

Managed Curriculum



US History

2011-2012 School Year



John White, RSD Superintendent

Social Studies: U.S. History
Grade 11



GEE TEST SPECIFICATIONS

Geography: 15%
U.S. History: 25%
Economics: 20%
History: 40%

The 2011-2012 Managed Curriculum

***Note: The critical objectives are in bold and italicized. Also, the Managed Curriculum should be used in conjunction with the Assessment Guide and Academic Learning Plan.**

Objectives	Vocabulary Terms	Teacher Notes / Text / Suggested Resources
<p align="center">Establishing Effective Management Practices</p> <p><i>Opening of School Activities</i></p> <ul style="list-style-type: none"> • Pretest of GLEs (using Pre-Assessment from Harcourt series) • Culture Building <ul style="list-style-type: none"> ○ Establishing Routines ○ Class Procedures ○ Student Expectations • Student Friendly GLEs <ul style="list-style-type: none"> ○ Posted in Student Binders (Check List) ○ Posted on Wall (Class Poster) <p>Goal Setting - Prescriptive Planning</p> <ul style="list-style-type: none"> • Set Up Student Portfolios – • Students’ Portfolio to include: <ul style="list-style-type: none"> ○ Writing Samples, ○ Student Projects ○ Assessments: Formative and Summative ○ GLE Accountabilities: Graphic organizers and other evidence 	<p>era movement chronology sequence trend inclination parallel equivalent Impact Primary source Secondary sources</p>	<p>Teacher Note: Develop classroom rules with students.</p> <p>Practice routine with students and include content specific lessons.</p> <p>Suggested Resources:</p> <p>“Champs” “Harry Wong: First Day of Schools”</p> <p>Review activity: **Have students create a timeline of US history from the American Revolution to 1877.</p>

Unit 1: The Industrial Nation (1865–1905)

Unit Description: This unit focuses on employing historical thinking skills to study the rise of industrialization and the emergence of big business.

Guiding Questions :

1. Can students compare, analyze, and explain historical periods or conflicts in terms of similar issues, actions, or trends in U.S. history?
2. Can students use and evaluate multiple primary or secondary source materials to interpret historical facts, ideas, or issues?
3. Can students interpret or analyze historical data found in multiple sources to explain historical trends?
4. Can students explain the impact of industrialization on the United States?
5. Can students explain the relationship between business and the government?
6. Can students describe the impact of technology on American society?

Objectives	Vocabulary Terms	Teacher Notes / Text / Suggested Resources
<p>Students will:</p> <p>GLE 2. Compare historical periods or historical conflicts in terms of similar issues, actions, or trends in U.S. history</p> <p>GLE 3. Contrast past and present events or ideas in U.S. history, demonstrating awareness of differing political, social, or economic context</p> <p>GLE 4. Analyze change or continuity in the United States over time based on information in stimulus material.</p> <p>GLE 8. Debate a historical point of view, with supporting evidence, on an issue or event in U.S. history</p> <p>GLE 9. Evaluate and use multiple primary or secondary materials to interpret historical facts, ideas, or issues</p> <p>GLE 10. Determine when primary and/or secondary sources would be most useful when analyzing historical events</p> <p>GLE 14. Interpret a political cartoon depicting an historical event, issue, or perspective</p> <p>GLE 15. Interpret or analyze historical data in a map, table, or graph to explain historical factors or trends</p>	<p>tycoon robber baron trust monopoly capitalism laissez faire capitalism urbanization labor union collective bargaining exploitation tenement settlement house social Darwinism survival of the fittest Americanization Populist party political machine</p>	<p>Text, pp. H 9, H14, H24-6, <i>xxii</i> (see “Timelines” index), H10, H8; <i>xix</i> (see “Linking to Today” index for contrasting past & present) , Text, pp. 1 – 149</p> <p>Timeline Resources: http://memory.loc.gov/ammem/collections/continental/timeline.html http://www.si.edu/encyclopedia_si/nmah/timeline.htm</p> <p>Chapter Resource File (The US IN WWII), p. 26—time line interpretation Chapter Resource File (The Conservative Era) p. 23--sequencing</p> <p>LCC Activity 5 (GLE 1), 3, 5, 6 (GLE2), 6 (GLE 3), 2, 4 (GLE 4)</p> <p>impact of technology: Text, pp. 509-17 & http://www.public.asu.edu/~zeyno217/365/notes1.html & http://www.cliffsnotes.com/WileyCDA/CliffsReviewTopic/The-Role-and-Influence-of-Mass-Media.topicArticleId-26957,articleId-26946.html</p>

Objectives	Vocabulary Terms	Teacher Notes / Text / Suggested Resources
<p>GLE 19. Examine the causes of industrialization and analyze its impact on production, business structures, the work force, and society in the United States</p> <p>GLE 20. Describe the emergence of big business and analyze how it changed American society in the late nineteenth century</p> <p>GLE 21. Analyze the changing relationship between the federal government and private industry</p> <p>GLE 53. Describe the impact of technology on American society</p>		<p>government controls on business: Text, pp. 152, 160-1 & http://economics.about.com/od/governmenttheeconomy/a/monopoly.htm</p> <p>Primary documents and lesson plans http://www.archives.gov/education/lessons/industrial-us.html</p> <p>Map Transparency 19 (railroads) LCC Activity 6 (GLE 8), 1, 2 (GLE 9), 1 (GLE 10), 3 (GLE 14), 1, 4 (GLE 15), 2, 3, 6 (GLE 19), 3 (GLE 20), 5, 6 (GLE 21), 4 (GLE 53)</p> <p>Epic Module 3, lesson 1 (robber barons, big business, inventions); lesson 3 (industrialization, urbanization), lesson 5 (Sherman A-T Act, government & industry) Chapter Resource File (The Conservative Era) p. 23—sequencing for cause-effect</p> <p>Text, pp. 149-52, 154-5 (industrialization), 152-3; 157-61 (industry & society) Map Transparency 19 (railroads)</p> <p>business, inventions), lesson 4 (unionism); lesson 5 (Populism);</p>

Unit 1: Teacher Reflection on Content Mastery

Can students:

- compare, analyze, and explain historical periods or conflicts in terms of similar issues, actions, or trends in U.S. history?
- use and evaluate multiple primary or secondary source materials to interpret historical facts, ideas, or issues?
- interpret or analyze historical data found in multiple sources to explain historical trends?
- explain the impact of industrialization on the United States?
- explain the relationship between business and the government?
- describe the impact of technology on American society?

