

**PLANNED INSTRUCTION**

**A PLANNED COURSE FOR:**

**American Studies**

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**Grade: 9**

**Date of Board Approval: 2017**

# DELAWARE VALLEY SCHOOL DISTRICT

## PLANNED INSTRUCTION

**Title of Planned Instruction: American Studies**

**Subject Area: Social Studies**

**Grade Level: 9**

**Course Description:** Throughout this course, students will interpret political, social, geographic, economic, and cultural events in American history. The time period will extend from the aftermath of the Civil War to modern times. Students will be required to perform writing exercises including essays and historical reports. Students will use informational text to create projects and informative posters using multimedia tools. Students will work cooperatively, interpret and analyze historic documents, primary, and secondary sources. This includes written texts, film, and political cartoons. Students will make presentations to the class and analyze cause/effect relationships relative to significant events in United States history from 1865-Present.

**Time/Credit for the Course: Full year – 180 hours - one credit**

**Curriculum Writing Committee: Sean Richmond**

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## Curriculum Map

### Marking Period 1:

**Overview:** The unit will begin as a review of the last days of the Civil War and its aftermath. The focus will shift to the struggle for equality within American society from the Reconstruction period through modern American history.

**Unit 1: Aftermath of Civil War - 25 days**

**Unit 2: The Struggle for Equality - 20 days**

### Marking Period 1 - Goals:

#### Understanding of:

- **Unit 1: The Aftermath of the Civil War and Reconstruction**
  1. Congressional Reconstruction & Presidential Reconstruction
    - a. Lincoln Plan
    - b. Johnson Plan
      - i. Radical republicans
  2. Reconstruction Amendments
    - a. 13<sup>th</sup> amendment
    - b. 14<sup>th</sup> amendment
    - c. 15<sup>th</sup> amendment
  3. Race Relations relative to Reconstruction
    - Ku Klux Klan
    - Jim Crow Laws
    - Black Codes
    - Compromise of 1877
- **Unit 2: The Struggle for Equality**
  1. The African-American Experience
    1. Jim Crow Laws
    2. Plessy v. Ferguson
    3. Great Migration
    4. Harlem Renaissance
    5. Civil Rights Movement
      - Brown Vs Board of Education
      - Triumphs of a Crusade
      - Challenges and Changes in the Movement
  2. Women's Rights and Progress
    1. Seneca Falls Conference
    2. Women's Christian Temperance Union
    3. 19<sup>th</sup> amendment
    4. Roe vs Wade
    5. Title IX
    6. Women's fight for Equality
    7. The Struggle continues
  3. Native Americans and Hispanics seek equality

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## Marking Period 2:

**Overview:** In unit 3, students will identify push/pull factors leading to people immigrating from Europe, Asia, and the Middle East. In addition, the living and working environments experienced by immigrants will be discussed. Poverty, lack of education, language barriers, and xenophobic attitudes of American Natives will also be a point of discussion. Unit 4 will focus on the industrialization of the American economy in from the Gilded age through the Roaring Twenties; This will coincide with the rise of industrialist tycoons, monopolistic trusts, and labor unions. Unit 5 will first center on the contributing factors and characteristics of the Great Depression, coverage of the New Deal measures and the impact of World War II on economic life. The focus will shift to the changing role of the government and significant events which affected economic life in the post-World War II era.

**Unit 3: Immigration - 15-16 days**

**Unit 4: Life in the Industrial Age - 24-25 days**

**Unit 5: The Evolution of the Modern American Economy - 4 days (20-21 days in 3<sup>rd</sup> m.p.)**

## Marking Period 2 - Goals:

### Understanding of:

- **Unit 3 -Immigration**

1. Push and Pull factors for immigration / migration
  - Poverty
  - Revolution in Europe
  - Promise of jobs
  - Religious Freedom
  - Irish Potato Famine
2. Characteristics of immigrants/migrants and their experiences
  - Asians
  - Irish
  - Italians
  - German
  - Jewish
  - Middle Easterners
3. Government actions concerning Immigration
  - Chinese exclusion acts
  - Quota systems
  - Urban ethnic neighborhoods
  - Immigrants in the workplace
    - The Jungle by Upton Sinclair
  - Ellis Island
4. Current issues dealing with immigration

- **Unit 4 – Life in the Industrial Age**

1. Introduction of economic philosophies – capitalism, socialism, communism
  - Expansion of Industry
  - Age of the Railroads
  - Big Business
  - Rise of the Labor Movement
2. Characteristics of Industrial Revolution

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- Steam engine
    - Transportation
    - Assembly line
  - 3. Leading industrialists
    - Ford
    - Carnegie
    - Rockefeller
    - Vanderbilt
  - 4. Progressivism
    - Roosevelt
    - Trust Busting
    - Muckrakers
    - Taft
  - 5. Labor Unions and strikes
    - AFL-CIO
    - Teamsters
    - Modern relation to unions
  - 6. Rise of consumer economy and expansion of credit in the Roaring Twenties
    - Stock Market
    - Bull/Bear market
    - Interest Rates
    - Buying on the margin
- **Unit 5: The Evolution of the Modern American Economy**
  - 1. Great Depression – Causes and Political Response – Hoover, FDR
    - a. The Nation’s Sick Economy
    - b. Hardship and Suffering
  - 2. Hoovervilles
    - a. Hoover’s failed policies
  - 3. Social aspects of the Great Depression
  - 4. The New Deal
    - a. A New Deal Fights the Depression
    - b. The Second New Deal
    - c. NLRB vs. Jones and Laughlin Steel Corp
    - d. New Deal, New Opportunities
    - e. Culture in the 1930’s
    - f. Impact of the New Deal
      - i. Tennessee Valley Authority
      - ii. CCC
      - iii. Building confidence in banks
      - iv. Social Security Act
      - v. Expansion of executive power
      - vi. Emergence of Entitlement programs
  - 5. Impact of World War II on economic life.
  - 6. Expansion of presidential powers relative to the economy in the post New Deal World.
  - 7. US Monetary policy
    - a. Breton-woods system

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- b. Gold Standard
  - c. Nixon Shock
8. US dollar as the world's reserve currency
9. Economy of the 1980's
  - a. Supply side economics
  - b. Conservative Revolution
  - c. trickle-down theory
10. Inflation, interest rates relative to Federal Reserve, national debt, subprime mortgage crisis
11. Economy of the 1990's and 2000's
  - a. Clinton budget surpluses
  - b. Bush Era Tax cuts
  - c. Internet Bubble
  - d. Great recession
  - e. American Recovery and Reinvestment Act
  - f. Affordable Healthcare Act
12. United States in 21<sup>st</sup> Century
  - a. National Security and Public Safety
  - b. Foreign Policy
  - c. Poverty and Social Concerns
  - d. Conservation and the Environment
  - e. Education
  - f. Globalization and Cultural Diffusion

### Marking Period 3:

**Overview:** Students will be able to identify how Monroe Doctrine dictated the United States foreign policy in the 1800's and early 1900's. Students will identify the nation's shift from an expansionist philosophy to imperialist actions that lead to the country acquiring foreign territory and taking a larger role in the operation of Latin America. Unit 7 will allow students to analyze the causes of the World Wars, factors influencing America's decision to enter the wars, and our experiences in the wars. Students will be able to identify how the inadequate response of western Europe and the United States set the stage for the rise in totalitarian regimes in Europe.

