

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

**Advanced Placement
United States History**

Grade Level: 11-12

Date of Board Approval: _____ 2019 _____

DELAWARE VALLEY SCHOOL DISTRICT

Title of Planned Instruction: Advanced Placement United States History

Subject Area: Social Studies

Grade Level: 11-12

Course Description:

This course interprets political, social, geographic, economic, and cultural events from Pre-Columbian Native American world through to modern times. Students will be required to perform writing exercises including essays and reports, create projects using multimedia tools, interpret and analyze historic documents, make presentations to the class, and assess events in United States history. Students should be aware that this course is similar to a college-level freshman history class. The workload, writing assignments, content, and grading will be presented in a manner consistent in a college setting. All students are expected to take the national AP United States History exam in May

Time/Credit for the Course: Full year/ 1 credit

Curriculum Writing Committee: Nicholas Quaglia, Thomas Schaffer

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Curriculum Map

Marking Period 1:

Overview based on 45 days: Covers Units 1, 2, and 3

Goals

Students will understand:

Unit 1 - 10 days

- Native American societies before European contact
- European Exploration in the Americas
- Columbian Exchange, Spanish Exploration, and Conquest
- Labor, Slavery, and Caste in the Spanish Colonial System
- Cultural Interactions Between European, Native Americans, and Africans

Unit 2 - 16 days

- European Colonization
- The Regions of British Colonies
- Transatlantic Trade
- Interaction between Native Americans and Europeans
- Slavery in the British Colonies
- Colonial Society and Culture

Unit 3 – 19 days -The Early Years of the Republic (1754- 1800)

- The French and Indian War
- Taxation without Representation
- Philosophical Foundations of the American Revolution
- The American Revolution
- The Influence of Revolutionary Ideas
- The Articles of Confederation
- The Constitutional Convention and Debates over Ratification
- The Constitution
- Shaping a New Republic
- Developing an American Identity
- Movement in the Early Republic

Marking Period 2:

Overview based on 45 days: Covers units 4, 5, and part of 6

Goals

Students will understand:

Unit 4 - 20 days

- The Rise of Political Parties and the Era of Jefferson
- Politics and Regional Interests
- American on the World Stage
- Market Revolution: Industrialization, Society and Culture
- Expanding Democracy
- Jackson and Federal Power
- The Development of an American Culture
- The Second Great Awakening
- An Age of Reform

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- African American in the American Republic
- The Society of the South in the Early Republic

Unit 5 - 20 days

- Manifest Destiny
- The Mexican-American War
- The Compromise of 1850
- Sectional Conflict: Regional Differences
- Failure of Compromise
- Election of 1860 and Secession
- Military Conflict in the Civil War
- Government Policies during the Civil War
- Reconstruction
- Failure of Reconstruction

Unit 6 - 5 days (continued in 3rd m.p.)

- Westward Expansion: Economic Development
- The "New South"

Marking Period 3:

Overview based on 45 days: Covers units 6 and 7

Goals

Students will understand:

Unit 6 – continued for 20 days

- Technological Innovation
- The Rise of Industrial Capitalism
- Labor in the Gilded Age
- Immigration and Migration in the Gilded Age
- Responses to Immigration in the Gilded Age
- Development of the Middle Class
- Reform in the Gilded Age
- Controversies over the Role of Government in the Gilded Age
- Politics in the Gilded Age

Unit 7 – 25 days

- Imperialism: Debates
- The Spanish-American War
- The Progressives
- World War I: Military and Diplomacy
- World War I: Home Front
- 1920s: Innovations in Communications and Technology
- 1920s: Cultural and Political Controversies
- The Great Depression
- The New Deal
- Interwar Foreign Policy
- World War II: Mobilization
- World War II: Military
- Postwar Diplomacy

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Marking Period 4:

Overview based on 45 days: Covers units 8, 9, and 10

Goals

Students will understand:

Unit 8 – 20 days

- The Cold War from 1945 to 1980
- The Red Scare
- Economy after 1945
- Culture after 1945
- Early Steps in the Civil Rights Movement (1940s and 1950s)
- America as a World Power
- The Vietnam War
- The Great Society
- The African-American Civil Rights Movement (1960s)
- The Civil Rights Movement Expands
- Youth Culture of the 1960s
- The Environment and Natural Resources 1968 to 1980
- Society in Transition

Unit 9 – 10 days

- Reagan and Conservatism
- The End of the Cold War
- A Changing Economy
- Migration and Immigration in the 1990s and 2000s

Unit 10 – 15 days

- Challenges of the 21st Century

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Unit 1 – Pre-Columbian America and early European settlement of the New World (1491-1607)

Grade Level(s): 11th and 12th

Time Range: 10 Days

Standards Addressed:

PACS - History and Social Studies: 8.1.12.A, 8.1.12.B, 8.2.12.A, 8.2.12.B, 8.2.12.C, 8.2.12.D, 8.3.12.A, 8.3.12.B, 8.3.12.C, 8.3.12.D, 8.4.12.A, 8.4.12.B, 8.4.12.C, 8.4.12.D

PACS – 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

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

Essential Questions:

- Why is time and space important to the study of history

Concepts

- Learning about the past and its different contexts shaped by social, cultural, political influences prepares one for participation as active, critical citizens in a democratic society
- Historic literacy requires a focus on time and space, and an understanding of the historical contexts of events and actions

Competencies

- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place
- Articulate the context of a historical event or action.

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

Essential Questions

- Why is time and space important to the study of history?
- What role do multiple causations play in describing a historic event?
- What role does analysis have in historical construction?

Concepts

- Historical literacy requires a focus on time and space, and an understanding of the historical context of events and actions.
- Historical comprehension involves evidence-based discussion and explanation, an analysis of sources including multiple points of view, and an ability to read critically to recognize fact from conjecture and evidence from assertion.
- Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.

Competencies

- Articulate the context of a historical event or action
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place
- Evaluate cause-and-result relationships bearing in mind multiple causations

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- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place

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

Essential Questions:

- Why is time and space important to the study of history?
- What role do multiple causations play in describing a historic event?
- What role does analysis have in historical construction?

Concepts

- Learning about the past and its different contexts shaped by social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society.
- Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental.
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.

Competencies

- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.
- Articulate the context of a historical event or action.
- Evaluate cause-and-result relationships bearing in mind multiple causations.
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures and place.

Overview: Native populations established distinct societies as they settled and adapted to regional environments across North America. Contact between Native Americans, Europeans, and Africans would lead to significant political, economic, social, and cultural changes for the transatlantic world.

Goals:

- Students will be able to describe political, economic, social, and cultural characteristics of Native American societies in various regions of North America.
- Students will be able to discuss the various factors that led to the exploration, settlement, and colonization of North America.
- Students will be able to identify and assess the effects of the interaction of Native Americans, Europeans, and Africans across the Transatlantic World.

Objectives:

- Students will compare and contrast selected pre-Columbian Native American societies. (DOK 3)
- Students will examine the causes of European exploration, conquest, and settlement of the New World. (DOK 3)
- Students will explain the causes and effects of the Columbian Exchange on both Europe and the Americas. (DOK 2)
- Students will analyze how the growth of the Spanish Empire in North America impacted the economic and social development of the region in the period. (DOK 4)
- Students will compare and contrast differing perspectives among the Native Americans and Europeans toward different populations in the period. (DOK 3)

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Core Activities and Corresponding Instructional Methods:

- Unit 1 Identification List - significant names, events, and concepts included in Period 1 (1491-1607).
- In a group activity, students will read two articles and discuss similarities and differences of the articles in order to understand perspective and inquiry. Students will complete a quick write on how point of view can influence a historian's understanding of an event.
- Divide the class into groups and to research political, social, and economic aspects of pre-Columbian Native American tribes. Groups will present their findings to the class.
- In a class discussion, develop a logical argument of the various factors that encouraged expansion to the new world – political, social, economic, and technological – in the late 1400's into the 1500's.
- Construct a chart identifying the early explorers of North America and areas of exploration.
- Discuss the different elements of the biological exchange that took place between Europeans and Native Americans and complete a quick write on its impact on both societies.
- Use primary sources on initial interactions with the Native Americans, discuss the similarities and differences of the accounts, and identify factors that account for the differences.
- Students will view selected segments from the National Geographic Documentary *America Before Columbus* and complete a teacher generated viewing guide designed to summarize main ideas and key concepts related to the period.

Assessments:

Diagnostic:

- KWL graphic organizer, brainstorming, class discussion, maps of settlement areas and patterns, various video excerpts

Formative:

- Read selected primary and secondary articles and answer questions, charts on explorers, colonies and founders, class discussion, question and answer, various video excerpts

Summative:

- Multiple choice test, essay test

Extensions

- Evaluate the historical factors of Roanoke Island and hypothesize on the mystery surrounding the colony.
- Prepare a report on one of the "lost treasures" the Spanish explorers were seeking – Fountain of Youth, Seven Cities of Gold, Cibola

Correctives

- Prepare a chart of the New World Explorers. Include when, where and for what country they explored.
- Create a map identifying the different colonies established by European nations in the Americas.

Materials and Resources

Primary textbook: A People and a Nation. Mary Beth Norton. Cengage Publishing. 2015.

Supplemental Sources:

Related Books

1421: The Year China Discovered America. By Gavin Menzies

The European and the Indian. By Francis Jennings.

Roanoke Island. By David Stack

Discourse of Western Planting, Volume 1. By Richard Hakluyt.

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Video

America Before Columbus

Internet

Ap.gilderlehrman.org - Gilder-Lehrman offers various videos, primary sources, essays, and timelines

Khan Academy – Origins of European Settlement in the Americas

Tom Richey - Native American Cultures

Colonial Encounters (four lectures – Spanish, French, Dutch, and English)

Technology

Smart Board technologies, Microsoft Word, Internet as a research tool, various video excerpts.

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Unit 2: European Settlement and Colonization of North America (1607-1754) Time Range: 16 days

Standards Addressed:

PACS 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

PACS – 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

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

Essential Questions:

- Why is time and space important to the study of history

Concepts

- Learning about the past and its different contexts shaped by social, cultural, political influences prepares one for participation as active, critical citizens in a democratic society

Competencies

- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place
- Articulate the context of a historical event or action.

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

Essential Questions

- What role do multiple causations play in describing a historic event?
- What role does analysis have in historical construction?

Concepts

- Historical literacy requires a focus on time and space, and an understanding of the historical context of events and actions.
- Historical comprehension involves evidence-based discussion and explanation, an analysis of sources including multiple points of view, and an ability to read critically to recognize fact from conjecture and evidence from assertion.

Competencies

- Articulate the context of a historical event or action
- Evaluate cause-and-result relationships bearing in mind multiple causations
- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place

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

Essential Questions:

- What role do multiple causations play in describing a historic event?
- What role does analysis have in historical construction?

Concepts

- Learning about the past and its different contexts shaped by social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society.

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- Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental.
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.

Competencies

- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.
- Articulate the context of a historical event or action.
- Evaluate cause-and-result relationships bearing in mind multiple causations.
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures and place.

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.

Essential Questions

- What document or physical representation best summarizes Pennsylvania and why?
- How has social disagreement and collaboration been beneficial to Pennsylvania society?

Concepts

- Textual evidence, material artifacts, the built environment, and historic sites are central to understanding the history of Pennsylvania.
- Long-term continuities and discontinuities in the structures of Pennsylvania society provide vital contributions to contemporary issues. Belief systems and religion, commerce and industry, innovations, settlement patterns, social organization, transportation and trade, and equality are examples continuity and change.
- Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending society in the Pennsylvania. Domestic instability, ethnic and racial relations, labor relation, immigration, and wars and revolutions are examples of social disagreement and collaboration.

Competencies

- Apply the theme of continuity and change in Pennsylvania history and relate the benefits and drawbacks of your example.
- Summarize how conflict and compromise in Pennsylvania history impact contemporary society.

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

Essential Questions:

- How does continuity and change within the United States history influence your community today?
- How has social disagreement and collaboration been beneficial to American society?

Concepts

- United States history can offer an individual discerning judgment in public and personal life, supply examples for living, and thinking about one's self in the dimensions of time and space.
- Textual evidence, material artifacts, the built environment, and historic sites are central to understanding United States history.

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- Long-term continuities and discontinuities in the structures of United States society provide vital contributions to contemporary issues. Belief systems and religion, commerce and industry, innovations, settlement patterns, social organization, transportation and trade, and equality are examples continuity and change.
- Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending society in the United States. Domestic instability, ethnic and racial relations, labor relation, immigration, and wars and revolutions are examples of social disagreement and collaboration.

Competencies

- Analyze a primary source for accuracy and bias and connect it to a time and place in United States history.
- Apply the theme of continuity and change in United States history and relate the benefits and drawbacks of your example.
- Summarize how conflict and compromise in United States history impact contemporary society.
- Contrast how a historically important issue in the United States was resolved and compare what techniques and decisions may be applied today.

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

Essential Questions:

- How has social disagreement and collaboration in world history been beneficial or detrimental?

Concepts

- Textual evidence, material artifacts, the built environment, and historic sites are central to understanding world history.
- Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending societies throughout Africa, the Americas, Asia, and Europe.
- Appropriate connections to the United States and/or contemporary issues make world history more relevant to students in Pennsylvania.

Competencies

- Apply the theme of continuity and change in Pennsylvania history and relate the benefits and drawbacks of your example.
- Summarize how conflict and compromise in world history impact contemporary society.

