

# Curriculum Framework for U.S. History

School: Delaware Met

Curricular Tool: History Alive

Grade or Course: 11

Teacher \_\_\_\_\_

Standards Alignment	Unit Concept/Big Ideas	Essential Questions/Student Learning Targets	Assessments
<b>Unit One: Introduction: Setting the Stage</b> <b>Timeline : 3 weeks</b>			
<p><b>History Standard 1:</b> Students will employ chronological concepts in analyzing historical phenomena [Chronology].</p> <p><b>1a:</b> Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.</p> <p><b>History Standard 2:</b> Students will gather, examine, and analyze historical data [Analysis].</p> <p><b>2a:</b> Students will develop and implement effective research strategies for investigating a given historical topic.</p> <p><b>2b:</b> Students will examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations.</p> <p><b>History Standard 3:</b> Students will interpret historical data [Interpretation].</p> <p><b>3a:</b> Students will compare competing historical narratives, by contrasting different historians' choice of questions, use and choice of sources, perspectives, beliefs, and points of view, in order to demonstrate how these factors contribute to different interpretations.</p>	<p>The study of history develops empathy for others, critical thinking (like historians), and knowledge and learning about the past.</p> <p>The lives of Americans are shaped and reshaped by the times in which they live.</p> <p>The story of each generation's struggle with the founding ideas of equality, rights, liberty, opportunity, and democracy lies at the heart of our nation's history and who we are as Americans.</p>	<p><b>Essential Questions:</b></p> <p>What is history? Why should we study history?</p> <p>How are the lives of everyday people affected by larger historical events?</p> <p>What are the ideals on which America is founded?</p> <p>Why are those ideals important?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• Students will understand that history begins with a question or a problem.</li> <li>• Students will be able to describe how historians select and weigh evidence.</li> <li>• Students will be able to describe how historians reconstruct and interpret the past</li> <li>• Students will be able to describe the founding ideals of the United States.</li> </ul>	<p><b>Suggested Formative Assessments:</b></p> <p>Main idea activities Vocabulary activities Quiz game Alternative assessment handbook Test practice handbook Critical thinking and extension activities Participation in oral class discussions Exhibitions Portfolios Exit Tickets Narrative assessments Weekly Individual write-ups Reflective journals Mentor Evaluations</p> <p><b>Suggested Summative Assessment:</b></p> <p>Chapter assessment Unit assessment</p>

<p><b>History Standard 4:</b> Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].</p>			
<p><b>Unit Two: ERA 1: CHALLENGES TO AMERICAN IDEALS</b>  <b>Timeline: 3 weeks</b></p>			
<p><b>History Standard 1:</b> Students will employ chronological concepts in analyzing historical phenomena [Chronology].</p> <p><b>1a:</b> Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.</p> <p><b>History Standard 3:</b> Students will interpret historical data [Interpretation].</p> <p><b>3a:</b> Students will compare competing historical narratives, by contrasting different historians' choice of questions, use and choice of sources, perspectives, beliefs, and points of view, in order to demonstrate how these factors contribute to different interpretations.</p> <p><b>History Standard 4:</b> Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].</p> <p><b>Civics Standard 2:</b> Students will understand the principles and ideals underlying the American political system</p> <p><b>9-12a:</b> Students will examine and analyze the extra-Constitutional role that political parties play in American politics.</p> <p><b>9-12b:</b> Students will understand that the functioning of the government is a dynamic</p>	<p>The Civil War was a painful, yet cathartic moment in US history, clarifying our ideals and values as a nation.</p> <p>Reconstruction redefined people's notions about American's ideals, as leaders struggled to rebuild a nation, patching fundamental differences.</p>	<p><b>Essential Questions:</b>  How did the Civil War affect the US and its people?</p> <p>How was the nation's commitment to its founding ideals tested during Reconstruction?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to describe the impact of war.</li> <li>• Students will be able to describe the challenges facing government leaders.</li> <li>• Students will be able to describe the contribution of women and African Americans to the war effort.</li> </ul>	<p><b>Suggested Formative Assessments:</b>  Main idea activities  Vocabulary activities  Quiz game  Alternative assessment handbook  Test practice handbook  Critical thinking and extension activities  Participation in oral class discussions  Exhibitions  Portfolios  Exit Tickets  Narrative assessments  Weekly Individual write-ups  Reflective journals  Mentor Evaluations</p> <p><b>Suggested Summative Assessment:</b>  Chapter assessment  Unit assessment</p>

