutenberg, Martin Luther, John Calvin, Henry VIII, Elizabeth I, Galileo Galilei, Rene Descartes, Francis Bacon, Isaac Newton, Robert Boyle, Henry the Navigator, Vasco da Gama, Chris Columbus, F. Magellan, Vasco Balboa, Bartholomew Diaz, Amerigo Vespucci, Lewis & Clark, Hernan Cortez, The Conquistadors, Moctezuma, Shaka Zulu, Miguel de Cervantes

Terms: Patron, Humanism, Humanity, Perspective, Renaissance, Middle Ages, Engraving, Vernacular, Scientific method, Gravity, Hypothesis, Heliocentric, Cartographer, Astrolabe, caravel, scurvy, Circumnavigate Immunity, Missionary, Middle passage, Don Quixote

Religion: Indulgences, Recant, Predestination, Theocracy, Lutheranism, Calvinism, Huguenot, Annul, Canonize, Scapegoat, Ghetto, Anabaptist, Catholic Church, English Reformation, Council of Trent, The Inquisition,

Economy: Revenue, Compact, Mercantilism, Triangle trade, Repeal, Monopoly, Inflation, Capitalism, Joint stock company, Tariff, Columbian exchange, Commercial revolution

Government: Alliance, Civil war, Viceroy, Plantation, Peninsular, Creole, Mestizo, Mulatto

Content Area:	World History	Grade 9-12
Unit Plan Title:	Enlightenment and Revolutions	
Unit Goal:	The goal of this unit will be to have students understand how monarchs centralized power, how the Enlightenment challenged traditional order the Europe, and how the French Revolution reshaped the social and political institutions in Europe.	
	Standard(s) Number and Description (Established Goals)	
	<p>6.2.12. World History: Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p> <p>6.2.12.A.1. Civics, Government, and Human Rights</p> <p>6.2.12.B.1. Geography, People, and the Environment</p> <p>6.2.12.B.1.a. Explain major changes in world political boundaries between 1450 and 1770 and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.</p> <p>6.2.12.D.1. History, Culture, and Perspectives</p> <p>6.2.12.A.3.a. Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, and nationalism) became driving forces for reforms and revolutions.</p> <p>6.2.12.A.3.c. Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.</p> <p>6.2.12.A.3.d. Assess the extent to which revolutions during this time period resulted in the expansion of political, social, and economic rights and opportunities.</p> <p>6.2.12.A.3.e. Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.</p>	
	<p>Enduring Understandings:</p> <ol style="list-style-type: none"> 1. Absolute power corrupts and creates backlash and revolution. 2. Power has limits. 3. Governments creates limit on power. 4. Enlightened thinking inspired changes around the world. 5. Fear is a strong motivation for change. 	
	<p>Student Learning Goals/Objectives: <i>Students will</i></p> <ol style="list-style-type: none"> 1. Analyze a map of Europe circa 1550-1800 2. Evaluate the differences between Absolute and Limited Monarchy 3. Explain why the Spanish empire declined in the late 1500s 4. Explain the causes and effects of the English Civil War 5. Make predictions about the factors that cause revolution among countries 6. Assess individual differences between enlightened philosophers and how that thinking shaped Europe in the 1700s 7. Evaluate the causes and effects of the French Revolution 8. Explain the differences between the three social classes in France 9. Describe life during the Reign of Terror 10. Explain how Napoleon rose to power 11. Justify the French Revolution 	
	<p>Essential Questions</p> <ol style="list-style-type: none"> 1. Why did the Spanish economy decline in the 1600s? 2. How did struggles between monarchs and Parliament affect the development of Britain? 3. How did Louis XVI strengthen royal power? 4. What were the lasting effects of the Glorious Revolution? 5. Why is a balance of power important to European nations? 6. How did enlightened ideas affect society and the economy? 7. How do conditions of society reflect that of its government? 8. How did the new constitution reflect the ideas of the enlightenment? 9. What beliefs and attitudes inspired the leaders of the French Revolution? 	

10. How did the French Revolution reshape social and political institutions?
11. How did Napoleon Bonaparte create upheaval across Europe?
12. What were the effects of the French Revolution?

Suggested Student Learning Assessments and Activities:

The Trial of King Louis XIV

Students will participate in a Mock Trial of King Louis XIV. Students will have to understand the various roles and perspectives of the social classes and the politicians of the French Revolution in order to complete this task.

http://library.thinkquest.org/C006257/revolution/execution_louis.shtml

http://www.historyguide.org/intellect/louis_trial.html

The Framers Library

This lesson is designed to introduce students about the role that enlightenment played in shaping the US Constitution. It can be used as a one-day lesson. It has been carefully designed to highlight the three spheres of civic education as detailed by the National Constitution Center; that is, the lesson includes civic knowledge, active citizenship, and democratic deliberation.

The Founders' Library refers to the prior knowledge the Founding Fathers brought to the Philadelphia Convention of 1787. Students will examine these ideas and use them to analyze the Constitution and Bill of Rights. At the same time, students will be considering ideas and information that relate to their own lives.

Students will finish the lesson by considering the idea of prior knowledge. Each student will be asked to think of books, music, movies, or television shows that impact ideas about the United States. The combination of personal experience and the critical examination of the Constitution will allow the students to have a deeper understanding of the creative imagination that was necessary to write and debate the Constitution of the United States

Revolution Journals

This task is in connection with English classes. Students are taught what different perspectives are and in their history class they will work collaboratively to create a journal/diary about what life was like for a person in the: First, Second or Third Estate.

Success or Failure? Enlightenment Debate

This debate challenges student teams to debate as many reasons as possible why a person, place or thing is the most important success or failure of the Enlightenment.

Other Learning Plans

Use K-W-L charts to assess students prior understand of content.

Use thought provoking warm-up questions to engage students.

Include multiple reading assessments to accommodate students with different reading abilities.

Student reports on achievements of different people during the Enlightenment and Revolutions time periods

Group based projects and reviews.

Clips from the history channel, "The French Revolution"

French Revolution timeline activity.

Section Review/Guided Reading based on student reading ability.

Vocabulary:

People

Louis XIV Charles V Phillip II Henry IV Bloody Mary Tudors James I Cavaliers Roundheads Maria Theresa Hapsburgs Peter the Great Catherine the Great Joseph II William & Mary Oliver Cromwell John Locke Montesquieu Fredrick II Voltaire Diderot Rousseau Wollstonecraft Adam Smith Ben Franklin Thomas Jefferson George Washington Thomas Hobbs Mozart Johan Sebastian Bach Louis XVI Jean Baptiste Colbert Marie Antoinette Maximilien Robespierre Joseph Guillotine Napoleon Bonaparte Marquis De Lafayette Alexander I Russia Daniel Defoe King George III

Terms

Armada Intendant Levee Puritans Mercenary Depopulation Thirty years war St. Petersburg Siberia Baroque Rococo Robinson Crusoe Salon Bourgeoisie Deficit spending The Clergy The Nobles The Third Estate The Great Fear Reign of Terror Plebiscite

Philosophy

Divine Right Natural Laws Social Contract Philosophy Laissez Faire The Spirit of Laws The Encyclopedia Natural Rights Censorship Enlightened Despots

Government

Absolute Monarch Ottoman Empire Balance of Power Versailles Dissenter Habeas corpus Limited monarchy The Long Parliament English Bill of Rights Limited Monarch Elector Electors Partition Westernization Boyars Separation of Powers Constitutional Government Cabinet Prime Minister Oligarchy Political Parties Tories & Wigs Popular Sovereignty French Revolution Estates General Tennis Court Oath The Bastille National Assembly Émigré Republic Declaration of the rights of Man Constitution of 1791 Jacobins Tricolor Suffrage Nationalism Secular Annex Blockade Guerilla Warfare Abdicate Legitimacy Battle of Waterloo Congress of Vienna 1815 Committee of Public Safety

Content Area:	World History	Grade 9-12
Unit Plan Title:	Industrialization, Nationalism & the Growth of Democracy in Europe	
Unit Goal:	Students will understand how the shift of production from simple hand tools to complex machines and from human and animal power to steam power. This transformation marked a major turning point in history, forever changing the lives of people across the globe	
Standard(s) Number and Description (Established Goals)		
6.2.12.C.6.b. Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources. 6.2.12.C.6.c. Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies. 6.2.12.D.6. History, Culture, and Perspectives 6.3.12.A. Civics, Government, and Human Rights 6.3.12.B. Geography, People and the Environment 6.1.12.D.5.b. Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers. 6.1.12.B.6.a. Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade. 6.1.12.B.6.b. Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion. 6.2.12.A.6.b. Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.		
Enduring Understandings: 1. Innovations in technology led to the Industrial Revolution, set the stage for the growth of cities, forced a change in the economic structure of Europe and caused the growth of imperialism. 2. Western countries colonized large areas of Africa and Asia, leading to major political and cultural changes 3. The global conflicts of the twentieth century had far-reaching effects in world politics, economics, religion, and culture.		
Student Learning Goals/Objectives: <i>Students will</i> Analyze a map of Europe circa 1800-1900 Evaluate the differences between industrial nations and developing nations Explain why Britain took the lead during the industrial revolution Explain the causes and effects of the industrial revolution Make predictions about the factors that cause revolution among countries Assess the successes and failures of nationalism Explain the advantages and disadvantages of city life in late 1800s Describe the values associated with the middle class Defend and refute Charles Darwin's theory of Evolution Analyze various forms of art movements: Romanticism, Realism, and Impressionism.		
Essential Questions Why was the Industrial Revolution a turning point in history? How did an agricultural revolution contribute to population growth? What new technologies emerged as a result of the Industrial Revolution? Why did the Industrial Revolution begin in Great Britain? What was life like in the new industrial city? What benefits and problems did industrialization bring to the working class? What is the importance of laissez-faire economics? How did big business emerge in the late 1800s? What was the impact of medical advances in the late 1800s? How did science challenge existing beliefs? What themes shaped romantic art, literature and music? What early changes promoted German unity? How did Bismarck unify Germany? What did reformers seek to change Parliament in the 1800s? How did British women work to win the right to vote? What values shaped the new social order in Europe? How did educators and women seek change? How did Charles Darwin challenge existing beliefs?		

Suggested Student Learning Assessments and Activities:

Industrial Revolution DBQ: Students will use primary sources to evaluate whether the life of factory workers improved or worsened as a result of the Industrial Revolution.

Industrial Revolution Simulation: Students will participate in simulation of what working in a factory was like during the late 1800s.

Art Gallery Tour: After studying 19th Century art movements such as Romanticism, Realism, Impressionism and Post Impressionism students will examine various art forms.

Field Trip to Philadelphia Museum of Art: Students will go to the Philadelphia Museum of Art and examine artwork from the respective time period.

Other Learning Plans

Use K-W-L charts to assess students prior understanding of content. Use thought provoking warm-up questions to engage students.

Include multiple reading assessments to accommodate students with different reading abilities.

Student reports on achievements of different people during the industrial revolution and imperialism time periods.

Group based projects and reviews. Imperialism timeline activity.

Section Review/Guided Reading based on student reading ability.

Vocabulary:

People

James Watt John Wesley Adam Smith Andrew Carnegie Thomas Malthus John Stuart Mill Karl Marx Alfred Nobel Michael Faraday Thomas Edison Charles Townshend Henry Ford Wright Brothers Guglielmo Marconi Alfred Krupp Charles Darwin Ludwig van Beethoven Johann Wolfgang von Goethe Charles Dickens Claude Monet George Seurat Vincent Van Gogh William IV Otto von Bismarck Kaiser William II Giuseppe Garibaldi Victor Emmanuel Francis Joseph Alexander I & II Nicholas I Benjamin Disraeli Queen Victoria Napoleon III Robert Owen Samuel Morris Alexander Graham Bell Rockefeller Florence Nightingale Robert Koch Susan B. Anthony Elizabeth Cady Stanton Emmeline Pankhurst

Terms

Anesthetic Morris Code Telephone Germ theory Urban Renewal Mutual Aid Society Suffrage Cult of Domesticity Atomic Theory Principles of Geology Chancellor Realpolitik Annex Kaiser Reich Kulturkampf Anarchist Emigration Young Italy Hapsburg & Ottoman Empires Balkan Nationalism Russian Absolutism Emancipation Pogroms Duma Bloody Sunday Rotten Borough Electorate Secret Ballot Repeal Capital Offense Penal colony Absentee Landlord Home Rule

Economy

Industrial Revolution Enclosure Smelt Capital Factory Turnpike Urbanization Tenement Labor Union Spinning Jenny Railroad Iron Steam Engine Utilitarianism Child Labor Working Class Middle Class Means of Production Socialism Communism Communist Manifesto The Wealth of Nations Standard of Living Social Welfare Free Trade Interchangeable Parts Assembly Lines Stock Corporation Monopoly Proletariat Dynamo Cartel Mass Production Trans Continental Railroad

Society

Temperance Movement Social Darwinism Racism On the Origin of Species Natural Selection Romanticism Realism Impressionism Post Impressionism

Content Area:	World History	Grade 9-12
Unit Plan Title:	Industrialization to World Wars	
Unit Goal:	Students will understand the causes and effects of the New Imperialism, which occurred from the mid-19th Century to the World War era.	
	Standard(s) Number and Description (Established Goals)	
	<p>6.2.12.C.6.b. Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.</p> <p>6.2.12.C.6.c. Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.</p> <p>6.2.12.C.6.d. Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.</p> <p>6.3.12. A.2. Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which such problems are universal.</p> <p>6.1.12.C.2.b. Explain the effects of inflation, debt, and attempts by new state and national governments to rebuild the economy by addressing issues of foreign and internal trade, banking, and taxation.</p> <p>6.2.12. World History: Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p> <p>6.2.12.C.1.a. Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy.</p> <p>6.2.12.C.1.d. Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.</p> <p>6.2.12.A.3.d. Assess the extent to which revolutions during this time period resulted in the expansion of political, social, and economic rights and opportunities.</p> <p>6.2.12.A.3.g. Analyze the motives for and methods by which European nations, Japan, and the United States expanded their imperialistic practices in Africa and Asia during this era and evaluate the impact of these actions on their relations. 6.2.12.B.3.a. Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.</p> <p>6.2.12.B.3.b. Relate the Industrial Revolution to population growth, new migration patterns, urbanization, and the environment.</p>	
	<p>Enduring Understandings:</p> <p>Students will understand how in the late 1800s, industrial nations of the West engaged in imperialism and dominated much of the world.</p> <p>Students will understand how by the end of the 1800s, the imperialist powers of Europe claimed control over most of Africa.</p> <p>Students will understand how during the 1800s, European nations extended their power into parts of the Muslim world.</p> <p>Students will understand how despite Indian opposition, Britain gradually extended its control over most of India.</p> <p>Students will understand how during the 1800s, Qing China declined as western powers used diplomacy and war to gain power in East Asia.</p> <p>Students will understand how during the late 1800s, Japan opened its doors to foreign influence and became a modern industrial power.</p> <p>Students will understand how imperialism brought both benefits and challenges to every region of the world.</p>	
	<p>Student Learning Goals/Objectives:</p> <p><i>Students will</i></p> <ol style="list-style-type: none"> 1. Describe how the Industrial Revolution was linked to imperialism 2. Summarize how western powers gained global empires., 3. Explain the conditions in Africa and Asia that allowed western nations to make inroads there. 4. Explain the response of the people of Africa and Asia to western imperialism 5. Cite reasons in which colonial rule influenced peoples of the countries and territories targeted by imperialists. 6. Cite the ways in which colonial rule influenced peoples of the countries and territories targeted by imperialists. 7. Investigate how western domination threatened traditional cultures around the world. 8. Identify the ways in which imperialism created a new western dominated world economy. 9. Evaluate actions taken by imperialist nations in terms of universal human rights. 	

Essential Questions

What were the causes of the “new imperialism”?
Why was western imperialism so successful?
How did governments rule their empires?
What forces were shaping Africa in the early 1800s?
How did European contact with Africa increase?
How did Leopold II start a scramble for colonies?
How did Africans resist imperialism?
What were the sources of stress in the Muslim world?
What problems did the Ottoman empire face?
How did Egypt seek to modernize?
Why were European powers interested in Iran?
What were the causes and effects of the Sepoy Rebellion?
How did British rule affect India?
How did Indians view western culture?
What were the origins of Indian nationalism?
What trade rights did westerners seek in China?
What internal problems did Chinese reformers try to solve?
How did the Qing dynasty come to an end?
How did discontent in Japanese society and the opening of Japan lead to the Meiji restoration?
What were the main reforms under the Meiji?
How did Japanese military strength promote imperialism?
How did imperialism lead to new economic patterns?
What was the cultural impact of imperialism?
How did new political tensions develop as a result of imperialism?

Suggested Student Learning Assessments and Activities:

Using a diagram, show supporters of the new imperialism: bankers, missionaries, manufacturers, merchants & reasons for support.
Introduce a map of modern Africa which shows areas of European control during the age of imperialism.
Develop a role play in which students assume the role of one of the following: A British diplomat in China, A peasant in Taiping Rebellion, A sympathizer with the “self-government movement”, A participant in the Boxer Rebellion, Emperor Guang Xa, A member of the Righteous Harmonious Fists, sun Yixuan. Write a speech in the role of their assigned character, addressing the following question: “What is the best course of action for China?” Speeches should be written as persuasive pieces of propaganda. Students present their speeches and the class evaluates.
Create a chart “The Effects of British Rule,” noting benefits and problems associated with British rule.
Create a timeline that shows major events in Chinese History from 1800-1911.
Group Projects -Fictional dialogues between historical figures
Oral Presentations 32. Teacher made summative assessments
Art Analysis Project
Field Trip to Philadelphia Museum of Art
Biography research assignment
Selected End Chapter Textbook questions.

