

**Bloomfield Public Schools  
Bloomfield, New Jersey 07003**

**Curriculum Guide  
US History II  
Grade 11**

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**Conforms to New Jersey Core Curriculum Content Standards**

**Board Approved: September 12, 2017**

## ***US History II*** **(11<sup>th</sup> Grade)**

**Introduction:** *US History II* is a requirement for all students in the State of New Jersey and Bloomfield High School to graduate. The course is typically taught to 11<sup>th</sup> grade students over the course of one year.

The first half of the course picks up where United States History I left off at the Turn of the 20<sup>th</sup> Century. The first unit deals with the Industrial Revolution, Immigration, Urbanization, and the roots of our modern industrial nation. From there students move the Progressive Era and study the reforms that government sought to make so our citizens could be more productive. In the third unit students will study imperialism and the expansion of our nation over sea, which is will eventually lead us into the First War World. Toward the end of the first half of the year students study the period of American between the wars and look at the boom and bust of the 1920's and 1930. The first half ends with a focus on the New Deal and the presidency of Franklin D. Roosevelt.

The second half the year starts with the Second World War and the transformation of the United States into a minor play in global affairs and eventually to a Super Power. The Second World War takes the students through the social and cultural changes of the 1950s and the challenges of the Cold War. There is a period of study on the 1960s and the 1970s which is can be considered a period of growing pains for the United States, as we deal with issues such as Civil and Equal Rights. The year concludes with a study of Modern Day America from the Presidencies of Nixon to Obama.

This curriculum is aligned with both the 2009 *New Jersey Core Curriculum Content Standards* and new *Common Core State Standards for English Language Arts & Literacy in History/Social Studies*. The document specifically cross-references the four 21<sup>st</sup> Century themes and primary inter-disciplinary connections.

This document is a tool that will provide an overview as to what to teach, when to teach it, and how to assess student progress. As well, with considerations made for altered pacing, modifications, and accommodations; this document is to be utilized for all students enrolled in this course, regardless of ability level, native language, or classification. It is meant to be a dynamic tool that we, as educators, will revise and modify as it is used during the course of the school year.

**Mapping/Sequence:** The curriculum is written following the parameters of *Understanding by Design*. The document is written as a series of units containing established transfer goals, enduring understandings, essential questions, and the necessary skills and knowledge a student must attain in a school year. Each unit also stipulates both required and suggested activities and assessments.

Teachers are expected to design lessons that will meet the requirements within this curriculum; however, there is flexibility in how they choose to meet these demands.

**Pacing:** The *US History II* curriculum is divided into eight units. Each unit provides a time frame that averages 2-4 weeks.

**Resources:** Electronic and text resources are listed in each unit. Teachers will be able to access the curriculum document on the district website.

**Textbook:** McGraw Hill: American Vision, 2005

**Established Goals: New Jersey Core Curriculum Content Standards**

<http://www.state.nj.us/education/cccs/2009/>

<http://www.corestandards.org/the-standards/english-language-arts-standards/history-social-studies/grades-10-11/>

**Overarching Understandings:**

1. America's role in the world is and has been unique for the two centuries since its founding.
2. "Follow the Money", as history may often be interpreted by studying the people who have a financial motivation to act in a given situation.
3. America has a republican form of government that ultimately answers to its people.
4. Despite political, social, and economic change, the strength of America lies in the diversity of its people and principles.

Title of Unit	Unit One: American at the Turn of the Century	Grade Level	11
Curriculum Area	United States History II	Time Frame	2 weeks
Developed By	The United States History II Team		
Desired Results (Stage 1)			
Established Goals			
6.1.12.A.5.b Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.			
6.1.12.B.5.b Assess the impact of rapid urbanization on the environment and on the quality of life in cities.			
6.1.12.C.5.a Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods, and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.			
6.1.12.D.5.b Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.			
6.1.12.D.5.d Relate varying immigrants’ experiences to gender, race, ethnicity, or occupation.			
Primary Interdisciplinary Connections			
Common Core ELA:			
<a href="#">CCSS.ELA-Literacy.RH.11-12.1</a> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.			
<a href="#">CCSS.ELA-Literacy.RH.11-12.2</a> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.			
<a href="#">CCSS.ELA-Literacy.RH.11-12.4</a> Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).			
<a href="#">CCSS.ELA-Literacy.RH.11-12.5</a> Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.			
<a href="#">CCSS.ELA-Literacy.RH.11-12.7</a> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.			
<a href="#">CCSS.ELA-Literacy.WHST.11-12.2</a> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.			
<a href="#">CCSS.ELA-Literacy.WHST.11-12.4</a> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			

[CCSS.ELA-Literacy.WHST.11-12.7](#) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**21<sup>st</sup> Century Life & Careers:**

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.C.2 Analyze the common traits of effective state, national, or international leaders.

9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

**Technology:**

**8.1 Educational Technology** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

**21<sup>st</sup> Century Interdisciplinary Themes:**

☒ **Global Awareness**

☒ **Civic Literacy**

☒

**Financial, economic, business, and entrepreneurial literacy**

☐

**Health Literacy**

## Transfer

**Students will be able to independently use their learning to...**

**T1.** Construct logical and effective arguments.

**T2.** Better understand current events by drawing comparisons to other historical events.

**T3.** Participate effectively in a democratic society.

**T4.** Convey information clearly and logically.

**T5.** Select the most relevant and effective data to support their ideas.

**T6.** Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.

**T7.** Use appropriate resources and data sources to generate, manipulate and interpret information

Meaning	
Understandings	Essential Questions
Students will understand that...	Students will keep considering...
<p><b>U1.</b> New technology brings both positive and negative changes to a society.</p> <p><b>U2.</b> The government may often pass new laws regulating business in response to changes in the economy.</p> <p><b>U3.</b> Labor unions first formed in the early 1800s to protect workers' rights and by the late 1800s several national organizations developed.</p> <p><b>U4.</b> Immigrants have overcome many obstacles in their quest to make better lives for themselves in the United States.</p> <p><b>U5.</b> New technology and means of living developed in the 1800s changed the landscape of cities.</p> <p><b>U6.</b> Minority groups have worked hard to gain their full civil rights.</p> <p><b>U7.</b> Different regions of the country vary in economic and political needs.</p>	<p><b>Q1.</b> Has rapid industrial development been a blessing or a curse for Americans?</p> <p><b>Q2.</b> Should business be regulated closely by the government?</p> <p><b>Q3.</b> Did America fulfill the dreams of immigrants?</p>
Acquisition	
Knowledge	Skills
Students will know...	Students will be able to...
<p><b>K1.</b> How unit vocabulary leads to an understanding of the unit as a whole.</p> <p><b>K2.</b> The importance of determining the meaning of unfamiliar words and concepts in a text both for comprehension improvement and vocabulary development.</p> <p><b>K3.</b> How to identify the main idea of a text.</p> <p><b>K4.</b> How to construct and revise summaries of the text as they read.</p>	<p><b>S1.</b> Use a variety of strategies to determine the meaning of unfamiliar words and concepts in a text (context clues, background knowledge, word roots, dictionaries, etc.).</p> <p><b>S2.</b> Select accurate and appropriate information to support a claim.</p> <p><b>S3.</b> Summarize information from a primary and secondary text.</p> <p><b>S4.</b> Analyze documents including maps, charts, graphs, and texts.</p>

## Evidence (Stage 2)

<b><u>Checks for Alignment</u></b>	<b><u>Evaluation Criteria</u></b> Performance is judged in terms of...	<b><u>Assessment Evidence</u></b>
T1-6 U1-7 Q1-6 K1-4 S1-4	Teacher-created rubrics Reading Comprehension Reading Analysis Visual Analysis	<b><u>Transfer Task(s)</u></b> Formative <ul style="list-style-type: none"> <li>- Daily Do-Now</li> <li>- Teacher questions to cue students, gauge comprehension, evaluate student analysis and synthesis of each lesson</li> <li>- Homework Assignments</li> </ul>
		Summative <ul style="list-style-type: none"> <li>- Tests</li> <li>- Quizzes /Online Quizzes</li> <li>- Written or visual response to essential questions</li> <li>- Unit DBQ</li> <li>- Socratic Seminar</li> </ul>
T1-6 U1-7 Q1-6 K1-4 S1-4	Critical Thinking Applying Responding Reflection	<b><u>Other Evidence</u></b> Formative <ul style="list-style-type: none"> <li>- Pre-assessment</li> <li>- Informal Observations</li> <li>- Notebook Checks</li> <li>- Exit Slips</li> </ul>
		Summative <ul style="list-style-type: none"> <li>- Conferencing with students</li> <li>- Projects</li> <li>- Oral Presentations</li> <li>- Portfolios</li> </ul>

## Learning Plan (Stage 3)

**Checks for alignment  
and best practice**

### Summary of Key Learning Events and Instruction

*The teaching and learning needed to achieve the unit goals.*

	Required Activities	Required Resources
	Define all relevant vocabulary	Unit Vocabulary Graphic Organizers
	Debate opposing viewpoints	Course Textbook
	Create a timeline of events	<a href="http://www.njamistadcurriculum.com">www.njamistadcurriculum.com</a>
	Read primary and secondary sources	
	Suggested Activities	Suggested Resources
	Create a Venn diagram comparing and contrasting businesses of the 1880's and today	Video: <i>The History Channel: The Presidents</i>
	Analyze billionaire's profiles and categorize them as Captains of Industry or Robber Barons	Andrew Carnegie's <i>The Gospel of Wealth</i>
	Read passages from <i>How the Other Half Lives</i> and ask student to use it to draw a picture to describe life in tenements	Biographies of Andrew Carnegie, John Rockefeller, and Cornelius Vanderbilt
	Read and answer questions about an immigrant's journey to America in 1866	Photographs of immigrants' journey to America
	Use technology to take an interactive tour of a tenement museum	1866 Account of an Immigrant's Journey to America
		97 Orchard Street Website ( <a href="http://www.tenement.org">www.tenement.org</a> )
		<b>Gilded Age DBQ:</b>
		-George Rice's <i>How I Was Ruined by Rockefeller</i>
		- David A. Well's <i>Recent Economic Changes and Their Effect on the Production and Distribution of Wealth and the Well-Being of Society</i>
		- <i>People's Party Platform</i>
		-Samuel Gompers's <i>What Does Labor Want?</i>