**Unit 5: Continued - 20-21 days**

**Unit 6: US Foreign Policy – 15-16 days**

**Unit 7: US involvement in the World Wars – 8 days (16-17 days continued in 4<sup>th</sup> m.p.)**

### Marking Period 3 - Goals:

#### Understanding of:

- **Unit 6 – Origins of American Foreign Policy**
  1. Overview of foreign policy concepts – Monroe Doctrine, Isolationism, Expansionism, Imperialism
  2. American shift from Expansion to imperialism in the late 19<sup>th</sup> century
  3. Spanish-American War.
    - a. Yellow Journalism
  4. Presidential foreign policies early 1900's – TR, Taft, Wilson

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- a. Progressivism
- b. Roosevelt Corollary
- c. Panama Canal
- **Unit 7 – US involvement in the World Wars**
  - 1. World War I
    - Causes of World War
      - a. Militarism
      - b. Alliance System
      - c. Imperialism
      - d. Assassination of Archduke
    - America’s position at start of the war
      - a. Isolationism and neutrality
    - Factors affecting US decision to enter war
      - a. Sinking of Lusitania
      - b. Trade with Britain and France
    - Impact of American Involvement on the outcome of war
    - American war experience
      - a. Trench warfare
      - b. Shellshock
      - c. Impact of the tank
    - Post War proposal, debates, and agreements –
      - a. Treaty of Versailles
      - b. 14 points
      - c. War reparations required of Germany
    - Versailles treaty impact and aftermath
  - 2. American foreign policy between the World Wars
    - Isolation and Involvement
    - Rise of the Totalitarian leaders
      - Hitler
      - Mussolini
      - Stalin
      - Japanese Military leaders
  - 3. World War II
    - Causes of World War
      - Appeasement
      - German military buildup
      - Anschluss
    - America’s position at start of the war
    - Factors affecting US decision to enter war
      - Attack on Pearl Harbor
      - Trade embargo with Japan
    - Impact of American Involvement on the outcome of war
    - American war experience
      - D-Day
      - Battle of the Bulge
      - Iwo Jima
      - Liberation of Concentration camps
    - Decisions on ending the war

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- Invasion vs. Dropping of Atomic bomb
- Immoral acts of war
  - Stalin's reign of terror
  - Holocaust
  - Japanese atrocities in Nanjing
  - American internment camps
  - Nuclear War

### Marking Period 4 - Goals:

**Overview:** In the final unit students will identify the emergence of the United States as a World Power, examining the changing society of the post-World War II era, and analyze the role of the federal government in world affairs. Topics covered in this unit include the various events and policies of the Cold War, the role of the United States in the Middle East, and current issues facing American foreign policy.

**Unit 7: continued 16-17 days**

**Unit 8: America's Role as a World Leader - 29-30 days**

### Marking Period 4 - Goals:

#### Understanding of:

- **Unit 8: Cold War, Social Changes, and Vietnam**
  1. Origins of the Cold War
  2. Cold War "hot spots" and expansion
  3. The evolution of American Cold War foreign policy -
    - Containment (late 1940's-early 1950's)
      - Fall of China
      - Defense of Korea
    - Brinkmanship (1950's)
      - Arms Race
      - ICBMs
      - Hydrogen Bomb
    - Flexible Response (1960's)
      - Bay of Pigs
      - Cuban Missile Crisis
    - Détente (1970's)
    - "Peace through Strength" (1980's)
  4. US involvement in the Middle East -
    - Arab-Israeli conflicts
    - Covert response to Soviet-Afghan War
    - Iranian hostage crisis
    - Persian Gulf War
    - War on Terrorism
      - September 11 attacks
      - Wars in Afghanistan and Iraq
      - Al Queda
      - ISIS



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- Taliban
  - Patriot Act
  - Guantanamo Bay
5. Current issues dealing with foreign policy
- NAFTA
  - Trans Pacific Partnership
  - United Nations
  - Eurozone
  - NATO

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## Resources:

### **Primary Textbook:**

Colon, Copeland, Dexter, Dietz, Hogan, Kaufman, Kuhlman, Nudelman, Race, Varela, Shirley, Snopkowski, & West. American History: Reconstruction to the the Present. Orlando, FL: Houghton Mifflin Harcourt, 2018.

### **Supplemental Sources:**

#### **Books:**

Banks, Arthur. American History Atlas. New York: Macmillan Company, 1969.

Breen, T. H., ed. The Power of Words: Documents in American History Volume II From 1865. New York: Harper Collins College Publishers, 1996.

Chambers, John, ed., The Oxford Companion to American Military History. New York: Oxford University Press, 1999.

Gorn, Roberts, and Terry Bilhartz. Constructing the American Past. A Sourcebook Source Book of a People's History Volumes 1 and 2. Upper Saddle River, N.J., Prentice Hall, 2001.

Kammen, Michael. Contested Values: Democracy and Diversity in American Culture. New York: St. Martin's Press, 1995.

Sinclair, Upton. The Jungle. New York: Bantam Books, 1981.

#### **Video:**

21 Days to Baghdad. National Geographic Films, 2003.

American History: Warring and Roaring, Mastervision, Inc., 2000.

Band of Brothers: Steven Ambrose, Steven Spielberg, HBO Pictures 2001.

Cinderella Man, Dir. Ron Howard, Miramax Films, 2005.

Devil's Arithmetic, Dir. Donna Deitch, Showtime Entertainment, 2002.

Elizabeth Cady Stanton & Susan B. Anthony: Not For Ourselves Alone, Dir. Ken Burns, Paramount Pictures, 1999.

Far and Away, Dir. Ron Howard, Universal, 1992.

Flight 93: The Flight that Fought Back, Dir. Bruce Goodison, Discovery Channel, 2005.

Fly Boys, Dir. Tony Bill, Metro-Goldwyn-Mayer Studios Inc., 2006.

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Freedom Song, Dir. Phil Alden Robinson, Warner Bros. Entertainment, 2000.

Glory, Dir. Edward Zwick, Tri-Star Pictures, 1989.

Hitler: Rise of Evil, Dir. Christian Duguay, Atlantic Alliance 2003

In Memoriam: New York City, Producer Brad Grey, HBO Pictures, 2002.

Iron Jawed Angels, Dir. Katja Von Garnier, HBO Video, 2004.

Mississippi Burning, Dir. Alan Parker. 1988.

Mighty Times: The Legacy of Rosa Parks, Dir. Robert Hudson and Bobby Houston, HBO, 2002.

Modern Marvels: The Panama Canal, A & E Television Network, 1994.

Pearl Harbor, Dir. Michael Bay, Touchstone Pictures.

Picture Bride, Dir. Kayo Hatta, Miramax.

Reconstruction: The Second Civil War, Dir. Elizabeth Dene, Warner Brothers, 2004.

Saving Private Ryan: Dir; Steven Spielberg, Dreamworks Pictures, 1998.

The Butler: Dir: Lee Daniels, Weinstein Company 2013.

The Century: America's Time, Host Peter Jennings, History Channel, 1999.

"The Transcontinental Railroad", Modern Marvels, Dir. Bob Jaffe, A & E Home Video, 1995.

Thirteen Days: Dir. Roger Donaldson, New Line Cinema, 2000.

War in Iraq: The Road to Baghdad, Cable News Network, 2003.

World Trade Center, Dir. Oliver Stone, Paramount Pictures, 2006.

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## Unit 1: Aftermath of Civil War and Reconstruction

### 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

- 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 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 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.
- 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 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.

#### Competencies

- Articulate the context of a historical event or action.

## Unit 2: The African American Experience

### 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.

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## Competencies

- 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.
- 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.

## 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.

### Competencies

- 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 has social disagreement and collaboration been beneficial to Pennsylvania society?

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### Concepts

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

**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

- 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.
- Biography is a historical construct used to reveal positive and/or negative influences an individual can have on the United States society.
- 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 document or physical representation on the Earth best summarizes global interconnection of peoples to the past?

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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.
- 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.

### Unit 3 - Immigration

#### 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.

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## 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.

## 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 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:

- 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?
- 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



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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:

- 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.
- 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.

**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?

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- 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.
- 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.
- Apply the theme of continuity and change in Pennsylvania history and relate the benefits and drawbacks of your example.

## Unit 4 – Life in the Industrial Age

### 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 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.

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- 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.

### 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 #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?
- 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.

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- Biography is a historical construct used to reveal positive and/or negative influences an individual can have on Pennsylvania's society.
- 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.
- Construct a biography of a Pennsylvanian and generate conclusions regarding his/her qualities and limitations.
- 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.
- 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.

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- 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?
- 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.
- Biography is a historical construct used to reveal positive and/or negative influences an individual can have on civilization.
- 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.
- Construct a biography of a non-American and generate conclusions regarding his/her qualities and limitations.
- 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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## Unit 5 – The Evolution of the Modern American Economy

### 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 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 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.

### 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.

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- 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?
- 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.
- Biography is a historical construct used to reveal positive and/or negative influences an individual can have on Pennsylvania's society.
- 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.
- Construct a biography of a Pennsylvanian and generate conclusions regarding his/her qualities and limitations.
- 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.

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**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.
- 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.



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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 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.
- Biography is a historical construct used to reveal positive and/or negative influences an individual can have on civilization.
- 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.
- Construct a biography of a non-American and generate conclusions regarding his/her qualities and limitations.
- 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.

## **Unit 6 – Origins of US Foreign Policy**

### **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

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- 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.
- 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.
- 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.