Unit 2: Migration and Migration West (1865–1930)

Unit Description: This unit employs historical thinking skills in the study of migration to and within the United States, the impact of government migration policy, and problems facing farmers and laborers.

Guiding Questions

1. Can students describe multiple perspectives on a historical issue or event in U.S. history?
2. Can students determine when to use primary or secondary sources?
3. Can students explain mass migration to and within the United States?
4. Can students describe the impact of government migration policy?
5. Can students explain the cause and impact of urbanization in the late nineteenth century?
6. Can students describe the problems that farmers and laborers faced?
7. Can students describe the problems the Native Americans faced?

Objectives	Vocabulary Terms	Teacher Notes / Text / Suggested Resources
<p>Students will:</p> <p>GLE 22. Describe the phases, geographic origins, and motivations behind mass migration to and within the United States</p> <p>GLE 23. Explain the causes of the late nineteenth-century urbanization of the United States, including immigration and migration from rural areas, and discuss its impact in such areas as housing, political structures, and public health</p> <p>GLE 24. Explain the impact of legislation, federal Indian and land policies, technological developments, and economic policies on established social and migratory groups in the settlement of the western United States (e.g., Dawes Act, Chinese Exclusion Act)</p> <p>GLE 27. Describe problems facing farmers and laborers, the ways they sought to enact change, and the responses of the government and business community (e.g., populism, sharecroppers, rise of labor unions)</p>	<p>homesteader Ellis Island Angel Island Statue of Liberty</p> <hr/> <p>Americanization reservation massacre Battle of Wounded Knee literacy literacy test wage precinct barbed wire cattle drive political boss Boss Tweed quota</p>	<p>immigration: Text, pp. 156-9, 766-71 & http://www.suffolk.lib.ny.us/youth/jessimmigration.html & http://www.ellisland.com/</p> <p>Text, pp. 142-8, 158 & Map Transparencies 18, 19, 20 & http://www.pbs.org/wgbh/amex/tcrr/sfeature/sf_interview.html (western settlement)</p> <p>Text, pp. 152-3, 160-1 (farmers, labor); 161-2, 171-2, 193 (items related to the South); 136 (sharecropping)</p> <p>LCC Activity 5 (GLE2), 2 (GLE 4), 3, 5, 6 (GLE 5), 5 (GLE 6), 2, 5 (GLE 8), 1, 2, 5, 6 (GLE 9), 5 (GLE 10), 4 (GLE 14), 1, 3 (GLE 15), 1, 4 (GLE 18), 1 (GLE 20), 1, 3, 4 (GLE 22), 1, 3, 6 (GLE 23), 5 (GLE 24), 2 (GLR 27)</p> <p>Epic Module 3, lesson 3 (immigration, urbanization); Epic Module 3, lesson 1 (westward expansion, robber barons, big</p>

Unit 2: Teacher Reflection on Content Mastery

Can students:

- describe multiple perspectives on a historical issue or event in U.S. history?
- determine when to use primary or secondary sources?
- explain mass migration to and within the United States?
- describe the impact of government migration policy?
- explain the cause and impact of urbanization in the late nineteenth century?
- describe the problems that farmers and laborers faced?
- the problems the Native Americans faced?

Unit 3: The Progressive Movement (1897–1920)

Unit Description: This unit examines the growing involvement of government in making reforms and the role of muckrakers in exposing social problems.

Guiding Questions

1. Can students explain the role of the media, political leaders, and intellectual leaders in raising the awareness of social problems in America in the late nineteenth and early twentieth centuries?
2. Can students explain the goals and accomplishments of the Progressive Movement?
3. Can the students explain the changing relationship between labor and industry?
4. Can students describe problems facing farmers, the ways that they sought to enact change, and the response of the government and business community?

Objectives	Vocabulary Terms	Teacher Notes / Text / Suggested Resources
<p>Students will:</p> <p>GLE 2. Compare historical periods or historical conflicts in terms of similar issues, actions, or trends in U.S. history</p> <p>GLE 4. Analyze change or continuity in the United States over time based on information in stimulus material</p> <p>GLE 8. Debate a historical point of view, with supporting evidence, on an issue or event in U.S. history</p> <p>GLE 9. Evaluate and use multiple primary or secondary materials to interpret historical facts, ideas, or issues</p> <p>GLE 10. Determine when primary and/or secondary sources would be most useful when analyzing historical events</p> <p>GLE 14. Interpret a political cartoon depicting an historical event, issue, or perspective</p> <p>GLE 15. Interpret or analyze historical data in a map, table, or graph to explain historical factors or trends</p> <p>GLE 18. Analyze causes and effects in historical and contemporary U.S. events, using a variety of resources</p> <p>GLE 20. Describe the emergence of big business and analyze how it changed American society in the late nineteenth century</p>	<p>suffrage</p> <p>muckraker</p> <p>Upton Sinclair</p> <p>Jacob Riis</p> <p>reform</p> <p>assembly line</p> <p>conservation</p> <p>assumption</p> <p>interpret</p> <p>alternative</p> <p>implication</p> <p>detect</p> <p>characterization</p> <p>depiction</p> <p>contemporary</p> <p>to distinguish</p> <p>credibility</p> <p>reliability</p> <p>government</p> <p>socialism</p> <p>tenant farming</p> <p>indebtedness</p> <p>credit</p> <p>redress</p>	<p>Progressive Movement:</p> <p>Text, pp. 167-82 (awareness of social problems, reform); 184-88, 194-5 (TR's reforms); 190-93 (Taft, Wilson reforms) & Chapter Resource File (The Progressives) p. 15 --sweat shop; p. 17—TR & trust regulation & http://www.youngpeoplefor.org/node/1750</p> <p>lesson plan evaluating Progressivism: http://home.apu.edu/~rgeib/edu-526/then-to-now-legacy/index.htm</p> <p>LCC Activity 6, 7 (GLE 1), 2 (GLE 2), 3, 4, 5, 8 (GLE 4), 8 (GLE 6), 4, 5, 8 (GLE 7), 1, 3, 4, 5, 6, 7 (GLE 9), 1, 3 (GLE 10), 8 (GLE 11), 2 (GLE 14), 6 (GLE 15), 1, 2 (GLE 17), 3 (GLE 18), 7 (GLE 21), 2 (GLE 25), 1, 3, 4, 5, 6 (GLE 26), 7, 8 (GLE 27)</p> <p>Epic Module 3, lesson 2 (early Progressive reforms); lesson 4 (unionism); lesson 5 (Populism)</p> <p>Epic Module 4, lesson 2 (TR's progressive reforms); lesson 3 (Wilson's progressive reforms, 16th & 17th amendments)</p> <p>Cartoon about Teddy Roosevelt as trustbuster http://www.youtube.com/watch?v=TvZP93XqyTw</p> <p>Text, p. H9 (cause and effect)</p>