Overview: A variety of political, economic, and cultural goals and beliefs would influence continued European settlement and colonization of North America. Europeans would compete with each other and with Native Americans for resources across the continent. British colonies would be included in a transatlantic exchange with Great Britain that would lead to debate over to what extent the British Crown would exercise control over its colonies in North America.

Goals:

- Students will discuss the various factors leading to the settlement and development of the American colonies.
- Students will be able to identify individuals and events that contributed to the development of the American colonies.

Objectives:

- Students will investigate the factors that encouraged the settlement of America by a comparing and contrasting the early settlements in the Chesapeake and New England regions. (DOK 3)

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- Students will be able to assess the achievements of influential people and the roles they played in establishing successful colonies. (DOK 3)
- Students will analyze the geographic, political, cultural, and economic factors that shaped the development the colonial period. (DOK 4)
- Students will develop a logical argument that describes the impact of mercantilism and religion on the colonies. (DOK 3)

Core Activities and Corresponding Instructional Methods:

- Unit 2 Identification List - significant names, events, and concepts for Period 2(1607-1754)
- Students will construct a chart that will compare and contrast the settlement methods used by Spain, France, Holland, and Great Britain. Include relations w/ natives, use of resources, methods of attracting settlers, and governing of colonies.
- Complete sample short answer questions (SAQ) on the early developments of the Chesapeake colonies and the New England colonies.
- Construct a timeline that will summarize the significant names and developments in the establishment of the British colonies in North America. Students will Include reasons established and role of the founders, and explain charter, proprietary, and royal colonies.
- Reviewing primary and secondary sources, students will critique the various challenges of life in the colonies including resistance from Natives and discontented settlers.
- In a cooperative simulation activity, students will investigate the mercantilist philosophy of Great Britain and its positive and negative impact on the colonies.
- Using primary and secondary sources, students will apprise the role of religion and education in the colonies.
- Reviewing various maps, students will compare and contrast the impact of geography on the economic development of each region.

Assessments:

Diagnostic:

- Graphic organizers, brainstorming, class discussions, various video excerpts

Formative:

- Read selected primary and secondary articles and answer questions, chart - actions and reactions leading to war, class discussions, various video excerpts

Summative:

- Multiple choice test, Essay test

Extensions

- Investigate the causes of the Salem Witch trials. Determine factors contributing to the event.
- Create a chart showing the spread of the newly formed religions of the First Great Awakening throughout the colonies

Correctives

- Create a chart depicting the colonies, their founders, date established, and type of colony.
- Prepare a biography of an important leader of the period.

Materials and Resources

Primary textbook: A People and a Nation. Mary Beth Norton. Cengage Publishing. 2015.

Supplemental Sources:

Related Books

The European and the Indian. By Francis Jennings.

The Pilgrims and Pocahontas. By Ann Uhry Abrams

Black Majority by Peter H. Wood.

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Internet sites:

Ap.gilderlehrman.org - Gilder-Lehrman offers various videos, primary sources, essays, and timelines

Khan Academy - Developing an American colonial identity

<http://tobacco.org/History/Jamestown.html> - Jamestown

<http://www.rootsweb.com/~mosmd/#part1> – Pilgrims

<http://www.pbs.org/godinamerica/people/anne-hutchinson.html> - Anne Hutchinson

<http://law2.umkc.edu/faculty/projects/ftrials/salem/salem.htm> - Salem Witch Trials

References

American History before 1877 by Ray A. Billington.

Constructing the American Past. Vol. I and II edited by Elliot Gorn, Randy Roberts, Terry Bilhartz.

Technology

Smart Board technologies, Microsoft Word, Internet as a research tool, various video excerpts.

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Unit 3 – The Age of Revolution and The Early Republic (1754-1800)

Time Range: 19 days

Standards Addressed:

PACS 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

PACS – 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

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

Essential Questions:

- Why is time and space important to the study of history

Concepts

- Learning about the past and its different contexts shaped by social, cultural, political influences prepares one for participation as active, critical citizens in a democratic society
- Historic literacy requires a focus on time and space, and an understanding of the historical contexts of events and actions

Competencies

- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place
- Articulate the context of a historical event or action.

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

Essential Questions

- What role do multiple causations play in describing a historic event?

Concepts

- Historical comprehension involves evidence-based discussion and explanation, an analysis of sources including multiple points of view, and an ability to read critically to recognize fact from conjecture and evidence from assertion.
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.

Competencies

- Articulate the context of a historical event or action
- Evaluate cause-and-result relationships bearing in mind multiple causations
- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place

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

Essential Questions:

- What role do multiple causations play in describing a historic event?
- What role does analysis have in historical construction?

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Concepts

- Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental.
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.

Competencies

- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.
- Evaluate cause-and-result relationships bearing in mind multiple causations.

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.

Essential Questions:

- How can the story of another Pennsylvanian, past or present, influence your life?
- How has social disagreement and collaboration been beneficial to Pennsylvanian society?

Concepts

- Textual evidence, material artifacts, the built environment, and historic sites are central to understanding the history of Pennsylvania.
- Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending society in the Pennsylvania. Domestic instability, ethnic and racial relations, labor relation, immigration, and wars and revolutions are examples of social disagreement and collaboration.

Competencies

- Apply the theme of continuity and change in Pennsylvania history and relate the benefits and drawbacks of your example.
- Summarize how conflict and compromise in Pennsylvania history impact contemporary society.

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

Essential Questions:

- How can the story of another American, past or present, influence your life?
- What document or artifact best summarizes the United States and why?
- How does continuity and change within the United States history influence your community today?
- How has social disagreement and collaboration been beneficial to American society?

Concepts

- Textual evidence, material artifacts, the built environment, and historic sites are central to understanding United States history.
- Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending society in the United States. Domestic instability, ethnic and racial relations, labor relation, immigration, and wars and revolutions are examples of social disagreement and collaboration.

Competencies

- Analyze a primary source for accuracy and bias and connect it to a time and place in United States history.

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- Apply the theme of continuity and change in United States history and relate the benefits and drawbacks of your example.
- Summarize how conflict and compromise in United States history impact contemporary society.
- Contrast how a historically important issue in the United States was resolved and compare what techniques and decisions may be applied today.

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

Essential Questions:

- How can the story of a person on another continent, past or present, influence your life?
- What document or physical representation on the Earth best summarizes global interconnection of peoples to the past?
- How does continuity and change throughout world history influence your community today?
- How has social disagreement and collaboration in world history been beneficial or detrimental?

Concepts

- History demonstrates the diverse cultural heritage of many peoples throughout the world.
- Textual evidence, material artifacts, the built environment, and historic sites are central to understanding world history.
- Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending societies throughout Africa, the Americas, Asia, and Europe.
- Appropriate connections to the United States and/or contemporary issues make world history more relevant to students in Pennsylvania.

Competencies

- Summarize how conflict and compromise in world history impact contemporary society.

Overview: British attempts to tighten its control over its North American colonies would lead to debate over the role and identity of the American colonies and the eventual call for independence. The American Revolution would lead to experiments with different forms of government. Following American independence, domestic and foreign crises would lead to partisan divisions, while competition and conflict over resources, borders, and trade would remain ongoing challenges for the new nation.

Goals:

- Students will be able to identify achievements of individuals and elected bodies that contributed to the development of the emerging American nation
- Students will discuss the various factors leading to conflict and the development of the American Revolution.
- Students will identify the challenges of creating a lasting form of government for the newly formed American nation
- Students will assess how domestic and foreign crises shaped the newly established nation.

Objectives:

- Students will summarize the role of American colonists in the Wars of Empire and apprise how this led to a changed relationship between the colonists and Great Britain. (DOK 2, 3)
- Students will investigate the factors leading to the American Revolution through analysis of the actions of the British and the reactions of the colonists. (DOK 3)

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- Students will be able to assess the achievements of influential people and the roles they played in the Revolution. (DOK 3)
- Students will identify the changing patterns leading to unity among the colonies during this period. (DOK 2)
- Students will differentiate the early governments of the country by citing specific structure of the governments and the strengths and weaknesses of each. (DOK 3)
- Students will develop a graphic organizer on the early acts of Congress. (DOK 2)
- Students will construct a map of the United States including newly acquired territory. (DOK 3)
- Students will investigate and summarize the early administrations of the newly formed American republic that were essential to the establishment of this nation. (DOK 2, 3)
- Students will analyze that accomplishments and dilemmas of the Presidents during their tenure in office, including foreign and domestic issues. (DOK 4)
- Students will create a chart that identifies the ideological differences between the political parties that develop in this time period ((DOK 3)
- Students will identify patterns of nationalism that developed into a distinct way of life for the new generation of Americans. (DOK 2)

Core Activities:

- Unit 3 Identification list - significant names, events, and concepts included in Period 3 (1754-1800)
- Through guided reading and class discussion students will relate the involvement of American colonists in the Wars of Empire and assess the changing relationship between the colonists and Great Britain
- Construct a timeline and cause and effect chart identifying and investigating the events leading to the American Revolution.
- Primary source analysis activity - Students will interpret and analyze selected documents of the period that apply to the separation movement. Ex: Letters from a Pennsylvania Farmer
- Through guided reading and class discussion students will identify the actions of the colonial governments providing unity and leadership during the war. Include diplomatic endeavors and political actions.
- Create a graphic organizer that charts the strengths and weaknesses, colonists choosing sides, wartime problems, significant battles, and factors leading to American victory.
- Identify terms of the Treaty of Paris 1783 and the effects on the American colonies.
- Sample short answer question (SAQ) - critique the achievements and problems of the Articles of Confederation government and differentiate the Articles government from the Constitutional government.
- Guided reading and class discussion - identify and analyze the compromises and concessions of the federal convention of 1787 that led to the development of the Constitution.
- In a cooperative simulation activity, students assess the arguments of the Federalists and Anti-Federalists over the ratification of the Constitution. Identify the important roles individuals played in the process.
- Guided reading and class discussion - Evaluate the varying aspects of American culture of the late 18th century including the role of women, African-Americans, Native-Americans, and education.
- Outline early acts of Congress and actions of President Washington that contributed to the establishment of an effective government

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- Read excerpts on the views of Alexander Hamilton and Thomas Jefferson and discuss the different philosophies of government that led to the first political parties. Create a chart that identifies and summarizes the differences in philosophies and the supporters of each view.
- After summarizing George Washington’s administration, assess the value of his leadership and how the country followed his precedents, actions, and advice.
- Primary source Activity-Read George Washington’s Farewell Address and summarize his recommendations regarding domestic and foreign policy.
- Through guided reading and viewing selected clips from the HBO series, *John Adams*, students will identify and explain the controversies of John Adams’ administration. Include: Sedition Act, Virginia and Kentucky resolutions, XYZ Affair, and Undeclared Naval War w/ France.
- Construct a chart of the important Supreme Court decisions under Chief Justice John Marshall. Show how the decisions gave authority to the judiciary branch.

Assessments:

Diagnostic:

- Graphic organizers, brainstorming, class discussions, maps depicting growth of the United States, various video excerpts.

Formative:

- Read selected primary and secondary articles and answer questions, charts – Early political parties and Supreme Court Cases, class discussions, Compare and contrast writing assignment, various video excerpts.

Summative:

- Multiple choice test, essay test

Extensions

- Analyze selected articles of the Federalist Papers and provide a modern interpretation in an essay.
- Prepare a “farewell address” to the country that provides advice on current domestic and foreign concerns.
- Research the surveying of the Northwest Territory. Prepare a report on the process of surveying the region, how land disputes were settled, and the use of public lands using actual cases.

Correctives

- Create a map showing the important battles of the American Revolution.
- Prepare a biographical sketch of one of the founding fathers.
- Provide a biographical sketch of an important leader of the era.

Materials and Resources

Primary textbook: A People and a Nation. Mary Beth Norton. Cengage Publishing. 2015.

Supplemental Sources:

John Dickinson – Letters from a Farmer.

The Annapolis Convention.

The Northwest Ordinance.

George Washington’s Farewell Address

XYZ Affair

Sedition Act

Related Books

John Adams. By David McCullough.

The Iroquois in the American Revolution. By Barbara Graymont.

The Federalist Papers.

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Video

John Adams – PBS Series

Internet sites – also on public files

Ap.gilderlehrman.org - Gilder-Lehrman offers various videos, primary sources, essays, and timelines

Khan Academy - The Seven Years' War: background and combatants

Khan Academy - The American Revolution: 1775

Khan Academy - The Constitutional Convention of 1787, Madison's role in the Convention

<http://www.philaprintshop.com/frchintx.html> - French and Indian war

<http://odur.let.rug.nl/~usa/D/index.htm> - Excellent site on Colonial period provides a wide variety of documents, essays, biographies. Can be used for all time periods.

References

American History before 1877 by Ray A. Billington.

Constructing the American Past. Vol. I and II edited by Elliot Gorn, Randy Roberts, Terry Bilhartz.

Contested Values. Democracy and Diversity in American Culture. Michael Kammen

Documents in American History. Edited by Henry Steele Commager

Technology

Smartboard technologies, Microsoft Word, Internet as a research tool, various video excerpts.

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Unit 4 - The Development of America (1800 –1848)

Time Range: 20 days

Standards Addressed:

PACS 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, 8.2.8.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

PACS – 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

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

Essential Questions:

- Why is time and space important to the study of history

Concepts

- Learning about the past and its different contexts shaped by social, cultural, political influences prepares one for participation as active, critical citizens in a democratic society
- Historic literacy requires a focus on time and space, and an understanding of the historical contexts of events and actions

Competencies

- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place
- Articulate the context of a historical event or action.

