# United States History II for Multilingual Learners Curriculum

Grades 9-12



NEPTUNE TOWNSHIP SCHOOL DISTRICT Office of the Superintendent 60 Neptune Blvd. Neptune, NJ 07753-4836

August 28, 2024

Document C1#1

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## UNITED STATES HISTORY II FOR MULTILINGUAL LEARNERS CURRICULUM

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## United States History II for Multilingual Learners

#### **Acknowledgements**

The United States History II for Multilingual Learners curriculum was developed for Neptune High School through the efforts of Michelle Eddleston, Social Studies teacher, in cooperation with Nicole Sanyigo, Department Chairperson, and with the guidance of Lakeda Demery-Alston, Supervisor of Humanities, and Sally A. Millaway, Ed.D. Director for Curriculum, Instruction, and Assessment.

This document was written in alignment with the New Jersey Student Learning Standards for Social Studies (2020), WIDA Standards (2020), and Career Readiness, Life Literacies, and Key Skills (2020) with the increased rigor that is embedded in those standards. This curriculum guide was developed to provide students with authentic learning experiences that enable them to apply content knowledge, develop citizenship skills, and prepare for the 21st century workplace. The curriculum has been designed to explore key topics in the development of the United States into an Industrial Nation through Modern America. It has been modified for students in the English as a Second Language Program. Sheltered Instruction strategies are embedded throughout the learning plans.

#### DISTRICT MISSION STATEMENT

The primary mission of the Neptune Township School District is to prepare all of our students for a life-long learning process and to become confident, competent, socially, and culturally-conscious citizens in a complex and diverse world. It is with high expectations that our schools foster:

- A strong foundation in academic and modern technologies.
- A positive, equitable, and varied approach to teaching and learning.
- An emphasis on critical thinking skills and problem-solving techniques.
- A respect for and an appreciation of our world, its resources, and its diverse people.
- A sense of responsibility, good citizenship, and accountability.
- An involvement by the parents and the community in the learning process.

## Neptune Township School District

## **Educational Outcome Goals**

The students in the Neptune Township schools will become life-long learners and will:

- Become fluent readers, writers, speakers, listeners, and viewers with comprehension and critical thinking skills.
- Acquire the mathematical skills, understandings, and attitudes that are needed to be successful in their careers and everyday life.
- Understand fundamental scientific principles, develop critical thinking skills, and demonstrate safe practices, skepticism, and open-mindedness when collecting, analyzing, and interpreting information.
- Become technologically literate.
- Demonstrate proficiency in all New Jersey Student Learning Standards (NJSLS).
- Develop the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics and geography.
- Develop a respect for different cultures and demonstrate trustworthiness, responsibility, fairness, caring, and citizenship.
- Become culturally literate by being aware of the historical, societal, and multicultural aspects and implications of the arts.
- Demonstrate skills in decision-making, goal setting, and effective communication, with a focus on character development.
- Understand and practice the skills of family living, health, wellness and safety for their physical, mental, emotional, and social development.
- Develop consumer, family, and life skills necessary to be a functioning member of society.
- Develop the ability to be creative, inventive decision-makers with skills in communicating ideas, thoughts and feelings.
- Develop career awareness and essential technical and workplace readiness skills, which are significant to many aspects of life and work.

#### UNITED STATES HISTORY II FOR MULTILINGUAL LEARNERS

#### **COURSE DESCRIPTION**

#### (5 Credits)

United States History II for Multilingual Learners will provide a survey of American history from the late 1800s through Modern America. Emphasis will be placed upon the growth of the United States from an early industrializing nation into a world power and beyond. It will integrate current events within the study of history on an ongoing basis. The curriculum has been designed to explore key topics in 20th and 21st century America with a focus on political, social and economic policies at home and abroad. Students will relate their study of the past to present day issues, legislation, and policy decisions when applicable. The curriculum has been modified for students in the English as a Second Language Program. Sheltered Instruction strategies are embedded throughout the learning plans. The course satisfies the graduation requirement for United States History II.

# INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

The following social and emotional competencies are integrated in this curriculum document:

Self-	Awareness		
	Recognize one's own feelings and thoughts		
Recognize the impact of one's feelings and thoughts on one's own behavior			
	Recognize one's personal traits, strengths and limitations		
X	Recognize the importance of self-confidence in handling daily tasks and challenges		
Self-	Management		
	Understand and practice strategies for managing one's own emotions, thoughts and behaviors		
X	Recognize the skills needed to establish and achieve personal and educational goals		
X	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals		
Socia	l Awareness		
	Recognize and identify the thoughts, feelings, and perspectives of others		
X	Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds		
X	Demonstrate an understanding of the need for mutual respect when viewpoints differ		
X	Demonstrate an awareness of the expectations for social interactions in a variety of setting		
Resp	Responsible Decision Making		
X	Develop, implement and model effective problem solving and critical thinking skill		
	Identify the consequences associated with one's action in order to make constructive choices		
	Evaluate personal, ethical, safety and civic impact of decisions		
Relat	Relationship Skills		
X	Establish and maintain healthy relationships		
X	Utilize positive communication and social skills to interact effectively with others		
	Identify ways to resist inappropriate social pressure		
	Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways		
X	Identify who, when, where, or how to seek help for oneself or others when needed		

## ACCOMMODATIONS AND MODIFICATIONS

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An **accommodation** *changes* HOW *a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes* WHAT a *student learns*; the change alters the grade-level expectation.

## **Special Education and 504 Plans**

All modifications and accommodations must be specific to each individual child's IEP(Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide student with clear expectations in writing and grading criteria for assignments (rubrics)

## **Testing Accommodations:**

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

- Setting: alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page
- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept
- short answers
- Allow for retakes
- Provide study guides
- Use of reference aids such as glossary, multiplication tables, calculator
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

## **Multilingual Learners:**

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials vii
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring

- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words: <u>http://visual.merriamwebster.com/</u>
- Use an online translator to assist students with pronunciation <u>http://www.reverso.net/text\_translation.aspx?lang=EN</u>

## **Students at Risk of Failure:**

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide student opportunity to make corrections and/or explain their answers
- Support organizational skills
- Encourage student to proofread work
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

## High Achieving:

- Extension Activities
- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide student opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

## **Strategies to Differentiate to Meet the Needs of a Diverse Learning Population:**

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions.
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses.
- Role Play-students create or participate in role playing situations or Reader's Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses a topic and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies).
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements
- Think Pair Share Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy: <u>http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners</u>
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, small group, or with a partner, temporary groups are created: <u>http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy</u>
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <u>http://www.adlit.org/strategies/22</u>

Unit Plan Title:	Unit 1: Becoming an Industrial Nation (1880-1910)
Suggested Time Frame:	15 Days

#### **Overview / Rationale**

After the Civil War, America grew economically, culturally, and politically. The Second Industrial Revolution brought great wealth to the United States but also conflict. Students will explain how this wealth was earned and the roots of the conflict it wrought. Progressive reformers promoted government efforts to address problems created by rapid industrialization, immigration, and unfair treatment of women, children, and minority groups.

## **Stage 1 – Desired Results**

## **Established Goals:**

## New Jersey Student Learning Standards for Social Studies (2020)

- 6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
- 6.1.12.EconEM.5.a: Assess the impact of governmental efforts to regulate industrial and
- financial systems in order to provide economic stability.
- 6.1.12.GeoPP.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.
- 6.1.12.GeoHE.5.a: Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.
- 6.1.12.EconEM.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.
- 6.1.12.HistoryNM.5.a: Compare and contrast economic developments and long-term effects of the Civil War on the economics of the North and the South.
- 6.1.12.HistoryCC.5.a: Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers' rights, the economy, and politics across time periods.
- 6.1.12.HistoryUP.5.a: Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
- 6.1.12.HistoryCA.5.a: Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.
- 6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement).
- 6.1.12.CivicsDP.6.b: 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.

- 6.1.12.CivicsPR.6.a: Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
- 6.1.12.GeoHE.6.a: 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.
- 6.1.12.GeoGM.6.a: Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
- 6.1.12.EconEM.6.a: Determine how supply and demand influenced the prices and output of goods during the Industrial Revolution.
- 6.1.12.HistoryCC.6.b: Explore factors that promoted innovation, entrepreneurship, and industrialization and determine their impact on New Jersey (i.e. Paterson Silk Strike) and the United States during this period.
- 6.1.12.HistoryCC.6.c: 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.
- 6.1.12.HistoryCC.6.d: Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders and the eventual ratification of the 19th Amendment (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone).
- 6.1.12.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.

Essential Questions:	Enduring Understandings:
<ul> <li>What factors led the United States to industrialize after the Civil War?</li> <li>Why do people migrate?</li> <li>What conflict existed between urban and rural populations?</li> <li>Can politics fix social problems?</li> <li>Who were the Progressives?</li> </ul>	<ul> <li>The end of the Civil War brought new opportunities to expand economically through mass production and financial markets while also bringing challenges from labor and civil rights advocates.</li> <li>Immigrants continued to come to the United States after the Civil War, but often from areas previously underrepresented.</li> <li>Business growth after the Civil War brought many Americans out of rural areas and into the growing urban environments.</li> <li>Many problems arose within the government, economy, and society due to rapid industrialization and urbanization.</li> <li>Progressives sought to improve America through scientific methods, and using moral arguments, while expanding the federal government.</li> </ul>

## Knowledge:

Students will know...

- The factors of production and how companies attempted to best allocate them to aid industrialization in the United States after the Civil War.
- People choose to immigrate in search of better opportunities for themselves and their children, often while trying to escape from economic, political, or social turmoil in their homeland.
- The social and political conflicts caused by industrialization and urbanization.
- The various types of societal problems caused by rapid industrialization and urbanization that Progressives hoped to solve.
- The policies of the Progressive Presidents and how they attempted to improve the lives of the citizens.

# Skills:

Students will be able to...

- Explain the development of industry in the United States during the Second Industrial Revolution and discuss how it changed the production, availability, and cost of goods and services.
- Describe the immigrant experience for various groups who migrated to the United States after the Civil War.
- Compare the arguments of rural and urban communities concerning political and economic policy.
- Identify the various groups that belong under the Progressive umbrella and will be able to summarize how the Progressives hoped to make the government more efficient and improve the lives of American citizens.
- Compare and contrast the different philosophies of President Roosevelt and President Taft as they related to Progressive reforms and analyze the successes and failures of Progressivism.

## CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS 9.1 FINANCIAL LITERACY - Grades 9 - 12

	Financial Psychology	
X	9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.	
	Civic Financial Responsibility	
X	9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.	
	Economic and Government Influence	
X	9.1.12.EG.3: Explain how individuals and businesses influence government policies.	
	Planning and Budgeting	
X	9.1.12.PB.1: Explain the difference between saving and investing.	

	Credit and Debit Management	
X	9.1.12.CDM.1: Identify the purposes, advantages, and disadvantages of debt.	

9.2 CAREER AWARENESS, EXPLORATION, PREPARATION, AND TRAINING - Grades 9 - 12		
		Career Awareness and Planning
	Х	9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

	9.4 LIFE LITERACIES AND KEY SKILLS Grade 9-12		
	Creativity and Innovation		
X	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.		
X	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving).		
	Information and Media Literacy		
X	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.		
	Technology Literacy		
X	9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.		

## **Interdisciplinary Connections**

### WIDA Standards (2020)

**ELD-SS 9-12 Explain.Interpretive** Interpret social studies explanations by:

- Determining multiple types of sources, points of view in sources, and potential uses of sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for logical relationships among contributing factors, causes, or related concepts
- Evaluating experts' points of agreement and disagreement based on their consistency with explanation given its purpose

ELD-SS 9-12 Explain.Expressive Construct social studies explanations that

- Introduce and contextualize multiple phenomena or events through...
  - Prepositional phrases to establish conditions, time, place (i.e. *during the Industrial Revolution*)
  - A variety of structures (embedded clauses, relating verbs, nominalizations, and noun groups) to define phenomena or events
  - Cohesion to reference ideas, people across text (pronouns, substitutions, renaming, synonyms, allocations)

- Establish perspective for communicating intended and unintended outcomes, consequences, or documentation through...
- Passive voice to keep emphasis on the main topic (i.e. *Farm policies were enforced by regulatory agents.*)
- Verbs to highlight agents and recipients (i.e. *Migrant workers challenged farm policies*.)
- Declarative statement to evaluate and interpret events (i.e. *Impressionist artists showcased a new way to observe and depict the world.*)
- Evaluate verbs and adjectives to judge behavior or moral character (i.e. *dominated*, *succumbed to; ineffective, powerful*)
- Develop sound reasoning, sequences with linear and nonlinear relationships, evidence, and details with significant and pertinent information, acknowledging strengths and weaknesses through...
  - Nominalizations to name abstract concepts, ideas, ideologies (i.e. *racism, reunification, criminalization*)
  - Dependent clauses to express details that occur as a result of place, manner, duration, extent
  - Complex sentences to clarify causal, linked, time-bound or sequential relationships
  - Expanded noun groups to add details (i.e. *One young girl lives in the urban streets of Chicago.*)
  - Connectors to maintain chronological, causal or logical relationships (i.e. *as a result, meanwhile, therefore*)
- Generalize experts' points of agreement and disagreement about multiple, complex causes and effects of developments or events through...
  - Word choices to evaluate, judge, or appreciate significance of events or phenomena
  - Nominalizations to summarize event and name abstract phenomena

ELD-SS 9-12 Argue.Interpretive Interpret social studies arguments by

- Identifying topic and purpose (argue in favor of or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information to support and/or revise claims with reliable and valid evidence from multiple sources
- Evaluating credibility, accuracy, and relevancy of source based on expert perspectives

**ELD-SS 9-12 Argue.Expressive** Construct social studies arguments that:

- Introduce and contextualize the topic through...
  - Generalized nouns and descriptive titles to introduce topics (i.e. *occupation, reunification, The Allied and Axis forces*).
  - A variety of verb tenses (i.e. *past, timeless present, relational*) to present position and/or provide background information.
  - Expanded noun groups with embedded and relative clauses to add details (i.e. *Germany's growing domination, which expanded into...*).
  - Cohesion to reference ideas, people across text (i.e. *pronouns, synonyms, substitutions, renaming, collocations*).
  - Given/new patterns to link relationships, add new details, and condense information into abstract nouns.
- Select relevant information to support precise and knowledgeable claims with evidence from multiple sources through...
  - A variety of clauses to frame details, examples, quotes, data (according to, historians dis/agree, several sources suggest, these data suggest).
  - Adverbial and prepositional phrases to specify time (duration, specific date or range), location, how or why something happened.
  - A variety of verb forms to express agency in doing, thinking, saying, feeling actions (they decreed, she conspired, children were playing when).

• Establish perspective through...

- Passive voice to keep emphasis on main topic rather than who or what is doing the action (i.e. *Those who resisted were rounded up and sent to work camps.*) or to use active voice to keep emphasis on who or what is doing the action.
- Objective or emotive language to appeal to logic or feelings (i.e. *forces, versus brave, focused fighters*).
- Evaluative verbs, adverbs, and adjectives to add author's perspective (i.e. *tormented*, *bravely*, *substantial*).

Show relationships between claims and counterclaims, differences in perspectives, evidence, and reasoning through...

- Connectors to link claims with evidence and reasoning (because, but, as a result, when, if, although, therefore).
- Connectors to signal alternate points of view (on the other hand, contrary to common belief, according to); show concession or comparison/contrast (while, although).
- Modality in summary statements to reiterate position or create a call to action (could be argued, undoubtedly, ought to, may).

## **Student Resources**

## **Primary Sources:**

- Excerpt from *The Jungle* by Upton Sinclair (from Ch. 14)
- Photographs of Child Labor
- What Does the Working Man Want? by Samuel L. Gompers

## **Secondary Sources:**

- Some American Inventions 1865-1893 Chart Study
- The Breaker Boys Reading
- Where Immigrants Came From, 1861-1880 and 1901-1920, Circle Graphs
- Homeland of Immigrants to America, 1891-1900, Circle Graph Analysis
- The Triangle Shirtwaist Company Fire Reading
- Major Strikes of the Late 1800s Table Analysis
- Connecting History and Technology: Skyscrapers, Streetcars, and Bridges Analysis

# Texts:

■ Immigration & Citizenship SR.pdf

https://drive.google.com/file/d/1Ek6CkuGAc5kh9ECXigoeRexsbl8K1Dlm/view

Immigration & Citizenship SP SR.pdf

https://drive.google.com/file/d/1PuwCi7pgnBtAIlGg1E2HpfM1sG1L2uOo/view

Immigration, Industrialization & Reform SR.pdf

https://drive.google.com/file/d/1aiS\_WLnt-aL01AHuZsiI3zY6BtP0aY5i/view

USII Version Text SG.pdf (Chapters 1 & 2)

https://drive.google.com/file/d/1JPfkyPoyz6UmwTQ8w4DqFhe3FSMJLcvc/view

# Technology:

- Google Suite Docs, Sheets, Slides, Forms, Classroom
- <u>https://kahoot.com/</u>
- <u>https://quizlet.com/</u>
- <u>https://www.blooket.com/</u>

- <u>https://www.gimkit.com/</u>
- <u>https://edpuzzle.com/</u>
- <u>https://quizizz.com/?lng=en</u>
- LinkIt! Assessments
- Chromebooks
- <u>HyperDocs</u>
- <u>https://www.readworks.org/</u>
- <u>https://newsela.com/</u>
- <u>https://www.world-newspapers.com/</u>
- <u>https://www.cnn.com/us</u>
- <u>https://learningenglish.voanews.com/p/6765.html</u>
- https://www.edutopia.org/discussion/12-fun-speaking-games-language-learners
- <u>http://www.colorincolorado.org/</u>
- <u>https://www.merriam-webster.com/</u>
- <u>https://app.diffit.me/#topic</u>

# **Teacher Resources**

Shared Google Folder: Duit 1 - Becoming an Industrial Nation

https://drive.google.com/drive/folders/1pt6Rv1uALumSsF97-BDWPWnX3IVDYcvK

- Immigration
- Industrialization
- Urbanization
- Progressive Reforms

# Texts:

Immigration & Citizenship TG.pdf

https://drive.google.com/file/d/1m\_Z2bnFcBy0S1IoPckCPTcVgSNIUNaon/view

■ Immigration, Industrialization & Reform TG.pdf

https://drive.google.com/file/d/1BLPhlmOO4wbdiRJVeNN2DejWaTB3RF5X/view

Immigration, Industrialization & Reform Timeline Cards.pdf

https://drive.google.com/file/d/1WPQDZDhGgsrQ-wsX9U\_e1gtiZ8wNGUW8/view

USII Version Text GR7 TG.pdf

https://drive.google.com/file/d/1PkxKMTUcB6s\_723WZzyFp3noJy748s0b/view

# Supplemental Texts:

- Unit 1 US History II Shorts
   Unit 1 Shorts USII MLL.pdf
   <a href="https://drive.google.com/file/d/1wHjecEOgBHpHRc3nzJFlw3o7ejP-bVrn/view">https://drive.google.com/file/d/1wHjecEOgBHpHRc3nzJFlw3o7ejP-bVrn/view</a>
- Access Building Literacy Through Learning American History, Dr. Elva Duran, Jo Gusman, Dr. John Shefelvine, Great Source Education Group, a division of Houghton Mifflin Company (2005) p. 186-197.
- Contemporary's American History 2: After 1865, Matthew T. Downey, McGraw Hill (2005) p. 36-69.
- *The Industrial Era (1865-1915),* Graphic American History, Saddleback Educational Publishing (2010).
- U.S. History People and Events 1865-Present, George Lee, Mark Twain Media, Inc. (2017) p. 21-24.