	<p>Research and summarize their findings in a <i>brief</i> presentation to class regarding an invention and its impact on American society</p> <p>Research the inventions of Garrett A. Morgan, Madam C.J. Walker, and Vivien Thomas and discuss their importance to society today</p> <p>Read and answer questions on a timeline of the history of railroads from 1862 to 1887</p> <p>Complete a map <i>analysis</i> on the routes of the Railroads and impact on nation's growth</p> <p>Complete projects on inventions and inventors using technology</p> <p>Create business plans and advertisements for new technologies and inventions.</p> <p>Complete a DBQ answering the question, "Did the ends justify the means?" about budding billionaires of the Gilded Age</p> <p>Write a newspaper editorial explaining why entrepreneurs such as Rockefeller &amp; Carnegie were a positive or negative forces on the US economy of the 1880's</p> <p>Analyze photographs of tenements and cities at the turn of the century. Students will write reflection papers</p> <p>Read about and answer questions on the conditions of cities and the challenges of urban life</p>	<p><a href="http://www.apcentral.collegeboard.com">www.apcentral.collegeboard.com</a></p> <p>Photographs of tenements and cities at the turn of the century</p> <p><a href="http://www.gilderlehrman.org">www.gilderlehrman.org</a></p>
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	<p>Read about and answer questions on political machines</p> <p>Debate opposing viewpoints on whether the Industrial Revolution helped or hurt the country more</p>	
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Strategies for Differentiation	
Students Below Target:	Students Meeting or Exceeding Target:
Paired/Group Activity	Role Play
Guided practice	SQ3R
Role Play	Cooperative Learning
QAR	Choice boards
Cooperative Learning	Independent Study
Choice boards	Interest Based Mini Lessons
Tic - Tac - Toe menus	Skill-Based Mini Lessons
Learning Buddies	Tiered Products /Activities
Varied Rubrics	Choice Menus
Mentorships	Advance notice of assignments
Small Group Instruction	Review with study skills and strategies training.
Visual cues found on worksheets	Teach organizational skills
Chunking and grouping of material	Test modifications
Advance notice of assignments	Time extensions
Review with study skills and strategies training.	
Teach organizational skills	
Test modifications/time extensions	

<b>Title of Unit</b>	Unit Two: Progressivism	<b>Grade Level</b>	11
<b>Curriculum Area</b>	United States History II	<b>Time Frame</b>	3 weeks
<b>Developed By</b>	The United States History II Team		
<b>Desired Results (Stage 1)</b>			
<b>Established Goals</b>			
<p>6.1.12.A.6.a Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.</p> <p>6.1.12.A.6.c Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.</p> <p>6.1.12.B.6.a Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.</p> <p>6.1.12.D.6.a Assess the impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late 19th century in New Jersey (i.e., Paterson Silk Strike 1913) and the United States.</p> <p>6.1.12.D.6.b Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power.</p>			
<b>Primary Interdisciplinary Connections</b>			
<b>Common Core ELA:</b> <a href="#">CCSS.ELA-Literacy.RH.11-12.1</a> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. <a href="#">CCSS.ELA-Literacy.RH.11-12.2</a> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. <a href="#">CCSS.ELA-Literacy.RH.11-12.4</a> Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10). <a href="#">CCSS.ELA-Literacy.RH.11-12.5</a> Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. <a href="#">CCSS.ELA-Literacy.RH.11-12.7</a> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. <a href="#">CCSS.ELA-Literacy.WHST.11-12.2</a> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. <a href="#">CCSS.ELA-Literacy.WHST.11-12.4</a> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			

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**21<sup>st</sup> Century Life & Careers:**

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.C.2 Analyze the common traits of effective state, national, or international leaders.

9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

**Technology:**

**8.1 Educational Technology** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

**21<sup>st</sup> Century Interdisciplinary Themes:**

☒ **Global Awareness**

☒ **Civic Literacy**

☒ **Financial, economic, business, and entrepreneurial literacy**

☐ **Health Literacy**

## Transfer

**Students will be able to independently use their learning to...**

**T1.** Construct logical and effective arguments.

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**T5.** Select the most relevant and effective data to support their ideas.

**T6.** Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.

**T7.** Use appropriate resources and data sources to generate, manipulate and interpret information.

Meaning	
Understandings	Essential Questions
Students will understand that...	Students will keep considering...
<p><b>U1.</b> Again and again Americans have worked to reform problems that afflict society.</p> <p><b>U2.</b> Over the years, Americans have gradually expanded the democratic right to vote.</p> <p><b>U3.</b> Americans often debate the proper balance between free enterprise and government regulation of the economy.</p>	<p><b>Q1.</b> Is muckraking an effective tool to reform American politics and society?</p> <p><b>Q2.</b> Does government have a responsibility to help the needy?</p> <p><b>Q3.</b> To what extent had African-Americans attained the "American Dream" by the early twentieth century?</p>
Acquisition	
Knowledge	Skills
Students will know...	Students will be able to...
<p><b>K1.</b> How unit vocabulary leads to an understanding of the unit as a whole.</p> <p><b>K2.</b> The importance of determining the meaning of unfamiliar words and concepts in a text both for comprehension improvement and vocabulary development.</p> <p><b>K3.</b> How to identify the main idea of a text.</p> <p><b>K4.</b> How to construct and revise summaries of the text as they read.</p>	<p><b>S1.</b> Use a variety of strategies to determine the meaning of unfamiliar words and concepts in a text (context clues, background knowledge, word roots, dictionaries, etc.).</p> <p><b>S2.</b> Select accurate and appropriate information to support a claim.</p> <p><b>S3.</b> Summarize information from a primary and secondary text.</p> <p><b>S4.</b> Analyze documents including maps, charts, graphs, and texts.</p>

## Evidence (Stage 2)

<b><u>Checks for Alignment</u></b>	<b><u>Evaluation Criteria</u></b> Performance is judged in terms of...	<b><u>Assessment Evidence</u></b>
T1-6 U1-3 Q1-6 K1-4 S1-4	Teacher-created rubrics Reading Comprehension Reading Analysis Visual Analysis	<b><u>Transfer Task(s)</u></b> Formative <ul style="list-style-type: none"> <li>- Daily Do-Now</li> <li>- Teacher questions to cue students, gauge comprehension, evaluate student analysis and synthesis of each lesson</li> <li>- Homework Assignments</li> </ul>
		Summative <ul style="list-style-type: none"> <li>- Tests</li> <li>- Quizzes /Online Quizzes</li> <li>- Written or visual response to essential questions</li> <li>- Unit DBQ</li> <li>- Socratic Seminar</li> </ul>
T1-6 U1-3 Q1-6 K1-4 S1-4	Critical Thinking Applying Responding Reflection	<b><u>Other Evidence</u></b> Formative <ul style="list-style-type: none"> <li>- Pre-assessment</li> <li>- Informal Observations</li> <li>- Notebook Checks</li> <li>- Exit Slips</li> </ul>
		Summative <ul style="list-style-type: none"> <li>- Conferencing with students</li> <li>- Projects</li> <li>- Oral Presentations</li> <li>- Portfolios</li> </ul>

Learning Plan (Stage 3)		
Checks for alignment and best practice	Summary of Key Learning Events and Instruction	
	<i>The teaching and learning needed to achieve the unit goals.</i>	
	Required Activities	Required Resources
	Define all relevant vocabulary Debate opposing viewpoints Create a timeline of events Read primary and secondary sources	Unit Vocabulary Graphic Organizers Course Textbook <a href="http://www.njamistadcurriculum.com">www.njamistadcurriculum.com</a>
	Suggested Activities	Suggested Resources
	Discuss whether there is a Progressive Spirit which lives on today Devise a solution to a Progressive problem Discuss and compare their solutions to those offered by the Presidents of the Progressive Era Complete a graphic organizer on progressive presidents and their reforms Describe how Theodore Roosevelt changed the nature of the presidency and compare his taken on roles of health care, banks, car companies, and the stock market, with the President today	Video: <i>The History Channel: The Presidents</i> Jacob Riis' <i>How the Other Half Lives</i> Ida Tarbell's <i>The History of the Standard Oil Company</i> <b>Progressivism DBQ:</b> - Excerpt from Upton Sinclair's <i>The Jungle</i> -Letter from President Theodore Roosevelt to Upton Sinclair (1906) -Letter from Upton Sinclair to President Roosevelt (1906) - President Roosevelt's Message to Congress <i>The Conditions of the Stockyards</i> (1906) -Meat Inspection Act of 1906 <a href="http://www.highered.mcgrawhill.com">www.highered.mcgrawhill.com</a> Campaign Map of the 1912 Election <a href="http://www.gilderlehrman.org">www.gilderlehrman.org</a>



	<p>Read excerpts from muckrakers such as Tarbell, and Sinclair and write a brief response to each excerpt outlining how each journalist aroused public concern and promoted involvement in progressive reform</p> <p>Complete a DBQ on whether <i>The Jungle</i> was an accurate description of the meatpacking industry or whether Sinclair was a muckraker</p> <p>Discuss how Booker T. Washington, Frederick Douglass, and W.E.B Du Bois advance the cause of freedom and equality for African-American people through their writings but also through their political activities</p> <p>Review the issues of the 1912 election and analyze that and other election maps</p>	
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Strategies for Differentiation	
Students Below Target:	Students Meeting or Exceeding Target:
Paired/Group Activity	Role Play
Guided practice	SQ3R
Role Play	Cooperative Learning
QAR	Choice boards
Cooperative Learning	Independent Study
Choice boards	Interest Based Mini Lessons
Tic - Tac - Toe menus	Skill-Based Mini Lessons
Learning Buddies	Tiered Products /Activities
Varied Rubrics	Choice Menus
Mentorships	Advance notice of assignments
Small Group Instruction	Review with study skills and strategies training.
Visual cues found on worksheets	Teach organizational skills
Chunking and grouping of material	Test modifications
Advance notice of assignments	Time extensions
Review with study skills and strategies training.	
Teach organizational skills	
Test modifications/time extensions	

<b>Title of Unit</b>	Unit Three: American becomes a World Power	<b>Grade Level</b>	11
<b>Curriculum Area</b>	United States History II	<b>Time Frame</b>	6 weeks
<b>Developed By</b>	The United States History II Team		
<b>Desired Results (Stage 1)</b>			
<b>Established Goals</b>			
<p>6.1.12.D.6.b Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power.</p> <p>6.1.12.A.7.a Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.</p> <p>6.1.12.A.7.b Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).</p> <p>6.1.12.A.7.c Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.</p> <p>6.1.12.C.7.a Determine how technological advancements affected the nature of World War I on land, on water, and in the air.</p> <p>6.1.12.C.7.b Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.</p> <p>6.1.12.D.7.a Evaluate the effectiveness of Woodrow Wilson’s leadership during and immediately after World War I.</p> <p>6.1.12.D.7.b Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.</p> <p>6.1.12.D.7.c Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.</p>			
<b>Primary Interdisciplinary Connections</b>			
<b>Common Core ELA:</b> <a href="#">CCSS.ELA-Literacy.RH.11-12.1</a> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. <a href="#">CCSS.ELA-Literacy.RH.11-12.2</a> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.			