<p>process which combines the formal balances of power incorporated in the Constitution with traditions, precedents, and interpretations which have evolved over the past 200 years.</p>			
<p><b>Unit Three: Delaware Model Unit- Changing Interpretations of Reconstruction</b>  <b>Timeline: 3 weeks</b></p>			
<p><b>History Standard 3</b> - Students will interpret historical data [Interpretation].</p> <p><b>3a-</b> Students will compare competing historical narratives, by contrasting different historical choice of questions, use and choice of sources, perspectives, beliefs, and points of view, in order to demonstrate how these factors contribute to different interpretations.</p>	<p>Reconstruction played an integral part in American history.</p>	<p><b>Essential Questions:</b>  In what ways are historical interpretations influenced by the time in which they are written and by whom they are written?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• Students will examine historians' analyses of Reconstruction.</li> <li>• Students will identify key arguments in these analyses and place historians in a school of historical thought.</li> </ul>	<p><b>Culminating assessments for Delaware Model Unit</b></p> <p>In mixed-ability pairs or groups of three, have students examine Reconstruction <a href="#">Document C</a>, <a href="#">Document D</a>, and <a href="#">Document E</a>. Students complete the <a href="#">chart</a>. Students decide which school of Reconstruction Historiography each document belongs and why.</p> <p>Transfer Task: Historical views of Columbus</p>
<p><b>Unit Four: ERA 2: INDUSTRIALISM AND REFORM</b>  <b>Timeline: 3 weeks</b></p>			
<p><b>History Standard 1:</b> Students will employ chronological concepts in analyzing historical phenomena [Chronology].</p> <p><b>1a:</b> Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.</p> <p><b>History Standard 4:</b> Students will develop historical knowledge of major events and</p>	<p>The westward movement represented the pursuit of the American Dream for some and bitter disappointment for others.</p> <p>Innovations in technology boosted industry, produced greater access to goods and services, and improved living conditions for many Americans.</p> <p>Labor unions formed in response</p>	<p><b>Essential Questions:</b>  What opportunities and conflicts emerged as Americans moved westward?</p> <p>Was the rise of industry good for the United States and American workers?</p> <p>What was it like to be an immigrant to the U.S. around the turn of the century?</p>	<p><b>Suggested Formative Assessments:</b>  Main idea activities  Vocabulary activities  Quiz game  Alternative assessment handbook  Test practice handbook  Critical thinking and extension activities  Participation in oral class discussions  Exhibitions  Portfolios  Exit Tickets</p>