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

Essential Questions

- What role do multiple causations play in describing a historic event?
- What role does analysis have in historical construction?

Concepts

- Historical comprehension involves evidence-based discussion and explanation, an analysis of sources including multiple points of view, and an ability to read critically to recognize fact from conjecture and evidence from assertion.
- Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.

Competencies

- Articulate the context of a historical event or action
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place
- Evaluate cause-and-result relationships bearing in mind multiple causations
- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.

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

Essential Questions:

- What role do multiple causations play in describing a historic event?
- What role does analysis have in historical construction?

Concepts

- Learning about the past and its different contexts shaped by social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society.
- Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental.
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.

Competencies

- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.
- Articulate the context of a historical event or action.
- Evaluate cause-and-result relationships bearing in mind multiple causations.
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place.

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

Essential Questions:

- How does continuity and change within the United States history influence your community today?
- How has social disagreement and collaboration been beneficial to American society?

Concepts

- Textual evidence, material artifacts, the built environment, and historic sites are central to understanding United States history.
- Long-term continuities and discontinuities in the structures of United States society provide vital contributions to contemporary issues. Belief systems and religion, commerce and industry, innovations, settlement patterns, social organization, transportation and trade, and equality are examples continuity and change.
- Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending society in the United States. Domestic instability, ethnic and racial relations, labor relation, immigration, and wars and revolutions are examples of social disagreement and collaboration.

Competencies

- Analyze a primary source for accuracy and bias and connect it to a time and place in United States history.
- Apply the theme of continuity and change in United States history and relate the benefits and drawbacks of your example.
- Summarize how conflict and compromise in United States history impact contemporary society.
- Contrast how a historically important issue in the United States was resolved and compare what techniques and decisions may be applied today.

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

Essential Questions:

- How does continuity and change throughout world history influence your community today?
- How has social disagreement and collaboration in world history been beneficial or detrimental?

Concepts

- World history looks for common patterns that emerge across all cultures. Long-term continuities and discontinuities in the structures of societies provide vital contributions to contemporary issues.
- Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending societies throughout Africa, the Americas, Asia, and Europe.
- Appropriate connections to the United States and/or contemporary issues make world history more relevant to students in Pennsylvania.

Competencies

- Analyze a primary source for accuracy and bias, then connect it to a time and place in world history.
- Summarize how conflict and compromise in world history impact contemporary society.

Overview: The United States began to expand its democracy while debates over regional and national identities and interests continued to develop. Advances in technology, infrastructure, and production led to dramatic economic expansion, while regional political, economic, and social interests furthered political division. Finally, various immigration and migration patterns helped to shape local and regional development, and several social movements were organized to reform specific areas of American life.

Goals:

- Students will identify political change that led to a democratization of the election process
- Students will be able to discuss the economic changes of the period that led to a transformation of the country.
- Students will be able to distinguish the various social happenings of the time period and their impact on society

Objectives:

- Students will develop a logical argument on the accuracy of the label for the time “Era of Good Feelings.” (DOK 3)
- Students will analyze the political controversies of the 1824 election and the presidency of Andrew Jackson. (DOK 4)
- Students investigate the changes that occurred in the political processes of the time. (DOK 3)
- Students will differentiate the social ideas that developed and influenced society. (DOK 3)

Core Activities and Corresponding Instructional Materials:

- Unit 4 Identification List - significant names, events, and concepts included in Period 4 (800-1848).
- Guided reading and Discussion-Apprise Jefferson’s changes in governing the nation from his predecessors.
- Timeline the significant domestic and foreign issues and events of Jefferson’s presidency.
- Guided reading and discussion - Examine the factors leading into the War of 1812.
- Guided reading and discussion - Provide an overview of the War of 1812. Construct a chart on the strengths and weaknesses, different areas of fighting, important leaders, significant battles, Treaty of Ghent, and the impact of the war on the United States.

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- Sample short answer question (SAQ) - differentiate the conflicting arguments on the ideas of the “Era of Good Feelings” and then determine to what extent the title is valid.
- Simulation Activity-Read the Monroe Doctrine and develop a logical argument that this established the United States’ foreign policy.
- Guided reading and discussion - Timeline the significant controversies of the Jackson presidency.
- View selected clips from the History Channel biography of Andrew Jackson to review significant events of his presidency.
- Primary source analysis and sample document based question (DBQ) - apprise the political events of the Jacksonian Era and analyze the controversies of his presidency to determine his role in changing the political practices in this period.
- Construct a map of the United States that includes the territorial acquisitions of the period.
- Student presentations- differentiate between the various religious ideas and utopian societies that developed in the late 18th and early 19th centuries. Include Deism, religious revivals, spreading of “new religions”, Shakers community, Oneida community, Brook Farm)
- Guided reading and map activity-cite evidence that demonstrates the economic changes that are occurring in Antebellum America including the market and transportation revolutions.

Assessments:

Diagnostic:

- KWL graphic organizers, terms of the unit, brainstorming, class discussions, various video excerpts.

Formative:

- Map of the territorial acquisitions, class discussions, selected primary and secondary sources
Student presentation on a selected reform movement, various video excerpts.

Summative:

- Multiple Choice Test, Essay Test.

Extensions

- Read “Undaunted Courage” by Stephen Ambrose and prepare a report on their encounters with natives and difficulties in their travels.
- Research and report on the impact Andrew Jackson’s early life had on his presidential decisions.
- Research a selected battle of the war of 1812 and prepare a detail report.

Correctives

- Report on an explorer of newly acquired territory such as Lewis and Clark, Zebulon Pike, John Fremont.
- Provide a biographical sketch of an important leader of the era.
- Create a chart of the various reform movements and their influential people.

Materials and Resources

Primary textbook: A People and a Nation. Mary Beth Norton. Cengage Publishing. 2015.

Supplemental Sources:

Related Books

Andrew Jackson. By Marquis Jones.

Third Party Movements.

Readings

Emergence of Transcendentalism

Frances Wright and Nashoba

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The Oneida Community
2nd Great Awakening

Video

The War of 1812 – PBS

Biography – Thomas Jefferson, Andrew Jackson

Khan Academy - Jacksonian Democracy - spoils system, Bank War, and Trail of Tears

- The Second Great Awakening: origins and major ideas

reform and religious movements

the influence of the Market Revolution

Internet sites – also on public files

Ap.gilderlehrman.org - Gilder-Lehrman offers various videos, primary sources, essays, and timelines

Andrew Jackson

<http://www.whitehouse.gov/history/presidents/aj7.html> - Andrew Jackson

<http://www.thehermitage.com/> - Andrew Jackson

<http://www.u-s-history.com/pages/h965.html> -spoils system

<http://www.u-s-history.com/pages/h326.html> - AJ spoils system

Reform Movements

<http://www.nyhistory.com/central/oneida.htm> - Oneida community

<http://www.pbs.org/wnet/ihas/icon/shakers.html> - Shakers

<http://www.pbs.org/wnet/ihas/icon/transcend.html> - transcendentalism

http://www.princeton.edu/~achaney/tmve/wiki100k/docs/Second_Great_Awakening.html - religious revivals

<http://www.caneridge.org/> - Cane Ridge Revival

Territorial Expansion

http://xroads.virginia.edu/~MAP/map_hp.html

http://www.pbs.org/keras/mexicanwar/prelude/manifest_destiny_overview.html - Manifest Destiny

<http://www.lsjunction.com/docs/tdoi.htm> - Texas Independence

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Unit 5– Sectional Division, Civil War, and Reconstruction (1844-1877)

Time Range: 20 days

Standards Addressed:

PACS 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

PACS – 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

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

Essential Questions:

- Why is time and space important to the study of history

Concepts

- Learning about the past and its different contexts shaped by social, cultural, political influences prepares one for participation as active, critical citizens in a democratic society
- Historic literacy requires a focus on time and space, and an understanding of the historical contexts of events and actions

Competencies

- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place
- Articulate the context of a historical event or action.

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

Essential Questions

- Why is time and space important to the study of history?
- What role do multiple causations play in describing a historic event?
- What role does analysis have in historical construction?

Concepts

- Historical literacy requires a focus on time and space, and an understanding of the historical context of events and actions.
- Historical comprehension involves evidence-based discussion and explanation, an analysis of sources including multiple points of view, and an ability to read critically to recognize fact from conjecture and evidence from assertion.
- Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.

Competencies

- Articulate the context of a historical event or action
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place
- Evaluate cause-and-result relationships bearing in mind multiple causations

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- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place

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

Essential Questions:

- Why is time and space important to the study of history?
- What role do multiple causations play in describing a historic event?
- What role does analysis have in historical construction?

Concepts

- Learning about the past and its different contexts shaped by social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society.
- Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental.
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.

Competencies

- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.
- Articulate the context of a historical event or action.
- Evaluate cause-and-result relationships bearing in mind multiple causations.
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place.

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.

Essential Questions:

- What is your role as a Pennsylvanian in the history of the world?
- How can the story of another Pennsylvanian, past or present, influence your life?
- What document or physical representation best summarizes Pennsylvania and why?
- How does continuity and change within Pennsylvania history influence your community today?
- How has social disagreement and collaboration been beneficial to Pennsylvania society?

Concepts

- State and local history can offer an individual, discerning judgment in public and personal life, supply examples for living, and thinking about one's self in the dimensions of time and space.
- Textual evidence, material artifacts, the built environment, and historic sites are central to understanding the history of Pennsylvania.
- Long-term continuities and discontinuities in the structures of Pennsylvania society provide vital contributions to contemporary issues. Belief systems and religion, commerce and industry, innovations, settlement patterns, social organization, transportation and trade, and equality are examples continuity and change.
- Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending society in the Pennsylvania. Domestic instability, ethnic and racial relations, labor relation, immigration, and wars and revolutions are examples of social disagreement and collaboration.

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Competencies

- Synthesize a rationale for the study of individuals in Pennsylvania history.
- Analyze a primary source for accuracy and bias and connect it to a time and place in Pennsylvania.
- Apply the theme of continuity and change in Pennsylvania history and relate the benefits and drawbacks of your example.
- Summarize how conflict and compromise in Pennsylvania history impact contemporary society.

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

Essential Questions:

- What does it mean to be a United States citizen, and what is your role in the history of the world?
- How can the story of another American, past or present, influence your life?
- What document or artifact best summarizes the United States and why?
- How does continuity and change within the United States history influence your community today?
- How has social disagreement and collaboration been beneficial to American society?

Concepts

- United States history can offer an individual discerning judgment in public and personal life, supply examples for living, and thinking about one's self in the dimensions of time and space.
- Textual evidence, material artifacts, the built environment, and historic sites are central to understanding United States history.
- Long-term continuities and discontinuities in the structures of United States society provide vital contributions to contemporary issues. Belief systems and religion, commerce and industry, innovations, settlement patterns, social organization, transportation and trade, and equality are examples continuity and change.
- Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending society in the United States. Domestic instability, ethnic and racial relations, labor relation, immigration, and wars and revolutions are examples of social disagreement and collaboration.

Competencies

- Analyze a primary source for accuracy and bias and connect it to a time and place in United States history.
- Apply the theme of continuity and change in United States history and relate the benefits and drawbacks of your example.
- Summarize how conflict and compromise in United States history impact contemporary society.
- Contrast how a historically important issue in the United States was resolved and compare what techniques and decisions may be applied today.

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

Essential Questions:

- How does continuity and change throughout world history influence your community today?

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- How has social disagreement and collaboration in world history been beneficial or detrimental?

Concepts

- World history can offer an individual discerning judgment in public and personal life, supply examples for living, and thinking about one's self in the dimensions of time and space.
- History demonstrates the diverse cultural heritage of many peoples throughout the world.
- Textual evidence, material artifacts, the built environment, and historic sites are central to understanding world history.
- World history looks for common patterns that emerge across all cultures. Long-term continuities and discontinuities in the structures of societies provide vital contributions to contemporary issues.
- Appropriate connections to the United States and/or contemporary issues make world history more relevant to students in Pennsylvania.

Competencies

- Analyze a primary source for accuracy and bias, and then connect it to a time and place in world history.
- Summarize how conflict and compromise in world history impact contemporary society.

Overview: Rapid economic growth, interest in expanding national borders, and the future of slavery in the republic led to intense political debate and conflict by the mid-19th century. Regional and political differences, coupled with failed attempts at compromise led to Civil War. Following four years of war, secession and rebellion were suppressed and the Union was restored. A period of Reconstruction brought dramatic changes to the nation, but deep regional, political, economic, and social divisions remained.

