



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School Topics American History Curriculum

Course Description: American History is a required eleventh grade course focused on the time span from Reconstruction to the 21st century, with special emphasis on the U.S. Constitution and Missouri History. Extra attention will be given to the modern era, especially post World War II through September 11, 2001 through the study of politics, people, social movements, as well as the history of the United States' domestic affairs and its involvement in international events.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
2 Weeks	Age of Expansion 1865-1900	Topic 1: Reconstruction Topic 2: Westward Expansion Topic 3: Industrial Revolution Topic 4: Social, Political, and Economic Reform Movements
2 Weeks	US On the World Stage 1890-1914	Topic 1: Imperialism Topic 2: Progressives
2 Weeks	WWI--1920's "Boom to Bust"	Topic 1: M.A.I.N. Causes of World War I Topic 2: US Neutrality to Intervention Topic 3: Consumerism of the 1920's Topic 4: Social Change of the 1920's
2 Weeks	Age of FDR: Great Depression and World War II	Topic 1: New Deal Programs Topic 2: Society and the Great Depression Topic 3: Home front during World War II Topic 4: Military Involvement in WW II
2 Weeks	Post War America-- Cold War (Truman, IKE, JFK)	Topic 1: Cold War Topic 2: Red Scare
2 Weeks	Decade of Change: 1960's--Civil Rights and Vietnam	Topic 1: The Vietnam War Topic 2: Civil Rights Topic 3: Johnson's Great Society
2 Weeks	1970's and 1980's	Topic 1: Social Movement Topic 2: Carter, Ford, and Reagan
2 Weeks	Clinton to Present	Topic 1: Bush I, Clinton, and Bush II Topic 2: Terrorism

**This document contains the entire High School American History curriculum that is taught in a regular education setting. Items that are highlighted in yellow have been designated as priority information that should be taught in the High School Topics American History class.*

Unit 1: Age of Expansion 1865-1900

Subject: US History

Grade: 11

Name of Unit: Age of Expansion 1865-1900

Length of Unit: 2 weeks

Overview of Unit: Students will understand how post war Civil War led to the settlement of the American West and the growth of big business.

Priority Standards for unit:

- AH.9-12.2.3.A. Analyze how political developments and Constitutional Amendments of the period altered the relationship between government and people.
- AH.9-12.1.4.A. Using a United States' historical lens, analyze the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals post 1870.

Supporting Standards for unit:

- AH.9-12.1.1.A. Create and use tools to analyze a chronological sequence of related events in United States history.
- AH.9-12.1.1.B. Explain connections between historical context and people's perspectives at the time in United States history.
- AH.9-12.1.1.C. Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of United States history post c. 1870 to a contemporary issue.
- AH.9-12.1.1.D. Using an inquiry lens, develop compelling questions about United States history post c. 1870 to determine helpful resources and consider multiple points of views represented in the resources.
- AH.9-12.1.1.E. Analyze the causes and consequences of a specific problem in United States history post c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.
- AH.9-12.1.2.A. Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c.1870-2010.
- AH.9-12.1.3.A. Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in United States' history c.1870-2010.
- AH.9-12.1.5.A. Using a United States' historical lens, describe how people's perspectives shaped the sources/artifacts they created.
- AH.9-12.3.1.D. Evaluate the responses of United States' leaders to the challenges of the period.
- AH.9-12.6.1.C. Evaluate the responses of United States' leaders to the challenges of global tensions.

- AH.9-12. 2.5.B. Determine the lasting impact of shifting interpretations of governmental and constitutional principles including separation of powers, checks and balances, rule of law, judicial review, and limited government.
- AH.9-12. 2.6.B. Determine the lasting impact of this period on principles of government including separation of powers, executive orders, checks and balances, rule of law, judicial review, and limited government.
- AH.9-12. 2.6.C. Evaluate the changing roles and influence of political parties and interest groups on governmental decision-making.
- AH.9-12. 4.6.A. Apply the economic concepts of innovation, supply and demand, international trade, labor, business cycle, and credit to evaluate global interdependence along with economic and security challenges.
- AH.9-12. 5.2.C. Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals.
- AH.9-12. 5.5.E. Distinguish the powers and responsibilities of citizens and institutions to address and solve United States' problems c. post 1750.
- AH.9-12. 1.3.B. Analyze how the physical and human characteristics of regions in the United States post C. 1870 are connected to changing identity and culture.
- AH.9-12. 2.1.A. Compare and contrast the plans for and results of political reintegration of Southern states after the Civil War.
- AH.9-12. 2.1.B. Describe the purpose, challenges, and economic incentives that impacted expansion and Westward movement.
- AH.9-12. 2.2.A. Analyze the period of Reconstruction to determine its effect on separation of powers checks and balances power of the central government.
- AH.9-12. 2.2.B. Evaluate the effectiveness of major legislation, Constitutional amendments, and court decisions relating to freed slaves.
- AH.9-12. 2.5.D. Analyze the motivations for and results of changing concepts of the federal government in post-Civil War America.
- AH.9-12. 3.2.B. Evaluate the effects of Westward expansion on the production, distribution, and allocation of resources and on the environment.
- AH.9-12. 3.6.A. Analyze physical geography to understand the availability and movement of resources in this era.
- AH.9-12. 5.2.B. Evaluate the short and long-term impact of western expansion on native populations.
- AH.9-12. 4.2.A. Evaluate how the goals of Reconstruction impacted the economic recovery and growth of regions.
- AH.9-12. 4.2.C. Apply the concepts of natural resources, capital, labor, investment, profit, and laissez-faire policies to explain the growth of American industry.
- AH.9-12. 3.5.A. Evaluate the causes and consequences of demographic shifts and internal migrations.

- AH.9-12. 4.3.C. Trace the changing relationship between government and business through economic regulation and deregulation.
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- TT.AB.D.8: Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
- TT.AB.J.13: Students will analyze the harmful impact of bias and injustice on the world, historically and today.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
how political developments of the period altered the relationship between government and people.	Analyze	Analyze	4
Constitutional Amendments of the period altered the relationship between government and people.	Analyze	Analyze	4
the opportunity costs of economic decisions on society as a whole as well as on individuals post c. 1870.	Analyze	Analyze	4
benefits of economic decisions on society as a whole as well as on individuals post c. 1870	Analyze	Analyze	4

Essential Questions:

1. Why is Reconstruction often called a “Glorious Failure”?
2. How did urbanization cause a new series of problems for the United States?
3. How did Western Settlement impact Native Americans living on the Great Plains?

Enduring Understanding/Big Ideas

1. While the nation was successfully reunited, and Southern State governments re-established, the question of race was not addressed for another 100 years.
2. With the large number of immigrants migrating to the United States and settling in major urban areas, problems of housing, employment, sanitation and crime arose in these cities
3. As Americans began to settle the American West, Native Americans were driven off their traditional lands and placed on Reservations.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
anarchist compliance customs & duties diplomacy envision exploit expel expenditures impose incumbent induce interim intervene invoke lure ordained outlandish pardon persecution revenue sovereign staunch thrifty urban vigilance vindicate	Freedmen's Bureau Reconstruction Andrew Johnson Thirteenth Amendment Fourteenth Amendment Fifteenth Amendment Scalawag Carpetbagger Sharecropping Ku Klux Klan Treaty of Fort Laramie Assimilation Dawes Act Longhorn Chisholm Trail Long drive Homestead Exoduster Morrill Act Grange Movement Farmers' Alliance Populism Bimetallism Gold standard Bessemer process Vertical integration Horizontal integration Social Darwinism Sherman Antitrust Act AFL - American Federation of Labor IWW - International Workers of the World Ellis Island Angel Island Melting pot Nativism Chinese Exclusion Act Gentlemen's Agreement Urbanization Americanization movement Tenement Social Gospel movement Settlement house Political machine Graft Patronage Civil service

Resources for Vocabulary Development:

Textbook

Primary and Secondary Readings

Independent research

Board Approved: April 23, 2015

Board Approved with Revisions: April 13, 2017

Topic 1: Reconstruction

Engaging Experience 1

Title: Reconstruction Simulation

Suggested Length of Time: 90 minutes

Standards Addressed

Priority:

- AH.9-12. 2.3.A. Analyze how political developments and Constitutional Amendments of the period altered the relationship between government and people.

Supporting:

- AH.9-12.1.1.A. Create and use tools to analyze a chronological sequence of related events in United States history.
- AH.9-12.1.1.B. Explain connections between historical context and peoples' perspectives at the time in United States history.
- AH.9-12.1.1.D. Using an inquiry lens, develop compelling questions about United States history post c. 1870 to determine helpful resources and consider multiple points of views represented in the resources.
- AH.9-12.1.1.E. Analyze the causes and consequences of a specific problem in United States history post c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.
- AH.9-12.1.2.A. Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c.1870-201
- AH.9-12.3.1.D. Evaluate the responses of United States' leaders to the challenges of the period.
- AH.9-12. 2.6.B. Determine the lasting impact of this period on principles of government including separation of powers, executive orders, checks and balances, rule of law, judicial review, and limited government.
- AH.9-12. 2.6.C. Evaluate the changing roles and influence of political parties and interest groups on governmental decision-making.
- AH.9-12. 5.2.C. Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals.
- AH.9-12. 5.5.E. Distinguish the powers and responsibilities of citizens and institutions to address and solve United States' problems c. post 1750.
- AH.9-12. 2.1.A. Compare and contrast the plans for and results of political reintegration of Southern states after the Civil War.
- AH.9-12. 2.2.A. Analyze the period of Reconstruction to determine its effect on separation of powers checks and balances power of the central government.

- AH.9-12. 2.2.B. Evaluate the effectiveness of major legislation, Constitutional amendments, and court decisions relating to freed slaves.
- AH.9-12. 2.5.D. Analyze the motivations for and results of changing concepts of the federal government in post-Civil War America.
- AH.9-12. 4.2.A. Evaluate how the goals of Reconstruction impacted the economic recovery and growth of regions.
- TT.AB.D.8: Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
- TT.AB.J.13: Students will analyze the harmful impact of bias and injustice on the world, historically and today.

Detailed Description/Instructions: Students will be divided into 4 groups to discuss and develop answers to questions concerning their particular group. After each group completes it, they present their answers to the other students to discuss problems and solutions between the different groups.

Bloom's Levels: 5

Webb's DOK: Create

Topic 2: Westward Expansion

Engaging Experience 1

Title: Manifest Destiny Map

Suggested Length of Time: 30 minutes

Standards Addressed

Priority

- AH.9-12.1.4.A. Using a United States' historical lens, analyze the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals post-1870.

Supporting:

- AH.9-12.1.1.B. Explain connections between historical context and peoples' perspectives at the time in United States history.
- AH.9-12.1.1.D. Using an inquiry lens, develop compelling questions about United States history post c. 1870 to determine helpful resources and consider multiple points of views represented in the resources.
- AH.9-12.1.1.E. Analyze the causes and consequences of a specific problem in United States history post c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.
- AH.9-12.1.2.A. Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c.1870-2010.
- AH.9-12.1.5.A. Using a United States' historical lens, describe how peoples' perspectives shaped the sources/artifacts they created.
- AH.9-12.3.1.D. Evaluate the responses of United States' leaders to the challenges of the period.
- AH.9-12. 5.2.C. Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals.
- AH.9-12. 5.5.E. Distinguish the powers and responsibilities of citizens and institutions to address and solve United States' problems c. post 1750.
- AH.9-12. 1.3.B. Analyze how the physical and human characteristics of regions in the United States post C. 1870 are connected to changing identity and culture.
- AH.9-12. 2.1.B. Describe the purpose, challenges, and economic incentives that impacted expansion and Westward movement.
- AH.9-12. 3.2.B. Evaluate the effects of Westward expansion on the production, distribution, and allocation of resources and on the environment.
- AH.9-12. 3.6.A. Analyze physical geography to understand the availability and movement of resources in this era.

- AH.9-12. 5.2.B. Evaluate the short and long-term impact of western expansion on native populations.
- AH.9-12. 3.5.A. Evaluate the causes and consequences of demographic shifts and internal migrations.
- AH.9-12. 4.3.C. Trace the changing relationship between government and business through economic regulation and deregulation.
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Students will locate key regions, features, trails of Westward expansion.

Bloom's Levels: 4

Webb's DOK: Distinguish

Topic 3: Industrial Revolution

Engaging Experience 1

Title: Industrial Revolution Venn Diagram

Suggested Length of Time: 30 minutes

Standards Addressed

Priority:

- AH.9-12.1.4.A. Using a United States' historical lens, analyze the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals post 1870.