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- 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 does continuity and change within Pennsylvania history influence your community today?
- 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.**

- 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?
- 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

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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 can the story of a person on another continent, past or present, influence your life?
- 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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## Unit 7 – US Involvement in World Wars

### 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
- 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?

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### 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:

- How does continuity and change within Pennsylvania history influence your community today?
- 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

- 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.**

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### 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

- 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:

- 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.

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- 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.

### Unit 8 – America’s role as a World Leader

#### 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 #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 does continuity and change within Pennsylvania history influence your community today?
- How has social disagreement and collaboration been beneficial to Pennsylvania society?

#### **Concepts**

- 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

- 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 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:

- 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?
- 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**

- 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.
- Construct a biography of a non-American and generate conclusions regarding his/her qualities and limitations.
- 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.

# DELAWARE VALLEY SCHOOL DISTRICT

## Unit 1: Aftermath of Civil War and Reconstruction

Grade Level(s): 9th

### Standards Addressed:

Link to Standards in SAS: <http://www.pdesas.org/Standard/View#>

**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

**Overview:** The unit will begin as a review of US History I that includes key components of the postwar period, the factors leading to the Reconstruction and key elements of the Reconstruction.

### Focus Questions:

- What are the significant events postwar period?
- What factors contributed to Reconstruction?
- What are the key events of the Reconstruction?
- Who were the central political, military, civilian, and cultural figures of the Reconstruction era?
- What was the difference in viewpoints regarding reconstruction relative to the President and Congress?
- What were the historical turning points of Reconstruction?
- What were the changes and continuities in American life caused by the Reconstruction?

### Goals:

- Students will develop a foundation for the American Studies course through an understanding of key components of the antebellum period, and summarize the factors leading to the Civil war.
- Students will understand the social, political, and economic effects of slavery.

### Objectives:

- Students will summarize the significance of key individuals and events of the antebellum period. (DOK – Level Two)
- Students will apprise the various events that contributed to the onset of the Civil War. (DOK – Level Three)
- Students will investigate the important political and military happenings of the Civil War. (DOK – Level Three)

### Core Activities and Corresponding Instructional Methods:

- Students will work cooperatively to identify significant individuals, events and concepts of the antebellum period.

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- Investigate the factors leading to the Civil War and compose a paragraph that demonstrates how one factor contributed to the future conflict.
- Discuss the significant political decisions and military engagements that impacted the time period. Ex: The Emancipation Proclamation and discuss the impact of the statement on the course of the war.
- Students will complete a graphic organizer to identify and describe the major military, political, civilian, and cultural leaders of the Union and the Confederacy along with the major contribution of each.
- Students will identify and summarize, in paragraph form, the historical turning points of the Civil War.
- Students will complete a change and continuities over time graphic organizer to analyze changes and continuities in American life caused by the Civil War.

### Assessments

#### Diagnostic:

- Graphic organizers, brainstorming, class discussion, Internet evaluations.

#### Formative:

- Read selected primary and secondary sources and answer questions, charts, class discussion, question and answer session. Current Essays.

#### Summative:

- Objective test, Writing assignments

### Extensions:

- Analyze the *Gettysburg Address* using the SOAPStone method.
- Write an essay evaluating Lee's decision to surrender at Appomattox Court House.

### Correctives:

- Construct a timeline of significant Civil war events.
- Create a chart that summarizes the major battles of the war.

### Materials and Resources

#### Primary textbook:

Colon, Copeland, Dexter, Dietz, Hogan, Kaufman, Kuhlman, Nudelman, Race, Varela, Shirley, Snopkowski, & West. American History: Reconstruction to the the Present. Orlando, FL: Houghton Mifflin Harcourt, 2018.

#### Supplemental Sources:

Compromise of 1850

Emancipation Proclamation

13<sup>th</sup> Amendment

#### Internet sites

<http://www.politicalbrew.com/politest.cgi>

[http://avalon.law.yale.edu/19th\\_century/kanneb.asp](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

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### **References**

American History after 1865 by Ray A. Billington.

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

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

### **Technology**

Smartboard technologies, Microsoft Word, Computers to use the Internet as a research tool, various video excerpts.

# DELAWARE VALLEY SCHOOL DISTRICT

## Unit 2: The Struggle for Equal Rights

Grade Level(s): 9th

Standards Addressed:

Link to Standards in SAS: <http://www.pdesas.org/Standard/View#>

**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

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

**Overview:** Students will explore the struggle for equality within American society from the Reconstruction period through modern American history. The unit will focus on the experience of African-Americans, women, and Native Americans as they pursued equal rights and opportunities.

### Focus Questions:

- What factors influenced minority groups in their struggle for equality?
- Who were the significant leaders of each minority group?
- What philosophies and strategies were advocated in the struggle for equal rights?
- How successful were the efforts of each minority group in attaining equal rights?
- What are the continuing challenges facing each minority group?
- To what extent has the struggle for equal rights affected non-minority groups?

### Goals:

- Students will determine the factors that influenced minority groups in their struggle for equality.
- Students will identify significant leaders of each minority groups' campaign for equal rights.
- Students examine the philosophies and strategies involved in the efforts to obtain rights.
- Students will evaluate the success of each minority group.
- Students will recognize continuing challenges facing each minority group in American society.

### Objectives:

- Students will identify and assess the plans of Reconstruction. (DOK – Level Three)
- Students will cite evidence of the political, economic, and social changes taking place in the South in the late 19<sup>th</sup> century (DOK - Level Three)
- Students will assess federal and state legislation that led to loss of civil rights for African-Americans. (DOK – Level Three)
- Students will analyze the ideas of African-American leaders in addressing the loss of rights at the turn of the 20<sup>th</sup> century. (DOK – Level Four)
- Students will identify the factors contributing to the Black Migration. (DOK – Level Two)

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- Students will assess the contributions of significant figures and cultural aspects of the Harlem Renaissance. (DOK – Level Three)
- Students will differentiate the leaders, strategies and philosophies of various Civil Rights organizations in the mid-twentieth century. (DOK – Level Three)
- Students will analyze landmark Civil Rights legislation of the Modern Civil Rights Movement. (DOK – Level Four)
- Students will recognize the factors influencing the women’s rights movement of the 19<sup>th</sup> century. (DOK – Level One)
- Students will analyze the ideas of women’s rights leaders in their efforts to gain equality (DOK – Level Four)
- Students will identify leaders, organizations, and strategies in the women’s suffrage movement. (DOK – Level One)
- Students will assess the results of the women’s suffrage movement. (DOK – Level Three)
- Students will summarize the factors influencing the women’s rights movement. (DOK – Level Two)
- Students will identify leaders, organizations, and strategies in the women’s rights movement. (DOK – Level One)
- Students will analyze landmark Civil Rights legislation of the modern women’s rights movement. (DOK – Level Four)
- Students will cite evidence of the federal government’s treatment of Native Americans in the late 19<sup>th</sup> and 20<sup>th</sup> centuries. (DOK - Level Three)
- Students will identify efforts of individuals and organizations that pushed for Native American rights and equality in the 19<sup>th</sup> and 20<sup>th</sup> centuries. (DOK – Level One)
- Students will assess the success of the Native American equality campaign and investigate continuing challenges facing them. (DOK – Level Three)
- Students will analyze the changes and continuities that have occurred in the varying civil rights movements from the mid-1800s through modern times.

### **Core Activities and Corresponding Instructional Methods:**

- Define key terms of the unit.
- Construct a graphic organizer that compares the Reconstruction plans and proposals of Presidents Lincoln and Johnson, and the Congress.
- In a class discussion, relate the controversy between the Presidential plans and Congressional plans for Reconstruction.
- Read primary sources that depict the changes on southern society during Reconstruction. Include readings on freedmen, southern whites, scalawags, and carpetbaggers.
- In a class discussion, identify how the U.S. Congress, Supreme Court and the Northern States counter the oppression experienced by freedmen during this time.
- Review and analyze the results of the Election of 1876 and discuss how the Compromise of 1877 led to an end of Reconstruction in the south.
- In a class discussion, investigate the economic, political, and social changes that occurred in the South during the time period.
- Construct a chart on federal and state legislation, along with Supreme Court decisions that led to the gradual loss of civil rights during the time period.
- Using online resources, read primary sources and provide examples of various Jim Crow Laws that brought about legalized social segregation.