Goals:

- Students will discuss and analyze the various political, economic, and cultural factors that contributed to the Civil War.
- Students will identify individuals and events that impacted the period.
- Students will ascertain the changes within the country that developed in the Antebellum Era and in the Civil War.
- Students will identify and assess the plans of Reconstruction.
- Students will investigate the changes that occurred for freedmen in the post war era.
- Students will determine the reasons for the return of conservative rule by the end of reconstruction

Objectives:

- Students will formulate arguments on the changing economy and society in the Antebellum Era (DOK 3)
- Students will analyze the various events that contributed to the Civil War and develop a logical argument that summarizes their impact on the coming war. (DOK 4)
- Students will compare and contrast the advantages and battle strategies of the Union and the Confederacy leading into the Civil War. (DOK 2)
- Students will investigate the important political and military happenings of the Civil War. (DOK3)
- Students will apprise the changes that occurred for women and minorities during the war. (DOK 3)
- Students will construct a chart of the differing Reconstruction Plans. (DOK 3)
- Students will analyze the political changes that impacted the freedmen and the South. (DOK 4)

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- Students will investigate the economic and social changes that occurred in the South during Reconstruction (DOK 3)
- Students will assess the various factors that contributed to the return of conservative rule to the South by the end of Reconstruction (DOK 3)

Core Activities and Corresponding Instructional Methods:

- Unit 5 Identification list - significant names, events, and concepts included in Period 5 (1844-1877).
- Class brainstorm activity - motivation for westward expansion and settlement
- Map activity-identify territorial acquisition of the period.
- Guided reading and class discussion - causes and effects of Mexican War.
- Guided reading and class discussion - assess the changes that occurred in the Northern industrial states and Southern agricultural states during the Antebellum Era.
- Sample long essay question (LEQ) - identify and analyze the factors leading to the Civil War.
- Guided reading activity - create a graphic organizer on the strengths and weaknesses of the two opposing armies; include a summary of their battle strategies.
- Timeline activity - identify the significant political decisions and military engagements that impacted the period. Ex: The Emancipation Proclamation and discuss the impact of the statement on the course of the war.
- View The Civil War Trust's film Timeline of the Civil War to review significant events of the war.
- Sample short answer question (SAQ) - identify and analyze turning point events of the Civil War. Identify the changing roles of women and minorities during the war
- Primary source activity - review and construct a chart that depicts the Reconstruction plans and proposals of Presidents Lincoln and Johnson, and the Congress.
- View selected segments from the PBS film, *Reconstruction: The Second Civil War*, and analyze the controversy between the Presidential plans and Congressional plans for Reconstruction.
- Primary source activity - analyze the changes on southern society during Reconstruction- including readings on freedmen, southern whites, scalawags, and carpetbaggers.
- View selected segments from the PBS film, *Reconstruction: The Second Civil War*, and in a class discussion, identify how identify how the U.S. Congress, Supreme Court and the Northern States counter the oppression experienced by freedmen during this time.
- Sample long essay question (LEQ) - evaluate the Reconstruction policies and their impact on the south.
- Guided reading and discussion - analyze the Election of 1876 and how the Compromise of 1877 led to an end of Reconstruction in the south.

Assessments

Diagnostic:

- Graphic organizers, brainstorming, class discussion, various video excerpts.

Formative:

- Read selected primary and secondary sources and answer questions, charts – views on slavery, on strengths and weaknesses, class discussion, question and answer session, various video excerpts.

Summative:

- Multiple choice test, essay test

Extensions

- Read and report upon several abolitionists of the antebellum era. Ex. William Lloyd Garrison, Harriet Beecher Stowe, Frederick Douglass
- Compare and Contrast the different acts of Congress of this period. Report on the effectiveness of Compromise at resolving the slavery issue.

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- Students will research primary documents to identify different forms of oppression of the African-Americans during this period.
- Students can complete a comparative study of the Election of 1876 and Election of 2000.

Correctives

- Students can list in their notebooks the events leading to war in chronological order.
- Students can read "Uncle Tom's Cabin" by Harriet Beecher Stowe and prepare a report.
- Students will create a timeline detailing the Reconstruction plans and actions of the government during this period.
- Watch "Gone with the Wind". Identify terms, people and ideas from the unit.

Materials and Resources

Primary textbook: A People and a Nation. Mary Beth Norton. Cengage Publishing. 2015.

Supplemental Sources:

Readings

Treaty of Guadalupe Hidalgo (1848)

Wilmot Proviso

Compromise of 1850

Andrew Johnson on Impeachment

Charles Sumner on Impeachment

Proclamation of Amnesty and Reconstruction

Related Books

The Stakes of Power by Roy F. Nichols and Eugene H. Berwanger.

The Political Crisis of the 1850's by Michael F. Holt.

Attack and Die by Gerald McWhinney + Perry Jamieson.

The Ruling Race by James Oakes.

Reunion and Reaction by C. Vann Woodward

Video

Khan Academy - Manifest Destiny: causes and effects of westward expansion

PBS American Experience: The Mexican War

The Civil War – Ken Burns

Khan Academy: Start of the Civil War - secession and Fort Sumter

Strategy of the Civil War

Big takeaways from the Civil War

PBS Reconstruction: The Second Civil War

Internet sites

Ap.gilderlehrman.org - Gilder-Lehrman offers various videos, primary sources, essays, and timelines

American Battlefield Trust – The American Civil War: Animated Battle Map

http://avalon.law.yale.edu/19th_century/kanneb.asp - Kansas-Nebraska Act

<http://odur.let.rug.nl/~usa/D/1851-1875/dredscott/dred1.htm> - Dred Scott Case

<http://www.iath.virginia.edu/jbrown/master.html> - John Brown

<http://www.fordham.edu/halsall/mod/1848hidalgo.html> - Treaty of Guadalupe Hildago

<http://chnm.gmu.edu/courses/122/recon/chron.html> - timeline of Reconstruction

<http://www.civilwarhome.com/reconstruction.htm> - Reconstruction from a southern view

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References

American History after 1865 by Ray A. Billington.

The Power of Words Vol. II edited by T.H. Breen.

Constructing the American Past. Vol. I and II edited by Elliot Gorn, Randy Roberts, Terry Bilhartz.

Contested Values. Democracy and Diversity in American Culture. Michael Kammen

Documents in American History. Edited by Henry Steele Commager

Readings in American History Volume II. Edited by Candace Kent, Gary Elliott, and Jack Ringler

Technology

Smartboard technologies, Microsoft Word, Internet as a research tool, various video excerpts.

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Unit 6: The Transformation of the American Nation (1865-1898)

Time Range: 25 days

Standards Addressed:

PACS 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

PACS – 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

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

Essential Questions:

- Why is time and space important to the study of history

Concepts

- Learning about the past and its different contexts shaped by social, cultural, political influences prepares one for participation as active, critical citizens in a democratic society
- Historic literacy requires a focus on time and space, and an understanding of the historical contexts of events and actions

Competencies

- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place
- Articulate the context of a historical event or action.

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

Essential Questions

- Why is time and space important to the study of history?
- What role do multiple causations play in describing a historic event?
- What role does analysis have in historical construction?

Concepts

- Historical literacy requires a focus on time and space, and an understanding of the historical context of events and actions.
- Historical comprehension involves evidence-based discussion and explanation, an analysis of sources including multiple points of view, and an ability to read critically to recognize fact from conjecture and evidence from assertion.
- Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.

Competencies

- Articulate the context of a historical event or action
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place
- Evaluate cause-and-result relationships bearing in mind multiple causations

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- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place

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

Essential Questions:

- Why is time and space important to the study of history?
- What role do multiple causations play in describing a historic event?
- What role does analysis have in historical construction?

Concepts

- Learning about the past and its different contexts shaped by social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society.
- Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental.
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.

Competencies

- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.
- Articulate the context of a historical event or action.
- Evaluate cause-and-result relationships bearing in mind multiple causations.
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place.

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.

Essential Questions:

- What is your role as a Pennsylvanian in the history of the world?
- How can the story of another Pennsylvanian, past or present, influence your life?
- What document or physical representation best summarizes Pennsylvania and why?
- How does continuity and change within Pennsylvania history influence your community today?
- How has social disagreement and collaboration been beneficial to Pennsylvania society?

Concepts

- State and local history can offer an individual, discerning judgment in public and personal life, supply examples for living, and thinking about one's self in the dimensions of time and space.
- Textual evidence, material artifacts, the built environment, and historic sites are central to understanding the history of Pennsylvania.
- Long-term continuities and discontinuities in the structures of Pennsylvania society provide vital contributions to contemporary issues. Belief systems and religion, commerce and industry, innovations, settlement patterns, social organization, transportation and trade, and equality are examples continuity and change.
- Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending society in the Pennsylvania. Domestic instability, ethnic and racial relations, labor relation, immigration, and wars and revolutions are examples of social disagreement and collaboration.

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Competencies

- Synthesize a rationale for the study of individuals in Pennsylvania history.
- Analyze a primary source for accuracy and bias and connect it to a time and place in Pennsylvania.
- Apply the theme of continuity and change in Pennsylvania history and relate the benefits and drawbacks of your example.
- Summarize how conflict and compromise in Pennsylvania history impact contemporary society.

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

Essential Questions:

- What does it mean to be a United States citizen, and what is your role in the history of the world?
- How can the story of another American, past or present, influence your life?
- What document or artifact best summarizes the United States and why?
- How does continuity and change within the United States history influence your community today?
- How has social disagreement and collaboration been beneficial to American society?

Concepts

- United States history can offer an individual discerning judgment in public and personal life, supply examples for living, and thinking about one's self in the dimensions of time and space.
- Textual evidence, material artifacts, the built environment, and historic sites are central to understanding United States history.
- Long-term continuities and discontinuities in the structures of United States society provide vital contributions to contemporary issues. Belief systems and religion, commerce and industry, innovations, settlement patterns, social organization, transportation and trade, and equality are examples continuity and change.
- Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending society in the United States. Domestic instability, ethnic and racial relations, labor relation, immigration, and wars and revolutions are examples of social disagreement and collaboration.

Competencies

- Synthesize a rationale for the study of individuals in United States history.
- Analyze a primary source for accuracy and bias and connect it to a time and place in United States history.
- Apply the theme of continuity and change in United States history and relate the benefits and drawbacks of your example.
- Summarize how conflict and compromise in United States history impact contemporary society.
- Contrast how a historically important issue in the United States was resolved and compare what techniques and decisions may be applied today.

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

Essential Questions:

- What is your role in the history of the world?

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- How can the story of a person on another continent, past or present, influence your life?
- What document or physical representation on the Earth best summarizes global interconnection of peoples to the past?
- How does continuity and change throughout world history influence your community today?
- How has social disagreement and collaboration in world history been beneficial or detrimental?

Concepts

- World history can offer an individual discerning judgment in public and personal life, supply examples for living, and thinking about one's self in the dimensions of time and space.
- History demonstrates the diverse cultural heritage of many peoples throughout the world.
- Textual evidence, material artifacts, the built environment, and historic sites are central to understanding world history.
- World history looks for common patterns that emerge across all cultures. Long-term continuities and discontinuities in the structures of societies provide vital contributions to contemporary issues.
- Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending societies throughout Africa, the Americas, Asia, and Europe.
- Appropriate connections to the United States and/or contemporary issues make world history more relevant to students in Pennsylvania.

Competencies

- Analyze a primary source for accuracy and bias, and then connect it to a time and place in world history.
- Apply the theme of continuity, change in Pennsylvania history, and relate the benefits and drawbacks of your example.
- Summarize how conflict and compromise in world history impact contemporary society.

Overview:

Westward migration, technological and production advances, and growing markets transformed American economic life. Various migration and settlement patterns that accompanied the development of the industrial economy caused great social and cultural change across the United States. Life in the Gilded Age led to an increase in reform efforts calling for changes to improve the American political and economic system.

Goals:

- Students will identify the federal legislation that contributed to the settlement of the West
- Students will be able to analyze the impact of settlement on the Native Americans
- Students can discuss the efforts to preserve and conserve natural resources.
- Students will identify the political, economic, and social changes that occurred in the New South
- Students will reason the loss of rights by African-Americans and assess the government's role.
- Students will discuss the ideas of African-American leaders in the period.
- Students will identify important people, innovations, and inventions of the time.
- Student will be able to discuss the changes to urban and rural society in the era.
- Students will distinguish between federal and state efforts to regulate business and society.
- Students will identify organizations and ideas that were attempting to solve the problems of the Industrial Age.