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### **21<sup>st</sup> Century Life & Careers:**

- 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1.12.C.2 Analyze the common traits of effective state, national, or international leaders.
- 9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.
- 9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

### **Technology:**

**8.1 Educational Technology** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

### **21<sup>st</sup> Century Interdisciplinary Themes:**

☒ **Global Awareness**  
☒ **Civic Literacy**

☒ **Financial, economic, business, and entrepreneurial literacy**  
☐ **Health Literacy**

## **Transfer**

### **Students will be able to independently use their learning to...**

- T1.** Construct logical and effective arguments.
- T2.** Better understand current events by drawing comparisons to other historical events.
- T3.** Participate effectively in a democratic society.
- T4.** Convey information clearly and logically.

**T5.** Select the most relevant and effective data to support their ideas.

**T6.** Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.

**T7.** Use appropriate resources and data sources to generate, manipulate and interpret information.

Meaning	
Understandings	Questions
Students will understand that...	Students will keep considering...
<p><b>U1.</b> The United States has acquired land inside and outside of the continental United States, but not without controversy.</p> <p><b>U2.</b> At times, the United States chooses to get involved in the affairs of other countries with mixed results.</p> <p><b>U3.</b> Over time the role that the United States in global affairs has expanded and retracted depending on the situation.</p> <p><b>U4.</b> Like all countries during the imperialism period, the United States was looking to expand its markets and gain more natural resources.</p> <p><b>U5.</b> The United States, under TR, greatly increased its influence abroad.</p> <p><b>U6.</b> America was, and remains, somewhat divided on what its role in the world should be.</p> <p><b>U7.</b> World War One (WWI) was caused by principles that every country of the era believed in and followed.</p> <p><b>U8.</b> Militarism, Alliances, Imperialism, and Nationalism were the main causes of WWI.</p> <p><b>U9.</b> WWI is the most deadly war in human history (to that time) due to the new weapons of war created during that time period.</p> <p><b>U10.</b> The US tried to remain as neutral as possible in the conflict, for as long as they could.</p> <p><b>U11.</b> Americans and the government took extraordinary steps to support the war effort both at home and abroad</p> <p><b>U12.</b> Completing an international peace treaty after the war proved difficult for the leaders at Versailles.</p>	<p><b>Q1.</b> Why did the United States seek to expand globally?</p> <p><b>Q2.</b> Did the press cause the Spanish-American War?</p> <p><b>Q3.</b> Was it possible for the U.S. to maintain neutrality in WWI?</p> <p><b>Q4.</b> Was the Treaty of Versailles fundamentally flawed?</p>

## Acquisition

### Knowledge

Students will know...

- K1.** How unit vocabulary leads to an understanding of the unit as a whole.
- K2.** The importance of determining the meaning of unfamiliar words and concepts in a text both for comprehension improvement and vocabulary development.
- K3.** How to identify the main idea of a text.
- K4.** How to construct and revise summaries of the text as they read.

### Skills

Students will be able to...

- S1.** Use a variety of strategies to determine the meaning of unfamiliar words and concepts in a text (context clues, background knowledge, word roots, dictionaries, etc.).
- S2.** Select accurate and appropriate information to support a claim.
- S3.** Summarize information from a primary and secondary text.
- S4.** Analyze documents including maps, charts, graphs, and texts.

## Evidence (Stage 2)

<b><u>Checks for Alignment</u></b>	<b><u>Evaluation Criteria</u></b> Performance is judged in terms of...	<b><u>Assessment Evidence</u></b>
T1-6 U1-12 Q1-12 K1-4 S1-4	Teacher-created rubrics Reading Comprehension Reading Analysis Visual Analysis	<b><u>Transfer Task(s)</u></b> Formative <ul style="list-style-type: none"> <li>- Daily Do-Now</li> <li>- Teacher questions to cue students, gauge comprehension, evaluate student analysis and synthesis of each lesson</li> <li>- Homework Assignments</li> </ul>
		Summative <ul style="list-style-type: none"> <li>- Tests</li> <li>- Quizzes /Online Quizzes</li> <li>- Written or visual response to essential questions</li> <li>- Unit DBQ</li> <li>- Socratic Seminar</li> </ul>
T1-6 U1-12 Q1-12 K1-4 S1-4	Critical Thinking Applying Responding Reflection	<b><u>Other Evidence</u></b> Formative <ul style="list-style-type: none"> <li>- Pre-assessment</li> <li>- Informal Observations</li> <li>- Notebook Checks</li> <li>- Exit Slips</li> </ul>
		Summative <ul style="list-style-type: none"> <li>- Conferencing with students</li> <li>- Projects</li> <li>- Oral Presentations</li> <li>- Portfolios</li> </ul>

## Learning Plan (Stage 3)

**Checks for alignment  
and best practice**

### Summary of Key Learning Events and Instruction

*The teaching and learning needed to achieve the unit goals.*

	Required Activities	Required Resources
	Define all relevant vocabulary	Unit Vocabulary Graphic Organizers
	Debate opposing viewpoints	Course Textbook
	Create a timeline of events	<a href="http://www.njamistadcurriculum.com">www.njamistadcurriculum.com</a>
	Read primary and secondary sources	
	Suggested Activities	Suggested Resources
	Define the word imperialism using primary documents including quotations, political cartoons, and graphs	Video: <i>The History Channel: The Presidents</i>
	Make a chart of reasons why countries imperialize (economic, political, religious, exploratory, and ideological)	Rudyard Kipling's <i>The White Man's Burden</i>
	Complete a DBQ on whether America should pursue a policy of isolationism or interventionism	The Monroe Doctrine
	View <i>A Man, A Plan, A Canal</i> and discuss orally	Isolationism/Interventionism DBQ: -The Anti-Imperialist League (1899) - Albert Beveridge's Campaign Speech (1898)
	Read about and answer questions on Rudyard Kipling's <i>The White Man's Burden</i>	Video: <i>A Man, a Plan, a Canal</i>
	Construct a timeline of key events of American Expansionism	Imperialism political cartoons
		<b>Spanish-American War DBQ:</b> - The Cuban Mother Political Cartoon - Alfred Thayer Mahan's <i>The Influence of Sea Power upon History</i> - Cuban Politeness Political Cartoon - <i>The Journal</i> (February 17, 1898) - President McKinley's State of the Union Address (April 11, 1898)



	<p>Analyze and answer questions on imperialism political cartoons</p> <p>Review the Monroe Doctrine and discuss the implication of the Roosevelt Corollary and whether the United States could uphold or support the Corollary</p> <p>Complete a DBQ on whether the U.S. would have become involved in the Cuban Revolution if the U.S.S. Maine had not exploded</p> <p>Write about the causes of the Spanish-American war from the following perspectives:</p> <ol style="list-style-type: none"> <li>1. Rough Rider</li> <li>2. Yellow journalist</li> <li>3. Relative of crew member of Maine</li> <li>4. Cuban forced to live in concentration camp</li> </ol> <p>Create yellow journalism on a modern historical topic</p> <p>Create a list of the causes of the war, place in chronological order, rank most significant to least</p> <p>Read about and answer questions on the acquisition of Alaska</p> <p>Create a timeline outlining the steps taken to build the Panama Canal</p> <p>Fill out a chart explaining why and how America imperialized, explaining the effects of each example</p>	<p>-<i>Remember the Maine</i> poem</p> <p><b>American Neutrality DBQ:</b></p> <ul style="list-style-type: none"> <li>-Woodrow Wilson's Declaration of Neutrality (1914)</li> <li>-Chart showing American prewar sales to the Triple Entente and Central Powers</li> <li>- President Wilson's First Warning to the Germans (1915)</li> <li>-President Wilson's Protest to the Germans (1916)</li> </ul> <p>WWI Propaganda Posters</p> <p>Video: <i>The Lost Battalion</i></p> <p>Woodrow Wilson's The Fourteen Points</p> <p>The Treaty of Versailles</p> <p>Adolf Hitler speech excerpts on The Treaty of Versailles</p> <p><a href="http://www.gilderlehrman.org">www.gilderlehrman.org</a></p>
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	<p>Research the influence of the US on Hawaii, China, the Philippines, Guam, Puerto Rico, Panama, and Cuba</p> <p>Compare maps of Europe before and after WWI</p> <p>Create a chart that lists causes of WWI</p> <p>Complete a DBQ on whether America was truly neutral prior to entering WWI</p> <p>Read about and answer questions on the American homefront during WWI</p> <p>Write a diary entry from a soldier fighting in the trenches</p> <p>Make a Venn Diagram comparing the Fourteen Points and the Treaty of Versailles</p> <p>Research what happened to the League of Nations after the Treaty of Versailles</p> <p>Rewrite the Treaty of Versailles with the goal of preventing WWII from happening</p> <p>Organize a table, listing significant events of each year from 1914 to 1918.</p> <p>Create a map showing how Europe changed from 1914 to 1919</p>	
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## Strategies for Differentiation

<b>Students Below Target:</b>	<b>Students Meeting or Exceeding Target:</b>
Paired/Group Activity	Role Play
Guided practice	SQ3R
Role Play	Cooperative Learning
QAR	Choice boards
Cooperative Learning	Independent Study
Choice boards	Interest Based Mini Lessons
Tic - Tac - Toe menus	Skill-Based Mini Lessons
Learning Buddies	Tiered Products /Activities
Varied Rubrics	Choice Menus
Mentorships	Advance notice of assignments
Small Group Instruction	Review with study skills and strategies training.
Visual cues found on worksheets	Teach organizational skills
Chunking and grouping of material	Test modifications
Advance notice of assignments	Time extensions
Review with study skills and strategies training.	
Teach organizational skills	
Test modifications/time extensions	

<b>Title of Unit</b>	Unit Four: The Period Between the Wars (The Roaring Twenties, The Great Depression, and the New Deal)	<b>Grade Level</b>	11
<b>Curriculum Area</b>	United States History II	<b>Time Frame</b>	6 weeks
<b>Developed By</b>	The United States History II Team		
<b>Desired Results (Stage 1)</b>			
<b>Established Goals</b>			
<p>6.1.12.A.8.b Compare and contrast the global marketing practices of United States factories and farms with American public opinion and government policies that favored isolationism.</p> <p>6.1.12.A.8.c Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.</p> <p>6.1.12.C.8.a Analyze the push-pull factors that led to the Great Migration.</p> <p>6.1.12.C.8.b Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.</p> <p>6.1.12.D.8.b Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.</p> <p>6.1.12.A.9.a Analyze how the actions and policies of the United States government contributed to the Great Depression.</p> <p>6.1.12.B.9.a Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.</p> <p>6.1.12.C.9.b Explain how economic indicators (i.e., gross domestic product, the consumer price index, the national debt, and the trade deficit) are used to evaluate the health of the economy.</p> <p>6.1.12.C.9.d Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability.</p> <p>6.1.12.D.9.a Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.</p> <p>6.1.12.D.9.b Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.</p> <p>6.1.12.A.10.a Evaluate the arguments regarding the role of the federal government during the New Deal era.</p> <p>6.1.12.A.10.b Assess the effectiveness of governmental policies enacted during the New Deal period (i.e., the FDIC, NLRB, and Social Security) in protecting the welfare of individuals.</p> <p>6.1.12.A.10.c Evaluate the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.</p> <p>6.1.12.C.10.b Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.</p> <p>6.1.12.D.10.b Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents.</p> <p>6.1.12.D.10.c Explain how key individuals, including minorities and women (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt), shaped the core ideologies and policies of the New Deal.</p>			
<b>Primary Interdisciplinary Connections</b>			

**Common Core ELA:**

[CCSS.ELA-Literacy.RH.11-12.1](#) Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

[CCSS.ELA-Literacy.RH.11-12.2](#) Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

[CCSS.ELA-Literacy.RH.11-12.4](#) Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

[CCSS.ELA-Literacy.RH.11-12.5](#) Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

[CCSS.ELA-Literacy.RH.11-12.7](#) Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

[CCSS.ELA-Literacy.WHST.11-12.2](#) Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

[CCSS.ELA-Literacy.WHST.11-12.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[CCSS.ELA-Literacy.WHST.11-12.7](#) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**21<sup>st</sup> Century Life & Careers:**

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.C.2 Analyze the common traits of effective state, national, or international leaders.

