

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Concepts American Studies

Grade Level: 9

Date of Board Approval: _____2018_____

DELAWARE VALLEY SCHOOL DISTRICT

Planned Instruction

Title of Planned Instruction: Concepts American Studies

Subject Area: Social Studies

Grade(s): 9

Course Description: This course is designed to challenge Concepts-level high school students to learn and apply the lessons of American History from the United States Civil War through modern times. The learning focus will be on major periods, leaders, and developmental stages in American History. The curriculum has been designed to utilize available technology and cross-curricular activities. This course has been aligned with the Pennsylvania State Standards and current Delaware Valley School District scope and sequence.

Time/Credit for the Course: Full Year – 180 hours – 1 Credit

Curriculum Writing Committee: Alexis Polanis

DELAWARE VALLEY SCHOOL DISTRICT

Curriculum Map

Marking Period One:

- **Overview based on 45 days:** This unit will serve as a review of the final days of the Civil War and the aftermath. Students will review major battles of the Civil War and advantages/disadvantages of the North and the South. The focus will shift to the struggle for equality within the American society and Reconstruction period.

Unit 1: Aftermath of the Civil War – 15 days

Unit 2: The Civil Rights Movement – 30 days

Marking Period 1 - Goals:

Understanding of:

Unit 1: The Aftermath of the Civil War and Reconstruction

- Congressional Reconstruction & Presidential Reconstruction
 - Lincoln Plan
 - Johnson Plan
 - a. Radical republicans
- Reconstruction Amendments
 - 13th amendment
 - 14th amendment
 - 15th amendment
- Race Relations relative to Reconstruction
 - Ku Klux Klan
 - Jim Crow Laws
 - Black Codes
 - Compromise of 1877

Unit 2- Goals: “The Civil Rights Movement” -The Struggle for Equality

- The Civil Rights Movement Takes Shape
 - Jim Crow Laws
 - Plessy v. Ferguson
 - Brown v. Board of Education
 - Little Rock Nine
 - Montgomery Bus Boycott
 - SNCC/CORE
- Kennedy, Johnson, and Civil Rights
 - JFK
 - Freedom Rides
 - Johnson- Great Society
 - Civil Rights Act 1964
 - Voting Rights Act 1965
 - Changes in the Civil Rights Movement
 - a. Black Power
 - b. Malcolm X
 - c. Black Panther Party

DELAWARE VALLEY SCHOOL DISTRICT

- Rights for Other Americans
 - Hispanic Americans Organize for Change
 - a. Cesar Chavez, Dolores Huerta
 - b. United Farm Workers (UFW)
 - The Women's Movement
 - a. National Organization for Women (NOW)
 - b. Equal Rights Amendment
 - c. Seneca Falls Conference
 - Other Voices for Change
 - a. American Indian Movement
 - b. The Disability Rights Movement

Marking Period Two:

- **Overview based on 45 days:** 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 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 days

Unit 4: The Industrial Age – 25 days

Unit 5: The Great Depression (Roaring Twenties, The Great Depression, The New Deal) – 5 days (will extend into marking period 3)

Marking Period Two Goals:

Understanding of:

Unit 3 - Immigration

- A New Wave of Immigration
 - Ellis Island / Angel Island
 - a. Poverty
 - b. Revolution in Europe
 - c. Promise of jobs
 - d. Religious Freedom
 - e. Irish Potato Famine
- The Growth of Cities
 - Growth of Urban Areas
- City Life
 - Assimilation
 - Settlement Houses

Unit 4 – The Industrial Age

- Introduction of economic philosophies – capitalism, socialism, communism

DELAWARE VALLEY SCHOOL DISTRICT

- o Expansion of Industry
- o Age of the Railroads
- o Big Business
- o Rise of the Labor Movement
- The Second Industrial Revolution
 - o Bessemer Steel Process
 - o Steam engine
 - o Transportation
 - o Assembly line
- Big Business
 - o Ford
 - o Carnegie
 - o Rockefeller
 - o Vanderbilt
 - o Sherman Antitrust Act
 - o Vertical/Horizontal Integration
- Industrial Workers
 - o AFL-CIO
 - o Teamsters
 - o Strikes
 - o Modern relation to unions
- The Roaring Twenties
 - o Stock Market
 - o Bull/Bear market
 - o Interest Rates
 - o Buying on the margin