<p>phenomena in world, United States, and Delaware history [Content].</p> <p><b>Economics Standard 1-</b> Students will analyze the potential costs and benefits of personal economic choices in a market economy</p> <p><b>9-12a:</b> Students will demonstrate how individual economic choices are made within the context of a market economy in which markets influence the production and distribution of goods and services.</p> <p><b>Economics Standard 2:</b> Students will examine the interaction of individuals, families, communities, businesses and governments in a market economy</p> <p><b>9-12a:</b> Students will develop an understanding of how economies function as a whole, including the causes and effects of inflation, unemployment, business cycles, and monetary and fiscal policies.</p>	<p>to increased industry to improve poor working conditions, long hours, and low wages in factories.</p> <p>Immigrants faced challenges when coming to the U.S. and assimilating into American culture, yet the U.S. is still viewed as a land of opportunity.</p> <p>Problems at the turn of the 20th century were the result of rapid changes brought on by industrialization, urbanization, and immigration.</p> <p>Progressives promoted American ideas as they worked through the government to solve the problems of American in the early 20th century.</p>	<p>What social, political, and environmental problems did Americans face at the turn of the 20th century?</p> <p>How did the progressives impact the lives of Americans?</p> <p><b><u>Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>• Students will be able to describe why Europeans immigrated to the U.S.</li> <li>• Students will be able to describe the response to New European Immigrants.</li> </ul>	<p>Narrative assessments Weekly Individual write-ups Reflective journals Mentor Evaluations</p> <p><b><u>Suggested Summative Assessment:</u></b> Chapter assessment Unit assessment</p>
<p><b>Unit Five: Delaware Model Unit-Migration Patterns</b> <b>Timeline: 3 weeks</b></p>			
<p><b>History Standard 3</b> - Students will interpret historical data [Interpretation].</p> <p><b>3a-</b> Students will compare competing historical narratives, by contrasting different historical choice of questions, use and choice of sources, perspectives, beliefs, and points of view, in order to demonstrate how these factors contribute to different interpretations.</p>	<p>Places are unique associations of natural environments and human cultural modifications.</p> <p>Concepts of site and situation can explain the uniqueness of places. As site or situation change, so also does the character of a place.</p>	<p><b><u>Essential Questions:</u></b> Why are some places in America more culturally diverse or similar than others?</p> <p>To what extent does the culture of a place change over time?</p> <p>How has the culture of places in America changed as a result of migration patterns?</p> <p><b><u>Learning Targets:</u></b></p>	<p><b>Culminating assessment associated with Delaware Model unit</b></p> <p><b>***Problem-</b> It is 1881, and Congress is debating the passage of the Chinese Exclusion Act. As a 60-year-old, general store owner who moved to California during the Gold Rush, you have seen the effects that large-scale immigration has had on your state. You wish to have your views on the issue heard.</p>

		<ul style="list-style-type: none"> <li>• Students will be able to explain the reasons for culturally diverse and similar regions in 19th century America.</li> <li>• Students will be able to explain the push-pull effect of immigration and subsequent settlement patterns in America.</li> <li>• Students will be able to analyze the effects culture change had on economic activity.</li> </ul>	<p><b>**Product-</b> Write a letter to your Congressman that explains your views and the cultural changes your state has experienced as a result of increased immigration in recent years. Your letter should include the following:</p> <ul style="list-style-type: none"> <li>•An overview of the push-pull factors for Chinese immigration during the 19th century.</li> <li>•An evaluation of the economic impact of Chinese immigration in California.</li> <li>•An evaluation of the cultural impact of Chinese immigration in California.</li> <li>•An explanation of why you do or do not support the Chinese Exclusion Act.</li> </ul>
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**Unit Six: Era 3: Expanding Global Influences**  
**Timeline: 3 weeks**

