

Orange Board of Education US History II Grade 11

Cycle 1:

Topic: Reconstruction 1865-1877 Settling the West 1865-1890	Skills: Research (internet and traditional) to compare and contrast texts in different forms and to evaluate an argument; argumentative and narrative writing; finding main ideas; population bar graphs; analyzing quotes; interpreting photographs; peer teaching and evaluation; reading and interpreting timelines; reading and interpreting maps; concept web analysis; cause and effect; drawing conclusions; analyzing points of view; understanding lexicon.	Projected # of days 25 (12 classes)
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Cycle 2:

Topic: Industrialism 1865-1901 Urban America 1865-1896 The Progressive Movement 1890-1920	Skills: Research (internet and traditional) to compare and contrast texts in different forms and to evaluate an argument; argumentative and informative/explanatory writing; finding main ideas; population bar graphs; analyzing quotes; interpreting photographs; peer teaching and evaluation; reading and interpreting timelines; reading and interpreting maps; concept web analysis; cause and effect; drawing conclusions; analyzing points of view; understanding lexicon.	Projected # of days 40 (20 classes)
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Cycle 3:

Topic: Becoming a World Power 1872-1917 WWI and its Aftermath 1914-1920 The Jazz Age 1921-1929 The Great Depression Begins 1929-1932 Roosevelt and the New Deal 1933-1941	Skills: Research (internet and traditional) to compare and contrast texts in different forms and to evaluate an argument; argumentative writing; finding main ideas; population bar graphs; analyzing quotes; interpreting photographs; peer teaching and evaluation; reading and interpreting timelines; reading and interpreting maps; concept web analysis; cause and effect; drawing conclusions; analyzing points of view; understanding lexicon.	Projected # of days 40 (20 classes)
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Cycle 4:

Topic: Origins of WWII 1931-1941 America and WWII 1941-1945 The Cold War Begins 1945-1960 Postwar America 1945-1960 The New Frontier and the Great Society 1960-1968 The Civil Rights Movement 1954-1968	Skills: Research (internet and traditional) to compare and contrast texts in different forms and to evaluate an argument; argumentative and narrative writing; finding main ideas; population bar graphs; analyzing quotes; interpreting photographs; peer teaching and evaluation; reading and interpreting timelines; reading and interpreting maps; concept web analysis; cause and effect; drawing conclusions; analyzing points of view; understanding lexicon.	Projected # of days 35 (17 classes)
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Orange Board of Education. US History II. Grade 11

Cycle I:

Topic: Reconstruction 1865-1877 Settling the West 1865-1890	Skills: Research (internet and traditional) to compare and contrast texts in different forms and to evaluate an argument; argumentative and narrative writing; finding main ideas; population bar graphs; analyzing quotes; interpreting photographs; peer teaching and evaluation; reading and interpreting timelines; reading and interpreting maps; concept web analysis; cause and effect; drawing conclusions; analyzing points of view; understanding lexicon.	Projected # of days 25 (12 classes)
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ORANGE BOARD OF EDUCATION

US History II Grade 11 Cycle 1 Chapter 10: Reconstruction 1865-1877

Goal(s)(NJCCCS and CCSS:

NJCCCS:

SOCIAL STUDIES

- 6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities
- 6.1.4. Civil War and Reconstruction
- A. Civics, Government, and Human Rights
- 6.1.12.A.4.b Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.
- 6.1.12.A.4.d Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.
- B. Geography, People, and the Environment
- 6.1.12.B.4.b Analyze the impact of population shifts and migration patterns during the Reconstruction period.
- C. Economics, Innovation, and Technology
- 6.1.12.C.4.b Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
- 6.1.12.C.4.c Explain why the Civil War was more costly to America than previous conflicts were.
- D. History, Culture, and Perspectives
- 6.1.12.D.4.a Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.
- 6.1.12.D.4.b Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people's lives and work.
- 6.1.12.D.4.c Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.
- 6.1.12.D.4.d Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
- 6.1.12.D.4.e Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.

TECHNOLOGY

Standard 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 TO CREATE AND COMMUNICATE KNOWLEDGE.

A. Technology Operations and Concepts

8.1.12.A.1 Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs and interpret the results.

8.1.12.A.3 Participate in online courses, learning communities, social networks or a virtual world as resources for lifelong learning.

C. Communication and Collaboration

12 Digital tools and environments support the learning process and foster collaboration in

solving local or global issues and problems.

8.1.12.C.1 Develop an innovative solution to a complex local or global problem / issue in collaboration with peers and experts and present ideas for feedback in an online community.

CCSS:

English Language Arts Standards » History/Social Studies » Grade 11-12

Key Ideas and Details

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.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure

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.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas

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.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity

CCSS.ELA-Literacy.RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

English Language Arts Standards » Speaking & Listening » Grade 11-12

Comprehension and Collaboration

CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-Literacy.SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-Literacy.SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-Literacy.SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-Literacy.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

English Language Arts Standards » Writing » Grade 11-12

Text Types and Purposes

CCSS.ELA-Literacy.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-Literacy.W.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-Literacy.W.11-12.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

CCSS.ELA-Literacy.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CCSS.ELA-Literacy.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 here.)

CCSS.ELA-Literacy.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

CCSS.ELA-Literacy.W.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.

Essential Questions: How do nations recover from war? Was Reconstruction a success or failure?

Skills/Knowledge/Understandings:

Skills/Knowledge/Understandings Covered in Section:

Students will **know** the differences between the three plans for Reconstruction, the threats African Americans faced in the Reconstruction South, and the details of the controversial election of 1876 and the Compromise of 1877.

Skill based learning will include reading and interpreting maps, census data, graphs, charts, photographs, political cartoons, timelines and primary and secondary sources. Teachers will introduce the students to the historian's craft (interpretation through research to

compare and contrast texts in different forms and to evaluate an argument, as well as narrative and argumentative writing).

The students will acquire historical **understanding** of the reasons for the outcome of the Civil War. The students will understand the meanings of Reconstruction and the ways in which the Nation and its people struggled to construct new social, political and economic orders. Students will understand that people engage in politics to solve problems in their society.

Objectives:

Students will be able to explain the consequences of Radical Republicans taking control of Congress, outline how different groups in the South responded to Reconstruction, analyze and interpret primary source documents including political cartoons.

Assessments:

Formative:
Do-Now, Class Participation, and Exit Tickets

Summative:
Document based analysis.

Authentic:

Argumentative and Narrative Responses
Examples:

Written: advertisement, biography, essay, editorial, historical fiction, journal, letter, log, poem, script, web site

Oral: audiotape, conversation, debate, dramatic reading, dramatization, interview, oral report, rap, skit, song, speech, teach a lesson

Visual: advertisement, banner, cartoon, collage, computer graphic, data display, drawing, flyer, graph, map, poster, PowerPoint, Prezi

Literacy Connections:

Hiram Rhodes Revels, from a letter to President Ulysses S. Grant, November 6, 1875

Senator Henry Wilson, from The Congressional Globe, December 21, 1865

Samuel Armstrong, from a speech opening the Hampton Normal School and Agricultural Institute, April 1, 1868

An African American organization, from a petition to Congress, March, 25 1871

President Rutherford B. Hayes, from his Inaugural Address, March 5, 1877

"A Solider Asks for the Vote", The Anglo-African Magazine, August 5, 1865

“The Aspirations of Free Men”, Freedmen’s Bureau files (Washington, National Archives)
 “Teaching School in Georgia in 1870”, Office of the Adjutant General, Letters Received (Washington: National Archives, War Records Office, 1870)
 Into the Land of Freedom: African Americans in Reconstruction, by Meg Green
 Slavery by Another Name, by Douglas A. Blackmon
 Latino Heroes of the Civil War, by Michael Walbridge
 A People’s History of the United States, by Howard Zinn

Interdisciplinary Connections:

English Language Arts
 Technology
 Mathematics

Technology Integration:

: Examples: Discovery, online resources, Learning Station, Brain Pop, Smart board Annotations, Interactive lessons, webquests, etc.

Online Resources

<http://connected.mcgraw-hill.com/connected>

Smartboard Lessons

<http://exchange.smarttech.com/details.html?id=1d282eff-aa97-4bc2-a4b5-de5f621bb702>
<http://exchange.smarttech.com/details.html?id=dc469606-f205-4bf6-b6d9-a15bdc82b542>

Webquests:

<http://www.lakelandschools.org/webpages/kmcnamee/us.cfm?subpage=16695>
<http://www.pbs.org/tpt/slavery-by-another-name/classrooms/getting-started/>

Learner.org

<http://www.learner.org/biographvofamerica/>
<http://www.learner.org/resources/series123.html>

Key Vocabulary:

Tier Two: requirement, precedent, commissioner, comprehensive, outcome, circumstance

Tier Three: amnesty, black codes, pocket veto, impeach, carpetbagger, graft, scalawag, "sin tax", tenant farmer, sharecropper, crop lien, debt peonage

Useful Sites:

<http://upfront.scholastic.com/>
www.discovereducation.com
www.pbs.org
www.scholastic.com
<http://understandingrace.org/history/index.html>; <http://www.ushistory.org/>; <http://www.ck12.org/book/U.S.-History-Sourcebook---Advanced/r2/>; <http://chmn.gmu.edu/teaching-and-learning/>
<http://www.historyisaweapon.org/ziinapeopleshistory.html>
<http://www.hippocampus.org/History%20%26%20Government;jsessionid=BC78DD89906233C2CF9F26D308160F83;www.teachinghistory.org>
<http://www.peopleshistory.us/teachers/links>

Primary Documents:

<http://connected.mcgraw-hill.com/connected/>
<http://www.loc.gov/rr/program/bib/ourdocs/EmanProc.html>
<http://www.archives.gov/education/lessons/civil-war-reconstruction.html>
<http://www.loc.gov/rr/program/bib/ourdocs/CivilWarRecon.html>
<http://www.besthistorysites.net/index.php/american-history/1800/reconstruction>

Text Crosswalk:

Appleby, Joyce, et al. *United States History and Geography*. New York: McGraw-Hill Education, 2014: pages 247-264
Gordon, Irving L. *American History*. 2nd Edition. New York: Amsco School Publications, Inc., 1989: pages 221-248
Franklin, Paula A. and Paul M. Roberts. *Essential U.S. History*. New York: Amsco School Publications, Inc., 2007: pages 181-203

*Differentiation: www.marzanoresearch.com/

Select Resource Tab/Scales Bank

ORANGE BOARD OF EDUCATION

US History II Grade 11 Cycle 1 Chapter 11: Settling the West 1865-1890

Goal(s)(NJCCCS and CCSS:

NJCCCS:

SOCIAL STUDIES

6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities

6.1.5. The Development of the Industrial United States (1870-1900)

A. Civics, Government, and Human Rights

6.1.12.A.5.c Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.

B. Geography, People, and the Environment

6.1.12.B.5.a Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.

C. Economics, Innovation, and Technology

6.1.12.C.5.b Compare and contrast economic development of the North, South, and West in the post-Civil War period.

6.1.12.C.5.c Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.

D. History, Culture, and Perspectives

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

TECHNOLOGY

Standard 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 TO CREATE AND COMMUNICATE KNOWLEDGE.

A. Technology Operations and Concepts

8.1.12.A.1 Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs and interpret the results.

8.1.12.A.3 Participate in online courses, learning communities, social networks or a virtual world as resources for lifelong learning.

C. Communication and Collaboration

12 Digital tools and environments support the learning process and foster collaboration in

solving local or global issues and problems.

8.1.12.C.1 Develop an innovative solution to a complex local or global problem / issue in collaboration with peers and experts and present ideas for feedback in an online community.

CCSS:

English Language Arts Standards » History/Social Studies » Grade 11-12

Key Ideas and Details

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.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure

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.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas

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.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity

CCSS.ELA-Literacy.RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

English Language Arts Standards » Speaking & Listening » Grade 11-12

Comprehension and Collaboration

CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-Literacy.SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-Literacy.SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-Literacy.SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-Literacy.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

English Language Arts Standards » Writing » Grade 11-12

Text Types and Purposes

CCSS.ELA-Literacy.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-Literacy.W.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-Literacy.W.11-12.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

CCSS.ELA-Literacy.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-Literacy.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

CCSS.ELA-Literacy.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

CCSS.ELA-Literacy.W.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.

Essential Questions: Why would people take on the challenges of life in the West? How can multiple perspectives on the past give people a better understanding of history, and how can that understanding benefit the nation in the present?

Skills/Knowledge/Understandings:

Skills/Knowledge/Understandings Covered in Section:

Students will **know** how mining and ranching affected the development of the West, the factors the encouraged settlement of the Great Plains following the Civil War, and the factors that caused conflicts between Native Americans and settlers on the Great Plains.

Skill based learning will include reading and interpreting maps, census data, graphs, charts, photographs, political cartoons, timelines and primary and secondary sources. Teachers will introduce the students to the historian's craft (interpretation through research to compare and contrast texts in different forms and to evaluate an argument, as well as narrative and argumentative writing).

The students will acquire historical **understanding** of the reasons why the movement of people, goods, and ideas causes societies to change over time.

Objectives:

Students will be able to explain how population growth is affected by natural resources and geographic factors, explain how technology affects history, read and analyze primary sources including written texts or historical photographs.

Assessments:

Formative:
Do-Now, Class Participation, and Exit Tickets

Summative:
Document based analysis.

Authentic:

Argumentative and Narrative Responses

Examples:

Written: advertisement, biography, essay, editorial, historical fiction, journal, letter, log, poem, script, web site

Oral: audiotape, conversation, debate, dramatic reading, dramatization, interview, oral report, rap, skit, song, speech, teach a lesson

Visual: advertisement, banner, cartoon, collage, computer graphic, data display, drawing, flyer, graph, map, poster, PowerPoint, Prezi

Literacy Connections:

Sitting Bull, after the Battle of Little Bighorn, 1876
General George A. Custer, while declining reinforcements for the Battle of the Little Bighorn
Anonymous, as reported in the New York Times, July 7, 1876
Mariano Guadalupe Vallejo, quoted in Foreigners in Their Native Land
Anonymous, from The Checkered Years: A Bonanza Farm Diary, 1884-1888
Major Stephen Long, quoted in An Account of an Expedition from Pittsburg to the Rocky Mountains, Performed in the Years 1819, 1829
Chief Joseph, from his speech of surrender to the U.S. Army, 1877
Nat Love, The Life and Adventures of Nat Love, by Himself (Los Angeles, 1907)
"Senator Bruce Demands Justice for Indians", The Congressional Record, 46th Congress, Second Session
"The 10th Cavalry Spends 3 ½ Days Without Water", The Daily Tribune, September 8, 1877
Henry King, "A Year of the Exodus in Kansas," Scriber's Monthly, Vol. 8 (June, 1880)
Bury My Heart at Wounded Knee, Dee Brown

Wild West, by Mike Stotter A People's History of the United States, by Howard Zinn	Interdisciplinary Connections: English Language Arts Technology Mathematics	Technology Integration: : Examples: Discovery, online resources, Learning Station, Brain Pop, Smart board Annotations, Interactive lessons, webquests, etc. Online Resources http://connected.mcgraw-hill.com/connected Smartboard Lessons http://exchange.smarttech.com/details.html?id=1e96f76e-efce-4666-a83f-8e70d4ebf056 Webquests: http://gemsnativeamericanproject.wikispaces.com/Sioux+(Dakota+or+Lakota) http://zunal.com/webquest.php?w=169864 Learner.org http://www.learner.org/biographyofamerica/ http://www.learner.org/resources/series123.html	Key Vocabulary: <i>Tier Two:</i> extract, adapt, prior, prospective, innovation, relocate, ensure, approximately <i>Tier Three:</i> vigilance committee, hydraulic mining, open range, hacienda, barrios, homestead, dry farming, sodbuster, bonanza farm, nomad, assimilate, annuity, allotment	Useful Sites: http://upfront.scholastic.com/ www.discoveryeducation.com
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www.pbs.org www.scholastic.com http://understandingrace.org/history/index.html; http://www.ushistory.org/; http://www.ck12.org/book/U.S.-History-Sourcebook---Advanced/r2/; http://chmm.gmu.edu/teaching-and-learning/ http://www.historyisaweapon.org/innapeopleshistory.html http://www.hippocampus.org/History%20%26%20Government;jsessionid=BC78DD89906233C2CF9F26D308160F83; www.teachinghistory.org http://www.peopleshistory.us/teachers/links	
Primary Documents: http://connected.mcgraw-hill.com/connected/ http://www.archives.gov/research/native-americans/published-resources.html http://blogs.loc.gov/teachers/2011/11/primary-sources-for-native-american-heritage-month/ http://www.eyewitnesstohistory.com/custer.htm http://www.eyewitnesstohistory.com/knee.htm http://www.archives.gov/education/lessons/fed-indian-policy/	
Text Crosswalk: Appleby, Joyce, et al. United States History and Geography. New York: McGraw-Hill Education, 2014: pages 264-282 Gordon, Irving L. American History. 2nd Edition. New York: Amsco School Publications, Inc., 1989: pages 248-256 Franklin, Paula A. and Paul M. Roberts. Essential U.S. History. New York: Amsco School Publications, Inc., 2007: pages 223-248	

*Differentiation: www.marzanoresearch.com/

Select Resource Tab/Scales Bank

Orange Board of Education. US History II. Grade 11

Cycle 2:

Topic: Industrialism 1865-1901 Urban America 1865-1896 The Progressive Movement 1890-1920	Skills: Research (internet and traditional) to compare and contrast texts in different forms and to evaluate an argument; argumentative and informative/explanatory writing; finding main ideas; population bar graphs; analyzing quotes; interpreting photographs; peer teaching and evaluation; reading and interpreting timelines; reading and interpreting maps; concept web analysis; cause and effect; drawing conclusions; analyzing points of view; understanding lexicon.	Projected # of days 40 (20 classes)
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ORANGE BOARD OF EDUCATION

US History II Grade 11 Cycle 2 Chapter 12: Industrialization 1865-1901

Goal(s)(NJCCCS and CCSS:

NJCCCS:

SOCIAL STUDIES

6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities

6.1.5 The Development of the Industrial United States (1870-1900)

A. Civics, Government, and Human Rights

6.1.12.A.5.a Relate industrial growth to the need for social and governmental reforms.