Vocabulary:

People: Menelik II David Livingston Mahdi Muhammad Ali Robert Clive Ram Mohun Roy Sun Yixian Matthew Perry Rudyard Kipling Cecil Rhodes Tokugawa
Key Concepts: White Man’s Burden Social Darwinism Scramble for Africa Berlin Conference Sepoy Rebellion Balance of trade Opium War Unequal treaties Mandate from heaven Boxer Rebellion Open Door Policy Meiji Restoration Economic Dependence Modernization Westernization Money Economy
Terms Imperialism Protectorate Direct/indirect rule Paternalism Assimilation Sphere of influence Jihad Missionaries Elite Pashas Genocide Concessions Sepoys Viceroy Deforestation Purdah Trade surplus Trade deficit Indemnity Extraterritoriality Zaibats

Content Area:	World History	Grade 9-12
Unit Plan Title:	Revolution & Independence around the World	
Unit Goal:	Students will understand the causes and key events leading up to independence movements around the world, as well as the critical challenges faced by these independence movements.	
Standard(s) Number and Description (Established Goals)		
<p>6.2.12.D.4.c Assess the causes of revolution in the 20th century (i.e., in Russia, China, India, and Cuba), and determine the impact on global politics.</p> <p>6.2.12.B.5.a Determine the impact of geography on decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.</p> <p>6.2.12.B.5.b Analyze the reasons for the Cold War and the collapse of the Soviet Union, and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.</p> <p>6.2.12.B.5.c Determine the impact of migration on way of life (e.g., social, economic, and political structures) in countries of origin and in adopted countries.</p> <p>6.2.12.B.5.d Analyze post-independence struggles in South Asia, including the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir.</p> <p>6.2.12.B.5.e Assess the role of boundary disputes and limited natural resources as sources of conflict.</p> <p>6.2.12.C.5.b Compare and contrast free market capitalism, Western European democratic socialism, and Soviet communism.</p> <p>6.2.12.C.5.c Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.</p> <p>6.2.12.C.5.d Determine the challenges faced by developing nations in their efforts to compete in a global economy.</p> <p>6.2.12.C.5.e Assess the reasons for and consequences of the growth of communism and shift toward a market economy in China</p> <p>6.2.12.D.5.b Assess the impact of Gandhi’s methods of civil disobedience and passive resistance in India, and determine how his methods were later used by people from other countries.</p> <p>6.2.12.A.4.d Assess government responses to incidents of ethnic cleansing and genocide.</p>		
<p>Enduring Understandings:</p> <p>Students will understand how after two revolutions and a civil war, Lenin and the Communist party were the new rulers of Russia.</p> <p>Students will understand that after Lenin helped the country recover from civil war, Stalin established a brutal Communist dictatorship in the Soviet Union.</p> <p>Students will understand how Stalin turned the Soviet Union into a totalitarian state that regulated every aspect of the lives of its citizens.</p> <p>Students will understand the reasons behind the desire for lands, better wages, and democratic reforms leading to the Mexican Revolution.</p> <p>Students will understand why following World War I, nationalist sentiment contributed to many changes in Africa and the Middle East.</p> <p>Students will understand how Mohandas Gandhi and the Congress party led the drive for independence in India.</p> <p>Students will understand how civil war and foreign invasions plagued the new Chinese republic</p>		
<p>Student Learning Goals/Objectives:</p> <p><i>Students will</i></p> <p>Explain why revolution broke out in Russia in 1917.</p> <p>Describe the goals and policies of Lenin and the Bolsheviks.</p> <p>Trace Stalin’s rise to power.</p> <p>Cite how Communism shaped the political, economic, social and religious aspects of Soviet society.</p> <p>Explain how nationalism and a desire for modernization affected countries around the world.</p> <p>Explain how the Great Depression affected world economics 16. Describe the role of nationalist leaders in galvanizing change.</p> <p>Cite the force motivated by anti-imperialist movements.</p> <p>Explain why revolution began in Mexico in 1910.</p> <p>Identify the effects of the Mexican Revolution.</p> <p>Describe how nationalism grew after World War I in the Middle East and Africa.</p> <p>Specify how World War I strengthened Indian nationalism.</p> <p>Explain how Gandhi became a national hero.</p> <p>Identify the goals of Muslims in India.</p> <p>Identify the problems the new Republic of China faced.</p> <p>Explain why civil war erupted between the Guomintang and the Communists.</p> <p>Specify how Japanese democracy grew during the 1920’s and how the Great Depression undermined Japanese Democracy .</p> <p>Identify the policies Japanese militarists pursued. 28. Compare/contrast divergent interpretations of historical turning points, using available evidence to write a DBQ (Document-Based Question).</p>		

Essential Questions

Why did revolution occur in Russia in March 1917?
Why did Lenin and the Bolsheviks launch the November revolution?
How did the Communists defeat their opponents in Russia's civil war?
How did the Communist state develop under Lenin?
What were the effects of Stalin's five-year plans?
Why did Stalin launch the Great Purge?
How did Soviet foreign policy affect relations with the western powers?
How did Stalin create a totalitarian state?
How did communism change Soviet society?
How did state control affect the arts in the Soviet Union?
What were the causes of the Mexican Revolution?
What reforms were introduced in Mexico? 70. How did nationalism affect Mexico?
What was the Good Neighbor Policy?
How did Africans resist colonial rule?
What signs of nationalism developed in Africa?
How did Turkey and Iran modernize?
How did European mandates contribute to the growth of Arab nationalism?
What sparked the Indian independence movement after World War I?
How did Mohandas Gandhi influence the independence movement?
What did the Salt March symbolize?
What were the key challenges to the Chinese republic?
What leaders emerged in the "new" China?
How did invasion by Japan affect China?

Suggested Student Learning Assessments and Activities:

Use the Internet to research propaganda from the Soviet Union. Students can look at posters, speeches, film clips, et., and then write a brief essay explaining the technique used in the propaganda to influence the public's view of the Soviet Union and its leaders. 38. Use magazine, TV commercials, newspapers, etc. to examine examples of the use of propaganda in the world today.

Show one or more installments of the film "Gandhi", have students complete viewing guides, and discuss the questions on these viewing guides.

Compare and contrast South Africa's apartheid system with Jim Crow.

Compare/contrast the methods/tactics of Mohandas Gandhi with that of Dr. Martin Luther King.

Role Playing: Investigate the Amritsar Massacre of 1919 and make a videotape news report of the incident. Class members can play roles of Indian demonstrators. British soldiers, and news reporters.'

Role Playing: give a speech presenting opposing viewpoints of Jiang Jieshi (Chiang Kai-shek) with Mao Zedong.

Use the Internet to research the nationalist movements of Mexico, China, or an African nation during the early 1900s. Then create a piece of artwork that reflects the ideals of that movement. Artwork may be a sculpture, painting, or mural.

Students use physical and political maps to master knowledge of key features of African continent and modern African nations.

Group Projects

Fictional dialogues between historical figures

Oral Presentations

Teacher made summative assessments

Biography research assignment

Vocabulary:

People: Lenin Stalin Trotsky Kerensky Nicholas II Rasputin Porfirio Diaz Francisco Madero Zapatistas Venustiano Carranza Diego Rivera Mohandas Gandhi Mohammed Ali Jinnah Pundit Nehru Sun Yixian Jiang Jieshi Mao Zedong

Key Concepts: Good Neighbor Policy The Long March Communists vs. Nationalists Hindi vs. Muslims Communism Socialism

Terms: Czar Proletariat Soviet N.E.P. Command economy Collective Kulak propaganda Totalitarian state Atheism Socialist realism Independence Nationalization Economic Nationalism Cultural Nationalism Apartheid Negritude Pan Arabism Amritsar massacre Ahimsa Civil disobedience Indian National Congress African National Congress Boycott Kuomintang

Content Area:	World History	Grade 9-12
Unit Plan Title:	The World Today - Modern Africa	
Unit Goal:	Students will understand the critical issues which have affected the Africa since the end of World War II.	
Standard(s) Number and Description (Established Goals)		
<p>6.2.12.D.4.h Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.</p> <p>6.2.12.D.5.a Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.</p> <p>6.2.12.B.1.a Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.</p> <p>6.2.12.C.1.d Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.</p> <p>6.2.12.D.1.b Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.</p> <p>6.2.12.A.5.d Analyze the causes and consequences of mass killings (e.g., Cambodia, Rwanda, Bosnia-Herzegovina, Somalia, and Sudan), and evaluate the responsibilities of the world community in response to such events.</p> <p>6.2.12.A.6.a Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.</p> <p>6.2.12.A.6.b Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.</p> <p>6.2.12.A.6.c Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.</p> <p>6.2.12.A.6.d Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.</p> <p>6.2.12.C.6.b Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.</p> <p>6.2.12.C.6.c Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.</p> <p>6.2.12.C.6.d Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.</p> <p>6.2.12.D.6.a Assess the role of increased personal and business electronic communications in creating a "global" culture, and evaluate the impact on traditional cultures and values.</p>		
<p>Enduring Understandings:</p> <p>Students will understand how after World War II, a growing spirit of nationalism led many African nations to declare independence.</p> <p>Students will understand how new African nations faced many choices and challenges as they established new governments.</p> <p>Students will understand how certain nations like Nigeria, the Congo and Tanzania provide examples of paths followed by African nations.</p> <p>Students will understand how nations in southern Africa experienced turmoil as people sought majority rule and equal rights.</p>		
<p>Student Learning Goals/Objectives:</p> <p><i>Students will</i></p> <p>Describe how the colonial legacy hampered the independence movement of African Nations.</p> <p>Summarize the goals of New African nations and their leaders. 31. Define apartheid, trace the struggle to abolish apartheid in South Africa, and describe the continuing effects of apartheid on South African society.</p> <p>Explore obstacles and challenges that influence the development of African nations today.</p> <p>Describe how African nations have helped shape the United Nations. 34. Explain the impact of urbanization and modernization on social patterns in African societies.</p> <p>Explain the causes and results of the genocides which have occurred in Rwanda and Darfur.</p> <p>Appreciate the rich cultural heritage of Africa through examining examples of literature, music and art.</p> <p>Complete a political map of major African nations: South Africa, Sudan, Ethiopia, Somalia, Mozambique, Madagascar, Zimbabwe, Angola, Congo, Uganda, Libya, Algeria, Kenya, Rwanda, Senegal, Atlantic and Indian Ocean.</p>		
<p>Essential Questions</p> <p>How did the colonial legacy contribute to a growing spirit of nationalism?</p> <p>What routes to freedom did Ghana, Kenya, and Algeria follow?</p> <p>How did the Cold War affect Africa?</p> <p>What were barriers to unity and stability in Africa?</p> <p>What economic choices faced African nations?</p> <p>What critical issues affect Africa today? 88. How did modernization affect patterns of life?</p> <p>What were some pressures for change in Nigeria?</p>		

What effects did dictatorship have on the Congo?
What was the outcome of Tanzania's experiment in socialism?
What were the causes/ consequences of the genocides which occurred in Rwanda and Darfur?
What challenges faced Zimbabwe?
How did the long struggle to end apartheid lead to a new South Africa?
How did the Cold War affect nations of southern Africa?

Suggested Student Learning Assessments and Activities:

Draw a political cartoon depicting the relationship between African nations and "competing" superpowers vying for influence.

Design a travel brochure for tourist visiting specific African nations

View segments of "Cry Freedom" or other Apartheid video. Draw parallels and note differences between South African Apartheid and Jim Crow segregation. Compare the legacies of both.

View segments of "Hotel Rwanda", complete film guides, and later compare/contrast genocides in various parts of the world.

Hold a mock meeting of major African nations to discuss major issues facing their nation and action they would like the United Nations to take.

Use an almanac to compare and contrast statistics on progress of developing African nations.

Analyze literary piece by distinguished modern African writers such as: Chinua Achebe(Nigeria)

Nadine Gordimer (S. Africa) Naguib Mahfouz (Egypt), Sembene Ousmane (Senegal), Okot p'Bitek (Uganda), Wole Soyinka (Nigeria).

Have students create a powerpoint on either the art of or music of Africa and its worldwide influence. 63. Complete a political map of Africa. Mental mapping: Teacher will name a country in Africa and students will verbally respond with their relative location-N, S, E, W, African Horn, Central, Sub Saharan, etc.

Group Projects

Fictional dialogues between historical figures

Oral Presentations

Teacher made summative assessments

Biography research assignment

Selected End Chapter Textbook questions

Vocabulary:

People: 1. Kwame Nkrumah 2. Jomo Kenyatta 3. Charles DeGaulle 4. Julius Nyerere 5. Wangari Maathi 6. General Ibrahim Babangida 7. Ken Saro-Wiwa 8. Mobutu Sese Seko 9. Laurent Kabila 10. Robert Mugabe 11. Joshua Nkomo 12. Nelson Mandela 13. F.W. de Klerk

Concepts: 1. Dependency 2. Modernization 3. Tribalism 4. Border disputes 5. Civil wars 6. Segregation 7. Political instability 8. Military leaderships

Terms: 1. AIDS 2. Epidemic 3. One-party system 4. Mixed economy 5. Desertification 6. Diversification 7. Cash crop 8. Genocide 9. apartheid

Content Area:	World History	Grade 9-12
Unit Plan Title:	The World Today - Modern East & Southeast Asia (1945 to present)	
Unit Goal:	Students will understand the critical issues which have affected Asia since the end of World War II.	
Standard(s) Number and Description (Established Goals)		
<p>6.2.12.D.2.c Justify how innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, laid the foundation for the Renaissance.</p> <p>6.2.12.C.3.e Assess the impact of imperialism on economic development in Africa and Asia.</p> <p>6.2.12.A.5.c Explain how World War II led to aspirations for self-determination, and compare and contrast the methods used by African and Asian countries to achieve independence.</p> <p>6.2.12.B.5.b Analyze the reasons for the Cold War and the collapse of the Soviet Union, and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.</p> <p>6.2.12.B.5.d Analyze post-independence struggles in South Asia, including the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir.</p> <p>6.2.12.D.5.a Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.</p> <p>6.2.12.C.1.d Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.</p> <p>6.2.12.D.5.b Assess the impact of Gandhi’s methods of civil disobedience and passive resistance in India, and determine how his methods were later used by people from other countries.</p>		
Enduring Understandings: Students will understand how after World War II, western ideas and technology helped Japan rebuild and become an economic superpower. Students will understand how after a series of failed reforms in China, Communist leaders introduced elements of capitalism. Students will understand how aggressive growth led to world prominence for several nations in East and Southeast Asia.. Students will understand how Southeast Asian nations sought independence in the decades after World War II. Students will understand how after winning independence, Hindu India and Muslim Pakistan pursued separate roads to modernization		
Student Learning Goals/Objectives: <i>Students will</i> Trace Japan’s rise to an economic power. Describe the challenges facing Japan today. Describe how the communists revolutionized China and explore the enduring effects of Communism on China. Explain the relationship of Taiwan and Hong Kong to China. Compare the cultural components of North Korea and South Korea today. Outline the problems facing the developing nations of Southeast Asia after World War II. Examine the economic success of the “Asian Tigers.” Produce a map of East and Southeast Asia including: China, Japan, South and North Korea, Taiwan, Hong Kong, Philippines, Thailand, Singapore, Indonesia, New Guinea, Vietnam, Cambodia, Laos, Myanmar. Appreciate the rich cultural heritage of East and Southeast Asia thru examining examples of literature, music and art.		
Essential Questions What factors made Japan’s recovery an economic miracle? How did Japan interact economically and politically with other nations? How are patterns of life changing in Japan? What were the effects of communist policies in China? What challenges did China face during the Cold War? How did calls for reform spur renewed repression? What challenge face China today? How has China influenced Taiwan and Hong Kong? How did Singapore modernize? Why has Korea remained divided for more than 50 years? How did war affect Vietnam and Cambodia? What challenges faced the Philippines and the developing nations of Southeast Asia?		

What factors make the Pacific Rim a vital region?
Why was India partitioned?
How has India dealt with political, economic and social change?
What problems did Pakistan and Bangladesh face?
How is South Asia linked to world affairs?

Suggested Student Learning Assessments and Activities:
Students will write a short essay supporting or opposing the rearmament of Japan Create a poster that supports one of the programs introduced by the People's Republic.
Make a chart highlighting the strengths, development, leadership of each of the 4 Asian Tigers: Hong Kong, Taiwan, Singapore, and South Korea. Make a Venn diagram comparing several Nobel Peace Prize winners including: Aung San Suu Ky, Gandhi, Martin Luther King, Nelson Mandela. Etc. Reproduce a map highlighting a map highlighting the countries of east and Southeast Asia.
Fictional dialogues between historical figures
Oral Presentations
Teacher made summative assessment
Biography research assignment
Selected End Chapter Textbook questions.

Vocabulary:
People: Douglas MacArthur Mao Zedong Jiang Jieshi (Chiang Kai-shek) Deng Ziaoping Lee Kwan Yew Syngman Rhee Ferdinand Marcos Ho Chi Minh Corazon Aquino Mohandas Gandhi Muhammad Ali Jinnah Jawaharlal Nehru Indira Gandhi Rajiv Gandhi Pervez Musharraf Zulfikar Bhutto Benazir Bhutto Aung San Suu Ky
Key Concepts: Communism Great Leap Forward Cultural Revolution Four Modernizations Tiananmen Square Human Rights Divided Korea Partition of India Green Revolution New Liberalization Policies
Terms: Zaibatsu Gross domestic product Trade deficit Collectivization Communes Joint ventures Special enterprise zones Domino theory Embargo Partition Federal system Harijans Deforestation Debt service

Content Area:	World History	Grade 9-12
Unit Plan Title:	The World Today - Modern Europe and North America	
Unit Goal:	Students will understand the critical issues which have affected Europe and North America since the end of World War II.	
Standard(s) Number and Description (Established Goals)		
<p>6.2.12.A.3.f Compare and contrast the struggles for women’s suffrage and workers’ rights in Europe and North America, and evaluate the degree to which each movement achieved its goals.</p> <p>6.2.12.B.5.b Analyze the reasons for the Cold War and the collapse of the Soviet Union, and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.</p> <p>6.2.12.C.5.a Explain how and why Western European countries and Japan achieved rapid economic recovery after World War II.</p> <p>6.2.12.C.5.b Compare and contrast free market capitalism, Western European democratic socialism, and Soviet communism.</p> <p>6.2.12.C.5.f Assess the impact of the European Union on member nations and other nations.</p> <p>6.2.12.A.6.a Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.</p> <p>6.2.12.A.6.b Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.</p> <p>6.2.12.A.6.c Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.</p> <p>6.2.12.A.6.d Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.</p> <p>6.2.12.C.6.b Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.</p> <p>6.2.12.C.6.c Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.</p> <p>6.2.12.C.6.d Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.</p> <p>6.2.12.D.6.a Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values.</p>		
<p>Enduring Understandings: Students will understand the various economic, political and social trends which have shaped the western world since World War II. Students will understand how as a result of government policies and international cooperation, the people of Western European democracies have enjoyed freedom and prosperity. Students will understand religious how since the 1940’s, the United States has asserted its role as a global superpower, promoted economic prosperity, and extended civil rights. Students will understand after years of Communist rule, the Soviet Union collapsed and was replaced by Russia and other independent republics. Students will understand how after years of Soviet domination, the countries of Eastern Europe were free of Russian control, facing new and sometimes difficult challenges.</p>		
<p>Student Learning Goals/Objectives: <i>Students will</i> Examine the positions and goals of the opposing sides in the Cold War and assess the ultimate success or failures of the opposing sides. Identify the reasons for the collapse of the Soviet Union and the ripple effects of the collapse. Explain the social, political and economic problems facing Eastern European countries today. Describe how global economic changes such as European Unity are affecting the industrialized west. Examine cultural changes occurring in European society, art, music and writing and the global impact of these changes.</p>		
<p>Essential Questions What issues troubled Europe after the Cold War? How do have recent economic and political trends affected the West? How has Europe moved towards greater unity? How have social trends changed the West? How did Britain’s policies changed after World War II? How did French power and prosperity revive? How did Germany reunify?</p>		

What problems have other democratic nations faced?
What actions did the United States take as a global superpower?
What developments have shaped the economy, government, and society of the United States?
What ideas guided Soviet political, economic and foreign policy?
Why did the Soviet Union collapse?
What problems have Russia and the other republics faced since the fall of the Soviet Union?
How did Eastern European nations oppose Soviet domination and strive for democracy?
What were the effects of the fall of communism? 128. What were the causes and effects of civil war in Yugoslavia?