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- Read primary sources on Booker T. Washington, W.E.B. Dubois, and Marcus Garvey and compare and contrast their views on the loss of rights and what effort the African-American community should take to regain the rights.
- Explore Harlem Renaissance online reference to help them become familiar with significant figures and their contributions.
- As a group, create a Harlem Renaissance billboard advertisement that includes various performers, important issues, and cultural topics of the 1920's.
- Chart the early efforts to end segregation from the 1930's to the mid 1950's
- Using video clips and class discussions, explain the modern civil rights era with various events to achieve desegregation and political rights.
- Create a magnet summary of civil rights actions, people, court decisions, and legislation not covered in the class discussion.
- Utilize sources to compare and contrast the ideas and philosophies of the Civil Rights leaders.
- Write an essay that analyzes the changes that occurred during the 1960's in the goals, strategies, and support of the movement for African American civil rights.
- Create a graphic organizer that compares and contrasts the Declaration of Independence and Declaration of Sentiments.
- Using the Declaration of Sentiments students will create a list of rights denied to women in the mid-19<sup>th</sup> century, and the demands made by the early women's rights movement.
- Students will utilize sources to compare and contrast the ideas and philosophies of women's suffrage leaders and organizations.
- Read the overview of women's rights movement in the 19<sup>th</sup> and 20<sup>th</sup> century and complete corresponding outline.
- Utilize sources to cite evidence of the federal government's treatment of Native Americans in the late 19<sup>th</sup> and 20<sup>th</sup> centuries.
- Compare and contrast efforts of individuals and Organizations that pushed for native American rights and equality.
- Use various resources to assess the success of the Native American equality campaign and investigate continuing challenges facing them. Student will participate in a Socratic seminar to share their findings on the topics assigned.
- Write an essay that compares and contrasts the movements to attain equal rights of African-Americans and women.

### Assessments

#### Formative:

- Graphic organizers, unit terms, class discussion, brainstorm, various video excerpts, magnet summary, Socratic seminar.

#### Diagnostic:

- Group projects, individual presentations, class discussions, selected primary sources, video excerpts, writing assignments

#### Summative:

- Multiple Choice Test, Essay Test

### Extensions

- Research and report on the impact of Christianity, Thoreau, and Gandhi has on the nonviolent movement of the 1950s and 1960s

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- 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

- Create a chronological chart of the actions of the Civil rights movement.
- Prepare a report on a civil rights leader and present to the class.

### Materials and Resources

**Primary textbook:** American History: Reconstruction to the Present. 2018.

### Supplemental Sources:

Albion Tourgee -Letter on Ku Klux Klan activity.  
Report of the Board of Education for Freedmen (1864)  
*Southern Treatment of the Federal Government*  
Ida Wells, "Lynch Laws in America" (1900)  
Booker T. Washington speech at the Atlanta Exposition 1895.  
The Talented Tenth - W.E.B. Dubois  
Jim Crow Laws  
Readings on Affirmative Action (pro and con)  
Civil Rights Legislation  
Malcolm X  
Martin Luther King  
Black Panther Party  
Seneca Falls Declaration  
Reading – Overview of Women’s Rights  
Betty Friedan – Feminine Mystique  
Phyllis Schlafly – Anti-Era Campaign

### Internet sites

<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.npr.org/templates/story/story.php?storyId=129827444> – Black Migration  
<http://www.columbia.edu/itc/history/odonnell/w1010/edit/migration/migration.html>  
<http://www.jcu.edu/HARLEM/INDEX.HTM>  
Seneca Falls Convention <http://www.loc.gov/exhibits/treasures/trr040.html>  
<http://www.npg.si.edu/col/seneca/senfalls1.htm>  
NOW: <http://www.now.org/history/>  
<http://www.nwlc.org/title-IX>  
American Indian Movement: <http://www.aimovement.org/>  
<https://www.boundless.com/u-s-history/the-sixties-1960-1969/the-expansion-of-the-civil-rights-movement/native-american-rights/>  
<http://amhistory.si.edu/militaryhistory/>  
<http://www.woundedkneemuseum.org>  
<http://www.pbs.org/indiancountry/history/relocate.html>  
PBS site includes various topics - <http://www.pbs.org/weta/thewest/resources/archives/>  
- Lakota Accounts of the Massacre at Wounded Knee  
-The Battle of Little Bighorn – an eyewitness account

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- The Dawes Act
- Chief Joseph Speaks

### **Technology**

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

# DELAWARE VALLEY SCHOOL DISTRICT

## Unit 3 - Immigration

Grade Level(s): 9th

Standards Addressed:

Link to Standards in SAS: <http://www.pdesas.org/Standard/View#>

**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 8.1.8.C, 8.1.12.C, 8.1.U.C, 8.1.8.C, 8.1.12.C, 8.1.U.C  
8.2.8.A, 8.2.9.A, 8.2.12.A, 8.2.U.A, 8.2.9.B, 8.2.12.B, 8.2.U.B, 8.2.9.C, 8.2.12.C, 8.2.U.C, 8.2.9.D, 8.2.12.D, 8.3.9.A, 8.3.12.A, 8.3.U.A, 8.3.9.B, 8.3.12.B, 8.3.U.B, 8.3.9.C, 8.3.12.C, 8.3.U.C, 8.3.9.D, 8.3.12.D, 8.3.U.D, 8.4.9.A, 8.4.12.A, 8.4.8.4.9.B, 8.4.12.B, 8.4.9.C, 8.4.12.C, 8.4.9.D, 8.4.12.D

**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

**Overview:** Students will identify factors leading to immigration, the living and working environments experienced by immigrants, along with the discrimination they encountered. The focus will shift to current political, economic, and cultural issues involving immigration.

**Focus Questions:**

- What factors influenced immigrants to the United States?
- What were the characteristics of the immigrants and their experiences in this country?
- How did the federal and state governments and people react to the influx of immigrants?
- What are the continuing challenges facing immigrants?
- To what extent does the “immigrant question” still play a significant role in American politics?

**Goals:**

- Students will identify the factors bringing immigrants to America.
- Students will examine the characteristics and experiences of immigrants.
- Students will describe government actions regarding immigration.
- Students will research current issues relating to immigration and identify varying positions.

**Objectives:**

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

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

### **Core Activities and Corresponding Instructional Methods:**

- Read the overview of immigration in the 19<sup>th</sup> and 20<sup>th</sup> century and complete corresponding outline.
- Define key terms of the unit.
- In a class discussion, students will provide push and pull factors to explain why people immigrated to the United States.
- Create a graphic organizer on characteristics of the two waves of immigrants that came to the United States in the 19<sup>th</sup> century.
- Construct a chart on federal legislation and court decisions dealing with immigration.
- As a group, create and present a visual display that covers a particular immigrant group that include push/pull factors, living and working experiences, examples of treatment government and citizens, and prominent individuals and their contributions to American culture past and present.
- Utilize sources to read and summarize current immigrant issues, analyze and assess varying positions in a writing assignment.

### **Assessments**

#### **Formative:**

- Graphic organizers – Old vs. New immigrants, Legislation and Supreme Court decisions on immigration, unit terms, class discussion, brainstorm, various video excerpts, magnet summary.

#### **Diagnostic:**

- Group projects and presentations, class discussions, selected primary sources, video excerpts.

#### **Summative:**

- Group projects and presentations, Multiple Choice Test, Essay Test

### **Extensions**

- Visit the Ellis Island immigration museum and provide a pictorial or video presentation to the class.
- View a movie on a topic of the time frame and prepare a report. Examples – Molly Maguires, Far and Away, etc...