<p>GLE 22. Describe the phases, geographic origins, and motivations behind mass migration to and within the United States</p> <p>GLE 23. Explain the causes of the late nineteenth-century urbanization of the United States, including immigration and migration from rural areas, and discuss its impact in such areas as housing, political structures, and public health</p> <p>GLE 24. Explain the impact of legislation, federal Indian and land policies, technological developments, and economic policies on established social and migratory groups in the settlement of the western United States (e.g., Dawes Act, Chinese Exclusion Act)</p> <p>GLE 25. Analyze the role of the media, political leaders, and intellectuals in raising awareness of social problems among Americans in the United States (e.g., Muckrakers, Presidents Roosevelt, Taft, and Wilson, Jane Adams)</p> <p>GLE 26. Evaluate the Progressive movement in terms of its goals and resulting accomplishments (e.g., Sixteenth through Nineteenth Amendments, Pure Food and Drug Act, advances in land conservation)</p> <p>GLE 27. Describe problems facing farmers and laborers, the ways they sought to enact change, and the responses of the government and business community (e.g., populism, sharecroppers, rise of labor unions)</p>		<p>Text, pp. 206-8, 210-19, 220-25 & Map Transparency 22, 23 (foreign policy & imperialism)</p> <p>LCC Activity 2, 6 (GLE 1), 1 (GLE 4), 6 (GLE 5), 1, 2, 5, 6, 7 (GLE 7), 1, 2, 3, 5, 6, 7 (GLE 9), 5 (GLE 12), 3, 5, 6 (GLE 13), 3, 5 (GLE 14), 2, 4, 7 (GLE 15), 2 (GLE 17), 4, 7 (GLE 18), 2, (GLE 28), 1, 2, 3 (GLE 29)</p> <p>Epic Module 4, lesson 1 (Spanish-Am War, imperialism); lesson 2 (TR's Big Stick)</p>
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Unit 3: Teacher Reflection on Content Mastery

Can students:

- explain the role of the media, political leaders, and intellectual leaders in raising the awareness of social problems in America in the late nineteenth and early twentieth centuries?
- explain the goals and accomplishments of the Progressive Movement?
- explain the changing relationship between labor and industry?
- describe problems facing farmers, the ways that they sought to enact change, and the response of the government and business community?

Unit 4: Imperialism, World War I and the Peace Settlement (1914–1920)

Unit Description: This unit examines the U.S. policy of imperialism and the Spanish American War. It focuses on the causes, events, and effects of World War I on the world.

Guiding Questions

1. Can students assess the credibility of a given historical document?
2. Can students use a world map to locate and explain the emergence of imperial power?
3. Can students explain the U.S. policy of imperialism and how it increased U.S. involvement in world affairs?
4. Can students explain the causes of World War I?
5. Can students identify and describe significant events and issues during World War I?

Objectives	Vocabulary Terms	Teacher Notes / Text / Suggested Resources
<p>Students will: GLE 9. Evaluate and use multiple primary or secondary materials to interpret historical facts, ideas, or issues GLE 12. Analyze and evaluate the credibility of a given historical document (e.g., in terms of its source, unstated assumptions) GLE 13. Analyze source material to identify opinion or propaganda and persuasive techniques GLE 14. Interpret a political cartoon depicting an historical event, issue, or perspective GLE 15. Interpret or analyze historical data in a map, table, or graph to explain historical factors or trends GLE 17. Conduct historical research using a variety of resources to answer historical questions related to U.S. history and present that research in appropriate format(s) (visual, electronic, written) GLE 18. Analyze causes and effects in historical and contemporary U.S. events, using a variety of resources GLE 28. Locate on a world map the territories acquired by the United States during its emergence as an imperial power in the world and explain how these territories were acquired GLE 29. Explain the U.S. policy of imperialism and how it increased U.S. involvement in world affairs GLE 30. Identify causes of World War I</p>	<p>imperialism annexation propaganda **yellow journalism protectorate diplomacy foreign market isolationism Seward’s folly Queen Liliuokalani **“Remember the Maine” Panama Canal Dollar diplomacy isolationism NATIONALISM MILITARISM ALLIANCE trench warfare armistice / cease fire REPARATION Central Powers Allies Archduke Franz</p>	<p>Text, p. H9 (cause and effect)</p> <p>Text, pp. 206-8, 210-19, 220-25 & Map Transparency 22, 23 (foreign policy & imperialism)</p> <p>LCC Activity 2, 6 (GLE 1), 1 (GLE 4), 6 (GLE 5), 1, 2, 5, 6, 7 (GLE 7), 1, 2, 3, 5, 6, 7 (GLE 9), 5 (GLE 12), 3, 5, 6 (GLE 13), 3, 5 (GLE 14), 2, 4, 7 (GLE 15), 2 (GLE 17), 4, 7 (GLE 18), 2, (GLE 28), 1, 2, 3 (GLE 29)</p> <p>Epic Module 4, lesson 1 (Spanish-Am War, imperialism); lesson 2 (TR’s Big Stick)</p> <p>Text, pp. 230-2, 238-44 (causes, U.S. entry), 246-52 (home front), 258-9, 286-7 (consequences), 294-315 (cultural changes of the ‘20s), 270-5 (Red Scare)</p> <p>Chapter Resource File (First WW), p. 19</p> <p>Map Transparencies 24, 25, 26</p>