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Objectives:

- Students will construct a table that depicts federal legislation that led to the settlement of the West (DOK 3)
- Students will assess the technological changes in agriculture and industry that transformed the western frontier in the late 19th century. (DOK 3)
- Students will analyze the impact of the legislation on settlement in the west and on Native Americans in the region (DOK 4)
- Students will investigate the preservation and conservation of natural resources. (DOK 3)
- Students will cite evidence of the political, economic, and social changes taking place in the South in the late 19th century (DOK 3)
- Students will assess federal and state legislation that led to loss of civil rights for African-Americans. (DOK 3)
- Students will analyze the ideas of African-American leaders in addressing the loss of rights. (DOK 4)
- Students will investigate important inventions, and innovations and their impact on society during the period. (DOK 3)
- Students will be able to assess the achievements of influential people and the roles they played in the era. (DOK 3)
- Students will apprise the new business organizations that predominate the period and assess their significance in creating a new age of capitalism. (DOK 3)
- Students will prove the efforts of the federal government to control big business are met with mixed results in the period. (DOK 3)
- Students will categorize the immigrants from this period with immigrants from earlier in the century. (DOK 2)
- Students will compare and contrast the various labor unions that developed in the period. (DOK 2)
- Students will develop a logical argument tracing the rise of the Populist movement in reaction to growing problems facing farmers in the late 19th century. (DOK 3)
- Students will draw conclusions as to the reasons for political corruption and the efforts made by the state and federal governments to control corruption. (DOK 3)

Core Activities and Corresponding Instructional Methods:

- Unit 6 Identification list - significant names, events, and concepts included in Period 6 (1865-1898).
- Class Brainstorm activity - discuss the meaning of the west (and frontier) at various times throughout American History.
- Timeline activity - create a chart that depicts federal legislation that contributed to the settlement of the West
- Guided reading and discussion - identify the federal government's treatment of the Native American in this period.
- Primary source activity - the treatment of Native Americans and efforts leading to a reform of federal legislation in regards to the Natives.
- View selected clips from the PBS series: *The West*, to review the effects of westward migration on Native American culture and Native resistance in the period.
- Guided reading and discussion - compare and contrast the preservation and conservation movements that developed in the late 19th century and assess the role of the federal government in the movement

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- Guided reading and discussion - investigate the economic transformation of the South in the period.
- Timeline activity - construct a chart on federal and state legislation that led to the gradual loss of civil rights during the period.
- Primary source activity - analyze the Jim Crow Laws that brought about legalized social segregation.
- Primary source activity and discussion - significance of the United States Supreme Court case Plessy v. Ferguson
- View selected clips from the PBS series: The Rise and Fall of Jim Crow to review significant events from the period.
- Sample long essay question (LEQ) - synthesize the economic, political, and social changes that occurred in the New South during the period.
- Guided reading and discussion - compare and contrast the lives and ideas of Booker T. Washington, W.E.B. Dubois, and Marcus Garvey.
- Primary source activity-read selected works of Booker T. Washington, W.E.B. Dubois, and Marcus Garvey and outline their views on the loss of rights and what effort the African-American community should take to regain the rights
- Guided reading activity - construct a cause and effect chart of the various reasons for the Black Migration.
- Guided reading activity - construct a 3-column graphic organizer that identifies important agricultural and industrial inventions/innovations and their impact on society.
- Sample short answer question (SAQ) - identify the changes to technological and organizational systems in addition to urban and rural societal changes brought about by the industrial society.
- Sample short answer question (SAQ) - identify and analyze characteristics of pioneers of industry and the robber barons of the age.
- Timeline activity - chart legislation and court cases from the federal and state level that attempted to combat the power of the industrialists.
- Review the online sources and distinguish between the “old” and “new” immigrants to the United States during the period.
- Guided reading activity - chart the significant labor organizations of the period. Include leaders, members, platform and activities for each.
- Guided reading and discussion - analyze the role of the state and federal governments in labor unrest.
- Guided reading and discussion - analyze the factors involved in the rise of the Populist movement. Include problems encountered by the farmers, and economic and political solutions to the problems
- Primary source activity - corruption in politics that was pervasive during the late 1800’s
- Timeline activity - create a chart of reform measures designed to limit political corruption.

Assessments

Diagnostic:

- Graphic organizer, terms of the unit, class discussion, various video excerpts.

Formative:

- Selected primary sources, class discussions, various maps of the West, gallery walk, political cartoons, various video excerpts.

Summative:

- MC Test, Essay test.

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Extensions

- A student can investigate an important issue and report on the issue/problem as a muckraker of the late 19th and early 20th century.
- Identify individuals in the modern era that are investigative reporters / muckrakers. Examples include Woodward and Bernstein, and Ralph Nader.
- Research the contributions of an industrialist and validate/ invalidate their impact on the region.

Corrections

- Research and report on an individual of the period. Present findings to the class.
- View a movie on a topic of the period and prepare a report. Examples – Molly Maguires, Far and Away, etc...
- Research your genealogy and determine your ancestors to be old or new immigrants. Provide information substantiating your research.

Materials and Resources

Primary textbook: A People and a Nation. Mary Beth Norton. Cengage Publishing. 2015.

Supplemental Sources

A Century of Dishonor by Helen Hunt Jackson

Buffalo Bill and William Cody

Fetterman Massacre

What Role for the Negro In American Society? Booker T. Washington.

The Talented Tenth, W.E.B. DuBois.

Creating Jim Crow: In-Depth Essay By Ronald L. F. Davis, Ph. D.

American Society in the Industrial Age

Industrial Age Labor Activity

The Wizard of Oz analogy

The Noble Experiment

Related Books

Behind the Trail of Broken Treaties by Vine Deloria Jr.

The Jungle by Upton Sinclair

The Muckrakers by Fred J. Cook.

The Age of Reform by Richard Hofstadter

Immigration by Oscar Handler

Video

The Rise and Fall of Jim Crow – PBS

The West – Ken Burns, PBS

The Men Who Built America

The Roosevelts: An Intimate History

The Century: America's Time

Internet sites

Ap.gilderlehrman.org - Gilder-Lehrman offers various videos, primary sources, essays, and timelines

<http://www.pbs.org/weta/thewest/resources/archives/eight/wklakota.htm> - Wounded Knee Massacre

http://cpr.org/Museum/Pacific_Railroad_Acts.html - Pacific Railway Act

http://memory.loc.gov/ammem/award97/ndfahtml/hult_sod.html - pictures of sod homes, barns etc...

<http://www.pbs.org/weta/thewest/resources/archives/> - The West

<http://historymatters.gmu.edu/d/5745/> - The New South

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<http://www.ferris.edu/jimcrow/what.htm> - Jim Crow
<http://www.pbs.org/wnet/jimcrow/> - Jim Crow
<http://www.lawnix.com/cases/plessey-ferguson.html> - Plessey v Ferguson
<http://dig.lib.niu.edu/gildedage/idabwells/pamphlets.html> - Ida Wells, Lynching
http://www.raken.com/american_wealth/Gilded_age_index.asp - Gilded Age
http://www.nebraskastudies.org/0700/frameset_reset.html?http://www.nebraskastudies.org/0700/stories/0701_0105.html - Progressive measures
<http://odur.let.rug.nl/~usa/D/index.htm> - Documents of time period
<http://www.shmoop.com/history-labor-unions/summary.html> - labor and management conflicts

References

American History after 1865 by Ray A. Billington.
American History before 1877 by Ray A. Billington.
The Power of Words Vol. II edited by T.H. Breen.
Constructing the American Past. Vol. I and II edited by Elliot Gorn, Randy Roberts, Terry Bilhartz.
Contested Values. Democracy and Diversity in American Culture. Michael Kammen
Documents in American History. Edited by Henry Steele Commager
Readings in American History Volume II. Edited by Candace Kent, Gary Elliott, and Jack Ringler

Technology

Smartboard technologies, Microsoft Word, Internet as a research tool, various video excerpts.

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Unit 7 – America becomes a World Power (1890-1945)

Time Range: 25 days

Standards Addressed:

PACS 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

PACS – 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

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

Essential Questions:

- Why is time and space important to the study of history

Concepts

- Learning about the past and its different contexts shaped by social, cultural, political influences prepares one for participation as active, critical citizens in a democratic society
- Historic literacy requires a focus on time and space, and an understanding of the historical contexts of events and actions

Competencies

- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place
- Articulate the context of a historical event or action.

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

Essential Questions

- Why is time and space important to the study of history?
- What role do multiple causations play in describing a historic event?
- What role does analysis have in historical construction?

Concepts

- Historical literacy requires a focus on time and space, and an understanding of the historical context of events and actions.
- Historical comprehension involves evidence-based discussion and explanation, an analysis of sources including multiple points of view, and an ability to read critically to recognize fact from conjecture and evidence from assertion.
- Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental
- An analytical thinker to create a historical construction uses historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence).

Competencies

- Articulate the context of a historical event or action
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place
- Evaluate cause-and-result relationships bearing in mind multiple causations

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- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place

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

Essential Questions:

- Why is time and space important to the study of history?
- What role do multiple causations play in describing a historic event?
- What role does analysis have in historical construction?

Concepts

- Learning about the past and its different contexts shaped by social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society.
- Historical causation involves motives, reasons, and consequences that result in events and actions. Forces of the irrational or the accidental may affect some consequences.
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.

Competencies

- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.
- Articulate the context of a historical event or action.
- Evaluate cause-and-result relationships bearing in mind multiple causations.
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place.

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.

Essential Questions:

- How can the story of another Pennsylvanian, past or present, influence your life?
- How does continuity and change within Pennsylvania history influence your community today?
- How has social disagreement and collaboration been beneficial to Pennsylvanian society?

Concepts

- State and local history can offer an individual, discerning judgment in public and personal life, supply examples for living, and thinking about one's self in the dimensions of time and space.
- Textual evidence, material artifacts, the built environment, and historic sites are central to understanding the history of Pennsylvania.
- Long-term continuities and discontinuities in the structures of Pennsylvania society provide vital contributions to contemporary issues. Belief systems and religion, commerce and industry, innovations, settlement patterns, social organization, transportation and trade, and equality are examples continuity and change.
- Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending society in the Pennsylvania. Domestic instability, ethnic and racial relations, labor relation, immigration, and wars and revolutions are examples of social disagreement and collaboration.

Competencies

- Synthesize a rationale for the study of individuals in Pennsylvania history.

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- Analyze a primary source for accuracy and bias and connect it to a time and place in Pennsylvania.
- Apply the theme of continuity and change in Pennsylvania history and relate the benefits and drawbacks of your example.
- Summarize how conflict and compromise in Pennsylvania history impact contemporary society.

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

Essential Questions:

- What does it mean to be a United States citizen, and what is your role in the history of the world?
- How can the story of another American, past or present, influence your life?
- What document or artifact best summarizes the United States and why?
- How does continuity and change within the United States history influence your community today?
- How has social disagreement and collaboration been beneficial to American society?

Concepts

- United States history can offer an individual discerning judgment in public and personal life, supply examples for living, and thinking about one's self in the dimensions of time and space.
- Textual evidence, material artifacts, the built environment, and historic sites are central to understanding United States history.
- Long-term continuities and discontinuities in the structures of United States society provide vital contributions to contemporary issues. Belief systems and religion, commerce and industry, innovations, settlement patterns, social organization, transportation and trade, and equality are examples continuity and change.
- Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending society in the United States. Domestic instability, ethnic and racial relations, labor relation, immigration, and wars and revolutions are examples of social disagreement and collaboration.

Competencies

- Synthesize a rationale for the study of individuals in United States history.
- Analyze a primary source for accuracy and bias and connect it to a time and place in United States history.
- Apply the theme of continuity and change in United States history and relate the benefits and drawbacks of your example.
- Summarize how conflict and compromise in United States history impact contemporary society.
- Contrast how a historically important issue in the United States was resolved and compare what techniques and decisions may be applied today.

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

Essential Questions:

- What is your role in the history of the world?
- How does continuity and change throughout world history influence your community today?

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- How has social disagreement and collaboration in world history been beneficial or detrimental?

Concepts

- World history can offer an individual discerning judgment in public and personal life, supply examples for living, and thinking about one's self in the dimensions of time and space.
- History demonstrates the diverse cultural heritage of many peoples throughout the world.
- Textual evidence, material artifacts, the built environment, and historic sites are central to understanding world history.
- World history looks for common patterns that emerge across all cultures. Long-term continuities and discontinuities in the structures of societies provide vital contributions to contemporary issues.
- Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending societies throughout Africa, the Americas, Asia, and Europe.
- Appropriate connections to the United States and/or contemporary issues make world history more relevant to students in Pennsylvania.

Competencies

- Synthesize a rationale for the study of a non-American individual in world history.
- Analyze a primary source for accuracy and bias, then connect it to a time and place in world history.
- Apply the theme of continuity and change in Pennsylvania history and relate the benefits and drawbacks of your example.
- Summarize how conflict and compromise in world history impact contemporary society.

Overview: Rapid economic growth transformed the United States into a global power, however, economic crisis would lead to calls for changes that would dramatically alter economic and social life. Technological advances and innovations in communication helped shape mass culture, while immigration and migration patterns were impacted due to major changes in policy. Finally, involvement in a series of foreign conflicts elevated the United States to a new status of world superpower, while debate over America's role on the world stage would continue.

Goals:

- Students will be able to comprehend the shifts in American foreign policy within the period.
- Students will be able to identify the important people that influenced foreign policy.
- Students will be able to evaluate reasons for the economic fluctuations.
- Students will be able to describe the cultural and social happenings.
- Students will be able to understand the role of governments during economic crisis.
- Students will be able to identify influential people and legislation during the 1930's.
- Students will be able to trace the isolationist policies of the United States in the pre-World War II era.
- Students will be able to identify important individuals and events leading to World War II and during World War II.
- Students will be able to describe the treatment of minorities during the war years.
- Students will be able to distinguish American leadership during World War II.

Objectives:

- Students will develop a logical argument on the progression of American foreign policy in the late 19th century. (DOK 3)

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- Students will categorize and describe the various individuals/groups and factors that contributed to the change in American foreign policy. (DOK 2)
- Students will investigate the factors contributing to American involvement in Hawaii and Cuba during the period. (DOK 3)
- Students will differentiate between the foreign policies of Presidents T. Roosevelt, Taft, and Wilson. (DOK 3)
- Students will cite evidence of the factors leading to the United States entering World War I. (DOK 3)
- Students will analyze Wilson's idealism in shaping post-war objectives for the United States (DOK 4)
- Students will investigate the problems of post-World War I America. (DOK 3)
- Students will cite evidence of the economic and cultural boom of the 1920's. (DOK 3)
- Students will hypothesize the causes of the stock market crash and the subsequent Great Depression. (DOK 3)
- Students will synthesize the federal efforts to contend with the Great Depression. (DOK 4)
- Students will provide contrasting arguments on the effectiveness of the federal government in alleviating the effects of the Great Depression. (DOK 2)
- Students will formulate American foreign policy in the 1920's and 1930's. (DOK 3)
- Students will organize the factors leading into US involvement into the war (DOK 2)
- Students will assess American preparedness, mobilization, and battle strategies prior to and during World War II. (DOK 3)
- Students will cite evidence of US involvement in World War II. (DOK 3)
- Students will apprise America's leadership role during the war and within the wartime conferences. (DOK 3)

Core Activities and Corresponding Instructional Methods:

- Unit 7 Identification lists- significant names, events, and concepts included in Period 7 (1890-1945).
- Guided reading and discussion - progressive individuals, their goals, and the various causes the championed during the height of the Progressive Movement
- Student presentations - differentiate between the various reform measures that developed in the late 19th and early 20th centuries. Include at least - Women's Suffrage, Prohibition, Conservation, Consumer protection, and Settlement House Movement.
- Guided reading activity - compare and contrast the anti-trust efforts of Presidents T. Roosevelt, Taft, and Wilson.
- Class brainstorm activity - recall the foreign policy initiated by President Washington and modified by later presidents prior to the late 19th century.
- Map Activity-Review American expansion over the course of the 19th century
- Guided reading and discussion - explain expansion and how that foreign policy will be altered to reflect America's shift to imperialism by the end of the 20th century.
- Primary source activity - analyze the reasons involved in the imperialism debate of the late 19th century.
- Complete a map that depicts American foreign possession acquired throughout the period.
- Guided reading and class discussion - students will explain the fundamental and immediate causes of the Spanish-American War.
- Timeline activity - construct a chart of the important people, battles, and outcome of the Spanish-American War.