Supporting:

- AH.9-12.1.1.A. Create and use tools to analyze a chronological sequence of related events in United States history.
- AH.9-12.1.1.B. Explain connections between historical context and peoples' perspectives at the time in United States history.
- AH.9-12.1.1.D. Using an inquiry lens, develop compelling questions about United States history post c. 1870 to determine helpful resources and consider multiple points of views represented in the resources.
- AH.9-12.1.1.E. Analyze the causes and consequences of a specific problem in United States history post c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.
- AH.9-12.1.2.A. Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c.1870-2010.
- AH.9-12.3.1.D. Evaluate the responses of United States' leaders to the challenges of the period.
- AH.9-12. 2.5.B. Determine the lasting impact of shifting interpretations of governmental and constitutional principles including separation of powers, checks and balances, rule of law, judicial review, and limited government.
- AH.9-12. 4.6.A. Apply the economic concepts of innovation, supply and demand, international trade, labor, business cycle, and credit to evaluate global interdependence along with economic and security challenges.
- AH.9-12. 3.6.A. Analyze physical geography to understand the availability and movement of resources in this era.
- AH.9-12. 4.2.C. Apply the concepts of natural resources, capital, labor, investment, profit, and *laissez-faire* policies to explain the growth of American industry.
- AH.9-12. 3.5.A. Evaluate the causes and consequences of demographic shifts and internal migrations.

- AH.9-12. 4.3.C. Trace the changing relationship between government and business through economic regulation and deregulation.
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Students will fill in a Venn Diagram comparing and contrasting the major leaders of the Industrial Revolution.

Bloom's Levels: 4

Webb's DOK: Analyze

Topic 4: Social, Political, and Economic Reform Movements

Engaging Experience 1

Title: Reform Movements Graphic Organizer

Suggested Length of Time: 60 minutes

Standards Addressed

Priority:

- AH.9-12.2.3.A. Analyze how political developments and Constitutional Amendments of the period altered the relationship between government and people.

Supporting:

- AH.9-12.1.1.A. Create and use tools to analyze a chronological sequence of related events in United States history.
- AH.9-12.1.1.B. Explain connections between historical context and peoples' perspectives at the time in United States history.
- AH.9-12.1.1.C. Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of United States history post c. 1870 to a contemporary issue.
- AH.9-12.1.1.E. Analyze the causes and consequences of a specific problem in United States history post c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.
- AH.9-12.1.2.A. Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c.1870-2010.
- AH.9-12.3.1.D. Evaluate the responses of United States' leaders to the challenges of the period.
- AH.9-12. 2.5.B. Determine the lasting impact of shifting interpretations of governmental and constitutional principles including separation of powers, checks and balances, rule of law, judicial review, and limited government.
- AH.9-12. 2.6.B. Determine the lasting impact of this period on principles of government including separation of powers, executive orders, checks and balances, rule of law, judicial review, and limited government.
- AH.9-12. 2.6.C. Evaluate the changing roles and influence of political parties and interest groups on governmental decision-making.
- AH.9-12. 4.6.A. Apply the economic concepts of innovation, supply and demand, international trade, labor, business cycle, and credit to evaluate global interdependence along with economic and security challenges.

- AH.9-12. 5.2.C. Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals.
- AH.9-12. 5.5.E. Distinguish the powers and responsibilities of citizens and institutions to address and solve United States' problems c. post 1750.
- AH.9-12. 3.5.A. Evaluate the causes and consequences of demographic shifts and internal migrations.
- AH.9-12. 4.3.C. Trace the changing relationship between government and business through economic regulation and deregulation.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Students will fill in a graphic organizer describing the key features of the various reform movements

Bloom's Levels: 4

Webb's DOK: Analyze

Engaging Scenario

Small group discussion questions. Each group will have a facilitator and recorder.:

1. To what extent did Jim Crow Laws create and govern a racially segregated society in the South?
2. Has rapid industrial development been a blessing or a curse for Americans?
3. Were big business leaders “captains of industry” or “robber barons?”

HS Topics:

1. How did Jim Crow Laws in the South treat whites and blacks differently?
2. Has fast industrial development been a good or bad thing for America?
3. Were big business leaders “captains of industry” (good guys) or “robber barons” (bad guys)?

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Reconstruction	Reconstruction Simulation	Students are divided into Freed Slaves, Moderate Republicans, Radical Republicans, Defeated Southern Leaders	90 minutes
Westward Expansion	Manifest Destiny Map	Students will locate key regions, features, trails of Westward expansion	30 minutes
Industrial Revolution	Industrial Revolution Venn Diagram	Students will fill in a Venn diagram comparing and contrasting industrial leaders	30 minutes
Social, Political, and Economic Reform Movements	Reform Movements Graphic Organizer	Students will fill in a graphic organizer describing the key features of the various reform movements	60 minutes

Unit 2: US on the World Stage 1890-1914

Subject: US History

Grade: 11

Name of Unit: US on the World Stage - 1890- 1914

Length of Unit: 2 weeks

Overview of Unit: Students will understand how Imperialism, Progressives, and Theodore Roosevelt announced American presence on a world stage.

Priority Standards for unit:

- AH.9-12. 5.6.A. Analyze scientific, technological, artistic, intellectual, economic, political, and cultural changes to determine their effect on individuals, groups and society.
- AH.9-12. 4.2.D. Analyze the developing interconnectedness among people, big business, labor unions and governments to determine their effect on individuals, society, and public policy.

Supporting Standards for unit:

- AH.9-12.1.1.A. Create and use tools to analyze a chronological sequence of related events in United States history.
- AH.9-12.1.1.B. Explain connections between historical context and peoples' perspectives at the time in United States history.
- AH.9-12.1.1.C. Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of United States history post c. 1870 to a contemporary issue.
- AH.9-12.1.1.D. Using an inquiry lens, develop compelling questions about United States history post c. 1870 to determine helpful resources and consider multiple points of views represented in the resources.
- AH.9-12.1.1.E. Analyze the causes and consequences of a specific problem in United States history post c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.
- AH.9-12.1.2.A. Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c.1870-2010.
- AH.9-12.1.3.A. Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in United States' history c.1870-2010.
- AH.9-12.1.5.A. Using a United States' historical lens, describe how peoples' perspectives shaped the sources/artifacts they created.
- AH.9-12.3.1.D. Evaluate the responses of United States' leaders to the challenges of the period.

- AH.9-12.6.1.C. Evaluate the responses of United States' leaders to the challenges of global tensions.
- AH.9-12. 2.5.B. Determine the lasting impact of shifting interpretations of governmental and constitutional principles including separation of powers, checks and balances, rule of law, judicial review, and limited government.
- AH.9-12. 2.6.B. Determine the lasting impact of this period on principles of government including separation of powers, executive orders, checks and balances, rule of law, judicial review, and limited government.
- AH.9-12. 2.6.C. Evaluate the changing roles and influence of political parties and interest groups on governmental decision-making.
- AH.9-12. 4.6.A. Apply the economic concepts of innovation, supply and demand, international trade, labor, business cycle, and credit to evaluate global interdependence along with economic and security challenges.
- AH.9-12. 5.2.C. Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals.
- AH.9-12. 5.5.E. Distinguish the powers and responsibilities of citizens and institutions to address and solve United States' problems c. post 1750.
- AH.9-12. 2.2.C. Analyze the expansion of political parties, interest groups and political machines to determine their effect on American government and policy.
- AH.9-12. 3.1.A. Describe the causes and consequences of United States' imperialism at home and abroad.
- AH.9-12. 3.3.A. Describe how the expansion of transportation and technological developments influenced acquisition of new territories.
- AH.9-12. 3.6.C. Locate major cities of Missouri, the United States, and the world; states of the United States and many of the world nations; the world's continents, and oceans; and major topographical features of the United States.
- AH.9-12. 4.2.B. Explain how the expansion of industrialization, transportation and technological developments influenced different regions and the relationship between those regions.
- AH.9-12. 4.3.B. Apply the economic concepts of natural resources, markets, supply and demand, labor, and capital to analyze the costs and benefits of imperialism.
- AH.9-12. 5.2.A. Analyze patterns of immigration to determine their effects on economic, cultural, and political developments.
- AH.9-12. 5.2.D. Explain the varying impact of industrialization on culture, work, education and other social institutions.
- AH.9-12. 5.3.A. Explain the motivation for social and political reforms and their impact on the ability of individuals and groups to realize the promise of American ideals.
- AH.9-12. 5.5.D. Analyze push-pull factors to explain changing immigration patterns and their continuing effects on the United States.

- AH.9-12. 5.6.B. Analyze push-pull factors to explain changing immigration patterns and their continuing effects on the United States.
- AH.9-12. 3.2.A. Evaluate the causes, patterns, and outcomes of internal migrations and urbanization.
- AH.9-12. 3.4.A. Describe the consequences, both intended and unintended, of environmental decisions.
- AH.9-12. 4.4.B. Describe the possible consequences, both intended and unintended, of government policies to improve economic conditions and increase productivity.
- AH.9-12. 5.2.E. Trace the changing motivations for, nationalities of, and responses to immigration and to immigrants coming to the United States.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-EMPOWERED LEARNER: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
scientific, technological, artistic, intellectual, economic, political, and cultural changes to determine their effect on individuals, groups and society.	Analyze	Analyze	4
the developing interconnectedness among people, big business, labor unions and governments to determine their effect on individuals, society, and public policy.	Analyze	Analyze	4

Essential Questions:

1. What were the key arguments for and against imperialism in the late 1800's? How were these issues resolved?
2. How did Theodore Roosevelt's "big stick" diplomacy effectively change American foreign policy?

Enduring Understanding/Big Ideas:

1. As a result of the Industrial Revolution and the desire of the United States to be a world leader the nation began expanding beyond its own borders to increase trade and acquire new possessions (imperialism). The nation saw imperialism as a "New Manifest Destiny"

while critics saw imperialism as a violation of self-determination and the principle of a republican government. Supporters eventually won out with the argument of expansion and the victory of the US in the Spanish-American War

2. Theodore Roosevelt's desire to place the United States on the world stage, with a strong military presence, effectively changed the policy of neutrality first established by George Washington.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
anarchist compliance customs & duties diplomacy envision exploit expel expenditures impose incumbent induce interim intervene invoke lure ordained outlandish pardon persecution revenue sovereign staunch thrifty urban vigilance vindicate	Queen Liliuokalani Imperialism Pearl Harbor Yellow journalism USS Maine Rough Riders San Juan Hill Treaty of Paris Platt Amendment Protectorate Open Door notes Boxer Rebellion Panama Canal Roosevelt Corollary Dollar diplomacy Progressive movement Prohibition Muckraker Initiative Referendum Recall Seventeenth Amendment Suffrage <i>The Jungle</i> Square Deal Meat Inspection Act Pure Food and Drug Act NAACP Federal Trade Commission Federal Reserve System Nineteenth Amendment

Resources for Vocabulary Development:

Textbook, Primary and Secondary Readings, Independent research

Topic 1: Imperialism

Engaging Experience 1

Title: Imperialism Reading

Suggested Length of Time: 90 minutes

Standards Addressed

Priority:

- AH.9-12. 4.2.D. Analyze the developing interconnectedness among people, big business, labor unions and governments to determine their effect on individuals, society, and public policy.

Supporting:

- AH.9-12.1.1.A. Create and use tools to analyze a chronological sequence of related events in United States history.
- AH.9-12.1.1.B. Explain connections between historical context and peoples' perspectives at the time in United States history.
- AH.9-12.1.1.E. Analyze the causes and consequences of a specific problem in United States history post c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.
- AH.9-12.1.3.A. Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in United States' history c.1870-2010.
- AH.9-12.3.1.D. Evaluate the responses of United States' leaders to the challenges of the period.
- AH.9-12.6.1.C. Evaluate the responses of United States' leaders to the challenges of global tensions.
- AH.9-12. 4.6.A. Apply the economic concepts of innovation, supply and demand, international trade, labor, business cycle, and credit to evaluate global interdependence along with economic and security challenges.
- AAH.9-12. 3.1.A. Describe the causes and consequences of United States' imperialism at home and abroad.
- AH.9-12. 3.3.A. Describe how the expansion of transportation and technological developments influenced acquisition of new territories.
- AH.9-12. 4.2.B. Explain how the expansion of industrialization, transportation and technological developments influenced different regions and the relationship between those regions.
- AH.9-12. 4.3.B. Apply the economic concepts of natural resources, markets, supply and demand, labor, and capital to analyze the costs and benefits of imperialism.
- AH.9-12. 5.2.D. Explain the varying impact of industrialization on culture, work, education and other social institutions.

- AH.9-12. 4.4.B. Describe the possible consequences, both intended and unintended, of government policies to improve economic conditions and increase productivity.

Detailed Description/Instructions: Students will read a variety of primary and secondary excerpts dealing with Imperialism to fully understand the concept.

Detailed Description/Instructions (HS Topics): Discuss primary sources and read secondary sources dealing with Imperialism and have a discussion about why some Americans thought Imperialism was good and some Americans thought Imperialism was bad.