<p><b>History Standard 1:</b> Students will employ chronological concepts in analyzing historical phenomena [Chronology].</p> <p><b>1a:</b> Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.</p> <p><b>History Standard 3:</b> Students will interpret historical data [Interpretation].</p> <p><b>3a:</b> Students will compare competing historical narratives, by contrasting different historians' choice of questions, use and choice of sources, perspectives, beliefs, and points of view, in order to demonstrate how these factors contribute to different interpretations.</p>	<p>After expanding across the North American continent in the 1800's, America could no longer ignore the global stage, rising as an imperialist nation with interests on the global stage.</p> <p>WWI was the first modern war where technology affected how war was fought and how it ended.</p> <p>During WWI, the need for national unity was weighed against the rights of Americans to oppose the war.</p> <p>The Treaty of Versailles was a careful balance between the individual interests of the allies</p>	<p><b><u>Essential Questions:</u></b></p> <p>Where U.S. interventions abroad between 1890 and 1917 motivated more by realism or idealism?</p> <p>Was it in the national interest of the U.S. to stay neutral or declare war in 1917?</p> <p>How was WWI different from previous wars?</p> <p>Should the U.S. have ratified or rejected the Treaty of Versailles?</p> <p><b><u>Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>• Identify the reasons for</li> </ul>	<p><b><u>Suggested Formative Assessments:</u></b></p> <p>Main idea activities  Vocabulary activities  Quiz game  Alternative assessment handbook  Test practice handbook  Critical thinking and extension activities  Participation in oral class discussions  Exhibitions  Portfolios  Exit Tickets  Narrative assessments  Weekly Individual write-ups  Reflective journals  Mentor Evaluations</p> <p><b><u>Suggested Summative Assessment:</u></b></p> <p>Chapter assessment</p>
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<p><b>History Standard 4:</b> Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].</p> <p><b>Geography Standard 1-</b> Students will develop a personal geographic framework, or “mental map,” and understand the uses of maps and other geo-graphics</p> <p><b>9-12a:</b> Students will identify geographic patterns which emerge when collected data is mapped, and analyze mapped patterns through the application of such common geographic principles as</p> <ul style="list-style-type: none"> <li>-- Hierarchy (patterns at a detailed scale may be related to patterns at a more general scale)</li> <li>-- Accessibility (how easily one place can be reached from another)</li> <li>-- Diffusion (how people or things move in certain directions at certain speeds)</li> <li>-- Complementarity (the mutual exchange of people or goods among places usually occurs over the shortest possible distances)</li> </ul> <p><b>Geography Standard 3-</b> Students will develop an understanding of the diversity of human culture and the unique nature of places</p> <p><b>9-12a:</b> Students will understand the processes which result in distinctive cultures, economic activity, and settlement form in particular locations across the world</p>	<p>with Wilson’s vision for a peaceful world.</p>	<p>WWI</p> <ul style="list-style-type: none"> <li>• Locate where the U.S interests in expanding their imperial power and identify the interest in those areas</li> <li>• Identify how technology affected the outcome of the war.</li> </ul>	<p>Unit assessment</p>
<p><b>Unit Seven: Delaware Model Unit- Analyzing Historical Data</b>  <b>Timeline: 3 weeks</b></p>			
<p><b>History Standard 2 -</b> Students will gather, examine, and analyze historical data.</p> <p><b>2b-</b> Students will examine and analyze primary and secondary sources in order to differentiate</p>	<p>Historians derive their interpretations of the past from multiple, sometimes conflicting, sources.</p>	<p><b>Essential Questions:</b>  Why does differentiating between fact and interpretation matter?</p>	<p><b>Performance and Transfer Tasks associated with the Delaware Model Unit</b></p> <p>This unit has two summative</p>

<p>between historical fact and interpretations.</p>	<p>Historians must prove where the information can be found that is the basis for historical conclusions.</p>	<p>Why is it necessary to consult multiple sources when studying the past?</p> <p><b><u>Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>• Students will be able to analyze primary and secondary documents in order to differentiate between fact and opinion.</li> <li>• Students will be able to recognize the value and limitations of historical documents.</li> <li>• Students will be able to analyze historical data in order to construct their own interpretation of the past.</li> </ul>	<p>assessments. The first is a Performance Task that asks students the question:</p> <ul style="list-style-type: none"> <li>• Why did the United States invade Cuba?</li> </ul> <p>Students will use Appendix 3a and Appendix 3d for the Performance Task.</p> <p>The second assessment is a transfer task that requires students to use knowledge and understandings to perform a task in a setting or context. Students are asked to evaluate a conflict in South Ossetia.</p>
<p><b>Unit Eight: ERA 4: ROARING TWENTIES AND THE GREAT DEPRESSION</b>  <b>Timeline: 3 weeks</b></p>			
<p><b>History Standard 1:</b> Students will employ chronological concepts in analyzing historical phenomena [Chronology].</p> <p><b>1a:</b> Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.</p> <p><b>History Standard 3:</b> Students will interpret historical data [Interpretation].</p> <p><b>3a:</b> Students will compare competing historical narratives, by contrasting different historians' choice of questions, use and choice of sources, perspectives, beliefs, and points of view, in order to demonstrate how these factors contribute to different interpretations.</p>	<p>Government must maintain a balanced approach to overseeing business and banking.</p> <p>American families shouldered the burdens of financial and emotional stress; however Americans were resourceful and found ways to survive.</p> <p>During the Great Depression, FDR expanded the role of government into the everyday lives of Americans.</p>	<p><b><u>Essential Questions:</u></b></p> <p>What effects did postwar tensions have on America's founding ideals?</p> <p>Did the Republican Era of the 1920's bring peace and prosperity to all Americans? What lessons can be learned from the Great Depression?</p> <p>What should the government's role be in people's everyday lives?</p> <p>Do Americans have the right to economic security?</p>	<p><b><u>Suggested Formative Assessments:</u></b></p> <p>Main idea activities  Vocabulary activities  Quiz game  Alternative assessment handbook  Test practice handbook  Critical thinking and extension activities  Participation in oral class discussions  Exhibitions  Portfolios  Exit Tickets  Narrative assessments  Weekly Individual write-ups  Reflective journals  Mentor Evaluations</p> <p><b><u>Suggested Summative Assessment:</u></b></p>