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- Simulation Activity - students will comprehend the results of the Spanish-American War: establishing the United States as a World Power, overseas possessions needed to govern, the establishment of a modern military, the building of the Panama Canal; and tremendous patriotism on the home front.
- View selected clips from the PBS series: *The Roosevelts: An Intimate History*, to review the significant foreign policy challenge of Theodore Roosevelt's presidency and the imperialism debate of the period.
- Guided reading activity - create a graphic organizer of the foreign policies of Presidents Roosevelt, Taft, and Wilson.
- Guided reading activity - summarize the background events leading into World War I and the events of the war before US entrance.
- Primary source activity - analyze the factors leading the U.S. into the war
- Sample short answer question (SAQ) - analyze the factors leading the U.S. into the war.
- Primary source activity-(Neutrality Proclamation, Peace w/o Victory Speech, Wilson's Declaration of War Message, Fourteen Points) and provide a summary to the class.
- Guided reading activity - mobilizing the home front-construct a chart of the wartime agencies, the heads, and purpose that mobilized the home front.
- Guided reading and discussion - the effects of the war at home-describe the changing roles of women, African-Americans, and the federal government during the war.
- Timeline activity - US involvement in the war with important leaders, battles, accomplishments and outcomes.
- Primary source activity - compare and contrast the Fourteen Points and the Treaty of Versailles
- Guided reading activity - discuss the ratification process in the United States and the reasons for the US Senate to reject the treaty. Include influential individuals and groups.
- Guided reading and discussion - investigate the problems of post-World War I America including racism, unemployment, labor tensions, immigration concerns, and domestic terrorism.
- Guided reading activity - construct a chart of presidential the will summarize the domestic policies of Harding, Coolidge, and Hoover.
- Describe the transformation of the economy to consumerism as part of the comprehensive term - The Roaring Twenties.
- Guided reading activity - provide examples and describe various aspects of social and cultural life in the period. Examples include - effects of prohibition, disillusioned writers, changing role of women, influence of music and sports, discrimination, and economic prosperity.
- Guided reading and discussion - create a graphic organizer that traces the factors leading to the stock market crash in 1929.
- Primary source activity - examples of the effects of the crash and depression on the economy and the people.
- Guided reading activity - the actions of the federal and state governments to assist the people and reduce the effects of the crash and depression during the Hoover administration.
- Create a graphic organizer comparing and contrasting Hoover and FDR and their philosophies on the role of government in addressing the problems of the Great Depression.
- Guided reading activity - create a chart that describes the important pieces of New Deal legislation.
- Primary source activity – analyze various critics/criticisms of the New Deal, and problems facing minorities and efforts of government to assist.
- In a class discussion, identify factors that led to the 1937/38 recession and the factors that alleviate the effects of the economic downturn.

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- View selected clips from the PBS series: *The Roosevelts: An Intimate History* that will review some of the significant events of the Great Depression and New Deal era.
- Sample long essay question (LEQ) - evaluate the positive and negative aspects of the New Deal.
- Guided reading timeline activity - trace the development of the United States foreign policy during the 1920's and 1930's.
- Primary source activity - read or listen to and analyze FDR speeches that attempt to convince the American public and Congress the United States needs to help victims of aggression.
- Timeline activity-trace the breakdown of relations between the Japanese and Americans that led to the eventual bombing of Pearl Harbor and the start of World War II.
- Guided reading activity - outline America's preparedness program and their strategy at the start of war. Construct a chart of the wartime agencies, the heads, and purpose that mobilized the home front.
- In a class discussion, describe the changing roles of women, Africa-Americans, and the federal government during the war.
- Timeline activity - provide an overview of US involvement in the war with important leaders, battles, accomplishments and outcomes.
- Primary source and simulation activity - create a chart of the conferences held by the Allied leaders and their objectives. Have a discussion on the significance of each. Example – post war division of Germany.
- Primary source activity - that describe the impact the war had on minorities - women, Mexican-Americans, Japanese-Americans, and African-Americans. Include changing roles, racial issues, and military roles.
- Debate the decision by President Truman to drop the atomic bomb and its significance decision.
- Guided reading activity - Summarize the atrocities committed during the war and the actions taking by the Allied to bring those responsible to justice.
- View selected clips from the PBS series: *The Roosevelts: An Intimate History*, that will review life in the WWII era including changes in foreign policy, involvement in the war, and the impact of the war on life at home.
- Sample document-based question (DBQ) - Analyze the changes in American foreign policy between 1919 and 1941.

Assessments

Formative:

- Graphic organizers, unit terms, class discussion, various video excerpts

Diagnostic:

- Map the territories gained prior to the Spanish-American War and after the war, class discussions, selected primary sources, various video excerpts, student presentations,

Summative:

- Multiple Choice Test, Essay Test

Extensions

- Investigate and report on the truth about the destruction of the USS Maine in Havana.
- Research and report on the battleships of the Great White Fleet. Identify their impact on US foreign policy.
- Investigate the scandals of the Harding administration and compare to President Grant.
- Research and report on the similarities between the 1920's and the 1990's as a precursor to the stock market crashes at the end of each decade.
- Interview a person who experienced the depression and report to the class.

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- Research and report on an alternative to dropping the atomic bombs on Japan. Include a new war strategy to defeat the Japanese. Include the plan itself and the impact on the US and Japan.
- Prepare an in-depth analysis of minorities who served in the armed forces. Describe their roles and impact on the American war effort

Corrections

- Read All's Quiet on the Western Front and report on the terrors of trench warfare.
- View documentary on the Panama Canal and prepare a presentation for the class.
- Research and report on an individual of the period.
- Research and report on the New Deal programs that were brought to the Tristate area.
- Create a timeline of events depicting American foreign policy from 1919-1941.
- Interview a person who fought in World War II or a person whose life was changed due to the war. Report your findings to the class.

Materials and Resources

Primary textbook: A People and a Nation. Mary Beth Norton. Cengage Publishing. 2015.

Supplemental Sources:

Roosevelt Corollary. Theodore Roosevelt.

Dollar Diplomacy. William Howard Taft.

Moral Diplomacy. Woodrow Wilson.

Two Views of Imperialism

Wilson's 14 Points

About the Dust Bowl

Sports, Entertainment, and Morality

Alcohol Prohibition was a Failure

Dispatches from the Bulge - First-hand accounts of WWII veterans

Voices of D-Day – First-hand accounts of D-Day

Angels of Mercy – Nurses accounts of WWII

Zoot Suit Riots of 1943

Related Books

1898 by David Traxell

The Bully Pulpit by Andrew Goldblatt

The Influence of Sea Power upon History – Alfred Thayer Mahan

Only Yesterday by Frederick Allen

Since Yesterday by Frederick Lewis Allen.

The Grapes of Wrath by John Steinbeck.

Eisenhower by Stephen Ambrose

The Greatest Generation by Tom Brokaw.

The Good War by Studs Turkel.

Video

The Men Who Built America

The Roosevelts: An Intimate History

The Century: America's Time

Internet sites

Ap.gilderlehrman.org - Gilder-Lehrman offers various videos, primary sources, essays, and timelines

<http://www.eclipse.co.uk/~sl5763/panama.htm> - Panama Canal site with history and photos

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<http://lcweb2.loc.gov/ammem/sawhtml/sawhome.html> - Spanish-American War in movies
<http://www.mtholyoke.edu/~saaposto/WorldPolitics116/> - American Foreign Policy, Philippine Insurrection
<http://www.buffalosoldiers-amwest.org/history.htm> - Buffalo Soldier
<http://www.chicagohistory.org/history/capone.html> - Al Capone info and photos
<http://www.charleslindbergh.com/> - Lindbergh information plenty of links
<http://memory.loc.gov/ammem/afctshtml/tsme.html> - overview of migrant's w/ links
<http://www.pbs.org/wgbh/amex/dustbowl/> - PBS site on Dust Bowl
http://www.pbs.org/wgbh/amex/monkeytrial/peopleevents/e_jazzage.html - Jazz Age
<http://www.theatlantic.com/magazine/archive/1927/03/the-case-of-sacco-and-vanzetti/306625/> - great site on Sacco and Vanzetti
<http://www.pbs.org/wgbh/amex/holocaust/peopleevents/pandeAMEX96.html> - Sit on Father Coughlin "radio" priest.
<http://www.libs.uga.edu/hargrett/selections/wpa/index.html> - WPA projects in Georgia
<http://newdeal.feri.org/library/index.htm> - extensive photo gallery of New Deal programs
<http://www.pbs.org/wgbh/amex/guts/index.html> - PBS site, has eyewitness accounts of WWII
<http://www.eyewitnesstohistory.com/w2frm.htm> - eyewitness accounts of the war
http://www.pbs.org/wgbh/amex/zoot/eng_peopleevents/e_riots.html - Zoot suit riots
<http://www.army.mil/cmh-pg/brochures/wac/wac.htm> - WACS in WWII
<http://tuskegeeairmen.org/> - Tuskegee Airmen

References

American History after 1865 by Ray A. Billington.
The Power of Words Vol. II edited by T.H. Breen.
Constructing the American Past. Vol. I and II edited by Elliot Gorn, Randy Roberts, Terry Bilhartz.
Contested Values. Democracy and Diversity in American Culture. Michael Kammen
Documents in American History. Edited by Henry Steele Commager
Readings in American History Volume II. Edited by Candace Kent, Gary Elliott, and Jack Ringler

Technology

Smartboard technologies, Microsoft Word, Internet as a research tool, various video excerpts.

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Unit 8 –The United States and the Postwar World (1945-1980)

Time Range: 20 days

Grade Level(s): 11th and 12th

Standards Addressed:

PACS 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

PACS – 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

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

Essential Questions:

- Why is time and space important to the study of history

Concepts

- Learning about the past and its different contexts shaped by social, cultural, political influences prepares one for participation as active, critical citizens in a democratic society
- Historic literacy requires a focus on time and space, and an understanding of the historical contexts of events and actions

Competencies

- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place
- Articulate the context of a historical event or action.

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

Essential Questions

- Why is time and space important to the study of history?
- What role do multiple causations play in describing a historic event?
- What role does analysis have in historical construction?

Concepts

- Historical literacy requires a focus on time and space, and an understanding of the historical context of events and actions.
- Historical comprehension involves evidence-based discussion and explanation, an analysis of sources including multiple points of view, and an ability to read critically to recognize fact from conjecture and evidence from assertion.
- Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.

Competencies

- Articulate the context of a historical event or action

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- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place
- Evaluate cause-and-result relationships bearing in mind multiple causations
- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place

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

Essential Questions:

- Why is time and space important to the study of history?
- What role do multiple causations play in describing a historic event?
- What role does analysis have in historical construction?

Concepts

- Learning about the past and its different contexts shaped by social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society.
- Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental.
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.

Competencies

- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.
- Articulate the context of a historical event or action.
- Evaluate cause-and-result relationships bearing in mind multiple causations.
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place.

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

Essential Questions:

- What does it mean to be a United States citizen, and what is your role in the history of the world?
- How can the story of another American, past or present, influence your life?
- What document or artifact best summarizes the United States and why?
- How does continuity and change within the United States history influence your community today?
- How has social disagreement and collaboration been beneficial to American society?

Concepts

- United States history can offer an individual discerning judgment in public and personal life, supply examples for living, and thinking about one's self in the dimensions of time and space.
- Textual evidence, material artifacts, the built environment, and historic sites are central to understanding United States history.
- Long-term continuities and discontinuities in the structures of United States society provide vital contributions to contemporary issues. Belief systems and religion, commerce and industry, innovations, settlement patterns, social organization, transportation and trade, and equality are examples continuity and change.

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- Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending society in the United States. Domestic instability, ethnic and racial relations, labor relation, immigration, and wars and revolutions are examples of social disagreement and collaboration.

Competencies

- Synthesize a rationale for the study of individuals in United States history.
- Analyze a primary source for accuracy and bias and connect it to a time and place in United States history.
- Apply the theme of continuity and change in United States history and relate the benefits and drawbacks of your example.
- Summarize how conflict and compromise in United States history impact contemporary society.
- Contrast how a historically important issue in the United States was resolved and compare what techniques and decisions may be applied today.