### **Correctives**

- Research your genealogy and determine your ancestors to be old or new immigrants. Provide information substantiating your research.
- Create a collage of the city conditions and/or child labor from the time period

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## Materials and Resources

**Primary textbook:** American History: Reconstruction to the the Present. 2018.

## Supplemental Sources:

### Readings

Jacob Riis – pictures and captions  
Lewis Hines – Pictures and captions  
The Jungle by Upton Sinclair  
Immigration by Oscar Handler

### Videos

The Century: America's Time  
Far and Away  
Selected clips from The Godfather – part 2

### Internet sites

Library of Congress -  
<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/introduction.html>

Information on the Homestead Act 1862 and sodbusters  
[http://memory.loc.gov/ammem/award97/ndahtml/hult\\_sod.html](http://memory.loc.gov/ammem/award97/ndahtml/hult_sod.html)  
<http://www.nps.gov/home/>

PBS site includes various topics - <http://www.pbs.org/weta/thewest/resources/archives/>  
- The Pacific Railway Act 1862

### Immigration sites

<http://www.ellisland.org/Immexp/index.asp>  
<http://teacher.scholastic.com/ACTIVITIES/IMMIGRATION/tour/stop1.htm>  
<http://international.loc.gov/learn/features/immig/introduction.html>  
<http://www.pbs.org/independentlens/newamericans/newamericans.html>  
<http://www.pbs.org/becomingamerican/index.html>

### Technology

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

# DELAWARE VALLEY SCHOOL DISTRICT

## Unit 4 – Life in the Industrial Age

Grade Level(s): 9th

Standards Addressed:

Link to Standards in SAS: <http://www.pdesas.org/Standard/View#>

**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 8.1.8.C, 8.1.12.C, 8.1.U.C, 8.1.8.C, 8.1.12.C, 8.1.U.C  
8.2.8.A, 8.2.9.A, 8.2.12.A, 8.2.U.A, 8.2.9.B, 8.2.12.B, 8.2.U.A, 8.2.9.B, 8.2.12.B, 8.2.U.B, 8.2.9.C, 8.2.12.C, 8.2.U.C, 8.2.9.D, 8.2.12.D, 8.3.9.A, 8.3.12.A, 8.3.U.A, 8.3.9.B, 8.3.12.B, 8.3.U.B, 8.3.9.C, 8.3.12.C, 8.3.U.C, 8.3.9.D, 8.3.12.D, 8.3.U.D, 8.4.9.A, 8.4.12.A, 8.4.8.4.9.B, 8.4.12.B, 8.4.9.C, 8.4.12.C, 8.4.9.D, 8.4.12.D

**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

**Overview:** Unit 4 will center on the characteristics of the Industrial Age covering the growth of industrial production through the Roaring Twenties; along with the rise of industrialists and labor unions, and the progression of government regulations.

### Focus Questions:

- What are the different economic philosophies of the time period?
- What innovations/inventions transformed society?
- How did the Industrial Age change urban and rural society?
- Who were the influential people and organizations in this era?
- How did the federal and state governments alter their relationship with industry and society during this time-frame?
- How did World War I impact economic life in America?
- What factors contributed to the economic and cultural boom of the 1920's?

### Goals:

- Students will differentiate the ideas of capitalism, socialism, and communism.
- Students will identify important people, innovations, and inventions of the Industrial Era.
- Student will be able to discuss the changes to urban and rural society in the era.
- Students will assess the contribution leading industrialists of the era.
- Students will identify organized labor groups and evaluate the success of the labor movement at the turn of the century.
- Students will identify progressive leaders, organizations, and ideas that were attempting to solve the problems of the Industrial Age.
- Students will summarize federal and state reforms to regulate business and improve society.
- Students will recognize the changing role of the federal government in the economy during the Industrial Age.
- Students will be able to evaluate reasons for the economic prosperity of the 1920's.
- Students will be able to describe the cultural and social happenings of the 1920's.

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### Objectives:

- Students will differentiate the ideas of capitalism, socialism, and communism. (DOK – Level Three)
- Students will investigate important inventions, and innovations and their impact on society during the time period. (DOK – Level Three)
- Students will be able to assess the achievements of influential people and the roles they played in the era. (DOK – Level Three)
- Students will apprise the new business organizations that predominate the period and assess their significance in creating a new age of capitalism. (DOK – Level Three)
- Students will examine the corruption in politics and business during the Industrial Age (DOK – Level Two)
- Students will prove the efforts of the federal government to control big business are met with mixed results in the time period. (DOK – Level Four)
- Students will compare and contrast the philosophies and tactics of labor unions that developed in the time period.
- Students will recognize the changing role of the federal government in the economy during the Industrial Age. (DOK – Level One)
- Students will cite evidence of the economic boom and cultural transformation of the 1920's. (DOK – Level Three)

### Core Activities and Corresponding Instructional Methods:

- Define key terms of the unit.
- In class discussions define terms, identify characteristics of, and distinguish differences between the economic philosophies of capitalism, socialism, and communism.
- Read the overview of the American Industrial Revolution and complete corresponding outline.
- Create a chart identifying the industrialists of the time period and provide characteristics of robber barons and pioneers of industry.
- Write a persuasive essay depicting a selected industrialist as a robber baron or pioneer of industry.
- Read assigned textbook selections on the effects of industrialization on the working class and the rise of labor union movement.
- Read excerpts from “The Jungle” and explore the industrial working conditions in the late 19<sup>th</sup> and early 20<sup>th</sup> century.
- Create a graphic organizer on labor unions that identify the leaders, members, platforms, and issues.
- Jigsaw activity summarizing specific labor strikes (causes, public and government reactions, outcomes)
- In a class discussion identify Progressive leaders and reforms designed to regulate big business, protect the workers, consumers, urban areas, and the environment.
- In a graphic organizer, students will demonstrate, with examples, the changing role of federal government in the economy during the industrial Age.
- Implement the Stock Market simulation activity to become familiar with the economic boom and subsequent crash of the 1920s economy.
- Read assigned textbook selections and view selected video clips of life in the 1920s, and discuss the economic and cultural characteristics of the decade and the contributing causes of the stock market crash of 1929.



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## Assessments

### Formative:

- Graphic organizers, unit terms, class discussion, brainstorm, various video excerpts, stock market simulation

### Diagnostic:

- Jigsaw activities, class discussions, selected primary sources, video excerpts.

### Summative:

- Multiple Choice Test, Essay Assignments

## Extensions

- A student can investigate an important issue and report on the issue/problem as a muckraker of the late 19<sup>th</sup> and early 20<sup>th</sup> 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 attempt to validate or invalidate its impact on the area / region.

## Correctives

- Research and report on an individual of the time frame. Present findings to the class.
- Create a collage that summarizes the characteristics of life during the Industrial Age.

## Materials and Resources:

**Primary textbook:** American History: Reconstruction to the Present. 2018.

## Supplemental Sources:

### Readings

MSN Encarta Overviews: The Industrial Age in the United States, Labor Unions,  
Selected excerpts from *The Jungle*.  
Anthracite Coal Strike  
Photographs - Jacob Riis and Lewis Hines

### Internet sites

Prohibition: <http://memory.loc.gov/learn/features/timeline/progress/prohib/prohib.html>  
<http://www.pbs.org/wgbh/amex/carnegie/index.html>  
<http://www.pbs.org/wgbh/americanexperience/films/rockefellers>  
<http://www.history.com/shows/men-who-built-america>  
<http://www.explorepahistory.com/index.php>

### Videos

The Century: America's Time

### Technology

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

# DELAWARE VALLEY SCHOOL DISTRICT

## Unit 5 – The Evolution of the Modern American Economy

Grade Level(s): 9th

Standards Addressed:

Link to Standards in SAS: <http://www.pdesas.org/Standard/View#>

**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, 8.1.8.C, 8.1.12.C, 8.1.U.C, 8.1.8.C, 8.1.12.C, 8.1.U.C, 8.2.8.A, 8.2.9.A, 8.2.12.A, 8.2.U.A, 8.2.9.B, 8.2.12.B, 8.2.U.A, 8.2.9.B, 8.2.12.B, 8.2.U.B, 8.2.9.C, 8.2.12.C, 8.2.U.C, 8.2.9.D, 8.2.12.D, 8.3.9.A, 8.3.12.A, 8.3.U.A, 8.3.9.B, 8.3.12.B, 8.3.U.B, 8.3.9.C, 8.3.12.C, 8.3.U.C, 8.3.9.D, 8.3.12.D, 8.3.U.D, 8.4.9.A, 8.4.12.A, 8.4.8.4.9.B, 8.4.12.B, 8.4.9.C, 8.4.12.C, 8.4.9.D, 8.4.12.D

**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

**Overview:** Unit 5 will first center on the contributing factors and characteristics of the Great Depression, coverage of the New Deal measures and the impact of World War II on economic life. The focus will shift to the changing role of the government and significant events of economic life in the post-World War II era.

**Focus Questions:**

- What economic factors led to the Stock market crash and the Great Depression?
- How did the Great Depression Impact American society?
- What efforts did federal, state, and local authorities initiate to alleviate the problems of the Great Depression?
- How did World War II impact economic life in America?
- How did the federal government respond to the economic challenges of the country during the post-World War II era?
- How did the federal government expand its role in regulating business in order to address environmental, consumer, and workplace concerns?
- What were significant economic developments in the post-World War II era?
- What are the continuing challenges facing the American economy?