<p><b>History Standard 4:</b> Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].</p>		<p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to identify the issues that troubled Americans in the years after World War I.</li> <li>• Students will be able to identify the economic developments that took place in the 1920s.</li> <li>• Students will be able to describe the difference between urban and rural areas.</li> <li>• Students will be able to consider the influence of popular culture, mass media, and cultural movements such as the Harlem Renaissance.</li> <li>• Students will be able to identify the weaknesses in the American economy exposed by the 1929 stock market crash.</li> <li>• Students will be able to outline the actions taken by President Hoover to combat the Great Depression and consider how successful they were.</li> <li>• Students will be able to explain how the New Deal attempted to solve the problems of the Great Depression.</li> </ul>	<p>Chapter assessment Unit assessment</p>
<p><b>Unit Nine: Delaware Model Unit-Historical Research</b> <b>Timeline: 3 weeks</b></p>			
<p><b>History Standard 2 -</b> Students will gather, examine, and analyze historical data.</p>	<p>Every citizen must critically examine points of view for how</p>	<p><b>Essential Questions:</b> What is the evidence for this</p>	<p><b>Culminating assessment associated with Delaware Model Unit</b></p>



<p><b>2a-</b> Students will develop and implement effective research strategies for investigating a given historical topic.</p> <p><b>2b-</b> Students will examine and analyze primary and secondary sources in order to differentiate between historical fact and interpretations.</p>	<p>the author uses his or her sources.</p> <p>Historians insert interpretations when there is a lack of resources.</p> <p>Critical investigation demands constant reassessment of one's research strategies.</p>	<p>argument?</p> <p>Is that all the evidence, or just what the author wanted me to read?</p> <p>Does differentiating between fact and interpretation matter?</p> <p>What causes an individual to impact history?</p> <p>Where and how should I research my topic?</p> <p><b><u>Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>• Students will be able to analyze, access, manage, integrate, evaluate, and create information in a variety of forms and media</li> <li>• Students will understand, manage, and create effective oral, written, or multimedia communication</li> <li>• Students will be able to locate appropriate resources</li> <li>• Students will be able to analyze the use of sources that form one's opinion</li> </ul>	<p><b>***Problem-</b>Now that you have selected and narrowed your thesis and created a research plan, you are ready to find credible, reliable sources to use for your research. You need to prove where you found these sources and why you chose them for your research, keeping in mind the author's intent for the sources</p> <p><b>**Product-</b> Submit a process paper and annotated bibliography for your National History Day project.</p> <p><input type="checkbox"/> A process paper is a description of no more than 500 words explaining how you conducted your research and created and developed your entry. You must conclude your description with an explanation of the relationship of your topic to the contest theme.</p> <p><input type="checkbox"/> An annotated bibliography is required for all categories. It should contain all sources that provided usable information or new perspectives in preparing your entry.</p> <p>You will look at many more sources than you actually use. You should list only those sources that contributed to the development of your entry. Sources of visual materials and oral interview must be included. The annotations for each source must explain how the source was used and how it helped you understand your topic</p>
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<b>Unit Ten: ERA FIVE: WORLD WAR II</b>			