6.1.12.A.5.b Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.

6.1.12.A.5.c Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.

B. Geography, People, and the Environment

C. Economics, Innovation, and Technology

6.1.12.C.5.a Analyze the economic practices of various business organizations (i.e., corporations and monopolies) regarding the production and marketing of goods, and explain the positive or negative impact of these practices on the nation and on individuals.

6.1.12.C.5.c Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.

D. History, Culture, and Perspectives

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

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

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

TECHNOLOGY

Standard 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 TO CREATE AND COMMUNICATE KNOWLEDGE.

A. Technology Operations and Concepts

8.1.12.A.1 Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs and interpret the results.

8.1.12.A.3 Participate in online courses, learning communities, social networks or a virtual world as resources for lifelong learning.

C. Communication and Collaboration

12 Digital tools and environments support the learning process and foster collaboration in

solving local or global issues and problems.

8.1.12.C.1 Develop an innovative solution to a complex local or global problem / issue in collaboration with peers and experts and present ideas for feedback in an online community.

CCSS:

English Language Arts Standards » History/Social Studies » Grade 11-12

Key Ideas and Details

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.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure

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.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas

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.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity

CCSS.ELA-Literacy.RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

English Language Arts Standards » Speaking & Listening » Grade 11-12

Comprehension and Collaboration

CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-Literacy.SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish

individual roles as needed.

CCSS.ELA-Literacy.SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-Literacy.SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-Literacy.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

English Language Arts Standards » Writing » Grade 11-12

Text Types and Purposes

CCSS.ELA-Literacy.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-Literacy.W.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-Literacy.W.11-12.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

CCSS.ELA-Literacy.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-Literacy.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

CCSS.ELA-Literacy.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

CCSS.ELA-Literacy.W.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.

Essential Questions: How did the United States become an industrialized society after the Civil War? What causes labor unions to organize?

Skills/Knowledge/Understandings:

Skills/Knowledge/Understandings Covered in Section:

Students will **know** the various resources that enabled the United States to industrialize quickly, how the spread of railroads changed the nation, the rise of large-scale businesses and their different forms of organization, the rise of organized labor, and the reasons it failed to achieve its major goals.

Skill based learning will include reading and interpreting maps, census data, graphs, charts, photographs, political cartoons, timelines and primary and secondary sources. Teachers will introduce the students to the historian's craft (interpretation through research to

compare and contrast texts in different forms and to evaluate an argument, as well as informative/explanatory and argumentative writing).

The students will acquire historical **understanding** of the changing roles of minorities and women, the growth of African American social, political, cultural and economic institutions, the expansion of capitalism, the unionization of labor, the intensification of racial segregation, xenophobia, increased literacy and its implications, and that economic systems shape relationships in society.

Objectives:

Students will be able to summarize the conditions that helped the United States industrialize in the late-nineteenth century, identify the important changes that the railroad industry brought to the nation, outline how larger-scale industrialization increased fixed costs while lowering operating costs, and categorize different information about the major industrial strikes during this time.

Assessments:

Formative:

Do-Now, Class Participation, and Exit Tickets

Summative:

Document based analysis.

Authentic:

Argumentative and informative/explanatory Responses

Examples:

Written: advertisement, biography, essay, editorial, historical fiction, journal, letter, log, poem, script, web site

Oral: audiotape, conversation, debate, dramatic reading, dramatization, interview, oral report, rap, skit, song, speech, teach a lesson

Visual: advertisement, banner, cartoon, collage, computer graphic, data display, drawing, flyer, graph, map, poster, PowerPoint, Prezi

Literacy Connections:

Andreas Ueland, from *Recollections of an Immigrant*

Thomas A. Watson, from "Recollections of the Birth and Babyhood of the Telephone", 1913

Grenville Dodge, from *How We Built the Union Pacific Railway*, 1910

Andrew Carnegie, from <i>Triumphant Democracy</i>, 1893 William Sylvius, quoted in <i>History of Labour in the United States</i>, 1921 Andrew Carnegie, from "The Gospel of Wealth," 1901 Full Steam Ahead: The Race to Build a Transcontinental Railroad, by Rhoda Blumberg The Wright Brothers: How They Invented the Airplane, by Russell Freedman "Granville T. Woods, Electrical Inventor", S.W. Balch, <i>Cosmopolitan Magazine</i>, Vol. 18 (April, 1895) Lewis Howard Latimer, "Statement of the Edison Pioneers," December 11, 1928 George H. Murray, <i>The Congressional Record</i>, 53rd Congress, Second Session Proceeding of the Colored National Labor Convention Held in Washington (Washington, 1870) A People's History of the United States, by Howard Zinn	Interdisciplinary Connections: English Language Arts Technology Mathematics
Technology Integration: : Examples: Discovery, online resources, Learning Station, Brain Pop, Smart board Annotations, Interactive lessons, webquests, etc. Online Resources http://connected.mcgraw-hill.com/connected Smartboard Lessons http://exchange.smarttech.com/details.html?id=4dd14ec2-fdc1-4e0c-9d01-b46dc270f0ef http://exchange.smarttech.com/details.html?id=4cdda5fe-e5af-4c91-9758-5c11686b97b6 http://exchange.smarttech.com/details.html?id=da671a45-317a-43ab-969b-16dedbe851d2 http://exchange.smarttech.com/details.html?id=c789fbfe-1752-4730-a11a-33e03e4ddd3f http://exchange.smarttech.com/details.html?id=f1c81257-2fd3-416c-8991-a61303fdc518 Learner.org http://www.learner.org/biographyofamerica/ http://www.learner.org/resources/series123.html	Key Vocabulary: <i>Tier Two:</i> resource, practice, integrate, investor, distribution, consumer, restraint, constitute

Tier Three: gross national product, laissez-faire, entrepreneur, time zone, land grant, corporation, economies of scale, monopoly, holding company, trust, deflation, industrial union, lockout, arbitration, injunction, closed shop

Useful Sites:

<http://upfront.scholastic.com/>
www.discoveryeducation.com
www.pbs.org
www.scholastic.com
<http://understandingrace.org/history/index.html>; <http://www.ushistory.org/>; <http://www.ck12.org/book/U.S.-History-Sourcebook---Advanced/r2/>; <http://chnm.gmu.edu/teaching-and-learning/>
<http://www.historyisaweapon.org/ziinapeopleshistory.html>
<http://www.hippocampus.org/History%20%26%20Government;jsessionid=BC78DD89906233C2CF9F26D308160F83;>
www.teachinghistory.org
<http://www.peopleshistory.us/teachers/links>

Primary Documents:

<http://connected.mcgraw-hill.com/connected/>
<http://www.loc.gov/rr/program/bib/ourdocs/PacificRail.html>
<http://www.pbs.org/wgbh/americanexperience/features/primary-resources/tcrr-reports/>
<http://bhhs.bhusd.org/ourpages/auto/2008/10/29/39672920/Carnegie%20Primary%20Source.pdf>
<http://historymatters.gmu.edu/d/5363/>
<http://www.loc.gov/teachers/classroommaterials/lessons/labor/>

Text Crosswalk:

Appleby, Joyce, et al. *United States History and Geography*. New York: McGraw-Hill Education, 2014: pages 264-282
Gordon, Irving L. *American History*. 2nd Edition. New York: Amsco School Publications, Inc., 1989: pages 248-256
Franklin, Paula A. and Paul M. Roberts. *Essential U.S. History*. New York: Amsco School Publications, Inc., 2007: pages 223-248

*Differentiation: www.marzanoresearch.com/

Select Resource Tab/Scales Bank

ORANGE BOARD OF EDUCATION

US History II Grade 11 Cycle 2 Chapter 13: Urban America 1865-1896

Goal(s)(NJCCCS and CCSS:

NJCCCS:

SOCIAL STUDIES

6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities

6.1.5 The Development of the Industrial United States (1870-1900)

A. Civics, Government, and Human Rights

6.1.12.A.5.a Relate industrial growth to the need for social and governmental reforms.

6.1.12.A.5.b Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.

6.1.12.A.5.c Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants,

Native Americans, and African Americans.

B. Geography, People, and the Environment

6.1.12.B.5.b Assess the impact of rapid urbanization on the environment and on the quality of life in cities.

C. Economics, Innovation, and Technology

6.1.12.C.5.a Analyze the economic practices of various business organizations (i.e., corporations and monopolies) regarding the production and marketing of goods, and explain the positive or negative impact of these practices on the nation and on individuals.

6.1.12.C.5.b Compare and contrast economic development of the North, South, and West in the post-Civil War period.

D. History, Culture, and Perspectives

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

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

6.1.12.D.5.d Relate varying immigrants' experiences to gender, race, ethnicity, or occupationStandard 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 TO CREATE AND COMMUNICATE KNOWLEDGE.

A. Technology Operations and Concepts

8.1.12.A.1 Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs and interpret the results.

8.1.12.A.3 Participate in online courses, learning communities, social networks or a virtual world as resources for lifelong learning.

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12 Digital tools and environments support the learning process and foster collaboration in

solving local or global issues and problems.

8.1.12.C.1 Develop an innovative solution to a complex local or global problem / issue in collaboration with peers and experts and present ideas for feedback in an online community.

CCSS: **English Language Arts Standards » History/Social Studies » Grade 11-12**

Key Ideas and Details

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.

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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.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas

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.

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English Language Arts Standards » Speaking & Listening » Grade 11-12

Comprehension and Collaboration

CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-Literacy.SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-Literacy.SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full

range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 CCSS.ELA-Literacy.SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
 CCSS.ELA-Literacy.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

English Language Arts Standards » Writing » Grade 11-12

Text Types and Purposes

CCSS.ELA-Literacy.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-Literacy.W.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-Literacy.W.11-12.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

CCSS.ELA-Literacy.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-Literacy.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

CCSS.ELA-Literacy.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

CCSS.ELA-Literacy.W.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.

Essential Questions: Why do people migrate? How is urban life different from rural life?

Skills/Knowledge/Understandings:

Skills/Knowledge/Understandings Covered in Section:

Students will **know** the settlement patterns of immigrants and their influence on American culture, the problems that developed as more people crowded into urban areas, the reasons for and course of the Populist movement and its legacy, the main political and economic issues of the Gilded Age, and how the rights of African Americans were eroded after Reconstruction.

Skill based learning will include reading and interpreting maps, census data, graphs, charts, photographs, political cartoons, timelines and primary and secondary sources. Teachers will introduce the students to the historian's craft (interpretation through research to compare and contrast texts in different forms and to evaluate an argument, as well as informative/explanatory and argumentative

writing).

The students will acquire historical **understanding** of the changing roles of minorities and women, the growth of African American social, political, cultural and economic institutions, the expansion of capitalism, the unionization of labor, the intensification of racial segregation, xenophobia, increased literacy and its implications, that certain processes, patterns, and functions help determine where people settle, and that people engage in politics to solve problems in their society.

Objectives:

Students will be able to outline the push and pull factors that influenced immigration to the United States, summarize the economic problems farmers faced during this time, compare and contrast the political candidacies of William Jennings Bryan and William McKinley, outline the long-term legacy of the Populists' ideas, describe the main political and economic issues of the Gilded Age, and collaborate to explain how the rights of African Americans were eroded after Reconstruction.

Assessments:

Formative:

Do-Now, Class Participation, and Exit Tickets

Summative:

Document based analysis.

Authentic:

Argumentative and informative/explanatory Responses

Examples:

Written: advertisement, biography, essay, editorial, historical fiction, journal, letter, log, poem, script, web site

Oral: audiotape, conversation, debate, dramatic reading, dramatization, interview, oral report, rap, skit, song, speech, teach a lesson

Visual: advertisement, banner, cartoon, collage, computer graphic, data display, drawing, flyer, graph, map, poster, PowerPoint, Prezi

Literacy Connections:

Edward Steiner, from *On the Trail of the Immigrant*, 1906

Zalmen Yoffee, from "The Passing of the East Side," *Menorah Journal*, 1929

Andrew Carnegie, from *The Gospel of Wealth and Other Timely Essays*, 1886
 Mark Twain, from *Adventures of Huckleberry Finn*, 1884
 William Jennings Bryan, from a speech at the Democratic National Convention, 1896
 Booker T. Washington, from *Up From Slavery*, 1901
 Anonymous, from *Commercial and Financial Chronicle*
 Congressman Richard Cain, "An 1879 Plea for Federal Aid to Education", *The Congressional Record*, 45th Congress, Third Session
 Samuel J. Barrows, "What the Southern Negro is Doing for Himself," *Atlantic Monthly*, Vol. 57 (June, 1891)
 W.E.B. DuBois, *The Souls of Black Folks* (Chicago, 1903)
 Ida B. Wells, *A Red Record* (Chicago, 1894)
 Reconstruction and the Rise of Jim Crow, by Christopher Collier and James Lincoln Collier
 Slavery by Another Name, by Douglas A. Blackmon
 A People's History of the United States, by Howard Zinn

Interdisciplinary Connections:

English Language Arts

Technology

Mathematics

Technology Integration:

: Examples: Discovery, online resources, Learning Station, Brain Pop, Smart board Annotations, Interactive lessons, webquests, etc.