Suggested Student Learning Assessments and Activities:
Draw a political cartoon about the Berlin Wall, the nuclear arms race, or another cold war issue from the viewpoint of a communist bloc, democratic bloc, or nonaligned nation.
Interview a relative or acquaintance who lived through the cold war period.
Examine a chart presenting cultural information about the countries in the old Soviet Union. Draw conclusions about Soviet cultural unity/diversity.
Research and role-play an important person of the era: Pope John Paul II, Lech Walesa, Tito, Gorbachev, Khrushchev, Sakarov, Thatcher, etc.
Create a dialog between two people in an Eastern European nation discussing changes in their country and the outlook for the future.
Research via the Internet an important post-World War II event and present information via a Powerpoint.
Fictional dialogues between historical figures
Teacher made summative assessments
research assignment
Selected End Chapter Textbook questions.

Vocabulary:
People: Dwight Eisenhower Margaret Thatcher Francois Mitterand Konrad Adenauer Jacques Chirac Charles DeGaulle Helmut Kohl Tony Blair John F. Kennedy Richard Nixon Martin Luther King, Jr. Ronald Reagan Nikita Khrushchev Leonid Brezhnev Mikhail Gorbachev Boris Yeltsin Alexander Dubcek Josip Tito Lech Walesa Pope John Paul II Vaclav Havel Slobodan Milosevic Harry Truman George Marshall Henry Kissinger Josef Stalin Winston Churchill Gerald Ford Irish Republican Arm
Key Concepts: Holocaust Cold War Mixed economies European Union
Terms Détente Superpowers Cold War satellites Communism capitalism Iron curtain Containment Arms race Massive retaliation escalation Ideologies Blocs NATO Berlin Wall Peaceful coexistence Intercontinental ballistic missiles dissidents Welfare state Coalitions automation Recession Service industry Euro Chancellor Coalition Deficit Surplus Inflation Embargo Trade deficit Civil rights movement Segregation Separatism Dissident Glasnost Perestroika Default Ethnic cleansing War crime Human rights Ethnic cleansing

Content Area:	World History	Grade 9-12
Unit Plan Title:	The World Today -Modern Latin America	
Unit Goal:	Students will understand the critical issues which have affected Latin America since the end of World War II.	
Standard(s) Number and Description (Established Goals)		
6.2.12.C.3.f Determine the extent to which Latin American political independence also brought about economic independence in the region. 6.2.12.D.5.a Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities. 6.2.12.A.6.a Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues. 6.2.12.A.6.b Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights. 6.2.12.A.6.c Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies. 6.2.12.A.6.d Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences. 6.2.12.C.6.b Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources. 6.2.12.C.6.c Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies. 6.2.12.C.6.d Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries. 6.2.12.D.6.a Assess the role of increased personal and business electronic community		
Enduring Understandings: Students will understand why Latin America’s development is influenced by geography, culture, social patterns, and political and economic conditions. Students will understand how Latin American nations have developed policies in response to United States influence, regional issues, and global issues.. Students will understand how despite several Central American countries have been torn by civil war. Students will understand how Argentina and Brazil have worked to develop stable governments and strong, modern economies.		
Student Learning Goals/Objectives: <i>Students will</i> Specify forces that have contributed to social and political unrest and change in Latin America in the post World War II era. Explain the influences of the military, Catholic Church, and Marxist ideology on the political developments of the region. Identify issues that have linked Latin America to the world. Appreciate the contributions Latin American culture has made in areas of fine arts (music, literature, art). Describe economic Mexico’s economic successes and failures. Identify the problems democracy faces in developing Latin American countries. 58. Conduct a case study of one Latin American country, explaining its economic swings and political setback in moving towards democracy. Identify counties on a political map of Central and South America.		
Essential Questions Why is Latin America a culturally diverse region? What conditions contributed to unrest in Latin American countries? What forces shaped political, economic, and social pattern in Latin America? How did communist rule affect Cuba? 133. What policies did the United States follow in Latin America? What global issues have linked Latin America to other regions of the world? What conditions have changed and what conditions have remained the same in Mexico? Why did Central American countries suffer civil wars? What were the causes of Haiti’s political and economic struggles? What challenges have Argentina faced on the road to democracy? How did Brazil’s government change in the late 1900s? What difficulties have limited Brazil’s “economic miracle?”		

Suggested Student Learning Assessments and Activities:

Divide students into groups to create a graphic organizer on one of the following topics facing modern Latin America. Have each group present their findings to one another for explanation and discussion. a. Postwar problems b. Competing ideologies c. Rise and fall of military regimes d. Economics e. Women f. Religion g. Changing social patterns in Latin America

Have students share examples they find representing each area of fine arts as it relates to Latin American culture.

Do internet research to debate issues of economic development vs. environmental protection as related to Latin America.

Analyze statistical information on a set of Latin American countries and assess correlations (e.g.: birth rate, infant mortality, live expectancy).

Choose one of the Latin American countries and research its economic and political development from the 1990s to the present.

Fill in a political map to include: Mexico, Guatemala, Honduras, Belize, El Salvadore, Nicaragua, Costa Rica, Panama, Chile, Peru, Columbia, Equador, Brazil, Argentina, Gulf of Mexico, Caribbean Sea, Pacific Ocean, Amazon River, Andes Mts.

Fictional dialogues between historical figures

Teacher made summative assessments and /or Selected End Chapter Textbook questions.

Vocabulary:

People: Augusto Pinochet Alberto Fujimori Benedita da Silva Fidel Castro Salvador Allende Manuel Noriega 2Lazaro Cardenas . Anastasio Somoza Daniel Ortega Jean-Bertrand Aristide. Juan Peron. Eva Peron Isabel Peron Getulio Vargas Hugo Chavez

Concepts: Debt slavery Bay of Pigs Cuban Missile Crisis Alliance for Progress OAS NAFTA Sandanistas Falklands War

Terms Import substitution Agribusiness 1Liberty theology Literacy rate Drug cartel Embargo Contra Plebiscite

Content Area:	World History	Grade 9-12
Unit Plan Title:	Modern Middle East	
Unit Goal:	Students will understand the critical issues which have affected the Middle East since the end of World War II.	
Standard(s) Number and Description (Established Goals)		
<p>6.2.12.A.5.b Analyze the structure and goals of the United Nations and evaluate the organization’s ability to solve or mediate international conflicts.</p> <p>6.2.12.A.5.e Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.</p> <p>6.2.12.B.5.e Assess the role of boundary disputes and limited natural resources as sources of conflict.</p> <p>6.2.12.C.5.d Determine the challenges faced by developing nations in their efforts to compete in a global economy.</p> <p>6.2.12.C.5.g Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.</p> <p>6.2.12.A.6.a Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.</p> <p>6.2.12.A.6.b Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.</p> <p>6.2.12.A.6.c Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.</p> <p>6.2.12.A.6.d Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.</p> <p>6.2.12.C.6.b Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.</p> <p>6.2.12.C.6.c Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.</p> <p>6.2.12.C.6.d Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.</p> <p>6.2.12.D.6.a Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values.</p>		
<p>Enduring Understandings:</p> <p>Students will understand how among the forces haping the modern Middle East are nationalism, diversity, and the availability of resources such as oil and water.</p> <p>Students will understand how since World War II, Turkey, Egypt, and aIran have followed different routes to modernization.</p> <p>Students will understand how the Arab-Israeli conflict and other disputes have focused world attention on the Middle East.</p>		
<p>Student Learning Goals/Objectives:</p> <p><i>Students will</i></p> <p>Using a case study approach (i.e. Lebanon, Iran, Sri Lanka, Pakistan, Afghanistan, India, etc.) identify the causes and effects of civil wars and/or revolutions that have plagued the Middle East.</p> <p>Explain how diversity and nationalism shape the Middle East.</p> <p>Describe the global impact of natural resources of the Middle East.</p> <p>Identify social and religious conflicts influencing the Middle East today with an emphasis on the on-going Arab Israeli conflict and the Persian Gulf.</p> <p>Produce a map of South Asia and the Middle East including: A. Egypt, Sinai Peninsula, Israel, Gaza Strip, West Bank, Jordan, Lebanon, Syria, Saudi Arabia, Iraq, Iran, Turkey, Red Sea, Persian Gulf, Arabian Sea.</p>		
<p>Essential Questions</p> <p>How have diversity and nationalism shaped the Middle East?</p> <p>What political and economic pattern have emerged?</p> <p>Why did an Islamic revival grow?</p> <p>How do women’s lives vary in the Middle East?</p> <p>What issues did Turkey face?</p> <p>Why was Egypt a leader in the Arab world?</p> <p>What were the causes and results of the revolution in Iran? 148. How did the Cold War increase tensions in the Middle East?</p> <p>Why was the Arab-Israeli conflict difficult to resolve?</p>		

Suggested Student Learning Assessments and Activities:

Make a map of North Africa and Middle East highlighting areas that are oil-producing.

Make a chart or graph showing the percentage of oil provided by OPEC nations, from greatest to least.

Select individual students to represent different countries of the Middle East. Discuss problems and possible solutions in "Round Robin" format. Make a chart comparing the population, government and economy and critical issues of Turkey, Egypt and Iran. Divide the class into thirds and have them generate "Jeopardy" questions based on their country's chart statistics.

Fictional dialogues between historical figures

Teacher made summative assessments

Biography research assignment

Selected End Chapter Textbook questions.

Vocabulary:

People: Gamal Abdel Nasser Anwar Sadat Muhammad Mosaddiq Ruhollah Khomeini Yasir Arafat Benjamin Netanyahu Saddam Hussin Menachem Begun Jimmy Carter Osama Bin Laden Muammar Qaddafi Hosni Mubarak Shah of Iran Yitzak Rabin Golda Meir

Concepts: Oil Wealth Pan Arabism Nationalization Fundamentalism

Terms: Kibbutz Desalinization Hejab Ayatollah Theocracy Client states 2 Intifada Unilateral Militias No-fly zones PLO Palestinian Authority Aswan High Dam Suez Canal Religious fundamentalism Zionism Al Qaeda OPEC Cartel sovereignty

Middle Township Public Schools United
States History I Curriculum

Grade Level and Content:	10th, US History I
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Scope and Sequence

Unit	Marking Period	Estimated Pacing
Colonization and Settlement	1	9 weeks
Revolution and New Nation	2	9 weeks
Expansion and Reform	3	9 weeks
Civil War and Reconstruction	4	4-5 weeks
Development of the Industrial US	4	4-5 weeks

Unit 1: Colonization and Settlement

Content Area	United States History I	Grade: 10th
Unit Plan Title	Colonization and Settlement	
Unit Topics	<ul style="list-style-type: none">North American colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World while interacting, usually negatively, with the existing Native populations	
Standards Number and Description (Established Goals)		
<p>6.1.12.A.1.a: Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government</p> <p>6.1.12.A.1.b: Analyze how gender, property ownership, religion, and legal status affected political rights</p> <p>6.1.12.B.1.a: Explain how geographic variations (climate, soil conditions, and other natural resources) impacted economic development in the New World</p> <p>6.1.12.C.1.a: Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period</p> <p>6.1.12.C.1.b: Determine the extent to which natural resources, labor systems (ie the use of indentured servants, African slaves, and immigration labor) and entrepreneurship contribute to economic development in the American colonies</p> <p>6.1.12.D.1.a: Assess the impact of the interactions and conflicts between native groups and North American settlers</p>		
Enduring Understandings:		
<ul style="list-style-type: none">The colonial system of self-governing colonies was the forerunner of our modern system of self-governing statesThe modern South maintains many of its agricultural traditionsThe geography of the South contributed to the self-sufficiency of Southern Plantations.The Northern colonies developed a predominantly urban society, based on commerce and trade.British victories helped spread the English language throughout North America		
Students will be able to:		
<ul style="list-style-type: none">Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.Analyze how gender, property ownership, religion, and legal status affected political rights.Relate regional geographic variations (e.g., climate, soil conditions, and other natural resources) to economic development in the New World.Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American coloniesExplain the consequences to Native American groups of the loss of their land and people		
Essential Questions:		
<ul style="list-style-type: none">How did the interactions of many cultures after 1492 affect the Americas?How did the spread of civilization begin in the Americas?How did Europeans begin to explore more of the world?		

- What was life like in West Africa before the age of European exploration?
- How and why did Europeans establish colonies in the Americas?
- How did Spain strengthen its colonies in the Americas?
- How did France's American colonies differ from Spain's?
- What were the characteristics of the government and economy of the Southern colonies?
- What were the goals of the Plymouth and Massachusetts Bay colonies?
- What were the characteristics of the Middle colonies?
- What factors shaped life in colonial America in the seventeenth and eighteenth centuries?
- Which major groups of immigrants came to Britain's American colonies in the 1700s?
- How did English ideas about government and the economy influence life in the thirteen colonies?
- How did life differ in each of the three main regions of the British colonies?
- How did Great Britain's wars with France affect the American colonies?

Student Learning Activities/Assessments:

- Graphic Organizers
- Chapter Notes
- Collaborative Work
- Section quizzes
- Projects
- Open-ended Questions
- Primary Source Readings

Technology Resources:

- Google Earth
- PowerPoint/Google Slides/Prezi Presentations
- Webquests
- Videos

Unit 2: Revolution and the New Nation

Content Area	United States History I	Grade: 10th
Unit Plan Title	Revolution and the New Nation	
Unit Topics	<ul style="list-style-type: none">• The War for Independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain’s centralization policies and practices.• The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights.• Debates about individual rights, states’ rights, and federal power shaped the development of the political institutions and practices of the new Republic.	
Standards Number and Description (Established Goals)		
<p>6.1.12.A.2.a: Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.</p> <p>6.1.12.A.2.b: Compare and contrast state constitutions, including New Jersey’s 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.</p> <p>6.1.12.A.2.c: Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.</p> <p>6.1.12.A.2.d: Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.</p> <p>6.1.12.A.2.e: Examine the emergence of early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today’s political parties.</p> <p>6.1.12.B.2.a: Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.</p> <p>6.1.12.B.2.b: Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.</p> <p>6.1.12.C.2.a: Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.</p> <p>6.1.12.D.2.a: Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.</p> <p>6.1.12.D.2.b: Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.</p> <p>6.1.12.D.2.c: Relate events in Europe to the development of American trade and American foreign and domestic policies.</p> <p>6.1.12.D.2.d: Analyze arguments for new women’s roles and rights, and explain why 18th century society limited women’s aspirations.</p> <p>6.1.12.D.2.e: Determine the impact of African American leaders and institutions in shaping free Black communities in the North.</p>		
Enduring Understandings:		
<ul style="list-style-type: none">• The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain’s centralization policies and practices.• Conflict between Great Britain and the American colonies grew over issues of taxation, representation and liberty		

- Tensions increased throughout the colonies until the Continental Congress declared Independence on July 4, 1776
- After a series of setbacks, American forces won at Saratoga and survived
- Strategic victories in the South and at Yorktown enabled the Americans to defeat the British
- The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights.
- Americans adopted the Articles of Confederation but found the new government too weak to solve the nation's problems
- At the Philadelphia convention in 1787, delegates rejected the Articles of Confederation and created a new constitution
- During the debate on the Constitution, the Federalist promised to add a bill of rights in order to get the Constitution ratified.
- Debates about individual rights, states' rights, and federal power shaped the development of the political institutions and practices of the new Republic.
- President Washington transformed the ideas of the Constitution into a real government.
- Events in Europe sharply divided American public opinion in the late 18th century.
- The United States expanded its borders during the Thomas Jefferson administration.
- War broke out again between the United States and Britain in 1812.

Students will be able to:

- Analyze the intellectual origins of the major ideas expressed in the Declaration of Independence.
- Analyze the problems of financing the American Revolutionary War and dealing with wartime inflation and profiteering.
- Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.
- Evaluate the importance of the Declaration of Independence, The Constitution, and the Bill of Rights to the spread of democracy around the world.
- Compare and contrast state constitutions, including New Jersey's 1776 constitution and determine their impact on the development of American constitutional government.
- Explain how Judicial Review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today
- Examine the emergence of the early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today's political parties
- Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
- Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.
- Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.
- Analyze arguments for new women's roles and rights, and explain why 18th-century society limited women's aspirations.
- Determine the impact of African American leaders and institutions in shaping free Black communities in the North.
- Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.
- Explain the effects of inflation, debt, and attempts by new state and national governments to rebuild the economy by addressing issues of foreign and internal trade, banking, and taxation.
- Relate events in Europe to the development of American trade and American foreign and domestic policies.
- Determine the extent to which America's foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest.

- Assess the role of geopolitics in the development of American foreign relations during this period.
- Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
- Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women's rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period.

Essential Questions:

- What aspects of the American Revolution were revolutionary?
- What caused the colonists to rebel against the British?
- What events led the colonists to declare their independence from Britain?
- What factors helped the Patriots win the war?
- What did the Revolution accomplish, and what ideas did it set in motion?
- What led to the creation of the United States Constitution, and what are its key principles?
- What form of national government did the Patriots create initially, and what events revealed that a new government was necessary?
- What new system of national government did the delegates agree upon at the Constitutional Convention of 1787?
- How did Americans ratify the Constitution, and what are its basic principles?
- How did the United States build a government, expand its territory, and conduct foreign policy in its early years?
- How did debate over the role of government lead to the formation of political parties?
- How did foreign policy challenges affect political debate and shape American government?
- What were the successes and failures of the Jefferson administration?
- Why did the United States go to war with Britain in 1812 and what was the outcome of that war?