# **Technology:**

Immigration & Citizenship Online Resources.pdf

https://drive.google.com/file/d/1dHXoJHo8MJRE6ZeSBfxLxmaGw99I9t-c/view

lonline resources Immigration, Industrialization & Reform.pdf

https://drive.google.com/file/d/1JrBxDm50\_s-6cE-yyn\_Da6sIY31pMYDL/view

USII Online Resources.pdf

https://drive.google.com/file/d/1YAsG4LkQdTWSg6A6vVHYJQ3zzMcFwzy0/view

# Videos (Not Rated):

- America the Story of Us: Cities <u>https://www.youtube.com/watch?v=OIQ7leKjS3w</u>
- Industrial Revolution for Kids | A simple yet comprehensive overview <u>https://www.youtube.com/watch?v=nl\_-6WPQ4Sg</u>
- Sound Smart: Child Labor in the Industrial Revolution | History https://www.youtube.com/watch?v=ejc8oDOcN\_o
- The Labor Movement in the United States | History <u>https://www.youtube.com/watch?v=ewu-v36szlE</u>
- Sound Smart: The Haymarket Square Riot | History <u>https://www.youtube.com/watch?v=ZT\_ZWCB\_1cM</u>
- The New Immigrants <u>https://www.youtube.com/watch?v=0HpuW37tcPQ</u>
- Immigrants at Ellis Island | History https://www.youtube.com/watch?v=bDNKHWzQiz8
- Angel Island: America's Untold Immigration Story <u>https://www.youtube.com/watch?v=JqfblkOtlJw</u>
- Growth, Cities, and Immigration: Crash Course US History #25 https://www.youtube.com/watch?v=RRhjqqe750A
- Gilded Age Politics: Crash Course US History #26 <u>https://www.youtube.com/watch?v=Spgdy3HkcSs</u>
- Dijective 2.1 -- American Innovations
   <u>https://www.youtube.com/watch?v=COdwYw39MAI</u>
- Display Objective 2.2 -- The Age of Big Business
   <a href="https://www.youtube.com/watch?v=7RmmdZuSOml">https://www.youtube.com/watch?v=7RmmdZuSOml</a>
- Objective 2.3 -- Workers and Labor Unions <u>https://www.youtube.com/watch?v=l\_tE26TUNgc</u>
- Dbjective 2.4 -- The Era of Immigration <u>https://www.youtube.com/watch?v=dlOG6VMLKfM</u>
- Dijective 2.5 -- Political Machines
   <u>https://www.youtube.com/watch?v=QJiJUIIKO-Y</u>
- Dbjective 2.6 -- Urbanization <u>https://www.youtube.com/watch?v=LxnlA-yAB7o</u>
- Objective 2.7 -- Mass Culture in the Gilded Age <u>https://www.youtube.com/watch?v=8hIwrklcRhM</u>
- Objective 2.8 -- The Jim Crow South <u>https://www.youtube.com/watch?v=4H\_GqN-fqbo</u>
- Dispective 2.9 -- The Goals of the Progressive Era <u>https://www.youtube.com/watch?v=2-B04ilAD84</u>

- Description of the second secon
- Objective 2.12 -- Progressivism Under William Howard Taft https://www.youtube.com/watch?v=YYthCK1HFqA
- Dbjective 2.13 -- Woodrow Wilson's "New Freedom" <u>https://www.youtube.com/watch?v=DVtkymxNFwA</u>
- Robber Barons Sing Pharrell's "Happy" @MrBettsClass https://www.youtube.com/watch?v=kc-zU9WHVO0
- Titans of Industry :Gilded Age Billionaire Parody <u>https://www.youtube.com/watch?v= Y-eUMeIYLM</u>
- Upton Sinclair's The Jungle ("The Lion Sleeps Tonight" Parody) @MrBettsClass <u>https://www.youtube.com/watch?v=TcuTvvpLzok</u>
- The Progressive Era: Crash Course US History #27 https://www.youtube.com/watch?v=i0Q4zPR4G7M
- The Progressive Era (Rihanna's "Umbrella" Parody) @MrBettsClass https://www.youtube.com/watch?v=ddce6KWpcGg

# Stage 2 – Assessment Evidence

# **Pre-Assessments:**

- Do Now Questions, Images and Skills Assessments
- KWL Charts
- Brainstorming
- Think-Pair-Share
- Four Corners
- Vocabulary

# Formative Assessments:

- Edpuzzles
- Exit tickets
- Student participation (verbal, non-verbal, and written)
- Classroom practice
- Student response journals/ self-reflections
- Small group activities
- Primary and secondary source analysis
- Interactive Notebooks
- Digital Notebooks
- Graphic Organizers
- Short readings with comprehension questions
- Geography connections/ map analysis
- Analyze charts/graphs

# Summative Assessments:

• Individual Unit Assessments

- US History II for Multilingual Learners Midterm Exam Linkit!
- US History II for Multilingual Learners Final Exam Linkit!

# **Performance Task(s):**

- Vocabulary Google Slides
- Draw It! Write It! Summary Activity
- Interactive Notebook Activities
- Child Labor Gallery Walk

# Stage 3 – Learning Plan

# Suggested Learning Activities:

- Students will be able to define and explain content specific vocabulary using pictures and words in both English and their native language.
- Students will be able to label and color a map highlighting the Transcontinental Railroad routes.
- Students will be able to identify and list three key details (facts) about the Union Pacific and Central Pacific railway lines.
- Students will be able to identify and discuss the similarities and differences between the old immigrants, new immigrants, and nativists by creating a visa card for each.
- Students will be able to describe what tenement buildings were like, where they were located, and which people lived in them.
- Students will pretend that they are an immigrant living in New York City in 1910 and write a journal entry describing what life is like for them.
- Students will be able to research and identify some key inventions and inventors from the Second Industrial Revolution and discuss how these inventions changed American life.
- Students will create a picture dictionary to understand the following words that describe city life in the early 1900s: slums, industry, transportation, skyscrapers.
- Students will work together to create a 4-column chart to decide the following: Should the government leave businesses alone? Should children under 13 work? Should women receive the same pay as men for the same work? Should workers strike if they are unhappy or think a company is unfair? Discuss with a partner and the whole class.
- Students will be able to explain how children were affected by the growth of child labor during the Second Industrial Revolution.
- Students will be able to compare and contrast the lives of children during the Industrial Age to the lives of children today in the Modern Age using a Venn Diagram for discussion.
- Students will be able to identify four powerful robber barons, draw a picture to represent each person's industry, and explain the person's industry and what made each one a robber baron.
- Students will create pop-up figures of the major industrialists during the Gilded Age and identify which industry each person controlled.
- Students will complete a questionnaire to determine whether or not they would have been considered a captain of industry or a robber baron during the Industrial Revolution.
- Students will create five picket signs to highlight the issues faced by factory workers during the Industrial Revolution.
- Students will define "muckraker" and explain the issues exposed by three famous muckrakers: Ida Tarbell, Upton Sinclair, and Ida B. Wells.

- Students will be able to identify and explain five key laws that were passed by the Progressives to improve the lives of society.
- Students will pretend they are an immigrant living in New York City in 1910. They will tell what life is like by writing a journal entry using the vocabulary from the unit.
- Students will create a cause and effect chart to identify new inventions and the effects they had on American life.
- Students will draw images to explain various key vocabulary terms for the unit.
- Students will use sentence stems to summarize the key concepts learned in the unit.
- Students will examine various political cartoons to learn how to decode them according to the topics being addressed.
- Students will read and discuss a graphic novel on the Industrial Era to examine various topics from the period and discuss how they affected the people living during the period.

Unit Plan Title:	Unit 2: Becoming a World Power (1900-1930)
Suggested Time Frame:	15 Days

#### **Overview / Rationale**

An expanding market for international trade promoted policies that resulted in America emerging as a world imperial power. In addition, World War I helped push the United States into being a world power. The technological advances in warfare made this a very costly war in terms of human lives. Students will assess the effectiveness of the war effort to alleviate American and international issues. The 1920s was a time of great economic prosperity coming out of the First World War. It also was a time of great social change and expanded rights for groups like women. However, the great prosperity would not last and would dip the United States, as well as the rest of the world, into the worst economic depression in history.

## **Stage 1 – Desired Results**

## **Established Goals:**

## New Jersey Student Learning Standards for Social Studies (2020)

- 6.1.12.CivicsDP.7.a: 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).
- 6.1.12.EconNM.7.a: Assess the immediate and long-term impact of women and African Americans entering the workforce in large numbers during World War I.
- 6.1.12.HistoryCA.7.a: Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary American involvement in another country.
- 6.1.12.HistoryCA.7.b: Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war.
- 6.1.12.HistoryUP.7.a: Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.
- 6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.
- 6.1.12.EconET.8.a: 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.
- 6.1.12.EconNM.8.a: Analyze the push-pull factors that led to the Great Migration.
- 6.1.12.HistoryCC.8.a: Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.
- 6.1.12.History CC.8.b: Relate government policies to the prosperity of the country during the 1920s and determine the impact of these policies on business and the consumer.
- 6.1.12.HistoryCC.8.c: Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.

Essential Questions:	Enduring Understandings:
• How are empires built?	• America gained new lands in Latin
• Why do nations go to war?	America and the Pacific and used its

<ul> <li>How was World War I different from all previous wars?</li> <li>How did American politics and economics change after World War I?</li> <li>How did new industries and inventions change the lives of Americans in the 1920s?</li> <li>How has the cultural identity of the United States changed over time?</li> </ul>	<ul> <li>newly acquired imperialist power to increase foreign trade.</li> <li>American involvement in the First World War was used to help make the world "safe for democracy".</li> <li>World War I was the first mechanized war fought between different groups of modern industrialized nations.</li> <li>After World War I, the United States was an even bigger world power than it had been prior to the war.</li> <li>New industries and inventions created more leisure time for ordinary Americans.</li> <li>Cultures are held together by shared beliefs, common practices, and values</li> </ul>
	and they can change over time.
Knowledge:	Skills:
Students will know	Students will be able to
<ul> <li>The desire for new markets and the need for resources were motivating factors which led to American imperialism around the world.</li> <li>The major causes of World War I are militarism, alliances, imperialism, and nationalism.</li> <li>World War I was the first total war effort which affected all people within the nation, not just the soldiers and there were many technological advances during the war.</li> <li>The outcome of the war left many Americans with mixed feelings towards any future American intervention into world affairs.</li> <li>The new consumer society affected Americans' economic and social behavior.</li> <li>The popular culture of the 1920s affected all aspects of American society.</li> </ul>	<ul> <li>Explain the reasons why the United States attempted to reduce European influence in the Western Hemisphere, evaluate the annexation of Hawaii and determine why the United States sought equal trade for all nations in China.</li> <li>Identify and explain the connection between the causes that led to both European nations and the United States becoming involved in World War I and determine if the war or its eventual peace actually solved the main causes that led to the war initially.</li> <li>Summarize how World War I affected different groups of people both on the homefront and battlefront, including minority groups and women, and evaluate the impact of the new technologies used during the war.</li> <li>Explain how the nation's power and prosperity after World War I led to political policies based on nativism and isolationism to protect our wealth and power.</li> <li>Assess the role of cars, music, women, baseball, and flight on the social and economic life of Americans during the 1920s.</li> </ul>

CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS 9.1 FINANCIAL LITERACY - Grades 9 - 12				
	Financial Psychology			
X	9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.			
	Civic Financial Responsibility			
Х	9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.			
	Economic and Government Influence			
X	9.1.12.EG.3: Explain how individuals and businesses influence government policies.			
	Planning and Budgeting			
X	9.1.12.PB.1: Explain the difference between saving and investing.			
	Credit and Debit Management			
X	9.1.12.CDM.1: Identify the purposes, advantages, and disadvantages of debt.			

## 9.2 CAREER AWARENESS, EXPLORATION, PREPARATION, AND TRAINING - Grades 9 - 12

	Career Awareness and Planning
X	9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.4 LIFE LITERACIES AND KEY SKILLS Grade 9-12				
	Creativity and Innovation			
Х	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.			
Х	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving).			
	Information and Media Literacy			
Х	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.			

	Technology Literacy
X	9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.

## **Interdisciplinary Connections**

## WIDA Standards (2020)

**ELD-SS 9-12 Explain.Interpretive** Interpret social studies explanations by

- Determining multiple types of sources, points of view in sources, and potential uses of sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for logical relationships among contributing factors, causes, or related concepts
- Evaluating experts' points of agreement and disagreement based on their consistency with explanation given its purpose

ELD-SS 9-12 Explain.Expressive Construct social studies explanations that

- Introduce and contextualize multiple phenomena or events through...
  - Prepositional phrases to establish conditions, time, place (i.e. *during the Industrial Revolution*)
  - A variety of structures (embedded clauses, relating verbs, nominalizations, and noun groups) to define phenomena or events
  - Cohesion to reference ideas, people across text (pronouns, substitutions, renaming, synonyms, allocations)
- Establish perspective for communicating intended and unintended outcomes, consequences, or documentation through...
  - Passive voice to keep emphasis on the main topic (i.e. *Farm policies were enforced by regulatory agents.*)
  - Verbs to highlight agents and recipients (i.e. *Migrant workers challenged farm policies*.)
  - Declarative statement to evaluate and interpret events (i.e. *Impressionist artists showcased a new way to observe and depict the world.*)
  - Evaluate verbs and adjectives to judge behavior or moral character (i.e. *dominated, succumbed to; ineffective, powerful*)
- Develop sound reasoning, sequences with linear and nonlinear relationships, evidence, and details with significant and pertinent information, acknowledging strengths and weaknesses through...
  - Nominalizations to name abstract concepts, ideas, ideologies (i.e. *racism, reunification, criminalization*)
  - Dependent clauses to express details that occur as a result of place, manner, duration, extent
  - Complex sentences to clarify causal, linked, time-bound or sequential relationships
  - Expanded noun groups to add details (i.e. *One young girl lives in the urban streets of Chicago.*)
  - Connectors to maintain chronological, causal or logical relationships (i.e. *as a result, meanwhile, therefore*)
- Generalize experts' points of agreement and disagreement about multiple, complex causes and effects of developments or events through...
  - Word choices to evaluate, judge, or appreciate significance of events or phenomena
  - Nominalizations to summarize event and name abstract phenomena

ELD-SS 9-12 Argue.Interpretive Interpret social studies arguments by

- Identifying topic and purpose (argue in favor of or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information to support and/or revise claims with reliable and valid evidence from multiple sources

• Evaluating credibility, accuracy, and relevancy of source based on expert perspectives

ELD-SS 9-12 Argue.Expressive Construct social studies arguments that

- Introduce and contextualize the topic through...
  - Generalized nouns and descriptive title to introduce topic (i.e. *occupation, reunification, The Allied and Axis forces*)
  - A variety of verb tenses (i.e. *past, timeless present, relational*) to present position and/or provide background information
  - Expanded noun groups with embedded and relative clauses to add details (i.e. *Germany's growing domination, which expanded into...*)
  - Cohesion to reference ideas, people across text (i.e. *pronouns, synonyms, substitutions, renaming, collocations*)
  - Given/new patterns to link relationships, add new details, and condense information into abstract nouns
- Select relevant information to support precise and knowledgeable claims with evidence from multiple sources through...
  - A variety of clauses to frame details, examples, quotes, data (according to, historians dis/agree, several sources suggest, these data suggest)
  - Adverbial and prepositional phrases to specify time (duration, specific date or range), location, how or why something happened
  - A variety of verb forms to express agency in doing, thinking, saying, feeling actions (they decreed, she conspired, children were playing when)
- Establish perspective through...
  - Passive voice to keep emphasis on main topic rather than who or what is doing the action (i.e. *Those who resisted were rounded up and sent to work camps.*) or to use active voice to keep emphasis on who or what is doing the action.
  - Objective or emotive language to appeal to logic or feelings (i.e. *forces, versus brave, focused fighters*)
  - Evaluative verbs, adverbs, and adjectives to add author's perspective (i.e. *tormented*, *bravely*, *substantial*)

• Show relationships between claims and counterclaims, differences in perspectives, evidence, and reasoning through...

