

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Honors American Studies

**Curriculum writing committee:
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Grade Level: 9

Date of Board Approval: _____2021_____

Example of course weighting to be listed on each curriculum and uniform throughout the district.

Unit Tests (2-3 per marking period)	100 points per test
Homework/Classwork	10-20 points per assignment
Quizzes (2-3 per marking period)	30-40 points per quiz
Projects (1-2 per marking period)	50-100 points per project
Essays (1-2 per marking period)	50 points per essay
Participation and Preparation	50 points

Curriculum Map

Overview:

The Advanced American Studies course will examine trends, leadership, and significance of events that occurred in Post-Civil War America. An introductory unit will provide an introduction to the Honors American Studies course timeline; significant topics included throughout the course, including key provisions to the Constitution; the political spectrum and American geography; as well as a brief review of the closing unit of American Studies I, chronicling the significant events and developments of the American Civil War. Students will then examine course content through a series of thematic units. Content units will include: The Struggle for Equality, Immigration and Migration, Life in the Industrial Age, The Evolution of the Modern American Economy, The Origins of American Foreign Policy, America's Involvement in World War, and the United States as a World Power. In order to prepare students for Advanced Placement level courses, this class will develop reading, writing, critical thinking and reasoning skills. In addition, the high-achieving academic students in this course will utilize the integration of technology, and further develop research, collaboration, and presentation skills.

Goals:**Understanding of:****Marking Period 1:**

- Review key events of US History I
- Constitution Review
- Introduction to political terms and ideologies
- Civil War Review
- The African-American Experience
- Women's Rights and Progress
- Native Americans Struggles

Marking Period 2:

- Push and Pull factors for immigration / migration
- Characteristics of immigrants/migrants and their experiences
- Government actions concerning Immigration
- Current issues dealing with immigration
- Migration patterns through the 19th and 20th centuries
- Current issues dealing with migration
- Introduction of economic philosophies – capitalism, socialism, communism
- Characteristics of Industrial Revolution
- Leading industrialists
- Labor Unions and strikes
- Consumerism of the Roaring Twenties
- Great Depression – Causes and Political Response – Hoover, FDR
- Social aspects of the Great Depression
- Impact of World War II on economic life.
- Presidential Economic agenda post New Deal.
- Significant economic events of post-World War II era.
- Current issues dealing with the economy.

Marking Period 3:

- Overview of foreign policy concepts - Isolationism, Expansionism, Imperialism
- American shift from Expansion to imperialism in the late 19th century
- Spanish-American War.
- Presidential foreign policies early 1900s – TR, Taft, Wilson
- Causes of World War I
- America's position at start of the war
- Factors affecting US decision to enter war
- Impact of American Involvement on the outcome of war
- American war experience
- Post War proposals, debates, and agreements -American foreign policy between the World Wars
- Causes of World War
- America's position at start of the war
- Factors affecting US decision to enter war

- Impact of American Involvement on the outcome of war
- American war experience
- Decisions on ending the war
- Immoral acts of war

Marking Period 4:

- Origins of the Cold War
- Cold War “hot spots” and expansion
- The evolution of American Cold War foreign policy
- Containment (late 1940s-early 1950s)
- Brinkmanship (1950s)
- Flexible Response (1960s)
- Détente (1970s)
- “Peace through Strength” (1980s)
- Arab-Israeli conflicts
- Iranian hostage crisis
- Persian Gulf War
- War on Terrorism
- Current issues dealing with foreign policy

Big Ideas:

Big Idea #1: Historical context is needed to comprehend time and space.

Big Idea #2: Historical interpretation involves an analysis of cause and result.

Big Idea #3: Perspective helps to define the attributes of historical comprehension.

Big Idea #4: The history of the Commonwealth continues to influence Pennsylvanians today, and has impacted the United States and the rest of the World.

Big Idea #5: The history of the United States continues to influence its citizens, and has impacted the rest of the World.

Big Idea #6: World history continues to influence Pennsylvanians, citizens of the United States, and individuals throughout the world today.

Curriculum Plan

Unit #1- Foundations of American Studies

Days: 10

- **Standards:**

History and Social Studies: 8.1.9.A, 8.9.12.A, 8.1.U.A, 8.1.W.A, 8.1.7.B, 8.1.9.B, 8.1.12.B, 8.1.U.B, 8.1.W.B, 8.2.8.A, 8.2.9.A, 8.2.12.A, 8.2.U.A, 8.2.9.B, 8.2.12.B, 8.2.U.B, 8.2.9.C, 8.2.12.C, 8.2.U.C, 8.2.9.D, 8.2.12.D, 8.3.9.A, 8.3.12.A, 8.3.U.A, 8.3.9.B, 8.3.12.B, 8.3.U.B, 8.3.9.C, 8.3.12.C, 8.3.U.C, 8.3.9.D, 8.3.12.D, 8.3.U.D, 8.4.9.A, 8.4.12.A, 8.4.8.4.9.B, 8.4.12.B, 8.4.9.C, 8.4.12.C, 8.4.9.D, 8.4.12.D

Reading and Writing in History and Social Studies: CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.F, CC.8.5.11-12.H, CC.8.5.11-12.I, CC.8.6.11-12.A, CC.8.6.11-12.B, CC.8.6.11-12.C, CC.8.6.11-12.D, CC.8.6.11-12.E, CC.8.6.11-12.H

- **Anchors:**

Reading, Writing, Speaking, and Listening Grade 11: R11.A.2, R11.B.1, R.11.B.2, R.11.B.3

Objectives:

- Students will categorize the key components of the Constitution. (DOK – Level Two)
- Students will summarize the significance of key individuals and events of the Early Republic and Antebellum periods. (DOK – Level Two)
- Students will analyze the various events that contributed to the onset of the Civil War. (DOK – Level Three)
- Students will investigate the important political and military happenings of the Civil War. (DOK – Level Three)
- Students will identify common current political terms and formulate their own views and opinions regarding them. (DOK – Level Three)

Core Activities and Corresponding Instructional Methods:

- Students will complete a class timeline introducing significant events and topics included in the American Studies course timeline.
- Students will a graphic organizer introducing American Presidents and their time in office, as well as identifying significant domestic and foreign events that occurred during their administrations.
- In a class discussion, students will demonstrate their prior knowledge of common current political issues, terms, and ideologies.
- Students will define common current political terms.
- Students will complete a guided reading search of the key provisions of the Constitution.
- Students will work cooperatively to identify significant individuals, events and concepts of the Early Republic and Antebellum periods.
- Each group will create a summary of each assigned identification for the class to review.