<b>Timeline: 3 weeks</b>			
<p><b>History Standard 1-</b> Students will employ chronological concepts in analyzing historical phenomena [Chronology].</p> <p><b>1a-</b>Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.</p> <p><b>History Standard 2 -</b> Students will gather, examine, and analyze historical data.</p> <p><b>2a-</b> Students will develop and implement effective research strategies for investigating a given historical topic.</p> <p><b>2b-</b> Students will examine and analyze primary and secondary sources in order to differentiate between historical fact and interpretations.</p> <p><b>History Standard 3 -</b> Students will interpret historical data [Interpretation].</p> <p><b>3a-</b> Students will compare competing historical narratives, by contrasting different historical choice of questions, use and choice of sources, perspectives, beliefs, and points of view, in order to demonstrate how these factors contribute to different interpretations.</p> <p><b>History Standard 4-</b> Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].</p> <p><b>4a-</b> Students will develop an understanding of modern United States history, its connections to both Delaware and world history, including: --Civil War and Reconstruction (1850-1877)</p>	<p>The demands of WWII created new opportunities for many Americans.</p> <p>While fighting racism and genocide in Europe, America struggled with racism at home.</p> <p>During WWII, the U.S. transitioned from an isolationist nation into a global superpower.</p> <p>To maintain national security, the U.S. had to work with other countries to maintain global peace.</p>	<p><b><u>Essential Questions:</u></b></p> <p>Could WWII have been prevented?</p> <p>How did Americans band together on the home front to support the war?</p> <p>What demands did WWII place on different groups of Americans?</p> <p>What military strategies did the U.S. and its allies pursue to defeat the Axis powers in WWII?</p> <p>To what degree should a superpower work to maintain peace outside of its borders?</p> <p><b><u>Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>• Students will be able to explain how totalitarian rulers rose to power in Europe and Asia.</li> <li>• Students will be able to describe how the United States became involved in World War II.</li> <li>• Students will be able to discuss the wartime mobilization of various industries.</li> <li>• Students will analyze the war’s effects on the home front.</li> <li>• Students will be able to discuss the causes and</li> </ul>	<p><b><u>Suggested Formative Assessments:</u></b></p> <p>Main idea activities Vocabulary activities Quiz game Alternative assessment handbook Test practice handbook Critical thinking and extension activities Participation in oral class discussions Exhibitions Portfolios Exit Tickets Narrative assessments Weekly Individual write-ups Reflective journals Mentor Evaluations</p> <p><b><u>Suggested Summative Assessment:</u></b></p> <p>Chapter assessment Unit assessment</p>

<p>--Development of an industrialized nation (1870-1900)  --Emergence of modern America (1890-1930)  --Great Depression and World War II (1929-1945)  --Postwar United States (1945- early 1970s)  --Contemporary United States (1968-present)</p> <p><b>4b-</b> Students will develop an understanding of recent and modern world history and its connection to United States history, including:  --Intensified hemispheric interactions (1,000-1,500 AD)  --Explorations, contact, and interactions across the world (1450-1770)  --Revolutions, ideologies, and technological change (1750-1914)  --The 20th Century world (1900-present)</p>		<p>outcomes of the Korean War.</p> <ul style="list-style-type: none"> <li>• Students will be able to describe how the Cold War affected life in the United States.</li> </ul>	
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**Unit Eleven: ERA SIX: THE COLD WAR AND POST-WAR AMERICA**  
**Timeline: 3 weeks**