Student Learning Activities/Assessments:

- Graphic Organizers
- Chapter Notes
- Simulations
- Collaborative Work
- Section quizzes
- Projects
- Open-ended Questions
- Primary Source Readings

Technology Resources:

- Google Earth
- PowerPoint/Google Slides/Prezi Presentations
- Webquests
- Videos

Unit 3: Expansion and Reform

Content Area	United States History I	Grade: 10th
Unit Plan Title	Expansion and Reform	
Unit Topics	<ul style="list-style-type: none">Multiple political, social, and economic factors caused American territorial expansion.The rapid expansion and transformation of the American economy contributed to regional tensions, social reform, political compromises, and an expansion of democratic practices.	
Standards Number and Description (Established Goals)		
<p>6.1.12.A.3.a: Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.</p> <p>6.1.12.A.3.b: Determine the extent to which America’s foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest.</p> <p>6.1.12.A.3.c: Assess the role of geopolitics in the development of American foreign relations during this period.</p> <p>6.1.12.A.3.d: Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era. 6.1.12.A.3.e Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.</p> <p>6.1.12.A.3.f: Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women’s rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period.</p> <p>6.1.12.A.3.g: Determine the extent to which state and local issues, the press, the rise of interest group politics, and the rise of party politics impacted the development of democratic institutions and practices.</p> <p>6.1.12.A.3.h: Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.</p> <p>6.1.12.A.3.i: Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.</p> <p>6.1.12.B.3.a: Assess the impact of Western settlement on the expansion of United States political boundaries.</p> <p>6.1.12.C.3.a: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.</p> <p>6.1.12.C.3.b: Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.</p> <p>6.1.12.D.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.</p> <p>6.1.12.D.3.b: Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.</p> <p>6.1.12.D.3.c: Assess how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).</p> <p>6.1.12.D.3.d: Analyze the role education played in improving economic opportunities and in the development of responsible citizens.</p> <p>6.1.12.D.3.e: Determine the impact of religious and social movements on the development of American culture, literature, and art.</p>		
Enduring Understandings: <ul style="list-style-type: none">Social reform, political compromises, and an expansion of democratic practices.		

- The North and the South developed different economic systems that led to political differences between the regions.
- Nationalism exerted a strong influence in the courts, foreign affairs and westward expansion in the early 1800s.
- Andrew Jackson's policies spoke for the common people but violated Native American rights. Andrew Jackson confronted two important issues during his presidency- states' rights and a national bank.
- Multiple political, social, and economic factors caused American territorial expansion.
- A renewal of religious sentiment-known as the Second Great Awakening- inspired a host of reform movements
- Slavery became an explosive issue, as more Americans joined reformers working to put an end to it
- Women reformers expanded their efforts from movements such as abolition and temperance to include women's rights
- A growing industrial work force faced problems arising from manufacturing under the factory system
- The economy of the United States grows, and so does the nations territories, as settlers move west.
- The rapid expansion and transformation of the American economy contributed to the regional tensions Technological changes created greater interaction and more economic diversity among the regions of the nation
- Americans moved west, energized by their belief in the rightful expansion of the United States from the Atlantic to the Pacific
- Mexico offered land grants to American settlers, but conflict developed over regional and other cultural differences, and the issue of slavery
- Tensions over the U.S. annexation of Texas led to war with Mexico, resulting in huge territorial gains for the United States.

Students will be able to:

- Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices.
- Analyze the various rationales provided as a justification for slavery.
- Relate the impact of the Supreme Court decision regarding the Amistad to the antislavery movement.
- Relate the impact of the Supreme Court decision regarding the Amistad to the antislavery movement.
- Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
- Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
- Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.
- Assess how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).
- Analyze the role education played in improving economic opportunities and in the development of responsible citizens.
- Determine the impact of religious and social movements on the development of American culture, literature, and art.
- Assess the influence of Manifest Destiny on foreign policy during different time periods in American history. Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
- Assess the impact of Western settlement on the expansion of United States political boundaries.
- Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.

Essential Questions:

- How did nationalism and sectionalism affect the United States from the early 1800s to the mid 1800s?

- How did transportation developments and industrialization affect the nation's economy?
- How did the North and South differ during the first half of the 1800s?
- How did domestic and foreign policies reflect the nationalism of the times?
- What changes did Andrew Jackson represent in American political life?
- What major political issues emerged during the 1830s?
- How did the Second Great Awakening lead to several reform efforts, and what effect did those reform efforts have on American society?
- How did the Second Great Awakening affect life in the United States?
- What were the main features of the public school, penitentiary, and temperance reform movements?
- How did reformers try to help enslaved peoples?
- What steps did American women take to advance their rights in the mid 1800s?
- What were the causes and effects of westward expansion in the early 1800s?
- What were the causes of westward expansion?
- How did the revolution in Texas lead to war with Mexico?
- What were the effects of the Mexican-American War and the California Gold Rush?

Student Learning Activities/Assessments:

- Graphic Organizers
- Chapter Notes
- Simulations
- Collaborative Work
- Section quizzes
- Projects
- Open-ended Questions
- Primary Source Readings

Technology Resources:

- Google Earth
- PowerPoint/Google Slides/Prezi Presentations
- Webquests
- Videos

Unit 4: Civil War and Reconstruction

Content Area	United States History I	Grade: 10th
Unit Plan Title	Civil War and Reconstruction	
Unit Topics	<ul style="list-style-type: none">• The Civil War was caused by ideological, economic, and political differences about the future course of the nation.• Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.	
Standards Number and Description (Established Goals)		
<p>6.1.12.A.4.a: Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.</p> <p>6.1.12.A.4.b: Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.</p> <p>6.1.12.A.4.c: Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.</p> <p>6.1.12.B.4.a: Use maps and primary sources to assess the impact that geography, improved military strategies, political and military decisions (e.g., leadership), and new modes of transportation had on the outcome of the Civil War.</p> <p>6.1.12.B.4.b: Analyze the impact of population shifts and migration patterns during the Reconstruction period.</p> <p>6.1.12.C.4.a: Assess the role that economics played in enabling the North and South to wage war.</p> <p>6.1.12.C.4.b: Compare and contrast the immediate and long-term effects of the Civil War on the 22 economies of the North and South.</p> <p>6.1.12.C.4.c: Explain why the Civil War was more costly to America than previous conflicts were.</p> <p>6.1.12.D.4.a: Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.</p> <p>6.1.12.D.4.b: Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people's lives and work.</p> <p>6.1.12.D.4.c: Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.</p> <p>6.1.12.D.4.d: Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.</p> <p>6.1.12.D.4.e: Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.</p>		
Enduring Understandings: <ul style="list-style-type: none">• The Civil War was caused by ideological, economic, and political differences about the future course of the nation.• The growing conflict over slavery divides North and South, dominating the U.S. politics in the early 1850s.• Proslavery and antislavery faction disagreed over the treatment of fugitive slaves and the spread of slavery to the territories.• In the mid-1850s, the issue of slavery and other factors split political parties and led to the birth of new ones.• A series of controversial events heightened the sectional conflict that brought the new nation to the brink of war.		

- North and South struggle in the Civil War as the North tries to restore the Union and end slavery.
- The secession of Southern states caused the North and the South to take up arms.
- By issuing the Emancipation Proclamation, President Lincoln made slavery the focus of the war.
- The Civil War brought about dramatic social and economic changes in American Society.
- Key victories at Vicksburg and Gettysburg helped the Union wear down the Confederacy.
- The Civil War settled long-standing disputes over states' rights and slavery.
- Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.
- As Congress enacts a policy of punishing the South for the Civil War, African Americans struggle to establish new lives.
- Congress opposed Lincoln's and Johnson's plans for reconstruction and instead implemented its own plan to rebuild the South.
- Various groups contributed to the rebuilding of Southern society after the war
- Southern opposition to Radical Reconstruction, along with economic problems in the North, ended Reconstruction.

Students will be able to:

- Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.
- Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.
- Evaluate how political and military leadership affected the outcome of the Civil War.
- Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.
- Use maps and primary sources to assess the impact that geography, improved military strategies, and new modes of transportation had on the outcome of the Civil War.
- Assess the role that economics played in enabling the North and South to wage war.
- Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
- Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War
- Analyze the impact of population shifts and migration patterns during the Reconstruction period
- Explain why the Civil War was more costly to America than previous conflicts were.
- Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people's lives and work.
- Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.
- Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
- Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.
- Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
- Compare and contrast economic development of the North, South, and West in the post Civil War period.

Essential Questions:

- How did the nation's expansion lead to the Civil War?
- How did Congress try to resolve the dispute between North and South over slavery?
- How did the Fugitive Slave Act and the Kansas-Nebraska Act increase tensions between the North

and the South?

- What developments deepened the divisions between the North and the South?
- How did the Union finally collapse into a civil war?
- What were the causes, key events, and effects of the Civil War?
- How did each side's resources and strategies affect the early battles of the Civil War?
- How did the Emancipation Proclamation and the efforts of African American soldiers affect the course of the war?
- How did the Civil War bring temporary and lasting changes to American society?
- How did the Battles of Vicksburg and Gettysburg change the course of the Civil War?
- What was the final outcome and impact of the Civil War?
- What lasting consequences arose from the struggles over Reconstruction?
- How did the Radical Republicans' plans for Reconstruction differ from Lincoln's and Johnson's?
- What were the immediate effects of Reconstruction?
- How and why did Reconstruction end?

Student Learning Activities/Assessments:

- Graphic Organizers
- Chapter Notes
- Simulations
- Collaborative Work
- Section quizzes
- Projects
- Open-ended Questions
- Primary Source Readings

Technology Resources:

- Google Earth
- PowerPoint/Google Slides/Prezi Presentations
- Webquests
- Videos

Unit 5: Development of the Industrial United States

Content Area	United States History I	Grade: 10th
Unit Plan Title	Development of the Industrial United States	
Unit Topics	<ul style="list-style-type: none">• Technological developments and unregulated business practices revolutionized transportation, manufacturing, and consumption, and changed the daily lives of Americans• The Industrial Revolution and immigration had a powerful impact on labor relations, urbanization, the environment, cultural values, and created tensions between ethnic and social groups.	
Standards Number and Description (Established Goals)		
<p>6.1.12.A.5.a: Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.</p> <p>6.1.12.A.5.b: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.</p> <p>6.1.12.B.5.a: Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.</p> <p>6.1.12.B.5.b: Assess the impact of rapid urbanization on the environment and on the quality of life in cities.</p> <p>6.1.12.C.5.a: Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods, and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.</p> <p>6.1.12.C.5.b: Compare and contrast economic development of the North, South, and West in the post-Civil War period.</p> <p>6.1.12.C.5.c: Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.</p> <p>6.1.12.D.5.a: Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.</p> <p>6.1.12.D.5.b: Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.</p> <p>6.1.12.D.5.c: Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.</p> <p>6.1.12.D.5.d: Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.</p>		
Enduring Understandings:		
<ul style="list-style-type: none">• Growing numbers of white settlers move to the west, and Native Americans lose their lands• Pursuit of economic opportunity leads to settlers to push westward• With the help of cowboys, the cattle industry thrives as the Native American culture of the Great Plains declines.• The promise of cheap, fertile land draws thousands of settlers westward to seek their fortunes as farmers.• Settlers face extreme hardships in taming the land.• Farmers band together to address their economic problems giving rise to the populist movement.• Economic troubles lead to clashes over silver and gold as the basis of the monetary system• Technological developments and unregulated business practices revolutionized transportation, manufacturing, and consumption and changed the daily lives of Americans.• Industry booms as natural resources, creative ideas and growing markets fuel technological development.		

- The growth and consolidation of railroads benefit the nation but lead to corruption and regulation.
- The expansion of industry in the North results in the growth of big business and in the formation of unions by laborers seeking to better their working conditions and pay.
- The Industrial Revolution and immigration had a powerful impact on labor relations, urbanization, the environment, and cultural values and created tensions between ethnic and social groups.
- The population rises as immigrants supply a willing workforce for urban industrialization and a political base for many urban politicians
- New immigrants from southern and Eastern Europe, Asia, the Caribbean, and Mexico face culture shock and prejudice-as well as the opportunity for a better life-in the United States.
- The rapid growth of cities creates many challenges: how to provide adequate housing, transportation, water, and sanitation and how to fight fire and crime.
- The political machine emerges as cities attempt to deal with the problems of rapid urbanization.

Students will be able to:

- Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
- Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.
- Relate industrial growth to the need for social and governmental reforms.
- Analyze the economic practices of various business organizations (i.e., corporations and monopolies) regarding the production and marketing of goods, and explain the positive or negative impact of these practices on the nation and on individuals.
- Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
- Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.
- Assess the impact of rapid urbanization on the environment and on the quality of life in cities.
- Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.
- Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.
- Relate varying immigrants' experiences to gender, race, ethnicity, or occupation

Essential Questions:

- How did the industrial growth of the late 1800s shape American society and the economy?
- How did industrialization and new technology affect the economy and society?
- How did big business shape the American economy in the late 1800s and early 1900s?
- How did the rise of labor unions shape relations among workers, big business, and government?
- How did American urban life change between 1875 and 1914?
- Why did immigrants come to the United States, and what impact did they have upon society?
- What changes did city dwellers face and how did they meet them?
- What luxuries did cities offer to the middle class?
- How did the economy, society, and culture of the South and West change after the Civil War?
- How did the southern economy and society change after the Civil War?
- How did the pressures of westward expansion impact Native Americans?
- What economic and social factors changed the West after the Civil War?
- What political, social, and economic issues did the nation face during the late 1800s?
- How were the civil and political rights of certain groups in America undermined during the years after Reconstruction?
- Why did the political structures change during the Gilded Age?
- What led to the rise of the Populist movement and what effect did it have?

Student Learning Activities/Assessments:

- Graphic Organizers
- Chapter Notes
- Simulations
- Collaborative Work
- Section quizzes
- Projects
- Open-ended Questions
- Primary Source Readings

Technology Resources:

- Google Earth
- PowerPoint/Google Slides/Prezi Presentations
- Webquests
- Videos

Content Area:	United States History II	Grade(s): 11, 12
Unit Plan Title:	Reconstruction and the Industrialization of the United States(1877-1900)	
Overview/Rationale (Describe and Justify)		
<p>This unit will focus on post-Civil War Reconstruction and the birth of a modern America. Throughout this unit students will be introduced to the roots of many current issues and examine how the origin of those issues can be applied to the modern day.</p>		
Standard(s) Number and Description (Established Goals)		
<p>SOC.6.1.12.A.4.c -Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.</p> <p>SOC.6.1.12.B.4.b - Analyze the impact of population shifts and migration patterns during the Reconstruction period.</p> <p>SOC.6.1.12.C.4.b - Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.</p> <p>SOC.6.1.12.D.4.c - Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.</p> <p>SOC.6.1.12.D.4.d - Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.</p> <p>SOC.6.1.12.CS5 - Technological developments and unregulated business practices revolutionized transportation, manufacturing, and consumption, and changed the daily lives of Americans. The Industrial Revolution and immigration had a powerful impact on labor relations, urbanization, the environment, cultural values, and created tensions between ethnic and social groups.</p> <p>SOC.6.1.12.A.5.b - Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.</p> <p>SOC.6.1.12.B.5.a - Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.</p> <p>SOC.6.1.12.B.5.b - Assess the impact of rapid urbanization on the environment and on the quality of life in cities.</p> <p>SOC.6.1.12.C.5.a - Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods, and determine the positive or negative impact of these practices on individuals and the nation and the need for</p>		

government regulations.

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

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

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

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

Technology Standard(s) Number and Description

TECH.8.1.12.B - Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

TECH.8.1.12.B.CS1 - Apply existing knowledge to generate new ideas, products, or processes.

TECH.8.1.12.B.CS2 - Create original works as a means of personal or group expression.

TECH.8.1.12.C.CS2 - Communicate information and ideas to multiple audiences using a variety of media and formats.

TECH.8.1.12.C.CS4 - Contribute to project teams to produce original works or solve problems.

TECH.8.2.12.B.4 - Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.

Interdisciplinary Standard(s) Number and Description

-LA.11-12.RH.11-12.1 - Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

-LA.11-12.RH.11-12.3 - Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

-LA.11-12.RH.11-12.5 - Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

-LA.11-12.RH.11-12.6 - Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

-LA.11-12.RH.11-12.8 - Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

-LA.11-12.RST.11-12.2 - Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, process information presented in a text by paraphrasing them in simpler but still accurate terms.

-LA.11-12.WHST.11-12.1.A - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

-LA.11-12.WHST.11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will understand that...

- Reconstruction had many challenges that we, as a nation, needed to overcome.
- Reconstruction led to new patterns of minority treatment for African Americans.
- the rapid industrialization and urbanization in the United States led to a variety of problems environmentally and socially.
- the wave of immigration during the second half of the 19th century led to a resurgence of nativism.
- westward expansion led to an economic boom and conflict with Natives Americans.
- Constitutional amendments were necessary to protect the rights of freed men.

Essential Questions : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

- What did the 13th, 14th and 15th amendments do and how effective were they?
- How did geography and population demographics affect the Civil War and Reconstruction periods?
- What were the different views on Reconstruction and how successful were the enacted policies?
- What issues of governmental regulation were created by industrialization?
- How did rapid urbanization affect life and the environment?
- What were the positive and negative consequences of the business practices of the industrial era?

- What was the immigrant experience of the late 19th century?
- How did economic development differ for the major regions of the U. S.?

21st Century Connections (P21 Framework – Partnership for 21st Century Learning):

Check all that apply.			Indicate whether these skills are E -Encouraged, T -Taught, and/or A -Assessed in this unit by marking E, T, A on the line before the appropriate skill.		
21 st Century Interdisciplinary Themes			21 st Century Skills		
	X	Global Awareness	E,T,A	Critical Thinking and Problem Solving	
	X	Environmental Literacy	E	Creativity and Innovation	
		Health Literacy	E,T,A	Communication and Collaboration	
	X	Civic Literacy	E, T	Flexibility and Adaptability	
	X	Financial, Economic , Business and Entrepreneurial Literacy	E	Initiative and Self-Direction	
			E,T,A	Social and Cross-Cultural Skills	
			E,T,A	Productivity and Accountability	
			E	Leadership and Responsibility	
			E,T	Informational Literacy Skills	
			E,T,A	Media Literacy Skills	
			E,T,A	Information, Communication, and Technology (ICT) Literacy	

Career Ready Practices:

Indicate whether these skills are **E**-Encouraged, **T**-Taught, or **A**-Assessed in this unit by marking **E, T, A** on the line before the appropriate skill.

	E, T	CRP1. Act as a responsible and contributing citizen and employee
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E, T, A	CRP2. Apply appropriate academic and technical skills
	CRP3. Attend to personal health and financial well-being
E, A	CRP4. Communicate clearly and effectively with reason
T	CRP5. Consider the environmental, social and economic impacts of decisions
E, T, A	CRP6. Demonstrate creativity and innovation
E, T, A	CRP7. Employ valid and reliable research strategies
E, T, A	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
E	CRP9. Model integrity, ethical leadership, and effective management
	CRP10. Plan education and career paths aligned to personal goals
E, T, A	CRP11. Use technology to enhance productivity
E, T, A	CRP12. Work productively in teams while using cultural global competence
Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)	
Students will know.... -Reconstruction -sharecroppers -mass production -Bessemer Process -Monopoly -Horizontal Integration -Vertical Integration -Trust -Collective Bargaining	Students will be able to (do)... -examine how effective the 13th, 14th and 15th amendments are. -analyze the geography and population demographics that affected Reconstruction. -explain the different views on Reconstruction and the success of the enacted policies. -discuss how new governmental regulations were necessary due to industrialization. -analyze how rapid urbanization affected life and the environment.