- Using textbook and online sources, students will Investigate the factors leading to the Civil War and compose a paragraph that demonstrate how one factor contributed to the future conflict.
- Using textbook and online sources, students will construct a timeline reviewing the significant events of the Civil War. Students will discuss the significant political decisions and military engagements that impacted the time period.

American Battlefields Trust-Civil War Battles- <https://www.battlefields.org/>

National Archives-Emancipation Proclamation Transcript:

<https://www.archives.gov/exhibits/featured-documents/emancipation-proclamation/transcript.html>

National Archives and Records Administration- Gettysburg Address Transcript:

<https://www.ourdocuments.gov/doc.php?flash=false&doc=36>

National Archives and Records Administration-Thirteenth Amendment Transcript:

<https://www.ourdocuments.gov/doc.php?flash=false&doc=40>

Assessments:

- **Diagnostic:**
Graphic organizers, brainstorming, class discussion, teacher designed worksheets and review assignments.
- **Formative:**
Read selected primary and secondary sources and answer questions, charts, class discussion, question and answer session.
- **Summative:**
Multiple Choice Unit Test- Foundations of American Studies, Short Answer Questions (SAQ)- Identify and Discuss Events that led to the Civil War, Identify and Discuss Turning Points of the Civil War.

Unit 2: The Struggle for Equal Rights and Opportunity

Days: 3

- **Standards:**
History and Social Studies: 8.1.9.A, 8.9.12.A, 8.1.U.A, 8.1.W.A, 8.1.7.B, 8.1.9.B, 8.1.12.B, 8.1.U.B, 8.1.W.B, 8.2.8.A, 8.2.9.A, 8.2.12.A, 8.2.U.A, 8.2.9.B, 8.2.12.B, 8.2.U.B, 8.2.9.C, 8.2.12.C, 8.2.U.C, 8.2.9.D, 8.2.12.D, 8.3.9.A, 8.3.12.A, 8.3.U.A, 8.3.9.B, 8.3.12.B, 8.3.U.B, 8.3.9.C, 8.3.12.C, 8.3.U.C, 8.3.9.D, 8.3.12.D, 8.3.U.D, 8.4.9.A, 8.4.12.A, 8.4.8.4.9.B, 8.4.12.B, 8.4.9.C, 8.4.12.C, 8.4.9.D, 8.4.12.D
Reading and Writing in History and Social Studies: CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.F, CC.8.5.11-12.H, CC.8.5.11-12.I, CC.8.6.11-12.A, CC.8.6.11-12.B, CC.8.6.11-12.C, CC.8.6.11-12.D, CC.8.6.11-12.E, CC.8.6.11-12.H

- **Anchors:**

Reading, Writing, Speaking, and Listening Grade 11: R.11.A.2, R.11.B.1, R.11.B.2, R.11.B.3

Objectives:

- Students will identify and assess the plans of Reconstruction. (DOK – Level Three)
- Students will cite evidence of the political, economic, and social changes taking place in the South in the late 19th century (DOK - Level Three)
- Students will assess federal and state legislation that led to loss of civil rights for African-Americans. (DOK – Level Three)
- Students will analyze the ideas of African-American leaders in addressing the loss of rights at the turn of the 20th century. (DOK – Level Four)
- Students will identify the factors contributing to the Black Migration. (DOK – Level Two)
- Students will assess the contributions of significant figures and cultural aspects of the Harlem Renaissance. (DOK – Level Three)
- Students will differentiate the leaders, strategies and philosophies of various Civil Rights organizations in the mid-twentieth century. (DOK – Level Three)
- Students will analyze landmark Civil Rights legislation of the Modern Civil Rights Movement. (DOK – Level Four)
- Students will recognize the factors influencing the women’s rights movement of the 19th century. (DOK – Level One)
- Students will analyze the ideas of women’s rights leaders in their efforts to gain equality (DOK – Level Four)
- Students will identify leaders, organizations, and strategies in the women’s suffrage movement. (DOK – Level One)
- Students will assess the results of the women’s suffrage movement. (DOK – Level Three)
- Students will summarize the factors influencing the women’s rights movement. (DOK – Level Two)
- Students will identify leaders, organizations, and strategies in the women’s rights movement. (DOK – Level One)
- Students will analyze landmark Civil Rights legislation of the modern women’s rights movement. (DOK – Level Four)
- Students will cite evidence of the federal government’s treatment of Native Americans in the late 19th and 20th centuries. (DOK - Level Three)
- Students will identify efforts of individuals and organizations that pushed for Native American rights and equality in the 19th and 20th centuries. (DOK – Level One)
- Students will assess the success of the Native American equality campaign and investigate continuing challenges facing them. (DOK – Level Three)

Core Activities and Corresponding Instructional Methods:

- Brainstorm Activity- Identify Modern Civil Rights issues, figures and events.
- Students will be assigned a Modern Civil Rights figure, issue, or event and complete a thorough identification to share with the class and add to class designed Modern Civil Rights collage.
- After reviewing designated textbook sections and primary sources, students will construct a graphic organizer that compares the Reconstruction plans and proposals of Presidents Lincoln and Johnson, and the Congress.