**Goals:**

- Students will be able to understand the differing philosophies on the role of government during economic crisis.
- Students will describe the experiences of life during the Great Depression.
- Students will identify important people, innovations, and events that impacted the economy since the Great Depression.
- Students will be able to demonstrate knowledge of the impact of landmark executive action, congressional legislation, and judicial decisions on the political and economic life.
- Students will recognize the changing role of the federal government in the economy

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- Students will identify activists, organizations, and ideas that were attempting to solve the economic problems of the post-World War II era.
- Students will recognize continuing challenges facing the American economy.

### Objectives:

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

### Core Activities and Corresponding Instructional Methods:

- Define key terms of the unit.
- Read textbook selections and discuss the causes of the Great Depression.
- View selected clips from The Century: America's Time—Stormy Weather-and complete assigned questions on key events, figures, and the social experiences of the Great Depression.
- Complete guided reading assignment on the social aspects of the Great Depression.
- View excerpts from the film Cinderella Man and complete informative essay on how the film is representative of the experiences of the "common man" during the Great Depression.
- As a group project, create a magazine spread that details political, economic, and cultural life during the Great Depression.
- Complete two column chart comparing and contrasting differing opinions of Hoover and FDR on the role of the federal government in addressing the Great Depression.
- In a series of class discussions identify specific New Deal programs.
- Complete a two-column chart that analyzes the support for and opposition to the New Deal.
- View selected video clips from PBS biography of FDR.
- Discuss the legacy of the New Deal and complete a visual and written summary of various New Deal era programs and initiatives.
- In a graphic organizer, students will demonstrate the changing role of the federal government in the economy during World War II and cite evidence to show the impact of the war on economic recover.
- Read and analyze President's Eisenhower quote on the legacy and popularity of New Deal programs to introduce assignment on influence and impact of FDR on presidential economic agendas after the New Deal.
- Complete guided reading assignment examining presidential economic agendas after the New Deal and examples of New Deal influence in the different programs.

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- Listen to, and read transcript of LBJ’s Great Society speech from the University of Michigan to introduce the Great Society initiative.
- In a graphic organizer, analyze the significance of key Great Society legislation.
- In class discussions, probe the economic troubles of the 1970s—including the energy crisis, inflation, the decline of American industrial dominance, stagflation, etc....
- View selected clips and complete assigned questions to The Century: America’s Time’ Starting Over, discussing economic, political, and social events of the late 1970s that led to the rise of the Conservative Revolution.
- Discuss the Reagan Revolution and “Reaganomics” and complete guided reading assignment-analyzing conservative economic philosophy, and comparing and contrasting Keynesian economic theory and supply-side economic theory.
- Complete two column chart that depicts the success and failure of “Reaganomics”.
- Construct an essay comparing and contrasting the economic strategies of FDR and Ronald Reagan.
- Read and examine the 2009 American Recovery and Reinvestment Act—including goals of the Act and the influence of FDR and the New Deal.
- Using various resources, students will examine current issues facing the American economy.
- In a class discussion examine current issues facing the United States. Students will participate in a Socratic seminar to share their findings on the topic assigned.

### Assessments

#### Formative:

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

#### Diagnostic:

- Group project, class discussions, selected primary sources, video excerpts.

#### Summative:

- Multiple Choice Test, Essay Test, Group projects.

### Extensions

- Interview a person who experienced the depression and report to the class.
- Research and report on the New Deal programs that were brought to the Tri-state area.
- Create a proposal to add one new face to Mt. Rushmore, either FDR or Ronald Reagan. Research and develop a proposal utilizing arguments for either President.

### Correctives

- Place the legislation of the New Deal in chronological order.
- Research and report on an individual from the unit.
- Prepare a report on Eleanor Roosevelt and her role in the depression

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## Materials and Resources

**Primary textbook:** American History: Reconstruction to the Present. 2018.

## Supplemental Sources:

### Readings.

MSN Encarta Overviews: Great Depression, New Deal, Great Society

FDR's Inaugural Address-March 1933

FDR Fireside Chats

President Dwight Eisenhower quote on the popularity of the New Deal

President Lyndon B. Johnson's Great Society Speech-1964

President Barack Obama's speech on the American Recovery and Reinvestment Act-February 2009

Rachel Carson: Silent Spring

### Internet sites:

<http://iws.ccccd.edu/kwilkison/Online1302home/20th%20Century/DepressionNewDeal.html> - overview of the time period – online course

<http://www.libs.uga.edu/hargrett/selections/wpa/index.html> - WPA projects in Georgia

[http://www.archives.gov/exhibit\\_hall/new\\_deal\\_for\\_the\\_arts/work\\_pays\\_america.html](http://www.archives.gov/exhibit_hall/new_deal_for_the_arts/work_pays_america.html) - WPA Art exhibits

<http://newdeal.feri.org/library/index.htm> - extensive photo gallery of New Deal programs

<http://millercenter.org/scripps/archive/speeches/detail/3383> - LBJ's Great Society Address

<http://www.pbs.org/wgbh/amex/presidents/> - PBS biographies on FDR, LBJ, and Ronald Reagan

<http://www.americanrhetoric.com/> - online speech database

<http://ssa.gov>

<http://www.reaganfoundation.org>

<http://www.fdrlibrary.marist.edu>

<http://www.lbjlibrary.org>

<http://www.recovery.gov/arra/Pages/default.aspx>

United Farm Workers (UFW): [http://www.ufw.org/\\_page.php?inc=history/07.html&menu=research](http://www.ufw.org/_page.php?inc=history/07.html&menu=research)

### Videos

The Century: America's Time

PBS – The President's Collection – FDR, LBJ, Reagan

Cinderella Man

### Technology

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

# DELAWARE VALLEY SCHOOL DISTRICT

## Unit 6 – Origins of US Foreign Policy

Grade Level(s): 9th

Standards Addressed:

Link to Standards in SAS: <http://www.pdesas.org/Standard/View#>

**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

**Overview:** Unit 6 will introduce American foreign policy in the late 1800's and early 1900's. Students will identify the nation's shift from an expansionist philosophy to imperialist actions that led to the country acquiring foreign territory.

### Focus Questions:

- How did the United States' foreign policy change within the time period?
- Who were the influential people that impacted American foreign policy?
- What were the ideals that influenced American foreign policy in the time period?
- How did the Spanish-American War mark a turning point in American foreign policy?
- What were the different presidential foreign policies in the early 20<sup>th</sup> century?

### Goals:

- Students will comprehend the shifts in American foreign policy within the time period.
- Students will identify the important people and ideas that influenced foreign policy.
- Students will recognize the factors leading to the Spanish-American War.
- Student will determine the impact of the Spanish-American War on American foreign policy.
- Students will compare and contrast Presidential foreign policies in the early 1900's.

### Objectives:

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

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## Core Activities and Corresponding Instructional Methods:

- Define important terms of the unit.
- In a class discussion, provide an overview of foreign policy concepts - purpose of, factors involved, and goals. Provide examples to emphasize principles.
- Read excerpt from George Washington's farewell address and discuss his advice to the nation regarding foreign affairs.
- Discuss Manifest Destiny and locate territories acquired by the United States under this belief.
- Construct a graphic organizer that demonstrates the shift from isolation to expansion to imperialism.
- Read assigned textbook section and examine the factors that influenced support for or opposition to expansionism and later imperialism. Share their findings in a Socratic seminar.
- Read assigned textbook section and describe American economic, social, and political interests in Hawaii, the Far East, and Cuba in the late 19<sup>th</sup> century.
- View video examining the factors that led to the Spanish-American War including – Spanish misrule, yellow journalism, and international incidents.
- In a jigsaw activity investigate the role of the media in contributing to the popular support of the war.
- View selected video clips to recognize the important key military and political figures, battles, and outcomes of the Spanish-American War.
- Locate on a map the new possessions of the United States in 1900.
- In an essay, analyze America's new role as an imperialist nation.
- Using various sources create a graphic organizer that compares the foreign policies of the early 20<sup>th</sup> century presidents and include examples of the policies being implemented.
- View Video on Panama Canal and write a response on the canal's importance to America.

## Assessments

### Formative:

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

### Diagnostic:

- Class discussions, selected primary sources, video excerpts.

### Summative:

- Multiple Choice Test, Essay Test.

## Extensions

- Research on the return of the Panama Canal to Panama and the impact it has had on Panama and the United States. Present findings to the class.
- Investigate and report on the facts on the destruction of the USS Maine in Havana.
- Research and report on the battleships of the Great White Fleet. Identify their differences from previous naval vessels and their impact on US foreign policy.

## Correctives

- Create a photo collage of the territories gained by the United States during this time period and important people involved in their acquisition.
- Writing in the style of yellow journalists, create headlines on newsworthy events from recent times.
- On a world map trace the route of the Great White Fleet on its inaugural voyage.