Unit 5: The Great Depression (Roaring Twenties, The Great Depression, The New Deal)

- Great Depression – Causes and Political Response – Hoover, FDR
 - o The Nation’s Sick Economy
 - o Hardship and Suffering
- Hooverville’s
 - o Hoover’s failed policies
- Social aspects of the Great Depression
- The New Deal
 - o A New Deal Fights the Depression
 - o The Second New Deal
 - o NLRB vs. Jones and Laughlin Steel Corp
 - o New Deal, New Opportunities
 - o Culture in the 1930’s
 - o Impact of the New Deal
 - a. Tennessee Valley Authority
 - b. CCC
 - c. Building confidence in banks
 - d. Social Security Act
 - e. Expansion of executive power
 - f. Emergence of Entitlement programs

DELAWARE VALLEY SCHOOL DISTRICT

- Impact of World War II on economic life.
- Expansion of presidential powers relative to the economy in the post New Deal
- World.
- US Monetary policy
 - Breton-woods system

Marking Period Three:

- **Overview based on 45 days:** 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: America as a World Power – 15-16 days

Unit 7: WWI and WWII– 8 days (16-17 days continued in 4th m.p.)

Marking Period 3 -Goals:

Understanding of:

Unit 6 – America as a World Power

- Overview of foreign policy concepts – Monroe Doctrine, Isolationism, Expansionism, Imperialism
- American shift from Expansion to imperialism in the late 19th century
- Spanish-American War.
 - Yellow Journalism
- Presidential foreign policies early 1900's – TR, Taft, Wilson
 - Progressivism
 - Roosevelt Corollary
 - Panama Canal

Unit 7 – WWI and WWII

- 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

DELAWARE VALLEY SCHOOL DISTRICT

- 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
- American foreign policy between the World Wars
 - Isolation and Involvement
 - Rise of the Totalitarian leaders
 - a. Hitler
 - b. Mussolini
 - c. Stalin
 - d. Japanese Military leaders
- World War II
 - Causes of World War II
 - a. Appeasement
 - b. German military buildup
 - c. Anschluss
 - America's position at start of the war
 - Factors affecting US decision to enter war
 - a. Attack on Pearl Harbor
 - Impact of American Involvement on the outcome of war
 - American war experience
 - a. D-Day
 - b. Battle of the Bulge
 - c. Iwo Jima
 - d. Liberation of Concentration camps
 - Decisions on ending the war
 - Invasion vs. Dropping of Atomic bomb
 - a. Immoral acts of war
 - b. Stalin's reign of terror
 - c. Holocaust
 - e. American internment camps
 - f. Nuclear War

Marking Period Four:

- **Overview based on 45 days:** 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: The Cold War, The Vietnam War Years, Searching for Order - 29-30 days

Marking Period 4-Goals:

DELAWARE VALLEY SCHOOL DISTRICT

Understanding of:

Unit 8: The Cold War, The Vietnam War Years, Searching for Order

- Origins of the Cold War
 - Cold War “hot spots” and expansion
 - The evolution of American Cold War foreign policy -
 - Containment (late 1940’s-early 1950’s)
 - Fall of China
 - Defense of Korea
 - Brinkmanship (1950’s)
 - c. Arms Race
 - d. ICBMs
 - e. Hydrogen Bomb
 - f. Flexible Response (1960’s)
 - Bay of Pigs
 - Cuban Missile Crisis
 - g. Détente (1970’s)
 - f. “Peace through Strength” (1980’s)
- US involvement in the Middle East -
 - Arab-Israeli conflicts
 - Covert response to Soviet-Afghan War
 - Iranian hostage crisis
 - Persian Gulf War
- War on Terror
 - September 11 attacks
 - Wars in Afghanistan and Iraq
 - Al Qaeda
 - ISIS
 - Taliban
 - Patriot Act
 - Guantanamo Bay
- Current issues dealing with foreign policy
 - NAFTA
 - Trans Pacific Partnership
 - United Nations
 - Eurozone
 - NATO

DELAWARE VALLEY SCHOOL DISTRICT

Curriculum Plan

Unit: 1 Aftermath of the Civil War

Time Range in Days: 15 days

Standard(s):

PA Academic Standards, History and Social Studies, National Standards.

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

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

Big Idea(s) #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 prepare 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.

DELAWARE VALLEY SCHOOL DISTRICT

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 prepare one for participation as active, critical citizens in a democratic society.