- Connectors to link claims with evidence and reasoning (because, but, as a result, when, if, although, therefore)
- Connectors to signal alternate points of view (on the other hand, contrary to common belief, according to); show concession or comparison/contrast (while, although)
- Modality in summary statements to reiterate position or create a call to action (could be argued, undoubtedly, ought to, may)

## **Student Resources**

### **Primary Sources:**

- Anti-Imperialist League
- Paying for the War
- NY Times article, "Crowds at Tickers See Fortunes Wane"

### Secondary Sources:

- "Remember the Maine" Causes and Effect Activity
- Theodore Roosevelt Becomes President Key Words Activity
- Seward's Folly A Closer Look
- Panama Canal Map Activity
- Woodrow Wilson Reading and Questions

- Air War A Closer Look
- World War I Propaganda
- Paying for the War Citizenship Link (pair with PS Paying for the War)
- The United States Enters World War I Problem/Solution Activity
- Doughboys are Sent to France 5 W's
- Wilson Goes to Versailles Flowchart Activity
- The Treaty of Versailles and the League of Nations Vocabulary Activity
- The Automobile Changes American Life Reading
- Automobiles in the 1920s vs. Today Comparison Chart
- The Sacco and Vanzetti Case A Closer Look
- The Stock Market Collapses Sign and Effect Chart

## Text:

 USII Version Text SG.pdf (Chapters 3 & 4) <u>https://drive.google.com/file/d/1JPfkyPoyz6UmwTQ8w4DqFhe3FSMJLcvc/view?usp=s</u> <u>haring</u>

## Technology

- Google Suite Docs, Sheets, Slides, Forms, Classroom
- https://kahoot.com/
- <u>https://quizlet.com/</u>
- <u>https://www.blooket.com/</u>
- <u>https://www.gimkit.com/</u>
- <u>https://edpuzzle.com/</u>
- <u>https://quizizz.com/?lng=en</u>
- LinkIt! Assessments
- Chromebooks
- <u>HyperDocs</u>
- https://learningenglish.voanews.com/p/6765.html
- <u>https://www.edutopia.org/discussion/12-fun-speaking-games-language-learners</u>
- <u>http://www.colorincolorado.org/</u>
- <u>https://www.merriam-webster.com/</u>
- <u>https://www.readworks.org/</u>
- <u>https://newsela.com/</u>
- <u>https://www.world-newspapers.com/</u>
- <u>https://www.cnn.com/us</u>
- <u>https://app.diffit.me/#topic</u>

## **Teacher Resources**

Shared Google Folder: Dunit 2 - Becoming a World Power

https://drive.google.com/drive/folders/1jkA-9518IJ0I3hZIbjiNaBbsODaD6tIB?usp=sharing

- Imperialism
- World War I
- The 1920s

# Text:

USII Version Text TG.pdf https://drive.google.com/file/d/1PkxKMTUcB6s\_723WZzyFp3noJy748s0b/view

# Supplemental Texts:

- Unit 2 US History II Shorts Unit 2 Shorts USII MLL.pdf
   <a href="https://drive.google.com/file/d/108-Ix-MUYpkGcvvaZ7AsY0m6Imtaz0gS/view">https://drive.google.com/file/d/108-Ix-MUYpkGcvvaZ7AsY0m6Imtaz0gS/view</a>
- Access Building Literacy Through Learning American History, Dr. Elva Duran, Jo Gusman, Dr. John Shefelvine, Great Source Education Group, a division of Houghton Mifflin Company (2005) p. 198-216.
- *America Becomes a World Power (1890-1930)*, Graphic American History, Saddleback Educational Publishing (2010).
- Contemporary's American History 2: After 1865, Matthew T. Downey, McGraw Hill (2005) p. 70-125.
- *The Roaring Twenties and the Great Depression (1920-1940),* Graphic American History, Saddleback Educational Publishing (2010) p. 1-39.
- U.S. History People and Events 1865-Present, George Lee, Mark Twain Media, Inc. (2017) p. 25-46.

## Technology:

USII Online Resources.pdf

https://drive.google.com/file/d/1YAsG4LkQdTWSg6A6vVHYJQ3zzMcFwzy0/view

## Videos (not rated):

- Dbjective 3.1 -- The Goals of American Imperialism <u>https://youtu.be/dW5IYA1CYc0?si=YqCdF\_CK5vMke5Oi</u>
- Objective 3.2 -- The Annexation of Hawaii & Alaska <u>https://youtu.be/cYHm0Qms9gU?si=5pN3EtaONrRD24ge</u>
- The dark history of the overthrow of Hawaii Sydney Iaukea https://youtu.be/C2bjjwv4134?si=e2oCl5sKbP7gYJ\_f
- Objective 3.3 -- The Spanish-American War https://youtu.be/1wtoFThlp2U?si=noCXDEtdFZBEMe8x
- Dbjective 3.4 -- The Expanding American Empire <u>https://youtu.be/JE7aMg936xk?si=0F146Bn6CuiDIKHj</u>
- American Imperialism: Crash Course US History #28 <u>https://youtu.be/QfsfoFqsFk4?si=9wgiYEI36AKncQ6Q</u>
- How World War I Started: Crash Course World History 209 <u>https://youtu.be/Cd2ch4XV84s?si=9qaw\_X2CtT33ausE</u>
- Who Started World War I: Crash Course World History 210 <u>https://youtu.be/ pFCpKtwCkI?si=yLu-2cfULrlMmaHL</u>
- America in World War I: Crash Course US History #30 https://youtu.be/y59wErgg4Xg?si=w4geiGgVGaorpogr
- The World Wars: WWI Erupts Across the Globe (S1, E1) | Full Episode https://youtu.be/LGRz6BONHiE?si=wz8E0cmNm8B3ugpq
- Nationalism and WWI | History https://youtu.be/GzCe4qg8K0E?si=wxGf-0qrCEUjxgS8
- The US in World War I | History <u>https://youtu.be/DHn1Egt6Xdg?si=YH2I5X2gSmdnGVfn</u>
- Life in a Trench | World War I | History

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- World War One Trench Warfare https://youtu.be/SXtsiqrhqsU?si=l41xcoXP\_fBR8B83
- Bet You Didn't Know: Trench Warfare | History https://youtu.be/njbA\_0gGwr8?si=QmSxqJdV\_mZaOGIy
- World War I: One Word | History <u>https://youtu.be/8CeylV-NloU?si=lc8S9-YuoJN3jFlo</u>
- Tech Developments of World War I | History <u>https://youtu.be/k7v3cq1ZJjM?si=9QtzwGw36dhrtbJG</u>
- World War I: Global Connections | History https://youtu.be/20iVWP63KvI?si=wvbBbqnYSC\_KGChJ
- Legacy of World War I | History https://youtu.be/jO-OWFwosk8?si=mYOwuSpdTxPhOXJJ
- The One Thing You Should Know About WWI | History https://youtu.be/5nTvaVBbGxY?si=OafBtyPzNQfuCiDw
- The Harlem Hellfighters | History <u>https://youtu.be/eEuoAl1elLU?si=gl\_a\_UW6pQWfosYa</u>
- Woodrow Wilson: World War I and the League of Nations | 5-Minute Videos https://youtu.be/0v9gGJNxCX8?si=j7IyKFFN9s0lbisy
- World War I Battlefields: Crash Course European History #33 <u>https://youtu.be/IIiDULrXaqQ?si=rw22nVjKajg\_N9vd</u>
- Description of the objective 4.1 -- The Great War (World War I)
   <a href="https://youtu.be/ZOFB04VMpA4?si=Enaw6QcW3BwaujVN">https://youtu.be/ZOFB04VMpA4?si=Enaw6QcW3BwaujVN</a>
- Objective 4.2 -- Over There <u>https://youtu.be/ijEiwsmlLvg?si=7PAI3vkdmoGMWv7Z</u>
- Objective 4.3 -- The Treaty of Versailles <u>https://youtu.be/c3knLAv\_9uU?si=ggTzGr0RvCWW3S7c</u>
- Description of the Twenties
   <a href="https://youtu.be/DKTLrv8Tf-o?si=6\_zKBah0RUnE3De7">https://youtu.be/DKTLrv8Tf-o?si=6\_zKBah0RUnE3De7</a>
- Dispective 4.5 -- Society in the Twenties
   <a href="https://youtu.be/ml8WHJbKcI0?si=vJ3oV6d-93c5dawW">https://youtu.be/ml8WHJbKcI0?si=vJ3oV6d-93c5dawW</a>
- Dispective 4.6 -- The Harlem Renaissance
   <a href="https://youtu.be/UEZDCqrKDho?si=hDosTmMXqWIMPjJL">https://youtu.be/UEZDCqrKDho?si=hDosTmMXqWIMPjJL</a>
- Objective 4.7 -- The Twenties Economy <u>https://youtu.be/2dBOWzSvLqc?si=FIdihXRvzHJByWk8</u>
- Objective 4.8 -- Roaring Twenties Culture <u>https://youtu.be/0wLuo3TikFU?si=DzS8jYINrtPfimQB</u>
- Slang of the 1920s
   <a href="https://youtu.be/Uv\_iOaWz-gI?si=axQskDY3O8Qk7UyQ">https://youtu.be/Uv\_iOaWz-gI?si=axQskDY3O8Qk7UyQ</a>
- The Roaring 20's: Crash Course US History #32 <u>https://youtu.be/VfOR1XCMf7A?si=Qc8DyiDLyx-dt5PC</u>
- Women's Suffrage: Crash Course US History #31 <u>https://youtu.be/HGEMscZE5dY?si=e7FOOGhYFSPp7Kiq</u>
- The US Strikes Oil | America: The Story of Us (S1, E8) | Full Episode
   <u>https://youtu.be/cc93s-Cmsc4?si=kc7Gp5eXp3LtgiKL</u>

- The Red Summer of 1919: Crash Course Black American History #25 <u>https://youtu.be/Q\_1Zwm8N\_vo?si=ejXBd\_zfvQH4vvCp</u>
- Arts and Letters of the Harlem Renaissance: Crash Course Black American History... <u>https://youtu.be/vKaegbtcE00?si=WfwHs0T0C3NTrjgf</u>
- Political Thought in the Harlem Renaissance: Crash Course Black American Histor... https://youtu.be/0HY8d4ABHQA?si=GcRNBkf\_Y3GtgHWW
- The Harlem Renaissance: Crash Course Theater #41 <u>https://youtu.be/fDzVtXbtEow?si=j\_oPrrSbT7E-EY80</u>
- The Great Migration: Crash Course Black American History #24 https://youtu.be/Woh63FIFDBk?si=o6Xo1aQrVnhlF4Et

## Stage 2 – Assessment Evidence

## **Pre-Assessments:**

- Do Now Questions, Images and Skills Assessments
- KWL Charts
- Brainstorming
- Think-Pair-Share
- Four Corners
- Vocabulary

## **Formative Assessments:**

- Edpuzzles
- Exit tickets
- Student participation (verbal, non-verbal, and written)
- Classroom practice
- Student response journals/ self-reflections
- Small group activities
- Primary and secondary source analysis
- Interactive Notebooks
- Digital Notebooks
- Graphic Organizers
- Short readings with comprehension questions
- Geography connections/ map analysis
- Analyze charts/graphs

## Summative Assessments:

- Individual Unit Assessments
- US History II for Multilingual Learners Midterm Exam Linkit!
- US History II for Multilingual Learners Final Exam Linkit!

# Performance Task(s):

• Vocabulary Google Slides

- Draw It! Write It! Summary Activity
- American Imperialism Map Activity
- World War I Interactive Notebook Activities
- 1920s One-Pager Research Project
- 1920s Interactive Notebook Activities
- 1920s Station Activity

## Stage 3 – Learning Plan

# **Suggested Learning Activities:**

- Students will label and color a world map to identify the nations that were impacted by American imperialism in the early 1900s.
- Students will define key terms related to American imperialism in English and their native language and will draw a picture to remember each key term.
- Students will organize key events that happened during the Age of American Imperialism into chronological order using a flowchart.
- Students will determine the different ways the United States participated in the Age of Imperialism by creating a t-grid to explain the differences between annexation and developing foreign trade for imperialist purposes.
- Students will explore U.S. trade with Latin America and will determine two outcomes of the growing trade between them.
- Students will complete an interactive notebook scrapbook activity to understand the key people, places, and events from World War I.
- Students will define key terms related to American involvement in World War I in English and their native language and will draw a picture to remember each key term.
- Students will do a gallery walk on the 1920s and will answer questions using a graphic organizer.
- Students will complete a Draw It! Write It! summary activity on American Imperialism.
- Students will complete a Draw It! Write It! summary activity on the causes of World War I.
- Students will complete a Draw It! Write It! summary activity on the social and political changes that took place during the 1920s.
- Students will color and label a map of the Great Migration. They will identify the causes and the effects of the Great Migration.
- Students will describe the following W's related to prohibition using a foldable in their notebooks: 1) Who supported it?, 2) What Amendment created it?, 3) Why was the Amendment passed?, 4) What were the unintended effects of it?, 5) Why was it repealed?, 6) What Amendment eventually repealed it?
- Students will be able to create a graphic organizer to show the who, where, and when of key topics related to the culture of the 1920s.
- Students will identify the key artists, musicians, and writers from the Harlem Renaissance and will draw a picture to represent each aspect of the Harlem Renaissance.
- Students will identify who flappers were by explaining their appearance, actions and impact on women, in general and society, overall.
- Students will create a cause and effect chart of the Red Scare and Red Summer.
- Students will watch a video on the Scopes Monkey Trial and will create a graphic organizer to explain the issues, the trial and the result.

- Students will research an artist, writer, or musician from the 1920s and create a one-pager on his or her accomplishments during the Harlem Renaissance.
- Students will define key terms related to the 1920s in English and their native language and will draw a picture to remember each key term.

Unit Plan Title:	Unit 3: Financial Crisis, Recovery, and War (1930-1945)
Suggested Time Frame:	15 Days

#### **Overview / Rationale**

The Great Depression affected every aspect of life in the United States. President Franklin D. Roosevelt aimed at his policies at recovery, relief, and reform. The New Deal programs had a lasting impact on the expansion of the role of the national government in the economy. 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. Domestically, the American people would make sacrifices to ensure that authoritarian governments were defeated and the United States would use its industrial and technological might to accomplish this goal.

### **Stage 1 – Desired Results**

## **Established Goals:**

## New Jersey Student Learning Standards for Social Studies (2020)

- 6.1.12.EconoNM.10.a: Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.
- 6.1.12.EconoNM.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.
- 6.1.12.HistoryCA.10.a: Explain how Franklin Roosevelt and other key individuals, including minorities and women, shaped the core ideologies and policies of the New Deal (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt).
- 6.1.12.HistoryCA.10.b: Use a variety of sources from multiple perspectives to determine the extent to which New Deal public works and arts programs impacted New Jersey, the nation, and the environment.
- 6.1.12.HistoryCA.10.c: Analyze how other nations responded to the Great Depression.
- 6.1.12.CivicsPR.10.b: Assess the effectiveness of governmental policies enacted during the New Deal period in protecting the welfare of individuals (i.e., FDIC, NLRB, and Social Security).
- 6.1.12.GeoHE.10.a: Use primary and secondary sources to explain the effectiveness of New Deal programs designed to protect the environment.
- 6.1.12.A.9.a: Analyze how the actions and policies of the United States government contributed to the Great Depression.
- 6.1.12.HistoryCA.9.a: Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.
- 6.1.12.GeoHE.9.a: Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.
- 6.1.12.HistoryUP.9.a: Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.
- 6.1.12.HistoryCA.7.c: Evaluate the American government's response to the rise of authoritarian regimes between the world wars and compare that response to the rise of a modern authoritarian regime (e.g., North Korea, Venezuela, Syria, China, Iran).
- 6.1.12.CivicsDP.11.a: Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights.

- 6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
- 6.1.12.EconET.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.
- 6.1.12.HistoryCA.11.a: 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.
- 6.1.12.HistoryCA.11.b: Evaluate the effectiveness of international agreements following World War I in preventing international disputes (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact).
- 6.1.12.HistoryCC.11.b: Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of World War II.
- 6.1.12.HistoryCC.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.
- 6.1.12.HistoryCC.11.d: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

# **Essential Questions:**

- How do depressions affect societies?
- Is the government responsible for the economic well-being of its citizens?
- Can the government fix the economy?
- Could the Second World War have been prevented?
- Why did the United States become directly involved in World War II and how did this involvement directly affect the lives of Japanese Americans?
- Why do some people fail to respond to injustice while others try to prevent injustice?
- Is a nation justified in using a weapon of mass destruction to end a war if there is no other viable alternative?

# Enduring Understandings:

- Economic downturns are destructive to a nation but can also lead to economic reform.
- People disagree on the extent to which the government should intervene in the economy to ensure the well-being of its citizens.
- The government's role in the economy changes greatly over time, mostly through increased involvement.
- Historical events are dependent on multiple causes that shape when, how, and why an event happened the way that it did.
- World leaders often operate without full understanding of their counterparts' goals and old prejudices can lead a nation to act out of fear to discriminate against one group of citizens for the perceived safety of the majority of the citizens.
- Acting to stop injustice is often difficult and not in line with other goals during wartime.
- The need to end a war quickly in order to avoid catastrophic casualties can result in a conflict between what is morally right versus what is politically and militarily necessary.