<ul style="list-style-type: none"> -Socialism -nativism -“melting pot” -Gilded Age -Assimilation -Transcontinental Railroad -Jim Crow laws -Literacy Test -Poll Tax -Spoils System -Populism 	<ul style="list-style-type: none"> -examine the immigrant experience of the late 19th century. -evaluate American expansion and how it affected the Native American population in the Midwest?
Assessment Evidence:	
<p>Performance Tasks: Students will be exposed to higher ordered thinking similar to those used on the PARCC. These problems will be used as additional support when covering the material in the unit. Questions similar to the problems should be incorporated into formal assessments. Students should receive feedback from the teacher on their performance on performance tasks-including classroom activities, homework, group work, projects, tests, benchmarks.</p>	<p>Other Assessment Measures: Quizzes, tests, essay prompts, primary source analysis, homework, binder checks, review games, tickets out the door, benchmarks, and typed critical thinking assignments.</p>
Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)	
Instructional Strategies and Activities	
Review Games	<p>By using review games, the students will be able to practice concepts with their peers. They will also be able to review the major concepts from the unit before taking a formal assessment.</p>

[Type the document title]

Guided Notes	Teachers should use guided or skeleton notes to help the students organize the content. These notes should include vocabulary, examples, and key concepts.
Activators	Each day teachers should open the lesson with an activator. This will help students review the content from the previous lesson.
High Level Writing Assignments	Students will engage in critical thinking assignments that encourage them to find solutions to historical problems and relate them to real world issues.
Resources	
Prentice Hall United States History Textbook, Taking Sides: Clashing Views on Controversial Issues in 20 th Century American History	
Suggested Time Frame:	10-15 days

[Type the document title]

Content Area:	United States History II	Grade(s): 11, 12
Unit Plan Title:	Emergence of the Modern United States(1890-1918)	
Overview/Rationale (Describe and Justify)		
The goal of this unit will be to discover the roots of Progressive reforms and why the reforms were so important and necessary. Students will also examine the United States entry in World War I and our emergence as a modern world power as a result.		
Standard(s) Number and Description		
<p>SOC.6.1.12.CS6 - Progressive reform movements promoted government efforts to address problems created by rapid industrialization, immigration, and unfair treatment of women, children, and minority groups. An expanding market for international trade promoted policies that resulted in America emerging as a world power.</p> <p>SOC.6.1.12.A.6.a - Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.</p> <p>SOC.6.1.12.A.6.b - Evaluate the ways in which women organized to promote government policies (i.e., abolition, women’s suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.</p> <p>SOC.6.1.12.A.6.c - Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.</p> <p>SOC.6.1.12.B.6.b - Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.</p> <p>SOC.6.1.12.D.6.b - Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power.</p> <p>SOC.6.1.12.D.6.c - Analyze the successes and failures of efforts to expand women’s rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.</p> <p>SOC.6.1.12.B.6.a - Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.</p> <p>SOC.6.1.12.B.6.b - Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.</p> <p>SOC.6.1.12.CS7 -United States involvement in World War I affected politics, the economy, and geopolitical relations following the war.</p> <p>SOC.6.1.12.A.7.a - Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.</p> <p>SOC.6.1.12.A.7.b - Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).</p> <p>SOC.6.1.12.A.7.c - Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.</p>		

SOC.6.1.12.B.7.a - Explain how global competition by nations for land and resources led to increased militarism.
SOC.6.1.12.C.7.a - Determine how technological advancements affected the nature of World War I on land, on water, and in the air.
SOC.6.1.12.D.7.a - Evaluate the effectiveness of Woodrow Wilson's leadership during and immediately after World War I.
SOC.6.1.12.D.7.b - Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.

Technology Standard(s) Number and Description

TECH.8.1.12.B - Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.B.CS1 - Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2 - Create original works as a means of personal or group expression.
TECH.8.1.12.C.CS2 - Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.C.CS4 - Contribute to project teams to produce original works or solve problems.
TECH.8.2.12.B.4 - Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.

Interdisciplinary Standard(s) Number and Description

-LA.11-12.RH.11-12.1 - Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
-LA.11-12.RH.11-12.3 - Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
-LA.11-12.RH.11-12.5 - Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
-LA.11-12.RH.11-12.6 - Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
-LA.11-12.RH.11-12.8 - Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
-LA.11-12.RST.11-12.2 - Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, process information presented in a text by paraphrasing them in simpler but still accurate terms.
-LA.11-12.WHST.11-12.1.A - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
-LA.11-12.WHST.11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will understand that...

- the Spanish-American War changed the United States role in the world.
- American expansion during the second half of the 19th century was fueled by our desire to compete economically, militarily and politically with other world powers.
- the rise of the Progressive Movement was a result of the Gilded Age and dramatically changed certain aspects of American society.
- World War I was a war that redefined the world, how war was fought and government's use of propaganda.
- the Treaty of Versailles would cause resentment in Germany and ultimately lead to World War II in Europe.

Essential Questions : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

- How did early Progressive Era reforms pave the way for more radical changes to American society?
- How did women's suffrage change America?
- How did the efforts of Teddy Roosevelt and William Howard Taft impact the average American's life?
- What impact did a 3rd major political party have on the outcome of the Election of 1912?
- How did the assassination of Archduke Ferdinand pull the world into war?
- How did technological advancements lead to trench warfare?
- What role did propaganda play in World War I?
- How did the United States get drawn into WWI?
- Why was World War I considered a "peace built on quicksand"?

21st Century Connections (P21 Framework – Partnership for 21st Century Learning):

Check all that apply.

21st Century Interdisciplinary Themes

Indicate whether these skills are E-Encouraged, T-Taught, and/or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

21st Century Skills

X

Global Awareness

E

Critical Thinking and Problem Solving

	Environmental Literacy	E	Creativity and Innovation
	Health Literacy	E	Communication and Collaboration
X	Civic Literacy	E, T	Flexibility and Adaptability
X	Financial, Economic , Business and Entrepreneurial Literacy	E	Initiative and Self-Direction
		E,T,A	Social and Cross-Cultural Skills
		E,T,A	Productivity and Accountability
		E	Leadership and Responsibility
		E	Informational Literacy Skills
		E, T	Media Literacy Skills
		E,T,A	Information, Communication, and Technology (ICT) Literacy
Career Ready Practices:			
<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>			
	E, T	CRP1. Act as a responsible and contributing citizen and employee	
	E, T, A	CRP2. Apply appropriate academic and technical skills	
		CRP3. Attend to personal health and financial well-being	
	E, A	CRP4. Communicate clearly and effectively with reason	
	T	CRP5. Consider the environmental, social and economic impacts of decisions	
	E, T, A	CRP6. Demonstrate creativity and innovation	
	E, T, A	CRP7. Employ valid and reliable research strategies	
	E, T, A	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them	

	E	CRP9. Model integrity, ethical leadership, and effective management
		CRP10. Plan education and career paths aligned to personal goals
	E, T, A	CRP11. Use technology to enhance productivity
	E	CRP12. Work productively in teams while using cultural global competence
Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)		
<i>Students will know....</i> -Progressivism -Muckrakers -Direct Primary -Initiative -Referendum -Recall -Suffrage -19th Amendment -NAACP -Federal Reserve Act -Imperialism -Extractive Economies -yellow press -Rough Riders -Sphere of influence -Open Door Policy -Platt Amendment -Roosevelt Corollary -Dollar Diplomacy -Moral Diplomacy		<i>Students will be able to (do)...</i> -compare and contrast yellow press and muckraking. -understand how the Progressive Era influenced a mentality of change that still exists today. -examine the changing roles of women in society. -understand how the United States emerged as a world power. -discuss why the United States got drawn into World War I and how the Treaty of Versailles was a “peace built on quicksand”.

<ul style="list-style-type: none"> -Nationalism -Militarism -Casualties -U-Boats -Sedition Act -Fourteen Points -Self-determination -League of Nations 	
Assessment Evidence:	
<p>Performance Tasks: Students will be exposed to higher ordered thinking similar to those used on the PARCC. These problems will be used as additional support when covering the material in the unit. Questions similar to the problems should be incorporated into formal assessments. Students should receive feedback from the teacher on their performance on performance tasks-including classroom activities, homework, group work, projects, tests, benchmarks</p>	<p>Other Assessment Measures: Quizzes, tests, essay prompts, primary source analysis, homework, binder checks, review games, tickets out the door, benchmarks, and typed critical thinking assignments.</p>
Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)	
Instructional Strategies and Activities	
Review Games	<p>By using review games, the students will be able to practice concepts with their peers. They will also be able to review the major concepts from the unit before taking a formal assessment.</p>
Guided Notes	<p>Teachers should use guided or skeleton notes to help the students organize the content. These notes should include vocabulary, examples, and key concepts.</p>
Activators	<p>Each day teachers should open the lesson with an activator. This will help students review the content from the previous lesson.</p>

[Type the document title]

High Level Writing Assignments	Students will engage in critical thinking assignments that encourage them to find solutions to historical problems and relate them to real world issues.
Resources	
Prentice Hall United States History Textbook, Taking Sides: Clashing Views on Controversial Issues in 20 th Century American History	
Suggested Time Frame:	28-30 days

Content Area:	United States History II	Grade(s): 11, 12
Unit Plan Title:	Prosperity and Depression(1919-1941)	
Overview/Rationale (Describe and Justify)		
In this unit students will discover how the prosperity of the 1920s gave way to the Great Depression and discuss how to prevent the issues that caused the Depression from resurfacing in our world today. Throughout the Depression, students will emergence of the welfare state in the United States and the benefits and drawbacks from such policies.		
Standard(s) Number and Description (Established Goals)		
SOC.6.1.12.D.7.c - Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.		
SOC.6.1.12.CS8 - The 1920s is characterized as a time of social, economic, technological, and political change, as well as a time of emerging isolationism, racial and social tensions, and economic problems.		
SOC.6.1.12.A.8.a - Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.		
SOC.6.1.12.A.8.c - Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.		
SOC.6.1.12.C.8.b - Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.		
SOC.6.1.12.D.8.a - Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.		
SOC.6.1.12.D.8.b - Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.		
SOC.6.1.12.CS9 - The Great Depression resulted from government economic policies, business practices, and individual decisions, and it impacted business and society.		
SOC.6.1.12.A.9.a - Analyze how the actions and policies of the United States government contributed to the Great Depression.		
SOC.6.1.12.B.9.a - Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.		
SOC.6.1.12.C.9.a - Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country’s economic health.		
SOC.6.1.12.C.9.c - Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).		

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

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

SOC.6.1.12.CS10 - Aimed at recovery, relief, and reform, New Deal programs had a lasting impact on the expansion of the role of the national government in the economy.

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

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

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

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

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

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

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

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

Technology Standard(s) Number and Description

TECH.8.1.12.B - Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

TECH.8.1.12.B.CS1 - Apply existing knowledge to generate new ideas, products, or processes.

TECH.8.1.12.B.CS2 - Create original works as a means of personal or group expression.

TECH.8.1.12.C.CS2 - Communicate information and ideas to multiple audiences using a variety of media and formats.

TECH.8.1.12.C.CS4 - Contribute to project teams to produce original works or solve problems.

TECH.8.2.12.B.4 - Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.

Interdisciplinary Standard(s) Number and Description

-LA.11-12.RH.11-12.1 - Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

-LA.11-12.RH.11-12.3 - Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

- LA.11-12.RH.11-12.5** - Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- LA.11-12.RH.11-12.6** - Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- LA.11-12.RH.11-12.8** - Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
- LA.11-12.RST.11-12.2** - Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, process information presented in a text by paraphrasing them in simpler but still accurate terms.
- LA.11-12.WHST.11-12.1.A** - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- LA.11-12.WHST.11-12.2** - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will understand that...

- the communist revolution in Russia would have a profound impact on the United States for the rest of the 20th century.
- the influx of millions of immigrants in the early 20th century led to a backlash against immigrants and a rise in nativism and groups like the Klu Klux Klan.
- the "Roaring '20s" were a decade of prosperity, innovation and freedom of expression.
- Prohibition failed due to a variety of factors.
- The Great Depression was a result of spending practices throughout the 1920s as well government economic mistakes and unwise business practices.
- Franklin Roosevelt played a crucial role in helping to stabilize America in the 1930s.
- New Deal programs helped Americans trust government agencies and created programs we still rely on today.

Essential Questions : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

- What was the Red Scare?
- How did immigration impact the 1920s?
- What was Prohibition and how did it lead to the growth of organized crime?
- What is a flapper?
- What impact did pop culture have on the lifestyle of Americans?
- How did corruption in Harding's presidency lead to Coolidge's presidency?
- Why is it impossible for America to be true isolationists?
- Why did the Great Depression happen?
- How did the Great Depression affect common Americans?
- How did Franklin Roosevelt help the American people and lead the nation out of the Depression?

21st Century Connections (P21 Framework – Partnership for 21st Century Learning):

Check all that apply.			Indicate whether these skills are E -Encouraged, T -Taught, and/or A -Assessed in this unit by marking E, T, A on the line before the appropriate skill.		
21 st Century Interdisciplinary Themes			21 st Century Skills		
	X	Global Awareness		E	Critical Thinking and Problem Solving
		Environmental Literacy		E	Creativity and Innovation
		Health Literacy		E	Communication and Collaboration
	X	Civic Literacy		E, T	Flexibility and Adaptability
	X	Financial, Economic , Business and Entrepreneurial Literacy		E	Initiative and Self-Direction
				E,T,A	Social and Cross-Cultural Skills
				E,T,A	Productivity and Accountability
				E	Leadership and Responsibility
				E	Informational Literacy Skills
				E, T	Media Literacy Skills

[Type the document title]

E,T,A

Information, Communication, and Technology (ICT) Literacy

Career Ready Practices:

Indicate whether these skills are *E-Encouraged*, *T-Taught*, or *A-Assessed* in this unit by marking *E, T, A* on the line before the appropriate skill.

E, T

CRP1. Act as a responsible and contributing citizen and employee

E, T, A

CRP2. Apply appropriate academic and technical skills

CRP3. Attend to personal health and financial well-being

E, A

CRP4. Communicate clearly and effectively with reason

T

CRP5. Consider the environmental, social and economic impacts of decisions

E, T, A

CRP6. Demonstrate creativity and innovation

E, T, A

CRP7. Employ valid and reliable research strategies

E, T, A

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

E

CRP9. Model integrity, ethical leadership, and effective management

CRP10. Plan education and career paths aligned to personal goals

E, T, A

CRP11. Use technology to enhance productivity

E

CRP12. Work productively in teams while using cultural global competence

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

Students will know....

-Red Scare
-anarchists
-flapper
-Prohibition
-speakeasies

Students will be able to (do)...

-understand the fear Americans had of communism and how it lead to a backlash against immigrants.
-examine how the prosperity and spending practices of the 1920s led to the Great Crash.
-experiment with speculation to discover why it is a dangerous practice.

<ul style="list-style-type: none"> -<i>Harlem Renaissance</i> -<i>jazz</i> -<i>on Margin</i> -<i>Speculation</i> -<i>Black Tuesday</i> -<i>Business Cycle</i> -<i>Hawley-Smoot Tariff</i> -<i>Hoovervilles</i> -<i>"Dust Bowl"</i> -<i>Trickle-down economics</i> -<i>New Deal</i> -<i>"Brain Trust"</i> -<i>Welfare state</i> 	<ul style="list-style-type: none"> -understand why the "Nobel Experiment" of Prohibition led to increases in organized crime and ultimately how it failed. -reflect on the life of average Americans during the Depression. -compare and contrast the effectiveness of different New Deal programs. -examine how the United States became a "welfare state" and discuss its benefits and drawbacks. -analyze the importance of certain New Deal programs such as the FDIC and the Social Security Act.
Assessment Evidence:	
<p>Performance Tasks: Students will be exposed to higher ordered thinking similar to those used on the PARCC. These problems will be used as additional support when covering the material in the unit. Questions similar to the problems should be incorporated into formal assessments. Students should receive feedback from the teacher on their performance on performance tasks-including classroom activities, homework, group work, projects, tests, benchmarks</p>	<p>Other Assessment Measures: Quizzes, tests, essay prompts, primary source analysis, homework, binder checks, review games, tickets out the door, benchmarks, and typed critical thinking assignments.</p>
Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)	
Instructional Strategies and Activities	

[Type the document title]

Review Games	By using review games, the students will be able to practice concepts with their peers. They will also be able to review the major concepts from the unit before taking a formal assessment.
Guided Notes	Teachers should use guided or skeleton notes to help the students organize the content. These notes should include vocabulary, examples, and key concepts.
Activators	Each day teachers should open the lesson with an activator. This will help students review the content from the previous lesson.
High Level Writing Assignments	Students will engage in critical thinking assignments that encourage them to find solutions to historical problems and relate them to real world issues.
Resources	
Prentice Hall United States History Textbook, Taking Sides: Clashing Views on Controversial Issues in 20 th Century American History	
Suggested Time Frame:	20-25 days

Content Area:	United States History II	Grade(s): 11, 12
Unit Plan Title:	World War II and Postwar America	
Overview/Rationale (Describe and Justify)		
Students will understand how the Second World War began and how the United States was drawn into this conflict. As a result, students will also examine how the United States turned the tide of the war and emerged as one of the world’s two superpowers thanks to a new age of consumerism.		
Standard(s) Number and Description (Established Goals)		
<p>SOC.6.1.12.D.10.b - Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents.</p> <p>SOC.6.1.12.CS11 - The United States participated in World War II as an Allied force to prevent military conquests by Germany, Italy, and Japan. Domestic and military policies during World War II continued to deny equal rights to African Americans, Asian Americans, and women.</p> <p>SOC.6.1.12.A.11.b - Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time.</p> <p>SOC.6.1.12.A.11.c - Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.</p> <p>SOC.6.1.12.A.11.d - Analyze the decision to use the atomic bomb and the consequences of doing so.</p> <p>SOC.6.1.12.A.11.e - Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.</p> <p>SOC.6.1.12.B.11.a - Explain the role that geography played in the development of military strategies and weaponry in World War II.</p> <p>SOC.6.1.12.C.11.a - Evaluate the shift in economic resources from the production of domestic to military goods during World War II in terms of opportunity costs and trade-offs, and analyze the impact of the post-war shift back to domestic production.</p> <p>SOC.6.1.12.C.11.b - Relate new wartime inventions to scientific and technological advancements in the civilian world.</p> <p>SOC.6.1.12.D.11.a - Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.</p> <p>SOC.6.1.12.D.11.b - Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.</p> <p>SOC.6.1.12.D.11.c - Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.</p> <p>SOC.6.1.12.D.11.d - Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.</p> <p>SOC.6.1.12.D.11.e - Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.</p> <p>SOC.6.1.12.CS12 - Cold War tensions between the United States and communist countries resulted in conflict that influenced domestic and</p>		

foreign policy for over forty years.

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

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

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

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

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

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

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

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

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

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

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

Technology Standard(s) Number and Description

TECH.8.1.12.B - Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

TECH.8.1.12.B.CS1 - Apply existing knowledge to generate new ideas, products, or processes.

TECH.8.1.12.B.CS2 - Create original works as a means of personal or group expression.

TECH.8.1.12.C.CS2 - Communicate information and ideas to multiple audiences using a variety of media and formats.