Online Resources

<http://connected.mcgraw-hill.com/connected>

Smartboard Lessons

<http://www.pbs.org/wnet/jimcrow/>

<http://www.pbs.org/tpt/slavery-by-another-name/classrooms/>

http://learning_blogs.nytimes.com/2010/04/27/learning-about-u-s-immigration-with-the-new-york-times/

Webquests:

<http://www.besthistorysites.net/index.php/american-history/immigration>

<http://teacherweb.com/WQ/HighSchool/Urbanization/index.html>

Learner.org

<http://www.learner.org/biographyofamerica/>

<http://www.learner.org/resources/series123.html>

Key Vocabulary: <i>Tier Two:</i> immigrant, ethnic, incentive, trigger, evolution, publish, currency, bond, strategy, discrimination <i>Tier Three:</i> nativism, skyscraper, tenement, political machine, party boss, graft, individualism, Social Darwinism, philanthropy, settlement house, Americanization, populism, greenbacks, inflation, graduated income tax, deflation, cooperatives, poll tax, segregation, Jim Crow laws, lynch	Useful Sites: http://upfront.scholastic.com/ www.discoveryeducation.com www.pbs.org www.scholastic.com http://understandingrace.org/history/index.html; http://www.ushistory.org/; http://www.ck12.org/book/U.S.-History-Sourcebook---Advanced/r2/; http://chnm.gmu.edu/teaching-and-learning/ http://www.historyisaweapon.org/ziinapeopleshistory.html http://www.hippocampus.org/History%20%26%20Government;jsessionid=BC78DD89906233C2CF9F26D308160F83; www.teachinghistory.org http://www.peopleshistory.us/teachers/links	Primary Documents: http://connected.mcgraw-hill.com/connected/ http://www.loc.gov/rr/program/bib/ourdocs/PacificRail.html http://www.pbs.org/wgbh/americanexperience/features/primary-resources/tcrr-reports/ http://bhhs.bhusd.org/ourpages/auto/2008/10/29/39672920/Carnegie%20Primary%20Source.pdf http://historymatters.gmu.edu/d/5363/ http://www.loc.gov/teachers/classroommaterials/lessons/labor/	Text Crosswalk: Appleby, Joyce, et al. <i>United States History and Geography</i>. New York: McGraw-Hill Education, 2014: pages 283-332 Gordon, Irving L. <i>American History</i>. 2nd Edition. New York: Amsco School Publications, Inc., 1989: pages 287-308
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Key Vocabulary: <i>Tier Two:</i> immigrant, ethnic, incentive, trigger, evolution, publish, currency, bond, strategy, discrimination <i>Tier Three:</i> nativism, skyscraper, tenement, political machine, party boss, graft, individualism, Social Darwinism, philanthropy, settlement house, Americanization, populism, greenbacks, inflation, graduated income tax, deflation, cooperatives, poll tax, segregation, Jim Crow laws, lynch	Useful Sites: http://upfront.scholastic.com/ www.discoverededucation.com www.pbs.org www.scholastic.com http://understandingrace.org/history/index.html; http://www.ushistory.org/; http://www.ck12.org/book/U.S.-History-Sourcebook--- Advanced/r2/; http://chnm.gmu.edu/teaching-and-learning/ http://www.historyisaweapon.org/ziinapeopleshistory.html http://www.hippocampus.org/History%20%26%20Government;jsessionid=BC78DD89906233C2CF9F26D308160F83; www.teachinghistory.org http://www.peopleshistory.us/teachers/links	Primary Documents: http://connected.mcgraw-hill.com/connected/ http://www.loc.gov/rr/program/bib/ourdocs/PacificRail.html http://www.pbs.org/wgbh/americanexperience/features/primary-resources/terr-reports/ http://bhhs.bhusd.org/ourpages/auto/2008/10/29/39672920/Carnegie%20Primary%20Source.pdf http://historymatters.gmu.edu/d/5363/ http://www.loc.gov/teachers/classroommaterials/lessons/labor/	Text Crosswalk: Appleby, Joyce, et al. <i>United States History and Geography</i>. New York: McGraw-Hill Education, 2014: pages 283-332 Gordon, Irving L. <i>American History</i>. 2nd Edition. New York: Amasco School Publications, Inc., 1989: pages 287-308
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Franklin, Paula A. and Paul M. Roberts. Essential U.S. History. New York: Amsco School Publications, Inc., 2007: pages 223-248

*Differentiation: www.marzanoresearch.com/

Select Resource Tab/Scales Bank

.ORANGE BOARD OF EDUCATION

US History II Grade 11 Cycle 2 Chapter 15: The Progressive Movement: 1890-1920

Goal(s)(NJCCCS and CCSS:

NJCCCS:

SOCIAL STUDIES

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SOCIAL STUDIES

6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities

6.1.6. The Emergence of Modern America: Progressive Reforms

A. Civics, Government, and Human Rights

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.

6.1.12.A.6.b Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.

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.

B. Geography, People, and the Environment

6.1.12.B.6.b Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.

C. Economics, Innovation, and Technology

6.1.12.C.6.a Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.

6.1.12.C.6.c Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.

D. History, Culture, and Perspectives

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.

6.1.12.D.6.c Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.

TECHNOLOGY

Standard 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 TO CREATE AND COMMUNICATE KNOWLEDGE.

A. Technology Operations and Concepts

8.1.12.A.1 Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs and interpret the results.

8.1.12.A.3 Participate in online courses, learning communities, social networks or a virtual world as resources for lifelong learning.

C. Communication and Collaboration

12 Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems.

8.1.12.C.1 Develop an innovative solution to a complex local or global problem / issue in collaboration with peers and experts and present ideas for feedback in an online community.

CCSS:

English Language Arts Standards » History/Social Studies » Grade 11-12

Key Ideas and Details

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.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure

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.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas

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.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity

CCSS.ELA-Literacy.RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

English Language Arts Standards » Speaking & Listening » Grade 11-12

Comprehension and Collaboration

CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-Literacy.SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-Literacy.SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-Literacy.SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-Literacy.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

English Language Arts Standards » Writing » Grade 11-12

Text Types and Purposes

CCSS.ELA-Literacy.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-Literacy.W.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-Literacy.W.11-12.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

CCSS.ELA-Literacy.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CCSS.ELA-Literacy.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 [here](#).)

CCSS.ELA-Literacy.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

CCSS.ELA-Literacy.W.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.

Essential Questions: Can politics fix social problems? What conditions create social movements for change?

Skills/Knowledge/Understandings:

Skills/Knowledge/Understandings Covered in Section:

Students will **know** the nature of the social problems that progressives hoped to solve, the progressive philosophies of Theodore Roosevelt and William Howard Taft, and how Wilson's philosophies differed from those of Roosevelt.

Skill based learning will include reading and interpreting maps, census data, graphs, charts, photographs, political cartoons, timelines and primary and secondary sources. Teachers will introduce the students to the historian's craft (interpretation through research to compare and contrast texts in different forms and to evaluate an argument, as well as informative/explanatory and argumentative writing). The students will acquire historical understanding of the changing roles of minorities and women, the growth of African American social, political, cultural and economic institutions, the expansion of capitalism, the unionization of labor, the intensification of racial segregation, xenophobia, increased literacy and its implications, and that learning about the past helps us understand the present and make decisions about the future.		
Objectives: Students will be able to identify the progressives and what they believed caused social problems, summarize how the progressives hoped to make government more efficient and responsive to citizens, explain how President Roosevelt supported conservation, describe how President Taft's beliefs differed from the progressive's beliefs, analyze contrasting ideas within a political philosophy, and describe the successes and failures of progressivism.		
Assessments:		
Formative: Do-Now, Class Participation, and Exit Tickets	Summative: Document based analysis.	Authentic: Argumentative and informative/explanatory Responses Examples: Written: advertisement, biography, essay, editorial, historical fiction, journal, letter, log, poem, script, web site Oral: audiotape, conversation, debate, dramatic reading, dramatization, interview, oral report, rap, skit, song, speech, teach a lesson Visual: advertisement, banner, cartoon, collage, computer graphic, data display, drawing, flyer, graph, map, poster, PowerPoint, Prezi

Literacy Connections:

President Theodore Roosevelt, from a speech delivered at the Conference of the Nation's Resources, 1908
Gifford Pinchot, from The Fight for Conservation, 1910
Rose Winslow, quoted in Jailed for Freedom, 1920
Jane Addams, from Twenty Years at Hull House, 1910
Upton Sinclair, from The Jungle, 1906
Richard A. Ballinger, quoted in the New York Times, August 13, 1910
Woodrow Wilson, from The New Freedom, 1918
Paul Lawrence Dunbar, Lyrics of Lowly Life (New York, 1899)
The Crisis, Vol. 9 (January, 1915)
Why We March, Leaflet from the Silent Parade of July 28, 1917
Slavery by Another Name, by Douglas A. Blackmon
A People's History of the United States, by Howard Zinn

Interdisciplinary Connections:

English Language Arts
Technology
Mathematics

Technology Integration:

: Examples: Discovery, online resources, Learning Station, Brain Pop, Smart board Annotations, Interactive lessons, webquests, etc.

Online Resources

<http://connected.mcgraw-hill.com/connected>

Smartboard Lessons

<http://exchange.smarttech.com/details.html?id=95fba08-227d-4fd7-bd5a-1c0e2e9ec11c>

<http://exchange.smarttech.com/details.html?id=8f6a6a0d-ab05-4b5a-8e31-163f43d49b3f>

<http://exchange.smarttech.com/details.html?id=abb8a4b7-0e8b-45e2-9fd2-42a81a380aee>

Webquests:

<http://www.pbs.org/wnet/jimcrow/>

Learner.org

<http://www.learner.org/biographyofamerica/>

<http://www.learner.org/resources/series123.html>

	Key Vocabulary: <i>Tier Two:</i> legislation, advocate, regulate, environmental, academic, unconstitutional <i>Tier Three:</i> muckraker, direct primary, initiative, direct primary, initiative, referendum, recall, suffrage, prohibition, Social Darwinism, arbitration, insubordination, income tax, unfair trade practices Useful Sites: http://upfront.scholastic.com/ www.discoveryeducation.com www.pbs.org www.scholastic.com http://understandingrace.org/history/index.html; http://www.ushistory.org/; http://www.ck12.org/book/U.S.-History-Sourcebook---Advanced/r2/; http://chnm.gmu.edu/teaching-and-learning/ http://www.historyisaweapon.org/innocence/ushistory.html http://www.hippocampus.org/History%20%26%20Government;jsessionid=BC78DD89906233C2CF9F26D308160F83;www.teachinghistory.org http://www.peopleshistory.us/teachers/links
	Primary Documents: http://connected.mcgraw-hill.com/connected/ http://www.pbs.org/wnet/jimcrow/ http://www.besthistorysites.net/index.php/american-history/1900/progressive-era http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/progress/ http://teachingamericanhistory.org/library/progressive/ http://www.webdubois.org/wdb-sources.html http://www.loc.gov/teachers/classroommaterials/primarysourcesets/womens-suffrage/ http://www.loc.gov/teachers/classroommaterials/connections/photos-chicago/langarts3.html http://www.ushistory.org/us/42b.asp
	Text Crosswalk:

Appleby, Joyce, et al. United States History and Geography. New York: McGraw-Hill Education, 2014: pages 333-374
Gordon, Irving L. American History. 2nd Edition. New York: Amsco School Publications, Inc., 1989: pages 455-467
Franklin, Paula A. and Paul M. Roberts. Essential U.S. History. New York: Amsco School Publications, Inc., 2007: pages 248-263

*Differentiation: www.marzanoresearch.com/

Select Resource Tab/Scales Bank

Orange Board of Education. US History II. Grade 11

Cycle 3:

Topic: Becoming a World Power 1872-1917 WWI and its Aftermath 1914-1920 The Jazz Age 1921-1929 The Great Depression Begins 1929-1932 Roosevelt and the New Deal 1933-1941	Skills: Research (internet and traditional) to compare and contrast texts in different forms and to evaluate an argument; argumentative writing; finding main ideas; population bar graphs; analyzing quotes; interpreting photographs; peer teaching and evaluation; reading and interpreting timelines; reading and interpreting maps; concept web analysis; cause and effect; drawing conclusions; analyzing points of view; understanding lexicon.	Projected # of days 40 (20 classes)
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ORANGE BOARD OF EDUCATION

US History II Grade 11 Cycle 3 Chapter 16: World War I and Its Aftermath 1914-1920

Goal(s)(NJCCCS and CCSS:

NJCCCS:

SOCIAL STUDIES

- 6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities
- 6.1.7. The Emergence of Modern America: World War I
- A. Civics, Government, and Human Rights
- 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.
- 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 (i.e., the Espionage Act and the Sedition Amendment) on individual rights.
- 6.1.12.A.7.c Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.
- B. Geography, People, and the Environment
- 6.1.12.B.7.a Explain how global competition by nations for land and resources led to increased militarism.
- C. Economics, Innovation, and Technology
- 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.
- 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.
- D. History, Culture, and Perspectives
- 6.1.12.D.7.a Evaluate the effectiveness of Woodrow Wilson's leadership during and immediately after World War I.
- 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.
- 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.

TECHNOLOGY

Standard 8.1 Educational Technology

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A. Technology Operations and Concepts

- 8.1.12.A.1 Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs and interpret the results.
- 8.1.12.A.3 Participate in online courses, learning communities, social networks or a virtual world as resources for lifelong learning.

C. Communication and Collaboration

- 12 Digital tools and environments support the learning process and foster collaboration in

solving local or global issues and problems.

- 8.1.12.C.1 Develop an innovative solution to a complex local or global problem / issue in collaboration with peers and experts and present ideas for feedback in

an online community.

CCSS: English Language Arts Standards » History/Social Studies » Grade 11-12

Key Ideas and Details

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.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure

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.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas

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.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity

CCSS.ELA-Literacy.RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

English Language Arts Standards » Speaking & Listening » Grade 11-12

Comprehension and Collaboration

CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-Literacy.SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-Literacy.SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-Literacy.SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-Literacy.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

English Language Arts Standards » Writing » Grade 11-12

Text Types and Purposes

CCSS.ELA-Literacy.W.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

CCSS.ELA-Literacy.W.11-12.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-Literacy.W.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-Literacy.W.11-12.1e Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-Literacy.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-Literacy.W.11-12.2a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.W.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-Literacy.W.11-12.2c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CCSS.ELA-Literacy.W.11-12.2d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

CCSS.ELA-Literacy.W.11-12.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-Literacy.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-Literacy.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.W.11-12.9a Apply *grades 11-12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").

CCSS.ELA-Literacy.W.11-12.9b Apply *grades 11-12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").

Range of Writing

CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting

or a day or two) for a range of tasks, purposes, and audiences.

Essential Questions: Why do nations go to war? How can multiple perspectives on a historic event help us understand the past and the present?

Skills/Knowledge/Understandings:

Skills/Knowledge/Understandings Covered in Section:

Students will know the major causes of World War I, including militarism, alliances, imperialism, and nationalism, what life was like on the home front for women and African Americans, the new technology of warfare and its effect on military tactics and casualties, and how the war affected the economy and how economic factors lead to a Red Scare after the war.

Skill based learning will include reading and interpreting maps, census data, graphs, charts, photographs, political cartoons, timelines and primary and secondary sources. Teachers will introduce the students to the historian's craft (interpretation through research to compare and contrast texts in different forms and to evaluate an argument, as well as argumentative writing).

The students will acquire historical **understanding** of the complexity of historical causation, the consequences of World War I, and that countries are affected by their relationships with one another.

Objectives:

Students will be able to compare and contrast the factors that caused European nations and the United States to become involved in World War I, summarize how World War I affected life on the home front, evaluate how new technology changed warfare during World War I, and describe the effects of World War I on the US economy.

Assessments:

Formative:

Do-Now, Class Participation, and Exit Tickets

Summative:

Document based analysis.

Authentic:

Argumentative Responses

Examples:

Written: advertisement, biography, essay, editorial, historical fiction, journal, letter, log, poem, script, web site

Oral: audiotape, conversation, debate, dramatic reading, dramatization, interview, oral report, rap, skit, song, speech, teach a lesson

		Visual: advertisement, banner, cartoon, collage, computer graphic, data display, drawing, flyer, graph, map, poster, PowerPoint or Prezi show, video, web site
Literacy Connections: President Woodrow Wilson, form a speech delivered at Long Branch, NJ, September 2, 1916 Charles Evans Hughes, quoted in The Official Report of the Proceedings of the Sixteenth Republican National Convention, June 1916 Senator John Works, from The Congressional Record, March 4, 1917 Secretary of State Robert Lansing, from War Memoirs of Robert Lansing, July 11, 1915 President Woodrow Wilson, quoted in The Congressional Record, 1917 Oliver Wendell Holmes, from United States Supreme Court Reports, 1920 Anonymous, quoted in American Spirit, November 3, 1918 Vladimir Lenin, from April Theses, 1917 A. Mitchell Palmer, from "The Case Against the 'Reds'", Forum, 1920 Warren G. Harding, from a speech given May 14, 1920 Doughboy War, by James H. Hallas (editor) The Causes of World War I, by Tony Allan The Great War and Modern Memory, by Paul Fussell Emmett J. Scott, "Letters of Negro Migrants of 1916-1918", Journal of Negro History, Vol. 4 (July, 1919) The Crisis, Vol. 9 (January, 1915) Howard H. Long, "The Negro Soldier in the Army of the United States, " Journal of Negro Education, Vol. 12 (Summer, 1943) General Orders No. 11, United States War Department (Washington: National Archives, March 27, 1924) All Quiet On the Western Front, by Erich Maria Remarque A People's History of the United States, by Howard Zinn		
Interdisciplinary Connections: English Language Arts Technology Mathematics		
Technology Integration:		

: Examples: Discovery, online resources, Learning Station, Brain Pop, Smart board Annotations, Interactive lessons, webquests, etc.