#### Knowledge:

Students will know...

- The Stock Market crashed and the nation fell into a Great (economic) Depression which had a great social and political impact on all Americans.
- President Roosevelt's New Deal policies helped to pull the United States out of depression and into economic recovery.
- The overall successes and failures of the 3 R's: relief for the unemployed and poor, recovery of the economy back to normal levels, and the reform of the financial system to prevent another depression.
- The failure of the Treaty of Versailles, the weaknesses of the League of Nations, and the worldwide depression led to the rise of dictators whose unchecked aggressions ultimately led to the outbreak of World War II.
- The U.S. tried to remain neutral at the start of World War II, but when Pearl Harbor was attacked by Japan, the U.S. had no other option but to declare war against Japan and develop specific policies for dealing with Japanese Americans, especially on the west coast, for the safety of the majority of American citizens.
- The plight of European Jews from 1935 through the end of the war and the United States reaction to it.
- The arguments for and against using atomic weapons to end the war.

## Skills:

Students will be able to...

- Describe how the stock market crash affected the entire nation.
- Analyze how different social and ethnic groups were impacted by the Great Depression.
- Examine the various reform programs of the New Deal to explain how the expansion of federal government power led to economic recovery.
- Analyze the successes and failures of the New Deal policies and discuss the long term impacts of the American people's support for a more active federal government.
- Identify the post-war conditions that gave rise to dictators in Germany, Italy, and Japan while discussing the reasons why other nations were unsuccessful intervening to stop their aggressive foreign policies which ultimately led to the outbreak of World War II.
- Explain how Pearl Harbor changed the United States perspective on World War II and interpret primary sources related to the internment of Japanese Americans to determine the need to strip citizens of many of their rights and assess the impact it had on the nation overall.
- Examine the plight of European Jews before and during World War II and analyze the American reaction to the Holocaust to determine if the U.S. knew what was happening in Europe and if we could have done more to help the European Jews.
- Analyze the moral, military, and political impacts of using atomic weapons against Japan to end World War II.

# CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS 9.1 FINANCIAL LITERACY - Grades 9 - 12

# **Financial Psychology**

Х	9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.	
	Civic Financial Responsibility	
X	9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.	
	Economic and Government Influence	
X	9.1.12.EG.3: Explain how individuals and businesses influence government policies.	
	Planning and Budgeting	
X	9.1.12.PB.1: Explain the difference between saving and investing.	
	Credit and Debit Management	
X	9.1.12.CDM.1: Identify the purposes, advantages, and disadvantages of debt.	

# 9.2 CAREER AWARENESS, EXPLORATION, PREPARATION, AND TRAINING - Grades 9 - 12

	Career Awareness and Planning
X	9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

	9.4 LIFE LITERACIES AND KEY SKILLS Grade 9-12		
	Creativity and Innovation		
X	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.		
X	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving).		
	Information and Media Literacy		
X	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.		
	Technology Literacy		
X	9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.		

# **Interdisciplinary Connections**

# WIDA Standards (2020)

ELD-SS 9-12 Explain.Interpretive Interpret social studies explanations by:

- Determining multiple types of sources, points of view in sources, and potential uses of sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for logical relationships among contributing factors, causes, or related concepts
- Evaluating experts' points of agreement and disagreement based on their consistency with explanation given its purpose

ELD-SS 9-12 Explain.Expressive Construct social studies explanations that

- Introduce and contextualize multiple phenomena or events through...
  - Prepositional phrases to establish conditions, time, place (i.e. *during the Industrial Revolution*)
  - A variety of structures (embedded clauses, relating verbs, nominalizations, and noun groups) to define phenomena or events
  - Cohesion to reference ideas, people across text (pronouns, substitutions, renaming, synonyms, allocations)
  - Establish perspective for communicating intended and unintended outcomes, consequences, or documentation through...
  - Passive voice to keep emphasis on the main topic (i.e. *Farm policies were enforced by regulatory agents.*)
  - Verbs to highlight agents and recipients (i.e. *Migrant workers challenged farm policies*.)
  - Declarative statement to evaluate and interpret events (i.e. *Impressionist artists showcased a new way to observe and depict the world.*)
  - Evaluate verbs and adjectives to judge behavior or moral character (i.e. *dominated, succumbed to; ineffective, powerful*)
- Develop sound reasoning, sequences with linear and nonlinear relationships, evidence, and details with significant and pertinent information, acknowledging strengths and weaknesses through...
  - Nominalizations to name abstract concepts, ideas, ideologies (i.e. *racism, reunification, criminalization*)
  - Dependent clauses to express details that occur as a result of place, manner, duration, extent
  - Complex sentences to clarify causal, linked, time-bound or sequential relationships
  - Expanded noun groups to add details (i.e. *One young girl lives in the urban streets of Chicago.*)
  - Connectors to maintain chronological, causal or logical relationships (i.e. *as a result, meanwhile, therefore*)
- Generalize experts' points of agreement and disagreement about multiple, complex causes and effects of developments or events through...
  - Word choices to evaluate, judge, or appreciate significance of events or phenomena
  - Nominalizations to summarize event and name abstract phenomena

ELD-SS 9-12 Argue.Interpretive Interpret social studies arguments by

- Identifying topic and purpose (argue in favor of or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information to support and/or revise claims with reliable and valid evidence from multiple sources
- Evaluating credibility, accuracy, and relevancy of source based on expert perspectives

ELD-SS 9-12 Argue.Expressive Construct social studies arguments that:

• Introduce and contextualize the topic through...

• Generalized nouns and descriptive titles to introduce topics (i.e. *occupation, reunification, The Allied and Axis forces*).

- A variety of verb tenses (i.e. *past, timeless present, relational*) to present position and/or provide background information.
- Expanded noun groups with embedded and relative clauses to add details (i.e. *Germany's growing domination, which expanded into...*).
- Cohesion to reference ideas, people across text (i.e. *pronouns, synonyms, substitutions, renaming, collocations*).
- Given/new patterns to link relationships, add new details, and condense information into abstract nouns.
- Select relevant information to support precise and knowledgeable claims with evidence from multiple sources through...
  - A variety of clauses to frame details, examples, quotes, data (according to, historians dis/agree, several sources suggest, these data suggest).
  - Adverbial and prepositional phrases to specify time (duration, specific date or range), location, how or why something happened.
  - A variety of verb forms to express agency in doing, thinking, saying, feeling actions (they decreed, she conspired, children were playing when).
- Establish perspective through...
  - Passive voice to keep emphasis on main topic rather than who or what is doing the action (i.e. *Those who resisted were rounded up and sent to work camps.*) or to use active voice to keep emphasis on who or what is doing the action.
  - Objective or emotive language to appeal to logic or feelings (i.e. *forces, versus brave, focused fighters*).
  - Evaluative verbs, adverbs, and adjectives to add author's perspective (i.e. *tormented*, *bravely*, *substantial*).

Show relationships between claims and counterclaims, differences in perspectives, evidence, and reasoning through...

- Connectors to link claims with evidence and reasoning (because, but, as a result, when, if, although, therefore).
- Connectors to signal alternate points of view (on the other hand, contrary to common belief, according to); show concession or comparison/contrast (while, although).
- Modality in summary statements to reiterate position or create a call to action (could be argued, undoubtedly, ought to, may).

## Student Resources

## **Primary Sources:**

- Letter to Mrs. Roosevelt
- Excerpts from *Night* by Elie Weisel
- Excerpts from *Surviving the Angel of Death* by Eva Mozes Kor
- Excerpts from Salvaged Pages ed. Alexandra Zapruder
- Excerpts from *Farewell to Manzanar* by Jeanne Wakatsuki Houston and James D. Houston
- Yuri Tateishi Voices From the Past

#### **Secondary Sources:**

- Herbert Hoover and the Great Depression Map Activity
- Teenagers in the Great Depression A Closer Look
- Dust Bowl Maps Analysis
- The Dust Bowl Connecting to the Environment
- Early New Deal Programs Chart

- Franklin D. Roosevelt Voices from the Past
- New Deal Agencies Chart
- Eleanor Roosevelt Great Names in History Biography
- Jesse Owens and the 1936 Olympics A Closer Look
- Roosevelt and the New Deal 100 Days Activity
- The World is Threatened by Dictators Flow Chart
- Totalitarian Government A Closer Look
- German Advances, 1939-1941 Map
- Events Leading to World War II Chart Study
- Navajo Code Talkers A Closer Look
- World War II in the Pacific, 1942-1945 Map
- Political Cartoon Analysis on Isolationism
- World War II Reaches America Timeline Activity
- Gen. Eisenhower Leads the D-Day Invasion
- Atomic Blasts End World War II

## Text:

 USII Version Text SG.pdf (Chapters 4 & 5) <u>https://drive.google.com/file/d/1JPfkyPoyz6UmwTQ8w4DqFhe3FSMJLcvc/view?usp=s</u> <u>haring</u>

## Technology

- Google Suite Docs, Sheets, Slides, Forms, Classroom
- <u>https://kahoot.com/</u>
- <u>https://quizlet.com/</u>
- <u>https://www.blooket.com/</u>
- <u>https://www.gimkit.com/</u>
- <u>https://edpuzzle.com/</u>
- <u>https://quizizz.com/?lng=en</u>
- LinkIt! Assessments
- Chromebooks
- <u>HyperDocs</u>
- https://learningenglish.voanews.com/p/6765.html
- https://www.edutopia.org/discussion/12-fun-speaking-games-language-learners
- http://www.colorincolorado.org/
- <u>https://www.merriam-webster.com/</u>
- <u>https://www.readworks.org/</u>
- <u>https://newsela.com/</u>
- <u>https://www.world-newspapers.com/</u>
- <u>https://www.cnn.com/us</u>
- <u>https://app.diffit.me/#topic</u>

## **Teacher Resources**

Shared Google Folder: Dunit 3 - Financial Crisis, Recovery & War

https://drive.google.com/drive/folders/1-JKKJRsqT4e3xirMMmkzorRpnYlm3Mz9?usp=sharing

- The Great Depression
- The New Deals
- Causes of World War II
- The Holocaust and Japanese Internment Camps

• Key Events or Battles During the War

# Texts:

 USII Version Text TG.pdf <u>https://drive.google.com/file/d/1PkxKMTUcB6s\_723WZzyFp3noJy748s0b/view?usp=sharing</u>

# Supplemental Texts:

- Unit 3 US History II Shorts Unit 3A Shorts USII MLL.pdf
   Unit 3B Shorts USII MLL.pdf
   <u>https://drive.google.com/file/d/11Pkql-xsE1ZJRt87uUOOC\_MZn0PlDSRG/view?usp=sharing</u>
   <u>https://drive.google.com/file/d/1WBoZ3xmn1JLXBMAKXiyiIVF0T-FARCZT/view?usp</u>=sharing
- Access Building Literacy Through Learning American History, Dr. Elva Duran, Jo Gusman, Dr. John Shefelvine, Great Source Education Group, a division of Houghton Mifflin Company (2005) p. 217-233.
- Contemporary's American History 2: After 1865, Matthew T. Downey, McGraw Hill (2005) p. 129-169.
- *The Roaring Twenties and the Great Depression (1920-1940),* Graphic American History, Saddleback Educational Publishing (2010), p.40-54.
- U.S. History People and Events 1865-Present, George Lee, Mark Twain Media, Inc. (2017) p. 47-60.
- *World War II & The Cold War (1940-1960)*, Graphic American History, Saddleback Educational Publishing (2009).

# Technology:

USII Online Resources.pdf

https://drive.google.com/file/d/1YAsG4LkQdTWSg6A6vVHYJQ3zzMcFwzy0/view?usp=sharin g

# Videos (Not Rated):

- The Great Depression: Crash Course US History #33 <u>https://youtu.be/GCQfMWAikyU?si=6HNap1qfI8wg8Zx7</u>
- The New Deal: Crash Course US History #34 <u>https://youtu.be/6bMq9Ek6jnA?si=cdHM6yEvjdYq1pJD</u>
- Objective 5.1 -- The Great Crash <u>https://youtu.be/zMv-hCnSWgs?si=Dya34KdUtslq74RI</u>
- Objective 5.2 -- The Depression Grips America <u>https://youtu.be/EUjLcrsRztw?si=nC98B-oE9YPSv1H1</u>
- Description
   Objective 5.3 -- Hoover's "Volunteerism"
   <a href="https://youtu.be/S2QADWXJIVY?si=ER4uTJpAL\_liRJ3Y">https://youtu.be/S2QADWXJIVY?si=ER4uTJpAL\_liRJ3Y</a>
- Description of the set of the s
- Dispective 5.6 -- The "Second New Deal" <u>https://youtu.be/6vUge0nCzNI?si=FoNMCpPn\_g3NhSJl</u>
- Dispective 5.7 -- The Legacy of The New Deal

https://youtu.be/iHqLOFGM81k?si=UD1729WQo4 moJt
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- What few people know about the program that "saved" America Meg Jacobs <u>https://voutu.be/VWvA26V4wk0?si=YEzPKZ4giApexyWw</u>
- Franklin D. Roosevelt U.S. President | Mini Bio | BIO https://youtu.be/qK42SUseTwM?si=QKXePrEtT07xTrjO
- New Deal ("Uptown Funk" Parody) @MrBettsClass <u>https://youtu.be/hsw4B1PWZLQ?si=eb7GDfwFA8wEqgpT</u>
- The Great Depression: Crash Course Black American History #28 <u>https://youtu.be/f14kiGoexVg?si=3dFY3h3w2IyqUNoA</u>
- FDR Follows in Teddy Roosevelt's Footsteps | FDR https://youtu.be/KDo87iBypG8?si=vpeKzBUQgABHgV-W
- History Brief: The New Deal <u>https://youtu.be/0rjtOWn5mj0?si=LpFNuRoHjnQHX5mU</u>
- What Caused the Great Depression? (with Captions) <u>https://youtu.be/m5rUXuaYUe0?si=qSV3IOrwi\_td-qhu</u>
- The Great Depression <u>https://youtu.be/QgmeL7sp4hw?si=i1VuxzD9sRTwRfpu</u>
- FDR and the Dust Bowl https://youtu.be/LRAbOAim8U8?si=TNIembXs25Tdy7dZ
- The Dust Bowl <u>https://youtu.be/\_xMpsphC8EA?si=G4we-H66LH8xFqit</u>
- The First 100 Days <u>https://youtu.be/oyePw4CtUAE?si=o4Exw3MkI805u\_Wu</u>
- The Rise of the Nazis | History https://youtu.be/yEk6zGYwyhc?si=vveF021kBVobYwIo
- Objective 6.1 -- The Rise of Dictators <u>https://youtu.be/pXXtOAohY\_4?si=Wyxj48Rd0C1ibnfi</u>
- Description of the second secon
- Dbjective 6.3 -- Appeasement and the Munich Conference <u>https://youtu.be/gh4lDm5vGxQ?si=cduLD9PCU25XpQ5e</u>
- Dijective 6.4 -- American Neutrality
   <u>https://youtu.be/hR4Ti6kibec?si=STMsHoGH552ZO-Zv</u>
- Objective 6.5 -- The Day of Infamy (The Attack on Pearl Harbor) <u>https://youtu.be/xEBf-TlxKTw?si=orojb1Xa1Ba4U5QA</u>
- Objective 6.6 -- The Homefront <u>https://youtu.be/sITuqaZDLm8?si=LkuSe6c36BvnbNJR</u>
- Objective 6.8 -- The War in Europe <u>https://youtu.be/iqEgGbE4Ymo?si=AAFly4KyUs8WmO\_O</u>
- Objective 6.9 -- The War in the Pacific <u>https://youtu.be/tqptbdyga3w?si=SKznIpPp7X3jn0Z1</u>
- Objective. 6.10 -- Victory in Europe <u>https://youtu.be/9WD3woIeva4?si=og\_5RZxVIEXDCA29</u>
- Objective 6.11 -- Victory in the Pacific https://youtu.be/d4Da0bNIRGc?si=cjvJJtYf9x1Ln82i
- Band of Brothers (2001- HBO), Recommended Episodes: Ep. 2 Day of Days, Ep. 6 Bastogne, Ep. 9 Why We Fight (can be watched on Max)