TECH.8.1.12.C.CS4 - Contribute to project teams to produce original works or solve problems.

TECH.8.2.12.B.4 - Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.

Interdisciplinary Standard(s) Number and Description

-LA.11-12.RH.11-12.1 - Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

-LA.11-12.RH.11-12.3 - Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

- LA.11-12.RH.11-12.5** - Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- LA.11-12.RH.11-12.6** - Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- LA.11-12.RH.11-12.8** - Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
- LA.11-12.RST.11-12.2** - Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, process information presented in a text by paraphrasing them in simpler but still accurate terms.
- LA.11-12.WHST.11-12.1.A** - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- LA.11-12.WHST.11-12.2** - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will understand that...

- policies at the end of World War I led to the rise of fascism.
- the Pearl Harbor attack was a surprise that motivated Americans to join the fight against the Axis.
- the influx of American manpower, the strength of American industry and cooperation with other Allied nations turned the tide of the war against the Axis Powers.
- the use of the atomic bomb was a controversial decision.
- Nazi policy and the personal ideology of Adolf Hitler led to the murder of over 11 million people in Europe.
- bystanders during the Holocaust played a controversial role in determining guilt.
- ideological differences between capitalism and communism led to a period of confrontation and competition between the United States and Soviet Union.
- Americans fear of communism in the 1940s and 1950s led to the violation of rights in the United States.
- there were different presidential strategies for dealing with the threat of communism.
- American culture in the 1950s changed thanks to the growth of consumerism and television.

Essential Questions : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

- Why did the 1920s give rise to dictators in Europe and Asia?
- How did the world spiral into a war just one generation after the “Great War”?
- How were the Japanese able to surprise us at Pearl Harbor?
- How did the addition of America to the Allied Powers help shift the tide of the war?
- Was the use of the atomic bomb necessary to end the war?
- How and why did the Holocaust take place?
- How can we classify the roles people played in the Holocaust and their level of guilt?
- What caused the Cold War?
- How was the Korean War a good example of Containment?
- What caused Americans to fear Communism so much that we let the government infringe upon the Bill of Rights?
- How did Americans live with the threat of nuclear war in their everyday lives?
- Compare and contrast the effectiveness of Eisenhower’s “Brinkmanship” to Truman’s policy of containment.
- How did television change American culture during the 1950s?
- Why was the American economy able to thrive in the 1950s?

21st Century Connections (P21 Framework – Partnership for 21st Century Learning):

Check all that apply.		Indicate whether these skills are E -Encouraged, T -Taught, and/or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.	
21 st Century Interdisciplinary Themes		21 st Century Skills	
X	Global Awareness	E,T,A	Critical Thinking and Problem Solving
	Environmental Literacy	E	Creativity and Innovation
	Health Literacy	E,T,A	Communication and Collaboration
X	Civic Literacy	E, T	Flexibility and Adaptability
X	Financial, Economic , Business and Entrepreneurial	E	Initiative and Self-Direction
		E,T,A	Social and Cross-Cultural Skills

[Type the document title]

	Literacy

E,T,A	Productivity and Accountability
E	Leadership and Responsibility
E,T	Informational Literacy Skills
E,T,A	Media Literacy Skills
E,T,A	Information, Communication, and Technology (ICT) Literacy

Career Ready Practices:

Indicate whether these skills are **E**-Encouraged, **T**-Taught, or **A**-Assessed in this unit by marking **E, T, A** on the line before the appropriate skill.

E, T	CRP1. Act as a responsible and contributing citizen and employee
E, T, A	CRP2. Apply appropriate academic and technical skills
	CRP3. Attend to personal health and financial well-being
E, A	CRP4. Communicate clearly and effectively with reason
T	CRP5. Consider the environmental, social and economic impacts of decisions
E, T, A	CRP6. Demonstrate creativity and innovation
E, T, A	CRP7. Employ valid and reliable research strategies
E, T, A	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
E	CRP9. Model integrity, ethical leadership, and effective management
	CRP10. Plan education and career paths aligned to personal goals
E, T, A	CRP11. Use technology to enhance productivity
E, T, A	CRP12. Work productively in teams while using cultural global competence

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

Students will know....

- fascism
- Totalitarianism
- “ Mein Kampf”
- Appeasement
- Lend-Lease Act
- Unconditional surrender
- Tuskegee Airmen
- Battle of Midway
- Internment
- D-Day
- Battle of the Bulge
- Island Hopping
- Kamikaze
- Manhattan Project
- Yalta Conference
- United Nations
- Cold War
- Iron Curtain
- Truman Doctrine
- Containment
- Marshall Plan
- Berlin Airlift
- NATO
- H-Bomb
- Mutually assured destruction
- Brinkmanship
- NASA
- HUAC

Students will be able to (do)...

- examine why the Treaty of Versailles led to the rise of fascism in Germany.
- analyze how the Japanese were able to successfully surprise the United States at Pearl Harbor.
- understand how American military and industrial might turned the tide of World War II.
- determine if the use of the atomic bomb was necessary to end World War II.
- analyze the roots of Holocaust occurred and the role of bystanders, perpetrators, victims and rescuers.
- compare and contrast capitalism and communism.
- examine the Red Scare of the 1940s and 1950s and why many were willing to allow basic rights to be violated by the federal government.
- compare and contrast the effectiveness of containment and brinkmanship.
- demonstrate how American culture in the 1950s changed thanks to the growth of consumerism and television.

<p>-McCarthyism -rock n' roll</p>	
Assessment Evidence:	
<p>Performance Tasks: Students will be exposed to higher ordered thinking similar to those used on the PARCC. These problems will be used as additional support when covering the material in the unit. Questions similar to the problems should be incorporated into formal assessments. Students should receive feedback from the teacher on their performance on performance tasks-including classroom activities, homework, group work, projects, tests, benchmarks</p>	<p>Other Assessment Measures: Quizzes, tests, essay prompts, primary source analysis, homework, binder checks, PowerPoint presentations, review games, tickets out the door, benchmarks, and typed critical thinking assignments.</p>
Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)	
Instructional Strategies and Activities	
Review Games	<p>By using review games, the students will be able to practice concepts with their peers. They will also be able to review the major concepts from the unit before taking a formal assessment.</p>

[Type the document title]

Guided Notes	Teachers should use guided or skeleton notes to help the students organize the content. These notes should include vocabulary, examples, and key concepts.
Activators	Each day teachers should open the lesson with an activator. This will help students review the content from the previous lesson.
High Level Writing Assignments	Students will engage in critical thinking assignments that encourage them to find solutions to historical problems and relate them to real world issues.
Resources	
Prentice Hall United States History Textbook, Taking Sides: Clashing Views on Controversial Issues in 20 th Century American History	
Suggested Time Frame:	25-30 days

Content Area:	United States History II	Grade(s): 11, 12
Unit Plan Title:	Challenges and Change(1960-1980)	
Overview/Rationale (Describe and Justify)		
Students will analyze the turbulent decades of the 1960s and 1970s. They will analyze the triumphs of the Civil Rights Movement and Women’s Liberation Movements. Students will also gain an understanding of the Vietnam War, why it was so controversial and how it led to the Free Speech Movement and a general distrust of the government.		
Standard(s) Number and Description (Established Goals)		
SOC.6.1.12.A.12.a - Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.		
SOC.6.1.12.A.12.b - Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.		
SOC.6.1.12.C.12.a - Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.		
SOC.6.1.12.D.12.d - Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.		
SOC.6.1.12.D.12.e - Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.		
SOC.6.1.12.CS13 - The Civil Rights movement marked a period of social turmoil and political reform, resulting in the expansion of rights and opportunities for individuals and groups previously discriminated against.		
SOC.6.1.12.A.13.b - Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.		
SOC.6.1.12.B.13.b - Evaluate the effectiveness of environmental movements and their influence on public attitudes and environmental protection laws.		
SOC.6.1.12.C.13.a - Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights.		

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

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

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

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

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

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

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

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

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

Technology Standard(s) Number and Description

TECH.8.1.12.B - Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

TECH.8.1.12.B.CS1 - Apply existing knowledge to generate new ideas, products, or processes.

TECH.8.1.12.B.CS2 - Create original works as a means of personal or group expression.

TECH.8.1.12.C.CS2 - Communicate information and ideas to multiple audiences using a variety of media and formats.

TECH.8.1.12.C.CS4 - Contribute to project teams to produce original works or solve problems.

TECH.8.2.12.B.4 - Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.

Interdisciplinary Standard(s) Number and Description

-LA.11-12.RH.11-12.1 - Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

-LA.11-12.RH.11-12.3 - Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

-LA.11-12.RH.11-12.5 - Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

-LA.11-12.RH.11-12.6 - Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and

evidence.

-LA.11-12.RH.11-12.8 - Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

-LA.11-12.RST.11-12.2 - Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, process information presented in a text by paraphrasing them in simpler but still accurate terms.

-LA.11-12.WHST.11-12.1.A - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

-LA.11-12.WHST.11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will understand that...

- television changed the nature of the election process.
- John F. Kennedy's administration was a defining administration as a new generations of Americans led us into the future.
- the federal government expanded its role in helping the less fortunate.
- the Civil Rights Movement was a result of generations of denied equal treatment.
- the Civil Rights Movement had various elements ranging from passive, non-violent resistance to a more aggressive defense of constitutionally guaranteed rights.
- the Vietnam War was a controversial war that was greatly influenced by the American media.
- the Protest Era included a variety of social, political and economic issues.
- the 1970s were a challenging decade politically, socially and economically.

Essential Questions : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

- How did the Election of 1960s change the way Americans elect our President?
- How did the Kennedy Administration's policies affect Cold War relations and domestic policy?
- How did Johnson's Great Society aim to better the lives of average and disadvantaged Americans?
- Why did certain key events trigger the Civil Rights Movement?

- How did Dr. King's non-violent form of protest help to bring awareness the struggles of African Americans?
- What lessons can we learn from a more militant form of protest exhibited through Malcolm X and the Black Power Movement?
- How and why did the United States become involved in Vietnam?
- How did the roll of the media affect public opinion during Vietnam?
- Why did Vietnam end so differently than any other war in U.S. History?
- Why did so many people actively protest the social, political and military issues during this period?
- How did the protest era affect the politics of the 1970s?
- Why did we have economic problems during the 1970s?

21st Century Connections (P21 Framework – Partnership for 21st Century Learning):

Check all that apply.			Indicate whether these skills are E -Encouraged, T -Taught, and/or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.		
21 st Century Interdisciplinary Themes			21 st Century Skills		
	X	Global Awareness	E,T,A		Critical Thinking and Problem Solving
	X	Environmental Literacy	E		Creativity and Innovation
		Health Literacy	E,T,A		Communication and Collaboration
	X	Civic Literacy	E, T		Flexibility and Adaptability
	X	Financial, Economic , Business and Entrepreneurial Literacy	E		Initiative and Self-Direction
			E,T,A		Social and Cross-Cultural Skills
			E,T,A		Productivity and Accountability
			E		Leadership and Responsibility
			E,T		Informational Literacy Skills
			E,T,A		Media Literacy Skills
			E,T,A		Information, Communication, and Technology (ICT) Literacy

Career Ready Practices:

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Indicate whether these skills are **E**-Encouraged, **T**-Taught, or **A**-Assessed in this unit by marking **E, T, A** on the line before the appropriate skill.

E, T	CRP1. Act as a responsible and contributing citizen and employee
E, T, A	CRP2. Apply appropriate academic and technical skills
	CRP3. Attend to personal health and financial well-being
E, A	CRP4. Communicate clearly and effectively with reason
T	CRP5. Consider the environmental, social and economic impacts of decisions
E, T, A	CRP6. Demonstrate creativity and innovation
E, T, A	CRP7. Employ valid and reliable research strategies
E, T, A	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
E	CRP9. Model integrity, ethical leadership, and effective management
	CRP10. Plan education and career paths aligned to personal goals
E, T, A	CRP11. Use technology to enhance productivity
E, T, A	CRP12. Work productively in teams while using cultural global competence

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)

Students will know....

- De jure segregation
- De facto segregation
- Brown vs. Board of Education
- Rosa Parks
- Montgomery Bus Boycott
- Sit-in
- Civil Rights Act of 1964
- “black power”

Students will be able to (do)...

- understand how image became an important element of the election process.
- analyze how John F. Kennedy’s administration energized the nation in a way that we had not seen before.
- debate the role and responsibility the federal government has in its helping the less fortunate.
- compare and contrast various elements of the Civil Rights Movement.
- examine the role Dr. Martin Luther King, Jr. had on changing the culture of

[Type the document title]

<ul style="list-style-type: none">-Black Panthers-Peace Corps-Bay of Pigs-Cuban Missile Crisis-Great Society-Medicare-Medicaid		<p>race relations in the United States.</p> <ul style="list-style-type: none">-explain why the Vietnam War was a controversial war and the role the American media played in its outcome.-analyze how the generation gap impacted the American family and politics.-analyze why the 1970s were a decade full of distrust for the government and how those feelings were impacted by government scandal and stagflation.
Assessment Evidence:		
<p>Performance Tasks: Students will be exposed to higher ordered thinking similar to those used on the PARCC. These problems will be used as additional support when covering the material in the unit. Questions similar to the problems should be incorporated into formal assessments. Students should receive feedback from the teacher on their performance on performance tasks-including classroom activities, homework, group work, projects, tests, benchmarks</p>		<p>Other Assessment Measures: Quizzes, tests, essay prompts, primary source analysis, homework, binder checks, review games, tickets out the door, benchmarks, and typed critical thinking assignments.</p>
Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)		
Instructional Strategies and Activities		
Review Games	By using review games, the students will be able to practice concepts with their peers. They will also be able to review the major concepts from the unit before taking a formal assessment.	
Guided Notes	Teachers should use guided or skeleton notes to help the students organize the content. These notes should include vocabulary, examples, and key concepts.	
Activators	Each day teachers should open the lesson with an activator. This will help students review the content from the previous lesson.	

[Type the document title]

High Level Writing Assignments	Students will engage in critical thinking assignments that encourage them to find solutions to historical problems and relate them to real world issues.
Resources	
Prentice Hall United States History Textbook, Taking Sides: Clashing Views on Controversial Issues in 20 th Century American History	
Suggested Time Frame:	20-25 days

Content Area:	United States History II	Grade(s): 11, 12
Unit Plan Title:	Changing and Enduring Issues(1980-present)	
Overview/Rationale (Describe and Justify)		
Students will examine the end of the Cold War and how the years following the collapse of communism have given way to a more global community. Students will discover how technology has rapidly changed our lives and discuss the challenges it poses. To conclude the course, students will examine a variety of current day issues such as terrorism, recent domestic and foreign policies and draw connections to material throughout the course to try and predict future trends.		
Standard(s) Number and Description (Established Goals)		
SOC.6.1.12.A.14.c - Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.		
SOC.6.1.12.A.14.d - Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.		
SOC.6.1.12.A.14.h - Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.		
SOC.6.1.12.D.14.a - Determine the relationship between United States domestic and foreign policies.		
SOC.6.1.12.D.14.b - Assess the effectiveness of actions taken to address the causes of continuing urban tensions and violence.		
SOC.6.1.12.D.14.d - Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.		
SOC.6.1.12.D.14.e - Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.		
SOC.6.1.12.CS15 - The United States has used various methods to achieve foreign policy goals that affect the global balance of power, national security, other national interests, and the development of democratic societies.		
SOC.6.1.12.A.15.a - Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union, and determine how the fall influenced the global power structure.		
SOC.6.1.12.A.15.b - Determine the effectiveness of the United States in pursuing national interests while also attempting to address global		

political, economic, and social problems.

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

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

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

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

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

SOC.6.1.12.CS16 - Scientific and technological changes have dramatically affected the economy, the nature of work, education, and social interactions.

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

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

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

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

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

Technology Standard(s) Number and Description

TECH.8.1.12.B - Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

TECH.8.1.12.B.CS1 - Apply existing knowledge to generate new ideas, products, or processes.

TECH.8.1.12.B.CS2 - Create original works as a means of personal or group expression.

TECH.8.1.12.C.CS2 - Communicate information and ideas to multiple audiences using a variety of media and formats.

TECH.8.1.12.C.CS4 - Contribute to project teams to produce original works or solve problems.

TECH.8.2.12.B.4 - Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.

Interdisciplinary Standard(s) Number and Description

-LA.11-12.RH.11-12.1 - Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

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- LA.11-12.RH.11-12.5** - Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
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- LA.11-12.WHST.11-12.2** - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)

Students will understand that...

- pressure put on the Soviet Union in the 1980s sped the collapse of communism in Europe.
- economic policies during the 1990s led to a financial boom throughout various sectors of the economy.
- religious radicalism poses a dangerous threat to civilized societies.
- the technological advancements of the past generation has created a more efficient way of life.
- the election of Barrack Obama is an important step for race relations in the United States.
- there are multiple perspectives on the Affordable Care Act and its overall value.
- recent issues in immigration are in some ways similar to those of the past.

Essential Questions : (What provocative questions will foster inquiry, understanding, and transfer of learning?)

- How did Ronald Reagan help to end the Cold War and bring prosperity and pride back to Americans?
- How did the Clinton years help us thrive domestically but expose us to international terror?
- Why do Islamic extremists hate the United States and how has the War on Terror changed this country?

- How has rapidly changing technology impact modern America?
- Why was the election of Barrack Obama an important moment in American history?
- What are the reasons for the passage of the Affordable Care act and what are the major criticisms of the program?
- What have immigration issues have arisen in recent years and what are the opposing views on those issues?

21st Century Connections (P21 Framework – Partnership for 21st Century Learning):

Check all that apply.		Indicate whether these skills are E -Encouraged, T -Taught, and/or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.	
21 st Century Interdisciplinary Themes		21 st Century Skills	
X	Global Awareness	E,T,A	Critical Thinking and Problem Solving
X	Environmental Literacy	E	Creativity and Innovation
	Health Literacy	E,T,A	Communication and Collaboration
X	Civic Literacy	E, T	Flexibility and Adaptability
X	Financial, Economic , Business and Entrepreneurial Literacy	E	Initiative and Self-Direction
		E,T,A	Social and Cross-Cultural Skills
		E,T,A	Productivity and Accountability
		E	Leadership and Responsibility
		E,T	Informational Literacy Skills
		E,T,A	Media Literacy Skills
		E,T,A	Information, Communication, and Technology (ICT) Literacy

Career Ready Practices:

Indicate whether these skills are **E**-Encouraged, **T**-Taught, or **A**-Assessed in this unit by marking **E**, **T**, **A** on the line before the appropriate skill.