Bloom's Levels: 1

Webb's DOK: Describe

Topic 2: Progressives

Engaging Experience 1

Title: Progressive Chart

Suggested Length of Time: 50 minutes

Standards Addressed

Priority:

- AH.9-12. 5.6.A. Analyze scientific, technological, artistic, intellectual, economic, political, and cultural changes to determine their effect on individuals, groups and society.
- AH.9-12. 4.2.D. Analyze the developing interconnectedness among people, big business, labor unions and governments to determine their effect on individuals, society, and public policy.

Supporting:

- AH.9-12.1.1.A. Create and use tools to analyze a chronological sequence of related events in United States history.
- AH.9-12.1.1.B. Explain connections between historical context and peoples' perspectives at the time in United States history.
- AH.9-12.1.1.D. Using an inquiry lens, develop compelling questions about United States history post c. 1870 to determine helpful resources and consider multiple points of views represented in the resources.
- AH.9-12.1.1.E. Analyze the causes and consequences of a specific problem in United States history post c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.
- AH.9-12.1.2.A. Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c.1870-2010.
- AH.9-12.1.5.A. Using a United States' historical lens, describe how peoples' perspectives shaped the sources/artifacts they created.
- AH.9-12.3.1.D. Evaluate the responses of United States' leaders to the challenges of the period.
- AH.9-12. 2.5.B. Determine the lasting impact of shifting interpretations of governmental and constitutional principles including separation of powers, checks and balances, rule of law, judicial review, and limited government.
- AH.9-12. 2.6.B. Determine the lasting impact of this period on principles of government including separation of powers, executive orders, checks and balances, rule of law, judicial review, and limited government.
- AH.9-12. 5.5.E. Distinguish the powers and responsibilities of citizens and institutions to address and solve United States' problems c. post 1750.

- AH.9-12. 2.2.C. Analyze the expansion of political parties, interest groups and political machines to determine their effect on American government and policy.
- AH.9-12. 5.2.A. Analyze patterns of immigration to determine their effects on economic, cultural, and political developments.
- AH.9-12. 5.2.D. Explain the varying impact of industrialization on culture, work, education and other social institutions.
- AH.9-12. 5.3.A. Explain the motivation for social and political reforms and their impact on the ability of individuals and groups to realize the promise of American ideals.
- AH.9-12. 5.5.D. Analyze push-pull factors to explain changing immigration patterns and their continuing effects on the United States.
- AH.9-12. 5.6.B. Analyze push-pull factors to explain changing immigration patterns and their continuing effects on the United States.
- AH.9-12. 3.2.A. Evaluate the causes, patterns, and outcomes of internal migrations and urbanization.
- AH.9-12. 4.4.B. Describe the possible consequences, both intended and unintended, of government policies to improve economic conditions and increase productivity.
- AH.9-12. 5.2.E. Trace the changing motivations for, nationalities of, and responses to immigration and to immigrants coming to the United States.
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Students will develop a chart to categorize and explain the different reforms that develop under each Progressive President.

Bloom's Levels: 4

Webb's DOK: Analyze

Engaging Scenario

Engaging Scenario

Students will read various primary sources from Imperialists and the Anti-Imperialist League and discuss, debate the arguments of each. (pro: McKinley, Mahan. anti: Twain, Carnegie)

HS Topics:

Students will read various secondary sources from Imperialists and the Anti-Imperialist League and discuss, debate the arguments of each. (pro: McKinley, Mahan. anti: Twain, Carnegie)

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Imperialism	Imperialism Primary Source Analysis and Summarization	Students will read a variety of primary and secondary excerpts dealing with Imperialism to fully understand the concept.	90 minutes
Progressives	Progressive Chart	Students will categorize reforms under each of the Progressive Presidents.	45-50 minutes

Unit 3: WWI--1920's "Boom to Bust"

Subject: US History

Grade: 11

Name of Unit: WWI – 1920'S "BOOM TO BUST"

Length of Unit: 2 weeks

Overview of Unit: Students will understand how America became a world power due to WWI and the booming economy of the 1920's.

Priority Standards for unit:

- AH.9-12. 6.1.B. Trace the origins of twenty-first century conflicts to understand U.S. policies and actions.
- AH.9-12. 5.3.C. Analyze the technological, artistic, intellectual, economic, and cultural changes of the first three decades of the 20th century to determine their effects on individuals and groups.

Supporting Standards for unit:

- AH.9-12.1.1.A. Create and use tools to analyze a chronological sequence of related events in United States history.
- AH.9-12.1.1.B. Explain connections between historical context and peoples' perspectives at the time in United States history.
- AH.9-12.1.1.C. Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of United States history post c. 1870 to a contemporary issue.
- AH.9-12.1.1.D. Using an inquiry lens, develop compelling questions about United States history post c. 1870 to determine helpful resources and consider multiple points of views represented in the resources.
- AH.9-12.1.1.E. Analyze the causes and consequences of a specific problem in United States history post c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.
- AH.9-12.1.2.A. Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c.1870-2010.
- AH.9-12.1.3.A. Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in United States' history c.1870-2010.
- AH.9-12.1.5.A. Using a United States' historical lens, describe how peoples' perspectives shaped the sources/artifacts they created.
- AH.9-12.3.1.D. Evaluate the responses of United States' leaders to the challenges of the period.
- AH.9-12.6.1.C. Evaluate the responses of United States' leaders to the challenges of global tensions.

- AH.9-12. 2.5.B. Determine the lasting impact of shifting interpretations of governmental and constitutional principles including separation of powers, checks and balances, rule of law, judicial review, and limited government.
- AH.9-12. 2.6.B. Determine the lasting impact of this period on principles of government including separation of powers, executive orders, checks and balances, rule of law, judicial review, and limited government.
- AH.9-12. 2.6.C. Evaluate the changing roles and influence of political parties and interest groups on governmental decision-making.
- AH.9-12. 4.6.A. Apply the economic concepts of innovation, supply and demand, international trade, labor, business cycle, and credit to evaluate global interdependence along with economic and security challenges.
- AH.9-12. 5.2.C. Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals.
- AH.9-12. 5.5.E. Distinguish the powers and responsibilities of citizens and institutions to address and solve United States' problems c. post 1750.
- AH.9-12. 4.2.C. Apply the concepts of natural resources, capital, labor, investment, profit, and *laissez-faire* policies to explain the growth of American industry.
- AH.9-12. 3.5.A. Evaluate the causes and consequences of demographic shifts and internal migrations.
- AH.9-12. 3.2.A. Evaluate the causes, patterns, and outcomes of internal migrations and urbanization.
- AH.9-12. 3.1.B. Evaluate the motivations for United States' entry into WWI.
- AH.9-12. 2.3.B. Describe the intended and unintended consequences of progressive reforms and government responses in the first three decades of the twentieth century.
- AH.9-12. 2.3.C. Analyze the changing social norms and conflicting mores which emerged during the first three decades of the twentieth century. ate the impact of U.S. participation in WWI and the resulting peace efforts.
- AH.9-12. 5.3.D. Assess the impact of WWI related events; on the formation of "patriotic" groups, pacifist organizations, and the struggles for and against racial equality, and diverging women's roles in the United States.
- AH.9-12. 2.5.A. Analyze treaties, agreements, and international organizations to determine their impact on world challenges along with national and international order.
- AH.9-12. 2.6.A. Evaluate the effectiveness of organizations, groups, agreements, and treaties to promote cooperation and maintain international order.
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
the origins of twenty-first century conflicts to understand U.S. policies and actions.	Trace	Create	4
the technological, artistic, intellectual, economic, and cultural changes of the first three decades of the 20 th century to determine their effects on individuals and groups.	Analyze	Analyze	4

Essential Questions:

1. How did militarism, alliances, imperialism and nationalism (M.A.I.N.) contribute to the outbreak of WWI?
2. How did advertising change consumer spending during the 1920's?
3. What were the key societal and cultural changes of the 1920's and why did these changes occur?

Enduring Understanding/Big Ideas:

1. In the years leading up to WWI, many industrialized nations were swept over by a wave of nationalism, created colonial empires, large militaries to protect those empires and political alliances. These factors combined to create a volatile environment that hastened war instead of preventing war.
2. Through the use of mass media advertising (radio, print, film) consumers were driven to purchase a variety of new consumer products.
3. During the 1920's there were multiple social and cultural changes that occurred. Women made gains with the right to vote, employment outside the home and began to challenge the traditional view/role of women. African-Americans, during the Great Migration, moved north and fostered the Harlem Renaissance. The 18th Amendment, while attempting to solve the problems of alcohol, led to the creation of organized crime in America.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
anarchist compliance customs & duties diplomacy envision exploit expel expenditures impose incumbent induce interim intervene invoke lure ordained outlandish pardon persecution revenue sovereign staunch thrifty urban vigilance vindicate	Nationalism Militarism Allies Central Powers No man's land Trench warfare Lusitania Zimmermann Note Selective Service Act Convoy system American Expeditionary Force Conscientious objector Armistice War Industries Board Food Administration Propaganda Espionage and Sedition Acts Great Migration Fourteen Points League of Nations Treaty of Versailles Reparations War-guilt clause Nativism Isolationism Communist Anarchists Quota system Ohio Gang Teapot Dome Scandal Urban sprawl Installment plan Prohibition Speakeasy Bootlegger Fundamentalism Scopes Trial Flapper Double standard Harlem Renaissance Price support Credit Dow Jones Industrial Average Speculation Buying on margin Black Tuesday Great Depression Hawley-Smoot Tariff Shantytown (Hooverville) Dust Bowl Direct relief Federal Home Loan Bank Act Reconstruction Finance Corporation Bonus Army

Resources for Vocabulary Development:

Textbook; Primary and Secondary Readings; Independent research

Topic 1: M.A.I.N. Causes of World War I

Engaging Experience 1

Title: Cause and Effect Chart

Suggested Length of Time: 25 minutes

Standards Addressed

Priority:

- AH.9-12. 6.1.B. Trace the origins of twenty-first century conflicts to understand U.S. policies and actions.

Supporting:

- AH.9-12.1.1.A. Create and use tools to analyze a chronological sequence of related events in United States history.
- AH.9-12.1.3.A. Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in United States' history c.1870-2010.
- AH.9-12.3.1.D. Evaluate the responses of United States' leaders to the challenges of the period.
- AH.9-12.6.1.C. Evaluate the responses of United States' leaders to the challenges of global tensions.
- AH.9-12. 2.6.B. Determine the lasting impact of this period on principles of government including separation of powers, executive orders, checks and balances, rule of law, judicial review, and limited government.
- AH.9-12. 5.2.C. Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals.
- AH.9-12. 5.5.E. Distinguish the powers and responsibilities of citizens and institutions to address and solve United States' problems c. post 1750.
- AH.9-12. 3.5.A. Evaluate the causes and consequences of demographic shifts and internal migrations.
- AH.9-12. 3.2.A. Evaluate the causes, patterns, and outcomes of internal migrations and urbanization.
- AH.9-12. 3.1.B. Evaluate the motivations for United States' entry into WWI.
- AH.9-12. 2.3.C. Analyze the changing social norms and conflicting mores which emerged during the first three decades of the twentieth century. ate the impact of U.S. participation in WWI and the resulting peace efforts.
- AH.9-12. 5.3.D. Assess the impact of WWI related events, on the formation of "patriotic" groups, pacifist organizations, and the struggles for and against racial equality, and diverging women's roles in the United States.

- AH.9-12. 2.5.A. Analyze treaties, agreements, and international organizations to determine their impact on world challenges along with national and international order.
- AH.9-12. 2.6.A. Evaluate the effectiveness of organizations, groups, agreements, and treaties to promote cooperation and maintain international order.
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Students will analyze the causes of WWI and the impact on European politics, economy, and society.

Bloom's Levels: Analyze

Webb's DOK: 4

Topic 2: US Neutrality to Intervention

Engaging Experience 1

Title: Home Front - Military Front T-chart

Suggested Length of Time: 60 minutes

Standards Addressed

Priority:

- AH.9-12. 6.1.B. Trace the origins of twenty-first century conflicts to understand U.S. policies and actions.
- AH.9-12. 5.3.C. Analyze the technological, artistic, intellectual, economic, and cultural changes of the first three decades of the 20th century to determine their effects on individuals and groups.