- Students will view selected segments from the PBS series, *Reconstruction- The Second Civil War*, and in a class discussion, relate the controversy between the Presidential plans and Congressional plans for Reconstruction.
- Read primary sources that depict the changes on southern society during Reconstruction. Include readings on freedmen, southern whites, scalawags, and carpetbaggers.
- In a class discussion, identify how the U.S. Congress, Supreme Court and the Northern States counter the oppression experienced by freedmen during this time.
- Review and analyze the results of the Election of 1876 and discuss how the Compromise of 1877 led to an end of Reconstruction in the south.
- In a class discussion, investigate the economic, political, and social changes that occurred in the South during the time period.
- Construct a chart on federal and state legislation, along with Supreme Court decisions that led to the gradual loss of civil rights during the time period.
- Using online resources, PBS- *The Rise and Fall of Jim Crow*, students will provide examples of various Jim Crow Laws that brought about legalized social segregation.
<https://www.thirteen.org/wnet/jimcrow/>
- Students will examine the Supreme Court decision of *Plessy v. Ferguson* and analyze the court's decision.
<https://www.landmarkcases.org/cases/plessy-v-ferguson>
- Read primary sources on Booker T. Washington, W.E.B. Dubois, and Marcus Garvey and compare and contrast their views on the loss of rights and what effort the African-American community should take to regain the rights.
- Construct a persuasive essay-Which leader was the most effective leader in improving the status of African-Americans in the late 19th century and early 20th centuries?
- View the online exhibit, Jacob Lawrence- *The Migration Series* and examine push and pull factors and the experience of African Americans during the Black Migration.
<https://lawrencemigration.phillipscollection.org/>
- Explore the Harlem Renaissance online reference published by the Kennedy Center- *Drop Me Off in Harlem*, to become familiar with significant figures and their contributions.
<https://artsedge.kennedy-center.org/interactives/harlem/place.html>
- As a group, create a Harlem Renaissance billboard advertisement that includes various performers, important issues, and cultural topics of the 1920s.
- Students will read the article, *Eleanor Roosevelt and Civil Rights*, and complete a guided reading assignment introducing students to the African-American civil rights struggle during the 1930s and 1940s.
- Review designated textbook sections and chart the early efforts to end segregation from the 1930s to the mid-1950s.
- Using video clips from the PBS series, *Eyes on the Prize*, and class discussions, explain the modern civil rights era with various events to achieve desegregation and political rights.
- Create a magnet summary of civil rights actions, people, court decisions, and legislation not covered in the class discussion.
- Review designated textbook section and compare and contrast the ideas and philosophies of the Civil Rights leaders.
- Write an essay that analyzes the changes that occurred during the 1960s in the goals, strategies, and support of the movement for African American civil rights.
- Students will create a brief presentation exploring the Civil Rights Movement and how the struggle was fought in various aspects of American political, social and cultural life.

- Examine affirmative action and the corresponding Supreme Court decisions that will lead into a class discussion and guided questions on the topic.
<https://www.landmarkcases.org/cases/regents-v-bakke>
- Create a graphic organizer that compares and contrasts the Declaration of Independence and Declaration of Sentiments.
- After examining the Declaration of Sentiments, students will create a list of rights denied to women in the mid-19th century, and the demands made by the early women's rights movement.
<https://www.nps.gov/articles/declaration-of-sentiments.htm>
- Students will utilize textbook and online sources to compare and contrast the ideas and philosophies of women's suffrage leaders and organizations.
Women's Rights National Historical Park- Seneca Falls New York
<https://www.nps.gov/wori/index.htm>
National Women's History Museum-
<https://www.womenshistory.org/>
- Review designated textbook overview of women's rights movement in the 19th and 20th century and complete corresponding guided reading outline.
- Students will review textbook and online sources and discuss the significance of the "Rosie the Riveter" image and campaign of World War II and its significant to women's progress in the era.
- Complete a textbook guided reading assignment identifying significant challenges and developments in the women's rights movement of the 1960s and 1970s.
- Primary Source Activity- Students will analyze selected excerpts from Betty Friedan's, *The Feminine Mystique*, and describe the personal and societal challenges facing women at mid-century.
- Create a visual and written summary that details the impact and significance of an influential women in American history or culture since the Women's Suffrage Movement.
- Students will examine the Teach Rock lesson: The Rise of the Girl Groups, by reading provided resources and listening to, and analyzing selected songs from the period. Students will then construct a persuasive argument to the prompt, Were the Girl Groups of the early 1960s voices of female empowerment or reflections of traditional roles?
<https://teachrock.org/lesson/the-rise-of-the-girl-groups/>
- Students will create a brief presentation exploring the women's movement and how the struggle was fought in various aspects of American political, social and cultural life.
- Complete textbook guided reading assignment identifying the struggle of Native Americans in the West and the federal government's treatment of Native Americans in the late 19th and 20th centuries.
- Students will view selected segments from the PBS series, *The West*, and online resources and discuss the struggle of Native Americans in the West and the federal government's treatment of Native Americans in the late 19th and 20th centuries.
National Parks Service- Little Bighorn Battlefield
<https://www.nps.gov/libi/index.htm>
Wounded Knee Museum
<https://woundedkneemuseum.org>
- Compare and contrast efforts of individuals and organizations that pushed for native American rights and equality throughout the 20th century.
- Use various resources to assess the success of the Native American equality campaign and investigate continuing challenges facing them.

Assessments:

- **Diagnostic**
Brainstorm activities, class discussions, selected primary source and guided reading review, video excerpts and review questions.
- **Formative**
Graphic organizers, unit terms, class discussion, brainstorm, various video excerpts, magnet summary, Persuasive Essay- Which leader was the most effective leader in improving the status of African-Americans in the late 19th century and early 20th centuries- Washington, DuBois, or Garvey?
- **Summative**
Multiple Choice Unit Test- Reconstruction
SAQ-Discuss the Success and Failure of Reconstruction
Multiple Choice Unit Test-Modern Civil Rights Movement
SAQ-Identify and Discuss the political victories of the Civil Rights Movement of the mid-20th century.
Essay-Analyze the success and limits of the Civil Rights Movement of the mid-20th century.
Multiple Choice Unit Test-Women's Rights Movement and Native American Struggle for Equality
SAQ-Assess the Success and Failure of the Modern Women's Rights Movement and Native American Movement of the late 20th century.

Unit 3: Immigration and Migration

Days: 18

- **Standards:**
History and Social Studies: : 8.1.9.A, 8.9.12.A, 8.1.U.A, 8.1.W.A, 8.1.7.B, 8.1.9.B, 8.1.12.B, 8.1.U.B, 8.1.W.B, 8.1.8.C, 8.1.12.C, 8.1.U.C, 8.1.8.C, 8.1.12.C, 8.1.U.C, 8.1.8.C, 8.1.12.C, 8.1.U.C, 8.2.8.A, 8.2.9.A, 8.2.12.A, 8.2.U.A, 8.2.9.B, 8.2.12.B, 8.2.U.B, 8.2.9.C, 8.2.12.C, 8.2.U.C, 8.2.9.D, 8.2.12.D, 8.3.9.A, 8.3.12.A, 8.3.U.A, 8.3.9.B, 8.3.12.B, 8.3.U.B, 8.3.9.C, 8.3.12.C, 8.3.U.C, 8.3.9.D, 8.3.12.D, 8.3.U.D, 8.4.9.A, 8.4.12.A, 8.4.8.4.9.B, 8.4.12.B, 8.4.9.C, 8.4.12.C, 8.4.9.D, 8.4.12.D
Reading and Writing in History and Social Studies: CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.F, CC.8.5.11-12.H, CC.8.5.11-12.I, CC.8.6.11-12.A, CC.8.6.11-12.B, CC.8.6.11-12.C, CC.8.6.11-12.D, CC.8.6.11-12.E, CC.8.6.11-12.H
- **Anchors:**
Reading, Writing, Speaking, and Listening Grade 11: R11.A.2, R11.B.1, R.11.B.2, R.11.B.3