E, T	CRP1. Act as a responsible and contributing citizen and employee
E, T, A	CRP2. Apply appropriate academic and technical skills

		CRP3. Attend to personal health and financial well-being
	E, A	CRP4. Communicate clearly and effectively with reason
	T	CRP5. Consider the environmental, social and economic impacts of decisions
	E, T, A	CRP6. Demonstrate creativity and innovation
	E, T, A	CRP7. Employ valid and reliable research strategies
	E, T, A	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
	E	CRP9. Model integrity, ethical leadership, and effective management
		CRP10. Plan education and career paths aligned to personal goals
	E, T, A	CRP11. Use technology to enhance productivity
	E, T, A	CRP12. Work productively in teams while using cultural global competence
Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)		
Students will know....		Students will be able to (do)...
<ul style="list-style-type: none"> -Liberals -Conservatives -AIDS -Glasnost -Perestroika -Apartheid -Biotechnology -Brady Bill -NAFTA -Ethnic Cleansing -Al Qaeda -Tea Party Movement 		<ul style="list-style-type: none"> -analyze Ronald Reagan's role in ending the Cold War -explain how the Clinton years help us thrive domestically. -determine why Islamic extremism has been on the rise over the past generation? -compare and contrast the successes and failures of the War on Terror. -explain how technology has changed modern America? -explain why the election of Barrack Obama an important moment in American history -analyze the benefits and drawbacks to the Affordable Care Act. -discuss recent issues with immigration and various opinions regarding the future of immigration.

Assessment Evidence:	
<p>Performance Tasks: Students will be exposed to higher ordered thinking similar to those used on the PARCC. These problems will be used as additional support when covering the material in the unit. Questions similar to the problems should be incorporated into formal assessments. Students should receive feedback from the teacher on their performance on performance tasks-including classroom activities, homework, group work, projects, tests, benchmarks</p>	<p>Other Assessment Measures: Quizzes, tests, essay prompts, primary source analysis, homework, binder checks, review games, tickets out the door, benchmarks, and typed critical thinking assignments.</p>
Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)	
Instructional Strategies and Activities	
Review Games	By using review games, the students will be able to practice concepts with their peers. They will also be able to review the major concepts from the unit before taking a formal assessment.
Guided Notes	Teachers should use guided or skeleton notes to help the students organize the content. These notes should include vocabulary, examples, and key concepts.
Activators	Each day teachers should open the lesson with an activator. This will help students review the content from the previous lesson.
High Level Writing Assignments	Students will engage in critical thinking assignments that encourage them to find solutions to historical problems and relate them to real world issues.
Resources	
Prentice Hall United States History Textbook, Taking Sides: Clashing Views on Controversial Issues in 20 th Century American History	

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Suggested Time Frame:

15-20 days

TEXTBOOK: *Government in America: People, Politics, and Policy*, Edwards/Wattenberg,
Lineberry, 11th edition

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From the AP Web Site: AP® United States Government and Politics is an intensive study of the formal and informal structures of government and the processes of the American political system, with an emphasis on policy-making and implementation. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Students will become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes in government and politics. The concepts and specific topics examined in this course are those that may appear on the AP exam.

This Course and the AP Exam: The AP United States Government and Politics exam is given each May. The AP Government and Politics Examination is two hours and twenty-five minutes long. It consists of two parts- a 45 minute multiple choice section and a free response section. The multiple choice section of the examination consists of 60 questions; the results of that section will count for 50% of the final grade. The free-response section consists of four mandatory questions and lasts for 100 minutes. It is expected that students will spend 25 minutes on each question. This section of the exam will count 50% of the final grade. The final grade will be converted into the following scale:

5=Extremely Well Qualified
4=Well Qualified
3=Qualified
2=Possibly Qualified
1=No Recommendation

Coursework:

Below are descriptions of the overall coursework students can expect to engage in:

1. **Textbook readings:** Students will be assigned textbook chapters in conjunction with the course units of study. Often, students will be expected to complete an accompanying assignment, which will be assessed during interactive lectures.

2. **Supplemental readings:** In addition to the textbook, students will frequently be assigned additional readings relating to the current unit of study. Students will often be required to be prepared to discuss or apply the readings to other activities in the course.
3. **Interactive Lecture:** All presentations will be posted on my website before we begin each unit. It is recommended that you print out these presentations beforehand as we will not have enough time in class to write down each slide verbatim. These presentations are my personal outline for that night's assigned textbook reading and work in company with the cornell notes.
4. **Online forum:** The classroom will be extended to the virtual world through online discussions designed to enhance communication, collaboration, and the understanding of course concepts.
5. **In-class discussions:** Students will participate and contribute substantively to discussions carried out in class. Fundamentals of American government and politics and important and controversial issues will be among the discussion topics.
6. **Political data, graph, and cartoon analysis:** A fundamental skill required in this course is the ability to read and interpret various charts, graphs, and data relevant to the political system and process. Understanding and interpreting political cartoons is also important. Both of these skills will be developed and exercised throughout the course.
7. **Current Event Essays:** Students will be required to write short (1- to 2-page) pieces analyzing relevant concepts, issues, and events. Some will be done in class, others as outside work. The purpose of these essays is for you to connect the main points and ideas from the unit to current political events in American government.
8. **Projects/simulations:** Students will have the opportunity to engage in research projects, presentations, debates, and simulations on various topics related to the course. Some projects will be done independently while others will involve significant group collaboration.
9. **Free Response Questions:** Free response questions are an integral part of the AP Exam. Students will complete practice FRQ's every weekend. Questions will be taken from the AP Central Archive, the Edwards text and other resources. Students will self-grade their FRQ's the first day back from each weekend with a provided rubric. The FRQ's will begin centered on the first two units, then advance to include comprehensive analysis and explanation of all concepts and areas of study for this course.
10. **End-of-unit exams:** Each unit concludes with an exam that comprises 60 multiple choice questions and at least one free response question. All questions are modeled from questions given on the AP exam.

Grading and Evaluation:

Grades are calculated as a percentage according to the following chart:

Unit Test(s).....	30%
Research Projects/Essays.....	30%
Quizzes.....	25%
Homework/Participation.....	15%

Curriculum Outline:

I. Constitutional Underpinnings of United States Government (Weeks 1-5)

Essential Questions

Is federalism a viable form of government today?
Is the concept of separation of powers a reality today?

The study of modern politics in the United States requires students to examine the kind of government established by the Constitution, paying particular attention to federalism and the separation of powers. Understanding these developments involves both knowledge of the historical situation at the time of the Constitutional Convention and an awareness of the ideological and philosophical traditions on which the framers drew. Such understanding addresses specific concerns of the framers: e.g., Why did Madison fear factions? What were the reasons for the swift adoption of the Bill of Rights? Familiarity with the Supreme Court's interpretation of key provisions of the Constitution will aid student understanding of theoretical and practical features of federalism and the separation of powers. Students should be familiar with a variety of theoretical perspectives relating to the Constitution, such as democratic theory, theories of republican government, pluralism, and elitism.

Major readings and assignments:

- A. Edwards Chapters 1-3
- B. Excerpts from *Democracy in America* (De Tocqueville, 1835)
- C. *Federalist Papers* 10, 39, 46, 47, 48, 51
- D. *McCulloch v. Maryland*
- E. Constitution Project
- F. Free Response Question Practice over each weekend
- G. Current Event Essay

II. Political Beliefs and Behaviors (Weeks 6-9)

Essential Questions

How does the American mosaic define our political beliefs and shape our political behaviors?

Individual citizens hold a variety of beliefs about their government, its leaders, and the U.S. political system in general; taken together, these beliefs form the foundation of U.S. political culture. It is important for students to understand how these beliefs are formed, how they

evolve, and the processes by which they are transmitted. Students should know why U.S. citizens hold certain beliefs about politics, and how families, schools, and the media act to perpetuate or change these beliefs. Understanding the ways in which political culture affects and informs political participation is also critical. For example, students should know that individuals often engage in multiple forms of political participation, including voting, protest, and mass movements. Students should understand both why individuals engage in various forms of political participation and how that participation affects the political system.

Finally, it is essential that students understand what leads citizens to differ from one another in their political beliefs and behaviors, and the political consequences of these differences. To understand these differences, students should focus on the different views that people hold of the political process, the demographic features of the American population, and the belief and behavior systems held by specific ethnic, minority, and other groups.

Major readings and assignments:

- A. Edwards, Chapters 4-5, 9-10
- B. The Responsible Electorate (V.O. Key Jr. 1966)
- C. The Phantom Public (Lippmann, 1925)
- D. Public Opinion and American Democracy (Key, 1961)
- E. Politicians Don't Pander (Jacobs et. al., 2000)
- F. Analyze data relating to voting patterns of various groups of American citizens.
- G. Free Response Question Practice over each weekend
- H. Current Event Essay

III. Political Parties, Interest Groups, and Mass Media (Weeks 10-14)

Essential Questions

Do political parties adequately represent public opinion in the US today?
Why has there been a proliferation of interest groups in the US?
Has the media become too influential in US politics?

Students should understand the mechanisms that allow citizens to organize and communicate their interests and concerns. Among these are political parties, elections, political action committees (PACs), interest groups, and the mass media. Students should examine the historical evolution of the U.S. party system, the functions and structures of political parties, and the effects they have on the political process. Examination of issues of party reform and of campaign strategies and financing in the electronic age provides students with important

perspectives. A study of elections, election laws, and election systems on the national and state levels will help students understand the nature of both party and individual voting behavior. Treatment of the development and the role of PACs in elections and the ideological and demographic differences between the two major parties, as well as third parties, form an important segment of this material.

Students must also consider the political roles played by a variety of lobbying and interest groups. Important features of this section of the course include an explanation for why some interests are represented by organized groups while others are not, and the consequences of these differences. Students study what interest groups do, how they do it, and how this affects both the political process and public policy. Why are certain segments of the population, such as farmers and the elderly, able to exert pressure on political institutions and actors in order to obtain favorable policies?

The media has become a major force in U.S. politics. Students are expected to understand the role of the media in the political system. In addition, the impact of the media on public opinion, voter perceptions, campaign strategies, electoral outcomes, agenda development, and the images of officials and candidates should be explored and understood by students. Understanding the often symbiotic, and frequently conflictual, relationship between candidates, elected officials, and the media is also important.

Major readings and assignments:

- A. Edwards, Chapters 6-8, 11
- B. Red over Blue (Busch et. al., 2005)
- C. The Rise of Southern Republicans (Black et. al., 2002)
- D. Feeding Frenzy (Sabato, 1991)
- E. Where Have All the Voters Gone? (Wattenberg, 2002)
- F. South Park Conservatives (Anderson, 2005)
- G. The Semisovereign People (Schattschneider, 1960)
- H. The End of Liberalism (Lowi, 1969)
- I. Who Will Tell the People (Greider, 1992)
- J. The Lobbyists (Birnbaum, 1992)
- K. Interest Group Project
- L. The Livingroom Candidate
- M. Free Response Question Practice over each weekend
- N. Current Event Essay

IV. Institutions of National Government: The Congress, the Presidency, the Bureaucracy, and the Federal Courts (Weeks 15-27)

Essential Questions

*Where does the real work of Congress occur?
Has the presidency, as an institution, become too powerful?
Is there effective legislative oversight of the bureaucracy?
Does the court become “super-legislatures?”*

Students must become familiar with the organization and powers, both formal and informal, of the major political institutions in the United States- the Congress, the presidency, the bureaucracy, and the federal courts. The functions these institutions perform and do not perform, as well as the powers that they do and do not possess, are important. It is necessary for students to understand that power balances and relationships between these institutions may evolve gradually or change dramatically as a result of crises. Students are also expected to understand ties between the various branches of national government and political parties, interest groups, the media, and state and local governments. For example, a study of the conflicting interests and powers of the President and Congress may help explain recent and repeated struggles to adopt a national budget.

Major readings and assignments:

Legislative Branch (weeks 15-18)

- A. Edwards 12, 14
- B. Constitution, Article 1
- C. *Federalist Papers* 53, 56, 57, 58, 62, 63
- D. Congress and the Quest for Power (Dodd)
- E. House of Representative Simulation Project
- F. Free Response Question Practice over each weekend
- G. Current Event Essay

Executive Branch (weeks 19-21)

- A. Edwards 13, 14
- B. Constitution, Article II
- C. *Federalist Paper* 70
- D. Presidential Power (Neustadt)
- E. The Presidential Character (Barber)
- F. Free Response Question Practice over each weekend
- G. Current Event Essay

Bureaucracy (weeks 22-24)

- A. Edwards 15
- B. Constitutional Democracy and Bureaucratic Power (Woll)
- C. The Rise of the Bureaucratic State (Wilson)
- D. Free Response Question Practice over each weekend
- E. Current Event Essay

Judicial Branch (weeks 25-27)

- A. Edwards 16, 14
- B. Constitution, Article III
- C. Marbury v. Madison
- D. *Federalist Paper* 78
- E. The Supreme Court Arrives at a Decision (Brennan)
- F. Free Response Question Practice over each weekend
- G. Current Event Essay

V. Public Policy (Weeks 28-29)

Essential Questions

What are the factors that impact the policy-making process in both the domestic and foreign policy arenas?

Public policy is the result of interactions and dynamics among actors, interests, institutions, and processes. The formation of policy agendas, the enactment of public policies by Congress and the President, and the implementation and interpretation of policies by the bureaucracy and the courts are all stages in the policy process with which students should be familiar. Students should also investigate policy networks, iron triangles, and other forms of policy sub governments in the domestic and foreign policy areas. The study of these will give students a clear understanding of the impact of federalism, interest groups, parties, and elections on policy processes and policy making in the federal context.

Major readings and assignments:

- A. Edwards 7, 8, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21
- B. Public Policy Board Game Project
- C. Free Response Question Practice over each weekend
- D. Current Event Essay

VI. Civil Rights and Civil Liberties (Week 30-32)

Essential Questions

How do we balance individual rights and liberties against the interest of the government in limiting those rights and liberties?

An understanding of United States politics includes the study of the development of individual rights and liberties and their impact on citizens. Basic to this study is an analysis of the workings of the Supreme Court and an understanding of its most significant decisions. Students should examine judicial interpretations of various civil rights and liberties such as freedom of speech, assembly, and expression; the rights of the accused; and the rights of minority groups and women. For example, students should understand the legal, social, and political evolution following the Supreme Court's decisions regarding racial segregation. Finally, it is important that students be able to assess the strengths and weaknesses of Supreme Court decisions as tools of social change.

Major readings and assignments:

- A. Edwards 4, 5, 16
- B. Bill of Rights
- C. Amendment 14
- D. Landmark Supreme Court Cases (using primary sources)
- E. Research Project on landmark Supreme Court Cases
- F. Roe v. Wade
- G. Regents of the University of California v. Bakke
- H. Letter to a Senator/Representative Project
- I. Free Response Question Practice over each weekend
- J. Current Event Essay

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Textbook:

Kennedy, David M., Lizabeth Cohen, and Thomas Bailey. *The American Pageant*. 13th ed. Boston, Mass.: Houghton Mifflin Co., 2006

Newman, John J., Schmalbach, John M. *United States History: Preparing for the Advanced Placement Examination*. New York, NY. : Amsco School Publications Inc.

I. Course Description

The **AP program in U. S. History** is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials- their relevance to a given interpretive problem, their reliability, and their importance- and to weigh the evidence and interpretations presented in historical scholarship. The course strives to develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

II. Aims and Objectives

- A. To expose students to historical content that covers the scope of U. S. History.
- B. Develop students' analytical skills in the interpretation of primary sources.
- C. Develop writing skill beyond the simple narrative to analysis.

III. Teaching Methods and Evaluation

- A. Methods- Class lectures and discussions, cooperative group work, debates, projects
- B. Evaluation-
 - 1. Multiple Choice Exams- AP style questions

2. Essay Exams- DBQ and Standard Essays.

At least 2 tests each marking period will be essays. (CR 8)

3. Unit Assignments- Document Analysis and Essay Writing (CR 7, 8)

4. Class Assignments- Group Work

5. Research Projects

- 1st Marking Period: Mid Term Elections (CR 5, 6)

- 2nd Marking Period: 1st Person Presentations (CR 6, 7)

- 3rd Marking Period: Makers of America (CR 5, 6)

- 4th Marking Period: 20th Century Decades (CR 6, 7)

Course Plan:

Marking Period 1:

Unit 1: "Exploration, Discovery and Settlement" (CR 1, 2, 4)

September 7-15

Text- Chapters 1-5

Unit 2: "Imperial Wars/Colonial Protests and Revolution" (CR 1, 3, 4)

September 18-22

Text- Chapters 6-8

Unit 3: "The Constitution and New Republic" (CR 1, 3, 4)

September 25- 29

Text- Chapters 9, 10

Unit 4: "Age of Jefferson" (CR 1, 3, 4)

October 2-6

Text- Chapter 11

Unit 5: "Nationalism and Economic Development" (CR 1, 2, 3, 4)

October 9-13

Text- Chapters 12, 14

Unit 6: "Age of Jackson" (CR 1, 2, 4)

October 16-20

Text- Chapters 13

Unit 7: "Sectionalism" (CR 2, 4)

October 23-27

Text- Chapters 16

Unit 8: "Ferment of Reform" (CR 2)

October 30-Nov. 3

Text- Chapter 15

Marking Period 2:

Unit 9: "Territorial and Economic Expansion" (CR 1, 3, 4)

November 13-17

Text- Chapters 17

Unit 10: "The Union in Peril" (CR 1, 2)

November 20- December 1

Text- Chapters 18-20

Unit 11: "Civil War and Reconstruction" (CR 1, 2, 3, 4)

December 4-15

Text- Chapters 20-22

Unit 12: “Last West and New South” (CR 1, 2, 4)

December 18-22

Text- Chapters 22, 26

Unit 13: “National Politics in the Gilded Age” (CR 1)

December 23-Jan. 4

Text- Chapters 23, 26

Unit 14: “The Rise of Industrial America” (CR 2, 4)

January 5-12

Text- Chapters 24, 25

Marking Period 3:

Unit 15: “Foreign Policy 1865-1914” (CR 1, 3, 4)

January 16-23

Text- Chapters 27, 29

Unit 16: "Progressive Era" (CR 1, 2, 4)

January 24- February 1

Text- Chapters 28, 29

Unit 17: "World War I" (CR 1, 3)

February 2- 9

Text- Chapter 30

Unit 18: "New Era- 1920's" (CR 1, 2, 4)

February 12-22

Text- Chapters 31, 32

Unit 19: "Great Depression and New Deal" (CR 1, 2, 4)

February 23- March 6

Text- Chapters 32, 33

Unit 20: "Diplomacy and World War II" (CR 1, 3)

March 7-16

Text- Chapters 34, 35

Marking Period 4:

Unit 21: "Truman and the Cold War" (CR 1, 2, 3, 4)

March 19-23

Text- Chapter 36

Unit 22: "Eisenhower Years" (CR 1, 2, 3, 4)

March 26- March 30

Text- Chapter 37

Unit 23: "Promise and Turmoil- 1960's" (CR 1, 2, 3, 4)

April 2-20

Text- Chapter 38

Unit 24: "Problems of a Superpower 1969-1980" (CR 1, 2, 3, 4)

April 23-27

Text- Chapter 39, 40

Unit 25: “End of the 20th Century” (CR 1, 2, 3, 4)

April 30- May 4

Text- Chapters 40, 42

Review: May 7-10

AP Exam Friday May 11

Unit 1- Exploration, Discovery, Settlement

Critical Questions:

- What was America like before Columbus?
- Why did Europeans begin exploration?
- What were the effects exploration and colonization?
- What economic, political, and cultural institutions developed in the English Colonies?