America the Stor	ry of US: America Enters WWII
https://youtu.be/	xP-z7Cs8RgE?si=_IvboIJmmBoXSXPe
The Pacific: I	nside The Battle - Guadalcanal (HBO)
https://youtu.be/	KQKJY43-LmE?si=o-vngTAiJmB2UNgO
BTS Okinawa	a w/ Tom Hanks and WWII Veterans   The Pacific   HBO
https://youtu.be/	UXvtDi9a1Oc?si=tggiihF4BSRiIBG6
□ (1/5) Pacific 1	Lost Evidence Okinawa World War II
https://youtu.be/	Ql1aIwZcvck?si=JRSwi5HqKDdGwh0r
► (5/5) Pacific 1	Lost Evidence Okinawa World War II
https://youtu.be/	ucfZz0gI_qU?si=Q2laP1KM-yCoGqpd
Hiroshima: D	ropping The Bomb - Hiroshima - BBC
https://youtu.be/	3wxWNAM8Cso?si=QTnEHwKvVuOvfiB8
The Atomic H	Bomb: Crash Course History of Science #33
https://youtu.be/	w4q1fG1vh5I?si=RWw7w2opPzc7QUuh
Japanese Sign	n Final Surrender - 1945
https://youtu.be/4	4EqRTWMVqMY?si=gymgzOf4Z-11mHM2
Hiroshima at	omic bomb survivors recall 1945 blast
https://youtu.be/	OcAZbCYgnlo?si=GtoHYB oMJq9c9z9
World War II	Part 1: Crash Course US History #35
https://youtu.be/	Objoad6rG6U?si=RBr mdQ8sPQXtAe
World War II	Part 2 - The Homefront: Crash Course US History #36
https://youtu.be/	HofnGQwPgqs?si=Rs3UN50q4Wah_hfn
World War II	: Black American History #31
https://youtu.be/	U7wrwPnQVg4?si=-msLzEL_YWxPrtO_
The U.S. Hor	nefront During WWII   History
https://youtu.be/	9aRVVae2i_c?si=FHyp07Kg60XypKrs
Saving Privat	e Ryan-1.m4v
https://drive.goo	gle.com/file/d/1cBwQMmmdokaM5HI7LgLQdl015VxeI1nO/view?usp=
sharing	
I Survived The	ne Holocaust Twin Experiments
https://youtu.be/	<u>gdgPAetNY5U?si=Tj8NW9gDjdTYfXhQ</u>
Elie Wiesel: U	Universal Lessons of the Holocaust
https://youtu.be/	D_kuKXRLEnY?si=T4fl3mpz80ThlPyY
Modern Mary	rels: The Manhattan Project - Full Episode (S9, E21)   History
https://youtu.be/	<u>1y1jGZnzB7U?si=sk6Tb5_0c27P-CuM</u>
Walt Disney's	s "Der Fuehrer's Face" (1943) (4K) (((REMASTERED AUDIO )))
https://youtu.be/	I7vb89c6pQY?si=kzSyDD_NS5Nm6HZ_
🐸 Only A Numb	per-1.m4v
https://drive.goo	gle.com/file/d/10Ify5j32b50g7rXxl1CvF9EWY9G4L6cK/view?usp=sha
ring	
Japanese-Am	erican Internment During WWII   History
https://youtu.be/	cZTioTkHcB0?si=qpitw4koC_ovWy6K
Executive Or	der 9066 - Japanese American Incarceration
https://voutu.be/	O-iVxs2xuYc?si=0skFW5LUB1TLTEIM

- Japanese Canadian Internment | Narrated by David Suzuki https://youtu.be/C8TQTuMqM9g?si=siszz30MQxq9xsj
- Racism and America's Concentration Camps | Mas Hashimoto | TEDxMeritAcademy https://youtu.be/1RO8RI9Wqms?si=BywFv69bjRshOYIK
- Ugly History: Japanese American incarceration camps Densho https://youtu.be/hI4NoVWq87M?si=xOb28b8ldgoOM4pe
- Korematsu v. United States: Was Internment Legal?
   <a href="https://voutu.be/A3iKzovr9nl?si=cw6xdGbLlp5ddBR-">https://voutu.be/A3iKzovr9nl?si=cw6xdGbLlp5ddBR-</a>

## Stage 2 – Assessment Evidence

#### **Pre-Assessments:**

- Do Now Questions, Images and Skills Assessments
- KWL Charts
- Brainstorming
- Think-Pair-Share
- Four Corners
- Vocabulary

#### **Formative Assessments:**

- Edpuzzles
- Exit tickets
- Student participation (verbal, non-verbal, and written)
- Classroom practice
- Student response journals/ self-reflections
- Small group activities
- Primary and secondary source analysis
- Interactive Notebooks
- Digital Notebooks
- Graphic Organizers
- Short readings with comprehension questions
- Geography connections/ map analysis
- Analyze charts/graphs

#### **Summative Assessments:**

- Individual Unit Assessments
- US History II for Multilingual Learners Midterm Exam Linkit!
- US History II for Multilingual Learners Final Exam Linkit!

## **Performance Task(s):**

- Vocabulary Google Slides
- Great Depression Stations
- World War II Interactive Notebook
- Holocaust Stations
- World War II Leader Pop-up Heads (Axis Powers and Allied Powers)

#### Stage 3 – Learning Plan

#### **Suggested Learning Activities:**

- Students will create identity cards to store in a folder to explain how buying on margin, overproduction of goods, and laissez-faire government led to the Great Depression.
- Students will identify the areas of the United States that were affected by the Dust Bowl by coloring a map.
- Students will explain who, how, when, and why related to the Dust Bowl in the 1930s.
- Students will define key terms related to the Great Depression in English and their native language and will draw a picture to remember each key term.
- Students will create a foldable to explain the 3 R's of the New Deal with words and images.
- Students will identify the full name and description of the various Alphabet Soup Agencies created during the New Deal.
- Students will read and watch videos of FDR's Fireside Chats to determine what message he was most likely trying to get across to the American people with each chat.
- Students will be able to explain at least three causes and three effects of unemployment during this era.
- Students will create a 4-column chart to provide information about what happened in each country (Germany, Italy, Japan, and the USSR) in the decades between World War I and World War II (including military actions, political changes, and alliances created/joined).
- Students will identify the members of the Rome-Tokyo-Berlin Axis Powers by creating a pop-up figure chart of the three leaders.
- Students will watch a short video on appeasement and will create a graphic organizer to identify how Chamberlain and Hitler viewed the policy of appeasement and each other as a result of the policy of appeasement.
- Students will define key terms related to World War II in English and their native language and will draw a picture to remember each key term.
- Students will create a timeline of key battles of World War II using words and pictures.
- Students will color and label a map of the Pacific to show key islands that the U.S. "hopped to" and will provide details about each battle.
- Students will read excerpts from various memoirs and journals to be able to compare different accounts and experiences from the Holocaust.
- Students will read an excerpt from *Farewell to Manzanar* to be able to be able to discuss the similarities and differences between life in a Japanese internment camp to life in a concentration camp during World War II.
- Students will analyze various primary and secondary sources related to Japanese Internment by completing a Station Activity.
- Students will analyze various sources related to the Holocaust to discuss the basic tenets of the Holocaust by completing a Station Activity.
- Students will examine various infographics to understand the Holocaust by the Numbers.
- Students will create a flowchart to explain the connections between World War I, the Great Depression, Dictators, and World War II.
- Students will complete a Draw It! Write It! summary activity on the Great Depression or New Deal.
- Students will complete a Draw It! Write It! summary activity on World War II.

- Students will label and discuss the different ideologies of the key leaders during World War II by completing a pop-up head activity to represent the Allied Powers and Axis Powers.
- Students will use a flipbook on World War II to take notes on the major topics related to World War II.
- Students will analyze various sources to determine "Was the United States justified in dropping the atomic bomb on Japan?" and will write their response in complete sentences.

Unit Plan Title:	Unit 4: Becoming a Superpower (1945-1960)
Suggested Time Frame:	10 Days

#### **Overview / Rationale**

The United States emerged from World War II as one of two economic and military superpowers. American foreign policy was surrounded by Cold War tension and conflict between the United States and the Soviet Union, the other superpower. During the Cold War, the United States tried to stop the spread of communism around the world. The United States experienced years of economic growth, as well as advances in science, technology, and transportation. The economic boom increased the standard of living for a majority of Americans and a consumer culture emerged.

#### **Stage 1 – Desired Results**

## **Established Goals:**

## New Jersey Student Learning Standards for Social Studies (2020)

- 6.1.12.EconNE.12.a: Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.
- 6.1.12.EconEM.12.a: Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.
- 6.1.12.HistoryCC.12.a: Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.
- 6.1.12.HistoryCC.12.b: Analyze the impact of American governmental policies on independence movements in Africa, Asia, Latin America and the Middle East.
- 6.1.12.HistoryCC.12.c: Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
- 6.1.12.HistoryCC.12.d: Explain how the development and proliferation of nuclear weapons affected international relations.
- 6.1.12.HistoryCC.12.e: 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.
- 6.1.12.HistorySE.12.a: Explain the reasons for the creation of the United Nations and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.
- 6.1.12.GeoPP.13.a: Make evidence-based inferences to determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s and describe how this movement impacted cities.
- 6.1.12.EconNE.13.a: Relate American economic expansion after World War II to increased consumer demand.
- 6.1.12.EconNE.13.a: Evaluate the effectiveness of economic policies that sought to combat postWorld War II inflation.
- 6.1.12.HistoryCC.13.b: Explore the reasons for the changing role of women in the labor force in post-WWII America and determine its impact on society, politics, and the economy.

supported conformity and stereotyping du literature acted as catalysts for the counter	ources to explain the relationship between the
Knowledge:	Skills:
Students will know	Students will be able to
<ul> <li>The Cold War was caused by long term ideological disagreement and distrust, as well as many events during World War II.</li> <li>Both the United States and Soviet Union developed alliance systems in order to limit their counterparts military, political, and economic growth.</li> <li>Within the United States, the feeling of distrust spread between Americans themselves through government policies and persecution of minority groups within society.</li> <li>The American culture that characterized the postwar era.</li> </ul>	<ul> <li>Evaluate the ideological differences between the United States and the Soviet Union.</li> <li>Examine the United States government policies to fight communism (including the Truman Doctrine, Marshall Plan, and Korean War) and describe the creation of NATO and the Warsaw Pact and their goals.</li> <li>Discuss the impact of McCarthyism on American politics and society, including the causes and effects of the Lavender Scare on the LGBTQ+ community.</li> <li>Analyze how aspects of American culture displayed both positive and negative parts of American society.</li> </ul>

## CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS 9.1 FINANCIAL LITERACY - Grades 9 - 12

	Financial Psychology	
X	9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.	
	Civic Financial Responsibility	

Х	9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.	
	Economic and Government Influence	
X	9.1.12.EG.3: Explain how individuals and businesses influence government policies.	
	Planning and Budgeting	
	Planning and Budgeting	
X	Planning and Budgeting         9.1.12.PB.1: Explain the difference between saving and investing.	
X		

9.2 CAREER AWARENESS, EXPLORATION, PREPARATION, AND TRAINING - Grades 9 - 12	
	Career Awareness and Planning
Х	9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

	9.4 LIFE LITERACIES AND KEY SKILLS Grade 9-12		
	Creativity and Innovation		
X	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.		
X	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving).		
	Information and Media Literacy		
X	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.		
	Technology Literacy		
Х	9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.		

## **Interdisciplinary Connections**

#### WIDA Standards (2020)

**ELD-SS 9-12 Explain.Interpretive** Interpret social studies explanations by:

- Determining multiple types of sources, points of view in sources, and potential uses of sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for logical relationships among contributing factors, causes, or related

concepts

• Evaluating experts' points of agreement and disagreement based on their consistency with explanation given its purpose

ELD-SS 9-12 Explain.Expressive Construct social studies explanations that

- Introduce and contextualize multiple phenomena or events through...
  - Prepositional phrases to establish conditions, time, place (i.e. *during the Industrial Revolution*)
  - A variety of structures (embedded clauses, relating verbs, nominalizations, and noun groups) to define phenomena or events
  - Cohesion to reference ideas, people across text (pronouns, substitutions, renaming, synonyms, allocations)
  - Establish perspective for communicating intended and unintended outcomes, consequences, or documentation through...
  - Passive voice to keep emphasis on the main topic (i.e. *Farm policies were enforced by regulatory agents.*)
  - Verbs to highlight agents and recipients (i.e. *Migrant workers challenged farm policies*.)
  - Declarative statement to evaluate and interpret events (i.e. *Impressionist artists showcased a new way to observe and depict the world.*)
  - Evaluate verbs and adjectives to judge behavior or moral character (i.e. *dominated, succumbed to; ineffective, powerful*)
- Develop sound reasoning, sequences with linear and nonlinear relationships, evidence, and details with significant and pertinent information, acknowledging strengths and weaknesses through...
  - Nominalizations to name abstract concepts, ideas, ideologies (i.e. *racism, reunification, criminalization*)
  - Dependent clauses to express details that occur as a result of place, manner, duration, extent
  - Complex sentences to clarify causal, linked, time-bound or sequential relationships
  - Expanded noun groups to add details (i.e. *One young girl lives in the urban streets of Chicago.*)
  - Connectors to maintain chronological, causal or logical relationships (i.e. *as a result, meanwhile, therefore*)
- Generalize experts' points of agreement and disagreement about multiple, complex causes and effects of developments or events through...
  - Word choices to evaluate, judge, or appreciate significance of events or phenomena
  - Nominalizations to summarize event and name abstract phenomena

ELD-SS 9-12 Argue.Interpretive Interpret social studies arguments by

- Identifying topic and purpose (argue in favor of or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information to support and/or revise claims with reliable and valid evidence from multiple sources
- Evaluating credibility, accuracy, and relevancy of source based on expert perspectives

**ELD-SS 9-12 Argue.Expressive** Construct social studies arguments that:

- Introduce and contextualize the topic through...
  - Generalized nouns and descriptive titles to introduce topics (i.e. *occupation, reunification, The Allied and Axis forces*).
  - A variety of verb tenses (i.e. *past, timeless present, relational*) to present position and/or provide background information.
  - Expanded noun groups with embedded and relative clauses to add details (i.e. *Germany's growing domination, which expanded into...*).
  - Cohesion to reference ideas, people across text (i.e. pronouns, synonyms, substitutions,

renaming, collocations).

- Given/new patterns to link relationships, add new details, and condense information into abstract nouns.
- Select relevant information to support precise and knowledgeable claims with evidence from multiple sources through...
  - A variety of clauses to frame details, examples, quotes, data (according to, historians dis/agree, several sources suggest, these data suggest).
  - Adverbial and prepositional phrases to specify time (duration, specific date or range), location, how or why something happened.
  - A variety of verb forms to express agency in doing, thinking, saying, feeling actions (they decreed, she conspired, children were playing when).
- Establish perspective through...
  - Passive voice to keep emphasis on main topic rather than who or what is doing the action (i.e. *Those who resisted were rounded up and sent to work camps.*) or to use active voice to keep emphasis on who or what is doing the action.
  - Objective or emotive language to appeal to logic or feelings (i.e. *forces, versus brave, focused fighters*).
  - Evaluative verbs, adverbs, and adjectives to add author's perspective (i.e. *tormented*, *bravely*, *substantial*).

Show relationships between claims and counterclaims, differences in perspectives, evidence, and reasoning through...

- Connectors to link claims with evidence and reasoning (because, but, as a result, when, if, although, therefore).
- Connectors to signal alternate points of view (on the other hand, contrary to common belief, according to); show concession or comparison/contrast (while, although).
- Modality in summary statements to reiterate position or create a call to action (could be argued, undoubtedly, ought to, may).

## **Student Resources**

#### **Primary Source Readings:**

- Truman Addresses Korean Conflict (from A Patriot's Handbook)
- President Dwight Eisenhower: "The Domino Theory"
- Coming to America, Cesar Rosas (from *Mexican Voices, American Dreams...*)

## Secondary Source Readings:

- The United States Faces New Economic Challenges Central Themes
- The United States Assumes a World Leader's Role Central Ideas & Themes
- The Expansion of Communism in Asia Graphic Organizer
- McCarthyism Sweeps the Nation Graphic Organizer
- Shift in Population (1910-1960) Line Graph
- The Space Race A Closer Look
- Dr. Jonas Salk and Dr. Albert Sabin Great Names in History
- The Growth of the Suburbs, 1921-1960 Bar Graph
- Homes with Television Sets, 1950-960 Bar Graph
- The Cold War in Europe, 1955 Map

#### Text:

USII Version Text SG.pdf (Chapter
 6)<u>https://drive.google.com/file/d/1JPfkyPoyz6UmwTQ8w4DqFhe3FSMJLcvc/view?usp</u>=sharing

## **Technology:**

- Google Suite Docs, Sheets, Slides, Forms, Classroom
- <u>https://kahoot.com/</u>
- <u>https://quizlet.com/</u>
- <u>https://www.blooket.com/</u>
- <u>https://www.gimkit.com/</u>
- <u>https://edpuzzle.com/</u>
- https://quizizz.com/?lng=en
- LinkIt! Assessments
- Chromebooks
- <u>HyperDocs</u>
- https://learningenglish.voanews.com/p/6765.html
- <u>https://www.edutopia.org/discussion/12-fun-speaking-games-language-learners</u>
- <u>http://www.colorincolorado.org/</u>
- <u>https://www.merriam-webster.com/</u>
- <u>https://www.readworks.org/</u>
- <u>https://newsela.com/</u>
- <u>https://www.world-newspapers.com/</u>
- <u>https://www.cnn.com/us</u>
- <u>https://app.diffit.me/#topic</u>

## **Teacher Resources**

## Shared Google Folder: Dunit 4 - Becoming a Superpower

https://drive.google.com/drive/folders/1KPYi4LSXtkog3pR\_Feo\_wqikdLD\_xUne?usp=sharing

- An Overview of the Cold War
- Truman and Eisenhower
- 1950s American Culture
- Korean War

# Text:

USII Version Text TG.pdf

https://drive.google.com/file/d/1PkxKMTUcB6s\_723WZzyFp3noJy748s0b/view?usp=sharing

# Supplemental Texts:

- Unit 4 US History II Shorts Unit 4 Shorts USII MLL.pdf
   <u>https://drive.google.com/file/d/1j8M-kWhuuC0zXrzmrxalxb8ZWhiIBqWF/view?usp=sh</u> aring
- Access Building Literacy Through Learning American History, Dr. Elva Duran, Jo Gusman, Dr. John Shefelvine, Great Source Education Group, a division of Houghton Mifflin Company (2005) p. 234-245
- Contemporary's American History 2: After 1865, Matthew T. Downey, McGraw Hill (2005) p. 170-221.
- U.S. History People and Events 1865-Present, George Lee, Mark Twain Media, Inc.

(2017) p. 61-70.