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

Essential Questions:

- What is your role in the history of the world?
- How can the story of a person on another continent, past or present, influence your life?
- What document or physical representation on the Earth best summarizes global interconnection of peoples to the past?
- How does continuity and change throughout world history influence your community today?
- How has social disagreement and collaboration in world history been beneficial or detrimental?

Concepts

- World history can offer an individual discerning judgment in public and personal life, supply examples for living, and thinking about one's self in the dimensions of time and space.
- History demonstrates the diverse cultural heritage of many peoples throughout the world.
- Textual evidence, material artifacts, the built environment, and historic sites are central to understanding world history.
- World history looks for common patterns that emerge across all cultures. Long-term continuities and discontinuities in the structures of societies provide vital contributions to contemporary issues.
- Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending societies throughout Africa, the Americas, Asia, and Europe.
- Appropriate connections to the United States and/or contemporary issues make world history more relevant to students in Pennsylvania.

Competencies

- Synthesize a rationale for the study of a non-American individual in world history.
- Analyze a primary source for accuracy and bias, then connect it to a time and place in world history.
- Apply the theme of continuity and change in Pennsylvania history and relate the benefits and drawbacks of your example.
- Summarize how conflict and compromise in world history impact contemporary society.

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Overview: The United States worked to lead the postwar world through various efforts to promote its values across the globe that would dramatically impact life at home and abroad. The expanding role of government and civil rights efforts working to increase opportunities and transform American life generated a variety of political and social reactions. Immigration and migration patterns led to extensive political, economic, social, and cultural change.

Goals:

- Students will be able to identify individuals and events of the Cold War Era.
- Students will determine the foreign policies of American Presidents.
- Students will be able to identify the important domestic political and social happenings of the post-war era.
- Students will be able to demonstrate knowledge of the impact of landmark executive action, congressional legislation, and judicial decisions on the American nation.
- Students will identify the varying civil rights movements of minorities in the post-war era.
- Students will be able to identify and understand the causes of rebellion within America that was happening throughout the period.

Objectives:

- Students will investigate actions/events of the Cold War that created crisis among the world powers. (DOK 3)
- Students will critique the actions of the American presidents in the handling of Cold War crises. (DOK 3)
- Students investigate political and happenings of the post-war era (DOK 3)
- Students will apprise the impact the Cold War had on the American public (DOK 3)
- Students will critique the political domestic developments of the president's in the post-war era (DOK 3)
- Students will investigate and identify different civil right philosophies (DOK 3)
- Students will evaluate the success and failure of the various civil rights movements of the post-war era (DOK 3)
- Students will analyze the programs and effectiveness of LBJ's Great Society. (DOK 4)
- Students will assess the social movements of the time period. (DOK 3)

Core Activities and Corresponding Instructional Methods:

- Unit 8 Identification list - significant names, events, and concepts included in Period 8 (1945-1980)
- Primary source activity - listen to Winston Churchill's *Iron Curtain* speech and provide an interpretation of the meaning, the explanation of cold war, and its impact on the post- World War II world.
- Map activity - complete a map that depicts the countries that have fallen to communism and those threatened by communism after World War II.
- Guided reading and discussion - identify President Truman's plan to contain the spread of communism and the effect his plan had on Europe, the United States, and the Soviet Union.
- Guided reading and discussion - provide highlights of (and the importance) Cold War crises from 1945-1963. Include summaries of Berlin Blockade and Airlift, NATO, Soviet exploding atomic and hydrogen bombs, Korean War, Cuban Missile Crisis, and developing conflict in Southeast Asia.
- Timeline activity - create a chart that identifies presidential foreign policy from 1945-1963 in response to the Cold War crises and apprise presidential response to actual foreign policy.

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- Guided reading and discussion - provide an overview of the Vietnam War. Include important background events and causes for American involvement, political and military leaders, strategies and tactics employed, and significant battles.
- Primary source activity - analyze the effect of the war on the American public and military. Include its impact on America's decision to withdraw from the war.
- Timeline activity - create a chart that compares and contrasts presidential foreign policy from 1968-1991 in response to the Cold War.
- Guided reading and discussion - identify individuals and events that factored in the end of the Cold War.
- Guided reading and discussion - the impact the cold war had on the American public – fears of communism, loyalty oaths, spying cases – Alger Hiss, Rosenbergs, McCarthyism,
- Timeline activity - create a chart to provide an overview of the domestic policies and developments of the post war presidents from 1945-1980. Include legislation, court decisions, president actions, and accomplishments during their administration.
- Guided reading and discussion - identify and analyze the factors involved with the growth of liberalism in the postwar years. Identify examples of the expanding role of the federal government in economic and social life.
- Listen to LBJ's Great Society speech and highlight the points of his War on Poverty.
- View selected clips from the PBS series: *The Presidents: LBJ*, to review significant events of the LBJ administration including the Great Society programs and the Vietnam War.
- Sample short answer question (SAQ) - compare and contrast the programs of the Great Society with FDR's New Deal.
- Guided reading activity - review the Watergate controversy. Include the break in, cover up, exposing of Nixon's involvement, and resignation of Nixon. Discuss the impact on America's view of the government.
- Guided reading activity - causes and effects of civil rights movement of postwar era.
- Sample short answer question (SAQ) - Identify and analyze success and limits of African-American civil rights movement.
- Timeline activity - analyze the changes made for minorities during the postwar era. Include African-American civil rights, the women's movement, migrant workers, Mexican-Americans, and Native Americans and immigration policy reform.
- Guided reading and discussion - provide an overview of the political, economic, social, and cultural developments that led to the conservative revolution in America.
- Sample document essay question (DBQ) - Analyze the political, economic, and social factors that led to the rise of conservatism between 1964 and 1980.

Assessments

Formative:

- Graphic organizers, unit terms, class discussion, brainstorm, various video excerpts.

Diagnostic:

- Compare / Contrast essay, class discussions, selected primary sources, video excerpts.

Summative:

- Multiple Choice Test, Essay Test

Extensions

- Investigate the nuclear weapons programs of the Soviet Union and the United States in the Cold War era. Determine the types and numbers of weapons of each country at its height. Also, investigate the current nuclear situation of the United States and Russia.

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- Compare and Contrast the foreign policies of two presidents and the impact they had on American and world politics.
- Research and report on the impact of Christianity, Thoreau, and Gandhi has on the nonviolent movement of the 1950's and 1960's
- Research and report on an assassinated civil rights advocate of the time period. Examples include Martin Luther King, Medgar Evers, Malcolm X or Robert Kennedy

Correctives

- Chronology of Cold War events from an end to WW II to the breakup of the Soviet Union.
- Research and report on the foreign policy of a president in the Cold War.
- Prepare a biography of an important person of the period.

Materials and Resources

Primary textbook: A People and a Nation. Mary Beth Norton. Cengage Publishing. 2015.

Supplemental Sources

Truman Doctrine speech

Eisenhower Doctrine Speech

Domino Theory Principle, Dwight D. Eisenhower, 1954

Martin Luther King Jr's Letter From a Birmingham Jail and I Have a Dream Speech

NOW overview

Betty Freidan

Rachel Carson

The Chicago Seven – Encarta overview

Related Books

The 1940's: Profile of a nation in Crisis by Chester Eisinger.

The Burden and the Glory by John F. Kennedy.

From Isolation to Containment.

The Children by David Halberstam.

The Best and the Brightest by David Halberstam.

Eisenhower by Stephen Ambrose.

Video

The Rise and Fall of Jim Crow

Eyes on the Prize: America's Civil Rights Movement

The Sixties: The Decade that Changed the World

The Vietnam War: A Film by Ken Burns and Lisa Nowick

The Century: America's Time

45/85. ABC News Documentary

Internet sites

Ap.gilderlehrman.org - Gilder-Lehrman offers various videos, primary sources, essays, and timelines

<http://homepages.nyu.edu/~th15/home.html> - Alger Hiss case

<http://www.britains-smallwars.com/Cold-war/Berlin-Airlift.htm> - Britain's role in airlift

<http://www.spiritoffreedom.org/> - Berlin airlift site

<http://www.dailysoft.com/berlinwall/> - Berlin Wall site with links

http://www.pbs.org/wgbh/amex/vietnam/trenches/my_lai.html - My Lai Massacre

<http://dept.kent.edu/sociology/lewis/lewihen.htm> - Kent State

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http://www.may41970.com/Jackson%20State/jackson_state_may_1970.htm - Jackson State antiwar demonstrations w/ shootings

<http://www.marshallfoundation.org/TheMarshallPlan.htm> - Marshall Plan

<http://www.rachelcarson.org/> - Rachel Carson

<http://www.time.com/time/time100/scientist/profile/carson.html> - Rachel Carson

http://www.nader.org/history_bollier.html - Ralph Nader

<http://www.pbs.org/wnet/americannovel/timeline/beatgeneration.html> - Beat Generation

<http://www.chicagohs.org/history/politics/1968.html> - 1968 Democratic Convention

<http://www.aimovement.org/> - American Indian Movement (AIM)

References

American History after 1865 by Ray A. Billington.

The Power of Words Vol. II edited by T.H. Breen.

Constructing the American Past. Vol. I and II edited by Elliot Gorn, Randy Roberts, Terry Bilhartz.

Contested Values. Democracy and Diversity in American Culture. Michael Kammen

Documents in American History. Edited by Henry Steele Commager

Readings in American History Volume II. Edited by Candace Kent, Gary Elliott, and Jack Ringler

Technology

Smartboard technologies, Microsoft Word, Internet as a research tool, various video excerpts.

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Unit 9 – The United States and the Modern Age (1980-Present)

Time Range: 10 days

Standards Addressed:

PACS 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

PACS – 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

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

Essential Questions:

- Why is time and space important to the study of history

Concepts

- Learning about the past and its different contexts shaped by social, cultural, political influences prepares one for participation as active, critical citizens in a democratic society
- Historic literacy requires a focus on time and space, and an understanding of the historical contexts of events and actions

Competencies

- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place
- Articulate the context of a historical event or action.

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

Essential Questions

- Why is time and space important to the study of history?
- What role do multiple causations play in describing a historic event?
- What role does analysis have in historical construction?

Concepts

- Historical literacy requires a focus on time and space, and an understanding of the historical context of events and actions.
- Historical comprehension involves evidence-based discussion and explanation, an analysis of sources including multiple points of view, and an ability to read critically to recognize fact from conjecture and evidence from assertion.
- Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.

Competencies

- Articulate the context of a historical event or action
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures, and place
- Evaluate cause-and-result relationships bearing in mind multiple causations

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- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place

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

Essential Questions:

- Why is time and space important to the study of history?
- What role do multiple causations play in describing a historic event?
- What role does analysis have in historical construction?

Concepts

- Learning about the past and its different contexts shaped by social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society.
- Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental.
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by an analytical thinker to create a historical construction.

Competencies

- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.
- Articulate the context of a historical event or action.
- Evaluate cause-and-result relationships bearing in mind multiple causations.
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures and place.

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

Essential Questions:

- What does it mean to be a United States citizen, and what is your role in the history of the world?
- How can the story of another American, past or present, influence your life?
- What document or artifact best summarizes the United States and why?
- How does continuity and change within the United States history influence your community today?
- How has social disagreement and collaboration been beneficial to American society?

Concepts

- United States history can offer an individual discerning judgment in public and personal life, supply examples for living, and thinking about one's self in the dimensions of time and space.
- Textual evidence, material artifacts, the built environment, and historic sites are central to understanding United States history.
- Long-term continuities and discontinuities in the structures of United States society provide vital contributions to contemporary issues. Belief systems and religion, commerce and industry, innovations, settlement patterns, social organization, transportation and trade, and equality are examples continuity and change.
- Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending society in the United States. Domestic instability, ethnic and racial

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relations, labor relation, immigration, and wars and revolutions are examples of social disagreement and collaboration.

Competencies

- Synthesize a rationale for the study of individuals in United States history.
- Analyze a primary source for accuracy and bias and connect it to a time and place in United States history.
- Apply the theme of continuity, change in United States history, and relate the benefits and drawbacks of your example.
- Summarize how conflict and compromise in United States history impact contemporary society.
- Contrast how a historically important issue in the United States was resolved and compare what techniques and decisions may be applied today.

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

Essential Questions:

- What is your role in the history of the world?
- How can the story of a person on another continent, past or present, influence your life?
- What document or physical representation on the Earth best summarizes global interconnection of peoples to the past?
- How does continuity and change throughout world history influence your community today?
- How has social disagreement and collaboration in world history been beneficial or detrimental?

Concepts

- World history can offer an individual discerning judgment in public and personal life, supply examples for living, and thinking about one's self in the dimensions of time and space.
- History demonstrates the diverse cultural heritage of many peoples throughout the world.
- Textual evidence, material artifacts, the built environment, and historic sites are central to understanding world history.
- World history looks for common patterns that emerge across all cultures. Long-term continuities and discontinuities in the structures of societies provide vital contributions to contemporary issues.
- Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending societies throughout Africa, the Americas, Asia, and Europe.
- Appropriate connections to the United States and/or contemporary issues make world history more relevant to students in Pennsylvania.

Competencies

- Synthesize a rationale for the study of a non-American individual in world history.
- Analyze a primary source for accuracy and bias, and then connect it to a time and place in world history.
- Apply the theme of continuity and change in Pennsylvania history and relate the benefits and drawbacks of your example.
- Summarize how conflict and compromise in world history impact contemporary society.