Online Resources

<http://connected.mcgraw-hill.com/connected>

Smartboard Lessons

<http://exchange.smarttech.com/details.html?id=d3c9b076-591c-4d9b-8623-ae3d2bc33916>

<http://exchange.smarttech.com/details.html?id=29e31635-81c2-4f94-aa7c-97c5b5f12763>

<http://exchange.smarttech.com/details.html?id=6d7eff8e-c1b2-42ba-bfa6-db2323253b7280>

<http://exchange.smarttech.com/details.html?id=7d8e0335-e35e-410a-9843-445e4d013426>

<http://exchange.smarttech.com/details.html?id=8f4f081f-845b-4ac0-9e3b-9809f5451d50>

Webquests:

<http://www.sps186.org/downloads/basic/322359/Webquest.pdf>

http://www.pbs.org/wnet/jimcrow/stories_events_migration.html

Learner.org

<http://www.learner.org/biographyofamerica/>

<http://www.learner.org/resources/series123.html>

Key Vocabulary:

Tier Two: emphasis, erode, migrate, draft, network, resolve, adequately, widespread, authorities

Tier Three: militarism, nationalism, propaganda, contraband, victory garden, espionage, convoy, armistice, national self-determination, reparations, cost of living, deport, general strike

Useful Sites:

<http://upfront.scholastic.com/>

www.discoveryeducation.com

www.pbs.org

www.scholastic.com

<http://understandingrace.org/history/index.html>; <http://www.ushistory.org/>; [http://www.ck12.org/book/U.S.-History-Sourcebook---](http://www.ck12.org/book/U.S.-History-Sourcebook---Advanced/r2/)

[Advanced/r2/](http://advanced/r2/); <http://chnm.gmu.edu/teaching-and-learning/>

<http://www.historyisaweapon.org/innapeopleshistory.html>

<http://www.hippocampus.org/History%20%26%20Government;jsessionid=BC78DD89906233C2CF9F26D308160F83;>

www.teachinghistory.org

<http://www.peopleshistory.us/teachers/links>

Primary Documents:

<http://connected.mcgraw-hill.com/connected/>

<http://www.firstworldwar.com/source/>

<http://www1.letters.ie/>

<http://www.digitalhistory.uh.edu/historyonline/us32.cfm>

<http://blogs.loc.gov/teachers/2013/02/the-great-migration-in-library-of-congress-primary-sources/>

http://www.learner.org/courses/amerhistory/pdf/Constitution-Crisis_L-One.pdf

Text Crosswalk:

Appleby, Joyce, et al. United States History and Geography. New York: McGraw-Hill Education, 2014: pages 375-398
Gordon, Irving L. American History. 2nd Edition. New York: Amsco School Publications, Inc., 1989: pages 558-568
Franklin, Paula A. and Paul M. Roberts. Essential U.S. History. New York: Amsco School Publications, Inc., 2007: pages 263-287

*Differentiation: www.marzanoresearch.com/

Select Resource Tab/Scales Bank

ORANGE BOARD OF EDUCATION

US History II Grade 11 Cycle 3 Chapter 17: The Jazz Age 1921-1929

Goal(s)(NJCCCS and CCSS:

NJCCCS:

SOCIAL STUDIES

- 6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities
- 6.1.8. The Emergence of Modern America: Roaring Twenties
- A. Civics, Government, and Human Rights
- 6.1.12.A.8.a Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.
- 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.
- 6.1.12.A.8.c Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.
- B. Geography, People, and the Environment
- 6.1.12.B.8.a Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.
- C. Economics, Innovation, and Technology
- 6.1.12.C.8.a Analyze the push-pull factors that led to the Great Migration.
- 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.
- D. History, Culture, and Perspectives 6.1.12.D.8.a Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence
- 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.

TECHNOLOGY

- Standard 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 TO CREATE AND COMMUNICATE KNOWLEDGE.
- A. Technology Operations and Concepts
- 8.1.12.A.1 Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs and interpret the results.
- 8.1.12.A.3 Participate in online courses, learning communities, social networks or a virtual world as resources for lifelong learning.
- C. Communication and Collaboration
- 12 Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems.

8.1.12.C.1 Develop an innovative solution to a complex local or global problem / issue in collaboration with peers and experts and present ideas for feedback in an online community.

CCSS:

English Language Arts Standards » History/Social Studies » Grade 11-12

Key Ideas and Details

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.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure

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.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas

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.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity

CCSS.ELA-Literacy.RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

English Language Arts Standards » Speaking & Listening » Grade 11-12

Comprehension and Collaboration

CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-Literacy.SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish

individual roles as needed.

CCSS.ELA-Literacy.SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-Literacy.SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-Literacy.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

English Language Arts Standards » Writing » Grade 11-12

Text Types and Purposes

CCSS.ELA-Literacy.W.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

CCSS.ELA-Literacy.W.11-12.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-Literacy.W.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-Literacy.W.11-12.1e Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-Literacy.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-Literacy.W.11-12.2a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.W.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-Literacy.W.11-12.2c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CCSS.ELA-Literacy.W.11-12.2d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

CCSS.ELA-Literacy.W.11-12.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-Literacy.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-Literacy.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.W.11-12.9a Apply *grades 11-12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").

CCSS.ELA-Literacy.W.11-12.9b Apply *grades 11-12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").

Range of Writing

CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.					
Essential Questions: How was social and economic life different in the early twentieth century from that of the late nineteenth century? How has the cultural identity of the United States changed over time?					
Skills/Knowledge/Understandings: Skills/Knowledge/Understandings Covered in Section: Students will know the U.S. economic policies of the 1920's, how the new consumer society of the 1920's affected Americans, the effect of nativism on American society during this decade, and how the popular culture of the 1920's and the emergence of mass media affected American society. Skill based learning will include reading and interpreting maps, census data, graphs, charts, photographs, political cartoons, timelines and primary and secondary sources. Teachers will introduce the students to the historian's craft (interpretation through research to compare and contrast texts in different forms and to evaluate an argument, as well as argumentative writing). The students will acquire historical understanding of the society and business boom in the 1920's, the growth of African American social, political, cultural and economic institutions, the intensification of racial segregation, xenophobia, and that cultures are held together by shared beliefs and common practices and values.					
Objectives: Students will be able to explain the idea of supply-side economics and how it is supposed to stimulate the economy, identify causes and effects of anti-immigrant prejudices, identify the main characteristics of art, literature, and popular culture of the era, and identify the causes and effects of the Harlem Renaissance.					
Assessments: <table border="1"> <tr> <td> Formative: Do-Now, Class Participation, and Exit Tickets </td><td> Summative: Document based analysis. </td><td> Authentic: Argumentative Responses Examples: <i>Written:</i> advertisement, biography, essay, editorial, historical fiction, journal, letter, log, poem, script, web site <i>Oral:</i> audiotape, conversation, debate, dramatic reading, dramatization, </td></tr> </table>			Formative: Do-Now, Class Participation, and Exit Tickets	Summative: Document based analysis.	Authentic: Argumentative Responses Examples: <i>Written:</i> advertisement, biography, essay, editorial, historical fiction, journal, letter, log, poem, script, web site <i>Oral:</i> audiotape, conversation, debate, dramatic reading, dramatization,
Formative: Do-Now, Class Participation, and Exit Tickets	Summative: Document based analysis.	Authentic: Argumentative Responses Examples: <i>Written:</i> advertisement, biography, essay, editorial, historical fiction, journal, letter, log, poem, script, web site <i>Oral:</i> audiotape, conversation, debate, dramatic reading, dramatization,			

		interview, oral report, rap, skit, song, speech, teach a lesson <i>Visual:</i> advertisement, banner, cartoon, collage, computer graphic, data display, drawing, flyer, graph, map, poster, PowerPoint or Prezi show, video, web site
Literacy Connections: Henry Ford, from <i>My Life and Work</i>, 1922 Alice Roosevelt Longworth, from <i>Crowded Hours</i>, 1933 Calvin Coolidge, from a speech to newspaper editors, quoted in the <i>New York Times</i>, January 18, 1925 Bartolomeo Vanzetti, before his execution, from the <i>Letters of Sacco and Vanzetti</i>, 2007 Clarence Darrow, from an address to the court in <i>People v Lloyd</i>, 1920 Jon Marin, from <i>Camera Work</i>, No. 42-43, April-July 1913 F. Scott Fitzgerald, from <i>The Great Gatsby</i>, 1925 Claude McKay, from "If We Must Die", in <i>African American Literature</i>, 1996 W.E.B. Du Bois, from <i>The Crisis</i>, May 1919 The 1920's, by Erica Hanson The Chicago Commission on Race Relations, <i>The Negro in Chicago, a Study of Race Relations and a Race Riot (Chicago: The University of Chicago Press, 1922)</i> Marcus Garvey, <i>An Appeal to the Soul of White America</i>, 1923 Langston Hughes, <i>The Big Sea, An Autobiography</i>, 1963 Langston Hughes, "Trouble with the Angels", <i>New Theatre</i>, Vol. 11, No. 7, 1935 W.E.B. Du Bois, Keynote address, 20th Anniversary NAACP Conference, 1929 A People's History of the United States, by Howard Zinn		
Interdisciplinary Connections: English Language Arts Technology Mathematics		
Technology Integration:		

: Examples: Discovery, online resources, Learning Station, Brain Pop, Smart board Annotations, Interactive lessons, webquests, etc.

Online Resources

<http://connected.mcgraw-hill.com/connected>

Smartboard Lessons

<http://exchange.smarttech.com/details.html?id=5c5dab71-7690-41b5-b26b-d7494d6306f0>

<http://exchange.smarttech.com/details.html?id=9b5836b5-52b2-4573-84df-56694282294c>

<http://www.pbs.org/theblues/>

http://www.pbs.org/jazz/places/spaces_cotton_club.htm

<http://www.history.com/topics/roaring-twenties>

Webquests:

<http://www.scribd.com/doc/55186189/1920s-webquest>

http://www.pbs.org/wnet/jimcrow/stories_events_migration.html

Learner.org

<http://www.learner.org/biographyofamerica/>

<http://www.learner.org/resources/series123.html>

Key Vocabulary:

Tier Two: investigation, revelation, disposable, credit, source, deny, diverse, unify, symbolize, ongoing, impact

Tier Three: supply-side economics, cooperative individualism, isolationism, mass production, assembly line, Model T, nativism, creationism, anarchist, speakeasy, evolution, bohemian, mass media, jazz, blues

Useful Sites:

<http://upfront.scholastic.com/>

www.discoveryeducation.com

www.pbs.org

www.scholastic.com

<http://understandingrace.org/history/index.html>; <http://www.ushistory.org/>; <http://www.ck12.org/book/U.S.-History-Sourcebook--->

[Advanced/r2/](http://advanced/r2/); <http://chnm.gmu.edu/teaching-and-learning/>

<http://www.historyisaweapon.org/zninapeopleshistory.html>

<http://www.hippocampus.org/History%20%26%20Government;jsessionid=BC78DD89906233C2CF9F26D308160F83;>

www.teachinghistory.org

<http://www.peopleshistory.us/teachers/links>

Primary Documents:

<http://connected.mcgraw-hill.com/connected/>
<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/harlem-renaissance/>
<http://www.loc.gov/creativity/hampson/workshop/harlem.html>
<http://www.enotes.com/1920-government-politics-american-decades-ps>
<http://www.gilderlehrman.org/history-by-era/progressive-era-new-era-1900-1929/roaring-twenties/primary-sources>

Text Crosswalk:

Appleby, Joyce, et al. United States History and Geography. New York: McGraw-Hill Education, 2014: pages 398-422
Gordon, Irving L. American History. 2nd Edition. New York: Amsco School Publications, Inc., 1989: pages 467-475; 568-573
Franklin, Paula A. and Paul M. Roberts. Essential U.S. History. New York: Amsco School Publications, Inc., 2007: pages 287-312

*Differentiation: www.marzanoresearch.com/

Select Resource Tab/Scales Bank

ORANGE BOARD OF EDUCATION

US History II Grade 11 Cycle 3 Chapter 18: The Great Depression Begins 1929-1932

Goal(s)(NJCCCS and CCSS:

NJCCCS:

SOCIAL STUDIES

- 6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities
- 6.1.9. The Great Depression and World War II: The Great Depression
- A. Civics, Government, and Human Rights
- 6.1.12.A.9.a Analyze how the actions and policies of the United States government contributed to the Great Depression.
- B. Geography, People, and the Environment
- 6.1.12.B.9.a Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.
- C. Economics, Innovation, and Technology
- 6.1.12.C.9.a Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.
- 6.1.12.C.9.b Explain how economic indicators (i.e., gross domestic product, the consumer index, the national debt, and the trade deficit) are used to evaluate the health of the economy.
- 6.1.12.C.9.c Explain the interdependence of various parts of a market economy.
- 6.1.12.C.9.d Compare and contrast the causes and outcomes of the stock market crash in 1929 and other periods of economic instability.
- D. History, Culture, and Perspectives
- 6.1.12.D.9.a Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.
- 6.1.12.D.9.b Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.

TECHNOLOGY

Standard 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 TO CREATE AND COMMUNICATE KNOWLEDGE.

A. Technology Operations and Concepts

8.1.12.A.1 Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs and interpret the results.

8.1.12.A.3 Participate in online courses, learning communities, social networks or a virtual world as resources for lifelong learning.

C. Communication and Collaboration

12 Digital tools and environments support the learning process and foster collaboration in

solving local or global issues and problems.

8.1.12.C.1 Develop an innovative solution to a complex local or global problem / issue in collaboration with peers and experts and present ideas for feedback in an online community.

CCSS:

English Language Arts Standards » History/Social Studies » Grade 11-12

Key Ideas and Details

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.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure

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.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas

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.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity

CCSS.ELA-Literacy.RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

English Language Arts Standards » Speaking & Listening » Grade 11-12

Comprehension and Collaboration

CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-Literacy.SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-Literacy.SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-Literacy.SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue;

resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CCSS.ELA-Literacy.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

English Language Arts Standards » Writing » Grade 11-12

Text Types and Purposes

CCSS.ELA-Literacy.W.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

CCSS.ELA-Literacy.W.11-12.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-Literacy.W.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-Literacy.W.11-12.1e Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-Literacy.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-Literacy.W.11-12.2a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.W.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-Literacy.W.11-12.2c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CCSS.ELA-Literacy.W.11-12.2d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

CCSS.ELA-Literacy.W.11-12.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-Literacy.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-Literacy.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.W.11-12.9a Apply *grades 11-12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").

CCSS.ELA-Literacy.W.11-12.9b Apply *grades 11-12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").

Range of Writing

CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Essential Questions: What causes changes in the economy over time? How do depressions affect societies? Why does repeating mistakes in the past create similar results in the present?		
Skills/Knowledge/Understandings Covered in Section: Students will know how speculation caused the stock market to fail, how the events of the stock market crash effect the entire nation--not only on Wall Street, the effects of the Great Depression on the American people, how art and entertainment affected Americans' lives during the Depression, the effects of the Dust Bowl and "Okie" migration, what President Hoover did to promote recovery, and how citizens reacted to Hoover's recovery efforts. Skill based learning will include reading and interpreting maps, census data, graphs, charts, photographs, political cartoons, timelines and primary and secondary sources. Teachers will introduce the students to the historian's craft (interpretation through research to compare and contrast texts in different forms and to evaluate an argument, as well as argumentative writing). The students will acquire historical understanding of the society and business boom in the 1920's, the social effects of the Great Depression, and that changes in a nation's economy can directly affect its citizens both positively and negatively.		
Objectives: Students will be able to explain how speculation caused the stock market to fail, describe how the stock market crash affected the entire nation, list the effects of the Great Depression on the American people, their art, and their entertainment, describe life during the Dust Bowl, and categorize the initiatives Hoover instituted to the Depression, and describe their results.		
Assessments:		
Formative: Do-Now, Class Participation, and Exit Tickets	Summative: Document based analysis.	Authentic: Argumentative Responses Examples: <i>Written:</i> advertisement, biography, essay, editorial, historical fiction, journal, letter, log, poem, script, web site <i>Oral:</i> audiotape, conversation, debate, dramatic reading, dramatization, interview, oral report, rap, skit, song, speech, teach a lesson

		<i>Visual:</i> advertisement, banner, cartoon, collage, computer graphic, data display, drawing, flyer, graph, map, poster, PowerPoint or Prezi show, video, web site
Literacy Connections: Jim Sheridan, quoted in An American Epic Anonymous, from the New York Times, May 30, 1932 Arthur Marx, from Life with Groucho, 1954 Herbert Hoover, from a speech delivered October 22, 1928 John Steinbeck, from The Harvest Gypsies, 1936 Children of the Dust Bowl, by Jerry Stanley Children of the Great Depression, by Russell Freedman Bound For Glory, by Woody Guthrie James Dodd, Wilmar, Arkansas, to W. M. Pickens, 1934 Roy Wilkins, "The Bonuseers Ban Jim Crow", The Crisis, Vol.39, 1932 Ward H. Rodgers, "Sharecroppers Drop Color Line", The Crisis, Vol. 24, 1935 St. Clair Drake and Horace R. Cayton, Black Metropolis, 1945 A People's History of the United States, by Howard Zinn		
Interdisciplinary Connections: English Language Arts Technology Mathematics		
Technology Integration: : Examples: Discovery, online resources, Learning Station, Brain Pop, Smart board Annotations, Interactive lessons, webquests, etc. Online Resources http://connected.mcgraw-hill.com/connected Smartboard Lessons http://exchange.smarttech.com/details.html?id=d1e65172-2c3c-4390-8ff4-8e905773ef80 http://exchange.smarttech.com/details.html?id=a5f1afdd-8b96-44bf-93f3-b8e19f7543c3 http://www.ibfx.com/Education/Teaching-Kids-The-Stock-Market		