9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

**Technology:**

**8.1 Educational Technology** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

**21<sup>st</sup> Century Interdisciplinary Themes:**

☒ **Global Awareness**

☒ **Civic Literacy**

☒ **Financial, economic, business, and entrepreneurial literacy**

☐ **Health Literacy**

**Transfer**

**Students will be able to independently use their learning to...**

**T1.** Construct logical and effective arguments.

**T2.** Better understand current events by drawing comparisons to other historical events.

**T3.** Participate effectively in a democratic society.

**T4.** Convey information clearly and logically.

**T5.** Select the most relevant and effective data to support their ideas.

**T6.** Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.

**T7.** Use appropriate resources and data sources to generate, manipulate and interpret information.

## Meaning

### Understandings

**Students will understand that...**

**U1.** Popular culture evolved in 1920s during the period of great prosperity.

**U2.** Women's roles in society continue to change and evolve allowing women greater opportunities.

**U3.** Like other Presidents, Coolidge and Hoover sought the right to balance between free enterprise and government intervention in the economy.

**U4.** Franklin Delano Roosevelt took a different approach and felt that government needed to be more hands on in matters of the economy.

**U5.** Jim Crow was still the law in the deep south despite advancement from the Harlem Renaissance, Great Migration and NAACP

**U6.** The Great Depression affected people from every walk of life.

**U7.** Political leaders disagree on how much control the government should have over the national economy.

**U8.** Economic changes often lead to migration around the country.

**U9.** The economics of nations around the world are impacted by distant events.

### Essential Questions

**Students will keep considering...**

**Q1.** Did the nineteenth amendment radically change women's roles in American life?

**Q2.** Should the United States have enacted the Prohibition Amendment?

**Q3.** Was the New Deal an effective response to the Great Depression?

**Q4.** Did minorities receive a New Deal in the 1930s?

<p><b>U10.</b> The New Deal eased the burden of the Great Depression however it was the Second World War that brought about an end to the Great Depression.</p>	
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## Acquisition

### Knowledge

Students will know...

- K1.** How unit vocabulary leads to an understanding of the unit as a whole.
- K2.** The importance of determining the meaning of unfamiliar words and concepts in a text both for comprehension improvement and vocabulary development.
- K3.** How to identify the main idea of a text.
- K4.** How to construct and revise summaries of the text as they read.

### Skills

Students will be able to...

- S1.** Use a variety of strategies to determine the meaning of unfamiliar words and concepts in a text (context clues, background knowledge, word roots, dictionaries, etc.).
- S2.** Select accurate and appropriate information to support a claim.
- S3.** Summarize information from a primary and secondary text.
- S4.** Analyze documents including maps, charts, graphs, and texts.



## Evidence (Stage 2)

<b><u>Checks for Alignment</u></b>	<b><u>Evaluation Criteria</u></b> Performance is judged in terms of...	<b><u>Assessment Evidence</u></b>
T1-6 U1-10 Q1-11 K1-4 S1-4	Teacher-created rubrics Reading Comprehension Reading Analysis Visual Analysis	<b><u>Transfer Task(s)</u></b> Formative <ul style="list-style-type: none"> <li>- Daily Do-Now</li> <li>- Teacher questions to cue students, gauge comprehension, evaluate student analysis and synthesis of each lesson</li> <li>- Homework Assignments</li> </ul>
		Summative <ul style="list-style-type: none"> <li>- Tests</li> <li>- Quizzes /Online Quizzes</li> <li>- Written or visual response to essential questions</li> <li>- Unit DBQ</li> <li>- Socratic Seminar</li> </ul>
T1-6 U1-10 Q1-11 K1-4 S1-4	Critical Thinking Applying Responding Reflection	<b><u>Other Evidence</u></b> Formative <ul style="list-style-type: none"> <li>- Pre-assessment</li> <li>- Informal Observations</li> <li>- Notebook Checks</li> <li>- Exit Slips</li> </ul>
		Summative <ul style="list-style-type: none"> <li>- Conferencing with students</li> <li>- Projects</li> <li>- Oral Presentations</li> <li>- Portfolios</li> </ul>

## Learning Plan (Stage 3)

**Checks for alignment  
and best practice**

### Summary of Key Learning Events and Instruction

*The teaching and learning needed to achieve the unit goals.*

	Required Activities	Required Resources
	Define all relevant vocabulary	Unit Vocabulary Graphic Organizers
	Debate opposing viewpoints	Course Textbook
	Create a timeline of events	<a href="http://www.njamistadcurriculum.com">www.njamistadcurriculum.com</a>
	Read primary and secondary sources	
	Suggested Activities	Suggested Resources
	Create skits incorporating famous 1920s celebrities (including Charlie Chaplin, Al Capone, F. Scott Fitzgerald, Langston Hughes, Coco Chanel, Marcus Garvey, Josephine Baker, Babe Ruth, Charles Lindbergh, and Jack Dempsey) after researching them	Video: <i>The History Channel: The Presidents</i>
	Read about and answer questions on 1920s nativism	1920s celebrity biographies
	Read excerpts from the Sacco-Vanzetti case and analyze for factors leading to its outcome (presumption of guilt, bias toward immigrants, etc.)	1920s slang lists
	Read about and answer questions on the Harlem Renaissance	Sacco-Vanzetti case transcript
		Jazz and Blues recordings
		Langston Hughes <i>I Too Sing America</i>
		Franklin D. Roosevelt's First Inaugural Address
		American citizen letters to Hoover and Roosevelt
		Ernie Pyle's Reports on the Dust Bowl from 1936 and 1939
		Unemployment rate statistics from 1929 to 1943

	<p>Listen to recordings of jazz and blues performances by popular musicians and prepare a profile on a famous performer</p> <p>Make a chart showing areas where women's roles changed in the 1920's</p> <p>Describe the disparities in pay scales between African Americans and Caucasians in the North</p> <p>Describe how the great migration affected Northern cities</p> <p>Describe what jobs awaited the African-American migrants in the North</p> <p>Have a panel discussion on the Legacy of the Harlem Renaissance</p> <p>Compare the KKK from the 1920s to the Reconstruction era</p> <p>Select a poem by an African American poet of the Harlem Renaissance and prepare for a poetry reading</p> <p>Read about and answer questions on Langston Hughes' <i>I Too Sing America</i></p> <p>Discuss which African-American organizations were influenced by Marcus Garvey</p> <p>Create a graph showing how the number of cars in the U.S. increased from 1900 to 1940</p>	<p><b>DBQ on how effective the New Deal was :</b></p> <ul style="list-style-type: none"> <li>-Clara Hancox, quoted in <i>The Century</i>, by Peter Jennings and Todd Brewster</li> <li>- Senator Harry Byrd of Virginia questions Harry L. Hopkins about the effectiveness of government spending political cartoon</li> <li>-Social Security Act</li> <li>-Dr. New Deal political cartoon</li> <li>-Photograph of Civilian Conservation Corps workers</li> <li>-Senator Huey Long's <i>Share our Wealth</i> Speech (1935)</li> <li>- Helen Farmer, quoted in <i>The Great Depression</i>, by T. H. Watkins</li> </ul> <p><a href="http://www.gilderlehrman.org">www.gilderlehrman.org</a></p>
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	<p>Read about and answer questions on the Teapot Dome Scandal</p> <p>Complete a chart on the causes and effects of the Great Depression</p> <p>Compare charts showing the breakdown of equality of wealth in the year 1929 and use them to answer questions</p> <p>Study a map showing unemployment rates and migration routes by state in 1934</p> <p>Read and answer question on Franklin D. Roosevelt's First Inaugural Address</p> <p>Read letters from American citizens to President Hoover and President Roosevelt and use them to compare their different reactions to the Great Depression</p> <p>Create a twitter page for President Hoover and Roosevelt to show major economic events that happened under their presidency</p> <p>Read Ernie Pyle's Reports on the Dust Bowl from 1936 and 1939 to compare how things changed for the better</p> <p>Complete a chart on major New Deal Acts</p> <p>Make a chart showing how unemployment rates changed from 1929 to 1943</p> <p>Complete a DBQ on how effective the New Deal was</p>	
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<b>Strategies for Differentiation</b>	
<b>Students Below Target:</b>	<b>Students Meeting or Exceeding Target:</b>
Paired/Group Activity	Role Play
Guided practice	SQ3R
Role Play	Cooperative Learning
QAR	Choice boards
Cooperative Learning	Independent Study
Choice boards	Interest Based Mini Lessons
Tic - Tac - Toe menus	Skill-Based Mini Lessons
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Mentorships	Advance notice of assignments
Small Group Instruction	Review with study skills and strategies training.
Visual cues found on worksheets	Teach organizational skills
Chunking and grouping of material	Test modifications
Advance notice of assignments	Time extensions
Review with study skills and strategies training.	
Teach organizational skills	
Test modifications/time extensions	