Supporting:

- AH.9-12.1.1.E. Analyze the causes and consequences of a specific problem in United States history post c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.
- AH.9-12.1.2.A. Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c.1870-2010.
- AH.9-12.1.3.A. Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in United States' history c.1870-2010.
- AH.9-12.3.1.D. Evaluate the responses of United States' leaders to the challenges of the period.
- AH.9-12.6.1.C. Evaluate the responses of United States' leaders to the challenges of global tensions.
- AH.9-12. 2.5.B. Determine the lasting impact of shifting interpretations of governmental and constitutional principles including separation of powers, checks and balances, rule of law, judicial review, and limited government.
- AH.9-12. 2.6.B. Determine the lasting impact of this period on principles of government including separation of powers, executive orders, checks and balances, rule of law, judicial review, and limited government.
- AH.9-12. 2.6.C. Evaluate the changing roles and influence of political parties and interest groups on governmental decision-making.
- AH.9-12. 4.6.A. Apply the economic concepts of innovation, supply and demand, international trade, labor, business cycle, and credit to evaluate global interdependence along with economic and security challenges.
- AH.9-12. 5.2.C. Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals.

- AH.9-12. 5.5.E. Distinguish the powers and responsibilities of citizens and institutions to address and solve United States' problems c. post 1750.
- AH.9-12. 4.2.C. Apply the concepts of natural resources, capital, labor, investment, profit, and *laissez-faire* policies to explain the growth of American industry.
- AH.9-12. 3.5.A. Evaluate the causes and consequences of demographic shifts and internal migrations.
- AH.9-12. 3.2.A. Evaluate the causes, patterns, and outcomes of internal migrations and urbanization.
- AH.9-12. 3.1.B. Evaluate the motivations for United States' entry into WWI.
- AH.9-12. 2.3.B. Describe the intended and unintended consequences of progressive reforms and government responses in the first three decades of the twentieth century.
- AH.9-12. 2.3.C. Analyze the changing social norms and conflicting mores which emerged during the first three decades of the twentieth century. ate the impact of U.S. participation in WWI and the resulting peace efforts.
- AH.9-12. 5.3.D. Assess the impact of WWI related events, on the formation of "patriotic" groups, pacifist organizations, and the struggles for and against racial equality, and diverging women's roles in the United States.
- AH.9-12. 2.5.A. Analyze treaties, agreements, and international organizations to determine their impact on world challenges along with national and international order.
- AH.9-12. 2.6.A. Evaluate the effectiveness of organizations, groups, agreements, and treaties to promote cooperation and maintain international order.
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Students will complete a graphic organizer explaining the contributions and impact of the US military and the US "homefront" in winning WWI

Bloom's Levels: Examine

Webb's DOK: 4

Topic 3: Consumerism of the 1920's

Engaging Experience 1

Title: Advertising Analysis

Suggested Length of Time: 40 minutes

Standards Addressed

Priority:

- AH.9-12. 5.3.C. Analyze the technological, artistic, intellectual, economic, and cultural changes of the first three decades of the 20th century to determine their effects on individuals and groups.

Supporting:

- AH.9-12.1.1.B. Explain connections between historical context and people's perspectives at the time in United States history.
- AH.9-12.1.1.E. Analyze the causes and consequences of a specific problem in United States history post c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.
- AH.9-12.1.2.A. Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c.1870-2010.
- AH.9-12.1.5.A. Using a United States' historical lens, describe how peoples' perspectives shaped the sources/artifacts they created.
- AH.9-12.3.1.D. Evaluate the responses of United States' leaders to the challenges of the period.
- AH.9-12. 2.6.C. Evaluate the changing roles and influence of political parties and interest groups on governmental decision-making.
- AH.9-12. 4.6.A. Apply the economic concepts of innovation, supply and demand, international trade, labor, business cycle, and credit to evaluate global interdependence along with economic and security challenges.
- AH.9-12. 5.2.C. Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals.
- AH.9-12. 4.2.C. Apply the concepts of natural resources, capital, labor, investment, profit, and *laissez-faire* policies to explain the growth of American industry.
- AH.9-12. 3.2.A. Evaluate the causes, patterns, and outcomes of internal migrations and urbanization.
- AH.9-12. 2.3.C. Analyze the changing social norms and conflicting mores which emerged during the first three decades of the twentieth century. ate the impact of U.S. participation in WWI and the resulting peace efforts.

- **ISTE-EMPOWERED LEARNER:** Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Detailed Description/Instructions: Students complete a poster/photo analysis sheet analyzing the influence of advertising on consumer spending.

Bloom's Level: Survey

Webb's DOK: 4

Topic 4: Social Change of the 1920's

Engaging Experience 1

Title: Social Change Webbing

Suggested Length of Time: 90 minutes

Standards Addressed

Priority:

- AH.9-12. 6.1.B. Trace the origins of twenty-first century conflicts to understand U.S. policies and actions.
- AH.9-12. 5.3.C. Analyze the technological, artistic, intellectual, economic, and cultural changes of the first three decades of the 20th century to determine their effects on individuals and groups.

Supporting:

- AH.9-12.1.1.E. Analyze the causes and consequences of a specific problem in United States history post c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.
- AH.9-12.1.2.A. Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c.1870-2010.
- AH.9-12.1.5.A. Using a United States' historical lens, describe how peoples' perspectives shaped the sources/artifacts they created.
- AH.9-12.3.1.D. Evaluate the responses of United States' leaders to the challenges of the period.
- AH.9-12. 2.5.B. Determine the lasting impact of shifting interpretations of governmental and constitutional principles including separation of powers, checks and balances, rule of law, judicial review, and limited government.
- AH.9-12. 2.6.B. Determine the lasting impact of this period on principles of government including separation of powers, executive orders, checks and balances, rule of law, judicial review, and limited government.
- AH.9-12. 2.6.C. Evaluate the changing roles and influence of political parties and interest groups on governmental decision-making.
- AH.9-12. 5.2.C. Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals.
- AH.9-12. 5.5.E. Distinguish the powers and responsibilities of citizens and institutions to address and solve United States' problems c. post 1750.
- AH.9-12. 4.2.C. Apply the concepts of natural resources, capital, labor, investment, profit, and *laissez-faire* policies to explain the growth of American industry.

- AH.9-12. 3.5.A. Evaluate the causes and consequences of demographic shifts and internal migrations.
- AH.9-12. 3.2.A. Evaluate the causes, patterns, and outcomes of internal migrations and urbanization.
- AH.9-12. 2.3.B. Describe the intended and unintended consequences of progressive reforms and government responses in the first three decades of the twentieth century.
- AH.9-12. 2.3.C. Analyze the changing social norms and conflicting mores which emerged during the first three decades of the twentieth century. ate the impact of U.S. participation in WWI and the resulting peace efforts.
- AH.9-12. 5.3.D. Assess the impact of WWI related events, on the formation of “patriotic” groups, pacifist organizations, and the struggles for and against racial equality, and diverging women’s roles in the United States.
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Students will create a webbing for women (flappers), immigrants, African Americans and Fundamentalists explaining the changes within society.

Bloom’s Level: Create

Webb’s DOK: 3

Engaging Scenario

Students will analyze a series of WWI propaganda posters to determine the message by examining, color, symbolism, theme, etc. Students will then create their own poster on one of the following topics: enlistment and recruitment, financing the war, the role of women, Food Administration, Fuel Administration, War Industries Board, Committee on Public Information, aiding our allies.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
M.A.I.N. Causes of World War I	Cause and Effect Chart	Students fill in chart with the causes of WWI and the impact of each cause through Europe	25 minutes
US Neutrality to Intervention	Contribution of the US on the military front and the home front during WWI	Students will complete a graphic organizer explaining the contributions and impact of the US military and the US “home front” in winning WWI	60 minutes
Consumerism of the 1920’s	Advertisement Analysis	Students complete a poster/photo analysis sheet analyzing the influence of advertising on consumer spending.	40 minutes
Social Change of the 1920’s	Social Change webbing	Students will create a webbing for women, flappers, immigrants, African Americans and Fundamentalists explaining the changes within society.	90 minutes

Unit 4: Age of FDR: Great Depression and World War II

Subject: US History

Grade: 11

Name of Unit: Age of FDR: Great Depression and World War II

Length of Unit: 2 weeks

Overview of Unit: Students will understand the element of Franklin D. Roosevelt's leadership from the Great Depression through WWII.

Priority Standards for unit:

- AH.9-12. 6.1.B. Trace the origins of twenty-first century conflicts to understand U.S. policies and actions.
- AH.9-12.4.1B. Evaluate the responses of United States' leaders to the challenges of the Great Depression and World War II.

Supporting Standards for unit:

- AH.9-12.1.1.A. Create and use tools to analyze a chronological sequence of related events in United States history.
- AH.9-12.1.1.B. Explain connections between historical context and peoples' perspectives at the time in United States history.
- AH.9-12.1.1.C. Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of United States history post c. 1870 to a contemporary issue.
- AH.9-12.1.1.D. Using an inquiry lens, develop compelling questions about United States history post c. 1870 to determine helpful resources and consider multiple points of views represented in the resources.
- AH.9-12.1.1.E. Analyze the causes and consequences of a specific problem in United States history post c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.
- AH.9-12.1.2.A. Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c.1870-2010.
- AH.9-12.1.3.A. Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in United States' history c.1870-2010.
- AH.9-12.1.5.A. Using a United States' historical lens, describe how peoples' perspectives shaped the sources/artifacts they created.
- AH.9-12.3.1.D. Evaluate the responses of United States' leaders to the challenges of the period.
- AH.9-12.6.1.C. Evaluate the responses of United States' leaders to the challenges of global tensions.

- AH.9-12. 2.5.B. Determine the lasting impact of shifting interpretations of governmental and constitutional principles including separation of powers, checks and balances, rule of law, judicial review, and limited government.
- AH.9-12. 2.6.B. Determine the lasting impact of this period on principles of government including separation of powers, executive orders, checks and balances, rule of law, judicial review, and limited government.
- AH.9-12. 2.6.C. Evaluate the changing roles and influence of political parties and interest groups on governmental decision-making.
- AH.9-12. 4.6.A. Apply the economic concepts of innovation, supply and demand, international trade, labor, business cycle, and credit to evaluate global interdependence along with economic and security challenges.
- AH.9-12. 5.2.C. Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals.
- AH.9-12. 5.5.E. Distinguish the powers and responsibilities of citizens and institutions to address and solve United States' problems c. post 1750.
- AH.9-12. 4.3.C. Trace the changing relationship between government and business through economic regulation and deregulation.
- AH.9-12. 3.4.A. Describe the consequences, both intended and unintended, of environmental decisions.
- AH.9-12. 2.4.A. Analyze the relationships among the branches of government to explain conflicts and the changing power of each.
- AH.9-12. 2.4.B. Evaluate how the programs and policies of the New Deal and WWII changed the relationships among the government, groups, and individuals.
- AH.9-12. 2.4.C. Determine the lasting impact of the New Deal and WWII on principles of government, including separation of powers, checks and balances judicial review, and limited government.
- AH.9-12. 3.4.B. Analyze the impact of geography in the European and Pacific theaters during WWII to compare war efforts and strategies.
- AH.9-12. 4.1.A. Trace the significant events and developments of the Great Depression and WWII.
- AH.9-12.4.1B. Evaluate the responses of United States' leaders to the challenges of the Great Depression and World War II.
- AH.9-12. 4.1C. Describe critical developments and turning points in WWII including major battles.
- AH.9-12. 4.1.D. Evaluate the motivations for United States' abandonment of isolationism and entry into WWII.
- AH.9-12. 4.1E. Evaluate the impact of U.S. participation in WWII and the resulting new role in the post-war world home and abroad.

- AH.9-12. 4.4.A. Apply the economic concepts of innovation, supply and demand, barriers to trade, labor, business cycle, credit, and wage gap to explain the causes of the Great Depression.
- AH.9-12. 5.4.A. Analyze the artistic and intellectual achievements of the 1930s to understand the human costs of the Great Depression.
- AH.9-12. 5.4.B. Assess the impact of war-related events on women's roles, family structures, religious identity, education, commerce, entertainment, agriculture and other elements of the home front.
- AH.9-12. 5.4.C. Evaluate the effects of the Great Depression and WWII on women, families, and minorities.
- AH.9-12. 5.4.D. Analyze the impact of the Great Depression and World War II on the arts and culture.
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
the origins of twenty-first century conflicts to understand U.S. policies and actions	Trace	Create	4
the responses of United States' leaders to the challenges of the Great Depression and World War II.	Evaluate	Evaluate	3

Essential Questions:

1. How did Franklin Roosevelt's "3-R's" address the problems of the Great Depression?
2. How was the New Deal an effective response to the Great Depression?
3. How did United States foreign policy during the 1930's help promote WWII?
4. How important was the home front in the United States' victory in WWII?

Enduring Understanding/Big Ideas:

1. Franklin Roosevelt's New Deal, based on the principles of relief, reform and recovery attempted to address the problems of the Great Depression by providing work relief, regulations to prevent future depressions and help to struggling businesses.