Competencies

- Articulate the context of a historical event or action.

Overview:

This unit will serve as a review of the final days of the Civil War and the aftermath. Students will review major battles of the Civil War and advantages/disadvantages of the North and the South. The focus will shift to the struggle for equality within the American society and Reconstruction period.

Goals:

- Students will examine Congressional Reconstruction & Presidential Reconstruction. Students will examine both Lincoln and Johnson's plans during Reconstruction and how they differed and shared similarities. Students will examine the viewpoints of the radical republicans.
- Reconstruction Amendments- View and interpret the 13, 14, and 15th amendments to the United States Constitution.
- Race Relations relative to Reconstruction- Students will examine the formation and existence of the Ku Klux Klan and the power they held over the South and parts of the North. Students will examine the Jim Crow Laws of the time period, along with the strict black codes African American's needed to follow. Students will examine the Compromise of 1877 and how this impacted America.

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.
- 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.

DELAWARE VALLEY SCHOOL DISTRICT

- 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, class discussions, collaborative/individual brainstorming

Formative:

- Reading primary and secondary sources to interpret meaning behind specific concepts. Students will use primary and secondary sources to analyze historical context, aid in class discussion, facilitate in brainstorming, projects, and writing prompts.

Summative:

- Unit exams, unit projects, and writing assessments

Extensions:

- Read and analyze the Gettysburg Address
- View specific battle records/ primary sources and analyze the social impacts the war had on the American people.

Correctives:

- Create a chart of Civil War battles and their impacts on the North/ South.
- Create a timeline of events during the Civil War leading up to Appomattox.

Materials and Resources:

Primary Textbook: United States History, Houghton Mifflin Harcourt Publishing Company, 2018

Supplemental Sources:

- Compromise of 1850
- Emancipation Proclamation
- 13th Amendment

Internet sites:

- <http://www.politicalbrew.com/politest.cgi>
- http://avalon.law.yale.edu/19th_century/kaneb.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 Hidalgo

DELAWARE VALLEY SCHOOL DISTRICT

Unit 2: The Civil Rights Movement

Time Range in Days: 30 days

Standard(s):

PA Academic Standards, History and Social Studies, National Standards.

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

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

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

Essential Questions:

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

Concepts

- Learning about the past and its different contexts shaped by social, cultural, political influences prepare 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 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.

DELAWARE VALLEY SCHOOL DISTRICT

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 prepare 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?

Concepts

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

Competencies

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

DELAWARE VALLEY SCHOOL DISTRICT

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?
- 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.

DELAWARE VALLEY SCHOOL DISTRICT

- 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.

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 minority groups 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 19th century (DOK - Level Three)
- Students will assess federal and state legislation that led to loss of civil rights for Africa-Americans. (DOK – Level Three)
- Students will analyze the ideas of African-American leaders in addressing the loss of rights at the turn of the 20th century. (DOK – Level Four)
- Students will identify the factors contributing to the Black Migration. (DOK – Level Two)
- Students will assess the contributions of significant figures and cultural aspects of the Harlem Renaissance. (DOK – Level Three)
- Students will differentiate the leaders, strategies and philosophies of various Civil Rights organizations in the mid-twentieth century. (DOK – Level Three)
- Students will recognize the factors influencing the women's rights movement of the 19th century. (DOK – Level One)

DELAWARE VALLEY SCHOOL DISTRICT

- 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 cite evidence of the federal government's treatment of Native Americans in the late 19th and 20th centuries. (DOK - Level Three)
- Students will identify efforts of individuals and organizations that pushed for Native American rights and equality in the 19th and 20th centuries. (DOK – Level One)
- Students will assess the success of the Native American equality campaign and investigate continuing challenges facing them. (DOK – Level Three)
- 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.
- Jigsaw the Presidential plans and Congressional plans for Reconstruction.
- Read primary sources that depict the changes on southern society during Reconstruction.
- 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.
- 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.
- Utilize sources to cite evidence of the federal government's treatment of Native Americans in the late 19th and 20th 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.

DELAWARE VALLEY SCHOOL DISTRICT

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

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: United States History, Houghton Mifflin Harcourt Publishing Company, 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>

DELAWARE VALLEY SCHOOL DISTRICT

- 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

Technology

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

DELAWARE VALLEY SCHOOL DISTRICT

Unit 3: Immigrants and Urban Life

Time Range in Days: 15 days

Standard(s):

PA Academic Standards, History and Social Studies, National Standards.