<p><b>History Standard 1-</b> Students will employ chronological concepts in analyzing historical phenomena [Chronology]</p> <p><b>1a-</b> Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.</p> <p><b>History Standard 2 -</b> Students will gather, examine, and analyze historical data.</p> <p><b>2a-</b> Students will develop and implement effective research strategies for investigating a given historical topic.</p> <p><b>2b-</b> Students will examine and analyze primary</p>	<p>The Cold War was based on differing ideologies and mutual mistrust between the U.S. and the U.S.S.R.</p> <p>The Cold War was a war of words, using propaganda, diplomacy, economic and military aid, and espionage as weapons, fueled by the nuclear arms race.</p> <p>The Cold War prompted fear and anxiety, prompting the government to root out communist subversion, questioning American ideals.</p> <p>The 1950's saw a rise of millions</p>	<p><b>Essential Questions:</b></p> <p>Where the methods used by the U.S. to contain communism justified?</p> <p>How can a free people best balance the ideal of liberty with the need for national security?</p> <p>How has the Cold War influenced foreign policy in the last six decades?</p> <p>Why are the 1950's remembered as a time of affluence?</p> <p>Why did poverty persist in the</p>	<p><b>Suggested Formative Assessments:</b></p> <p>Main idea activities  Vocabulary activities  Quiz game  Alternative assessment handbook  Test practice handbook  Critical thinking and extension activities  Participation in oral class discussions  Exhibitions  Portfolios  Exit Tickets  Narrative assessments  Weekly Individual write-ups  Reflective journals  Mentor Evaluations</p> <p><b>Suggested Summative Assessment:</b></p>
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<p>and secondary sources in order to differentiate between historical fact and interpretations.</p> <p><b>History Standard 3</b> - Students will interpret historical data [Interpretation].</p> <p><b>3a-</b> Students will compare competing historical narratives, by contrasting different historical choice of questions, use and choice of sources, perspectives, beliefs, and points of view, in order to demonstrate how these factors contribute to different interpretations.</p> <p><b>History Standard 4-</b> Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].</p> <p><b>4a-</b> Students will develop an understanding of modern United States history, its connections to both Delaware and world history, including:  --Civil War and Reconstruction (1850-1877)  --Development of an industrialized nation (1870-1900)  --Emergence of modern America (1890-1930)  --Great Depression and World War II (1929-1945)  --Postwar United States (1945- early 1970s)  --Contemporary United States (1968-present)</p> <p><b>4b-</b> Students will develop an understanding of recent and modern world history and its connection to United States history, including:  --Intensified hemispheric interactions (1,000-1,500 AD)  --Explorations, contact, and interactions across the world (1450-1770)  --Revolutions, ideologies, and technological change (1750-1914)  --The 20th Century world (1900-present)</p>	<p>of working-class families into the middle class.</p> <p>The rise of the middle class left behind millions of poor people, who struggled to survive.</p> <p>The civil rights movement confronts mainstream American culture with the stark differences in how American ideals are lived out by various groups.</p> <p>When the voices of many citizens stand together and use their first amendment rights to oppose injustice, the government must respond.</p> <p>The 1960's was a time of turbulence and change in the 20th century.</p>	<p>U.S. despite the affluence of the 1950's?</p> <p>How did segregation affect American life in the postwar period?</p> <p>How did civil rights activists advance the ideals of liberty, equality, and opportunity for African Americans?</p> <p>How and why did the civil rights movement expand beyond African Americans?</p> <p>What is the proper role of government in shaping American society?</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to discuss the foreign policy challenges that President Kennedy faced.</li> <li>• Students will be able to describe President Johnson's Great Society.</li> <li>• Students will be able to explain early efforts to end segregation.</li> <li>• Students will be able to analyze the victories of the civil rights movement.</li> <li>• Students will be able to discuss how the civil rights movement changed over time.</li> <li>• Students will be able to explain how the United</li> </ul>	<p>Chapter assessment Unit assessment</p>
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		<p>States became involved in the conflict in Vietnam.</p> <ul style="list-style-type: none"> <li>• Students will be able to discuss the impact the fighting in Vietnam had on American society.</li> <li>• Students will be able to identify the war's lasting effects on the United States.</li> <li>• Students will be able to explain how Latinos and Native Americans confronted injustices.</li> <li>• Students will be able to describe the ways in which countercultures challenged traditional American values.</li> </ul>	
<p><b>Unit Twelve: ERA SEVEN: THE MAKING OF MODERN AMERICA</b>  <b>Timeline: 3 weeks</b></p>			
<p><b>History Standard 1-</b> Students will employ chronological concepts in analyzing historical phenomena [Chronology]</p> <p><b>1a-</b>Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.</p> <p><b>History Standard 2 -</b> Students will gather, examine, and analyze historical data.</p> <p><b>2a-</b> Students will develop and implement effective research strategies for investigating a given historical topic.</p>	<p>America stands as a barrier of defense between fledgling democracies and those who would smother them.</p> <p>The United States' involvement in a war to support democracy needs to be weighed against the cost – troops and finances. No one is above the law.</p> <p>The 1970's was time of shifting public consciousness on the environment, ethnicity, retirement, and gender equality.</p>	<p><b>Essential Questions:</b>  How did the Vietnam War challenge the ideals of America?</p> <p>What is the role of the United States in establishing democracies around the world?</p> <p>Is it possible to support American troops without support the war?</p> <p>How should historians characterize the 1970's?</p> <p>How do leaders manage a</p>	<p><b>Suggested Formative Assessments:</b>  Main idea activities  Vocabulary activities  Quiz game  Alternative assessment handbook  Test practice handbook  Critical thinking and extension activities  Participation in oral class discussions  Exhibitions  Portfolios  Exit Tickets  Narrative assessments  Weekly Individual write-ups  Reflective journals  Mentor Evaluations</p>