Objectives:

- Students will categorize the varying factors influencing immigrants to migrate to the United States. (DOK – Level Two)
- Students will categorize the immigrants from the turn of the 20th century with immigrants from earlier in the 19th century. (DOK – Level Two)
- Students will research and identify different government actions concerning immigration and complete a chart summarizing their findings. (DOK – Level Three)
- Students, in a group, will prepare a presentation on an immigrant group that demonstrates factors leading to immigration, living and working experiences, specific examples of treatment by the government and citizens, along with prominent individuals and their contributions to America culture. (DOK – Level Three)

- Students will examine current immigration issues and assess varying positions. (DOK – Level Three)

Core Activities and Corresponding Instructional Methods:

- Brainstorm Activity- Identify modern immigration and migration issues and events.
- Students will be assigned a modern immigration and migration issue, or event and complete a thorough identification to share with the class and add to class designed modern immigration and migration collage.
- Review designated textbook sections and online resources chronicling immigration in the 19th and 20th century and complete corresponding outline.
<http://teacher.scholastic.com/activities/immigration/index.htm>
- Review designated textbook section and define key terms of the unit.
- In a class discussion, students will provide push and pull factors to explain why people immigrated to the United States throughout history.
- Review designated textbook section and online resources, and create a graphic organizer on characteristics of the two waves of immigrants that came to the United States in the 19th century. http://teacher.scholastic.com/activities/immigration/immigration_data/
- Review the online resource, Interactive Tour of Ellis Island, and chart significant steps in the experience of immigrants upon arrival at the turn of the 20th century.
<http://teacher.scholastic.com/activities/immigration/tour/index.htm>
- Construct a chart on federal legislation and court decisions dealing with immigration.
- As a group, create and present a visual display that discusses a particular immigrant group that include push/pull factors, living and working experiences, examples of treatment government and citizens, and prominent individuals and their contributions to American culture past and present.
- Utilize sources to read and summarize current immigrant issues, analyze and assess varying positions in a writing assignment.
- In a class discussion, students will provide push and pull factors to explain why Americans have migrated to different regions of the United States throughout history.
- Students will use textbook resources and identify specific migrant groups in the 20th and 21st centuries and the push/pull factors associated with each group's movement. (Examples: Native Americans, African-American Great Migration, Dust Bowl, Suburbs, Sun Belt)
- Students will examine the Teach Rock lesson- The Blues and the Great Migration-reviewing a variety of sources and analyzing song lyrics to develop an understanding of the experiences of African-Americans participating in the Great Migration of the early 20th century.
Teach Rock-The Blues and the Great Migration
<https://teachrock.org/lesson/the-blues-and-the-great-migration/>
- Students will listen to, and analyze selected Woody Guthrie songs and lyrics and examine the Dust Bowl migration of the 1930s.
- Students will listen to, and analyze selected Bruce Springsteen and Billy Joel songs and lyrics and examine the Rust Belt to Sun Belt migration of the late 20th century.
- Students will construct a visual summary (Map) of American Migration history.

Assessments:

- **Diagnostic:**
Brainstorm activities, class discussions, selected primary source and guided reading review, video excerpts and review questions.
- **Formative:**
Graphic organizers – Old vs. New immigrants, Legislation and Supreme Court decisions on immigration, unit terms and identifications, class discussion, textbook guided reading assignments, various video excerpts and review questions.
- **Summative:**
Multiple Choice Unit Test- Immigration and Migration
Group Project and Presentation- The Immigrant Experience
Individual Project-Modern Immigration Issues Collage

Unit 4: Life in the Industrial Age

Days: 27

- **Standards:**

History and Social Studies: 8.1.9.A, 8.9.12.A, 8.1.U.A, 8.1.W.A, 8.1.7.B, 8.1.9.B, 8.1.12.B, 8.1.U.B, 8.1.W.B, 8.1.8.C, 8.1.12.C, 8.1.U.C 8.1.8.C, 8.1.12.C, 8.1.U.C, 8.1.8.C, 8.1.12.C, 8.1.U.C 8.2.8.A, 8.2.9.A, 8.2.12.A, 8.2.U.A, 8.2.9.B, 8.2.12.B, 8.2.U.A, 8.2.9.B, 8.2.12.B, 8.2.U.B, 8.2.9.C, 8.2.12.C, 8.2.U.C, 8.2.9.D, 8.2.12.D, 8.3.9.A, 8.3.12.A, 8.3.U.A, 8.3.9.B, 8.3.12.B, 8.3.U.B, 8.3.9.C, 8.3.12.C, 8.3.U.C, 8.3.9.D, 8.3.12.D, 8.3.U.D, 8.4.9.A, 8.4.12.A, 8.4.8.4.9.B, 8.4.12.B, 8.4.9.C, 8.4.12.C, 8.4.9.D, 8.4.12.D

Reading and Writing in History and Social Studies: CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.F, CC.8.5.11-12.H, CC.8.5.11-12.I, CC.8.6.11-12.A, CC.8.6.11-12.B, CC.8.6.11-12.C, CC.8.6.11-12.D, CC.8.6.11-12.E, CC.8.6.11-12.H
- **Anchors:**
Reading, Writing, Speaking, and Listening Grade 11: R11.A.2, R11.B.1, R.11.B.2, R.11.B.

Objectives:

- Students will differentiate the ideas of capitalism, socialism, and communism. (DOK – Level Three)
- Students will investigate important inventions, and innovations and their impact on society during the time- period. (DOK – Level Three)
- Students will be able to assess the achievements of influential people and the roles they played in the era. (DOK – Level Three)
- Students will apprise the new business organizations that predominate the period and assess their significance in creating a new age of capitalism. (DOK – Level Three)
- Students will examine the corruption in politics and business during the Industrial Age (DOK – Level Two)

- Students will prove the efforts of the federal government to control big business are met with mixed results in the time- period. (DOK – Level Four)
- Students will compare and contrast the philosophies and tactics of labor unions that developed in the time period.
- Students will recognize the changing role of the federal government in the economy during the Industrial Age. (DOK – Level One)
- Students will cite evidence of the economic boom and cultural transformation of the 1920's. (DOK – Level Three)

Core Activities and Corresponding Instructional Methods:

- Brainstorm Activity- Identify modern economic issues and events.
- Students will be assigned a modern economic figure, issue, or event and complete a thorough identification to share with the class and add to class designed modern American economy collage.
- Students will review designated textbook sections define key terms of the unit.
- In class discussions define terms, identify characteristics of, and distinguish differences between the economic philosophies of capitalism, socialism, and communism.
- Read assigned biographies and view selected segments from the History Channel series, The Men Who Built America, and create a chart identifying the industrialists of the time period and provide characteristics of robber barons and pioneers of industry.
- Write a persuasive essay depicting a selected industrialist as a robber baron or pioneer of industry.
- Read assigned textbook selections on the effects of industrialization on the working class and the rise of labor union movement.
- Read excerpts from “The Jungle” and explore the industrial working conditions in the late 19th and early 20th century.
- Review designated textbook sections and online resources and create a graphic organizer on labor unions that identify the leaders, members, platforms and issues, and success and failure. Explore PA History- The Great Railroad Strike (1877)
<https://explorepahistory.com/hmarker.php?markerId=1-A-1C1>
Explore PA History- The Anthracite Coal Strike (1902)
<https://explorepahistory.com/hmarker.php?markerId=1-A-B7>
- Students will review designated textbook sections and identify Progressive leaders and reforms designed to regulate big business, protect the workers, consumers, urban areas, and the environment.
- Students will view selected clips from the PBS series: The Roosevelts: An Intimate History- Episodes 2 and 3, that examine Theodore Roosevelt's domestic policies including the Square Deal, trustbusting, consumer and environmental protection.
- In a graphic organizer, students will demonstrate, with examples, the changing role of federal government in the economy during the industrial Age.
- Implement the Stock Market simulation activity to become familiar with the economic boom and subsequent crash of the 1920s economy.
- Read assigned textbook selections and discuss the economic and cultural characteristics of the decade and the contributing causes of the stock market crash of 1929.

Assessments:

- **Diagnostic**
Brainstorm activities, class discussions, selected primary source and guided reading review, video excerpts and review questions.
- **Formative**
Graphic organizers – unit terms and identifications, class discussion, textbook guided reading assignments, various video excerpts and review questions.
- **Summative**
Multiple Choice and SAQ Unit Test- Industrial Age
Robber Baron or Captain of Industry persuasive essay
SAQ-Identify and discuss causes of the Stock Market Crash of 1929.

Unit 5: The Evolution of the Modern American Economy

Days: 25

- **Standards:**
History and Social Studies: : 8.1.9.A, 8.9.12.A, 8.1.U.A, 8.1.W.A, 8.1.7.B, 8.1.9.B, 8.1.12.B, 8.1.U.B, 8.1.W.B, 8.1.8.C, 8.1.12.C, 8.1.U.C 8.1.8.C, 8.1.12.C, 8.1.U.C, 8.1.8.C, 8.1.12.C, 8.1.U.C 8.2.8.A, 8.2.9.A, 8.2.12.A, 8.2.U.A, 8.2.9.B, 8.2.12.B, 8.2.U.A, 8.2.9.B, 8.2.12.B, 8.2.U.B, 8.2.9.C, 8.2.12.C, 8.2.U.C, 8.2.9.D, 8.2.12.D, 8.3.9.A, 8.3.12.A, 8.3.U.A, 8.3.9.B, 8.3.12.B, 8.3.U.B, 8.3.9.C, 8.3.12.C, 8.3.U.C, 8.3.9.D, 8.3.12.D, 8.3.U.D, 8.4.9.A, 8.4.12.A, 8.4.8.4.9.B, 8.4.12.B, 8.4.9.C, 8.4.12.C, 8.4.9.D, 8.4.12.D

Reading and Writing in History and Social Studies: CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.F, CC.8.5.11-12.H, CC.8.5.11-12.I, CC.8.6.11-12.A, CC.8.6.11-12.B, CC.8.6.11-12.C, CC.8.6.11-12.D, CC.8.6.11-12.E, CC.8.6.11-12.H
- **Anchors:**
Reading, Writing, Speaking, and Listening Grade 11: R11.A.2, R11.B.1 , R.11.B.2, R.11.B.3

Objectives:

- Students will investigate the causes of the stock market crash and the subsequent Great Depression. (DOK – Level Three)
- Students will describe how the Great Depression impacted life in the 1930's. (DOK – Level Two)
- Students will identify federal efforts to contend with the Great Depression. (DOK – Level One)
- Students will provide contrasting arguments on the effectiveness of the federal government in alleviating the effects of the Great Depression. (DOK – Level Three)
- Students will recognize the changing role of the federal government in the economy during the Great Depression. (DOK – Level One)
- Students will describe the impact of World War II on the American economy. (DOK – Level Two)
- Students will analyze the economic developments in the post-war era. (DOK – Level Four)
- Students will evaluate the effectiveness of presidential economic programs in the post-World War II era. (DOK – Level Four)

- Students will identify efforts of individuals and organizations that called for an increase in government regulation of business and industry in the post-World War II era. (DOK – Level One)
- Students will investigate continuing challenges facing the American economy. (DOK – Level Three)

Core Activities and Corresponding Instructional Methods:

- Brainstorm Activity- The modern role of government in the economy debate. Students will brainstorm names, topics, and events involved with the issue.
- Students will be assigned a modern economic figure, issue, or event and complete a thorough identification to share with the class and add to a class designed role of government in economic life collage.
- Students will review designated textbook sections and define key terms of the unit.
- Read textbook selections and construct a graphic organizer outlining the causes of the Great Depression.
- Complete guided reading assignment on the social aspects of the Great Depression.
- View excerpts from the film, Cinderella Man, and complete informative essay on how the film is representative of the experiences of the “common man” during the Great Depression.
- As a group project, create a magazine spread that details political, economic, and cultural life during the Great Depression.
- Complete two column chart comparing and contrasting differing opinions of Hoover and FDR on the role of the federal government in addressing the Great Depression.
- In a series of class discussions identify specific New Deal programs.
- Complete a two-column chart that analyzes the support for and opposition to the New Deal.
- Review designated textbook sections, online resources, and view selected video clips from PBS Series, The Roosevelts: An Intimate History-Episodes 4 and 5, that examine the election of 1932 and the New Deal and complete guided reading outline.
University of Virginia- Miller Center American President Online Presidential Resource: <https://millercenter.org/president/fdroosevelt>
Franklin D. Roosevelt Presidential Library and Museum: <https://www.fdrlibrary.org/>
- Discuss the legacy of the New Deal and complete a visual and written summary of various New Deal era programs and initiatives.
- In a graphic organizer, students will demonstrate the changing role of the federal government in the economy during World War II and cite evidence to show the impact of the war on economic recovery.
- Read and analyze President Eisenhower’s quote on the legacy and popularity of New Deal programs to introduce an assignment on the influence and impact of FDR on presidential economic agendas after the New Deal.
- Review designated textbook sections and online resources, and complete guided reading assignment examining presidential economic agendas after the New Deal and examples of New Deal influence in the different programs.
University of Virginia- Miller Center American President Online Presidential Resource: <https://millercenter.org/president> -Truman, Eisenhower, Kennedy, Johnson
- Listen to, and read transcript of LBJ’s Great Society speech from the University of Michigan, and complete guided reading assignment to introduce the Great Society initiative.
<https://www.americanrhetoric.com/speeches/lbjthegreatsociety.htm>
- Review designated textbook sections and identify and analyze the significance of key Great Society legislation.