2. Franklin Roosevelt's New Deal addressed a variety of problems facing the United States during the Great Depression. These programs addressed the variety of problems facing the nation.
3. During the 1930's the United States attempted to stay out of European Affairs. Believing the nation had learned the lessons of WWI, the government passed a series of Neutrality Acts. These acts allowed aggressive nations like Germany and Japan to pursue a policy of war and conquest.
4. The home front was essential to victory for the United States during World War II. Mobilizing the home front for the war brought the nation out of the Great Depression, created jobs and produced the material of war necessary for victory.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
anarchist compliance customs & duties diplomacy envision exploit expel expenditures impose incumbent induce interim intervene invoke lure ordained outlandish pardon persecution revenue sovereign staunch thrifty urban vigilance vindicate	New Deal Glass-Steagall Act / FDIC Federal Securities Act Agricultural Adjustment Act Civilian Conservation Corps National Industrial Recovery Act Deficit spending Works Progress Administration National Youth Administration Wagner Act Social Security Act New Deal Coalition Congress of Industrial Organization (CIO) <i>Gone With the Wind</i> <i>The Grapes of Wrath</i> Federal Deposit Insurance Corporation Securities and Exchange Commission National Labor Relations Board Tennessee Valley Authority Totalitarian Fascism Nazism Neutrality Acts Appeasement Nonaggression pact Blitzkrieg Holocaust Kristallnacht Genocide Concentration camp Axis powers Lend-Lease Act Atlantic Charter Women's Auxiliary Army Corps Manhattan Project Office of Price Administration (OPA)

	War Production Board Rationing D-Day Battle of the Bulge V-E Day Battle of Midway Kamikaze Hiroshima Nagasaki Nuremberg Trials G.I Bill of Rights Internment
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Resources for Vocabulary Development:

Textbook

Primary and Secondary Readings

Independent research

Topic 1: New Deal Programs

Engaging Experience 1

Title: New Deal Programs

Suggested Length of Time: 90 minutes

Standards Addressed

Priority:

- AH.9-12.4.1B. Evaluate the responses of United States' leaders to the challenges of the Great Depression and World War II.

Supporting:

- AH.9-12.1.1.D. Using an inquiry lens, develop compelling questions about United States history post c. 1870 to determine helpful resources and consider multiple points of views represented in the resources.
- AH.9-12.1.1.E. Analyze the causes and consequences of a specific problem in United States history post c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.
- AH.9-12.1.2.A. Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c.1870-2010.
- AH.9-12.1.5.A. Using a United States' historical lens, describe how peoples' perspectives shaped the sources/artifacts they created.
- AH.9-12.3.1.D. Evaluate the responses of United States' leaders to the challenges of the period.
- AH.9-12. 2.5.B. Determine the lasting impact of shifting interpretations of governmental and constitutional principles including separation of powers, checks and balances, rule of law, judicial review, and limited government.
- AH.9-12. 2.6.B. Determine the lasting impact of this period on principles of government including separation of powers, executive orders, checks and balances, rule of law, judicial review, and limited government.
- AH.9-12. 2.6.C. Evaluate the changing roles and influence of political parties and interest groups on governmental decision-making.
- AH.9-12. 4.6.A. Apply the economic concepts of innovation, supply and demand, international trade, labor, business cycle, and credit to evaluate global interdependence along with economic and security challenges.
- AH.9-12. 5.2.C. Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals.
- AH.9-12. 5.5.E. Distinguish the powers and responsibilities of citizens and institutions to address and solve United States' problems c. post 1750.

- AH.9-12. 4.3.C. Trace the changing relationship between government and business through economic regulation and deregulation.
- AH.9-12. 3.4.A. Describe the consequences, both intended and unintended, of environmental decisions.
- AH.9-12. 2.4.A. Analyze the relationships among the branches of government to explain conflicts and the changing power of each.
- AH.9-12. 2.4.B. Evaluate how the programs and policies of the New Deal and WWII changed the relationships among the government, groups, and individuals.
- AH.9-12. 2.4.C. Determine the lasting impact of the New Deal and WWII on principles of government, including separation of powers, checks and balances judicial review, and limited government.
- AH.9-12. 4.1.A. Trace the significant events and developments of the Great Depression and WWII.
- AH.9-12.4.1B. Evaluate the responses of United States' leaders to the challenges of the Great Depression and World War II.
- AH.9-12. 4.4.A. Apply the economic concepts of innovation, supply and demand, barriers to trade, labor, business cycle, credit, and wage gap to explain the causes of the Great Depression.
- AH.9-12. 5.4.A. Analyze the artistic and intellectual achievements of the 1930s to understand the human costs of the Great Depression.
- AH.9-12. 5.4.C. Evaluate the effects of the Great Depression and WWII on women, families, and minorities.
- AH.9-12. 5.4.D. Analyze the impact of the Great Depression and World War II on the arts and culture.
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Students complete a packet describing the various New Deal Programs, their objectives and their target group.

Bloom's Levels: 1

Webb's DOK: Remember

Topic 2: Society and the Great Depression

Engaging Experience 1

Title: Society and the New Deal

Suggested Length of Time: 90 minutes

Standards Addressed

Priority:

- AH.9-12. 6.1.B. Trace the origins of twenty-first century conflicts to understand U.S. policies and actions.
- AH.9-12.4.1B. Evaluate the responses of United States' leaders to the challenges of the Great Depression and World War II.

Supporting:

- AH.9-12.1.1.D. Using an inquiry lens, develop compelling questions about United States history post c. 1870 to determine helpful resources and consider multiple points of views represented in the resources.
- AH.9-12.1.1.E. Analyze the causes and consequences of a specific problem in United States history post c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.
- AH.9-12.1.2.A. Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c.1870-2010.
- AH.9-12.1.5.A. Using a United States' historical lens, describe how peoples' perspectives shaped the sources/artifacts they created.
- AH.9-12.3.1.D. Evaluate the responses of United States' leaders to the challenges of the period.
- AH.9-12. 2.5.B. Determine the lasting impact of shifting interpretations of governmental and constitutional principles including separation of powers, checks and balances, rule of law, judicial review, and limited government.
- AH.9-12. 2.6.B. Determine the lasting impact of this period on principles of government including separation of powers, executive orders, checks and balances, rule of law, judicial review, and limited government.
- AH.9-12. 2.6.C. Evaluate the changing roles and influence of political parties and interest groups on governmental decision-making.
- AH.9-12. 5.2.C. Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals.
- AH.9-12. 5.5.E. Distinguish the powers and responsibilities of citizens and institutions to address and solve United States' problems c. post 1750.
- AH.9-12. 4.3.C. Trace the changing relationship between government and business through economic regulation and deregulation.

- AH.9-12. 3.4.A. Describe the consequences, both intended and unintended, of environmental decisions.
- AH.9-12. 2.4.B. Evaluate how the programs and policies of the New Deal and WWII changed the relationships among the government, groups, and individuals.
- AH.9-12. 2.4.C. Determine the lasting impact of the New Deal and WWII on principles of government, including separation of powers, checks and balances, judicial review, and limited government.
- AH.9-12. 4.1.A. Trace the significant events and developments of the Great Depression and WWII.
- AH.9-12.4.1B. Evaluate the responses of United States' leaders to the challenges of the Great Depression and World War II.
- AH.9-12. 4.4.A. Apply the economic concepts of innovation, supply and demand, barriers to trade, labor, business cycle, credit, and wage gap to explain the causes of the Great Depression.
- AH.9-12. 5.4.A. Analyze the artistic and intellectual achievements of the 1930s to understand the human costs of the Great Depression.
- AH.9-12. 5.4.C. Evaluate the effects of the Great Depression and WWII on women, families, and minorities.
- AH.9-12. 5.4.D. Analyze the impact of the Great Depression and World War II on the arts and culture.
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Video Analysis: Students will view excerpts of “Cinderella Man” and make connections between the film and material learned in class.

Bloom’s Levels: 4

Webb’s DOK: Analyze

Topic 3: Home front during World War II

Engaging Experience 1

Title: Home Front Poster

Suggested Length of Time: 60 Minutes

Standards Addressed

Priority:

- AH.9-12. 6.1.B. Trace the origins of twenty-first century conflicts to understand U.S. policies and actions.
- AH.9-12.4.1B. Evaluate the responses of United States' leaders to the challenges of the Great Depression and World War II.

Supporting:

- AH.9-12.1.1.E. Analyze the causes and consequences of a specific problem in United States history post c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.
- AH.9-12.1.2.A. Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c.1870-2010.
- AH.9-12.3.1.D. Evaluate the responses of United States' leaders to the challenges of the period.
- AH.9-12.6.1.C. Evaluate the responses of United States' leaders to the challenges of global tensions.
- AH.9-12. 2.5.B. Determine the lasting impact of shifting interpretations of governmental and constitutional principles including separation of powers, checks and balances, rule of law, judicial review, and limited government.
- AH.9-12. 2.6.B. Determine the lasting impact of this period on principles of government including separation of powers, executive orders, checks and balances, rule of law, judicial review, and limited government.
- AH.9-12. 2.6.C. Evaluate the changing roles and influence of political parties and interest groups on governmental decision-making.
- AH.9-12. 4.6.A. Apply the economic concepts of innovation, supply and demand, international trade, labor, business cycle, and credit to evaluate global interdependence along with economic and security challenges.
- AH.9-12. 5.2.C. Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals.
- AH.9-12. 5.5.E. Distinguish the powers and responsibilities of citizens and institutions to address and solve United States' problems c. post 1750.
- AH.9-12. 4.3.C. Trace the changing relationship between government and business through economic regulation and deregulation.

- AH.9-12. 2.4.B. Evaluate how the programs and policies of the New Deal and WWII changed the relationships among the government, groups, and individuals.
- AH.9-12. 2.4.C. Determine the lasting impact of the New Deal and WWII on principles of government, including separation of powers, checks and balances, judicial review, and limited government.
- AH.9-12. 4.1.A. Trace the significant events and developments of the Great Depression and WWII.
- AH.9-12.4.1B. Evaluate the responses of United States' leaders to the challenges of the Great Depression and World War II.
- AH.9-12. 4.1.D. Evaluate the motivations for United States' abandonment of isolationism and entry into WWII.
- AH.9-12. 4.1E. Evaluate the impact of U.S. participation in WWII and the resulting new role in the post-war world home and abroad.
- AH.9-12. 4.4.A. Apply the economic concepts of innovation, supply and demand, barriers to trade, labor, business cycle, credit, and wage gap to explain the causes of the Great Depression.
- AH.9-12. 5.4.B. Assess the impact of war-related events on women's roles, family structures, religious identity, education, commerce, entertainment, agriculture and other elements of the home front.
- AH.9-12. 5.4.C. Evaluate the effects of the Great Depression and WWII on women, families, and minorities.
- AH.9-12. 5.4.D. Analyze the impact of the Great Depression and World War II on the arts and culture.
- ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Students take one aspect from the Home front to create a propaganda poster detailing that particular activity.

Bloom's Levels: 4

Webb's DOK: Evaluate

Topic 4: Military Involvement in WW II

Engaging Experience 1

Title: WWII Map

Suggested Length of Time: 60 minutes

Standards Addressed

Priority:

- AH.9-12. 6.1.B. Trace the origins of twenty-first century conflicts to understand U.S. policies and actions.
- AH.9-12.4.1B. Evaluate the responses of United States' leaders to the challenges of the Great Depression and World War II.

Supporting:

- AH.9-12.1.1.A. Create and use tools to analyze a chronological sequence of related events in United States history.
- AH.9-12.1.1.E. Analyze the causes and consequences of a specific problem in United States history post c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.
- AH.9-12.1.3.A. Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in United States' history c.1870-2010.
- AH.9-12.3.1.D. Evaluate the responses of United States' leaders to the challenges of the period.
- AH.9-12.6.1.C. Evaluate the responses of United States' leaders to the challenges of global tensions.
- AH.9-12. 4.6.A. Apply the economic concepts of innovation, supply and demand, international trade, labor, business cycle, and credit to evaluate global interdependence along with economic and security challenges.
- AH.9-12. 4.3.C. Trace the changing relationship between government and business through economic regulation and deregulation.
- AH.9-12. 2.4.A. Analyze the relationships among the branches of government to explain conflicts and the changing power of each.
- AH.9-12. 2.4.B. Evaluate how the programs and policies of the New Deal and WWII changed the relationships among the government, groups, and individuals.
- AH.9-12. 2.4.C. Determine the lasting impact of the New Deal and WWII on principles of government, including separation of powers, checks and balances judicial review, and limited government.
- AH.9-12. 3.4.B. Analyze the impact of geography in the European and Pacific theaters during WWII to compare war efforts and strategies.
- AH.9-12. 4.1.A. Trace the significant events and developments of the Great Depression and WWII.