Objectives	Vocabulary Terms	Teacher Notes / Text / Suggested Resources
<p>GLE 31. Describe the events that led to U.S. involvement in World War I</p> <p>GLE 32. Identify and describe significant events and issues during World War I</p> <p>GLE 33. Identify and explain the consequences of World War I, in terms of changes in U.S foreign and domestic policies during the 1920s (e.g., Treaty of Versailles, Wilson’s Fourteen Points, League of Nations)</p>	<p>Ferdinand Selective Service draft isolation / intervention</p> <hr/> <p>mobilize stalemate artillery infantry convoy regiment draftee arms race disarmament contraband espionage “slacker”</p> <hr/>	<p>LCC Activity 2, 6 (GLE 1), 1 (GLE 4), 6 (GLE 5), 1, 2, 5, 6, 7 (GLE 7), 1, 2, 3, 5, 6, 7 (GLE 9), 5 (GLE 12), 3, 5, 6 (GLE 13), 3, 5 (GLE 14), 2, 4, 7 (GLE 15), 2 (GLE 17), 4, 7 (GLE 18), 2 (GLE 28), 1, 2, 3 (GLE 29), 4 (GLE 30), 5 (GLE 31), 6 (GLE 32), 7 (GLE 33), 4 (GLE 2, 3, 35), 5 (GLE 6, 34)</p> <p>Epic Module 4, lesson 4 (WWI causes), lesson 5 (home front, war’s course)</p> <p>Analyze WWI propaganda posters http://www.ecommcode.com/hoover/hooveronline/lesson_plans/PropagandaontheHomeFront.htm and http://www.archives.gov/education/lessons/sow-seeds/</p> <p>African Americans during WWI http://www.archives.gov/education/lessons/369th-infantry/</p> <p>WWI: World History BLM pages 23, 24, 25, 26, and 27</p> <p>World War One Propaganda Posters http://www.royalalbertamuseum.ca/vexhibit/warpost/english/firsttvo.htm</p> <p>BBC site with WWI 3D interactive trench, tank, maps http://www.bbc.co.uk/history/worldwars/wwone/</p> <p>Interactive map of beginning of WWI, explains alliances http://www.pbs.org/greatwar/maps/</p>

Unit 4: Teacher Reflection on Content Mastery

Can students:

- assess the credibility of a given historical document?
- use a world map to locate and explain the emergence of imperial power?
- explain the U.S. policy of imperialism and how it increased U.S. involvement in world affairs?
- explain the causes of World War I?
- identify and describe significant events and issues during World War I?

Unit 5: The Roaring Twenties (1919–1929)

Unit Description: This unit focuses on the cultural changes in American society and changes in U.S. foreign and domestic policy following World War I.

Guiding Questions

1. Can students use a variety of resources to conduct historical research and present the research in appropriate formats?
2. Can students explain how U.S. foreign and domestic policy was affected by World War I?
3. Can students explain the cultural changes that occurred in the 1920s?
4. Can students explain why civil liberties were threatened in the aftermath of World War I?

Objectives	Vocabulary Terms	Teacher Notes / Text / Suggested Resources
<p>Students will:</p> <p>GLE 2. Compare historical periods or historical conflicts in terms of similar issues, actions, or trends in U.S. history</p> <p>GLE 3. Contrast past and present events or ideas in U.S. history, demonstrating awareness of differing political, social, or economic context</p> <p>GLE 4. Analyze change or continuity in the United States over time based on information in stimulus material</p> <p>GLE 5. Describe multiple perspectives on an historical issue or event in U.S. history</p> <p>GLE 14. Interpret a political cartoon depicting an historical event, issue, or perspective</p> <p>GLE 34. Identify the characteristics of the 1920s and describe the cultural changes that resulted (e.g., Harlem Renaissance, prohibition, women’s suffrage)</p> <p>GLE 35. Analyze the international and domestic events, interests, and philosophies that prompted threats to civil liberties in the aftermath of World War I</p>	<p>bootlegger flapper speakeasy Prohibition jazz Red Scare fundamentalism evolution Red Scare communism socialism Model T assembly line consumerism American hero Harlem Renaissance <u>Great Migration</u></p>	<p>Amendments 20, 21: http://www.archives.gov/exhibits/charters/constitution_amendments_11-27.html</p> <p>The influenza epidemic that killed more people than WWI. http://www.archives.gov/exhibits/influenza-epidemic/</p> <p>http://www.archives.gov/nae/education/lesson-plans.html</p> <p>http://www.archives.gov/education/lessons/sow-seeds/ Epic Module 4, lesson 5 (consequences, Red Scare, Harlem Renaissance)</p> <p>Text, , 258-9, 286-7 (consequences), 294-315 (cultural changes of the ‘20s), 270-5 (Red Scare)</p> <p>Prohibition political cartoons http://www.albany.edu/~wm731882/media_during_prohibition_fina1.html</p>

Unit 5: Teacher Reflection on Content Mastery**Can students:**

- use a variety of resources to conduct historical research and present the research in appropriate formats?
- explain how U.S. foreign and domestic policy was affected by World War I?
- explain the cultural changes that occurred in the 1920s?
- explain why civil liberties were threatened in the aftermath of World War I?

Unit 6: Great Depression and New Deal (1929–1939)

Unit Description: This unit focuses on the Great Depression and the impact of the New Deal on the expanding role of government.

Guiding Questions

1. Can students identify the causes and impact of the Great Depression on American society?
2. Can students explain the reasons for government expansion during the Great Depression?
3. Can students analyze the effects of the New Deal legislation?