- In class discussions, probe the economic troubles of the 1970s—including the energy crisis, inflation, the decline of American industrial dominance, stagflation, etc...
- Review designated textbook sections, online resources, and view selected segments from the PBS series, The Presidents- Reagan, and complete guided reading assignment and detailing the Reagan Revolution and “Reaganomics” analyzing conservative economic philosophy, and comparing and contrasting Keynesian economic theory and supply-side economic theory. University of Virginia- Miller Center American President Online Presidential Resource: <https://millercenter.org/president/reagan>
- Complete a two column chart that depicts the success and failure of “Reaganomics”.
- Construct an essay comparing and contrasting the economic strategies of FDR and Ronald Reagan.
- Read and examine the 2009 American Recovery and Reinvestment Act—including goals of the Act and the influence of FDR and the New Deal.
- Return to brainstorm activity at the start of the unit and identify modern economic issues and challenges. Analyzing selected online resources, examine modern economic issues and the debate over the role of the government in solving modern economic challenges.
- Complete a class designed Modern Role of Government in Economic Life Collage.

Assessments:

- **Diagnostic**
Brainstorm activities, class discussions, selected primary source and guided reading review, video excerpts and review questions.
- **Formative**
Graphic organizers – unit terms and identifications, class discussion, textbook guided reading assignments, various video excerpts and review questions.
Cinderella Man- Life in the Great Depression informative essay.
- **Summative**
Multiple Choice and SAQ Unit Test-Great Depression and the New Deal
Multiple Choice and SAQ Unit Test-Economic Agendas after the New Deal (1945-Present)
Compare and Contrast Essay-FDR and Ronald Reagan
Individual Project-Modern American Economy Issues Collage

Unit 6 – Origins of US Foreign Policy

Days: 20

- **Standards:**

History and Social Studies: 8.1.9.A, 8.9.12.A, 8.1.U.A, 8.1.W.A, 8.1.7.B, 8.1.9.B, 8.1.12.B, 8.1.U.B, 8.1.W.B, 8.2.8.A, 8.2.9.A, 8.2.12.A, 8.2.U.A, 8.2.9.B, 8.2.12.B, 8.2.U.B, 8.2.9.C, 8.2.12.C, 8.2.U.C, 8.2.9.D, 8.2.12.D, 8.3.9.A, 8.3.12.A, 8.3.U.A, 8.3.9.B, 8.3.12.B, 8.3.U.B, 8.3.9.C, 8.3.12.C, 8.3.U.C, 8.3.9.D, 8.3.12.D, 8.3.U.D, 8.4.9.A, 8.4.12.A, 8.4.8.4.9.B, 8.4.12.B, 8.4.9.C, 8.4.12.C, 8.4.9.D, 8.4.12.D

Reading and Writing in History and Social Studies: CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.F, CC.8.5.11-12.H, CC.8.5.11-12.I, CC.8.6.11-12.A, CC.8.6.11-12.B, CC.8.6.11-12.C, CC.8.6.11-12.D, CC.8.6.11-12.E, CC.8.6.11-12.H

- **Anchors:**

Reading, Writing, Speaking, and Listening Grade 11: R11.A.2, R11.B.1 , R.11.B.2, R.11.B.3

Objectives:

- Students will trace the development of American foreign policy from Isolationism to Expansionism, to imperialism in the late 19th and early 20th centuries. (DOK – Level Two)
- Students will distinguish the reasons for expansion and territorial acquisitions in the late 19th century. (DOK – Level Two)
- Students will critique the shifts to Imperialism by the United States and assess arguments for and against this occurrence. ((DOK – Level Three)
- Students will identify the new possessions of the United States at the start of the 20th century. (DOK – Level One)
- Students will compare and contrast Presidential foreign policies from the early 1900s. (DOK – Level Two)

Core Activities and Corresponding Instructional Methods:

- Brainstorm Activity- Identify significant modern foreign policy issues and events.
- Students will be assigned a modern foreign policy issue or event and complete a thorough identification to share with the class and add to a class designed American Foreign Policy collage.
- Review designated textbook sections and define important terms of the unit.
- Read excerpt from George Washington’s farewell address and discuss his advice to the nation regarding foreign affairs.
- Discuss Manifest Destiny and locate territories acquired by the United States under this belief.
- Construct a graphic organizer and map activity that demonstrates the shift from isolation to expansion to imperialism over the course of the 19th century.
- Read assigned textbook section and examine the factors that influenced support for or opposition to expansionism and later imperialism.
- Read assigned textbook section and describe American economic, social, and political interests in Hawaii, the Far East, and Cuba in the late 19th century.
- View video and PBS website- Crucible of Empire and examine the factors that led to the Spanish-American War including – Spanish misrule, yellow journalism, and international incidents. PBS film and corresponding website, Crucible of War: The Spanish-American War- <http://www.pbs.org/crucible/>
- Primary Source Activity- Analyze newspaper headlines from the era of the Spanish-American War and analyze the role of the media in the US decision to go to war in 1898. Spanish-American War Yellow Journalism Headline Gallery: http://www.pbs.org/crucible/frames/_journalism.html
- View selected video clips to recognize the important key military and political figures, battles, and outcomes of the Spanish-American War.
- Construct an essay analyzing America’s new role as an imperialist nation.