Webquests:

http://edweb.sdsu.edu/t2arp/quest/dustbowl/dust_bowl_webquest3.html
<http://www.pbs.org/wgbh/amex/macarthur/peoplevents/pandeAMEX89.html>

Learner.org

<http://www.learner.org/biographvofamerica/>
<http://www.learner.org/resources/series123.html>

Key Vocabulary:

Tier Two: collapse, sum, invest, suspend, technique, colleague, series, community

Tier Three: stock market, margin call, bull market, bank run, speculation, installment, margin, bailiff, soap opera, hobo, public works, foreclose, relief

Useful Sites:

<http://upfront.scholastic.com/>
www.discoveryeducation.com
www.pbs.org
www.scholastic.com
<http://understandingrace.org/history/index.html>; <http://www.ushistory.org/>; <http://www.ck12.org/book/U.S.-History-Sourcebook---Advanced/r2/>; <http://chnm.gmu.edu/teaching-and-learning/>
<http://www.historyisaweapon.org/ziinapeopleshistory.html>
<http://www.hippocampus.org/History%20%26%20Government;jsessionid=BC78DD89906233C2CF9F26D308160F83;>
www.teachinghistory.org
<http://www.peopleshistory.us/teachers/links>

Primary Documents:

<http://connected.mcgraw-hill.com/connected/>
<http://www.pbs.org/wgbh/americanexperience/features/primary-resources/crash-headlines/>
<http://www.archives.com/genealogy/newspaper-genealogy-stock-market-crash.html>
<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/depression/depression/hoovers.html>
<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/dust-bowl-migration/>
<http://www.nps.gov/teachers/classroommaterials/primarysourcesets/dust-bowl-migration/>
<http://www.nps.gov/teachers/classroommaterials/primarysourcesets/dust-bowl-migration/>

20Armyv.pdf

Text Crosswalk:

Appleby, Joyce, et al. United States History and Geography. New York: McGraw-Hill Education, 2014: pages 422-438
Gordon, Irving L. American History. 2nd Edition. New York: Amsco School Publications, Inc., 1989: pages 467-475
Franklin, Paula A. and Paul M. Roberts. Essential U.S. History. New York: Amsco School Publications, Inc., 2007: pages 287-312

*Differentiation: www.marzanoresearch.com/

Select Resource Tab/Scales Bank

ORANGE BOARD OF EDUCATION

US History II Grade 11 Cycle 3 Chapter 19: Roosevelt and the New Deal 1933-1941

Goal(s)(NJCCCS and CCSS:

NJCCCS:

SOCIAL STUDIES

- 6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities
- 6.1.10. The Great Depression and World War II: New Deal
- A. Civics, Government, and Human Rights
- 6.1.12.A.10.a Explain how and why conflict developed between the Supreme Court and other branches of government over aspects of the New Deal.
- 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.
- 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.
- B. Geography, People, and the Environment
- 6.1.12.B.10.a Assess the effectiveness of New Deal programs designed to protect the environment.
- C. Economics, Innovation, and Technology
- 6.1.12.C.10.a Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.
- 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.
- D. History, Culture, and Perspectives 6.1.12.D.10.a Analyze how other nations responded to the Great Depression.
- 6.1.12.D.10.b Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents.
- 6.1.12.D.10.c Explain how key individuals, including minorities and women (i.e., Eleanor Roosevelt and Frances Perkins), shaped the core ideologies and policies of the New Deal.
- 6.1.12.D.10.d Determine the extent to which New Deal public works and arts programs impacted New Jersey and the nation

TECHNOLOGY

Standard 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 TO CREATE AND COMMUNICATE KNOWLEDGE.

A. Technology Operations and Concepts

- 8.1.12.A.1 Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs and interpret the results.
- 8.1.12.A.3 Participate in online courses, learning communities, social networks or a virtual world as resources for lifelong learning.

C. Communication and Collaboration

12 Digital tools and environments support the learning process and foster collaboration in

solving local or global issues and problems.

- 8.1.12.C.1 Develop an innovative solution to a complex local or global problem / issue in collaboration with peers and experts and present ideas for feedback in

an online community.

CCSS: English Language Arts Standards » History/Social Studies » Grade 11-12

Key Ideas and Details

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.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure

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.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas

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.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity

CCSS.ELA-Literacy.RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

English Language Arts Standards » Speaking & Listening » Grade 11-12

Comprehension and Collaboration

CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-Literacy.SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-Literacy.SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-Literacy.SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-Literacy.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

English Language Arts Standards » Writing » Grade 11-12

Text Types and Purposes

CCSS.ELA-Literacy.W.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

CCSS.ELA-Literacy.W.11-12.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-Literacy.W.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-Literacy.W.11-12.1e Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-Literacy.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-Literacy.W.11-12.2a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.W.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-Literacy.W.11-12.2c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CCSS.ELA-Literacy.W.11-12.2d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

CCSS.ELA-Literacy.W.11-12.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-Literacy.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-Literacy.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.W.11-12.9a Apply *grades 11-12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").

CCSS.ELA-Literacy.W.11-12.9b Apply *grades 11-12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").

Range of Writing

CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting

or a day or two) for a range of tasks, purposes, and audiences.		
Essential Questions: Can the government fix the economy? Is government responsible for the economic well-being of its citizens?		
Skills/Knowledge/Understandings: Skills/Knowledge/Understandings Covered in Section: Students will know the First New Deal programs for reforming the financial system, raising agricultural prices, and promoting industrial recovery, the political pressures Roosevelt faced from the left and the right, and how he responded to their criticisms, and the groups that composed the New Deal coalition and the reasons for their allegiance. Skill based learning will include reading and interpreting maps, census data, graphs, charts, photographs, political cartoons, timelines and primary and secondary sources. Teachers will introduce the students to the historian's craft (interpretation through research to compare and contrast texts in different forms and to evaluate an argument, as well as argumentative writing). The students will acquire historical understanding of the social effects of the Great Depression and reforming society through the New Deal, and that people engage in politics to solve problems in their society.		
Objectives: Students will be able to describe the qualities of an effective leader, summarize the First New Deal Programs and their effects, explain why Roosevelt decided to introduce new legislation to fight the depression, describe how the Wagner Act and Social Security Act affected Americans, and summarize the effects the New Deal legislation had on federal and state governments.		
Assessments:		
Formative: Do-Now, Class Participation, and Exit Tickets	Summative: Document based analysis.	Authentic: Argumentative Responses Examples: <i>Written:</i> advertisement, biography, essay, editorial, historical fiction, journal, letter, log, poem, script, web site <i>Oral:</i> audiotape, conversation, debate, dramatic reading, dramatization, interview, oral report, rap, skit, song, speech, teach a lesson

		<i>Visual:</i> advertisement, banner, cartoon, collage, computer graphic, data display, drawing, flyer, graph, map, poster, PowerPoint or Prezi show, video, web site
Literacy Connections: President Franklin D. Roosevelt, from his First Inaugural Address, March 4, 1933 Alfred E Smith, from a speech delivered January 25, 1936 Franklin Roosevelt, from a speech delivered to the Democratic National Convention, July 2, 1932 Harry Hopkins, from Spending to Save, 1936 Bruce Bliven, from "Sitting Down in Flint", the New Republic, 1937 John Maynard Keynes, from A Tract on Monetary Reform, 1923 Franklin D Roosevelt, from the Public Papers and Addresses of Franklin D Roosevelt: The Constitution Prevails, 1937 Eleanor Roosevelt, from The Autobiography of Eleanor Roosevelt, 1937 Eleanor Roosevelt: A Life of Discovery, by Russell Freedman The New Deal: Hope for the Nation, by Cheryl Edwards Luther C. Wandall, "A Negro in the CCC," The Crisis Vol. 42, 1935 St. Clair Drake and Horace R. Cayton, Black Metropolis, 1945 A People's History of the United States, by Howard Zinn		
Interdisciplinary Connections: English Language Arts Technology Mathematics		
Technology Integration: : Examples: Discovery, online resources, Learning Station, Brain Pop, Smart board Annotations, Interactive lessons, webquests, etc. Online Resources http://connected.mcgraw-hill.com/connected Smartboard Lessons http://exchange.smarttech.com/details.html?id=aaca471d-a4ea-44d9-b485-e868b4c18f46 http://exchange.smarttech.com/details.html?id=aaca471d-a4ea-44d9-b485-e868b4c18f46 Webquests:		

http://www.historyteacher.net/AHAP/WebQuests/WQ-NewDeal/WQ-NewDeal-student-main_page.htm http://www.learner.org/biographyofamerica/ http://www.learner.org/resources/series123.html	Key Vocabulary: <i>Tier Two:</i> apparent, ideology, fundamental, benefit, thereby, finance, recovery, mediate <i>Tier Three:</i> polio, gold standard, bank holiday, fireside chats, deficit spending, binding arbitration, sit-down strike, court-packing, broker state, safety net	Useful Sites: http://upfront.scholastic.com/ www.discovereducation.com www.pbs.org www.scholastic.com http://understandingrace.org/history/index.html; http://www.ushistory.org/; http://www.ck12.org/book/U.S.-History-Sourcebook--- http://www.historyisaweapon.org/zhinnapeopleshistory.html http://www.hippocampus.org/History%20%26%20Government.jsessionid=BC78DD89906233C2CF9F26D308160F83; www.teachinghistory.org http://www.peopleshistory.us/teachers/links	Primary Documents: http://connected.mcgraw-hill.com/connected/ http://www.loc.gov/teachers/classroommaterials/primarysourcesets/new-deal/ http://newdeal.feri.org/ http://www.loc.gov/teachers/classroommaterials/lessons/dime/ http://millercenter.org/academic/dgs/primaryresources/new_deal http://newdeal.feri.org/texts/browse.cfm?MainCatID=55	Text Crosswalk:
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Appleby, Joyce, et al. United States History and Geography. New York: McGraw-Hill Education, 2014: pages 438-456
Gordon, Irving L. American History. 2nd Edition. New York: Amsco School Publications, Inc., 1989: pages 475-487
Franklin, Paula A. and Paul M. Roberts. Essential U.S. History. New York: Amsco School Publications, Inc., 2007: pages 287-312

*Differentiation: www.marzanoresearch.com/

Select Resource Tab/Scales Bank

Orange Board of Education. US History II. Grade 11

Cycle 4:

Topic: Origins of WWII 1931-1941 America and WWII 1941-1945 The Cold War Begins 1945-1960 Postwar America 1945-1960 The New Frontier and the Great Society 1960-1968 The Civil Rights Movement 1954-1968	Skills: Research (internet and traditional) to compare and contrast texts in different forms and to evaluate an argument; argumentative and narrative writing; finding main ideas; population bar graphs; analyzing quotes; interpreting photographs; peer teaching and evaluation; reading and interpreting timelines; reading and interpreting maps; concept web analysis; cause and effect; drawing conclusions; analyzing points of view; understanding lexicon.	Projected # of days 35 (17 classes)
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ORANGE BOARD OF EDUCATION

US History II Grade 11 Cycle 4 Chapter 20: A World in Flames (Origins of WWII) 1931-1941

Goal(s)(NJCCCS and CCSS:

NJCCCS:

SOCIAL STUDIES

6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities

6.1.11. The Great Depression and World War II: World War II

A. Civics, Government, and Human Rights

6.1.12.D.11.a Evaluate the effectiveness of international agreements following World War I in preventing international disputes during the 1920s and 1930s.

6.1.12.D.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.

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.

C. Economics, Innovation, and Technology

6.1.12.C.11.b Relate new wartime inventions to scientific and technological advancements in the civilian world.

D. History, Culture, and Perspectives

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.

6.1.12.D.11.b Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.

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.

6.1.12.D.11.d Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

TECHNOLOGY

Standard 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 TO CREATE AND COMMUNICATE KNOWLEDGE.

A. Technology Operations and Concepts

8.1.12.A.1 Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs and interpret the results.

8.1.12.A.3 Participate in online courses, learning communities, social networks or a virtual world as resources for lifelong learning.

C. Communication and Collaboration

12 Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems.

8.1.12.C.1 Develop an innovative solution to a complex local or global problem / issue in collaboration with peers and experts and present ideas for feedback in an online community.

CCSS: English Language Arts Standards » History/Social Studies » Grade 11-12

Key Ideas and Details

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.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure

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.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas

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.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity

CCSS.ELA-Literacy.RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

English Language Arts Standards » Speaking & Listening » Grade 11-12

Comprehension and Collaboration

CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-Literacy.SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-Literacy.SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full

range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CCSS.ELA-Literacy.SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CCSS.ELA-Literacy.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

English Language Arts Standards » Writing » Grade 11-12

Text Types and Purposes

CCSS.ELA-Literacy.W.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
CCSS.ELA-Literacy.W.11-12.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
CCSS.ELA-Literacy.W.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-Literacy.W.11-12.1e Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-Literacy.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CCSS.ELA-Literacy.W.11-12.2a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
CCSS.ELA-Literacy.W.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CCSS.ELA-Literacy.W.11-12.2c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CCSS.ELA-Literacy.W.11-12.2d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
CCSS.ELA-Literacy.W.11-12.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-Literacy.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CCSS.ELA-Literacy.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy.W.11-12.9a Apply *grades 11-12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
CCSS.ELA-Literacy.W.11-12.9b Apply *grades 11-12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").

Range of Writing

CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Essential Questions: What conditions cause dictators to rise to power? Why do nations go to war?		
Skills/Knowledge/Understandings: Students will know how new dictatorships and militaristic expansion in the interwar years led to global warfare, the purpose of the Munich Conference and the policy of appeasement, the factors that allowed Germany to rapidly achieve its military victories in 1939-1940, how the experiences of the United States influenced reactions to military aggression in the 1930's, the significance of Pearl Harbor and the declaration of war against Japan, the reasons behind the persecution of Jews during the 1930's, and the events of the Holocaust and the atrocities committed against Europe's Jews.		
Skill based learning will include reading and interpreting maps, census data, graphs, charts, photographs, political cartoons, timelines and primary and secondary sources. Teachers will introduce the students to the historian's craft (interpretation through research to compare and contrast texts in different forms and to evaluate an argument, as well as narrative and argumentative writing). The students will acquire historical understanding of the circumstances, objectives, strategies and activities of dictatorships in Italy, the Soviet Union, Japan and Germany that led to World War II and to analyze and formulate and understanding of issues related to universal human rights, and that leaders can bring about change in society.		
Objectives: Students will be able to explain how new dictatorships and militaristic expansion led to global warfare, explain the policy of appeasement, list factors that allowed Germany to achieve early military victories, explain how the experiences of the United States in World War I influenced reactions to military aggression in the 1930's, describe the aftermath of the attacks on Pearl Harbor, identify the reasons behind the persecution of Jews during the 1930's, and describe the events of the Holocaust and the atrocities committed against Europe's Jews.		
Assessments:	Formative: Do-Now, Class Participation, and Exit Tickets	Summative: Document based analysis.
Authentic: Argumentative and Narrative Responses Examples: <i>Written:</i> advertisement, biography, essay, editorial, historical fiction, journal, letter, log, poem, script, web site <i>Oral:</i> audiotape, conversation, debate, dramatic reading, dramatization,		

		interview, oral report, rap, skit, song, speech, teach a lesson <i>Visual:</i> advertisement, banner, cartoon, collage, computer graphic, data display, drawing, flyer, graph, map, poster, PowerPoint or Prezi show, video, web site
Literacy Connections: Will Lehner, from an interview, 2004 President Franklin D. Roosevelt, from his speech to Congress, December 8, 1941 Winston Churchill, from his speech to parliament, June 4, 1940 President Franklin D. Roosevelt, from The Public Papers and Addresses of Franklin D. Roosevelt Frederic Morton, quoted in Facing History and Ourselves Captain Luther D. Fletcher, quoted in World War II: From the Battle Front to the Home Front Private Leon Bass, quoted in Facing History and Ourselves Never to Forget: The Jews of the Holocaust, by Milton Meltzer Tell Them We Remember: The Story of the Holocaust, by Susan D. Bacharach and the U.S. Holocaust Memorial Museum Staff Martin Niemöller, poem, "First They Came For" Helen Buckler, "The CORE Way," Survey Graphic, 1946 A People's History of the United States, by Howard Zinn		
Interdisciplinary Connections: English Language Arts Technology Mathematics		
Technology Integration: : Examples: Discovery, online resources, Learning Station, Brain Pop, Smart board Annotations, Interactive lessons, webquests, etc. Online Resources http://connected.mcgraw-hill.com/connected Smartboard Lessons http://exchange.smarttech.com/details.html?id=5e276bb6-f79f-4be7-8dbc-45ef2d079760		

http://exchange.smarttech.com/details.html?id=088c3b55-01a3-437a-9e9b-59e39424863d http://exchange.smarttech.com/details.html?id=408620d4-5ef7-4b34-ab38-ab19b19f6edb http://exchange.smarttech.com/details.html?id=7c08387c-e842-496f-8095-0fffb94cb0e6 Webquests: http://questgarden.com/63/29/3/080328182742/ Learner.org http://www.learner.org/biographyofamerica/ http://www.learner.org/resources/series123.html	
Key Vocabulary: <i>Tier Two:</i> exploit, command, dominate, revise, underestimate, purchase, prohibit, virtually, assume <i>Tier Three:</i> fascism, appeasement, collective, internationalism, strategic materials, concentration camp, extermination camp	
Useful Sites: http://upfront.scholastic.com/ www.discoverededucation.com www.pbs.org www.scholastic.com http://understandingrace.org/history/index.html; http://www.ushistory.org/; http://www.ck12.org/book/U.S.-History-Sourcebook---Advanced/r2/; http://chmn.gmu.edu/teaching-and-learning/ http://www.historyisaweapon.org/ziinapeopleshistory.html http://www.hippocampus.org/History%20%26%20Government;jsessionid=BC78DD89906233C2CF9F26D308160F83; www.teachinghistory.org http://www.peopleshistory.us/teachers/links	
Primary Documents: http://connected.mcgraw-hill.com/connected/ http://learning.blogs.nytimes.com/2010/10/19/claiming-responsibility-understanding-the-rise-and-popularity-of-hitler/?_r=0 http://www.nationalww2museum.org/learn/education/for-teachers/primary-sources/pearl-harbor.html http://www.history.navy.mil/faqs/faq66-3.htm http://www.pbs.org/wgbh/amex/holocaust/filmmore/reference/primary/	