Objectives	Vocabulary Terms	Teacher Notes /Text / Suggested Resources
<p>Students will:</p> <p>GLE 2. Compare historical periods or historical conflicts in terms of similar issues, actions, or trends in U.S. history</p> <p>GLE 3. Contrast past and present events or ideas in U.S. history, demonstrating awareness of differing political, social, or economic context</p> <p>GLE 4. Analyze change or continuity in the United States over time based on information in stimulus material</p> <p>GLE 15. Interpret or analyze historical data in a map, table, or graph to explain historical factors or trends</p> <p>GLE 16. Construct a narrative summary of an historical speech or address</p> <p>GLE 18. Analyze causes and effects in historical and contemporary U.S. events, using a variety of resources</p> <p>GLE 36. Identify the causes of the Great Depression (e.g., over speculation, Stock Market Crash of 1929) and analyze its impact on American society</p> <p>GLE 37. Explain the expanding role of government as a result of the Great Depression and the New Deal and analyze the effects of the New Deal legislation</p>	<p>deflation depression inflation public works run on the bank socialism gross domestic product consumer price index unemployment rate hobo Black Tuesday Hooverville “Okie” dust bowl Bonus March Foreclosure Dust Bowl “Court Packing” inspiration mandate budget surplus deficit spending belt tightening distribution of income incumbent constituency</p>	<p>**** This is the most important unit in American History for reviewing concepts of Free Enterprise that will be on GEE. This important resource is a must: *****Teaching the Great Depression through economic charts, graphs and concepts, great Free Enterprise review for GEE http://www.stlouisfed.org/greatdepression/curriculum.html</p> <p>Text, pp. 320-325 (causes of Depression); 347 (1932 election); 348-60 (New Deal, Eleanor, Long); 363-4, 371-4 (evaluation of New Deal, effects of)</p> <p>Map Transparency 30, 31</p> <p>Chapter Resource File (The New Deal) pp. 13, 15 LCC Activity 9 (GLE 2), 3, 5, 9 (GLE 3), 1, 9 (GLE 4), 2, 9 (GLE 5), 3, 6 (GLE 6), 1, 2, 3, 4, 5, 8, 9 (GLE 7), 5 (GLE 8), 4, 5, 6, 7 (GLE 9), 8 (GLE 11), 6 (GLE 16), 5 (GLE 17), 2 (GLE 18), 1, 2, 4 (GLE 36), 3, 4, 5, 6, 7, 8, 9 (GLE 37)</p> <p>Epic Module 6, lesson 1 (causes); lesson 2 (impact of depression); lesson 3 (election of '32); lesson 4 (the 100 Days); lesson 5 (2nd New Deal); lesson 6 (court-packing plan) Amendments 20, 21: http://www.archives.gov/exhibits/charters/constitution_amendments_11-27.html</p>

Objectives	Vocabulary Terms	Teacher Notes /Text / Suggested Resources
	balance the budget arbitration	Good Neighbor Policy: http://www.state.gov/r/pa/ho/time/id/17341.htm & http://www.fpif.org/fpiftxt/666 “black cabinet”: http://www.nathanielturner.com/folklifeinblackandwhite.htm

Unit 6: Teacher Reflection on Content Mastery

Can students:

- identify the causes and impact of the Great Depression on American society?
- explain the reasons for government expansion during the Great Depression?
- analyze the effects of the New Deal legislation?

Unit 7: World War II (1939–1945)

Unit Description: This unit focuses on conditions that led to World War II and U.S. involvement in the war. Major events, issues, turning points of the war, and the war’s impact on the future course of America are also examined.

Guiding Questions

1. Can students propose and defend alternative courses of action to address a historic or contemporary issue, and evaluate their positive and negative implications?
2. Can students interpret a political cartoon depicting a historical event, issue, or perspective?
3. Can students explain the causes of and conditions that led to the outbreak of World War II?
4. Can students explain how the United States became involved in World War II?
5. Can students explain the major events, key turning points, and key leaders of World War II?
6. Can students explain the impact of World War II, including the Holocaust, on Europe and the United States?
7. Can students evaluate and use multiple primary or secondary materials to interpret historical facts, ideas, or issues related to World War II?

Objectives	Vocabulary Terms	Teacher Notes / Text / Suggested Resources
<p>Students will:</p> <p>GLE 7. Analyze or interpret a given historical event, idea, or issue in U.S. history</p> <p>GLE 9. Evaluate and use multiple primary or secondary materials to interpret historical facts, ideas, or issues</p> <p>GLE 10. Determine when primary and/or secondary sources would be most useful when analyzing historical events</p> <p>GLE 11. Propose and defend alternative courses of action to address an historical or contemporary issue, and evaluate their positive and negative implications</p> <p>GLE 14. Interpret a political cartoon depicting an historical event, issue, or perspective</p> <p>GLE 15. Interpret or analyze historical data in a map, table, or graph to explain historical factors or trends</p> <p>GLE 16. Construct a narrative summary of an historical speech or address</p>	<p>fascism</p> <p>totalitarianism</p> <p>appeasement</p> <p>militarization</p> <p>neutrality</p> <p>home front</p> <p>genocide</p> <p>internment</p> <p>rationing</p> <p>nuclear fallout</p> <hr/> <p>aircraft carrier</p> <p>mobilization</p> <p>ensorship</p> <p>belligerent</p> <p>kamikaze</p> <p>casualty</p> <p>ground zero</p> <p>paratrooper</p> <p>medic</p> <p>amphibious</p> <p>torpedo</p>	<p><u>These resource suggestions are aligned only to GLEs 40-42:</u></p> <p>Text, pp. 385-459</p> <p>Map Transparency 39-46, 49</p> <p>Chapter Resource File (Postwar America)</p> <p>WW II leaders: http://www.teacheroz.com/WWIILeaders.htm</p> <p>Epic Module 7, lesson 4 (European Theater); lesson 5 (Pacific Theater); lesson 6 (the A-Bomb and post-war issues).</p> <p>Epic Module 8, lesson 1 (division of Europe, Cold War beginnings); lesson 2 (Truman Doctrine, containment, Berlin, Stalin)</p> <p>Homefront WWII posters from the Smithsonian http://americanhistory.si.edu/victory/</p> <p>Text, pp. H14, <i>xxii</i> (see “Timelines” index), H10, H8; <i>xix</i> (see “Linking to Today” index for contrasting past & present)</p> <p>Chapter Resource File (The US IN WWII), p. 26—time line interp.</p>