- Students will view selected clips from the PBS series, The Roosevelts: An Intimate History- Episode 3, that detail Theodore Roosevelt and American Imperialism in the early 20th century.
- Using various textbook and online sources create a graphic organizer that compares the foreign policies of the early 20th century presidents and include examples of the policies being implemented.
- University of Virginia- Miller Center American President Online Presidential Resource:
<https://millercenter.org/president/roosevelt>
<https://millercenter.org/president/taft>
<https://millercenter.org/president/wilson>

Assessments:

- **Diagnostic:**
Brainstorm activities, class discussions, selected primary source and guided reading review, video excerpts and review questions.
- **Formative:**
Graphic organizers – unit terms and identifications, class discussion, textbook guided reading assignments, various video excerpts and review questions.
- **Summative:**
Multiple Choice and SAQ Unit Test- Origins of American Foreign Policy
American Imperialism Persuasive Essay

Unit 7 - US Involvement in the World Wars

Days: 25

- **Standards:**
History and Social Studies: : 8.1.9.A, 8.9.12.A, 8.1.U.A, 8.1.W.A, 8.1.7.B, 8.1.9.B, 8.1.12.B, 8.1.U.B, 8.1.W.B, 8.2.8.A, 8.2.9.A, 8.2.12.A, 8.2.U.A, 8.2.9.B, 8.2.12.B, 8.2.U.B, 8.2.9.C, 8.2.12.C, 8.2.U.C, 8.2.9.D, 8.2.12.D, 8.3.9.A, 8.3.12.A, 8.3.U.A, 8.3.9.B, 8.3.12.B, 8.3.U.B, 8.3.9.C, 8.3.12.C, 8.3.U.C, 8.3.9.D, 8.3.12.D, 8.3.U.D, 8.4.9.A, 8.4.12.A, 8.4.8.4.9.B, 8.4.12.B, 8.4.9.C, 8.4.12.C, 8.4.9.D, 8.4.12.D
Reading and Writing in History and Social Studies: CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.F, CC.8.5.11-12.H, CC.8.5.11-12.I, CC.8.6.11-12.A, CC.8.6.11-12.B, CC.8.6.11-12.C, CC.8.6.11-12.D, CC.8.6.11-12.E, CC.8.6.11-12.H
- **Anchors:**
Reading, Writing, Speaking, and Listening Grade 11: R11.A.2, R11.B.1 , R.11.B.2, R.11.B.3

Objectives:

- Students will classify factors that led to the outbreak of WWI in Europe in 1914 - including nationalism, militarism, imperialism, and the alliance system. (DOK – Level Two)
- Students will identify the spark that ignited WWI in Europe- the assassination of Archduke Ferdinand in 1914 (DOK – Level One)
- Students will classify the factors that helped shape the America’s neutrality at the outbreak of WWI. (DOK – Level Two)
- Students will describe the attitudes of Americans as Europe engaged in war. (DOK – Level Two)

- Students will apprise and defend the factors that shifted America’s policy from neutrality to involvement in WWI. (DOK – Level Three)
- Students will identify and explain the significance of key figures, battles, and technological advances and assess their impact on WWI. (DOK – Level One, Two, Three)
- Students will identify the mobilization of American military forces and recall the transformation of the economy in preparing the home front for war. (DOK – Level One)
- Students will analyze the impact of the United States on the outcome of WWI. (DOK – Level Four)
- Students will analyze and evaluate the debate at the Paris Peace Conference and the resulting Treaty of Versailles which formally ended the war. (DOK – Level Four)
- Students will classify the factors that shaped America’s foreign policy between WWI and WWII. (DOK – Level Two)
- Students will examine the rise of totalitarian governments in Europe in the period between WWI and WWII-including, Stalin, Mussolini, and Hitler. (DOK – Level Two)
- Students will analyze the series of events that led to the outbreak of WWII in Asia (1937) and Europe (1939). (DOK – Level Three)
- Students will classify the factors that helped shape the United States policy of neutrality at the outbreak of WWII. (DOK – Level Two)
- Students will apprise and defend the factors that shifted United States policy from neutrality to involvement in WWII. (DOK – Level Three)
- Students will identify and explain the significance of key figures, battles, and technological advances and assess their impact on WWII. (DOK – Level One, Two, Three)
- Students will identify the mobilization of American military forces and recall the transformation of the economy in preparing the home front for war. (DOK – Level One)
- Students will analyze the impact of WWII on American society—including changing roles of women, internment of Japanese-Americans, challenges faced by other minorities. (DOK – Level Four)
- Students will analyze the impact of the United States on the outcome of WWII. (DOK – Level Four)
- Students will critique the decisions of the United States on ending WWII. (DOK – Level Three, Four)

Core Activities and Corresponding Instructional Methods

- Brainstorm Activity- The United States and World War- Brainstorm names, and events that correspond with the American experience in WWI and WWII.
- Students will construct a The United States and the World Wars Museum Exhibit providing a thorough written and visual summary of a selected aspect of the America at War experience (Experiences of American soldiers, battlefield events, American political and military leaders, the Homefront, etc.).
- Students will review designated textbook sections and define important terms of the unit.
- Read assigned textbook section and complete guided reading assignment on the causes of WWI, the early years of the war in Europe, and American neutrality at the outbreak of the war.
- Read assigned textbook section appraising and defending the factors that shifted America’s policy from neutrality to involvement in WWI.
- Primary Source Analysis Assignment—Read and analyze Woodrow Wilson’s War Message to Congress on April 2, 1917.

- National Archives and Records Administration-Joint Address to Congress April 2, 1917
<https://www.ourdocuments.gov/doc.php?flash=false&doc=61>
- Read assigned textbook section -American involvement in WWI on the battlefield and the home front and complete guided reading questions.
- View The Century-America's Time-Shell Shock (WWI) or selected clips from PBS- The American Experience- The Great War and complete assigned questions.
- Primary Source Analysis Assignment-Read and analyze Woodrow Wilson's Fourteen Points and compare Wilson's plan with the provisions agreed upon in the Treaty of Versailles.
- National Archives and Records Administration- President Wilson's Fourteen Points
<https://www.ourdocuments.gov/doc.php?flash=false&doc=62>
- Complete a Short Answer Question (SAQ) response to the prompt- How did Wilson's Fourteen Points reflect his hope for "peace without victory?"
- Complete a Paris Peace Conference simulation and examine the causes of conflict between Woodrow Wilson and the rest of the Big Four over postwar plans.
- Read assigned textbook section classifying the factors that shaped America's foreign policy between WWI and WWII.
- Complete graphic organizer on the rise of dictators in Europe in the years after WWI examining the rise of Stalin, Mussolini, and Hitler.
- Read assigned textbook section on the beliefs and actions of Imperial Japan in the 1930s.
- Construct a written and visual timeline of events that shifted America's policy from neutrality to involvement in WWII.
- Primary Source Analysis Assignment- Read and analyze selected sources and examine the shift in United States foreign policy between 1937 and 1941. (Quarantine Speech-1937, "Arsenal of Democracy" speech-1940, Four Freedoms- 1941, Atlantic Charter-1941).
- View selected clips from the PBS series, The Roosevelts: An Intimate History- Episodes 5, 6, and 7, and complete assigned questions examining the shift in policy from isolationism and neutrality to involvement in WWII.
- Primary Source Analysis Assignment-Read and analyze FDR's "A date that will live in infamy" speech.
- View selected clips from The Century: America's Time-Homefront-(1941-1945) and complete assigned questions.
- View selected clips from The Century: America's Time-Civilians at War-(1937-1945) and complete assigned questions.