Text Crosswalk:

Appleby, Joyce, et al. United States History and Geography. New York: McGraw-Hill Education, 2014: pages 457-476
Gordon, Irving L. American History. 2nd Edition. New York: Amsco School Publications, Inc., 1989: pages 568-573
Franklin, Paula A. and Paul M. Roberts. Essential U.S. History. New York: Amsco School Publications, Inc., 2007: pages 312-333

***Differentiation:** www.marzanoresearch.com/

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ORANGE BOARD OF EDUCATION

US History II Grade 11 Cycle 4 Chapter 20: A World in Flames (Origins of WWID 1931-1941

Goal(s)(NJCCCS and CCSS:

NJCCCS:

SOCIAL STUDIES

- 6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities
- 6.1.11. The Great Depression and World War II: World War II
- A. Civics, Government, and Human Rights
- 6.1.12.D.11.a Evaluate the effectiveness of international agreements following World War I in preventing international disputes during the 1920s and 1930s.
- 6.1.12.D.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.
- 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.
- C. Economics, Innovation, and Technology
- 6.1.12.C.11.b Relate new wartime inventions to scientific and technological advancements in the civilian world.
- D. History, Culture, and Perspectives
- 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.
- 6.1.12.D.11.b Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.
- 6.1.12.D.11.c Explain why women, African Americans, Native Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
- 6.1.12.D.11.d Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

TECHNOLOGY

Standard 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 TO CREATE AND COMMUNICATE KNOWLEDGE.

A. Technology Operations and Concepts

8.1.12.A.1 Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs and interpret the results.

8.1.12.A.3 Participate in online courses, learning communities, social networks or a virtual world as resources for lifelong learning.

C. Communication and Collaboration

12 Digital tools and environments support the learning process and foster collaboration in

solving local or global issues and problems.

8.1.12.C.1 Develop an innovative solution to a complex local or global problem / issue in collaboration with peers and experts and present ideas for feedback in an online community.

CCSS:

English Language Arts Standards » History/Social Studies » Grade 11-12

Key Ideas and Details

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.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure

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.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas

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.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity

CCSS.ELA-Literacy.RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

English Language Arts Standards » Speaking & Listening » Grade 11-12

Comprehension and Collaboration

CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-Literacy.SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-Literacy.SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full

range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
CCSS.ELA-Literacy.SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CCSS.ELA-Literacy.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

English Language Arts Standards » Writing » Grade 11-12

Text Types and Purposes

CCSS.ELA-Literacy.W.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

CCSS.ELA-Literacy.W.11-12.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-Literacy.W.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-Literacy.W.11-12.1e Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-Literacy.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-Literacy.W.11-12.2a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.W.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-Literacy.W.11-12.2c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CCSS.ELA-Literacy.W.11-12.2d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

CCSS.ELA-Literacy.W.11-12.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-Literacy.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-Literacy.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.W.11-12.9a Apply *grades 11-12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").

CCSS.ELA-Literacy.W.11-12.9b Apply *grades 11-12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").

Range of Writing

CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Essential Questions: What conditions cause dictators to rise to power? Why do nations go to war?		
Skills/Knowledge/Understandings Covered in Section: Students will know how new dictatorships and militaristic expansion in the interwar years led to global warfare, the purpose of the Munich Conference and the policy of appeasement, the factors that allowed Germany to rapidly achieve its military victories in 1939-1940, how the experiences of the United States influenced reactions to military aggression in the 1930's, the significance of Pearl Harbor and the declaration of war against Japan, the reasons behind the persecution of Jews during the 1930's, and the events of the Holocaust and the atrocities committed against Europe's Jews. Skill based learning will include reading and interpreting maps, census data, graphs, charts, photographs, political cartoons, timelines and primary and secondary sources. Teachers will introduce the students to the historian's craft (interpretation through research to compare and contrast texts in different forms and to evaluate an argument, as well as narrative and argumentative writing). The students will acquire historical understanding of the circumstances, objectives, strategies and activities of dictatorships in Italy, the Soviet Union, Japan and Germany that led to World War II and to analyze and formulate and understanding of issues related to universal human rights, and that leaders can bring about change in society.		
Objectives: Students will be able to explain how new dictatorships and militaristic expansion led to global warfare, explain the policy of appeasement, list factors that allowed Germany to achieve early military victories, explain how the experiences of the United States in World War I influenced reactions to military aggression in the 1930's, describe the aftermath of the attacks on Pearl Harbor, identify the reasons behind the persecution of Jews during the 1930's, and describe the events of the Holocaust and the atrocities committed against Europe's Jews.		
Assessments:		
Formative: Do-Now, Class Participation, and Exit Tickets	Summative: Document based analysis.	Authentic: Argumentative and Narrative Responses Examples: <i>Written:</i> advertisement, biography, essay, editorial, historical fiction, journal, letter, log, poem, script, web site <i>Oral:</i> audiotape, conversation, debate, dramatic reading, dramatization.

		interview, oral report, rap, skit, song, speech, teach a lesson <i>Visual:</i> advertisement, banner, cartoon, collage, computer graphic, data display, drawing, flyer, graph, map, poster, PowerPoint or Prezi show, video, web site
Literacy Connections: Will Lehner, from an interview, 2004 President Franklin D. Roosevelt, from his speech to Congress, December 8, 1941 Winston Churchill, from his speech to parliament, June 4, 1940 President Franklin D. Roosevelt, from The Public Papers and Addresses of Franklin D. Roosevelt Frederic Morton, quoted in Facing History and Ourselves Captain Luther D. Fletcher, quoted in World War II: From the Battle Front to the Home Front Private Leon Bass, quoted in Facing History and Ourselves Never to Forget: The Jews of the Holocaust, by Milton Meltzer Tell Them We Remember: The Story of the Holocaust, by Susan D. Bacharach and the U.S. Holocaust Memorial Museum Staff Martin Niemöller, poem, "First They Came For" Helen Buckler, "The CORE Way," Survey Graphic, 1946 A People's History of the United States, by Howard Zinn		
Interdisciplinary Connections: English Language Arts Technology Mathematics		
Technology Integration: : Examples: Discovery, online resources, Learning Station, Brain Pop, Smart board Annotations, Interactive lessons, webquests, etc. Online Resources http://connected.mcgraw-hill.com/connected Smartboard Lessons http://exchange.smarttech.com/details.html?id=5e276bb6-f79f-4be7-8dbc-45ef2d079760		

<http://exchange.smarttech.com/details.html?id=088c3b55-01a3-437a-9e9b-59e39424863d>
<http://exchange.smarttech.com/details.html?id=408620d4-5ef7-4b34-ab38-ab19b19f6edb>
<http://exchange.smarttech.com/details.html?id=7c08387c-e842-496f-8095-0ffb94cb0e6>

Webquests:

<http://questgarden.com/63/29/3/080328182742/>
<http://www.learner.org/biographyofamerica/>
<http://www.learner.org/resources/series123.html>

Key Vocabulary:

Tier Two: exploit, command, dominate, revise, underestimate, purchase, prohibit, virtually, assume

Tier Three: fascism, appeasement, collective, internationalism, strategic materials, concentration camp, extermination camp

Useful Sites:

<http://upfront.scholastic.com/>
www.discoveryeducation.com
www.pbs.org
www.scholastic.com
<http://understandingrace.org/history/index.html>; <http://www.ushistory.org/>; <http://www.ck12.org/book/U.S.-History-Sourcebook---Advanced/r2/>; <http://chnm.gmu.edu/teaching-and-learning/>
<http://www.historyisaweapon.org/ziinapeopleshistory.html>
<http://www.hippocampus.org/History/%20%26%20Government;jsessionid=BC78DD89906233C2CF9F26D308160F83;www.teachinghistory.org>
<http://www.peopleshistory.us/teachers/links>

Primary Documents:

<http://connected.mcgraw-hill.com/connected/>
http://learning.blogs.nytimes.com/2010/10/19/claiming-responsibility-understanding-the-rise-and-popularity-of-hitler/?_r=0
<http://www.nationalww2museum.org/learn/education/for-teachers/primary-sources/pearl-harbor.html>
<http://www.history.navy.mil/faqs/faq66-3.htm>
<http://www.pbs.org/wgbh/amex/holocaust/filmmore/reference/primary/>

Text Crosswalk:

Appleby, Joyce, et al. United States History and Geography. New York: McGraw-Hill Education, 2014: pages 457-476
Gordon, Irving L. American History. 2nd Edition. New York: Amsco School Publications, Inc., 1989: pages 568-573
Franklin, Paula A. and Paul M. Roberts. Essential U.S. History. New York: Amsco School Publications, Inc., 2007: pages 312-333

***Differentiation:** www.marzanoresearch.com/

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ORANGE BOARD OF EDUCATION

US History II Grade 11 Cycle 4 Chapter 21: America and World War II 1941-1945

Goal(s)(NJCCCS and CCSS:

NJCCCS:

SOCIAL STUDIES

6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities

6.1.11. The Great Depression and World War II: World War II

A. Civics, Government, and Human Rights

6.1.12.D.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.

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.

6.1.12.A.11.d Analyze the decision to use the atomic bomb and the consequences of doing so.

B. Geography, People, and the Environment

6.1.12.B.11.a Explain the role that geography played in the development of military strategies and weaponry in World War II.

C. Economics, Innovation, and Technology

6.1.12.C.11.a Apply opportunity cost and trade-offs to evaluate the shift in economic resources from the production of domestic to military goods during World War II, and analyze the impact of the post-war shift back to domestic production.

6.1.12.C.11.b Relate new wartime inventions to scientific and technological advancements in the civilian world.

D. History, Culture, and Perspectives

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.

6.1.12.D.11.b Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.

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.

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

TECHNOLOGY

Standard 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 TO CREATE AND COMMUNICATE KNOWLEDGE.

A. Technology Operations and Concepts

8.1.12.A.1 Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs and interpret the results.

8.1.12.A.3 Participate in online courses, learning communities, social networks or a virtual world as resources for lifelong learning.

C. Communication and Collaboration

12 Digital tools and environments support the learning process and foster collaboration in

solving local or global issues and problems.

8.1.12.C.1 Develop an innovative solution to a complex local or global problem / issue in collaboration with peers and experts and present ideas for feedback in an online community.

CCSS:

English Language Arts Standards » History/Social Studies » Grade 11-12

Key Ideas and Details

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.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure

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.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas

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.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity

CCSS.ELA-Literacy.RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

English Language Arts Standards » Speaking & Listening » Grade 11-12

Comprehension and Collaboration

CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by

referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-Literacy.SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-Literacy.SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-Literacy.SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-Literacy.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

English Language Arts Standards » Writing » Grade 11-12

Text Types and Purposes

CCSS.ELA-Literacy.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-Literacy.W.11-12.3a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

CCSS.ELA-Literacy.W.11-12.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CCSS.ELA-Literacy.W.11-12.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

CCSS.ELA-Literacy.W.11-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CCSS.ELA-Literacy.W.11-12.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

CCSS.ELA-Literacy.W.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.

CCSS.ELA-Literacy.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.

Essential Questions: What kind of sacrifices does war require

Skills/Knowledge/Understandings

Skills/Knowledge/Understandings Covered in Section:

Students will **know** how the government mobilized the economy, financed the war, and later stabilized the wartime economy, the early military strategies of the Allied forces in the Pacific, including the Doolittle Raid, the military strategies of the Allied forces in Europe and North Africa, and the military strategies, including firebombing, used to end the war with Japan.

Skill based learning will include reading and interpreting maps, census data, graphs, charts, photographs, political cartoons, timelines and primary and secondary sources. Teachers will introduce the students to the historian's craft (interpretation through research to compare and contrast texts in different forms and to evaluate an argument, as well as narrative and argumentative writing).

The students will acquire historical **understanding** of the circumstances, objectives, strategies and activities of dictatorships in Italy, the Soviet Union, Japan and Germany that led to World War II and that disputes over ideas, resources, values, and politics can lead to change.

Objectives:

Students will be able to analyze statistical information showing how the U.S. economy performed during the war, analyze and interpret primary sources in various forms, including photographs and written text, recognize the geographic factors that determined much of the strategy of the Pacific War, analyze and evaluate information provided in graphs and charts, and identify, analyze, and evaluate important information shown on a map.

Assessments:

Formative:

Do-Now, Class Participation, and Exit Tickets

Summative:

Document based analysis.

Authentic:

Argumentative and Narrative Responses

Examples:

Written: advertisement, biography, essay, editorial, historical fiction, journal, letter, log, poem, script, web site

Oral: audiotape, conversation, debate, dramatic reading, dramatization, interview, oral report, rap, skit, song, speech, teach a lesson

Visual: advertisement, banner, cartoon, collage, computer graphic, data display, drawing, flyer, graph, map, poster, PowerPoint or Prezi show, video, web site

Literacy Connections:

Franklin D. Roosevelt, from his Third Inaugural Address, January 20, 1941

Carl Degler, from *The History Teacher*, Vol. 23, 1990
 General George C. Marshall, chief of staff for the U.S. Army, quoted in *Miracle of World War II*
 Private Leon Beck, from *Death March: The Survivors of Bataan*, 1981
 Robert Sherrod, from *Tarawa: The Story of a Battle*
 Tehran Declaration, December 1, 1943
 Lieutenant John Bentz Carroll, from *D-Day: Piercing the Atlantic Wall*, 1994
 Anonymous, quoted in *American Heritage New History of World War II*
 Harry Truman, from a radio report to the American people, August 9, 1945
 William Leahy, from *I Was There*, 1950
 "The Franck Committee Predicts a Nuclear-Arms Race If the Atomic Bomb Is Dropped on Japan, 1945", *Political and Social Problems*, Manhattan Engineering District Papers, National Archives, Washington D.C., 1945
 Alan Morrison, *Stars and Stripes*, Paris Edition, April 6, 1945
Doing Our Part, by Susan Sinnott
 Navajo Code Talkers, by Nathan Aaseng
A People's History of the United States, by Howard Zinn

Interdisciplinary Connections:

English Language Arts
 Technology
 Mathematics

Technology Integration:

: Examples: Discovery, online resources, Learning Station, Brain Pop, Smart board Annotations, Interactive lessons, webquests, etc.