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

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

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

Essential Questions:

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

Concepts

- Learning about the past and its different contexts shaped by social, cultural, political influences prepare 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

DELAWARE VALLEY SCHOOL DISTRICT

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 prepare 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,

DELAWARE VALLEY SCHOOL DISTRICT

innovations, settlement patterns, social organization, transportation and trade, and equality are examples continuity and change.

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

Competencies

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

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

Essential Questions:

- 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 and individuals throughout the world today.

Essential Questions:

- How can the story of a person on another continent, past or present, influence your life?

DELAWARE VALLEY SCHOOL DISTRICT

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

Concepts

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

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 20th century with immigrants from earlier in the 19th century. (DOK – Level Two)
- Students will research and identify different government actions concerning immigration and complete a chart summarizing their findings. (DOK – Level Three)

DELAWARE VALLEY SCHOOL DISTRICT

- Students, in a group, will prepare a presentation on an immigrant group that demonstrates factors leading to immigration, living and working experiences, specific examples of treatment by the government and citizens, along with prominent individuals and their contributions to America culture. (DOK – Level Three)
- Students will examine current immigration issues and assess varying positions. (DOK – Level Three)

Core Activities and Corresponding Instructional Methods:

- Read the overview of immigration in the 19th and 20th 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 19th century.
- Construct a chart on federal legislation and court decisions dealing with immigration.
- As an assessment at the end of the unit, students will construct a scrapbook that will outline the journey immigrants endured coming to America.

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- scrapbook.

Extensions

- Visit the Ellis Island immigration museum and provide a pictorial or video presentation to the class.

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

Materials and Resources

Primary textbook: United States History, Houghton Mifflin Harcourt Publishing Company, 2018

Supplemental Sources:

Readings

- The Jungle by Upton Sinclair

DELAWARE VALLEY SCHOOL DISTRICT

Video

- 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/ndfahtml/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

Time Range in Days: 25 days

Standard(s):

PA Academic Standards, History and Social Studies, National Standards.

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

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

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

Essential Questions:

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

Concepts

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

Competencies

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

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

Essential Questions

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

What role 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.

DELAWARE VALLEY SCHOOL DISTRICT

- 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 prepare 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.
- 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.

DELAWARE VALLEY SCHOOL DISTRICT

- 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.
- 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.

DELAWARE VALLEY SCHOOL DISTRICT

- 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.

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?

DELAWARE VALLEY SCHOOL DISTRICT

- 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.

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.

DELAWARE VALLEY SCHOOL DISTRICT

- Read assigned textbook selections on the effects of industrialization on the working class and the rise of labor union movement.
- Read excerpts from “The Jungle” and explore the industrial working conditions in the late 19th and early 20th century.
- 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.
- Students will research different companies of their choice and look at the stock market information- deciding whether they would invest personally or not if they were given the option.
- 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.

Assessments

Formative:

- Graphic organizers, unit terms, class discussion, brainstorms, 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 19th and early 20th century.
- Identify individuals in the modern era that are investigative reporters / muckrakers. Examples include Woodward and Bernstein, and Ralph Nader.
- Research the contributions of an industrialist and 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: United States History, Houghton Mifflin Harcourt Publishing Company, 2018

Supplemental Sources: United States History, Houghton Mifflin Harcourt Publishing Company, 2018

Readings

- MSN Encarta Overviews: The Industrial Age in the United States, Labor Unions,

DELAWARE VALLEY SCHOOL DISTRICT

- 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 Great Depression (Roaring Twenties, Great Depression, New Deal, Great Society) Time Range in Days: 20 days

Standard(s):

PA Academic Standards, History and Social Studies, National Standards.

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

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

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

Essential Questions:

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

Concepts

- Learning about the past and its different contexts shaped by social, cultural, political influences prepare 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

DELAWARE VALLEY SCHOOL DISTRICT

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 prepare 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.

DELAWARE VALLEY SCHOOL DISTRICT

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

DELAWARE VALLEY SCHOOL DISTRICT

- 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.

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?

DELAWARE VALLEY SCHOOL DISTRICT

- 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. 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 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.
- 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.
- 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.

DELAWARE VALLEY SCHOOL DISTRICT

- 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.
- Complete a graphic organizer on alphabet soup: the agencies of the New Deal
- Students will go around the room and they will use clues to decide which New Deal agency is being discussed.
- 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.
- 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".