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## Materials and Resources

**Primary textbook:** American History: Reconstruction to the the Present. 2018.

### Supplemental Sources:

#### Readings:

Our Documents – 100 Milestone Documents from the National Archives.  
1898 by David Traxell

#### Internet sites

Panama Canal - <http://www.eclipse.co.uk/~sl5763/panama.htm>  
Spanish-American War - [www.pbs.org/crucible](http://www.pbs.org/crucible)  
Spanish-American War - <http://lcweb2.loc.gov/ammem/sawhtml/sawhome.html>  
American Foreign Policy and the Philippine Insurrection -  
<http://www.mtholyoke.edu/~saaposto/WorldPolitics116/>  
Buffalo Soldiers - <http://www.42explore2.com/buflldier.htm>  
<http://amhistory.si.edu/militaryhistory/>  
[http://www.lib.utexas.edu/maps/united\\_states/territory.jpg](http://www.lib.utexas.edu/maps/united_states/territory.jpg)

#### Video

PBS – Crucible of Empire  
Panama Canal

#### Technology

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



# DELAWARE VALLEY SCHOOL DISTRICT

## Unit 7 - US Involvement in the World Wars

Grade Level(s): 9th

### Standards Addressed:

Link to Standards in SAS: <http://www.pdesas.org/Standard/View#>

**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

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

**Overview:** Unit 7 will allow students to analyze the causes of the World Wars, factors influencing America's decision to enter the wars, and our experience in the wars. Students will also identify the effects of the war on the nations involved and contrast differing views on America's role following each war.

### Focus Questions:

- What factors led to the outbreak of World War I?
- What was America's initial reaction to the war in Europe?
- How and why did the United States become involved in World War I?
- Who were the influential people of World War I?
- What was the impact of American involvement on the outcome of World War I?
- How did the effects of the war on the nations involved?
- What factors contributed to the debate over the peace treaty ending the war?
- How and why did the opinions on America's role in the post-war world differ?
- What factors led to the outbreak of World War II?
- What was America's initial reaction to the war in Asia and Europe in the 1930's?
- How and why did the United States become involved in World War II?
- Who were the influential people of World War II?
- What was the impact of American involvement on the outcome of World War I?
- How did the effects of the war on the nations involved?
- How did the United States demonstrate its leadership at the end of World War II?

### Goals:

- Students will identify the factors led to the outbreak of World War I.
- Students will describe America's initial reaction to the war in Europe.
- Students will investigate how and why the United States become involved in World War I.
- Students will identify the influential people of World War I.
- Students will assess the impact of American involvement on the outcome of WW I.
- Students will analyze the effects of the war on the nations involved.

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- Students will differentiate the factors contributing to the debate over the peace treaty ending the war.
- Students will apprise the opinions on America's role in the post-war world.
- Students will identify the factors led to the outbreak of World War II.
- Students will describe America's initial reaction to the war in Asia and Europe in the 1930's.
- Students will investigate how and why the United States become involved in WW II.
- Students will identify the influential people of World War II.
- Students will assess the impact of American involvement on the outcome of WW II.
- Students will analyze the effects of the war on the nations involved.
- Students will recognize how the United States demonstrated its leadership at the end of World War II.

### Objectives:

- Students will classify factors that led to the outbreak of WWI in Europe in 1914 - including nationalism, militarism, imperialism, and the alliance system. (DOK – Level Two)
- Students will identify the spark that ignited WWI in Europe- the assassination of Archduke Ferdinand in 1914 (DOK – Level One)
- Students will classify the factors that helped shape the America's neutrality at the outbreak of WWI. (DOK – Level Two)
- Students will describe the attitudes of Americans as Europe engaged in war. (DOK – Level Two)
- Students will apprise and defend the factors that shifted America's policy from neutrality to involvement in WWI. (DOK – Level Three)
- Students will identify and explain the significance of key figures, battles, and technological advances and assess their impact on WWI. (DOK – Level One, Two, Three)
- Students will identify the mobilization of American military forces and recall the transformation of the economy in preparing the home front for war. (DOK – Level One)
- Students will analyze the impact of the United States on the outcome of WWI. (DOK – Level Four)
- Students will analyze and evaluate the debate at the Paris Peace Conference and the resulting Treaty of Versailles which formally ended the war. (DOK – Level Four)
- Students will classify the factors that shaped America's foreign policy between WWI and WWII. (DOK – Level Two)
- Students will Examine the rise of totalitarian governments in Europe in the period between WWI and WWII-including, Stalin, Mussolini, and Hitler. (DOK – Level Two)
- Students will Construct series of events that led to the outbreak of WWII in Asia (1937) and Europe (1939). (DOK – Level Three)
- Students will classify the factors that helped shape the America's neutrality at the outbreak of WWII. (DOK – Level Two)
- Students will apprise and defend the factors that shifted America's policy from neutrality to involvement in WWII (DOK – Level Three)
- Students will identify and explain the significance of key figures, battles, and technological advances and assess their impact on WWII. (DOK – Level One, Two, Three)
- Students will identify the mobilization of American military forces and recall the transformation of the economy in preparing the home front for war. (DOK – Level One)
- Students will analyze the impact of WWII on American society—including changing roles of women, internment of Japanese-Americans, challenges faced by other minorities. (DOK – Level Four)

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- Students will analyze the impact of the United States on the outcome of WWII. (DOK – Four)
- Students will critique the decisions of the United States on ending WWII. (DOK – Level Three, Four)

### Core Activities and Corresponding Instructional Methods:

- Define important terms of the unit.
- Read assigned textbook section and complete guided reading assignment on the causes of WWI, the early years of the war in Europe, and American neutrality at the outbreak of the war.
- Introduce and explain America in the World Wars Project.
- Read assigned textbook section appraising and defending the factors that shifted America’s policy from neutrality to involvement in WWI.
- Primary Source Analysis Assignment—Read and analyze Woodrow Wilson’s War Message to Congress on April 2, 1917.
- Read assigned textbook section -American involvement in WWI on the battlefield and the home front and complete guided reading questions.
- View The Century-America’s Time-Shell Shock (WWI) and complete assigned questions.
- Complete a Paris Peace Conference simulation and examine the causes of conflict between Woodrow Wilson and the rest of the Big Four over postwar plans.
- Primary Source Analysis Assignment-Read and analyze Woodrow Wilson’s Fourteen Points and compare Wilson’s plan with the provisions agreed upon in the Treaty of Versailles.
- Read assigned textbook section classifying the factors that shaped America’s foreign policy between WWI and WWII.
- Complete graphic organizer on the rise of dictators in Europe in the years after WWI examining the rise of Stalin, Mussolini, and Hitler.
- Read assigned textbook section on the beliefs and actions of Imperial Japan in the 1930s.
- Construct a timeline of events that shifted America’s policy from neutrality to involvement in WWII.
- View selected clips from The Century: America’s Time- Over the Edge (Late 1930s) and complete assigned questions.
- Primary Source Analysis Assignment-Read and analyze FDR’s “A date that will live in infamy” speech.
- View selected clips from The Century: America’s Time-Homefront- (1941-1945) and complete assigned questions.
- View selected clips from The Century: America’s Time-Civilians at War-(1937-1945) and complete assigned questions.
- Write an essay comparing and contrasting America’s role at the end of World War I and at the end of World War II.

### Assessments

#### Formative:

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

#### Diagnostic:

- Group projects, class discussions, selected primary sources, video excerpts.

#### Summative:

- Multiple Choice Test, Essay, group project.

### Extensions

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- Research and write a letter taking on the role of a soldier in the trenches on the Western Front. Describe how their attitudes about the war may have changed and their experiences in the war.
- Research and report on the Battle of the Somme and explain how it represents the futility of WWI.
- Compare and Contrast the leadership of Woodrow Wilson and Franklin Roosevelt as leaders in times of war.
- Investigate and report on the decision to drop the atomic bomb.

### **Correctives**

- Research and present on the new weapons of WWI.
- Create map of Europe and East Asia and identify territories controlled by the Axis Powers at the height of their power.
- Create a photo collage of wartime atrocities of WWII.