Online Resources

<http://connected.mcgraw-hill.com/connected>

Smartboard Lessons

<http://exchange.smarttech.com/details.html?id=7cf9ae5f-2f65-440d-a27d-b877a9dd733d>

<http://exchange.smarttech.com/details.html?id=8ecb5314-df05-4d15-b6b7-7ca1e99d530d>

<http://exchange.smarttech.com/details.html?id=696365a6-cf5c-4efd-ac91-e74887d2746b>

Webquests:

<http://score.rims.k12.ca.us/activity/internment/index.html>

Learner.org

<http://www.learner.org/biographyofamerica/>

<http://www.learner.org/resources/series123.html>

Key Vocabulary: <i>Tier Two:</i> draft, justify, coordinate, code, target, intense, briefly, despite, nuclear <i>Tier Three:</i> disenfranchised, cost-plus, Sunbelt, zoot suit, victory suit, rationing, victory garden, amphtrac, kamikaze, periphery, convoy system, hedgerow, napalm	Useful Sites: http://upfront.scholastic.com/ www.discoveryeducation.com www.pbs.org www.scholastic.com http://understandingrace.org/history/index.html; http://www.ushistory.org/; http://www.ck12.org/book/U.S.-History-Sourcebook---Advanced/r2/; http://chm.gmu.edu/teaching-and-learning/ http://www.historyisaweapon.org/innocence/lehman.html http://www.hippocampus.org/History/20%20Government/sessionid=BC78DD89906233C2CF9F26D308160F83; www.teachinghistory.org http://www.peopleshistory.us/teachers/links
	Primary Documents: http://connected.mcgraw-hill.com/connected/ http://www.loc.gov/teachers/classroommaterials/primarysourcesets/internment/ http://www.fordham.edu/halsall/mod/modsbook45.asp http://www.archives.gov/research/arc/topics/vv2.html http://www.teacheroz.com/PearlHarbor.htm http://www.pbs.org/wgbh/americanexperience/features/primary-resources/truman-hiroshima/
	Text Crosswalk: Appleby, Joyce, et al. <i>United States History and Geography</i>. New York: McGraw-Hill Education, 2014: pages 477-508 Gordon, Irving L. <i>American History</i>. 2nd Edition. New York: Amsco School Publications, Inc., 1989: pages 568-573 Franklin, Paula A. and Paul M. Roberts. <i>Essential U.S. History</i>. New York: Amsco School Publications, Inc., 2007: pages 312-333

* Differentiation: www.marzanoresearch.com/

Select Resource Tab/Scales Bank

ORANGE BOARD OF EDUCATION

US History II Grade 11 Cycle 4 Chapter 22: The Cold War Begins, 1945-1960

Goal(s)/NJCCCS and CCSS:

NJCCCS:

SOCIAL STUDIES

6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities

6.1.12. Postwar United States: Cold War

A. Civics, Government, and Human Rights

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.

B. Geography, People and the Environment

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.

C. Economics, Innovation, and Technology

6.1.12.C.12.b Assess the impact of agricultural innovation on the world economy.

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

D. History, Culture, and Perspectives

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.

TECHNOLOGY

Standard 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 TO CREATE AND COMMUNICATE KNOWLEDGE.

A. Technology Operations and Concepts

8.1.12.A.1 Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs and interpret the results.

8.1.12.A.3 Participate in online courses, learning communities, social networks or a virtual world as resources for lifelong learning.

C. Communication and Collaboration

12 Digital tools and environments support the learning process and foster collaboration in

solving local or global issues and problems.

8.1.12.C.1 Develop an innovative solution to a complex local or global problem / issue in collaboration with peers and experts and present ideas for feedback in an online community.

CCSS:

English Language Arts Standards » History/Social Studies » Grade 11-12

Key Ideas and Details

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.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure

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.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas

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.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity

CCSS.ELA-Literacy.RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

English Language Arts Standards » Speaking & Listening » Grade 11-12

Comprehension and Collaboration

CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-Literacy.SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-Literacy.SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-Literacy.SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
 CCSS.ELA-Literacy.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

English Language Arts Standards » Writing » Grade 11-12

Text Types and Purposes

CCSS.ELA-Literacy.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-Literacy.W.11-12.3a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

CCSS.ELA-Literacy.W.11-12.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CCSS.ELA-Literacy.W.11-12.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

CCSS.ELA-Literacy.W.11-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CCSS.ELA-Literacy.W.11-12.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

CCSS.ELA-Literacy.W.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.

CCSS.ELA-Literacy.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.

Essential Questions: How did the Cold War shape postwar international relations? How did Cold War tensions affect American society?

Skills/Knowledge/Understandings:

Skills/Knowledge/Understandings Covered in Section:

Students will **know** the decisions made by President Truman during the first years of the Cold War, the theory of containment and how it influenced U.S. foreign policy, the impact of the Red Scare on Cold War America, and the reasons Eisenhower used massive retaliation and brinkmanship to maintain peace.

Skill based learning will include reading and interpreting maps, census data, graphs, charts, photographs, political cartoons, timelines and primary and secondary sources. Teachers will introduce the students to the historian's craft (interpretation through research to compare and contrast texts in different forms and to evaluate an argument, as well as narrative and argumentative writing).

The students will acquire historical **understanding** of the ideological debates and confrontations of democracy, capitalism, socialism

and communism; the arms race, and the consequences of foreign and domestic policies in the 1950's, and that countries are affected by their relationships with each other.

Objectives:

Students will be able to explain how the Potsdam Conference increased tensions between the United States and the Soviet Union, describe how the spread of the Cold War beyond Europe caused the United States to be involved in an armed conflict less than five years after WWII ended, understand the effects of the Red Scare on people, policies, and culture in the United States, and analyze whether Eisenhower's policies were effective.

Assessments:

Formative:

Do-Now, Class Participation, and Exit Tickets

Summative:

Document based analysis.

Authentic:

Argumentative and Narrative Responses

Examples:

Written: advertisement, biography, essay, editorial, historical fiction, journal, letter, log, poem, script, web site

Oral: audiotape, conversation, debate, dramatic reading, dramatization, interview, oral report, rap, skit, song, speech, teach a lesson

Visual: advertisement, banner, cartoon, collage, computer graphic, data display, drawing, flyer, graph, map, poster, PowerPoint or Prezi show, video, web site

Literacy Connections:

George F. Kennan, from "The Long Telegram", February 22, 1946

Andrey Zhdanov, from For a Lasting Peace, for a People's Democracy, No. 1, November 1947

Winston Churchill, from an address to Westminster College, Fulton, Missouri, March 5, 1946

President Harry Truman, from his address to Congress, March 12, 1947

President Harry Truman, from an address to the Civil Defense Conference, May 7, 1951

Joseph R. McCarthy, quoted in *The Fifties*, 1993

John Foster Dulles, quoted in Rise to Globalism Margaret Chase Smith, from her "Declaration of Conscience" speech to Congress, June 1, 1950 Joseph McCarthy and the Cold War, by Victoria Sherrow Hiroshima, by John Hershey A People's History of the United States, by Howard Zinn	Interdisciplinary Connections: English Language Arts Technology Mathematics	Technology Integration: : Examples: Discovery, online resources, Learning Station, Brain Pop, Smart board Annotations, Interactive lessons, webquests, etc. Online Resources http://connected.mcgraw-hill.com/connected Smartboard Lessons http://exchange.smarttech.com/details.html?id=d4a09514-1a1e-4ed2-b5b9-9b44674b27e9 http://exchange.smarttech.com/details.html?id=38615777-1061-4225-b20b-e45a0b28a617 http://www.archives.gov/education/lessons/mccarthy-telegram/ Webquests: http://edsitement.neh.gov/curriculum-unit/anticommunism-postwar-america-1945-1954-witch-hunt-or-red-menace#sect-thelessons http://www.koreanwar.org/ Learner.org http://www.learner.org/biographyvofamerica/ http://www.learner.org/resources/series123.html	Key Vocabulary: Tier Two: liberate, equipment, insecurity, initially, manipulate, convince, imply, response Tier Three: charter, satellite nation, Iron Curtain, containment, limited war, subversion, loyalty review program, perjury, censure, fallout, massive retaliation, brinkmanship, covert, developing nation, military-industrial complex Useful Sites: http://upfront.scholastic.com/
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www.discoverededucation.com
www.pbs.org
www.scholastic.com
<http://understandingrace.org/history/index.html>; <http://www.ushistory.org/>; <http://www.ck12.org/book/U.S.-History-Sourcebook---Advanced/r2/>; <http://chnm.gmu.edu/teaching-and-learning/>
<http://www.historyisaweapon.org/ziinapeopleshistory.html>
<http://www.hippocampus.org/History%20%26%20Government;jsessionid=BC78DD89906233C2CF9F26D308160F83;>
www.teachinghistory.org
<http://www.peopleshistory.us/teachers/links>

Primary Documents:

<http://connected.mcgraw-hill.com/connected/>
<http://www.archives.gov/research/alic/reference/military/cold-war-and-marshall-plan.html>
<http://www.trumanlibrary.org/teacher/berlin.htm>
<http://www.archives.gov/education/lessons/korean-conflict/>
<http://www.wisconsinhistory.org/turningpoints/tp-039/>
<http://www.ourdocuments.gov/doc.php?flash=true&doc=90>

Text Crosswalk:

Appleby, Joyce, et al. United States History and Geography. New York: McGraw-Hill Education, 2014; pages 509-534
Gordon, Irving L. American History. 2nd Edition. New York: Amsco School Publications, Inc., 1989; pages 588-625
Franklin, Paula A. and Paul M. Roberts. Essential U.S. History. New York: Amsco School Publications, Inc., 2007; pages 333-375

*Differentiation: www.marzanoresearch.com/

Select Resource Tab/Scales Bank

ORANGE BOARD OF EDUCATION

US History II Grade 11 Cycle 4 Chapter 23: Postwar America, 1945-1960

Goal(s)(NJCCCS and CCSS:

NJCCCS:

SOCIAL STUDIES

6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities

6.1.12. Postwar United States: Cold War

A. Civics, Government, and Human Rights

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.

C. Economics, Innovation, and Technology

6.1.12.C.12.b Assess the impact of agricultural innovation on the world economy.

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

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

D. History, Culture, and Perspectives

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.c Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.

TECHNOLOGY

Standard 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 TO CREATE AND COMMUNICATE KNOWLEDGE.

A. Technology Operations and Concepts

8.1.12.A.1 Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs and interpret the results.

8.1.12.A.3 Participate in online courses, learning communities, social networks or a virtual world as resources for lifelong learning.

C. Communication and Collaboration

12 Digital tools and environments support the learning process and foster collaboration in

solving local or global issues and problems.

8.1.12.C.1 Develop an innovative solution to a complex local or global problem / issue in collaboration with peers and experts and present ideas for feedback in an online community.

CCSS:

English Language Arts Standards » History/Social Studies » Grade 11-12

Key Ideas and Details

- 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.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- Craft and Structure
- 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.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- Integration of Knowledge and Ideas
- 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.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- Range of Reading and Level of Text Complexity
- CCSS.ELA-Literacy.RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

English Language Arts Standards » Speaking & Listening » Grade 11-12

Comprehension and Collaboration

- CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-Literacy.SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- CCSS.ELA-Literacy.SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- CCSS.ELA-Literacy.SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- CCSS.ELA-Literacy.SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue;

resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
CCSS.ELA-Literacy.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

English Language Arts Standards » Writing » Grade 11-12

Text Types and Purposes

CCSS.ELA-Literacy.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-Literacy.W.11-12.3a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

CCSS.ELA-Literacy.W.11-12.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CCSS.ELA-Literacy.W.11-12.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

CCSS.ELA-Literacy.W.11-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CCSS.ELA-Literacy.W.11-12.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

CCSS.ELA-Literacy.W.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.

CCSS.ELA-Literacy.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.

Essential Questions: How does prosperity change the way people live?

Skills/Knowledge/Understandings:

Skills/Knowledge/Understandings Covered in Section:

Students will **know** details of Truman's legislative agenda and how it affected the nation, why the U.S. economy experienced an economic boom during the 1950's, and the groups and regions of the nation that experienced higher levels of poverty than the rest of the country during the 1950's.

Skill based learning will include reading and interpreting maps, census data, graphs, charts, photographs, political cartoons, timelines and primary and secondary sources. Teachers will introduce the students to the historian's craft (interpretation through research to compare and contrast texts in different forms and to evaluate an argument, as well as narrative and argumentative writing).

The students will acquire **historical understanding** of the ideological debates and confrontations of democracy, capitalism, socialism

and communism; the arms race, and the consequences of foreign and domestic policies in the 1950's, and that the movement of people, goods, and ideas causes societies to change over time.							
Objectives: Students will be able to summarize the state of the U.S. economy after World War II, describe how the lives of Americans changed after World War II, and compare and contrast the postwar experiences of different groups and regions.							
Assessments: <table border="1"> <tr> <td> Formative: Do-Now, Class Participation, and Exit Tickets </td> <td> Summative: Document based analysis. </td> <td colspan="2"> Authentic: Argumentative and Narrative Responses Examples: <i>Written:</i> advertisement, biography, essay, editorial, historical fiction, journal, letter, log, poem, script, web site <i>Oral:</i> audiotape, conversation, debate, dramatic reading, dramatization, interview, oral report, rap, skit, song, speech, teach a lesson <i>Visual:</i> advertisement, banner, cartoon, collage, computer graphic, data display, drawing, flyer, graph, map, poster, PowerPoint or Prezi show, video, web site </td> </tr> </table>				Formative: Do-Now, Class Participation, and Exit Tickets	Summative: Document based analysis.	Authentic: Argumentative and Narrative Responses Examples: <i>Written:</i> advertisement, biography, essay, editorial, historical fiction, journal, letter, log, poem, script, web site <i>Oral:</i> audiotape, conversation, debate, dramatic reading, dramatization, interview, oral report, rap, skit, song, speech, teach a lesson <i>Visual:</i> advertisement, banner, cartoon, collage, computer graphic, data display, drawing, flyer, graph, map, poster, PowerPoint or Prezi show, video, web site	
Formative: Do-Now, Class Participation, and Exit Tickets	Summative: Document based analysis.	Authentic: Argumentative and Narrative Responses Examples: <i>Written:</i> advertisement, biography, essay, editorial, historical fiction, journal, letter, log, poem, script, web site <i>Oral:</i> audiotape, conversation, debate, dramatic reading, dramatization, interview, oral report, rap, skit, song, speech, teach a lesson <i>Visual:</i> advertisement, banner, cartoon, collage, computer graphic, data display, drawing, flyer, graph, map, poster, PowerPoint or Prezi show, video, web site					
Literacy Connections: President Harry Truman, from a message to the U.S. House of Representatives, June 20, 1947 President Harry Truman, from his State of the Union Address, 1949 Plain Speaking: An Oral Biography of Harry S Truman, by Merle Miller American Scream: Allen Ginsberg's Howl and the Making of the Beat Generation, by Jonah Raskin "Pressure to Desegregate Armed Forces", Congressional Record, 80th Congress, 2nd Session, Part IV A People's History of the United States, by Howard Zinn							
Interdisciplinary Connections:							

English Language Arts Technology Mathematics	
Technology Integration: : Examples: Discovery, online resources, Learning Station, Brain Pop, Smart board Annotations, Interactive lessons, webquests, etc. Online Resources http://connected.mcgraw-hill.com/connected Smartboard Lessons http://education.nationalgeographic.com/archive/xpeditions/lessons/12/g912/fringe.html?ar_a=1 http://www.montgomeryschoolsmd.org/schools/blakehs/staff/wagnerm/NetInv/babyboomactiv.htm Webquests: http://www.rockandrollforever.org/ http://newgibill.org/get_answers http://www.trumanlibrary.org/whistlestop/50yr_archive/50yr10748.htm Learner.org http://www.learner.org/biographyofamerica/ http://www.learner.org/resources/series123.html	
Key Vocabulary: <i>Tier Two:</i> legislator, abandon, phenomenon, conform, income, entity <i>Tier Three:</i> closed shop, right-to-work laws, union shop, dynamic conservatism, baby boom, white-collar job, blue-collar worker, multinational corporation, franchise, rock 'n' roll, generation gap, poverty line, urban renewal, termination policy, juvenile delinquency Useful Sites: http://upfront.scholastic.com/ www.discovereducation.com www.pbs.org www.scholastic.com http://understandingrace.org/history/index.html; http://www.ushistory.org/; http://www.ck12.org/book/U.S.-History-Sourcebook--- http://www.historyisaweapon.org/innocence/essays/mainlesson3.html	

http://www.hippocampus.org/History/%20%26%20Government.jsessionid=BC78DD89906233C2CF9F26D308160F83; www.teachinghistory.org http://www.peopleshistory.us/teachers/links
Primary Documents: http://connected.mcgraw-hill.com/connected/ http://www.presidency.ucsb.edu/ws/?pid=12675 http://primarysourcesnexus.org/tag/fair-deal/ http://www.nationalww2museum.org/learn/education/for-teachers/primary-sources/qi-bill.html http://www.online-literature.com/periods/beat.php
Text Crosswalk: Appleby, Joyce, et al. United States History and Geography. New York: McGraw-Hill Education, 2014: pages 534-552 Gordon, Irving L. American History. 2nd Edition. New York: Amsco School Publications, Inc., 1989: pages 691-706 Franklin, Paula A. and Paul M. Roberts. Essential U.S. History. New York: Amsco School Publications, Inc., 2007: pages 352-377

*Differentiation: www.marzanoresearch.com/

Select Resource Tab/Scales Bank

ORANGE BOARD OF EDUCATION

US History II Grade 11 Cycle 4 Chapter 24: The New Frontier and the Great Society 1960-1968

Goal(s)(NJCCCS and CCSS:

NJCCCS:

SOCIAL STUDIES

6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities

6.1.12. Postwar United States: Cold War

A. Civics, Government, and Human Rights

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.A.12.c Explain how the Arab-Israeli conflict influenced American foreign policy.