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Overview: A conservative movement achieved significant political and policy victories during the 1980s, while political division has deepened in recent decades. Advances in technology, an evolving economy, and demographic changes have greatly altered daily life at home. Finally, the end of the Cold War, international terrorism, and other challenges to American leadership have led to continued debate over the nation's role in the world.

Goals:

- Students will be able to distinguish the reasons for the decline of communism in Europe and the collapse of the Soviet Union.
- Students will provide details of American leadership in world affairs in the post-Soviet era.
- Students will be able to identify the important domestic political, economic, and social happenings of the era.
- Students will be able to demonstrate knowledge of the impact of technological advances and demographic changes on the nation.

Objectives:

- Students will analyze the factors leading to the decline of communism in Eastern Europe and the breakdown of the Soviet Union. (DOK 3)
- Students will apprise the role of the United States in handling international situations in the late 20th and early 21st centuries. (DOK 3)
- Students will critique the domestic policies of the presidents in the period (DOK 3)
- Students will assess the social movements of the period. (DOK 3)
- Students will analyze the impact of technology on American life at the end of the 20th century into the 21st century (DOK-3)
- Students will investigate the political, economic, and social effects of the demographic changes within the country. (DOK 3)

Core Activities and Corresponding Instructional Methods:

- Unit 9 Identification list – significant names, events, and concepts included in the Period 9 (1980 present)
- Guided reading and class discussion, students will identify the various causes for the rise of conservatism during the Reagan presidency.
- Sample SAQ – identify and analyze the strengths and limitations of the Reagan Revolution
- View selected clips from the PBS series: *The Presidents: Reagan*, to review significant events of the era including the rise of the conservative movement and the end of the Cold War.
- Timeline events leading to the decline of end of communism in Europe and the breakup of the Soviet Union
- In a class discussion, highlight the importance foreign events from the George H.W. Bush presidency to present day. Relate the Persian Gulf War with the War on Terrorism.
- In groups, students will create a collage identifying significant technological advances of the period
- Students will outline the main political, economic, and social issues of the late 20th and early 21st century.
- Students will create magazine focusing on a particular theme or event of Modern America.

Assessments

Diagnostic:

- Timeline, graphic organizer, term, quizzes, class discussions, brainstorm

Formative:

- Student presentations, essay, brainstorm, class discussions.

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Summative:

- Magazine project, SAQ

Extensions

- Research and report on the scandals of the post war presidents. Examples: Nixon's Watergate, Reagan's Iran-Contra Controversy, JFK's and Clinton's womanizing, JFK's assassination, Clinton's Whitewater controversy

Correctives

- Prepare a chronological list of events of a president's administration. The events can be political, economic or cultural.

Materials and Resources

Primary textbook: A People and a Nation. Mary Beth Norton. Cengage Publishing. 2015.

Video

The Century: America's Time

45/85. ABC News Documentary

Reagan: PBS - The American Experience

Internet Sites

Ap.gilderlehrman.org - Gilder-Lehrman offers various videos, primary sources, essays, and timelines

Various internet sites used by students to complete projects

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Unit 10: Post AP Test Presentations and Assignments

Time range: 15 days

Grade Level(s): 11th and 12th

Standards Addressed:

PACS - 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., 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.

PACS – Reading and Writing in History and Social Studies: CC.8.5.11-12.B, 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.E, CC.8.6.11-12.H

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

Concepts

- Learning about the past and its different contexts shaped by social, cultural, political influences prepares one for participation as active, critical citizens in a democratic society

Competencies

- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place

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

Concepts

- Historical comprehension involves evidence-based discussion and explanation, an analysis of sources including multiple points of view, and an ability to read critically to recognize fact from conjecture and evidence from assertion.

Competencies

- Articulate the context of a historical event or action
- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place

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

Concepts

- Learning about the past and its different contexts shaped by social, cultural, and political influences prepares one for participation as active, critical citizens in a democratic society.

Competencies

- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.
- Articulate the context of a historical event or action.

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

Essential Questions:

- How does continuity and change within the United States history influence your community today?
- How has social disagreement and collaboration been beneficial to American society?

Concepts

- Textual evidence, material artifacts, the built environment, and historic sites are central to understanding United States history.

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Overview: To culminate the year, students explore American history from a personal perspective through research, discussions, and presentations. Students will apply historical thinking skills, thematic objectives, and information from the content areas that were the focus of this course in several activities that share their interests and knowledge of American history.

Goals:

- Students will identify the qualities and achievements of the top ten American presidents.
- Students research and prepare a Smartboard presentation on an American history topic
- Students will analyze an appropriate song that brings attention to some aspect of political, economic, or social life in America – create a display that includes image of the artist/songwriter, song, lyrics, and visual summary of the issues addressed

Objectives:

- Students will develop logical arguments in the ranking of the top ten U.S. Presidents. (DOK – 3)
- Students will research, construct and prepare a presentation. (DOK – 3)
- Students will analyze lyrics and design a physical image of issues addressed in the song (DOK -4)

Core Activities and Corresponding Instructional Methods:

- In groups, students will determine what qualities are necessary to be consider a top-ranking U.S. President and discussion results with classmates in an effort to develop a top ten list for the entire class.
- Individually or in pairs, students will research a particular topic related to American history (of their interest) and prepare a Smartboard presentation describing and explaining the topic.
- Students will select a particular song lyric relating to a political, economic, or social aspect in America and create a visual display that summarizes the issues focused on within the song.

Assessments

Diagnostic:

- Timeline, graphic organizer, class discussions, brainstorm

Formative:

- Student presentations, brainstorm, class discussions.

Summative:

- Displays, presentations

Extensions

- Write your own lyrics on a current issue relating to the United States.
- Choose a historic sporting event and create a news article that provides a summary and analysis of why the event transcended the sport itself.

Correctives

- Create a collage of the achievements of one of the top ten U.S. president's.
- Prepare a biography of an important person of the period.

Materials and Resources

Primary textbook: A People and a Nation. Mary Beth Norton. Cengage Publishing. 2015.

Video

History Channel

Biography

Internet

Ap.gilderlehrman.org - Gilder-Lehrman offers various videos, primary sources, essays, and timelines
Various internet site related to student topics

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PA Core Standards – Reading in History and Social Studies

- CC.8.5.11-12.A Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- CC.8.5.11-12.B Determine the central ideas or information of a primary and secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- CC.8.5. 11-12.C Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- CC.8.5. 11-12.D Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text. (e.g. how Madison defines faction in Federalist No. 10).
- CC.8.5. 11-12.F Evaluate authors’ differing points on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.
- CC.8.5. 11-12.H Evaluate an author’s premise, claims, and evidence by corroborating or challenging them with information.
- CC.8.5. 11-12.I Integrate information from diverse sources, both primary and secondary, in coherent understanding of an idea or event, noting discrepancies among sources.

PA Core Standards – Writing in History and Social Studies Grades 11-12

- CC.8.6.11-12.A Write arguments focused on discipline-specific content
- CC.8.6.11-12.B Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments or technical processes.
- CC.8.6.11-12.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- CC.8.6.11-12.D With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- CC.8.6.6-8.E Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- CC.8.6.6-8.H Draw evidence from information texts to support analysis reflection and research.
- CC.8.6.6-8.I Write routinely over extended time frames (time for reflection and revision) and short time frames (a single sitting or a day or two) for a range of discipline-specific tasks purposes, and audiences.

PA Core Standards – History

8.1: Historical Analysis and Skill Development

8.1.9.A: Compare patterns of continuity and change over time, applying **context of events**.

8.1.12.A: Evaluate patterns of continuity and rates of change over time, applying **context of events**

8.1.U.A: Evaluate patterns of continuity and change over time, applying **context of events**.

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8.1.W.A: Evaluate patterns of continuity and change over time, applying **context of events**.

8.1.7.B: Identify and use **primary and secondary sources** to analyze multiple points of view for historical events.

8.1.9.B: Compare the interpretation of historical events and **sources**, considering the use of fact versus **opinion**, multiple perspectives, and cause and effect relationships.

8.1.12.B: Evaluate the interpretation of historical events and **sources**, considering the use of fact versus **opinion**, multiple perspectives, and cause and effect relationships

8.1.U.B: Evaluate the interpretation of historical events and **sources**, considering the use of fact versus **opinion**, multiple perspectives, and cause and effect relationships.

8.1.W.B: Evaluate the interpretation of historical events and **sources**, considering the use of fact versus **opinion**, multiple perspectives, and cause and effect relationships.

8.1.8.C: Produce an organized product on an assigned historical topic that presents and reflects on a thesis statement and appropriate **primary and secondary sources**. (Reference RWSL Standard 1.8.8 Research)

8.1.12.C: Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)

8.1.U.C: Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)

8.2: Pennsylvania History

8.2.8.A: Compare and contrast the **social, political**, cultural, and **economic** contributions of specific individuals and groups from Pennsylvania.

8.2.9.A: Contrast the role groups and individuals from Pennsylvania played in the **social, political, cultural**, and **economic** development of the U.S.

8.2.12.A: Evaluate the role groups and individuals from Pennsylvania played in the **social, political, cultural**, and **economic** development of the US and the world.

8.2.U.A: Evaluate the role groups and individuals from Pennsylvania played in the **social, political, cultural**, and **economic** development of the U.S.

8.2.9.B: Compare the impact of historical **documents, artifacts**, and places in Pennsylvania which are critical to U.S. history.

8.2.12.B: Evaluate the impact of historical **documents, artifacts**, and places in Pennsylvania which are critical to U.S. history and the world.

8.2.U.B: Evaluate the importance of various historical **documents, artifacts**, and places in Pennsylvania which are critical to U.S.

8.2.9.C: Compare and contrast how continuity and change in Pennsylvania are interrelated throughout U.S. history

- Belief systems and religions
- Commerce and Industry
- Technology
- Politics and government
- Physical and human geography
- Social organization

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8.2.12.C: Evaluate continuity and change in Pennsylvania are interrelated to the US and the world.

- Belief systems and religions
- Commerce and Industry
- Technology
- Politics and government
- Physical and human geography
- Social organization

8.2.U.C: Evaluate continuity and change in Pennsylvania are interrelated to the U.S.

- Belief systems and religions
- Commerce and Industry
- Technology
- Politics and government
- Physical and human geography
- Social organization

8.2.9.D: Interpret how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the US.

- Ethnicity and race
- Working conditions
- Immigration
- Military conflict
- Economic stability

8.2.12.D: Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the US and the world.

- Ethnicity and race
- Working conditions
- Immigration
- Military conflict
- Economic stability

8.2.U.D: Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the U.S.

- Ethnicity and race
- Working conditions
- Immigration
- Military conflict
- Economic stability

8.3: United States History

8.3.9.A: Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.

8.3.12.A: Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world.

8.3.U.A: Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.

8.3.9.B: Compare the impact of historical documents, artifacts, and places which are critical to the U.S.

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8.3.12.B: Evaluate the impact of historical documents, artifacts, and places in U.S. history which are critical to world history.

8.3.U.B: Compare the impact of historical documents, artifacts, and places which are critical to the U.S.

8.3.9.C: Analyze how continuity and change have impacted the United States.

- Belief systems and religions
- Commerce and industry
- Technology
- Politics and government
- Physical and human geography
- Social organizations

8.3.12.C: Evaluate how continuity and change in U.S. history are interrelated with the world.

- Belief systems and religions
- Commerce and industry
- Technology
- Politics and government
- Physical and human geography
- Social organizations

8.3.U.C: Evaluate how continuity and change have impacted the United States.

- Belief systems and religions
- Commerce and industry
- Technology
- Politics and government
- Physical and human geography
- Social organizations

8.3.9.D: Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.

- Ethnicity and race
- Working conditions
- Immigration
- Military conflict
- Economic stability

8.3.12.D: Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world.

- Ethnicity and race
- Working conditions
- Immigration
- Military conflict
- Economic stability

8.3.U.D: Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.

- Ethnicity and race
- Working conditions
- Immigration
- Military conflict
- Economic stability

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8.4: World History

8.4.9.A: Compare the role groups and individuals played in the **social, political**, cultural, and **economic** development throughout world history

8.4.12.A: Evaluate the role groups and individuals played in the **social, political**, cultural, and **economic** development throughout world history

8.4.9.B: Contrast the importance of historical **documents, artifacts**, and sites which are critical to world history

8.4.12.B: Evaluate the importance of historical **documents, artifacts**, and sites which are critical to world history.

8.4.9.C: Analyze how continuity and change have impacted world history.

- **Belief systems** and religions
- Commerce and Industry
- Technology
- **Politics** and government
- Physical and **human geography**
- **Social** organization

8.4.12.C: Evaluate how continuity and change have impacted the world today.

- **Belief systems** and religions
- Commerce and Industry
- Technology
- **Politics** and government
- Physical and **human geography**
- **Social** organization

8.4.9.D: Analyze how **conflict** and cooperation among groups and organizations have influenced the history and development of the world.

8.4.12.D: Evaluate how **conflict** and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.

Anchors: Reading, Writing, Speaking, and Listening Grade 11

R.11.A.2: Understanding nonfiction appropriate to grade level

R.11.B.1: Understanding components within and between texts

R.11.B.3: Understanding concepts and organization of nonfiction text

Primary Textbook(s) Used for this Course of Instruction

Name of Textbook: A People and A Nation

Textbook ISBN #: 978-1-285-86422-8

Textbook Publisher & Year of Publication: Cengage. 2015

Curriculum Textbook is utilized in (title of course):

Advanced Placement United States History