Assessments:

- **Diagnostic:**
Brainstorm activities, class discussions, selected primary source and guided reading review, video excerpts and review questions.
- **Formative:**
Graphic organizers – unit terms and identifications, class discussion, textbook guided reading assignments, various video excerpts and review questions, Short Answer Question (SAQ) assignments, primary source analysis assignments, World Wars Museum project.
- **Summative:**
Multiple Choice and SAQ Unit Test-WWI
Multiple Choice and SAQ Unit Test-WWII
World Wars Museum project

Unit 8 –The United States as a World Leader

Days: 20

- **Standards:**

History and Social Studies: : 8.1.9.A, 8.9.12.A, 8.1.U.A, 8.1.W.A, 8.1.7.B, 8.1.9.B, 8.1.12.B, 8.1.U.B, 8.1.W.B, 8.2.8.A, 8.2.9.A, 8.2.12.A, 8.2.U.A, 8.2.9.B, 8.2.12.B, 8.2.U.B, 8.2.9.C, 8.2.12.C, 8.2.U.C, 8.2.9.D, 8.2.12.D, 8.3.9.A, 8.3.12.A, 8.3.U.A, 8.3.9.B, 8.3.12.B, 8.3.U.B, 8.3.9.C, 8.3.12.C, 8.3.U.C, 8.3.9.D, 8.3.12.D, 8.3.U.D, 8.4.9.A, 8.4.12.A, 8.4.8.4.9.B, 8.4.12.B, 8.4.9.C, 8.4.12.C, 8.4.9.D, 8.4.12.D

Reading and Writing in History and Social Studies: CC.8.5.11-12.A, CC.8.5.11-12.B, CC.8.5.11-12.C, CC.8.5.11-12.D, CC.8.5.11-12.F, CC.8.5.11-12.H, CC.8.5.11-12.I, CC.8.6.11-12.A, CC.8.6.11-12.B, CC.8.6.11-12.C, CC.8.6.11-12.D, CC.8.6.11-12.E, CC.8.6.11-12.H

- **Anchors:**

Reading, Writing, Speaking, and Listening Grade 11: R11.A.2, R11.B.1, R.11.B.2, R.11.B.3

Objectives:

- Students will trace the development of American foreign policy in the post-World War II era. (DOK – Level Two)
- Students will distinguish the people and events that established America’s role as a world leader. (DOK – Level Two)
- Students will identify and analyze the principles that influenced American foreign policy. (DOK – Level Three)
- Students will critique the different presidential foreign policies and assess the effectiveness of the enacted policies. (DOK – Level Three)
- Students will investigate current issues relating to American foreign policy. (DOK – Level Three)

Core Activities and Corresponding Instructional Methods:

- Brainstorm Activity-identify examples of American leadership on the world stage-identify modern global issues and challenges facing the United States.
- Students will be assigned a modern foreign policy issue or event and complete a thorough summary discussing American leadership on the world stage to be shared with the class and added to a class designed The United States as World Power collage.
- Review designated textbook sections and define important terms of the unit.
- Discuss origins of the Cold War through an analysis of WWII conferences, agreements, and plans for the postwar world.
- As an introduction, brainstorm “hot spots” of the Cold War on a map including: Eastern Europe, Berlin, Korea, Cuba, Vietnam, Latin America, and Afghanistan.
- Primary Source Analysis on Winston Churchill’s Iron Curtain Speech.
- Review designated textbook sections and online resources and complete a graphic organizer that summarizes presidential Cold War foreign policies.
University of Virginia- Miller Center American President Online Presidential Resource:
<https://millercenter.org/president> -Truman, Eisenhower, Kennedy, Johnson, Nixon, Ford, Carter, Reagan
- Complete a magnet summary identification assignment of Cold War “hot spots” (Eastern Europe, Berlin, Korea, Cuba, Vietnam, Latin America, and Afghanistan.)
- Read the assigned textbook sections and complete the guided reading assignment that analyzes how the Cold War expanded during the 1950s.

- Jigsaw activity that describes the events of the Kennedy administration that bring the Cold War to an intense level including Bay of Pigs, Berlin Crisis, and Cuban Missile Crisis.
- View excerpts from Thirteen Days and examine the foreign policy decision making process within the Kennedy administration during the Cuban Missile Crisis.
- Develop a timeline that depicts the chronology of United States involvement in Vietnam
- Read the assigned textbook sections and complete guided reading assignments detailing the experiences and challenges facing America in Vietnam and on the home front.
- Generate a timeline that traces the development of détente in the 1970s including the goals and achievements in the Nixon, Ford, and Carter administrations.
- Read the assigned textbook section and discuss the events that led to an end of détente.
- Read the assigned textbook section and complete the guided reading assignment that examines the American and Soviet decisions in ending the Cold War.
- Write a persuasive argument for or against Reagan's Cold War policies.
- Research American and Russian relations in the post-Cold war era and participate in a Socratic seminar sharing their findings.
- Develop a timeline that depicts the chronology and understanding of US involvement in the Middle East since the establishment of Israel in the post-World War II era.
- Students will prepare a presentation that will provide an in-depth analysis of assigned The United States and the Middle East history. Presentations will include background causes and factors leading to American involvement, the role America played in the event, significant figures and developments, the political, social, and economic impact of the event on nations involved, and post-event outcomes.

Assessments:

- **Diagnostic:**
Brainstorm activities, class discussions, selected primary source and guided reading review, video excerpts and review questions.
- **Formative:**
Graphic organizers – unit terms and identifications, class discussion, textbook guided reading assignments, various video excerpts and review questions, Short Answer Question (SAQ) assignments, primary source analysis assignments.
- **Summative:**
Multiple Choice and SAQ Unit Test- Cold War
Group Project and Presentation- The United States and the Middle East
Individual Project-Modern American Foreign Policy Topics Collage