<b>Title of Unit</b>	Unit Five: WWII	<b>Grade Level</b>	11
<b>Curriculum Area</b>	United States History II	<b>Time Frame</b>	6 weeks
<b>Developed By</b>	The United States History II Team		
<b>Desired Results (Stage 1)</b>			
<b>Established Goals</b>			
<p>6.1.12.A.11.a Evaluate the effectiveness of international agreements following World War I (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg- Briand Pact) in preventing international disputes.</p> <p>6.1.12.A.11.b Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time.</p> <p>6.1.12.A.11.c Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.</p> <p>6.1.12.A.11.d Analyze the decision to use the atomic bomb and the consequences of doing so.</p> <p>6.1.12.A.11.e Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.</p> <p>6.1.12.B.11.a Explain the role that geography played in the development of military strategies and weaponry in World War II.</p> <p>6.1.12.C.11.b Relate new wartime inventions to scientific and technological advancements in the civilian world.</p> <p>6.1.12.D.11.a Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.</p> <p>6.1.12.D.11.b Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship <i>New Jersey</i>) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.</p> <p>6.1.12.D.11.c Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.</p> <p>6.1.12.D.11.d Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.</p> <p>6.1.12.D.11.e Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.</p>			
<b>Primary Interdisciplinary Connections</b>			
<b>Common Core ELA:</b> <p><a href="#">CCSS.ELA-Literacy.RH.11-12.1</a> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><a href="#">CCSS.ELA-Literacy.RH.11-12.2</a> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><a href="#">CCSS.ELA-Literacy.RH.11-12.4</a> Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p> <p><a href="#">CCSS.ELA-Literacy.RH.11-12.5</a> Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p><a href="#">CCSS.ELA-Literacy.RH.11-12.7</a> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>			

[CCSS.ELA-Literacy.WHST.11-12.2](#) Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

[CCSS.ELA-Literacy.WHST.11-12.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[CCSS.ELA-Literacy.WHST.11-12.7](#) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

### **21<sup>st</sup> Century Life & Careers:**

- 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1.12.C.2 Analyze the common traits of effective state, national, or international leaders.
- 9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.
- 9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

### **Technology:**

**8.1 Educational Technology** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

### **21<sup>st</sup> Century Interdisciplinary Themes:**

☒ **Global Awareness**  
☒ **Civic Literacy**

☒ **Financial, economic, business, and entrepreneurial literacy**  
☐ **Health Literacy**

## **Transfer**

### **Students will be able to independently use their learning to...**

- T1.** Construct logical and effective arguments.
- T2.** Better understand current events by drawing comparisons to other historical events.
- T3.** Participate effectively in a democratic society.
- T4.** Convey information clearly and logically.
- T5.** Select the most relevant and effective data to support their ideas.
- T6.** Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
- T7.** Use appropriate resources and data sources to generate, manipulate and interpret information

Meaning	
Understandings	Essential Questions
Students will understand that...	Students will keep considering...
<p><b>U1.</b> Americans debated involvement in World War II.</p> <p><b>U2.</b> The global Depression made many European countries look towards dictators to rule and protect them.</p> <p><b>U3.</b> Appeasement was a foreign policy used by many European Countries during the decade to avoid WWII.</p> <p><b>U4.</b> Totalitarian dictatorships severely limited people's rights during the period of the 1930's</p> <p><b>U5.</b> Countries develop specific policies about ways to deal with other countries' aggressive acts.</p> <p><b>U6.</b> Japan spread quickly throughout the Pacific in the 1930's damaging their relationship with the US in the 1930's</p> <p><b>U7.</b> The United States became involved in World War II after an attack on its own soil on December 7<sup>th</sup> 1941.</p> <p><b>U8.</b> The struggle between the Allies and the Axis is the defining struggle of the 20<sup>th</sup> century.</p> <p><b>U9.</b> Hitler's invasion of the USSR proved difficult and ultimately cost him the war.</p> <p><b>U10.</b> The US government quickly mobilized the country and economy to fight WWII.</p> <p><b>U11.</b> Between 1942-1945 the Western world was in a constant state of War in nearly every country and continent</p> <p><b>U12.</b> As the United States came closer to mainland Japan the fighting</p>	<p><b>Q1.</b> How did United States foreign policy during the 1930s help promote WWII?</p> <p><b>Q2.</b> Was the treatment of Japanese Americans during WWII justified or an unfortunate setback for democracy?</p> <p><b>Q3.</b> How important was the home front in the United States' victory in WWII?</p> <p><b>Q4.</b> Do we have the ability to stop future Holocausts?</p>



<p>became fiercer forcing the American government to look at other options for ending the war.</p> <p><b>U13.</b> The United States dropped the Atomic Bombs on Japan to quickly end WWII</p> <p><b>U14.</b> Truman's use of the Atomic Bombs remains a source of controversy to today, due to debate about possible other options he had.</p> <p><b>U15.</b> The Holocaust was the systematic genocide of over 12 million people by the German Nazi government between 1933 and 1945.</p> <p><b>U16.</b> The Holocaust is the worst genocide in modern history and was the logical end to a German anti-Semitic policy against the Jews of Europe</p>	
Acquisition	
<b>Knowledge</b> Students will know...	<b>Skills</b> Students will be able to...
<p><b>K1.</b> How unit vocabulary leads to an understanding of the unit as a whole.</p> <p><b>K2.</b> The importance of determining the meaning of unfamiliar words and concepts in a text both for comprehension improvement and vocabulary development.</p> <p><b>K3.</b> How to identify the main idea of a text.</p> <p><b>K4.</b> How to construct and revise summaries of the text as they read.</p>	<p><b>S1.</b> Use a variety of strategies to determine the meaning of unfamiliar words and concepts in a text (context clues, background knowledge, word roots, dictionaries, etc.).</p> <p><b>S2.</b> Select accurate and appropriate information to support a claim.</p> <p><b>S3.</b> Summarize information from a primary and secondary text.</p> <p><b>S4.</b> Analyze documents including maps, charts, graphs, and texts.</p>

## Evidence (Stage 2)

<b><u>Checks for Alignment</u></b>	<b><u>Evaluation Criteria</u></b> Performance is judged in terms of...	<b><u>Assessment Evidence</u></b>
T1-6 U1-16 Q1-17 K1-4 S1-4	Teacher-created rubrics Reading Comprehension Reading Analysis Visual Analysis	<b><u>Transfer Task(s)</u></b> Formative <ul style="list-style-type: none"> <li>- Daily Do-Now</li> <li>- Teacher questions to cue students, gauge comprehension, evaluate student analysis and synthesis of each lesson</li> <li>- Homework Assignments</li> </ul>
		Summative <ul style="list-style-type: none"> <li>- Tests</li> <li>- Quizzes /Online Quizzes</li> <li>- Written or visual response to essential questions</li> <li>- Unit DBQ</li> <li>- Socratic Seminar</li> </ul>
T1-6 U1-16 Q1-17 K1-4 S1-4	Critical Thinking Applying Responding Reflection	<b><u>Other Evidence</u></b> Formative <ul style="list-style-type: none"> <li>- Pre-assessment</li> <li>- Informal Observations</li> <li>- Notebook Checks</li> <li>- Exit Slips</li> </ul>
		Summative <ul style="list-style-type: none"> <li>- Conferencing with students</li> <li>- Projects</li> <li>- Oral Presentations</li> <li>- Portfolios</li> </ul>

Learning Plan (Stage 3)		
Checks for alignment and best practice	Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i>	
	Required Activities	Required Resources
	Define all relevant vocabulary	Unit Vocabulary Graphic Organizers
	Debate opposing viewpoints	Course Textbook
	Create a timeline of events	<a href="http://www.njamistadcurriculum.com">www.njamistadcurriculum.com</a>
	Read primary and secondary sources	
	Suggested Activities	Suggested Resources
	<p>Create a list of characteristics of a dictator and compare the major dictators of the Rise of Dictator's period</p> <p>Create a storyboard documenting Adolf Hitler's life as it would play out in a movie about him</p> <p>Create a resume for a dictator from this time period</p> <p>Create a map showing land that was taken over by Nazi Germany prior to WWII breaking out</p> <p>Discuss how a dictator acquires and maintains power by promising security and threatening violence</p> <p>Research and present the growth of dictatorships, citing reasons for aggressive policies during early to mid – 1930's using Tojo, Hitler, and Mussolini</p>	<p><i>Video: The History Channel: The Presidents</i></p> <p><i>Video: The Rise of Evil</i></p> <p>Theodore Geisel's political cartoons about appeasement</p> <p>Winston Churchill and Neville Chamberlain speeches on the Munich Conference</p> <p>Charles Lindbergh's neutrality speeches</p> <p><i>FDR's Day of Infamy Speech</i></p> <p>Anti-Japanese propaganda</p> <p>Harry Truman's Diary</p> <p>HYPERLINK</p>

	<p>Compare Winston Churchill's speech on the Munich Conference of 1938 with that of Neville Chamberlain prior to the conference</p> <p>Discuss scenario based decisions on when it is appropriate to go to war</p> <p>Draw a political cartoon that expresses the position of internationalists or isolationists</p> <p>Read Charles Lindbergh's neutrality speeches prior to Pearl Harbor</p> <p>Read about and answer questions on the background behind Pearl Harbor</p> <p>Read and answer questions about FDR's <i>Day of Infamy</i> speech</p> <p>Analyze Anti-Japanese propaganda and explain how it served as a catalyst for Japanese Internment</p> <p>Complete a DBQ on whether Japanese Internment was justified</p> <p>Describe how African-Americans' roles changed in the armed services</p> <p>Describe how the Double V Campaign played out during WWII</p> <p>Use graphs to explain how wartime production changed life for African-Americans during WWII</p> <p>Complete a map of Pacific area and European battles during WWII</p>	<p><b>Japanese Internment DBQ</b></p> <ul style="list-style-type: none"> <li>-Photographs from Pearl Harbor</li> <li>-<i>The Munson Report</i> excerpt</li> <li>-Executive Order 9066</li> <li>-Photographs from internment camps</li> <li>-Fletcher Bowron's Los Angeles Times interview (1942)</li> <li>- Lieutenant General John L. DeWitt testifying before the House Naval Affairs Subcommittee (1943)</li> <li>-Waiting for the Signal from Home Political Cartoon</li> </ul> <p><b>Hiroshima and Nagasaki DBQ:</b></p> <ul style="list-style-type: none"> <li>-Photograph of Japanese kamikaze attacks</li> <li>-Excerpt from Paul Fussell's book <i>Thank God for the Atom Bomb</i></li> <li>- Colonel Tibbet's quotations on dropping the atomic bomb</li> <li>-Harry S. Truman's quotations on dropping the atomic bomb</li> <li>- Admiral William E. Leahy's quotations on dropping the atomic bomb</li> <li>-Henry Stimson's quotations on dropping the atomic bomb</li> <li>-Excerpt from Tokyo's <i>Nippon Times</i></li> <li>- Excerpt from <i>Hiroshima Diary: The Journal of a Japanese Physician</i></li> </ul> <p><a href="http://www.morningsidecenter.org">www.morningsidecenter.org</a></p> <p>Video: <i>Night and Fog</i></p> <p>Video: <i>Schindler's List</i></p> <p>Video: <i>The Devil's Arithmetic</i></p> <p>US Bill of Rights</p> <p>The Nuremberg Laws</p>
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	<p>Read about and answer questions on wartime conferences held between Allied leaders</p> <p>Read about and answer questions on the Manhattan Project</p> <p>Read passages from Harry Truman's diary and cite them to justify or denounce his decision to drop the atomic bomb</p> <p>Complete a DBQ on whether Hiroshima and Nagasaki were a military necessity</p> <p>Read the Nuremberg Laws and answer questions about them</p> <p>Discuss stereotypes and biases as they pertain to certain ethnicities, genders, and religions</p> <p>Create a chart to contrast the US Bills of Rights and the rights Nazi's denied the Jews</p> <p>Read and answer questions about the <i>SS St. Louis</i>, Kristallnacht, and Nuremberg Laws</p>	
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<b>Strategies for Differentiation</b>	
<b>Students Below Target:</b>	<b>Students Meeting or Exceeding Target:</b>
Paired/Group Activity	Role Play
Guided practice	SQ3R
Role Play	Cooperative Learning
QAR	Choice boards
Cooperative Learning	Independent Study
Choice boards	Interest Based Mini Lessons
Tic - Tac - Toe menus	Skill-Based Mini Lessons
Learning Buddies	Tiered Products /Activities
Varied Rubrics	Choice Menus
Mentorships	Advance notice of assignments
Small Group Instruction	Review with study skills and strategies training.
Visual cues found on worksheets	Teach organizational skills
Chunking and grouping of material	Test modifications
Advance notice of assignments	Time extensions
Review with study skills and strategies training.	
Teach organizational skills	
Test modifications/time extensions	