Objectives	Vocabulary Terms	Teacher Notes / Text / Suggested Resources
<p>GLE 17. Conduct historical research using a variety of resources to answer historical questions related to U.S. history and present that research in appropriate format(s) (visual, electronic, written)</p> <p>GLE 18. Analyze causes and effects in historical and contemporary U.S. events, using a variety of resources</p> <p>GLE 38. Describe the conditions that led to the outbreak of World War II</p> <p>GLE 39. Describe the events that led the United States into World War II</p> <p>GLE 40. Describe the course of World War II, including major turning points and key strategic decisions</p> <p>GLE 41. Describe the effects of World War II on the U.S. home front and Europe, including the Holocaust</p> <p>GLE 42. Explain the consequences and impact of World War II (e.g., Cold War, United Nations, Baby Boom)</p>	<p>two-front war Casualty Allies fascism totalitarian appeasement ghetto concentration camp Japanese-American internment occupied territory rationing victory garden Rosie the Riveter “The Final Solution” Genocide Holocaust Manhattan Project Yalta Conference Potsdam Conference</p> <hr/> <p>inflation neutral atomic blitzkrieg pacifist quarantine wolf pack</p>	<p>Chapter Resource File (The Conservative Era) p. 23--sequencing Text, pp. H9, H24-6, H33, H37-9; <i>xviii</i> (see “Counterpoints” index) Text, pp. <i>xvii</i> (see “Counterpoints” index for alternate courses of action); <i>xxiii-xxv</i> (see “Primary Sources”); 766-812 (historical issues & stimuli)</p> <p>Chapter Resource File (The First World War) p.23 --secondary source analysis</p> <p>Text, pp. <i>xvii</i> (“Political Cartoons” index); <i>xx</i> (“Maps” index); <i>xxii</i> (“Graphs” index)</p> <p>Chapter Resource File (Post War America) p. 18—alternative interpretations</p> <p>LCC Activity 1, 8, 10 (GLE 1); 5, 10, 11 (GLE 2); 5, 10, 11 (GLE 3); 14 (GLE 4); 7, 10 (GLE 6); 9, 12 (GLE 7); 4, 5, 7, 9, 10, 11 (GLE 9); 11 (GLE 10); 3 (GLE 11); 2, 4 (GLE 14); 1, 3, 6, 7, 8 (GLE 15); 5 (GLE 16); 2, 7, 8 (GLE 17); 2 (GLE 18); 6, 7, 8, 9, 12 (GLE 40); 10, 11 (GLE 41); 14 (GLE 42)</p>

Unit 7: Teacher Reflection on Content Mastery**Can students:**

- propose and defend alternative courses of action to address a historic or contemporary issue, and evaluate their positive and negative implications?
- interpret a political cartoon depicting a historical event, issue, or perspective?
- explain the causes of and conditions that led to the outbreak of World War II?
- explain how the United States became involved in World War II?
- explain the major events, key turning points, and key leaders of World War II?
- explain the impact of World War II, including the Holocaust, on Europe and the United States?
- evaluate and use multiple primary or secondary materials to interpret historical facts, ideas, or issues related to World War II?

Unit 8: The Cold War (1945–1990)

Unit Description: This unit focuses on the reasons for the Cold War and its impact on the United States and the world.

Guiding Questions

1. Can students analyze change and continuity over time based on information in stimulus material?
2. Can students analyze the point of view of a historical figure or group in U.S. history?
3. Can students explain the consequences and impact of World War II?
4. Can students explain the spread of Communism after World War II and its impact on U.S. foreign policy?
5. Can students explain the conflicts that resulted from Cold War tensions and the effect the Cold War had on American society and domestic policies?
6. Can students explain the reasons for the end of the Cold War and the impact it had on America and on the world?

Objectives	Vocabulary Terms	Teacher Notes / Text / Suggested Resources
<p>Students will: GLE 18. Analyze causes and effects in historical and contemporary U.S. events, using a variety of resources GLE 42. Explain the consequences and impact of World War II (e.g., Cold War, United Nations, Baby Boom) GLE 43. Analyze the spread of Communism after World War II and its impact on U.S. foreign policy GLE 44. Analyze the conflicts that resulted from Cold War tensions (e.g., Vietnam War, Korean War) GLE 45. Describe the impact of the Cold War on American society and domestic policy (e.g., McCarthyism, Space Race) GLE 46. Analyze the reasons for the end of the Cold War and its impact on the world today</p>	<p>brinkmanship massive retaliation containment satellite civil defense balance of power diplomacy Iron Curtain Berlin Wall stalemate summit meeting U2 incident Gary Powers Cuban Missile Crisis Kitchen Debate: Khrushchev and Nixon nuclear fallout conventional weapons assessment alienate ballistic missile</p>	<p>Text, pp. 454-5, 464-73, 478-82, 496-501, 504-8 Map Transparency, p. 39-41, 44-46</p> <p><u>Korea:</u> Text, pp. 483-9 Map Transparency, p. 42, 43</p> <p><u>Vietnam:</u> Text, pp. 596-616, 620-26 Map Transparency, p. 49, 50</p> <p><u>other Cold War conflicts:</u> Text, pp. 528-33 Map Transparency, p. 44, 45, 46 & http://www.kn.att.com/wired/fil/pages/listcoldwarha.html</p> <p>Epic Module 7, lesson 6 (the A-Bomb and post-war issues). Epic Module 8, lesson 1 (division of Europe, Cold War beginnings); lesson 2 (Truman Doctrine, containment, Berlin, Stalin); lesson 5 (Korea) Epic Module 9, lesson 3 (GI Bill, baby boom) Epic Module 10, lesson 2 (Vietnam)</p>

Objectives	Vocabulary Terms	Teacher Notes / Text / Suggested Resources
	<p>2nd Red Scare Blacklisting communism McCarthyism radioactivity bomb shelter Klaus Fuchs Rosenbergs Detente Gorbachev comrade espionage / counter-espionage Checkpoint Charlie Berlin Wall Cuban Missile Crisis Bay of Pigs U2 Incident Gary Powers <u>Kruschev and JFK/brinkmanship</u> demilitarized domino theory</p>	<p>Kitchen Debate Kruschev and Nixon: http://news.bbc.co.uk/onthisday/hi/dates/stories/july/24/newsid_2779000/2779551.stm</p> <p>BBC's inside the Cold War: http://www.bbc.co.uk/history/worldwars/coldwar/</p> <p>LCC Activity 6 (GLE 1); 3, 5 (GLE 2); 2 (GLE 3); 4, 6, 7 (GLE 4); 4 (GLE 6, 14); 3, 6, 7, 8, 9 (GLE 7); 1, 5, 7, 8, 9 (GLE 9); 7 (GLE 13); 2, 5, 6 (GLE 15); 3, 7, 8, 9 (GLE 17); 1 (GLE 18); 1, 2 (GLE 42); 2, 3, 6 (GLE 43); 1, 3, 5 (GLE 44)</p> <p><u>Cold War and domestic issues:</u> Text, pp. 479-82, 502-8 & http://en.wikipedia.org/wiki/McCarthyism & http://en.wikipedia.org/wiki/Space_Race end of the Cold War: pp. 703, 708-11 & Map Transparency, p. 54 & http://en.wikipedia.org/wiki/Cold_War</p> <p>Epic Module 9, lesson 1 (McCarthyism)</p>

Unit 8: Teacher Reflection on Content Mastery

Can students:

- Can students analyze change and continuity over time based on information in stimulus material?
- Can students analyze the point of view of a historical figure or group in U.S. history?
- Can students explain the consequences and impact of World War II?
- Can students explain the spread of Communism after World War II and its impact on U.S. foreign policy?
- Can students explain the conflicts that resulted from Cold War tensions and the effect the Cold War had on American society and domestic policies?
- Can students explain the reasons for the end of the Cold War and the impact it had on America and on the world?