- AH.9-12.4.1B. Evaluate the responses of United States' leaders to the challenges of the Great Depression and World War II.
- AH.9-12. 4.1C. Describe critical developments and turning points in WWII including major battles.
- AH.9-12. 4.1D. Evaluate the motivations for United States' abandonment of isolationism and entry into WWII.
- AH.9-12. 4.1E. Evaluate the impact of U.S. participation in WWII and the resulting new role in the post-war world home and abroad.
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Students will create a map to plot countries involved in WWII, alliances, and battles that took place.

Bloom's Levels: Create

Webb's DOK: 3

Engaging Scenario

Truman Library Decision Center

Students will set themselves within the context of 1945 America and understanding the arguments on all sides of the debate on whether or not the US should use the atomic bomb.

HS Topics:

Students will set themselves within the context of 1945 America and understanding the arguments on all sides of the debate on whether or not the US should use the atomic bomb.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
New Deal Programs	New Deal Programs	Students complete a packet describing the various New Deal Programs, their objectives and their target group.	90 minutes
Society and the Great Depression	Society and the New Deal	Video Analysis: students will view excerpts of “Cinderella Man” and make connections between the film and material learned in class	90 minutes
Home front during World War II	Home front Poster	Students take one aspect from the Home front to create a propaganda poster detailing that particular activity.	60 minutes
Military Involvement in WW II	WWII Map	Students will complete a geography assignment labeling the: alliances, military operations and key campaigns of the European and Pacific theaters of operation	60 minutes

Unit 5: Post War America--Cold War (Truman, IKE, JFK)

Subject: US History

Grade: 11

Name of Unit: POST-WAR AMERICA – COLD WAR (TRUMAN, IKE, JFK)

Length of Unit: 2 weeks

Overview of Unit: Students will understand America's role as a superpower following WWII.

Priority Standards for unit:

- AH.9-12. 6.1.B. Trace the origins of twenty-first century conflicts to understand U.S. policies and actions.
- AH.9-12. 5.5.B. Analyze the scientific, technological, artistic, intellectual, economic, political, and cultural changes of the post-WWII period to determine their effects on individuals and groups.

Supporting Standards for unit:

- AH.9-12.1.1.A. Create and use tools to analyze a chronological sequence of related events in United States history.
- AH.9-12.1.1.B. Explain connections between historical context and people's perspectives at the time in United States history.
- AH.9-12.1.1.D. Using an inquiry lens, develop compelling questions about United States history post c. 1870 to determine helpful resources and consider multiple points of views represented in the resources.
- AH.9-12.1.1.E. Analyze the causes and consequences of a specific problem in United States history post c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.
- AH.9-12.1.2.A. Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c.1870-2010.
- AH.9-12.1.5.A. Using a United States' historical lens, describe how people's perspectives shaped the sources/artifacts they created.
- AH.9-12.3.1.D. Evaluate the responses of United States' leaders to the challenges of the period.
- AH.9-12.6.1.C. Evaluate the responses of United States' leaders to the challenges of global tensions.
- AH.9-12. 2.5.B. Determine the lasting impact of shifting interpretations of governmental and constitutional principles including separation of powers, checks and balances, rule of law, judicial review, and limited government.
- AH.9-12. 2.6.B. Determine the lasting impact of this period on principles of government including separation of powers, executive orders, checks and balances, rule of law, judicial review, and limited government.

- AH.9-12. 2.6.C. Evaluate the changing roles and influence of political parties and interest groups on governmental decision-making.
- AH.9-12. 4.6.A. Apply the economic concepts of innovation, supply and demand, international trade, labor, business cycle, and credit to evaluate global interdependence along with economic and security challenges.
- AH.9-12. 5.2.C. Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals.
- AH.9-12. 5.5.E. Distinguish the powers and responsibilities of citizens and institutions to address and solve United States' problems c. post 1750.
- AH.9-12. 3.5.B. Explain how the physical and human characteristics of places determined their influence on or importance to Cold War events.
- AH.9-12. 4.5.A. Trace the developing complexities of the American economy in the second half of the twentieth century.
- AH.9-12. 5.1.A. Describe the causes, major conflicts, consequences, and enduring legacy of the Cold War.
- AH.9-12. 5.1.C. Trace changes in military strategies and technologies as a response to the challenges of the Cold War.
- AH.9-12. 5.5.A. Evaluate the effect of the internal tensions caused by the Cold War on societal groups, organizations, and government.
- AH.9-12. 5.5.B. Analyze the scientific, technological, artistic, intellectual, economic, political, and cultural changes of the post-WWII period to determine their effects on individuals and groups.
- AH.9-12. 5.5.C. Evaluate social reforms to determine their impact on the ability of individuals and groups to realize the promise of American ideals.
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE-GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
the origins of twenty-first century conflicts to understand U.S. policies and actions.	Trace	Create	4
the scientific, technological, artistic, intellectual, economic, political, and cultural changes of the post-WWII period to determine their effects on individuals and groups.	Analyze	Analyze	4

Essential Questions:

1. How did the United State react to the rise of Communism in various areas of the world following WWII?
2. How did post-war prosperity change the lives of ordinary Americans?
3. What impact did Truman, Eisenhower and Kennedy have on US foreign policy during the Cold War? How did this in turn impact American society?

Enduring Understanding/Big Ideas:

1. The US developed policies for the purpose of containment in SE Asia.
2. US citizens developed into consumers because of the economic upswing post war.
3. Each President from 1945-1963 developed anti-communist policies to prevent the spread of communist ideas. The threat of Communism increased the need of the government to propose loyalty programs and to hunt down those who were associated with it. This aggressive approach added to the anxiety of American citizens.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
anarchist compliance customs & duties diplomacy envision exploit expel	United Nations (UN) Satellite nation Containment Iron curtain Cold War Truman Doctrine Marshall Plan Berlin Airlift North Atlantic Treaty Organization 38 th parallel Korean War HUAC

<p> expenditures impose incumbent induce interim intervene invoke lure ordained outlandish pardon persecution revenue sovereign staunch thrifty urban vigilance vindicate </p>	<p> Hollywood Ten Blacklist McCarthyism H-Bomb Brinkmanship Central Intelligence Agency (CIA) Warsaw Pact Eisenhower Doctrine U-2 incident GI Bill of Rights Suburb Dixiecrat Fair Deal Flexible response Bay of Pigs Cuban Missile Crisis Berlin Wall Hot line Limited Test Ban Treaty New Frontier Mandate Peace Corps Alliance for Progress Warren Commission </p>
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Resources for Vocabulary Development:

Textbook

Primary and Secondary Readings

Independent research

Topic 1: Cold War

Engaging Experience 1

Title: Cold War Political Cartoons

Suggested Length of Time: 60 minutes

Standards Addressed

Priority:

- AH.9-12. 6.1.B. Trace the origins of twenty-first century conflicts to understand U.S. policies and actions.
- AH.9-12. 5.5.B. Analyze the scientific, technological, artistic, intellectual, economic, political, and cultural changes of the post-WWII period to determine their effects on individuals and groups.

Supporting:

- AH.9-12.1.1.A. Create and use tools to analyze a chronological sequence of related events in United States history.
- AH.9-12.1.1.B. Explain connections between historical context and people's perspectives at the time in United States history.
- AH.9-12.1.1.C. Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of United States history post c. 1870 to a contemporary issue.
- AH.9-12.1.1.D. Using an inquiry lens, develop compelling questions about United States history post c. 1870 to determine helpful resources and consider multiple points of views represented in the resources.
- AH.9-12.1.1.E. Analyze the causes and consequences of a specific problem in United States history post c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.
- AH.9-12.1.2.A. Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c.1870-2010.
- AH.9-12.1.5.A. Using a United States' historical lens, describe how people's perspectives shaped the sources/artifacts they created.
- AH.9-12.3.1.D. Evaluate the responses of United States' leaders to the challenges of the period.
- AH.9-12.6.1.C. Evaluate the responses of United States' leaders to the challenges of global tensions.
- AH.9-12. 2.5.B. Determine the lasting impact of shifting interpretations of governmental and constitutional principles including separation of powers, checks and balances, rule of law, judicial review, and limited government.

- AH.9-12. 4.6.A. Apply the economic concepts of innovation, supply and demand, international trade, labor, business cycle, and credit to evaluate global interdependence along with economic and security challenges.
- AH.9-12. 5.2.C. Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals.
- AH.9-12. 3.5.B. Explain how the physical and human characteristics of places determined their influence on or importance to Cold War events.
- AH.9-12. 4.5.A. Trace the developing complexities of the American economy in the second half of the twentieth century.
- AH.9-12. 5.1.A. Describe the causes, major conflicts, consequences, and enduring legacy of the Cold War.
- AH.9-12. 5.1.C. Trace changes in military strategies and technologies as a response to the challenges of the Cold War.
- AH.9-12. 5.5.A. Evaluate the effect of the internal tensions caused by the Cold War on societal groups, organizations, and government.
- AH.9-12. 5.5.B. Analyze the scientific, technological, artistic, intellectual, economic, political, and cultural changes of the post-WWII period to determine their effects on individuals and groups.
- AH.9-12. 5.5.C. Evaluate social reforms to determine their impact on the ability of individuals and groups to realize the promise of American ideals.

Detailed Description/Instructions: Students will analyze a series of political cartoons from the Cold War period and how they relate to various foreign policy events of the period.

Detailed Description/Instructions (HS Topics): Students will analyze (scaffolded with teacher assistance) a series of political cartoons from the Cold War period and how they relate to various foreign policy events of the period. The teacher will provide a “word bank” of possible foreign policies match the political cartoons and provide a summary of the policy. Students will discuss what symbolism in the cartoon matches the policies.

Bloom’s Levels: 1

Webb’s DOK: understand

Topic 2: Red Scare

Engaging Experience 1

Title: Red Scare Activity

Suggested Length of Time: 90 minutes

Standards Addressed

Priority:

- AH.9-12. 6.1.B. Trace the origins of twenty-first century conflicts to understand U.S. policies and actions.
- AH.9-12. 5.5.B. Analyze the scientific, technological, artistic, intellectual, economic, political, and cultural changes of the post-WWII period to determine their effects on individuals and groups.

Supporting:

- AH.9-12.1.1.E. Analyze the causes and consequences of a specific problem in United States history post c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.
- AH.9-12.1.2.A. Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c.1870-2010.
- AH.9-12.1.5.A. Using a United States' historical lens, describe how peoples' perspectives shaped the sources/artifacts they created.
- AH.9-12.3.1.D. Evaluate the responses of United States' leaders to the challenges of the period.
- AH.9-12.6.1.C. Evaluate the responses of United States' leaders to the challenges of global tensions.
- AH.9-12. 2.5.B. Determine the lasting impact of shifting interpretations of governmental and constitutional principles including separation of powers, checks and balances, rule of law, judicial review, and limited government.
- AH.9-12. 2.6.B. Determine the lasting impact of this period on principles of government including separation of powers, executive orders, checks and balances, rule of law, judicial review, and limited government.
- AH.9-12. 2.6.C. Evaluate the changing roles and influence of political parties and interest groups on governmental decision-making.
- AH.9-12. 5.2.C. Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals.
- AH.9-12. 5.5.E. Distinguish the powers and responsibilities of citizens and institutions to address and solve United States' problems c. post 1750.
- AH.9-12. 3.5.B. Explain how the physical and human characteristics of places determined their influence on or importance to Cold War events.

- AH.9-12. 5.1.A. Describe the causes, major conflicts, consequences, and enduring legacy of the Cold War.
- AH.9-12. 5.1.C. Trace changes in military strategies and technologies as a response to the challenges of the Cold War.
- AH.9-12. 5.5.A. Evaluate the effect of the internal tensions caused by the Cold War on societal groups, organizations, and government.
- AH.9-12. 5.5.B. Analyze the scientific, technological, artistic, intellectual, economic, political, and cultural changes of the post-WWII period to determine their effects on individuals and groups.
- AH.9-12. 5.5.C. Evaluate social reforms to determine their impact on the ability of individuals and groups to realize the promise of American ideals.

Detailed Description/Instructions: Students will develop a flow chart of events involving the scare of Communism and altercations with the USSR through the Presidencies of Truman, Eisenhower, and JFK. They will need to explain them as they design the flowchart.

Detailed Description/Instructions (HS Topics): Students will develop a flow chart of events involving the scare of Communism and altercations with the USSR through the Presidencies of Truman, Eisenhower, and JFK. They will need to explain them as they design the flowchart. (This can be done individually, in pairs, or as a group depending on the level of students in the class). Students can use their notes and timelines from the book and lessons while completing this assignment.