<b>Title of Unit</b>	Unit Six: Postwar America	<b>Grade Level</b>	11
<b>Curriculum Area</b>	United States History II	<b>Time Frame</b>	3 weeks
<b>Developed By</b>	The United States History II Team		
<b>Desired Results (Stage 1)</b>			
<b>Established Goals</b>			
6.1.12.A.12.a Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.			
6.1.12.A.12.b Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.			
6.1.12.B.12.a Evaluate the effectiveness of the Marshall Plan and regional alliances in the rebuilding of European nations in the post World War II period.			
6.1.12.C.12.a Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.			
6.1.12.D.12.a Analyze the impact of American governmental policies on independence movements in Africa, Asia, the Caribbean, and the Middle East.			
6.1.12.D.12.b Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.			
6.1.12.D.12.c Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.			
6.1.12.D.12.d Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.			
6.1.12.D.12.e Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.			
6.1.12.A.13.b Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, <i>Brown v. Board of Education</i> , and <i>Roe v. Wade</i> ) in promoting civil liberties and equal opportunities.			
6.1.12.B.13.a 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.C.13.a Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights.			
6.1.12.C.13.c Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).			

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

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

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

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

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

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

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

6.1.12.A.14.d Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.

6.1.12.A.14.h Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.

6.1.12.B.14.b Analyze how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.

6.1.12.C.14.b Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy.

6.1.12.D.14.a Determine the relationship between United States domestic and foreign policies.

6.1.12.D.14.e Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.

6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

6.1.12.A.15.a Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union, and determine how the fall influenced the global power structure.

6.1.12.A.15.b Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.

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

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

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

6.1.12.C.15.b Assess economic priorities related to international and domestic needs, as reflected in the national budget.

6.1.12.D.15.b Compare the perspectives of other nations and the United States regarding United States foreign policy.

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

## Primary Interdisciplinary Connections



**Common Core ELA:**

[CCSS.ELA-Literacy.RH.11-12.1](#) Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

[CCSS.ELA-Literacy.RH.11-12.2](#) Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

[CCSS.ELA-Literacy.RH.11-12.4](#) Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

[CCSS.ELA-Literacy.RH.11-12.5](#) Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

[CCSS.ELA-Literacy.RH.11-12.7](#) Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

[CCSS.ELA-Literacy.WHST.11-12.2](#) Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

[CCSS.ELA-Literacy.WHST.11-12.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[CCSS.ELA-Literacy.WHST.11-12.7](#) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**21<sup>st</sup> Century Life & Careers:**

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.C.2 Analyze the common traits of effective state, national, or international leaders.

9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

**Technology:**

**8.1 Educational Technology** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

**21<sup>st</sup> Century Interdisciplinary Themes:**

☒ **Global Awareness**  
☒ **Civic Literacy**

☒ **Financial, economic, business, and entrepreneurial literacy**  
☐ **Health Literacy**

**Transfer**

**Students will be able to independently use their learning to...**

- T1.** Construct logical and effective arguments.
- T2.** Better understand current events by drawing comparisons to other historical events.
- T3.** Participate effectively in a democratic society.
- T4.** Convey information clearly and logically.
- T5.** Select the most relevant and effective data to support their ideas.
- T6.** Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
- T7.** Use appropriate resources and data sources to generate, manipulate and interpret information

Meaning	
Understandings	Essential Questions
Students will understand that...	Students will keep considering...
<p><b>U1.</b> Not all Americans have shared in the nation's more prosperous times.</p> <p><b>U2.</b> New technology advances in the 1950s impacted American cultural life.</p> <p><b>U3.</b> Americans are constantly moving, lending to the rise and fall of populations in cities, states, and regions.</p> <p><b>U4.</b> <i>Brown v. Board of Education</i> fundamentally alters American life and Law, particularly for African-Americans</p> <p><b>U5.</b> Fear of Communism moved people and the American government to great lengths during the 1950's</p> <p><b>U6.</b> The United States and the USSR played a game of Global Chess around the globe in the 1950's</p> <p><b>U7.</b> Containment was and is an important American foreign policy.</p> <p><b>U8.</b> The Cold War was a non shooting war of tension with the USSR over the spread of Communism.</p>	<p><b>Q1.</b> Were the 1950s a time of great peace, progress, and prosperity for Americans?</p> <p><b>Q2.</b> Did the Civil Rights Movement of the 1950s expand democracy for all Americans?</p> <p><b>Q3.</b> Has the women's movement for equality become a reality or remained a dream?</p>
Acquisition	
Knowledge	Skills
Students will know...	Students will be able to...
<p><b>K1.</b> How unit vocabulary leads to an understanding of the unit as a whole.</p> <p><b>K2.</b> The importance of determining the meaning of unfamiliar words and concepts in a text both for comprehension improvement and vocabulary development.</p> <p><b>K3.</b> How to identify the main idea of a text.</p> <p><b>K4.</b> How to construct and revise summaries of the text as they read.</p>	<p><b>S1.</b> Use a variety of strategies to determine the meaning of unfamiliar words and concepts in a text (context clues, background knowledge, word roots, dictionaries, etc.).</p> <p><b>S2.</b> Select accurate and appropriate information to support a claim.</p> <p><b>S3.</b> Summarize information from a primary and secondary text.</p> <p><b>S4.</b> Analyze documents including maps, charts, graphs, and texts.</p>

<b>Evidence (Stage 2)</b>		
<b><u>Checks for Alignment</u></b>	<b><u>Evaluation Criteria</u> Performance is judged in terms of...</b>	<b><u>Assessment Evidence</u></b>
T1-6 U1-10 Q1-10 K1-4 S1-4	Teacher-created rubrics Reading Comprehension Reading Analysis Visual Analysis	<b><u>Transfer Task(s)</u></b> Formative <ul style="list-style-type: none"> <li>- Daily Do-Now</li> <li>- Teacher questions to cue students, gauge comprehension, evaluate student analysis and synthesis of each lesson</li> <li>- Homework Assignments</li> </ul>
		Summative <ul style="list-style-type: none"> <li>- Tests</li> <li>- Quizzes /Online Quizzes</li> <li>- Written or visual response to essential questions</li> <li>- Unit DBQ</li> <li>- Socratic Seminar</li> </ul>
T1-6 U1-10 Q1-10 K1-4 S1-4	Critical Thinking Applying Responding Reflection	<b><u>Other Evidence</u></b> Formative <ul style="list-style-type: none"> <li>- Pre-assessment</li> <li>- Informal Observations</li> <li>- Notebook Checks</li> <li>- Exit Slips</li> </ul>
		Summative <ul style="list-style-type: none"> <li>- Conferencing with students</li> <li>- Projects</li> <li>- Oral Presentations</li> <li>- Portfolios</li> </ul>

## Learning Plan (Stage 3)

**Checks for alignment  
and best practice**

### Summary of Key Learning Events and Instruction

*The teaching and learning needed to achieve the unit goals.*

	Required Activities	Required Resources
	Define all relevant vocabulary	Unit Vocabulary Graphic Organizers
	Debate opposing viewpoints	Course Textbook
	Create a timeline of events	<a href="http://www.njamistadcurriculum.com">www.njamistadcurriculum.com</a>
	Read primary and secondary sources	
	Suggested Activities	Suggested Resources
	Debate why the United States has a responsibility to help other nations	Video: <i>The History Channel: The Presidents</i>
	Create advertisements for products of the 1950s	Textbook Excerpt: <i>How to be a Good Wife</i>
	Find consumer products designed in the 1950's and write a short magazine article describing how the items reflect 1950's culture	TV clip: <i>Leave it to Beaver</i>
	Research the different people and events of the song <i>We didn't Start the Fire</i> and create a power point	Video: <i>Eyes on the Prize</i>
	Write a newspaper article discussing equality for all Americans, using specific events and people	Poem: <i>Emmett Till</i>
	Read James A. Emanuel's poem <i>Emmett Till</i> and answer questions on it	Video: <i>Citizen King</i>
		Song: <i>The Eve of Destruction</i>
		Song: <i>We Didn't Start the Fire</i>
		<b>1950s DBQ:</b> -The Good Wife's Guide, 1955