Unit 9: A Time of Upheaval (1954–Present)

Unit Description: This unit focuses on the effects of cultural and political changes on life in the United States.

Guiding Questions

1. Can students construct a narrative summary of a historical speech or address?
2. Can students explain the impact of post-World War II domestic policies on life in the United States?
3. Can students identify the primary leaders of the Civil Rights Movement and describe major issues and accomplishments?
4. Can students identify and describe social changes during the 1960s?
5. Can students analyze the conflicts that resulted from Cold War tensions?
6. Can students describe the effects of Watergate on the United States and its political system?
7. Can students evaluate various means of achieving equality in political rights?
8. Can students identify and describe the social and cultural changes from the 1960s to the present?
9. Can students analyze contemporary issues in American society and suggest alternative solutions?

Objectives	Vocabulary Terms	Teacher Notes /Text / Suggested Resources
<p>Students will:</p> <p>GLE 9. Evaluate and use multiple primary or secondary materials to interpret historical facts, ideas, or issues</p> <p>GLE 11. Propose and defend alternative courses of action to address an historical or contemporary issue, and evaluate their positive and negative implications</p> <p>GLE 14. Interpret a political cartoon depicting an historical event, issue, or perspective</p> <p>GLE 15. Interpret or analyze historical data in a map, table, or graph to explain historical factors or trends</p> <p>GLE 16. Construct a narrative summary of an historical speech or address</p> <p>GLE 18. Analyze causes and effects in historical and contemporary U.S. events, using a variety of resources</p> <p>GLE 44. Analyze the conflicts that resulted from Cold War tensions (e.g., Vietnam War, Korean War)</p> <p>GLE 47. Explain the impact of post-World War II domestic policies on life in the United States (e.g., the Great Society)</p>	<p>Great Society</p> <p>Entitlement program</p> <p>Medicaid/ Medicare</p> <p>intervene</p> <p>doves / hawks</p> <p>executive privilege</p> <p>scandal</p> <p>presidential pardon</p> <p>feminism</p> <p>Watergate Hotel</p> <p>“Tricky Dick”</p> <p>Deepthroat</p> <p>Woodward and Bernstein</p> <p>hippies</p> <p>flower power</p> <p>inequity</p> <p>job termination</p> <p>bilingual</p> <p>counterculture</p> <p>sit-in</p>	<p>Parental Involvement Activity:</p> <p>**Have students create a timeline from WWII to the present and include the major events of their great-grandparents, grandparents, parents, and themselves.</p> <p><u>post-war domestic life:</u> Text, pp. 506-8, 536-8, 542-7, 549</p> <p><u>civil rights:</u> Text, pp. 556-89 Chapter Resource File (Civil Rights Movement) pp. 18-23 Map Transparency, pp. 47, 48</p> <p>Epic Module 7, lesson 6 (start of the Cold War); Epic Module 8, lesson 1 (division of Europe, Cold War beginnings); lesson 2 (Truman Doctrine, containment, Berlin, Stalin); lesson 5 (Korea) Epic Module 9, lesson 4 (Teen Culture) Epic Module 10, lesson 2 (Vietnam), lesson 3-5 Epic Module 11 (Civil Rights)</p>

Objectives	Vocabulary Terms	Teacher Notes /Text / Suggested Resources
<p>GLE 48. Identify the primary leaders of the Civil Rights Movement and describe major issues and accomplishments</p> <p>GLE 49. Describe the effects of Watergate on the United States and its political system</p> <p>GLE 50. Identify and describe the social and cultural changes from the 1960s to the present (e.g. Women’s Movement)</p>		<p>http://www.tolerance.org/teach/resources/viva_lacausa.jsp - free dvd and lesson plan, migrant workers - Cesar Chavez and Deloris Huerta who marched 250 miles, grape boycott</p> <p>http://www.tolerance.org/teach/resources/childrens_march.jsp - free dvd and lesson plans, kids really like this because its about kids their age</p> <p>http://www.tolerance.org/teach/resources/mighty_times.jsp Montgomery bus boycott, free VHS tape and lesson plans</p> <p>Separate is not equal, from the Smithsonian: http://americanhistory.si.edu/brown/index.html</p> <p>LCC Activity 1, 9, 10 (GLE 1); 2, 5, 9, 10 (GLE 2); 1, 2, 3, 7, 9, 10 (GLE 3); 1, 3, 4, 5, 7, 10, 11 (GLE 4); 4, 5 (GLE 5); 1, 2, 4, 7 (GLE 6); 3, 8, 9, 10, 11 (GLE 7); 2, 3 (GLE 8); 8 (GLE 9); 6, 9 (GLE 11); 4, 5, 8 (GLE 16); 5, 6 (GLE 18); 10 (GLE 44); 8 (GLE 47); 1, 3, 4, 6, 7 (GLE 48)</p> <p><u>Watergate:</u> Text, pp. 676-9 & http://en.wikipedia.org/wiki/Watergate (see “Aftermath”)</p> <p><u>social / cultural changes:</u> Text, pp. 634-57 Chapter Resource File (A Time of Social Change) pp. 12-13</p> <p>Epic Module 12, lesson 1 (Watergate)</p> <p>Epic Module 10, lesson 3, 4 (social changes)</p>

Unit 9: Teacher Reflection on Content Mastery**Can students:**

- construct a narrative summary of a historical speech or address?
- explain the impact of post-World War II domestic policies on life in the United States?
- identify the primary leaders of the Civil Rights Movement and describe major issues and accomplishments?
- identify and describe social changes during the 1960s?
- analyze the conflicts that resulted from Cold War tensions?
- describe the effects of Watergate on the United States and its political system?
- evaluate various means of achieving equality in political rights?
- identify and describe the social and cultural changes from the 1960s to the present?
- analyze contemporary issues in American society and suggest alternative solutions?

Unit 10: The United States and the World: Issues and Challenges (1978–Present)

Unit Description: This unit focuses on historical issues and challenges and their impact on the United States and the world today.