**Technology:** 

USII Online Resources.pdf

https://drive.google.com/file/d/1YAsG4LkQdTWSg6A6vVHYJQ3zzMcFwzy0/view?usp=sharin

g

# Videos (not rated unless specified):

- USA vs USSR Fight! The Cold War: Crash Course World History #39 <u>https://youtu.be/y9HjvHZfCUI?si=1rImLYL4rTz4w3\_r</u>
- Post-War Rebuilding and the Cold War: Crash Course European History #41 https://youtu.be/-rkIqtV07HE?si=0J3ky8sNL0\_V9UFa
- The Cold War: Crash Course US History #37
   <u>https://youtu.be/9C72ISMF\_D0?si=mqbFIBbrsOUUAVnY</u>
- The Cold War in Asia: Crash Course US History #38 <u>https://youtu.be/Y2IcmLkuhG0?si=zHUDYjiHx63QC2j9</u>
- THE COLD WAR PART 1: From World War to Cold War https://youtu.be/HpYCplyBknI?si=MgeI9Dv9adDEFGec
- Churchill's "Iron Curtain" Speech <u>https://youtu.be/S2PUIQpAEAQ?si=5JLArrMti7BlWcXM</u>
- Objective 7.1 -- Returning Home <u>https://youtu.be/u3BS00IGjSI?si=BbHLCCRBmwHjuiam</u>
- Objective 7.2 -- The Cold War Begins <u>https://youtu.be/nKAw9f5YcfU?si=CqRrqTIEtjPZdp87</u>
- Dbjective 7.3 -- The Korean War https://youtu.be/hrneWzXJVAo?si=4nr4XjKGDM1NOBja
- Dbjective 7.4 -- McCarthyism https://youtu.be/yH13oGxSYy8?si=k4g2q1NDoV1QOwZ8
- Dijective 7.5 -- The Eisenhower Era <u>https://youtu.be/4rQFqzi8Ta4?si=0eU34fXgC1yO7Hnw</u>
- Objective 7.6 -- Fifties Pop Culture <u>https://youtu.be/YSzX5PgQc80?si=RtTYLCefV1fj-iUD</u>
- Dijective 7.8 -- Brinkmanship and the Arms Race <u>https://youtu.be/QgffToJ6TwQ?si=lbsdBCJtaoDMGirb</u>
- ColdWar
   <u>https://youtu.be/jPVLzHaZEFc?si=JPoY7GpQ3AYOLVCh</u>
- Did the US Go to the Moon to Beat the Soviets? | History <u>https://youtu.be/jTEfHangL2s?si=zozT0IpM4-hSCmNU</u>
- Who won the space race? Jeff Steers <u>https://youtu.be/FxpC-8f--xo?si=qSVoFXh2hqMiyRcM</u>
- The Korean War: 5 Things to Know | History <u>https://youtu.be/h1wFrXKanC0?si=nM9TbQx7d7GSUGpU</u>
- How the Korean War Started and Ended <u>https://youtu.be/fuyEUdILCrM?si=lN430LV9nKJRewBq</u>
- Dr Strangelove.m4v Rated PG

https://drive.google.com/file/d/1\_UgWIC4Vu6MmXfIRzMLLLedVYIq5HFRb/view?usp =sharing

- America: the Story of US Episode 11, Superpower https://youtu.be/xispGtJGhQg?si=lx8Oe3xeyJ-AKyJx
- A Date With Your Family (1950) <u>https://youtu.be/Gd7RqwgDUDg?si=FDeIY8m5GPJirk7k</u>
- Duck And Cover (1951) Bert The Turtle
   <u>https://youtu.be/IKqXu-5jw60?si=mD9z10wqemkq72DA</u>
- Turning Point: The Bomb and the Cold War (Netflix Documentary 9 episodes)

## Stage 2 – Assessment Evidence

## **Pre-Assessments:**

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# Performance Task(s):

- Vocabulary Google Slides
- Cold War Interactive Notebook
- Draw It! Write It! Activity

- Cold War Timeline Activity
- Korean War Station Activity
- 1950s American Culture Stations

## Stage 3 – Learning Plan

#### **Suggested Learning Activities:**

- Students will watch *The Butter Battle Book Movie (1989)* to identify and explain how it can be used to connect to the origins of the Cold War.
- Students will watch *Duck and Cover (1951)* and will discuss the modern similarities and differences in school drills today (i.e. atomic attack vs. modern drill scenarios).
- Students will be able to define Cold War vocabulary words in English and their native language with words and pictures.
- Students will create a t-grid to compare and contrast the ideas of democracy and "communism."
- Students will complete a Draw It! Write It! summary activity on the Cold War basics.
- Students will complete a Draw It! Write It! summary activity on 1950s American culture.
- Students will identify and explain three effects of the "fear of communism" on the American people.
- Students will complete a station activity for the 1950s in America to be able to identify and discuss key elements of the Cold War and how they each affected the lives of the American people.
- Students will create a Cold War Scrapbook folder to highlight key topics and events from the Cold War.
- Students will create pop-up leaders of the Cold War to identify and explain who each leader represented (nationally and ideologically) and when he or she was in charge of their nation.
- Students will identify and define key aspects of the Truman and Eisenhower administrations and create a foldable of each president to highlight the key aspects of their administrations.
- Students will identify which nations belonged to the Warsaw Pact and which nations belonged to NATO and color their respective flags. Then, they will create a notebook sort of each alliance.
- Students will analyze a map of NATO and Warsaw Pact nations.
- Students will watch the "*A Date With Your Family*" documentary to identify what life was like in a traditional 1950s American household. Then, they will create a t-grid to compare and contrast life in a traditional 1950s American household with life in a modern American household. They can also compare the traditional 1950s American household with their household if it varies from what they see as a modern American dinner scenario (in a 3-column chart).

Unit Plan Title:	Unit 5: Civil Rights and the Vietnam Era (1955-1975)
Suggested Time Frame:	20 Days

#### **Overview / Rationale**

African Americans generally did not share in the general prosperity of the 1950s and the differences in civil rights became apparent. These differences led many to push for the civil rights for African Americans that had been denied since the end of Reconstruction. The 1960s was a time of economic and political turmoil at home. The presidential administrations of the 1960s were attempting to create a better society. However, at the same time they were increasing the United States involvement in Vietnam, leading to a massive protest movement. Many minority groups fought to achieve better lives for themselves through multiple means. During the 1960s, some African Americans continued a nonviolent approach to civil rights, while other groups became more aggressive because they believed the government was doing too little.

#### **Stage 1 – Desired Results**

#### **Established Goals:**

#### New Jersey Student Learning Standards for Social Studies (2020)

- 6.1.12.EconNE.12.a: Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.
- 6.1.12.HistoryCC.12.a: Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.
- 6.1.12.HistoryCC.12.b: Analyze the impact of American governmental policies on independence movements in Africa, Asia, Latin America and the Middle East.
- 6.1.12.HistoryCC.12.c: Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
- 6.1.12.HistoryCC.12.d: Explain how the development and proliferation of nuclear weapons affected international relations.
- 6.1.12.HistoryCC.12.e: 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.
- 6.1.12.HistorySE.12.b: Use a variety of sources to explain how the Arab-Israeli conflict influenced American foreign policy.
- 6.1.12.CivicsPI.13.a: Craft an argument as to the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey's laws in eliminating segregation and discrimination.
- 6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (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).
- 6.1.12.GeoPP.13.a: Make evidence-based inferences to determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s and describe how this movement impacted cities.

- 6.1.12.EconNE.13.a: Relate American economic expansion after World War II to increased consumer demand.
- 6.1.12.EconEM.13.a: Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs).
- 6.1.12.EconNE.13.b: 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).
- 6.1.12.HistoryCC.13.a: Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.
- 6.1.12.HistoryCC.13.c: Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans.
- 6.1.12.HistoryCC.13.d: Analyze the successes and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.
- 6.1.12.HistoryUP.13.a: 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.
- 6.1.12.HistorySE.13.a: Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.

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Essential Questions:	Enduring Understandings:
<ul> <li>Can the government solve society's problems?</li> <li>Why do you think the Civil Rights Movement made gains in postwar America?</li> <li>What did students, women, and Latinos learn from the Civil Rights Movement and apply to their protest actions?</li> <li>How does military conflict divide people within cultures?</li> <li>Why did the United States first get involved in Indochina (Vietnam) after World War II?</li> <li>How does military conflict divide people within cultures?</li> <li>How does losing a war change public opinion of the government?</li> </ul>	<ul> <li>The struggle for individual rights and equality often shape society's politics.</li> <li>Wartime society often influences governmental change.</li> <li>Military conflict is often politicized thus dividing people within cultures.</li> <li>Various demographics are affected differently during a wartime society.</li> <li>Countries are affected by their relationship with each other.</li> <li>Different groups within society are affected differently due to how they experience a military conflict.</li> <li>A government can lose favor amongst its constituents and power overall when it is seen as weak or incompetent during a time of war.</li> </ul>
Knowledge:	Skills:
Students will know	Students will be able to
• The importance of Civil Rights legislation and Supreme Court rulings and how they dramatically reshaped U.S. politics and society.	• Explain the effects of the Civil Rights Legislation (i.e. Civil Rights Act of 1964 and the Voting Rights Act of 1965) and the significance of the Warren Court rulings (i.e. Brown vs.

- The reasons for nonviolent passive resistance and how it helped to challenge segregation and racism.
- Why the Civil Rights Act of 1964 and the Voting Rights of 1965 were considered turning points in the Civil Rights Movement.
- Although political gain was achieved during this time, many African Americans and other minorities still face economic and social inequality.
- The United States went into Vietnam as advisors after World War II and their involvement in Vietnam changed from that of advisor to aggressor and combatant during the 1960s.
- Understanding the Vietnam war begins with understanding why the U.S. couldn't win the war which led to problems on the homefront for different groups in society.
- President Nixon felt that he needed to find an honorable way out of Vietnam, even though there wasn't one and this had a huge impact on American culture and politics.

the Board of Education, Gideon vs. Wainwright, and Mirand vs. Arizona).

- Identify the different tactics used during the civil rights movement and explain why they were successful.
- Explain how the Civil Rights Act of 1964 and the Voting Rights Act of 1965 allowed the federal government to fight racial discrimination.
- Analyze reasons why some people turned away from nonviolent strategies to further the Civil Rights Movement in the late 1960s.
- Evaluate why the United States provided military aid to the French in Indochina and describe how the United States involvement in Vietnam changed during the 1960s.
- Identify and discuss the tactics used by the Vietcong which made it nearly impossible for the U.S. to win the war and examine how the U.S. responded to these tactics. Explain how these responses led to American discontent with the war effort.
- Identify the steps made and the policies used by President Nixon to end the Vietnam War and contrast the political and cultural aftermath of the Vietnam War with previous international conflicts.

## CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS 9.1 FINANCIAL LITERACY - Grades 9 - 12

	Financial Psychology
Х	9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.
	Civic Financial Responsibility
Х	9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.
	Economic and Government Influence
X	9.1.12.EG.3: Explain how individuals and businesses influence government policies.

	Planning and Budgeting
X	9.1.12.PB.1: Explain the difference between saving and investing.
	Credit and Debit Management
X	9.1.12.CDM.1: Identify the purposes, advantages, and disadvantages of debt.

# 9.2 CAREER AWARENESS, EXPLORATION, PREPARATION, AND TRAINING - Grades 9 - 12

	Career Awareness and Planning
Х	9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.4 LIFE LITERACIES AND KEY SKILLS Grade 9-12		
	Creativity and Innovation	
Х	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.	
X	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving).	
	Information and Media Literacy	
X	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.	
	Technology Literacy	
X	9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.	

# **Interdisciplinary Connections**

#### WIDA Standards (2020)

**<u>ELD-SS 9-12 Explain.Interpretive</u>** Interpret social studies explanations by:

- Determining multiple types of sources, points of view in sources, and potential uses of sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for logical relationships among contributing factors, causes, or related concepts
- Evaluating experts' points of agreement and disagreement based on their consistency with explanation given its purpose

ELD-SS 9-12 Explain.Expressive Construct social studies explanations that

- Introduce and contextualize multiple phenomena or events through...
  - Prepositional phrases to establish conditions, time, place (i.e. *during the Industrial Revolution*)

- A variety of structures (embedded clauses, relating verbs, nominalizations, and noun groups) to define phenomena or events
- Cohesion to reference ideas, people across text (pronouns, substitutions, renaming, synonyms, allocations)
- Establish perspective for communicating intended and unintended outcomes, consequences, or documentation through...
- Passive voice to keep emphasis on the main topic (i.e. *Farm policies were enforced by regulatory agents.*)
- Verbs to highlight agents and recipients (i.e. *Migrant workers challenged farm policies.*)
- Declarative statement to evaluate and interpret events (i.e. *Impressionist artists showcased a new way to observe and depict the world.*)
- Evaluate verbs and adjectives to judge behavior or moral character (i.e. *dominated, succumbed to; ineffective, powerful*)
- Develop sound reasoning, sequences with linear and nonlinear relationships, evidence, and details with significant and pertinent information, acknowledging strengths and weaknesses through...
  - Nominalizations to name abstract concepts, ideas, ideologies (i.e. *racism, reunification, criminalization*)
  - Dependent clauses to express details that occur as a result of place, manner, duration, extent
  - Complex sentences to clarify causal, linked, time-bound or sequential relationships
  - Expanded noun groups to add details (i.e. *One young girl lives in the urban streets of Chicago.*)
  - Connectors to maintain chronological, causal or logical relationships (i.e. *as a result, meanwhile, therefore*)
- Generalize experts' points of agreement and disagreement about multiple, complex causes and effects of developments or events through...
  - Word choices to evaluate, judge, or appreciate significance of events or phenomena
  - Nominalizations to summarize event and name abstract phenomena

## ELD-SS 9-12 Argue.Interpretive Interpret social studies arguments by

- Identifying topic and purpose (argue in favor of or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information to support and/or revise claims with reliable and valid evidence from multiple sources
- Evaluating credibility, accuracy, and relevancy of source based on expert perspectives

## **<u>ELD-SS 9-12 Argue.Expressive</u>** Construct social studies arguments that:

- Introduce and contextualize the topic through...
  - Generalized nouns and descriptive titles to introduce topics (i.e. *occupation, reunification, The Allied and Axis forces*).
  - A variety of verb tenses (i.e. *past, timeless present, relational*) to present position and/or provide background information.
  - Expanded noun groups with embedded and relative clauses to add details (i.e. *Germany's growing domination, which expanded into...*).
  - Cohesion to reference ideas, people across text (i.e. *pronouns, synonyms, substitutions, renaming, collocations*).
  - Given/new patterns to link relationships, add new details, and condense information into abstract nouns.
- Select relevant information to support precise and knowledgeable claims with evidence from multiple sources through...
  - A variety of clauses to frame details, examples, quotes, data (according to, historians dis/agree, several sources suggest, these data suggest).

- Adverbial and prepositional phrases to specify time (duration, specific date or range), location, how or why something happened.
- A variety of verb forms to express agency in doing, thinking, saying, feeling actions (they decreed, she conspired, children were playing when).
- Establish perspective through...
  - Passive voice to keep emphasis on main topic rather than who or what is doing the action (i.e. *Those who resisted were rounded up and sent to work camps.*) or to use active voice to keep emphasis on who or what is doing the action.
  - Objective or emotive language to appeal to logic or feelings (i.e. *forces, versus brave, focused fighters*).
  - Evaluative verbs, adverbs, and adjectives to add author's perspective (i.e. *tormented*, *bravely*, *substantial*).

Show relationships between claims and counterclaims, differences in perspectives, evidence, and reasoning through...

- Connectors to link claims with evidence and reasoning (because, but, as a result, when, if, although, therefore).
- Connectors to signal alternate points of view (on the other hand, contrary to common belief, according to); show concession or comparison/contrast (while, although).
- Modality in summary statements to reiterate position or create a call to action (could be argued, undoubtedly, ought to, may).

## **Student Resources**

#### **Primary Source Readings:**

- "Letter From Birmingham Jail," Martin Luther King Jr.
- "I Have A Dream," Martin Luther King Jr
- "The Inaugural Address of John F. Kennedy," John F. Kennedy
- "Civil Rights Act 1964," United States Congress
- "Voting Rights Act 1965," United States Congress
- Speech at the Berlin Wall by JFK
- The Great Society (from President LBJ's commencement speech at the University of Michigan, May 1964)
- What is Black Power?, Stokely Carmichael and Charles V. Hamilton (1967)

#### **Secondary Source Readings:**

- Desegregation in America Flowchart Activity
- William Levitt Biography
- Thurgood Marshall Biography (and Great Names in History)
- Segregated Schools, 1952 Map
- The Space Race Connecting History and Science
- Federal Funding for Public Schools, 1960-1970 Bar Graph
- Cesar Chavez Great Names in History
- Cesar Chavez and Dolores Huerta Biographies
- North and South Vietnam, 1964-1965, Map
- Protest Songs Voices from the Past (use to introduce Songs Project)
- American Forces in Vietnam Chart

#### Text:

• USII Version Text SG.pdf (Chapter 6)

https://drive.google.com/file/d/1JPfkyPoyz6UmwTQ8w4DqFhe3FSMJLcvc/view?usp=s haring

# Technology:

- Google Suite Docs, Sheets, Slides, Forms, Classroom
- <u>https://kahoot.com/</u>
- <u>https://quizlet.com/</u>
- https://www.blooket.com/
- <u>https://www.gimkit.com/</u>
- <u>https://edpuzzle.com/</u>
- <u>https://quizizz.com/?lng=en</u>
- LinkIt! Assessments
- Chromebooks
- <u>HyperDocs</u>
- <u>https://learningenglish.voanews.com/p/6765.html</u>
- https://www.edutopia.org/discussion/12-fun-speaking-games-language-learners
- <u>http://www.colorincolorado.org/</u>
- <u>https://www.merriam-webster.com/</u>
- <u>https://www.readworks.org/</u>
- <u>https://newsela.com/</u>
- <u>https://www.world-newspapers.com/</u>
- <u>https://www.cnn.com/us</u>
- <u>https://app.diffit.me/#topic</u>

# **Teacher Resources**

Shared Google Folder: Dunit 5 - The Civil Rights Movement & Vietnam Era

https://drive.google.com/drive/folders/1MkzuJoF9VddCfGVjG\_bHnLc8LvCbr9aG?usp=sharing

- 1950s Civil Rights Movement
- Cuban Missile Crisis
- JFK Assassination
- 1960s Civil Rights Movement
- Vietnam War
- Vietnam War Protests

# Texts:

USII Version Text TG.pdf

https://drive.google.com/file/d/1PkxKMTUcB6s\_723WZzyFp3noJy748s0b/view?usp=sharing

# Supplemental Texts:

- Unit 5 US History II Shorts
   Unit 5 Shorts USII MLL.pdf
   <a href="https://drive.google.com/file/d/1XnNyJQfXZdx6BVNRoZlI6\_R4Wvu9MAlU/view?usp=sharing">https://drive.google.com/file/d/1XnNyJQfXZdx6BVNRoZlI6\_R4Wvu9MAlU/view?usp=sharing</a>
- Access Building Literacy Through Learning American History, Dr. Elva Duran, Jo Gusman, Dr. John Shefelvine, Great Source Education Group, a division of Houghton Mifflin Company (2005) p. 240-257.
- Contemporary's American History 2: After 1865, Matthew T. Downey, McGraw Hill (2005) p. 222-271.
- U.S. History People and Events 1865-Present, George Lee, Mark Twain Media, Inc. (2017) p. 70-71.