	<p>Read about and answer questions on the Little Rock Nine</p> <p>Create a bumper sticker to be placed on the Freedom Riders bus which describes their mission</p> <p>Write a speech explaining why the Montgomery Bus Boycott was effective</p> <p>Read excerpts from "I Have a Dream" speech and discuss the most inspirational words</p> <p>Create a list of positive and negatives reasons referring to why the 1950s were called "The best of times and the worst of times"</p> <p>Read about and answer questions on an excerpt from a 1950s textbook titled <i>How to be a Good Wife</i></p> <p>After watching an episode of <i>Leave it to Beaver</i>, write down how family structures are different today</p> <p>Complete a DBQ on why the 1950s era was called "The Best of Times and the Worst of Times"</p>	<p>-Photographs of 1950s families</p> <p>-Betty Friedan's <i>The Problem That Has No Name</i> (1963)</p> <p>-Malvina Raynold's song <i>Little Boxes</i></p> <p>- U.S. News &amp; World Report's <i>10 Amazing Years, 1947-1957: A Decade of Miracles</i> (1957)</p> <p>- Brown v. Board of Education (1954)</p> <p>- Leaflet from the Women's Political Council of Montgomery (1955)</p> <p><a href="http://www.gilderlehrman.org">www.gilderlehrman.org</a></p>
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<b>Strategies for Differentiation</b>	
<b>Students Below Target:</b>	<b>Students Meeting or Exceeding Target:</b>
Paired/Group Activity	Role Play
Guided practice	SQ3R
Role Play	Cooperative Learning
QAR	Choice boards
Cooperative Learning	Independent Study
Choice boards	Interest Based Mini Lessons
Tic - Tac - Toe menus	Skill-Based Mini Lessons
Learning Buddies	Tiered Products /Activities
Varied Rubrics	Choice Menus
Mentorships	Advance notice of assignments
Small Group Instruction	Review with study skills and strategies training.
Visual cues found on worksheets	Teach organizational skills
Chunking and grouping of material	Test modifications
Advance notice of assignments	Time extensions
Review with study skills and strategies training.	
Teach organizational skills	
Test modifications/time extensions	

<b>Title of Unit</b>	Unit Seven: The 1960s and 1970s at Home and Abroad	<b>Grade Level</b>	11
<b>Curriculum Area</b>	United States History II	<b>Time Frame</b>	4 weeks
<b>Developed By</b>	The United States History II Team		
<b>Desired Results (Stage 1)</b>			
<b>Established Goals</b>			
6.1.12.A.13.b Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.			
6.1.12.B.13.a 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.C.13.a Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights.			
6.1.12.D.13.a Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.			
6.1.12.D.13.b Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.			
6.1.12.D.13.c 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.D.13.d Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.			
6.1.12.D.13.e Explain why the Peace Corps was created and how its role has evolved over time.			
6.1.12.D.13.f Relate the changing role of women in the labor force to changes in family structure.			
6.1.12.D.12.d Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.			
6.1.12.D.12.e Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.			
<b>Primary Interdisciplinary Connections</b>			



**Common Core ELA:**

[CCSS.ELA-Literacy.RH.11-12.1](#) Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

[CCSS.ELA-Literacy.RH.11-12.2](#) Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

[CCSS.ELA-Literacy.RH.11-12.4](#) Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

[CCSS.ELA-Literacy.RH.11-12.5](#) Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

[CCSS.ELA-Literacy.RH.11-12.7](#) Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

[CCSS.ELA-Literacy.WHST.11-12.2](#) Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

[CCSS.ELA-Literacy.WHST.11-12.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[CCSS.ELA-Literacy.WHST.11-12.7](#) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**21<sup>st</sup> Century Life & Careers:**

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.C.2 Analyze the common traits of effective state, national, or international leaders.

9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

**Technology:**

**8.1 Educational Technology** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

**21<sup>st</sup> Century Interdisciplinary Themes:**

☒ **Global Awareness**  
☒ **Civic Literacy**

☐ **Financial, economic, business, and entrepreneurial literacy**  
☐ **Health Literacy**

**Transfer**

**Students will be able to independently use their learning to...**

- T1.** Construct logical and effective arguments.
- T2.** Better understand current events by drawing comparisons to other historical events.
- T3.** Participate effectively in a democratic society.
- T4.** Convey information clearly and logically.
- T5.** Select the most relevant and effective data to support their ideas.
- T6.** Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
- T7.** Use appropriate resources and data sources to generate, manipulate and interpret information

Meaning	
Understandings	Essential Questions
Students will understand that...	Students will keep considering...
<p><b>U1.</b> Several important civil rights leaders stepped up to the plate in the 1950's and 1960's to lead the movement</p> <p><b>U2.</b> Despite many protests the Civil Rights movement was not immediately successful in achieving its goals.</p> <p><b>U3.</b> The nature of segregation changed from the Civil rights movement from racial to economic</p> <p><b>U4.</b> Many people of all races risked their lives and fortunes to change American law that they saw as unfair.</p> <p><b>U5.</b> President Kennedy believed in continuing containment of the USSR and used this policy in various crisis in the early 1960's</p> <p><b>U6.</b> JFK made it a priority to fund scientific endeavors and education in the United States</p> <p><b>U7.</b> The death of President Kennedy fundamentally changed the United States</p> <p><b>U8.</b> Lyndon Johnson continued and enhanced many of his predecessors programs and beliefs</p> <p><b>U9.</b> Both JFK and LBJ were fighters for Civil Rights in their time in the White House</p> <p><b>U10.</b> LBJ significantly increased America's presence in Vietnam</p> <p><b>U11.</b> LBJ greatly increased the size and scope of the federal government in his "great society" legislation</p> <p><b>U12.</b> American policy in Vietnam is the logical consequence of adherence to both containment and the domino theory.</p>	<p><b>Q1.</b> Does the image of John F. Kennedy outshine the reality?</p> <p><b>Q2.</b> Did the Great Society programs fulfill their promises?</p> <p><b>Q3.</b> Is violence or nonviolence the most effective means to achieve social change?</p> <p><b>Q4.</b> Did the war in Vietnam bring a domestic revolution to the United States?</p> <p><b>Q5.</b> Was the Watergate Scandal a sign of strength or weakness in the United States government?</p>

<p><b>U13.</b> The violence and brutality of the Vietnam War affected soldiers and changed the perception of Americans both at home and abroad.</p> <p><b>U14.</b> The Vietnam War caused deep divisions both politically and emotionally within the United States.</p> <p><b>U17.</b> 1968 was a watershed year in American history, from which our political system and society have never been the same.</p> <p><b>U18.</b> The withdrawal of American soldiers from Vietnam was very slow and gradual to allow the United States to achieve “peace with honor”.</p> <p><b>U19.</b> The Vietnam experience left a permanent mark on the people who fought in it and the country as a whole.</p> <p><b>U20.</b> The relationship between the American government and its people is never the same after Vietnam and 1968.</p>	
Acquisition	
<b>Knowledge</b> Students will know...	<b>Skills</b> Students will be able to...
<p><b>K1.</b> How unit vocabulary leads to an understanding of the unit as a whole.</p> <p><b>K2.</b> The importance of determining the meaning of unfamiliar words and concepts in a text both for comprehension improvement and vocabulary development.</p> <p><b>K3.</b> How to identify the main idea of a text.</p> <p><b>K4.</b> How to construct and revise summaries of the text as they read.</p>	<p><b>S1.</b> Use a variety of strategies to determine the meaning of unfamiliar words and concepts in a text (context clues, background knowledge, word roots, dictionaries, etc.).</p> <p><b>S2.</b> Select accurate and appropriate information to support a claim.</p> <p><b>S3.</b> Summarize information from a primary and secondary text.</p> <p><b>S4.</b> Analyze documents including maps, charts, graphs, and texts.</p>

## Evidence (Stage 2)

<b><u>Checks for Alignment</u></b>	<b><u>Evaluation Criteria</u></b> Performance is judged in terms of...	<b><u>Assessment Evidence</u></b>
T1-6 U1-20 Q1-20 K1-4 S1-4	Teacher-created rubrics Reading Comprehension Reading Analysis Visual Analysis	<b><u>Transfer Task(s)</u></b> Formative <ul style="list-style-type: none"> <li>- Daily Do-Now</li> <li>- Teacher questions to cue students, gauge comprehension, evaluate student analysis and synthesis of each lesson</li> <li>- Homework Assignments</li> </ul>
		Summative <ul style="list-style-type: none"> <li>- Tests</li> <li>- Quizzes /Online Quizzes</li> <li>- Written or visual response to essential questions</li> <li>- Unit DBQ</li> <li>- Socratic Seminar</li> </ul>
T1-6 U1-20 Q1-20 K1-4 S1-4	Critical Thinking Applying Responding Reflection	<b><u>Other Evidence</u></b> Formative <ul style="list-style-type: none"> <li>- Pre-assessment</li> <li>- Informal Observations</li> <li>- Notebook Checks</li> <li>- Exit Slips</li> </ul>
		Summative <ul style="list-style-type: none"> <li>- Conferencing with students</li> <li>- Projects</li> <li>- Oral Presentations</li> <li>- Portfolios</li> </ul>

## Learning Plan (Stage 3)

**Checks for alignment  
and best practice**

### Summary of Key Learning Events and Instruction

*The teaching and learning needed to achieve the unit goals.*

	Required Activities	Required Resources
	Define all relevant vocabulary	Unit Vocabulary Graphic Organizers
	Debate opposing viewpoints	Course Textbook
	Create a timeline of events	<a href="http://www.njamistadcurriculum.com">www.njamistadcurriculum.com</a>
	Read primary and secondary sources	
	Suggested Activities	Suggested Resources
	Create a timeline on the major events of the Cold War	Video: <i>The History Channel: The Presidents</i>
	Watch <i>Duck and Cover</i> and signify its importance during the Cold War	Video: <i>Duck and Cover</i>
	Read about Paul Robeson and answer questions on his accusations by the HUAC	Video: <i>Thirteen Days</i>
	Discuss the implications of the Red Scare with the similar "witch hunt" today	Video: <i>Guilty by Association</i>
	Complete a DBQ on why Joseph McCarthy became discredited over time	Video: <i>Atomic Café</i>
	Discuss the factors that go into a successful presidential campaign and cite Nixon's shortcomings in running a successful campaign	<b>Joseph McCarthy's Downfall DBQ:</b> -Senator Joseph McCarthy's Speech in Wheeling, West Virginia (1950) -Draft of a letter from Harry S. Truman to Joseph McCarthy -Senator Margaret Chase Smith's <i>Declaration of Conscience</i> (1950) -Flyer from Leonard Schmitt (1952) - <i>I Have Here in my Hand</i> Political Cartoon