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

Materials and Resources

Primary textbook: United States History, Houghton Mifflin Harcourt Publishing Company, 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

DELAWARE VALLEY SCHOOL DISTRICT

- 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 - 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

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

Time Range in Days: 15 days

Standard(s):

PA Academic Standards, History and Social Studies, National Standards.

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

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

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

Essential Questions:

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

Concepts

- Learning about the past and its different contexts shaped by social, cultural, political influences prepare 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.

DELAWARE VALLEY SCHOOL DISTRICT

- 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 prepare 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

DELAWARE VALLEY SCHOOL DISTRICT

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 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.

DELAWARE VALLEY SCHOOL DISTRICT

- 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.

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 20th 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.

DELAWARE VALLEY SCHOOL DISTRICT

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

Core Activities and Corresponding Instructional Methods:

- Define important terms of the unit.
- 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 19th century.
- In a jigsaw activity investigate the role of the media in contributing to the popular support of the war.
- Locate on a map the new possessions of the United States in 1900.
- Using various sources create a graphic organizer that compares the foreign policies of the early 20th 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.

DELAWARE VALLEY SCHOOL DISTRICT

- 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.

Materials and Resources

Primary textbook: United States History, Houghton Mifflin Harcourt Publishing Company, 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
- 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/buflidier.htm>
- <http://amhistory.si.edu/militaryhistory/>
- http://www.lib.utexas.edu/maps/united_states/territory.jpg

Video

- Panama Canal

Technology

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

DELAWARE VALLEY SCHOOL DISTRICT

Unit 7 – WWI and WWII

Time Range in Days: 22 days

Standard(s):

PA Academic Standards, History and Social Studies, National Standards.

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

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

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

Essential Questions:

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

Concepts

- Learning about the past and its different contexts shaped by social, cultural, political influences prepare 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.

DELAWARE VALLEY SCHOOL DISTRICT

- 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?

Concepts

- Learning about the past and its different contexts shaped by social, cultural, and political influences prepare 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?

DELAWARE VALLEY SCHOOL DISTRICT

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?
- 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.

DELAWARE VALLEY SCHOOL DISTRICT

- 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.
- Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending societies throughout Africa, the Americas, Asia, and Europe.
- Appropriate connections to the United States and/or contemporary issues make world history more relevant to students in Pennsylvania.

Competencies

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

Overview

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?

DELAWARE VALLEY SCHOOL DISTRICT

- 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.
- 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)

DELAWARE VALLEY SCHOOL DISTRICT

- 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)
- 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.
- 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 interactive notebook activity 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.

DELAWARE VALLEY SCHOOL DISTRICT

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

- 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: United States History, Houghton Mifflin Harcourt Publishing Company, 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

DELAWARE VALLEY SCHOOL DISTRICT

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 - 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>

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 – Cold War, The Vietnam War Years, Searching for Order

Time Range in Days: 30 days

Standard(s):

PA Academic Standards, History and Social Studies, National Standards.

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

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

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

Essential Questions:

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

Concepts

- Learning about the past and its different contexts shaped by social, cultural, political influences prepare 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.

DELAWARE VALLEY SCHOOL DISTRICT

- 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?

Concepts

- Learning about the past and its different contexts shaped by social, cultural, and political influences prepare 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?

DELAWARE VALLEY SCHOOL DISTRICT

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.

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.

DELAWARE VALLEY SCHOOL DISTRICT

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

- 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.

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?

DELAWARE VALLEY SCHOOL DISTRICT

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.

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.
- Begin unit with discussion about the atomic bomb dropping: watch video clip
- 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.
- 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 and other Cold War events.
- 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.
- 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.

DELAWARE VALLEY SCHOOL DISTRICT

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: United States History, Houghton Mifflin Harcourt Publishing Company, 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

DELAWARE VALLEY SCHOOL DISTRICT

- <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>
- <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.

DELAWARE VALLEY SCHOOL DISTRICT

Primary Textbook(s) Used for this Course of Instruction

Name of Textbook: United States History

Textbook ISBN #: 978-544-45414-9

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

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

DELAWARE VALLEY SCHOOL DISTRICT

Checklist to Complete and Submit:
(Scan and email)

- _____ Copy of the curriculum using the template entitled "Planned Instruction," available on the district website.

- _____ 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.

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 _____