Bloom's Levels: Create

Webb's DOK: 3

Engaging Scenario

Students will be given the role of a President (Truman, Eisenhower, and JFK). The student then must research the events, policies, and decisions surrounding the Cold War that were made by the President who was assigned to them. They need to research enough to decide if the policies were necessary and if the way that the President handled the events was appropriate. They will then cluster with the other students who were assigned the same President to review each of their findings. After doing this, they present their President to the rest of the class discussing the events/policies and their opinion about them.

HS Topics: The teacher is a President (Truman, Eisenhower, JFK). The students will be the cabinet and advisories. The students will research a given topic from the presidency and attempt to convince the president of their opinion of the issue.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Cold War	Cold War Political Cartoons	Students will analyze a series of political cartoons from the Cold War period and how they relate to various foreign policy events of the period.	60 minutes
Red Scare	Red Scare Activity	Flowchart of events that go through the Presidencies of Truman, Eisenhower, and JFK	60 minutes

Unit 6: Decade of Change: 1960's--Civil Rights and Vietnam

Subject: US History

Grade: 11

Name of Unit: Decade of Change: 1960's - Civil Rights and Vietnam

Length of Unit: 2 weeks

Overview of Unit: Students will understand the chaos of the 1960's.

Priority Standards for unit:

- AH.9-12. 6.1.B. Trace the origins of twenty-first century conflicts to understand U.S. policies and actions.
- AH.9-12. 5.1.D. Analyze the origins, goals, and key events of the continuing U.S. movements to realize equal rights for women and other minorities.

Supporting Standards for unit:

- AH.9-12.1.1.A. Create and use tools to analyze a chronological sequence of related events in United States history.
- AH.9-12.1.1.B. Explain connections between historical context and people's perspectives at the time in United States history.
- AH.9-12.1.1.C. Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of United States history post c. 1870 to a contemporary issue.
- AH.9-12.1.1.D. Using an inquiry lens, develop compelling questions about United States history post c. 1870 to determine helpful resources and consider multiple points of views represented in the resources.
- AH.9-12.1.1.E. Analyze the causes and consequences of a specific problem in United States history post c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.
- AH.9-12.1.2.A. Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c.1870-2010.
- AH.9-12.1.3.A. Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in United States' history c.1870-2010.
- AH.9-12.1.5.A. Using a United States' historical lens, describe how peoples' perspectives shaped the sources/artifacts they created.
- AH.9-12.3.1.D. Evaluate the responses of United States' leaders to the challenges of the period.
- AH.9-12.6.1.C. Evaluate the responses of United States' leaders to the challenges of global tensions.

- AH.9-12. 2.5.B. Determine the lasting impact of shifting interpretations of governmental and constitutional principles including separation of powers, checks and balances, rule of law, judicial review, and limited government.
- AH.9-12. 2.6.B. Determine the lasting impact of this period on principles of government including separation of powers, executive orders, checks and balances, rule of law, judicial review, and limited government.
- AH.9-12. 2.6.C. Evaluate the changing roles and influence of political parties and interest groups on governmental decision-making.
- AH.9-12. 4.6.A. Apply the economic concepts of innovation, supply and demand, international trade, labor, business cycle, and credit to evaluate global interdependence along with economic and security challenges.
- AH.9-12. 5.2.C. Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals.
- AH.9-12. 5.5.E. Distinguish the powers and responsibilities of citizens and institutions to address and solve United States' problems c. post 1750.
- AH.9-12. 1.2.C. Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.
- AH.9-12. 1.5.B. Using a United States' historical lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.
- AH.9-12. 2.5.C. Evaluate the extent to which Supreme Court cases and legislation served to expand equal rights during this era.
- AH.9-12. 4.5.C. Describe the consequences, both intended and unintended, of government policies to improve individual and societal conditions.
- AH.9-12. 5.3.B. Analyze the changing relationship between individuals and their place in society including women, minorities, and children.
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- TT.AB.J.13: Students will analyze the harmful impact of bias and injustice on the world, historically and today.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
the origins of twenty-first century conflicts to understand U.S. policies and actions.	Trace	Create	4
the origins, goals, and key events of the continuing U.S. movements to realize equal rights for women and other minorities.	Analyze	Analyze	4

Essential Questions:

1. Why were the various tactics of the Civil Rights movement used? How did they affect the impact of the movement?
2. How did the United States government attempt to expand civil rights through legislation and Supreme Court decisions?
3. How did involvement in the Vietnam War impact both foreign and domestic policy during the conflict?

Enduring Understanding/Big Ideas:

1. The Civil Rights Movement encompassed both non-violence (MLK) and a more militant approach (Malcolm X/Black Panthers) to achieving the objective of equality. Both approaches found their supporters, but the non-violence approach allowed for people to see the extent of violence against the movement.
2. The Government started to pass legislation like the Civil Rights Act of 1964, 1965, and 1968 to protect the rights of all.
3. Vietnam was a catalyst to escalate measures against Communism. The US containment policy under the Truman Doctrine meant more troops involved in the civil war. Domestic policies were also made to help support this effort and in return triggered a "counterculture" movement to evolve. By the end of the war, policies were put in place to control the involvement of the US militarily abroad (War Powers Act).

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
anarchist compliance customs & duties diplomacy	<i>Brown v. Board of Education of Topeka</i> Southern Christian Leadership Conference Student Nonviolent Coordinating Committee Freedom riders

<p> envision exploit expel expenditures impose incumbent induce interim intervene invoke lure ordained outlandish pardon persecution revenue sovereign staunch thrifty urban vigilance vindicate </p>	<p> Civil Rights Act of 1964 Freedom Summer Voting Rights Act of 1965 De facto segregation vs De jure segregation Nation of Islam Black Power Black Panthers Civil Rights Act of 1968 Affirmative action Vietminh Domino theory Geneva Accords Vietcong Ho Chi Minh Trail Gulf of Tonkin Resolution Army of the Republic of Vietnam (ARVN) Search-and-destroy mission Credibility gap Draft New Left Students for a Democratic Society Free Speech Movement Dove Hawk Tet offensive Vietnamization Silent majority My Lai Kent State University Pentagon Papers War Powers Act Economic Opportunity Act Great Society Medicare and Medicaid Immigration Act of 1965 Warren Court </p>
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Resources for Vocabulary Development:

Textbook

Primary and Secondary Readings

Independent research

Topic 1: The Vietnam War

Engaging Experience 1

Title: Vietnam Music

Suggested Length of Time: 90 minutes

Standards Addressed

Priority:

- AH.9-12. 6.1.B. Trace the origins of twenty-first century conflicts to understand U.S. policies and actions.

Supporting:

- AH.9-12.1.1.B. Explain connections between historical context and peoples' perspectives at the time in United States history.
- AH.9-12.1.1.D. Using an inquiry lens, develop compelling questions about United States history post c. 1870 to determine helpful resources and consider multiple points of views represented in the resources.
- AH.9-12.1.1.E. Analyze the causes and consequences of a specific problem in United States history post c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.
- AH.9-12.1.2.A. Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c.1870-2010.
- AH.9-12.1.5.A. Using a United States' historical lens, describe how peoples' perspectives shaped the sources/artifacts they created.
- AH.9-12.3.1.D. Evaluate the responses of United States' leaders to the challenges of the period.
- AH.9-12.6.1.C. Evaluate the responses of United States' leaders to the challenges of global tensions.
- AH.9-12. 2.6.B. Determine the lasting impact of this period on principles of government including separation of powers, executive orders, checks and balances, rule of law, judicial review, and limited government.
- AH.9-12. 2.6.C. Evaluate the changing roles and influence of political parties and interest groups on governmental decision-making.
- AH.9-12. 5.2.C. Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals.
- AH.9-12. 5.5.E. Distinguish the powers and responsibilities of citizens and institutions to address and solve United States' problems c. post 1750.
- AH.9-12. 1.2.C. Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.

- AH.9-12. 1.5.B. Using a United States' historical lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.
- AH.9-12. 4.5.C. Describe the consequences, both intended and unintended, of government policies to improve individual and societal conditions.
- AH.9-12. 5.3.B. Analyze the changing relationship between individuals and their place in society including women, minorities, and children.

Detailed Description/Instructions: Students will listen to and read the lyrics of various songs from the 1960's to better understand the Vietnam War.

Bloom's Levels: 4

Webb's DOK: Evaluate

Topic 2: Civil Rights

Engaging Experience 1

Title: Civil Rights Timeline

Suggested Length of Time: 45 minutes

Standards Addressed

Priority:

- AH.9-12. 6.1.B. Trace the origins of twenty-first century conflicts to understand U.S. policies and actions.
- AH.9-12. 5.1.D. Analyze the origins, goals, and key events of the continuing U.S. movements to realize equal rights for women and other minorities.

Supporting:

- AH.9-12.1.1.A. Create and use tools to analyze a chronological sequence of related events in United States history.
- AH.9-12.1.1.B. Explain connections between historical context and people's perspectives at the time in United States history.
- AH.9-12.1.1.C. Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of United States history post c. 1870 to a contemporary issue.
- AH.9-12.1.1.D. Using an inquiry lens, develop compelling questions about United States history post c. 1870 to determine helpful resources and consider multiple points of views represented in the resources.
- AH.9-12.1.1.E. Analyze the causes and consequences of a specific problem in United States history post c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.
- AH.9-12.1.2.A. Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c.1870-2010.
- AH.9-12.1.5.A. Using a United States' historical lens, describe how people's perspectives shaped the sources/artifacts they created.
- AH.9-12.3.1.D. Evaluate the responses of United States' leaders to the challenges of the period.
- AH.9-12. 2.6.B. Determine the lasting impact of this period on principles of government including separation of powers, executive orders, checks and balances, rule of law, judicial review, and limited government.
- AH.9-12. 2.6.C. Evaluate the changing roles and influence of political parties and interest groups on governmental decision-making.
- AH.9-12. 5.2.C. Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals.

- AH.9-12. 5.5.E. Distinguish the powers and responsibilities of citizens and institutions to address and solve United States' problems c. post 1750.
- AH.9-12. 1.2.C. Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.
- AH.9-12. 1.5.B. Using a United States' historical lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.
- AH.9-12. 2.5.C. Evaluate the extent to which Supreme Court cases and legislation served to expand equal rights during this era.
- AH.9-12. 4.5.C. Describe the consequences, both intended and unintended, of government policies to improve individual and societal conditions.
- AH.9-12. 5.3.B. Analyze the changing relationship between individuals and their place in society including women, minorities, and children.
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- TT.AB.J.13: Students will analyze the harmful impact of bias and injustice on the world, historically and today.

Detailed Description/Instructions: Students will be given major events from the Civil Rights movement on slips of paper to be put in chronological order. While putting them in order, they need to explain what took place and the significance of the event.

Detailed Description/Instructions (HS Topics): Students will be given major events from the Civil Rights movement on slips of paper to be put in chronological order. While putting them in order, they need to explain what took place and the significance of the event.

- Attempt the slips on their own with a timeline
- Partner up to check slips
- Review the order is correct as a class

Discuss the events and their implications

Bloom's Levels: Analyze

Webb's DOK: 4

Topic 3: Johnson's Great Society

Engaging Experience 1

Title: Johnson's Great Society

Suggested Length of Time: 60 minutes

Standards Addressed

Priority:

- AH.9-12. 6.1.B. Trace the origins of twenty-first century conflicts to understand U.S. policies and actions.
- AH.9-12. 5.1.D. Analyze the origins, goals, and key events of the continuing U.S. movements to realize equal rights for women and other minorities.

Supporting:

- AH.9-12.1.1.A. Create and use tools to analyze a chronological sequence of related events in United States history.
- AH.9-12.1.1.B. Explain connections between historical context and people's perspectives at the time in United States history.
- AH.9-12.1.1.D. Using an inquiry lens, develop compelling questions about United States history post c. 1870 to determine helpful resources and consider multiple points of views represented in the resources.
- AH.9-12.1.1.E. Analyze the causes and consequences of a specific problem in United States history post c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.
- AH.9-12.1.2.A. Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c.1870-2010.
- AH.9-12.3.1.D. Evaluate the responses of United States' leaders to the challenges of the period.
- AH.9-12.6.1.C. Evaluate the responses of United States' leaders to the challenges of global tensions.
- AH.9-12. 2.6.C. Evaluate the changing roles and influence of political parties and interest groups on governmental decision-making.
- AH.9-12. 5.2.C. Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals.
- AH.9-12. 5.5.E. Distinguish the powers and responsibilities of citizens and institutions to address and solve United States' problems c. post 1750.
- AH.9-12. 1.2.C. Predict the consequences which can occur when institutions fail to meet the needs of individuals and groups.