	<p>Evaluate each issue involved in Kennedy's domestic policy as a success or failure using evidence to explain why</p> <p>Discuss Kennedy's focus on the expansion of NASA and quest to explore the moon</p> <p>Discuss JFK's charisma, the role of First Lady Jackie Kennedy and how it impacted the public perception of the administration</p> <p>Work with Teacher created cubes with the programs of the Great Society to identify the programs</p> <p>Research the history behind the Civil Rights Act and present it in a poster</p> <p>Discuss the state of desegregation today</p> <p>Do a DBQ on whether the Presidents of the 1960s and 1970s did enough to push for Civil Rights legislation</p> <p>Create Vietnam War political cartoons that show why America got involved</p> <p>Read about and answer question on how America became involved in Vietnam</p> <p>Discuss the role of television is swaying public opinion on the Vietnam War</p> <p>Listen to Vietnam War era music and discuss its significance to the time period</p>	<p>Video: <i>The Kennedy-Nixon Debates</i></p> <p>Video: <i>From the Earth to the Moon</i></p> <p><b>Civil Rights Presidents DBQ:</b></p> <ul style="list-style-type: none"> <li>-Civil Rights Act of 1964</li> <li>-August 1963 Gallup Poll on JFK and Civil Rights</li> <li>-February 1964 Gallup Poll on LBJ and Civil Rights</li> <li>- April 1964 Gallup Poll on LBJ and Civil Rights</li> <li>- Stumbling Block Political Cartoon (1964)</li> <li>-Excerpt from Robert Dalleck's <i>Flawed Giant: Lyndon Johnson and his Times</i></li> <li>- Martin Luther King Jr.'s <i>Letter from the Birmingham Jail</i> (1963)</li> <li>- Chart showing percentage of voting-age African-Americans registered in 1960 versus 1968</li> </ul> <p>Video: <i>We Were Soldiers Once and Young</i></p> <p>Video: <i>Letters Home from Vietnam</i></p> <p>Vietnam War Songs</p> <p>Video: <i>Forrest Gump</i></p> <p>Video: <i>All the President's Men</i></p> <p><a href="http://www.gilderlehrman.org">www.gilderlehrman.org</a></p>
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	<p>Create a cause and effect chart of the Vietnam War</p> <p>Create a timeline of Watergate events and discuss the different ways Nixon could have handled himself and the decisions he made</p>	
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Strategies for Differentiation	
Students Below Target:	Students Meeting or Exceeding Target:
Paired/Group Activity	Role Play
Guided practice	SQ3R
Role Play	Cooperative Learning
QAR	Choice boards
Cooperative Learning	Independent Study
Choice boards	Interest Based Mini Lessons
Tic - Tac - Toe menus	Skill-Based Mini Lessons
Learning Buddies	Tiered Products /Activities
Varied Rubrics	Choice Menus
Mentorships	Advance notice of assignments
Small Group Instruction	Review with study skills and strategies training.
Visual cues found on worksheets	Teach organizational skills
Chunking and grouping of material	Test modifications
Advance notice of assignments	Time extensions
Review with study skills and strategies training.	
Teach organizational skills	
Test modifications/time extensions	



<b>Title of Unit</b>	Unit Eight: Modern History	<b>Grade Level</b>	11
<b>Curriculum Area</b>	United States History II	<b>Time Frame</b>	2 weeks
<b>Developed By</b>	The United States History II Team		
<b>Desired Results (Stage 1)</b>			
<b>Established Goals</b>			
<p>6.1.12.A.14.b Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.</p> <p>6.1.12.A.14.c Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.</p> <p>6.1.12.A.14.d Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.</p> <p>6.1.12.A.14.e Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern.</p> <p>6.1.12.A.14.h Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.</p> <p>6.1.12.C.14.a Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.</p> <p>6.1.12.D.14.a Determine the relationship between United States domestic and foreign policies.</p> <p>6.1.12.D.14.d Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.</p> <p>6.1.12.D.14.e Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.</p> <p>6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.</p> <p>6.1.12.A.15.a Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union, and determine how the fall influenced the global power structure.</p> <p>6.1.12.A.15.b Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.</p> <p>6.1.12.A.15.c Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.</p> <p>6.1.12.A.15.d Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.</p> <p>6.1.12.A.15.e Analyze the impact of United States support for the policies and actions of the United Nations and other international organizations.</p> <p>6.1.12.A.15.f Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.</p> <p>6.1.12.C.15.a Relate the role of America’s dependence on foreign oil to its economy and foreign policy.</p> <p>6.1.12.C.15.b Assess economic priorities related to international and domestic needs, as reflected in the national budget.</p> <p>6.1.12.D.15.b Compare the perspectives of other nations and the United States regarding United States foreign policy.</p> <p>6.1.12.D.15.c Explain how and why religious tensions and historic differences 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.</p> <p>6.1.12.D.15.d Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.</p>			

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

## Primary Interdisciplinary Connections

### Common Core ELA:

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### Technology:

**8.1 Educational Technology** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

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☒ **Global Awareness**

☒ **Civic Literacy**

☒ **Financial, economic, business, and entrepreneurial literacy**

☐ **Health Literacy**

## Transfer

**Students will be able to independently use their learning to...**

**T1.** Construct logical and effective arguments.

**T2.** Better understand current events by drawing comparisons to other historical events.

**T3.** Participate effectively in a democratic society.

**T4.** Convey information clearly and logically.

**T5.** Select the most relevant and effective data to support their ideas.

**T6.** Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.

**T7.** Use appropriate resources and data sources to generate, manipulate and interpret information

<b>Meaning</b>	
<b>Understandings</b>	<b>Essential Questions</b>
<b>Students will understand that...</b>	<b>Students will keep considering...</b>
<p><b>U1.</b> Richard Nixon's presidency was a mixed bag of efforts in both domestic and foreign policy.</p> <p><b>U2.</b> Nixon's personal flaws and corruption ultimately ended his Presidency.</p> <p><b>U3.</b> Gerald Ford sought to unite the country and dealt with a struggling economy and emboldened Soviet Union.</p> <p><b>U4.</b> Jimmy Carter struggled to achieve much of the success he has strived for, despite a significant accomplishment in foreign policy.</p> <p><b>U5.</b> Reagan embarked on a program of cutting taxes, investing in National Defense, and shrinking the size of the Federal government.</p> <p><b>U6.</b> While Reagan's programs were generally successful his presidency did see a scandal and a difficult second term.</p> <p><b>U7.</b> George H.W. Bush achieved notable foreign policy successes, but was limited to one term due to domestic struggles.</p> <p><b>U8.</b> Bill Clinton's presidency achieved remarkable results in some areas, but was plagued by personal and political scandal.</p> <p><b>U9.</b> The 2000 election of George W. Bush was historic, ending up in the Supreme Court to help determine the winner.</p> <p><b>U10.</b> The United States faced a different world from 9-11-01, now having to deal with terror both at home and abroad.</p> <p><b>U11.</b> The election of Barack Obama represented a shift in American beliefs and a historical event in American history.</p> <p><b>U12.</b> The United States has reacted to the most recent recession by expanding the role of government in society.</p>	<p><b>Q1.</b> What factored most in the fall of communism towards the end of the 20<sup>th</sup> century?</p> <p><b>Q2.</b> How did the election of 2000 challenge America's belief in Constitutional government?</p> <p><b>Q3.</b> How was 9-11-01 a transformative event to American society?</p> <p><b>Q4.</b> Can global terrorism be stopped?</p> <p><b>Q5.</b> What does the election of President Obama say about the beliefs and attitudes of most Americans?</p> <p><b>Q6.</b> Should the United States have a larger more active Federal government?</p>

## Acquisition

### Knowledge

Students will know...

- K1.** How unit vocabulary leads to an understanding of the unit as a whole.
- K2.** The importance of determining the meaning of unfamiliar words and concepts in a text both for comprehension improvement and vocabulary development.
- K3.** How to identify the main idea of a text.
- K4.** How to construct and revise summaries of the text as they read.

### Skills

Students will be able to...

- S1.** Use a variety of strategies to determine the meaning of unfamiliar words and concepts in a text (context clues, background knowledge, word roots, dictionaries, etc.).
- S2.** Select accurate and appropriate information to support a claim.
- S3.** Summarize information from a primary and secondary text.
- S4.** Analyze documents including maps, charts, graphs, and texts.

## Evidence (Stage 2)

<b><u>Checks for Alignment</u></b>	<b><u>Evaluation Criteria</u></b> Performance is judged in terms of...	<b><u>Assessment Evidence</u></b>
T1-6 U1-12 Q1-12 K1-4 S1-4	Teacher-created rubrics Reading Comprehension Reading Analysis Visual Analysis	<b><u>Transfer Task(s)</u></b> Formative <ul style="list-style-type: none"> <li>- Daily Do-Now</li> <li>- Teacher questions to cue students, gauge comprehension, evaluate student analysis and synthesis of each lesson</li> <li>- Homework Assignments</li> </ul>
		Summative <ul style="list-style-type: none"> <li>- Tests</li> <li>- Quizzes /Online Quizzes</li> <li>- Written or visual response to essential questions</li> <li>- Unit DBQ</li> <li>- Socratic Seminar</li> </ul>
T1-6 U1-12 Q1-12 K1-4 S1-4	Critical Thinking Applying Responding Reflection	<b><u>Other Evidence</u></b> Formative <ul style="list-style-type: none"> <li>- Pre-assessment</li> <li>- Informal Observations</li> <li>- Notebook Checks</li> <li>- Exit Slips</li> </ul>
		Summative <ul style="list-style-type: none"> <li>- Conferencing with students</li> <li>- Projects</li> <li>- Oral Presentations</li> <li>- Portfolios</li> </ul>

## Learning Plan (Stage 3)

**Checks for alignment  
and best practice**

### Summary of Key Learning Events and Instruction

*The teaching and learning needed to achieve the unit goals.*

	Required Activities	Required Resources
	Define all relevant vocabulary	Unit Vocabulary Graphic Organizers
	Debate opposing viewpoints	Course Textbook
	Create a timeline of events	<a href="http://www.njamistadcurriculum.com">www.njamistadcurriculum.com</a>
	Read primary and secondary sources	
	Suggested Activities	Suggested Resources
	Create a time capsule from the 1980s, 1990s, and 2000s	Video: <i>The History Channel: The Presidents</i>
	Make a list of three positives and three negatives of Reagan, Bush, Carter, Clinton, and Obama's Presidency	<i>A Case for Reparations: Add it Up!</i> Minister Louis Farrakhan, Final Call, Vol 1. No.4
	Conduct research on the rise of conservatism in the 1980s	Dr. Bill Cosby speaks at the 50th Anniversary commemoration of the Brown vs. Topeka Board of Education Supreme Court Decision, May 17, 2005
	Read and answer questions about Clinton's foreign Policy including Bosnia, Sudan, Iraq, and Haiti	Video: <i>United 93</i>
	Create a list of the challenges facing modern-day Presidents from the last 20 years	Live news footage from September 11, 2001
	Make a venn diagram comparing the Scottsboro Boys with the Jena 6	
	Compare Bill Cosby's speech on America 50 years after Brown vs. Board of Education with Nation of Islam	

	<p>Minister's Louis Farrakhan and use them to discuss who is correct on their interpretation of issues amongst African-American families today</p> <p>Discuss how presidents are scrutinized today and debate whether that is a good or bad thing for the country</p> <p>Debate whether women still have a glass ceiling today using real-life examples</p>	
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Strategies for Differentiation	
Students Below Target:	Students Meeting or Exceeding Target:
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Role Play	Cooperative Learning
QAR	Choice boards
Cooperative Learning	Independent Study
Choice boards	Interest Based Mini Lessons
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Visual cues found on worksheets	Teach organizational skills
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