Text:

Chapters 1-5

Assignments:

1. Guide to writing essays: Stating the Thesis (CR 8)
2. Document Analysis (CR 7)
3. Classwork assignments TBA

Unit Outline/Discussion Topics

- Cultures of North America
- Cultures of Central and South America
- Europe Moves Toward Exploration
- Early Exploration
- Early English Settlements
- Early Political Institutions
- 13 North American Colonies
- Mercantilism
- Slavery
- Population Growth
- Colonial Social Structure
- Economy
- Religion
- Cultural Life

Unit 2- Imperial Wars, Colonial Protests, Revolution

Critical Questions

-How did the result of the French and Indian War change the British Empire?

- Why did the British Policies of the 1760's and 70's cause strong colonial reaction?
- What was the philosophical foundation for the American Revolution?
- Why were the colonists able to win the war?

Text:

American Pageant-Chapter 6-8

Assignments:

1. Guide to writing the DBQ- Deciding What Position to Argue (CR 8)
2. Essay outline
3. Class assignments TBA

Outline/Discussion Topics:

- Empires at War
- British Actions/Colonial Reactions
- Philosophical Foundations for Revolution
- First Continental Congress
- Fighting Begins
- Second Continental Congress
- The War

Unit 3- The Constitution and New Republic

Critical Questions:

- What were the main features of the new state governments?
- What were the accomplishments and weaknesses of the government under the Articles of Confederation?
- Why was compromise necessary at the Constitutional Convention?
- What are the basic principles of the Constitution?
- How did the Washington administration deal with the domestic and foreign affairs problems of the new nation?
- Why did political parties develop during the 1790's?
- What is the significance of the election of 1800?

Text:

American Pageant -Chapters 8&9

Assignments:

1. Analyzing Documents (CR 8)
2. Class assignments- Theme: Presidential Foreign Policies (CR 5)

Outline/Discussion Topics:

- Constitutional Convention
- Federalists and Anti-Federalists

- Washington's Presidency
- Political Parties
- Washington's Farewell
- Adams' Presidency
- Election of 1800

Unit 4- "Age of Jefferson"

Critical Questions:

- What changes did Jefferson make in Federalist policies?
- Why is the Louisiana Purchase significant in U. S. History?
- What foreign affairs issues arose during the Jefferson administration?
- What were the causes of the War of 1812?
- Why did the War of 1812 divide the nation?
- What were the effects of the War of 1812 on the U. S.?

Text:

American Pageant Chapters 10&11

Assignments:

1. Analyzing Documents (CR 7)
2. Class assignments TBA

Outline/Discussion Topics

- Jefferson's Presidency

- Madison's Presidency
- War of 1812

Unit 5- Nationalism and Economic Development

Critical Questions:

- Why is the post-war period sometimes called the "era of good feelings?"
- What role did nationalism play in cultural, economic and political development?
- How did John Marshall and the Supreme Court affect the role of the central government in the U. S.?
- What effect did western settlement have on the slavery issue in the U. S.?
- What is the Monroe Doctrine and why is it significant?

Text:

American Pageant Chapters 13 and 16

Assignments:

1. Writing the DBQ- Organizing Historical Evidence (CR 6, 7, 8)
2. Class assignments TBA

Unit Outline/Discussion Topics:

- Era of Good Feelings
- Marshall's Supreme Court
- Western Settlement and Missouri Compromise

- Foreign Affairs
- National Economy

Unit 6: The Age of Jackson

Critical Questions:

How did politics become more democratic during the era of Jackson?

Why are the presidential elections of 1824 and 1828 significant?

How did Andrew Jackson change the office of president?

What is nullification and how did it affect the Jackson presidency?

What were the consequences of Indian removal?

What were the economic effects of Jackson's bank policy?

Text:

American Pageant Chapter 13

Assignments:

1. Document analysis (CR 7)
2. Rating the presidents
3. Class assignments TBA

Outline/Discussion Topics

- Jacksonian Democracy
- Jackson vs. Adams
- Presidency of Jackson
- End of Jacksonian Era

Unit 7- Sectionalism

Critical Questions:

What were the economic trends in the Northeast during the mid-1800's?

How did the rise of commercial agriculture affect the Northwest?

Why was there an increase in immigration during the mid-1800's?

How did immigration affect the country?

What was the social and economic structure of the cotton kingdom in the South?

What was life like for the people living on the frontier?

Text:

American Pageant Chapters 16&18

Assignments:

1. Document analysis (CR 7)

2. Class assignments TBA

Outline/Discussion Topics:

- North
- South
- West

Unit 8- Ferment of Reform

Critical Questions:

How did religion in the U. S change during the mid-19th century?

What trends were evident in the arts and literature?

Why did many reform movements begin to take shape during this period?

Why was there a movement for more and better public education?

How did the American family and roles for women change?

What were the different goals and strategies of the abolition movement?

Text:

American Pageant Chapter 17

Assignments:

1. Analyzing Documents (CR 7)
2. Class assignments- Theme: Reforming Spirit Through History (CR 5)

Outline/Discussion Topics

- Religion: 2nd Great Awakening
- Ideas, Arts and Literature
- Reforming Society

Unit 9: Territorial Expansion

Critical Questions:

What important territorial disputes did the U. S. have during the mid-1800's?

Why is the election of 1844 significant?

How was the dispute over Oregon resolved?

What were the causes and effects of the Mexican War?

How did "manifest destiny" affect the U. S.?

Text:

American Pageant Chapters 19, 20

Assignments

1. Document analysis- DBQ building blocks (CR 8)
2. Class assignments TBA

Outline/Discussion Topics

- Territorial Conflicts
- War with Mexico
- Additional Expansion Issues
- Settlement of the Western Territories

Unit 10-“Union in Peril”

Critical Questions:

What issues divided the North and the South?

What were the different positions on the status of western territories?

How did literature affect the division between North and South?

How did the slavery issue affect the political parties?

What is the significance of the Dred Scott decision?

Why did the results of the election of 1860 lead to secession?

Text:

American Pageant Chapter 20-22

Assignment:

1. DBQ- Causes of Civil War (CR 7, 8)
2. Class assignments- Varying Viewpoints: Civil War- Inevitable? (CR 6)

Outline/Discussion Topics:

- Conflict over Territories
- Compromise of 1850
- Agitation over Slavery
- National Parties in Crisis
- Extremists and Violence
- Constitutional Issues
- Road to Secession

Unit 11- Civil War and Reconstruction

Critical Questions:

How did the war begin?

What were the strengths and weaknesses of the North and the South?

What were the main theatres of war and why were they important?

How did foreign affairs play a role in the war?

What political events brought slavery to an end?

Why was the Union able to win the Civil War?

What were the political, social, and economic effects of the war?

What issues had to be addressed during the reconstruction period?

Why did Congress oppose the presidential plans for reconstruction?

What were the main provisions of Congressional reconstruction?

What were the results of the Republican reconstruction program?

Why did reconstruction come to an end?

Text:

American Pageant Chapters 22-24

Assignments:

1. Analyzing documents (CR 7)
2. Class assignments TBA

Outline/Discussion Topics:

- War Begins
- First Years 1861-62
- Foreign Affairs and Diplomacy
- End of Slavery
- Union Wins
- Effects of the War

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- Reconstruction Plans (Presidents)
- Congressional Reconstruction
- Reconstruction in the South
- End of Reconstruction/Effects

Unit 12- Last West and New South

Critical Questions:

How did the South progress economically during the late 1800's?

What economic problems did the southern economy experience?

How did segregation become a part of life in the South?

Who were the groups that settled the western frontier during the late 1800's?

What caused the downfall of the Plains Indians?

What effect did the closing of the frontier have on American society?

How did changes in agriculture affect farmers and politics?

Text:

American Pageant Chapters 24, 28

Assignments:

1. Document Analysis (CR 7)

2. Class assignments- Theme: U. S. / Native American relations (CR 5)

Outline/Discussion Topics:

- New South
- West: Settlement of the Last Frontier
- Farm Problems/Populism

Unit 13- Politics in the Gilded Age

Critical Questions:

What were the factors that accounted for the complacency and conservatism in politics?

How did the ideas of laissez-faire economics and social Darwinism affect politics?

What were the key characteristics of campaigns in the late 19th century?

Who were the key figures in presidential and congressional politics?

Why was graft and corruption evident in government during this time period?

Why were the issues of currency and tariffs important?

What was the basis of the populist movement?

Text:

Chapters 25, 29

Assignments:

1. DBQ outline (CR 7, 8)
2. Presidents chart

Outline/Discussion Points

- Politics in the Gilded Age
- Growth of Discontent
- Turning Point 1896

Unit 14- Rise of Industrial America

Critical Questions:

What factors contributed to the rapid rise of industry in the late 19th century?

Why was the railroad an important part of industrialization?

What were the major industries of this period?

How did the concepts of laissez-faire capitalism, Social Darwinism, and the gospel of wealth play a role in this era?

What were the key technological advancements of the industrial age?

How did the growth of industry affect the U. S.?

What were the characteristics of the “new immigration?”

How did cities change in the late 1800’s?

What problems and reform movements developed due to rapid urbanization?

How did intellectual and cultural characteristics of the U. S. change?

Text:

Chapters 26, 27

Assignments:

1. Document Analysis (CR 7)
2. Class Assignment- Theme: Economic Innovations and Effects (CR 5)

Outline/Discussion Topics:

- Factors Encouraging Industry
- Business of Railroads
- Industrial Empire
- Laissez- Faire Capitalism
- Technology and Innovations
- Impact of Industrialization
- Organized Labor
- Nation of Immigrants
- Urbanization
- Reform Movements
- Intellectual and Cultural Movements

Unit 15: Foreign Policy 1865-1914

Critical Questions:

[Type the document title]

How did U. S. foreign policy change during the late 19th century?

What factors accounted for the growth of imperialism in the late 1800's and early 1900's?

What were the causes and effects of the Spanish-American War?

How did imperialism play a role in U. S.-Chinese relations during the early 1900's?

What was T. Roosevelt's "big stick" policy?

Why was building a canal through Central America an important foreign affairs issue?

What was the Roosevelt corollary to the Monroe Doctrine?

What was the difference between Taft's "dollar diplomacy" and Wilson's "moral diplomacy"?

Text:

Ch. 30, 31

Assignments:

1. Document Analysis (CR 7)
2. Class assignments

Outline/Discussion Topics:

- Post Civil War
- New Imperialism
- Spanish American War
- China

- Teddy Roosevelt's "Big Stick" Policy
- Taft and Dollar Diplomacy
- Woodrow Wilson

Unit 16- Progressive Movement

Critical Questions:

What were the origins of the Progressivism?

Who were the Progressives?

How did "muckrakers" contribute to the Progressive Movement?

What political reforms were advocated by Progressives?

Why is Theodore Roosevelt considered a Progressive?

How did Taft and Wilson promote Progressive ideals?

How did the Progressive Movement affect minorities?

What were the effects of the Progressive Movement on politics, society and economics?

Text:

Chapters 32, 33

Assignments:

1. Essay

2. Class Assignments- Varying Viewpoints: Who were the populists? (CR 6)

Outline/Discussion Topics:

- Origins of Progressivism
- Political Reforms in Cities and States
- National Government
- African Americans and Progressivism
- Women and Progressivism

Unit 17- World War I

Critical Questions:

What were the main causes of World War I?

Why did the U. S. remain neutral at the start?

What caused the U. S. to move from neutrality to support of the Allied powers?

Why did the U. S. declare war in 1917?

How did the U. S. mobilize for war?

How did the government encourage public support for the war?

What were the effects of war on American society?

How did the U. S. military contribute to the allied victory?

What were the broad principles contained in Wilson's fourteen points?

Why was the Treaty of Versailles rejected?

Text:

Chapter 34

Assignments:

1. DBQ- Wilson's Motives (CR 6, 7, 8)
2. Class Assignments TBA

Outline/Discussion Topics:

- Causes of War
- Theatres of War
- U. S. Neutrality
- The War Debate
- The election of 1916
- Decision for War
- Mobilization
- Fighting the War
- Making the Peace

Unit 18: New Era- 1920's

Critical Questions:

What post-war problems emerged in the U. S.?

How did U. S. culture change during the 1920's?

What effects did the “literature of alienation” and the “Harlem Renaissance” have on society?

What conflicts occurred due to the changing cultural landscape?

What political party and philosophy dominated politics in the 1920’s?

Why was the decade of the 1920’s a period of economic prosperity?

Who did not share in the economic boom?

What were the goals of U. S. foreign policy during the 1920’s?

What were the economic circumstances that led to the crash of the economy in 1929?

Text:

Chapters 35, 36

Assignments:

1. Document Analysis
2. Class assignments TBA

Outline/Discussion Topics:

- Postwar problems
- Economic Development
- New Culture
- Culture in Conflict
- Politics: Republican Control
- Foreign Policy

Unit 19- Great Depression and New Deal

Critical Questions:

What were the causes and effects of the economic crash of 1929?

How did Hoover deal with the economic depression?

What was Roosevelt's "New Deal" philosophy?

What important steps were taken during the "first hundred days" of the Roosevelt administration?

How did the second New Deal differ from the first?

What criticisms did opponents of the New Deal make?

Why did Roosevelt attempt to reorganize the Supreme Court?

How did Keynesian economics play a role in the last phase of the New Deal?

How did the Great Depression affect life in the U. S.?

Text:

Chapters 36, 37

Assignments:

1. DBQ

2. Class Assignments- Theme: Federalism in U. S. History

Outline/Discussion Topics:

- Causes and Effects of Depression
- Hoover's Policies
- Election of 1832
- F. D. R.
- New Deal Ideas
- Hundred Days
- Other Programs of the First New Deal
- Second New Deal
- Election of 1936
- Opposition to New Deal Programs
- Supreme Court and the New Deal
- Gains for Labor
- End of the New Deal

Unit 20- Diplomacy and World War II

Critical Questions:

What were the major foreign affairs issues for the Hoover administration?

What was Roosevelt's "good neighbor" policy?

How did the economic situation of the 1930's affect Roosevelt's foreign policy?

What factors contributed to the rise of fascist dictatorships in the 1920's and 30's?

What key events led to the outbreak of World War II?

Why was isolationist sentiment strong in the U. S.?

Why did U. S. policy move from neutrality to War?

How did World War II affect life in the U. S.?

What were the major strategies and events in Europe and Asia?

What is the significance of the wartime conferences between the “Big Three?”

What effects did the war have on the U. S. and the world?

Text:

Chapters 38, 39

Assignments:

1. DBQ outline
2. Class assignments TBA

Outline/Discussion Topics:

- Hoover’s Foreign Policy
- Roosevelt’s Policies 1933-1938
- Neutrality to War
- Theatres of War
- Wartime Conferences
- Effects of War

Unit 21- Truman and the Cold War

Critical Questions:

What effect did demobilization have on U. S. society?

What economic and social policies did Truman advocate?

Why was the Congress more conservative in the post-war period?

What were the basic principles of Truman's Fair Deal?

Why were most of Truman's initiatives defeated?

How did the cold war develop in the post-war period?

What was the philosophy behind the U. S. policy of containment of the Soviet Union?

What policies and events resulted from cold war tension in Europe?

How did the cold war affect events in Asia?

What circumstances led to second red scare?

Text:

Chapter 39

Assignments:

1. Document Analysis
2. Class assignments TBA

Outline/Discussion Topics:

- Postwar U. S.
- Politics
- Origins of the Cold War
- Containment
- Cold War in Asia
- Red Scare

Unit 22-Eisenhower Years

Critical Questions:

Why was Eisenhower a popular figure politically?

What was Eisenhower's leadership style?

How did the Eisenhower administration reflect the "modern republicanism?"

How did the Cold War affect the Eisenhower administration?

What were the key events of the Civil Rights movement in the 1950's?

How did pop culture change in the 1950's?

Text:

Chapter 40

Assignments:

1. Class assignments TBA

Outline/Discussion Topics:

- Eisenhower as President
- Eisenhower and the Cold War
- Civil Rights
- Pop Culture

Unit 23- 1960's

Critical Questions:

What were the basic ideas behind Kennedy's "New Frontier?"

What role did foreign affairs play in the Kennedy administration?

What is the significance of Kennedy's presidency and assassination?

How was Johnson's "Great Society" an extension of the social reforms of the New Deal?

What achievements and problems were associated with the civil rights movement of the 60's?

How did the Warren Court affect the concept of individual rights in the U. S.?

How did the various activist and counterculture groups effect social change during the 60's?

Why did the U. S. become involved in the Vietnam conflict?

What effects did U. S. involvement in Vietnam have on politics and society?

What is the significance of the election of 1968?

Text:

Chapter 41

Assignments:

1. Essay
2. Class assignments- Varying Viewpoints: 60's Constructive or Destructive? (CR 6)

Outline/Discussion Topics:

- John F. Kennedy's New Frontier
- Lyndon Johnson's Great Society
- Civil Rights and Conflict
- The Warren Court
- Social Revolutions and Cultural Movements
- The Vietnam War- to 1969

Unit 24- 1970's

Critical Questions:

What foreign affairs issues dominated the Nixon administration?

What was Nixon's concept of the "new federalism?"

What economic issues emerged during the 1970's?

How did Watergate affect Nixon's presidency and politics in general?

What were the key issues in the election of 1976?

How did foreign affairs issues affect the Carter administration positively and negatively?

How did American society and population change during the 1970's?

Text:

Chapter 42

Assignments:

1. Presidential chart
2. Class assignments TBA

Outline/Discussion Topics:

- Nixon's Foreign Policy
- Nixon's Domestic Policy
- Watergate
- Other Issues

- Ford Administration
- Carter Administration
- American Society

Unit 25- 80's and Beyond

Critical Questions:

What groups made up the conservative movement of the 1980's?

What is the concept of "supply side" economics?

What was the impact of Reaganomics on politics and the country?

How did the cold war change during the Reagan era?

How did the Middle East situation affect the Reagan administration?

What events led to the collapse of the Soviet Union and the end of the cold war?

What were the causes and effects of the Gulf War?

How did the election of Clinton mark in change in American leadership?

What were the key domestic and foreign affairs issues of the Clinton administration?

Text:

Chapters 43 and 44

Assignments:

1. Read chapters

2. Review for AP

Outline/Discussion Topics:

- Rise of Conservatism
- The Reagan Revolution
- Foreign Policy
- Bush Administration
- Clinton Administration
- Modern Social Issues
- New Century/War on Terror