# **Technology:**

USII Online Resources.pdf

https://drive.google.com/file/d/1YAsG4LkQdTWSg6A6vVHYJQ3zzMcFwzy0/view?usp=sharin g

# Videos (not rated unless specified):

- Dr. Seuss' The Butter Battle Book (1989) Ralph Bakshi https://youtu.be/PQsPq4y7Q20?si=lqw65Y4k8b3Pa2fb
- Civil Rights and the 1950s: Crash Course US History #39 https://youtu.be/S64zRnnn4Po?si=eo4Oo1S1\_IdrqLuk
- Randolph, Rustin, & the Origins of the March on Washington: Crash Course Black... <u>https://youtu.be/vDNkw13NAA0?si=gZN4rSmecjVDJBGN</u>
- School Segregation and Brown v Board: Crash Course Black American History #33 https://youtu.be/NBlqcAEv4nk?si=bA24jivHKFeW6sIH
- Emmett Till: Crash Course Black American History #34 <u>https://youtu.be/4HljsKwpv3g?si=oo1Ogm50GzRcZXYv</u>
- The Montgomery Bus Boycott: Crash Course Black American History #35 <u>https://youtu.be/ylOpide9dus?si=vV7j4k-NzfhHq3-a</u>
- Objective 7.7 -- The Fight for Civil Rights https://youtu.be/gYfF7MPIZxY?si=J-c4FBqlUwsx4JCA
- Till (The Emmett Till Movie) 2022 Rated PG-13 (can be watched on Amazon Prime Video)
- IEOP Emmitt Till Bus Boycott <u>https://youtu.be/jw5t8auySGI?si=2sGfNUWrRaeAy4xZ</u>
- <u>E2 EOP Little Rock Sit-ins</u> <u>https://youtu.be/wiv07fJyn5U?si=ED6H-9HWjupZUINq</u>
- <u>E5 EOP Selma</u> https://youtu.be/c92DMIV\_ktA?si=ALvB9DXgy-J7DQua
- • 6 Childrens March https://youtu.be/5E667vPZKcs?si=8Phvlxpx4vauBelL
- Free Documentaries | Crisis in Levittown (1957) | Racism in USA Rare Footage https://www.youtube.com/watch?v=1ww9OckLY1g
- This Man Is the Father of Modern American Suburbia <u>https://youtu.be/ksmH5OcLQFw?si=MONchXbVLXxAUKI7</u>
- Dijective 8.1 -- John F. Kennedy's "New Frontier" <u>https://youtu.be/wKE-htwvbIY?si=zaGZFTwWPEyNclrS</u>
- Dispective 8.2 -- Crises Under Kennedy <u>https://youtu.be/Mz3MWzkxZxE?si=R5gW4BUWDQyH4b-p</u>
- Dispective 8.3 -- The Cuban Missile Crisis
   <a href="https://youtu.be/19SS1VGCVXo?si=Y913XafUbGgi8ceY">https://youtu.be/19SS1VGCVXo?si=Y913XafUbGgi8ceY</a>
- Dbjective 8.4 -- Kennedy and Civil Rights
   <a href="https://youtu.be/Q3vkxVeef6A?si=e7CjEAfXUkLnjcCk">https://youtu.be/Q3vkxVeef6A?si=e7CjEAfXUkLnjcCk</a>

•	Objective 8.5 Lyndon B. Johnson's "Great Society"
	https://youtu.be/FIbUBfxm9fQ?si=YjVKQMk8_nmWepqp
•	Objective 8.6 Civil Rights: Changes and Triumphs
	https://youtu.be/aHW4bnM53gU?si=EGkyMYV47-OeJzoF
•	Objective 8.7 The Vietnam War Begins
	https://youtu.be/mqpfZpl2itY?si=KGPf3au5N40A3dWY
•	Objective 8.8 Escalation in Vietnam
	https://youtu.be/nk6y30PpWLQ?si=yTFqIiDARTemrOdA
•	Objective 8.9 Social Change in the Sixties
	https://youtu.be/BW0UaslmGB4?si=PODXL0VP4pQeSn_R
•	Objective 8.10 1968 & 1969: A Tumultuous End
	https://youtu.be/kYowBAoQKaI?si=Bwu2G723hZJ_WF_p
•	Mississippi Burning (1988 full movie, rated R) Mississippi Burning
	https://tubitv.com/movies/358575/mississippi-burning?=undefined&startPos=0
•	The Children's March   1963
	https://youtu.be/5enZRwbnISQ?si=7XvRujQMP3oVi2no
•	Let The Children March   Kids Book Read Aloud Story 📚
	https://youtu.be/02IrOHvjJN0?si=mKex13_sIoNhiXaj
•	Eyewitness to Murder: The Assassination of Martin Luther King Jr. (2011)
	https://youtu.be/spfPTHdfEF8?si=HLWtwjNkgwXk3I7-
•	Hope & Fury: MLK, The Movement and The Media   NBC News
	https://youtu.be/wLUFlZhbXZ8?si=vU8p2S3goaKLocnm
•	Martin Luther King, Jr: Crash Course Black American History #36
	https://youtu.be/BmeUT7zH62E?si=TKwfuNBioRXm_NSU
•	MLK: The Assassination Tapes (Full Episode)
	https://youtu.be/BqIidpUmFr8?si=SKpVcJ1ppLsdKxwg
•	President John F. Kennedy Inaugural Address "Ask Not What Your Country Can D
	https://youtu.be/P1PbQlVMp98?si=Vbp7o1xD9-Q1Jqsi
•	The history of the Cuban Missile Crisis - Matthew A. Jordan
	https://youtu.be/bwWW3sbk4EU?si=L54RjnB4SbRh_761
•	1962 CUBAN MISSILE CRISIS DOCUMENTARY "ONE WEEK IN OCTOBE
	https://youtu.be/Rzs4a8p7xOw?si=Z81vLY8VB8jac4pb
•	How The Life And Death Of JFK Changed The World   The Kennedy Half-Centur
	https://youtu.be/41CYcn2Z2CE?si=g26m2NvKBt7_ILN3
•	Dodging the Draft - Vietnam War
	https://youtu.be/oDCzxG8Dra0?si=PhZbqPJzQX9jC81X
•	This Major Military Operation Ignited the Vietnam War
	https://youtu.be/rbv2RCsasq8?si=dj_zCTTBoLK7TrVG
•	How The Tet Offensive Changed The Vietnam War   History
	https://youtu.be/BPgWqgpgVRc?si=R1-vEeZl_cpYxaND
•	1968: The Tet Offensive <u>https://youtu.be/SVCSnhn8His?si=0wYyWCTbKonjD2Ik</u>
•	"The Tet Offensive" 1968 - Vietnam Remembered Series
	https://youtu.be/YURYNFHz2MI?si=-Jzrltitu6wS24mq
•	We Were Soldiers (2002 full movie, rated R) Watch We Were Soldiers on demand for
	free! - Pluto TV

https://pluto.tv/us/on-demand/movies/5ffc913300da4e001389d404

- Born on the 4th of July (1989 full movie, rated R)
- Dear America: Letters Home from Vietnam (1987 Documentary) <u>https://youtu.be/bTnnsnr5zSo?si=E204VPLO38z60w7w</u>
- A Vietnam Vet. 20 Million Viewers Watched His Story Start To Finish <u>https://youtu.be/tixOyiR8B-8?si=M4Jiv2M2v2gyhg6G</u>
- 1968 With Tom Brokaw
   <u>https://youtu.be/ErQNgH9FvLk?si=Huzq-fv22uB6fiOq</u>
- History vs. Richard Nixon Alex Gendler
   <u>https://youtu.be/MX\_HYL6-0Co?si=lcetNUz4HpXlqBLq</u>
- The Rise And Fall Of President Nixon | Nixon In the Den | Timeline <u>https://youtu.be/tV9JT4pZH\_0?si=Nj\_qxV96rnpfXLRx</u>
- The Rise of Conservatism: Crash Course US History #41 https://youtu.be/OCrxD19DHA8?si=y5tW-IgoOJYgWPXg

## Stage 2 – Assessment Evidence

## **Pre-Assessments:**

- Do Now Questions, Images and Skills Assessments
- KWL Charts
- Brainstorming
- Think-Pair-Share
- Four Corners
- Vocabulary
- Google Surveys

# Formative Assessments:

- Edpuzzles
- Exit tickets
- Student participation (verbal, non-verbal, and written)
- Classroom practice
- Student response journals/ self-reflections
- Small group activities
- Primary and secondary source analysis
- Interactive Notebooks
- Digital Notebooks
- Graphic Organizers
- Short readings with comprehension questions
- Geography connections/ map analysis
- Analyze charts/graphs

# Summative Assessments:

- Individual Unit Assessments
- US History II for Multilingual Learners Midterm Exam Linkit!

• US History II for Multilingual Learners Final Exam - Linkit!

# **Performance Task(s):**

- Vocabulary Google Slides
- Civil Rights Movement Choiceboard
- Civil Rights Interactive Notebook
- Vietnam War Stations Activity
- Vietnam and Civil Rights Song Activity
- Civil Rights Road Trip Activity

# Stage 3 – Learning Plan

# **Suggested Learning Activities:**

- Students will be able to define Civil Rights related vocabulary words in English and their native language with words and pictures.
- Students will read biography cards about Martin Luther King Jr. and will create a timeline of key events in his life.
- Students will closely read an adapted version of Martin Luther King Jr.'s "*Letter from a Birmingham Jail*," answer comprehension/analysis questions, and discuss the importance of the document.
- Students will read along as they listen to Martin Luther King Jr.'s "*I Have a Dream*..." speech, discuss the importance of the speech, and then write a journal entry telling about their "big dreams."
- Students will identify and write three things they learned about Martin Luther King Jr.'s life and work and will draw a picture to represent each item learned.
- Students will complete a six question review of the key information learned about Martin Luther King Jr.'s life and work.
- Students will walk around the room to take a "Civil Rights Road Trip" to Topeka, Kansas, Montgomery, Alabama, Little Rock, Arkansas, Prince Edward County, Virginia, Washington, DC, Philadelphia, Mississippi, and Memphis, Tennessee. At each "stop," they will take notes on the when, the who, and the why (significance) of the events. Once they have completed their "road trip," they will pick one of the 7 cities to write a postcard home explaining why that event was so important.
- Students will create a newspaper to show what happened during the Montgomery Bus Boycott using drawings and captions. They will create a newspaper headline and write a brief article describing the boycott, including why it began and how long it lasted and the key people involved.
- Students will read about the Little Rock Nine Crisis and will create a graphic organizer to explain each person/group's perspective on it. What were they thinking? What did they want to happen and why?
- Students will describe the Greensboro Sit-ins by identifying who who the A & T Four were and explaining (1) what they did, (2) why they were protesting, and (3) the impact of the sit-ins.
- Students will create a graphic organizer to explain who the freedom riders were, what they did, where they did it, and the results of their actions.
- Students will watch a video on the March on Washington and will listen to Martin Luther King Jr.'s "*I Have a Dream Speech*." Then, they will create an interactive notebook page to describe the importance of the speech and the event for the Civil Rights Movement.

- Students will watch, "The Children's March" and will complete questions for discussion.
- Students will watch, "Crisis in Levittown (1957)," and will determine whether it was an example of a triumph of American society or a symbol of racial injustice by completing a "Draw It Write It" on the movie.
- Students will create a Venn diagram to compare and contrast Martin Luther King, Jr. and Malcolm X as leaders of the civil rights movement.
- Students will create a "Civil Rights Scrapbook" folder to highlight key aspects of the fight for Civil Rights in America during the 1950s and 1960s.
- Students will explain 4 important pieces of civil rights legislation using words and images on a graphic organizer.
- Students will list three Supreme Court cases that were impactful on the Civil Rights Movement and then describe the impact these had on the movement.
- Students will identify the five Great Society programs that they think had the greatest impact on society overall. They will draw a picture to represent each program and then write a sentence to explain its impact on American society overall.
- Students will label and color a map of the Vietnam War and will answer questions about the map to discuss with the class.
- Students will be able to define Vietnam War related vocabulary words in English and their native language with words and pictures.
- Students will watch, "Dear America: Letters Home From Vietnam" and complete discussion questions and write a letter from the perspective of an American soldier in Vietnam using simple sentences and drawings.
- Students will listen to songs about Civil Rights and Vietnam and evaluate them based on a rubric and discuss which songs they think were most effective in gaining support for the cause.
- Students will participate in a Vietnam War Gallery Walk Station Activity to learn key details related to important people, places, and events related to the Vietnam War.

Unit Plan Title:	Unit 6: Modern American Issues & Civil Mindedness (1990-Today)
Suggested Time Frame:	15 Days (incl. 2 days related to the Final Exam)

#### **Overview / Rationale**

The final decades of the 20th century and the early decades of the 21st century have been full of political, social, and economic turmoil in the United States and around the world. This unit will explore these decades by examining American pop culture, the impacts of scientific and technological advances, political leadership, and major U.S. and world events as they impact the national and global community.

#### **Stage 1 – Desired Results**

#### **Established Goals:**

## New Jersey Student Learning Standards for Social Studies (2020)

- 6.1.12.CivicsPI.14.b: Use case studies and evidence to evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.
- 6.1.12.CivicsPI.14.c: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
- 6.1.12.CivicsPI.14.d: Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.
- 6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (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)
- 6.1.12.GeoHE.13.a: Construct an argument on the effectiveness of environmental movements, their influence on public attitudes, and the efficacy of the government's environmental protection agencies and laws.
- 6.1.12.CivicsPI.14.a: Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.
- 6.1.12.GeoHE.14.a: Evaluate the impact of individual, business, and government decisions and actions on the environment and climate change and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.
- 6.1.12.EconET.14.a: Use current events to judge what extent the government should intervene at the local, state, and national levels on issues related to the economy.
- 6.1.12.EconET.14.b: Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the workforce), and government and consumer debt and their impact on society.
- 6.1.12.HistoryCA.14.a: Analyze campaign speeches and debates and other sources to determine the extent to which presidential candidates' rhetoric was inclusive, expansive, stereotypical or biased.
- 6.1.12.HistoryCA.14.b: Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.

- 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
- 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
- 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
- 6.1.12.CivicsPR.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.
- 6.1.12.CivicsHR.15.a: Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.
- 6.1.12.HistoryCC.15.c: Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations
- 6.1.12.HistorySE.15.a: Explain how and why religious tensions, historic differences, and a western dependence on oil in the Middle East have led to international conflicts and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.
- 6.1.12.HistorySE.15.b: 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.
- 6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.
- 6.1.12.CivicsPR.16.a: 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.
- 6.1.12.GeoHE16.a: Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.
- 6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
- 6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.
- 6.1.12.HistoryCC.16.a: Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.
- 6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

Essential Questions:	Enduring Understandings:
• How have improvements in science and	<ul> <li>Advances in science and technology</li> </ul>
technology helped change society?	have a direct impact on the lives of
• How is American culture shaped by a	individuals and nations.
set of common values and practices?	• Society changes its shape overtime.
• How does the constitution help to	• Constitutions establish a system of
maintain the balance of power during	government that has powers,
contemporary times?	responsibilities, and limits that can
	change over time.