<p><b>2b-</b> Students will examine and analyze primary and secondary sources in order to differentiate between historical fact and interpretations.</p> <p><b>History Standard 3</b> - Students will interpret historical data [Interpretation].</p> <p><b>3a-</b> Students will compare competing historical narratives, by contrasting different historical choice of questions, use and choice of sources, perspectives, beliefs, and points of view, in order to demonstrate how these factors contribute to different interpretations.</p> <p><b>History Standard 4-</b> Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content].</p> <p><b>4a-</b> Students will develop an understanding of modern United States history, its connections to both Delaware and world history, including:  --Civil War and Reconstruction (1850-1877)  --Development of an industrialized nation (1870-1900)  --Emergence of modern America (1890-1930)  --Great Depression and World War II (1929-1945)  --Postwar United States (1945- early 1970s)  --Contemporary United States (1968-present)</p> <p><b>4b-</b> Students will develop an understanding of recent and modern world history and its connection to United States history, including:  --Intensified hemispheric interactions (1,000-1,500 AD)  --Explorations, contact, and interactions across the world (1450-1770)  --Revolutions, ideologies, and technological change (1750-1914)</p>	<p>Under Reagan, the economy revived, but the federal deficit soared; he approached greater social problems with conservatism.</p> <p>In a country deeply divided by party politics, no president could accomplish all that he had hoped.</p> <p>The end of the Cold War brought hopes for an era of world peace and cooperation; however, the vacuum gave rise to terrorism. After 9/11, Americans were left with a sense of vulnerability.</p> <p>The context of 9/11 places a new lens of understanding on the founding ideals of equality, rights, liberty, opportunity, and democracy.</p>	<p>foreign country’s abuses of human rights when the U.S. has other interests in the area?  Was the Regan Revolution good for America?  How well did Bush, Clinton, and Bush fulfill their domestic agendas?</p> <p>How well did U.S. foreign policy decisions meet the challenges of the post-Cold War era?</p> <p>What is America’s role in providing humanitarian aid to other countries when its own citizens live in poverty?</p> <p>In an age of terrorism, can we keep our country secure without compromising the nation’s founding ideals?</p> <p>Can the U.S. continue to be a land of opportunity while trying to close its borders to terrorists?</p> <p><b><u>Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>• Students will be able to outline the domestic and foreign policies that President Nixon followed.</li> <li>• Students will be able to explain how the Watergate scandal led to President Nixon’s resignation.</li> <li>• Students will be able to identify the challenges that the Ford and Carter</li> </ul>	<p><b><u>Suggested Summative Assessment:</u></b>  Chapter assessment  Unit assessment</p>
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<p>--The 20th Century world (1900-present)</p>		<p>administrations faced.</p> <ul style="list-style-type: none"> <li>• Students will be able to discuss the new conservatism that emerged with the elections of Reagan and Bush.</li> <li>• Students will be able to describe the social concerns of the 1980s.</li> <li>• Students will be able to explain how changes throughout the world affected U.S. foreign policy.</li> <li>• Students will be able to explain why divisions developed in the country at the beginning of the new millennium.</li> <li>• Students will be able to describe the basis of the economic boom in the late 20<sup>th</sup> century.</li> <li>• Students will be able to demonstrate how technological developments have affected life in the United States.</li> </ul>	
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