Guiding Questions

1. Can students evaluate the effects of the mass media on American society?
 2. Can students describe the impact of technology on American society?
 3. Can students analyze contemporary issues in American society and suggest alternative solutions?
 4. Can students identify recent Supreme Court decisions and describe how they impact political and social institutions?
 5. Can students describe the relationship of the United States and nations of the world in the post-Cold War era?
 6. Can students identify recent trends in the U.S. economy and explain shifts in government policy designed to address them?
 7. Can students identify and explain domestic issues and reform movements?
- Can students evaluate and use multiple primary or secondary materials to interpret historical facts, ideas, or issues?

Objectives	Vocabulary Terms	Teacher Notes / Text / Suggested Resources
<p>Students will:</p> <p>GLE 15. Interpret or analyze historical data in a map, table, or graph to explain historical factors or trends</p> <p>GLE 17. Conduct historical research using a variety of resources to answer historical questions related to U.S. history and present that research in appropriate format(s) (visual, electronic, written)</p> <p>GLE 18. Analyze causes and effects in historical and contemporary U.S. events, using a variety of resources</p> <p>GLE 52. Evaluate the effects of the mass media on American society</p> <p>GLE 53. Describe the impact of technology on American society</p> <p>GLE 54. Analyze contemporary issues in American society and suggest alternative solutions</p> <p>GLE 55. Identify recent U.S. Supreme Court decisions and describe how they impact political and social institutions (e.g., presidential election of 2000)</p>	<p>political asylum</p> <p>refugee</p> <p>cost of living</p> <p>increase</p> <p>extinction</p> <p>conservation</p> <p>outsourcing</p> <p>protectionist trade policy</p> <p>global marketplace</p> <p>genetic engineering</p> <p>cloning</p> <p>stem cell</p> <p>Artificial intelligence</p> <p>ethics</p> <p>broadcast / print media</p> <p>investigative journalism</p> <p>Global Warming</p> <p>media event</p> <p>9/11</p>	<p><u>achieving political rights:</u> Text, pp. 557-63, 565-71, 575-8, 581-4, 586-9, 636-7, 639-40, 643-9, 651-2 & http://www.afsc.org/iraq/activism/civil-disobedience.htm & http://www.bl.uk/learning/histcitizen/21cc/counterculture/civildisobedience/disobedience.html & http://www.und.nodak.edu/org/bridges/zinn.html</p> <p><u>contemporary issues:</u> text, pp. 751-2, 754-7, 766-812 & Map Transparency, pp. 59, 60, 61 & http://www.planetpapers.com/Social_Issues/index.php</p> <p>Disability Rights Movement from the Smithsonian: http://americanhistory.si.edu/disabilityrights/welcome.html</p> <p>LCC Activity 1, 9, 10 (GLE 1); 2, 5, 9, 10 (GLE 2); 1, 2, 3, 7, 9, 10 (GLE 3); 1, 3, 4, 5, 7, 10, 11 (GLE 4); 4, 5 (GLE 5); 1, 2, 4, 7 (GLE 6); 3, 8, 9, 10, 11 (GLE 7); 2, 3 (GLE 8); 8 (GLE 9); 6, 9 (GLE 11); 4, 5, 8 (GLE 16); 5, 6 (GLE 18); 2, 3, 4, 5 (GLE 51); 9 (GLE 54)</p>

Objectives	Vocabulary Terms	Teacher Notes / Text / Suggested Resources
<p>GLE 56. Describe the relationship of the United States and nations of the world in the post-Cold War era (e.g., Middle East conflicts, U.S. peace keeping)</p> <p>GLE 57. Identify recent trends in the U.S. economy and explain shifts in government policy designed to address them (e.g., NAFTA, global economy)</p> <p>GLE 58. Identify and explain recent domestic issues and reform movements (e.g., terrorism, energy, environment, war on drugs, education)</p>	<p>Islam Jihad Palestinian occupied territories 7 day war Camp Davis Peace Accords Jimmy Carter West Bank and Gaza</p>	<p><u>mass media:</u> text, pp. 674, 654, 609-10, 798 & http://www.southernct.edu/~seymour/cases/heibert.htm & http://en.wikipedia.org/wiki/Media_influence</p> <p><u>technology:</u> text, pp. 749-50 & http://www.brianshoff.com/rants/the-impact-of-technology-on-society.htm & http://en.wikipedia.org/wiki/Technology_and_society</p> <p><u>economic trends:</u> text, pp. 698-9 & http://in.rediff.com/money/2008/jul/03infla.htm & http://en.wikipedia.org/wiki/Oil_price_increases_since_2003 & http://bigpicture.typepad.com/comments/2006/08/is_a_housing_cr.html</p> <p><u>government economic policy:</u> http://www.irs.gov/irs/article/0,,id=177937,00.html & http://www.washingtonpost.com/wp-dyn/content/article/2008/01/22/AR2008012200518_pf.html & http://news.yahoo.com/s/ap/20080712/ap_on_bi_ge/mortgage_giants_crisis</p> <p><u>domestic issues and reform:</u> text, pp. 674, 740-5 (terrorism); 748-52, 783 (environment), 790 (poverty), 687 (affirmative action), 736-7 (education) http://www.whitehouse.gov/infocus/healthcare/ (health care), http://www.socialsecurity.org/daily/11-26-03.html (social security)</p>

Objectives	Vocabulary Terms	Teacher Notes / Text / Suggested Resources
		LCC Activity 1, 8 (GLE 1); 1, 3, 7 (GLE 2); 1, 7, 8 (GLE 3); 1, 2, 6, 8 (GLE 4); 1 (GLE 5); 2, 3, 4, 5, 6, 7 (GLE 7); 2, 3 (GLE 8); 1, 2, 4, 6, 7, 8 (GLE 9); 1, 2, 3, 8 (GLE 15); 2, 3 (GLE 17); 1, 2, 5, 6 (GLE 18); 3 (GLE 57); 1, 3, 6 (GLE 58)

Unit 10: Teacher Reflection on Content Mastery

Can students:

- evaluate the effects of the mass media on American society?
- describe the impact of technology on American society?
- analyze contemporary issues in American society and suggest alternative solutions?
- identify recent Supreme Court decisions and describe how they impact political and social institutions?
- describe the relationship of the United States and nations of the world in the post-Cold War era?
- identify recent trends in the U.S. economy and explain shifts in government policy designed to address them?
- identify and explain domestic issues and reform movements?
- evaluate and use multiple primary or secondary materials to interpret historical facts, ideas, or issues?