C. Economics, Innovation, and

Technology

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.C.12.b Assess the impact of agricultural innovation on the world economy.

D. History, Culture, and Perspectives

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.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.

TECHNOLOGY

Standard 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 TO CREATE AND COMMUNICATE KNOWLEDGE.

A. Technology Operations and Concepts

8.1.12.A.1 Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs and interpret the results.

8.1.12.A.3 Participate in online courses, learning communities, social networks or a virtual world as resources for lifelong learning.

C. Communication and Collaboration

12 Digital tools and environments support the learning process and foster collaboration in

solving local or global issues and problems.
8.1.12.C.1 Develop an innovative solution to a complex local or global problem / issue in collaboration with peers and experts and present ideas for feedback in an online community.

CCSS:

English Language Arts Standards » History/Social Studies » Grade 11-12

Key Ideas and Details

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.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure

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.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas

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.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity

CCSS.ELA-Literacy.RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

English Language Arts Standards » Speaking & Listening » Grade 11-12

Comprehension and Collaboration

CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-Literacy.SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-Literacy.SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-Literacy.SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-Literacy.SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-Literacy.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

English Language Arts Standards » Writing » Grade 11-12

Text Types and Purposes

CCSS.ELA-Literacy.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-Literacy.W.11-12.3a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

CCSS.ELA-Literacy.W.11-12.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CCSS.ELA-Literacy.W.11-12.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

CCSS.ELA-Literacy.W.11-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CCSS.ELA-Literacy.W.11-12.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

CCSS.ELA-Literacy.W.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.

CCSS.ELA-Literacy.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.

Essential Questions: Can government fix society's problems? How do you think President Kennedy and Johnson changed American society?

Skills/Knowledge/Understandings:

Skills/Knowledge/Understandings Covered in Section:

Students will **know** the importance of the Warren Court rulings and how they dramatically reshaped U.S. politics and society, the foreign policy crisis faced by the Kennedy administration such as the Bay of Pigs invasion, the construction of the Berlin Wall, and the Cuban missile crisis, and the reasons for Johnson's War on Poverty and the successes and failures of these programs

Skill based learning will include reading and interpreting maps, census data, graphs, charts, photographs, political cartoons, timelines

and primary and secondary sources. Teachers will introduce the students to the historian's craft (interpretation through research to compare and contrast texts in different forms and to evaluate an argument, as well as narrative and argumentative writing).

The students will acquire historical **understanding** of the ideological debates and confrontations of democracy, capitalism, socialism and communism; the arms race, domestic and foreign policies in the 1960's, and the struggle for individual rights and equality often shapes a society's politics.

Objectives:

Students will be able to explain the effects of the Warren Court rulings, identify how aid programs for developing nations and an expanded space program were intended to contain communism and help the United States stay ahead in technology, and describe the War on Poverty and analyze its successes and failures.

Assessments:

Formative:

Do-Now, Class Participation, and Exit Tickets

Summative:

Document based analysis.

Authentic:

Argumentative and Narrative Responses

Examples:

Written: advertisement, biography, essay, editorial, historical fiction, journal, letter, log, poem, script, web site

Oral: audiotape, conversation, debate, dramatic reading, dramatization, interview, oral report, rap, skit, song, speech, teach a lesson

Visual: advertisement, banner, cartoon, collage, computer graphic, data display, drawing, flyer, graph, map, poster, PowerPoint or Prezi show, video, web site

Literacy Connections:

President John F. Kennedy, from a speech delivered October 22, 1962

Soviet premier Nikita Khrushchev, from a letter to President Kennedy, October 26, 1962

Editorial, from the New York Times, January 1, 1967

The Politics of Illusion: The Bay of Pigs Invasion Reexamined, by James G. Blight, Editor, and Peter Kornbluh, editor John F. Kennedy: The Presidential Portfolio, by Charles C. Kenney “Dr. Bunche Receives the Nobel Peace Prize”, Voices of America, English edition, 1951 A People’s History of the United States, by Howard Zinn	Interdisciplinary Connections: English Language Arts Technology Mathematics	Technology Integration: : Examples: Discovery, online resources, Learning Station, Brain Pop, Smart board Annotations, Interactive lessons, webquests, etc. Online Resources http://connected.mcgraw-hill.com/connected Smartboard Lessons http://exchange.smarttech.com/details.html?id=a6ae1af7-7eca-41f8-9268-30066680048a http://exchange.smarttech.com/details.html?id=b9c97a5c-639c-4761-afb2-fee6339f024b Webquests: https://sites.google.com/site/cmcwebquest/home http://pre.docdat.com/docs/index-40815.html http://510383627790400041.weebly.com/index.html Learner.org http://www.learner.org/biographyofamerica/ http://www.learner.org/resources/series123.html	Key Vocabulary: Tier Two: commentator, arbitrary, conventional, remove, institute, confine, subsidy Tier Three: missile gap, reapportionment, due process, flexible response, space race, consensus Useful Sites: http://upfront.scholastic.com/ www.discoveryeducation.com
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www.pbs.org
www.scholastic.com
<http://understandingrace.org/history/index.html>; <http://www.ushistory.org/>; <http://www.ck12.org/book/U.S.-History-Sourcebook---Advanced/r2/>; <http://chm.gmu.edu/teaching-and-learning/>
<http://www.historyisaweapon.org/ziinapeopleshistory.html>
<http://www.hippocampus.org/History%20%26%20Government:jsessionid=BC78DD89906233C2CF9F26D308160F83;>
www.teachinghistory.org
<http://www.peopleshistory.us/teachers/links>

Primary Documents:

<http://connected.mcgraw-hill.com/connected/>
<http://law2.umkc.edu/faculty/projects/frivals/conlaw/baker.html>
http://www.pbs.org/wnet/supremecourt/rights/landmark_reynolds.html
<http://www.cubanmissilecrisis.org/background/original-historic-sources/>
<http://www.archives.gov/research/alic/reference/military/cuban-missile-crisis.html>
<http://www.pbs.org/wgbh/americalexperience/features/primary-resources/lbj-cabinet/?flavour=mobile>

Text Crosswalk:

Appleby, Joyce, et al. *United States History and Geography*. New York: McGraw-Hill Education, 2014: pages 553-570
Gordon, Irving L. *American History*. 2nd Edition. New York: Amsco School Publications, Inc., 1989: pages 625-719
Franklin, Paula A. and Paul M. Roberts. *Essential U.S. History*. New York: Amsco School Publications, Inc., 2007: pages 352-377

*Differentiation: www.marzanoresearch.com/

ORANGE BOARD OF EDUCATION

US History II Grade 11 Cycle 4 Chapter 25: The Civil Rights Movement 1954-1968

Goal(s)/NJCCCS and CCSS:

NJCCCS:

SOCIAL STUDIES

- 6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities
- 6.1.13. Postwar United States: Civil Rights and Social Change
- A. Civics, Government, and Human Rights
- 6.1.12.A.13.a Analyze the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., *Hedgepeth and Williams v. Trenton Board of Education*), and New Jersey's Law Against Discrimination (i.e., P.L. 1945, c.169) in eliminating segregation and discrimination.
- 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.
- B. Geography, People, and the Environment
- 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.B.13.b Evaluate the effectiveness of environmental movements and their influence on public attitudes and environmental protection laws.
- C. Economics, Innovation, and Technology
- 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.
- D. History, Culture, and Perspectives
- 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

TECHNOLOGY

Standard 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 TO CREATE AND COMMUNICATE KNOWLEDGE.

A. Technology Operations and Concepts

8.1.12.A.1 Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs and interpret the results.
8.1.12.A.3 Participate in online courses, learning communities, social networks or a virtual world as resources for lifelong learning.

C. Communication and Collaboration

12 Digital tools and environments support the learning process and foster collaboration in solving local or global issues and problems.

8.1.12.C.1 Develop an innovative solution to a complex local or global problem / issue in collaboration with peers and experts and present ideas for feedback in an online community.

CCSS:

English Language Arts Standards » History/Social Studies » Grade 11-12

Key Ideas and Details

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.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure

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.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas

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.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity

CCSS.ELA-Literacy.RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

English Language Arts Standards » Speaking & Listening » Grade 11-12

Comprehension and Collaboration

CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CCSS.ELA-Literacy.SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

CCSS.ELA-Literacy.SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-Literacy.SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

CCSS.ELA-Literacy.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

English Language Arts Standards » Writing » Grade 11-12

Text Types and Purposes

CCSS.ELA-Literacy.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-Literacy.W.11-12.3a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

CCSS.ELA-Literacy.W.11-12.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CCSS.ELA-Literacy.W.11-12.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

CCSS.ELA-Literacy.W.11-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CCSS.ELA-Literacy.W.11-12.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

CCSS.ELA-Literacy.W.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.

CCSS.ELA-Literacy.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.

Essential Questions: Why do you think the civil rights movement made gains in postwar America? What motivates a society to make changes?

Skills/Knowledge/Understandings:

Skills/Knowledge/Understandings Covered in Section:

Students will **know** the reasons for nonviolent passive resistance and how it helped to challenge segregation and racism, why the Civil Rights Act of 1964 and the Voting Rights Act of 1965 were considered turning points in the civil rights movement, and that even though political gains were achieved during this time, many African Americans still faced economic inequality.

Skill based learning will include reading and interpreting maps, census data, graphs, charts, photographs, political cartoons, timelines and primary and secondary sources. Teachers will introduce the students to the historian's craft (interpretation through research to compare and contrast texts in different forms and to evaluate an argument, as well as narrative and argumentative writing).

The students will acquire historical **understanding** of the ideological debates and confrontations of democracy, capitalism, socialism and communism; the arms race, domestic and foreign policies in the 1960's, the Civil Rights Movement, the Women's Movement, Native American struggles, and that the struggle for individual rights and equality often shapes a society's politics.

Objectives:

Students will be able to describe the different tactics used during civil rights protests and explain why they were successful, explain how the Civil Rights Act of 1964 allowed the federal government to fight racial discrimination, and analyze reasons that some people turned to violence to further the civil rights movement.

Assessments:

Formative:

Do-Now, Class Participation, and Exit Tickets

Summative:

Document based analysis.

Authentic:

Argumentative and Narrative Responses

Examples:

Written: advertisement, biography, essay, editorial, historical fiction, journal, letter, log, poem, script, web site

Oral: audiotape, conversation, debate, dramatic reading, dramatization, interview, oral report, rap, skit, song, speech, teach a lesson

Visual: advertisement, banner, cartoon, collage, computer graphic, data display,

		drawing, flyer, graph, map, poster, PowerPoint or Prezi show, video, web site
Literacy Connections: Daisy Bates, from The Long Shadow of Little Rock: A Memoir, 1962 Orval Faubus, from an interview with Mike Wallace, September 15, 1957 Martin Luther King Jr., from the "Address in Washington," August 28, 1963 Stokely Carmichael, from "What We Want", the New York Review of Books, 1966 President Lyndon Johnson, from a statement as he prepared to sign the Civil Rights Act of 1964 The Autobiography of Malcolm X, by Malcolm X What Manner of a Man: A Biography of Martin Luther King, Jr., by Lerone Bennett, Jr. "Last Message of Dr. Du Bois", 1957 James Peck, Freedom Ride, 1962 James Meredith, "I'll Know Victory or Defeat," The Saturday Evening Post, Vol. 235, 1962 "Freedom Now" presented on Pacifica Radio (WBAI in New York), 1963 John F Kennedy in Public Papers of the President of the United States, Vol III, 1964 Fannie Lou Hamer, Hearing Before a Select Panel on Mississippi and Civil Rights at the National Theatre, 1964 Statement by Malcolm X delivered to a New York press conference, 1964 Stokely Carmichael and Charles V Hamilton, Black Power, 1967 Fannie Lou Hamer, "We Have to Fight These Battles Together", The Movement, 1967 A People's History of the United States, by Howard Zinn		
Interdisciplinary Connections: English Language Arts Technology Mathematics		
Technology Integration: : Examples: Discovery, online resources, Learning Station, Brain Pop, Smart board Annotations, Interactive lessons, webquests, etc. Online Resources http://connected.mcgraw-hill.com/connected Smartboard Lessons http://exchange.smarttech.com/details.html?id=123bc52c-e40b-4760-ba7a-9bb4970d2535		

<http://exchange.smarttech.com/details.html?id=7b33d9d3-b43e-4119-a7a5-70f278e91f47>
<http://exchange.smarttech.com/details.html?id=9dee2ea7-24be-43f8-961e-3501dbcae474>

Webquests:

<http://www.nps.gov/brrvb/forteachers/classrooms/webquest.htm>
<http://www.zunal.com/introduction.php?w=115927>
<https://sites.google.com/site/sjohsenglish/1st-hour-webquests>
http://www.pbs.org/wnet/jimcrow/struggle_congress2.html
<http://www.lawyerscommittee.org/page?id=0042>

Learner.org

<http://www.learner.org/biographvofamerica/>
<http://www.learner.org/resources/series123.html>

Key Vocabulary:

Tier Two: facility, register, enforcement

Tier Three: "separate but equal", de facto segregation, filibuster, cloture, racism, black power

Useful Sites:

<http://upfront.scholastic.com/>
www.discovereducation.com
www.pbs.org
www.scholastic.com
<http://understandingrace.org/history/index.html>; [http://www.ck12.org/book/U.S.-History-Sourcebook---](http://www.ushistory.org/)
[Advanced/r2/](http://advanced/r2/); <http://chnm.gmu.edu/teaching-and-learning/>
<http://www.historyisaweapon.org/ziinapeopleshistory.html>
<http://www.hippocampus.org/History/%20%26%20Government;jsessionid=BC78DD89906233C2CF9F26D308160F83;>
www.teachinghistory.org
<http://www.peopleshistory.us/teachers/links>

Primary Documents:

<http://connected.mcgraw-hill.com/connected/>
<http://www.ourdocuments.gov/doc.php?flash=true&doc=100&page=transcript>

<http://www.archives.gov/education/lessons/memphis-v-mlk/>

[http://mlk-](http://mlk-kpp01.stanford.edu/index.php/resources/article/the_childrens_crusade_the_role_of_youth_in_the_african_american_freedom_str/)

[kpp01.stanford.edu/index.php/resources/article/the_childrens_crusade_the_role_of_youth_in_the_african_american_freedom_str/](http://mlk-kpp01.stanford.edu/index.php/resources/article/the_childrens_crusade_the_role_of_youth_in_the_african_american_freedom_str/)

<http://www.malcolm-x.org/>

http://www.pbs.org/wgbh/amex/eyesontheprize/sources/ps_riders.html

<http://researchguides.library.tufts.edu/content.php?pid=94602&sid=707244>

<http://www.pbs.org/wnet/jimcrow/>

<http://www.archives.gov/legislative/resources/education/voting-rights/>

Text Crosswalk:

Appleby, Joyce, et al. United States History and Geography. New York: McGraw-Hill Education, 2014: pages 570-590
Gordon, Irving L. American History. 2nd Edition. New York: Amsco School Publications, Inc., 1989: pages 625-719
Franklin, Paula A. and Paul M. Roberts. Essential U.S. History. New York: Amsco School Publications, Inc., 2007: pages 352-377

*Differentiation: www.marzanoresearch.com/