<ul> <li>How does society change the shape of itself over time?</li> <li>How have disputes over ideas, values, and politics resulted in change?</li> </ul>	<ul> <li>The struggle for individual rights and equality often shapes the economy, politics and society.</li> <li>Learning about the past helps us to understand the present and make decisions about the future.</li> </ul>
<ul> <li>Knowledge: Students will know</li> <li>Scientific and technological changes have dramatically affected the economy, the nature of work, education, and social interactions.</li> <li>Immigration, educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives.</li> <li>The Constitution is a living document with built in checks and balances that was created to grow with the United States in order to maintain its original balance of power.</li> <li>The contemporary United States comprises many diverse groups who each contribute to the modern American economy, politics, and society.</li> <li>September 11, 2001 marked a turning point in America and the War on Terror began as a result.</li> </ul>	<ul> <li>Skills:</li> <li>Students will be able to</li> <li>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.</li> <li>Analyze the social, economic, and political contributions of marginalized and underrepresented groups and/or individuals, including women, racial and ethnic minorities, the LGBTQ+ community, individuals with disabilities and legal and undocumented immigrants.</li> <li>Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.</li> <li>Explore the various ways women, racial and ethnic minorities, the LGBTQ+ community, and individuals with disabilities have contributed to the American economy, politics, and society.</li> <li>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.</li> </ul>

## CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS 9.1 FINANCIAL LITERACY - Grades 9 - 12

	Financial Psychology
X	9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.
	Civic Financial Responsibility

X	9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.
	Economic and Government Influence
X	9.1.12.EG.3: Explain how individuals and businesses influence government policies.
	Planning and Budgeting
X	Planning and Budgeting         9.1.12.PB.1: Explain the difference between saving and investing.
X	

9.2 CAREER AWARENESS, EXPLORATION, PREPARATION, AND TRAINING - Grades 9 - 12		
		Career Awareness and Planning
	Х	9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.4 LIFE LITERACIES AND KEY SKILLS Grade 9-12				
	Creativity and Innovation			
X	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.			
X	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving).			
	Information and Media Literacy			
X	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.			
	Technology Literacy			
X	9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.			

# **Student Resources**

## **Primary Sources:**

- Why I Pardoned President Nixon, from Pres. Ford's address to the nation, Sept. 8, 1974.
- "Tear Down this Wall," from Pres. Ronald Reagan speech, June 12, 1987.
- President's Address on Terrorism, from *Pres. GW Bush, Address on Terrorism, Sept. 20, 2001.*

#### **Secondary Sources:**

- Area of Residence, 1910, 1950, 1980 Circle Graph Analysis
- Government Employees, 1980-2000 Bar Graph Analysis
- Identifying Types of Propaganda (name-calling, testimonial, plain folks, bandwagon)
- A New Millennium Graphic Organizer
- A National Tragedy September 11, 2001
- President Barack Obama Timeline Activity

#### Text:

USII Version Text SG.pdf (Chapters 7 & 8)

https://drive.google.com/file/d/1JPfkyPoyz6UmwTQ8w4DqFhe3FSMJLcvc/view?usp=sharing

#### **Technology:**

- Google Suite Docs, Sheets, Slides, Forms, Classroom
- <u>https://kahoot.com/</u>
- <u>https://quizlet.com/</u>
- <u>https://www.blooket.com/</u>
- <u>https://www.gimkit.com/</u>
- <u>https://edpuzzle.com/</u>
- <u>https://quizizz.com/?lng=en</u>
- LinkIt! Assessments
- Chromebooks
- <u>HyperDocs</u>
- https://learningenglish.voanews.com/p/6765.html
- <u>https://www.edutopia.org/discussion/12-fun-speaking-games-language-learners</u>
- <u>http://www.colorincolorado.org/</u>
- <u>https://www.merriam-webster.com/</u>
- <u>https://www.readworks.org/</u>
- <u>https://newsela.com/</u>
- <u>https://www.world-newspapers.com/</u>
- <u>https://www.cnn.com/us</u>
- <u>https://app.diffit.me/#topic</u>

#### **Teacher Resources**

## Shared Google Folder:

- 1970-1980s
- 1990-2000s
- 2010-Today

#### Texts:

USII Version Text TG.pdf

https://drive.google.com/file/d/1PkxKMTUcB6s\_723WZzyFp3noJy748s0b/view?usp=sharing

## Supplemental Texts:

- Unit 6 US History II Shorts Lupt
   Unit 6 USII Shorts MLL.pdf
   <a href="https://drive.google.com/file/d/17\_vGo1m9DjknfGk7IEmQW4er5p5WbxlM/view?usp=sharing">https://drive.google.com/file/d/17\_vGo1m9DjknfGk7IEmQW4er5p5WbxlM/view?usp=sharing</a>
- Access Building Literacy Through Learning American History, Dr. Elva Duran, Jo

Gusman, Dr. John Shefelvine, Great Source Education Group, a division of Houghton Mifflin Company (2005) p. 258-269.

- Contemporary's American History 2: After 1865, Matthew T. Downey, McGraw Hill (2005) p. 290-341.
- U.S. History People and Events 1865-Present, George Lee, Mark Twain Media, Inc. (2017) p.83-88.

# Technology:

USII Online Resources.pdf

https://drive.google.com/file/d/1YAsG4LkQdTWSg6A6vVHYJQ3zzMcFwzy0/view?usp=sharin g

# Videos (not rated):

- Dispective 9.3 -- The Watergate Scandal
   <a href="https://youtu.be/ef0plakpWeU?si=J5uoWtLKdRM4mOvK">https://youtu.be/ef0plakpWeU?si=J5uoWtLKdRM4mOvK</a>
- Objective 9.4 -- 1970s Culture https://youtu.be/2htbQukBQ74?si=ETymbIo9vsDeZnGv
- Daily Life and Popular Culture in the 1970s <u>https://youtu.be/Dib8UOKBu4I?si=IFhvUgAsGEdYvQVx</u>
- Objective 9.5 -- The Carter Years <u>https://youtu.be/pCB41ziS6AE?si=vptHv-bEzEDPpo5G</u>
- Objective 9.6 -- The Conservative Movement <u>https://youtu.be/dNBn5Z7GQSE?si=kwoUyIo73pidkjiR</u>
- • Objective 9.7 -- Reaganomics and the Reagan Revolution https://youtu.be/FUPqw7t6ERA?si=hy8W6LeJs6nGu5Fd
- Dijective 9.8 -- 1980s Society <u>https://youtu.be/ZnB1otCNbxc?si=c5K-5h21oFLoLaI2</u>
- Daily Life and Popular Culture in the 1980s <u>https://youtu.be/cEbEYi3\_LwM?si=O0uaTcKFKcdLSBOZ</u>
- Objective 9.10 -- George Bush and the End of the Cold War <u>https://youtu.be/Jl\_lm4UoRM8?si=h-SypY1hcI67o79J</u>
- The Rise of Conservatism: Crash Course US History #41 <u>https://youtu.be/OCrxD19DHA8?si=YfFfs7drpLlDq2jc</u>
- Ford, Carter, and the Economic Malaise: Crash Course US History #42 https://youtu.be/pyN5LPHEQ\_0?si=ejD3VTzdNme5LM6K
- The Reagan Revolution: Crash Course US History #43 <u>https://youtu.be/2h4DkpFP\_aw?si=Vo5SEG4PZk9DL9VP</u>
- Here's Why Reaganomics is so Controversial | History <u>https://youtu.be/EeyGdy\_SdhQ?si=gJxP7hrtS3OETTH5</u>
- George HW Bush and the End of the Cold War: Crash Course US History #44 https://youtu.be/L-K19rVDxoM?si=ElsImQSBJ7NLjR4X
- The Clinton Years, or the 1990s: Crash Course US History #45 <u>https://youtu.be/-rboN6F2g-k?si=Qwd8XK0q6yRTu4jT</u>
- Bill Clinton The United States' 42nd President | Mini Bio | Biography https://youtu.be/w2yX0JAn10Y?si=AYOWb2W9xa7q002E

- Daily Life and Popular Culture in the 1990s <u>https://youtu.be/nVizCgXhXeg?si=LyLiX6WeIqT\_MiKG</u>
- Terrorism, War, and Bush 43: Crash Course US History #46 <u>https://youtu.be/nlsnnhn3VWE?si=J7B-PCaxOaDVwlqI</u>
- Terrorism: Foreign and Domestic | 60 Minutes Full Episodes <u>https://youtu.be/qb33GLJKrEE?si=b1hQN\_spHXx2DUmh</u>
- Daily Life and Popular Culture in the 2000s <u>https://youtu.be/JIolqWYuPQM?si=jPhNWpXCydUBG\_Xi</u>
- Dobamanation: Crash Course US History #47
   <a href="https://youtu.be/lUfh2ebjLOg?si=fTucJvZNHOTaFYJr">https://youtu.be/lUfh2ebjLOg?si=fTucJvZNHOTaFYJr</a>
- 2008: The 44th president, Barack Obama https://youtu.be/5pQUjyFy6xg?si=nAPIao4i1tAcrUSc
- Presidential Debates in History That Moved the Needle <u>https://youtu.be/OMCMQjyKkf0?si=fHehUvjwe6sXB\_JM</u>
- The Presidents, Season 1, Episode 8 (1977-Present) watch for free on Amazon Prime Video
- Turning Point: 9/11 and the War on Terror (Netflix documentary 5 episodes)

# Stage 2 – Assessment Evidence

# **Pre-Assessments:**

- Do Now Questions, Images and Skills Assessments
- KWL Charts
- Brainstorming
- Think-Pair-Share
- Four Corners
- Vocabulary
- Google Surveys

# Formative Assessments:

- Edpuzzles
- Exit tickets
- Student participation (verbal, non-verbal, and written)
- Classroom practice
- Student response journals/ self-reflections
- Small group activities
- Primary and secondary source analysis
- Interactive Notebooks
- Digital Notebooks
- Graphic Organizers
- Short readings with comprehension questions
- Geography connections/ map analysis
- Analyze charts/graphs

#### Summative Assessments:

- Individual Unit Assessments
- US History II for Multilingual Learners Midterm Exam Linkit!
- US History II for Multilingual Learners Final Exam Linkit!

## **Performance Task(s):**

- Vocabulary Google Slides
- Ignite Presentation or Paper Slides Video
- ABC's Decades Children's Book Project
- Decades Poster Collage Project
- Unit Current Events Work (Analysis)

## Stage 3 – Learning Plan

- Students will evaluate the impact of technology on the way people live, work, and communicate by creating an infographic to show the evolution of the lives of the individual in American society as a result of ever changing technologies.
- Students will interview a family member or teacher alive during the September 11th attacks to learn how the September 11th attacks changed the world they lived in.
- Students will read current events one day each week to gain a deeper understanding of current political, economic, social and global issues.
- Students will review the articles of the Constitution and the Bill of Rights.
- Students will take weekly practice citizenship tests online to review the key elements of American history and political organization.
- Students will watch the Netflix documentary, Turning Point 9/11 to gain a well-rounded understanding of the events leading up to the terrorist attacks and the world created as a result of the 9/11 attacks.
- Students will research issues related to any current elections (i.e. presidential, state, or local).
- Students will complete a decades research project on topics related to pop culture, leaders or key people, and/or world events.
- Students will use their decades research project information to create a picture collage or Google Slides to teach their peers about their specific topic.
- Students will practice speaking by presenting their decades projects to the class either through a video recording or class presentation.
- Students will create an Ignite presentation or a Paper slides video on a specific topic from the 90s, 2000s, 2010s, or today to work on their speaking and presentation skills.
- Students will create an ABCs of Decades Children's Book to show the evolution of a specific topic from the 90s through today (i.e. fashion, music, technology, etc.).
- Students will compare photographs and/or poetry from the Civil Rights Movement to protests related to LGBTQ+ Rights, Disabled People's rights, immigration, or the War on Terror to determine at what point a protest threatens democracy and the freedom of others.
- Student's will create a t-grid to compare and contrast current debates over transgender healthcare and/or gay marriage to the Civil Rights Movement.
- In pairs or groups, students will research various topics including but not limited to: presidential policy, major events, trends, fashion, and entertainment, and issues facing minority groups. Students will complete a Decades Project through their chosen medium

such as but not limited to: Slides, movie presentation, recording, or poster. Students will present their research. This project can also be modified to a Choice board style.

Unit	Topics	Standards
1: Becoming An Industrial Nation (1880-1910) (15 days)	<ol> <li>Immigration</li> <li>Industrialization</li> <li>Urbanization</li> <li>Progressive Reforms</li> </ol>	6.1.12.CivicsDP.5.a 6.1.12.EconEM.5.a 6.1.12.GeoPP.5.a 6.1.12.GeoHE.5.a 6.1.12.GeoHE.5.a 6.1.12.HistoryNM.5.a 6.1.12.HistoryCC.5.a 6.1.12.HistoryCC.5.a 6.1.12.HistoryCA.5.a 6.1.12.CivicsDP.6.a 6.1.12.CivicsDP.6.b 6.1.12.CivicsPR.6.a: 6.1.12.GeoHE.6.a 6.1.12.GeoGM.6.a 6.1.12.EconEM.6.a 6.1.12.HistoryCC.6.b 6.1.12.HistoryCC.6.c 6.1.12.HistoryCC.6.d 6.1.12.HistoryCC.6.d 6.1.12.HistoryCC.6.a
2: Becoming a World Power (1900-1930) (15 Days)	<ol> <li>Imperialism</li> <li>World War I</li> <li>The 1920s</li> </ol>	6.1.12.CivicsDP.7.a 6.1.12.EconNM.7.a 6.1.12.HistoryCA.7.a 6.1.12.HistoryCA.7.b 6.1.12.HistoryUP.7.a 6.1.12.CivicsHR.8.a 6.1.12.EconET.8.a 6.1.12.EconNM.8.a 6.1.12.HistoryCC.8.a 6.1.12.HistoryCC.8.c
3: Financial Crisis, Recovery, and War (1930-1945) (13 Days)	<ol> <li>The Great Depression</li> <li>The New Deals</li> <li>Causes of World War II</li> <li>The Holocaust and Japanese Internment Camps</li> <li>Key Events or Battles During the War</li> </ol>	6.1.12.EconoNM.10.a 6.1.12.EconoNM.10.b 6.1.12.HistoryCA.10.a 6.1.12.HistoryCA.10.b 6.1.12.HistoryCA.10.c 6.1.12.CivicsPR.10.b 6.1.12.GeoHE.10.a 6.1.12.A.9.a 6.1.12.HistoryCA.9.a 6.1.12.HistoryCA.9.a 6.1.12.HistoryUP.9.a 6.1.12.HistoryCA.7.c

# United States History II for Multilingual Learners Pacing Guide

Midterm Exam	All Topics from Units 1-3	6.1.12.CivicsDP.11.a: 6.1.12.CivicsHR.11.a 6.1.12.EconET.11.a 6.1.12.HistoryCA.11.a 6.1.12.HistoryCA.11.b 6.1.12.HistoryCC.11.b 6.1.12.HistoryCC.11.c 6.1.12.HistoryCC.11.d All Standards from Units 1-3
Review and Exam (2 Days)		
4: Becoming a Superpower (1945-1960) (10 Days)	<ol> <li>An Overview of the Cold War</li> <li>Truman and Eisenhower</li> <li>1950s American Culture</li> <li>Korean War</li> </ol>	6.1.12.EconNE.12.a 6.1.12.EconEM.12.a 6.1.12.HistoryCC.12.a 6.1.12.HistoryCC.12.b 6.1.12.HistoryCC.12.c: 6.1.12.HistoryCC.12.d 6.1.12.HistoryCC.12.e 6.1.12.HistoryCC.12.a 6.1.12.GeoPP.13.a 6.1.12.EconNE.13.a 6.1.12.EconNE.13.a 6.1.12.HistoryCC.13.b 6.1.12.HistoryUP.13.a 6.1.12.HistoryUP.13.a
5: Civil Rights and the Vietnam Era (1955-1975) (20 Days)	<ol> <li>1950s Civil Rights Movement</li> <li>Cuban Missile Crisis</li> <li>JFK Assassination</li> <li>1960s Civil Rights Movement</li> <li>Vietnam War</li> <li>Vietnam War Protests</li> </ol>	6.1.12.EconNE.12.a 6.1.12.HistoryCC.12.a 6.1.12.HistoryCC.12.b 6.1.12.HistoryCC.12.c 6.1.12.HistoryCC.12.d 6.1.12.HistoryCC.12.e: 6.1.12.HistorySE.12.b 6.1.12.CivicsPI.13.a 6.1.12.CivicsDP.13.a 6.1.12.GeoPP.13.a 6.1.12.EconNE.13.a 6.1.12.EconEM.13.a 6.1.12.EconNE.13.b 6.1.12.HistoryCC.13.c 6.1.12.HistoryCC.13.d 6.1.12.HistoryCC.13.d 6.1.12.HistoryUP.13.a

		6.1.12.HistorySE.13.a
6: Modern American Issues (1975-Today) (13 Days)	<ol> <li>1970-1980s</li> <li>1990-2000s</li> <li>2010-Today</li> </ol>	6.1.12.CivicsPI.14.b 6.1.12.CivicsPI.14.c 6.1.12.CivicsPI.14.d 6.1.12.CivicsDP.13.a 6.1.12.GeoHE.13.a 6.1.12.GeoHE.14.a 6.1.12.GeoHE.14.a 6.1.12.EconET.14.b 6.1.12.HistoryCA.14.b 6.1.12.HistoryCA.14.b 6.1.12.HistoryCA.14.c 6.1.12.HistorySE.14.a: 6.1.12.HistorySE.14.b 6.1.12.CivicsPR.15.a 6.1.12.HistoryCC.15.c 6.1.12.HistorySE.15.a 6.1.12.HistorySE.15.a 6.1.12.HistorySE.15.b 6.1.12.CivicsPD.16.a 6.1.12.CivicsPR.16.a 6.1.12.GeoHE16.a: 6.1.12.HistoryUP.16.a 6.1.12.HistoryUP.16.a 6.1.12.HistoryCC.16.b
Final Exam Review and Exam	All Topics from Units 4-6	All Standards from Units 4-6
(2 Days)		

NEPTUNE TOWNSHIP SCHOOL DISTRICT Office of the Superintendent 60 Neptune Blvd. Neptune, NJ 07753

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