### **Materials and Resources**

**Primary textbook:** American History: Reconstruction to the Present. 2018.

### **Supplemental Sources:**

#### **Readings.**

The Zimmerman Telegram

President Wilson's Address to Congress-April 2, 1917

President Roosevelt's "A date that will live in infamy" speech

President Wilson's Fourteen Points

Provisions of the Treaty of Versailles

President Roosevelt's "Quarantine Speech"

President Roosevelt's "Arsenal of Democracy" Speech

Neutrality Acts of 1935,1936, and 1937

Lend-Lease Act

Atlantic Charter

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

#### **Internet sites**

<http://www.americanrhetoric.com/> - online speech database

<http://www.pbs.org/wgbh/amex/presidents/> - PBS biographies on FDR and Truman

<http://www.pbs.org/greatwar> - WWI reference site

<http://www.army.mil/cmh-pg/brochures/wac/wac.htm> - WACS in WWII

<http://tuskegeeairmen.org/> - Tuskegee Airmen

[http://www.pbs.org/wgbh/amex/zoot/eng\\_peopleevents/e\\_riots.html](http://www.pbs.org/wgbh/amex/zoot/eng_peopleevents/e_riots.html) - Zoot Suit Riots

<http://www.u-s-history.com/pages/h1693.html> - Pacific Theater of WWII

<http://www.u-s-history.com/pages/h1709.html> - European Theater of WWII

<http://amhistory.si.edu/militaryhistory/>

<http://www.fdrlibrary.marist.edu>

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### **Videos**

The Century-America's Time-Shell Shock (WWI)

The Century: America's Time- Over the Edge (Late 1930s)

The Century: America's Time-Homefront- (1941-1945)

The Century: America's Time-Civilians at War-(1937-1945)

PBS – The Presidents

### **Technology**

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

# DELAWARE VALLEY SCHOOL DISTRICT

## Unit 8 – America’s Role as a World Leader

Grade Level(s): 9th

### Standards Addressed:

Link to Standards in SAS: <http://www.pdesas.org/Standard/View#>

**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

**Overview:** In the final unit students will identify the emergence of the United States as a World Power. Students will examine the competition between the USA and USSR for global hegemony while examining the changing society of the post-World War II era. In addition, students will analyze the role of the inherent role of the United States in world affairs. Topics covered in this unit include the various events and policies of the Cold War, the role of the United States in the Middle East, and current issues facing American foreign policy.

### Focus Questions:

- How did the United States’ foreign policy change within the time period?
- Who were the influential people that established America’s role as a world leader?
- What were the ideals that influenced American foreign policy in the time period?
- What were the significant events that demonstrated America’s role as a world leader in the time period?
- What were the different presidential foreign policies in post-World War II era?
- What are the continuing foreign policy challenges facing the United States?

### Goals:

- Students will identify various changes in American foreign policy in the post-World War II era.
- Students will recognize influential people and events that established America’s role as a world leader.
- Students will summarize the principles that influenced American foreign policy in the time period.
- Students will compare and assess the different presidential foreign policies in post-World War II era?
- Students will research current issues relating to foreign policy and identify varying positions.

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### Objectives:

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

### Core Activities and Corresponding Instructional Methods:

- Define important terms of the unit.
- Discuss origins of the Cold War through an analysis of WWII treaties.
- As an introduction, brainstorm “hot spots” of the Cold War on a map including: Eastern Europe, Berlin, Korea, Cuba, Vietnam, Latin America, and Afghanistan.
- Primary Source Analysis on Winston Churchill’s Iron Curtain Speech.
- Complete a graphic organizer that summarizes presidential Cold War foreign policies.
- Define Castro’s motivations for placing strategic offensive weapons in Cuba.
- Examine US military motivation to appear hawkish in regards to the Soviet Union.
- Complete a magnet summary assignment of Cold War “hot spots”.
- Read the assigned textbook sections and complete the guided reading assignment that analyzes how the Cold War expanded during the 1950’s.
- Jigsaw activity that describes the events of the Kennedy administration that bring the Cold War to an intense level including Bay of Pigs, Berlin Crisis, and Cuban missile crisis.
- View excerpts from Thirteen Days and examine the foreign policy decision making process within the Kennedy administration during the Cuban missile crisis.
- Develop a timeline that depicts the chronology of United States involvement in Vietnam
- Read the assigned textbook sections and complete guided reading assignments detailing the experiences and challenges facing America in Vietnam and on the home front.
- Generate a timeline that traces the development of détente in the 1970’s including the goals and achievements in the Nixon, Ford, and Carter administrations.
- Read the assigned textbook section and discuss the events that led to an end of détente.
- Read the assigned textbook section and complete the guided reading assignment that examines the American and Soviet decisions in ending the Cold War.
- Write a persuasive argument for or against Reagan’s handling of the Cold War.
- Research American and Russian relations in the post-Cold war era and participate in a Socratic seminar sharing their findings.
- Develop a timeline that depicts the chronology and understanding of US involvement in the Middle East since the establishment of Israel in the post-World War II era
- Students will prepare a presentation that will provide an in-depth analysis of assigned Middle Eastern events. Presentations will include background causes and factors leading to American involvement, the role America played in the event, significant figures and developments, the political, social, and economic impact of the event on nations involved, and post-event outcomes.
- Students will use the internet to research current global issues facing the United States and share their findings in a class discussion

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## Assessments

### Formative:

- Graphic organizers, unit terms, story impressions, selected primary sources, class discussion, various video excerpts, magnet summary, timeline, Socratic seminar.
- **Diagnostic:**
- Brainstorming, class discussions, selected primary sources, speeches, video excerpts.
- **Summative:**
- Multiple Choice Test, persuasive essay, group project, current event essay

### Extensions:

- Research selected events of 1968 and determine the impact of the events on the course of the war effort and society.
- Investigate the music of the Vietnam era and analyze the lyrics to determine the message of the writer. Report findings to class.
- Research and report on the role of the Olympics as an extension of the Cold War.
- How do US-Russian relations today compare to that of the cold war?

### Correctives:

- From the perspective of a soldier in Vietnam, write a letter detailing your war experience.
- Create a collage of scenes/pictures depicting the public's awareness of the threats of the Cold War era. (fallout shelters, duck and cover drills)
- Write an editorial on a current foreign policy issue facing the United States.

## Materials and Resources

**Primary textbook:** American History: Reconstruction to the Present. Houghton, Mifflin, Harcourt. 2018.

### Supplemental Sources:

#### Readings.

Truman Doctrine speech  
Marshall Plan speech  
MacArthur Old Soldiers just fade away speech  
Tear down this wall speech  
We are all Mortal speech  
Bush Doctrine speech  
Our Documents – 100 Milestone Documents from the national Archives.

#### Internet sites

<http://www.cnn.com/SPECIALS/coldwar/> - Interactive site  
<http://www.coldwar.org/index.asp>  
<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/mylai.html> - My Lai massacre  
<http://www.pbs.org/wgbh/amex/vietnam>  
<http://www.pbs.org/wgbh/amex/hijacked/index.html>  
<http://www.pbs.org/wgbh/amex/presidents>



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<http://www.pbs.org/wgbh/pages/frontline/gulf>  
<http://www.pbs.org/wgbh/pages/frontline/showdown>  
<http://www.presidentialtimeline.org/index.php>  
<http://amhistory.si.edu/militaryhistory/>

### **Videos**

The Century Series  
Thirteen Days  
PBS – The Presidents

### **Technology**

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

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## Appendix

### 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.

### 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**.
- 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

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**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.

### **8.2: 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

**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

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- 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.

**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

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- 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

### **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

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- 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: American History: Reconstruction to the Present.

Textbook ISBN #: 9780544669062

Textbook Publisher & Year of Publication: Houghton Mifflin Harcourt, 2018.

Curriculum Textbook is utilized in (title of course): American Studies

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**Checklist to Complete and Submit with Curriculum:**

- \_\_\_\_\_ A hard copy of the curriculum using The template entitled “Planned Instruction,” available on the district website
- \_\_\_\_\_ Hard copies of all supplemental resources not available electronically
- \_\_\_\_\_ The primary textbook form(s)
- \_\_\_\_\_ The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document
- \_\_\_\_\_ A USB/Flash Drive containing a single file that will print the curriculum in its intended sequence from beginning to end and all supplemental resources that are available in electronic format.

Each principal and/or department chair has a schedule of First and Second Readers/Reviewers. Each Reader/Reviewer must sign & date below.

First Reader/Reviewer Printed Name \_\_\_\_\_  
First Reader/Reviewer Signature \_\_\_\_\_ Date \_\_\_\_\_

Second Reader/Reviewer Printed Name \_\_\_\_\_  
Second Reader/Reviewer Signature \_\_\_\_\_ Date \_\_\_\_\_