- AH.9-12. 1.5.B. Using a United States' historical lens, examine the origins and impact of social structures and stratification on societies and relationships between peoples.
- AH.9-12. 2.5.C. Evaluate the extent to which Supreme Court cases and legislation served to expand equal rights during this era.
- AH.9-12. 4.5.C. Describe the consequences, both intended and unintended, of government policies to improve individual and societal conditions.
- AH.9-12. 5.3.B. Analyze the changing relationship between individuals and their place in society including women, minorities, and children.
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Students will analyze President Johnson's "Great Society" speech and its impact on domestic policy paying special attention to the areas mentioned

Detailed Description/Instructions (HS Topics): Students will listen to President Johnson's "Great Society" speech. With teacher guidance, students will annotated/ mark on a printed copy of the speech while listening (teacher will pause while students mark). After the speech, students will take part in a discussion regarding the speech and its meaning. Teacher will remind students of the current political climates and Americans feeling toward LBJ.

Bloom's Levels: 4

Webb's DOK: Analyze

Engaging Scenario

Students will be assigned the activity of making a newspaper from the 1960s. Students will be divided into groups and given different topics to cover (political and cultural). An editor will be assigned to facilitate the activity. They must cover the events of the Civil Rights Movement and Vietnam. The product will be an electronic or hard copy of a 1960s newspaper with headlines and articles from the time period. Students will be asked to show different perspectives of the events.

HS Topics: Students will be assigned the activity of making a newspaper story from the 1960s. Students will select a topic to cover (political and cultural) and write an article containing 2 five sentence paragraphs. The teacher will be the editor. They must cover the events of the unit. The product will be an electronic or hard copy of a 1960s newspaper story.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
The Viet Nam War	Vietnam Music	Students will listen to and read the lyrics of various songs from the 1960's to better understand the Vietnam War.	90 minutes
Civil Rights	Civil Rights Timeline	Students need to place given events from the Civil Rights Movement in order while explaining them and their significance.	45 minutes
Johnson's Great Society	Johnson's Great Society	Students will analyze President Johnson's "Great Society" speech and its impact on domestic policy.	60 minutes

Unit 7: 1970's and 1980's

Subject: US History

Grade: 11

Name of Unit: 1970's & 1980's

Length of Unit: 2 weeks

Overview of Unit: Students will understand how the expanding role of America in world affairs created foreign and domestic turmoil.

Priority Standards for unit:

- AH.9-12. 5.1.B. Evaluate the responses of United States' leaders to the challenges of global tensions.
- AH.9-12. 4.3.A. Analyze emerging American involvement in world trade to determine its influence on foreign policy and government actions.
- A.H.9-12. 5.1.D. Analyze the origins, goals, and key events of the continuing U.S. movements to realize equal rights for women and other minorities.

Supporting Standards for unit:

- AH.9-12.1.1.A. Create and use tools to analyze a chronological sequence of related events in United States history.
- AH.9-12.1.1.B. Explain connections between historical context and people's perspectives at the time in United States history.
- AH.9-12.1.1.C. Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of United States history post c. 1870 to a contemporary issue.
- AH.9-12.1.1.D. Using an inquiry lens, develop compelling questions about United States history post c. 1870 to determine helpful resources and consider multiple points of views represented in the resources.
- AH.9-12.1.1.E. Analyze the causes and consequences of a specific problem in United States history post c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.
- AH.9-12.1.2.A. Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c.1870-2010.
- AH.9-12.1.3.A. Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in United States' history c.1870-2010.
- AH.9-12.1.5.A. Using a United States' historical lens, describe how people's perspectives shaped the sources/artifacts they created.
- AH.9-12.3.1.D. Evaluate the responses of United States' leaders to the challenges of the period.

- AH.9-12.6.1.C. Evaluate the responses of United States' leaders to the challenges of global tensions.
- AH.9-12. 2.5.B. Determine the lasting impact of shifting interpretations of governmental and constitutional principles including separation of powers, checks and balances, rule of law, judicial review, and limited government.
- AH.9-12. 2.6.B. Determine the lasting impact of this period on principles of government including separation of powers, executive orders, checks and balances, rule of law, judicial review, and limited government.
- AH.9-12. 2.6.C. Evaluate the changing roles and influence of political parties and interest groups on governmental decision-making.
- AH.9-12. 4.6.A. Apply the economic concepts of innovation, supply and demand, international trade, labor, business cycle, and credit to evaluate global interdependence along with economic and security challenges.
- AH.9-12. 5.2.C. Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals.
- AH.9-12. 5.5.E. Distinguish the powers and responsibilities of citizens and institutions to address and solve United States' problems c. post 1750.
- AH.9-12. 4.3.C. Trace the changing relationship between government and business through economic regulation and deregulation.
- AH.9-12. 4.4.B. Describe the possible consequences, both intended and unintended, of government policies to improve economic conditions and increase productivity.
- AH.9-12. 3.6.B. Evaluate the relationship between technological and scientific advancements and increasing global interaction in this era.
- AH.9-12. 4.5.B. Compare the role of governments in various. economic systems to explain competing world views.
- AH.9-12. 6.1.B. Trace the origins of twenty-first century conflicts to understand U.S. policies and actions.
- AH.9-12. 1.2.B. Predict the consequences which can occur when individuals fail to carry out their personal responsibilities.
- TT.AB.J.13: Students will analyze the harmful impact of bias and injustice on the world, historically and today.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
the responses of United States' leaders to the challenges of global tensions.	Evaluate	Evaluate	4
emerging American involvement in world trade.	Analyze	Analyze	3
its (American involvement) influence on foreign policy and government actions.	Evaluate	Evaluate	4

Essential Questions:

1. How did the Watergate Scandal impact American politics?
2. How can the election of Ronald Reagan in 1980 represent a shift in American social and political values?
3. How have the opportunities for women expanded since the 1970's?

Enduring Understanding/Big Ideas:

1. The Watergate Scandal showed that the office of President could be corrupt and that there was a need for transparency. American politics will change because society will be more critical of government and those involved.
2. In the 1980s the "New Right" emerged as a political force focusing on a more conservative agenda for economic, political, and social issues. Ronald Reagan would focus his Presidency on these conservative policies.
3. The Women's Movement of the 1970s would promote equality for women and a need to break free of stereotypical societal beliefs concerning women. Because of the 70s movement, women would now be empowered to break through the glass ceiling and achieve greater success in their careers and educational opportunities.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
anarchist compliance customs & duties diplomacy envision exploit	New Federalism Southern strategy Stagflation OPEC Realpolitik Détente

expel expenditures impose incumbent induce interim intervene invoke lure ordained outlandish pardon persecution revenue sovereign staunch thrifty urban vigilance vindicate	SALT I Treaty Impeachment Watergate National Energy Act Camp David Accords Feminist Mystique National Organization for Women Equal Rights Amendment (ERA) Entitlement program New Right Affirmative action Reverse discrimination Conservative coalition Moral Majority Reaganomics Supply-side economics Strategic Defense Initiative Deregulation Environmental Protection Agency Geraldine Ferraro AIDS <i>Glasnost</i> <i>Perestroika</i> INF Treaty Tiananmen Square <i>Sandinistas</i> <i>Contras</i> Operation Desert Storm
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Resources for Vocabulary Development:

Textbook

Primary and Secondary Readings

Independent research

Topic 1: Social Changes of the 70s & 80s

Engaging Experience 1

Title: Social Movement Comparison Chart

Suggested Length of Time: 50 minutes

Standards Addressed

Priority:

- A.H.9-12. 5.1.D. Analyze the origins, goals, and key events of the continuing U.S. movements to realize equal rights for women and other minorities.

Supporting:

- AH.9-12.1.1.A. Create and use tools to analyze a chronological sequence of related events in United States history.
- AH.9-12.1.1.B. Explain connections between historical context and people's perspectives at the time in United States history.
- AH.9-12.1.1.D. Using an inquiry lens, develop compelling questions about United States history post c. 1870 to determine helpful resources and consider multiple points of views represented in the resources.
- AH.9-12.1.1.E. Analyze the causes and consequences of a specific problem in United States history post c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.
- AH.9-12.1.2.A. Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c.1870-2010.
- AH.9-12.3.1.D. Evaluate the responses of United States' leaders to the challenges of the period.
- AH.9-12. 2.6.C. Evaluate the changing roles and influence of political parties and interest groups on governmental decision-making.
- AH.9-12. 5.2.C. Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals.
- AH.9-12. 5.5.E. Distinguish the powers and responsibilities of citizens and institutions to address and solve United States' problems c. post 1750.
- AH.9-12. 1.2.B. Predict the consequences which can occur when individuals fail to carry out their personal responsibilities.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- TT.AB.J.13: Students will analyze the harmful impact of bias and injustice on the world, historically and today.

Detailed Description/Instructions: Students analyze the social movements and make a comparison chart of leaders, organizations, and events drawing comparisons to that of the Civil Rights movement.

Bloom's Levels: 4

Webb's DOK: Analyze

Topic 2: Carter, Ford, and Reagan

Engaging Experience 1

Title: Top 10 and Defend Initiatives of Carter, Ford, and Reagan

Suggested Length of Time: 90 minutes

Standards Addressed

Priority:

- AH.9-12. 5.1.B. Evaluate the responses of United States' leaders to the challenges of global tensions.
- AH.9-12. 4.3.A. Analyze emerging American involvement in world trade to determine its influence on foreign policy and government actions.

Supporting:

- AH.9-12.1.1.A. Create and use tools to analyze a chronological sequence of related events in United States history.
- AH.9-12.1.1.D. Using an inquiry lens, develop compelling questions about United States history post c. 1870 to determine helpful resources and consider multiple points of views represented in the resources.
- AH.9-12.1.1.E. Analyze the causes and consequences of a specific problem in United States history post c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.
- AH.9-12.1.2.A. Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c.1870-2010.
- AH.9-12.1.5.A. Using a United States' historical lens, describe how people's perspectives shaped the sources/artifacts they created.
- AH.9-12.3.1.D. Evaluate the responses of United States' leaders to the challenges of the period.
- AH.9-12.6.1.C. Evaluate the responses of United States' leaders to the challenges of global tensions.
- AH.9-12. 2.6.B. Determine the lasting impact of this period on principles of government including separation of powers, executive orders, checks and balances, rule of law, judicial review, and limited government.
- AH.9-12. 2.6.C. Evaluate the changing roles and influence of political parties and interest groups on governmental decision-making.
- AH.9-12. 4.6.A. Apply the economic concepts of innovation, supply and demand, international trade, labor, business cycle, and credit to evaluate global interdependence along with economic and security challenges.
- AH.9-12. 5.2.C. Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals.

- AH.9-12. 5.5.E. Distinguish the powers and responsibilities of citizens and institutions to address and solve United States' problems c. post 1750.
- AH.9-12. 4.3.C. Trace the changing relationship between government and business through economic regulation and deregulation.
- AH.9-12. 4.4.B. Describe the possible consequences, both intended and unintended, of government policies to improve economic conditions and increase productivity.
- AH.9-12. 3.6.B. Evaluate the relationship between technological and scientific advancements and increasing global interaction in this era.
- AH.9-12. 4.5.B. Compare the role of governments in various. economic systems to explain competing world views.
- AH.9-12. 6.1.B. Trace the origins of twenty-first century conflicts to understand U.S. policies and actions.
- AH.9-12. 1.2.B. Predict the consequences which can occur when individuals fail to carry out their personal responsibilities.

Detailed Description/Instructions: Students choose the top 10 initiatives put in place by Carter, Ford, and Reagan. They are then put in groups to merge their lists. The students are then required to defend their reasons for their group's ranking.

Detailed Description/Instructions (HS Topics): Students will be presented with major political initiatives during the Carter, Ford and Reagan administrations. Students will compare and contrast the initiatives.

Bloom's Levels: 6

Webb's DOK: Evaluate

Rubric: Describe and evaluate the evolution of the United States domestic and foreign policies from Reconstruction to the present, including isolationism, immigration policy, Manifest Destiny, Imperialism, New Deal, two world wars, Cold War, and global interdependence.

Engaging Scenario

Students will be broken into groups to choose a graphic organizer of their choice for this project. They must show the more decadent and liberal political issues of the 70s in comparison to the more conservative issues of the 80s. Students will be required to show the impact of issues on political policies that are made in each decade. They must find information to show the change over time with political policy. Their findings will be presented to the rest of the class.

Topics HS: Students will choose a graphic organizer of their choice. Half the class will be assigned on political issue and the other half will be assign a different issue. The students will spend 10 minutes independently reflecting on the how the issue changed the country/ politics/ national attitude. Next students will pair up with someone with the same topic and compare notes. Then, the same topics groups will collaborate. Finally, the groups will share and the teacher will facilitate a discussion.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Social Changes of the 70s & 80s	Social Movement Comparison Activity Chart	Students will do a comparison activity where they compare the social movements of Native American, Latino, and Women's Movement	50 minutes
Carter, Ford, and Reagan	Top 10 and Defend: Carter to Reagan	Students will rank the top 10 events of Carter, Ford and Reagan in regards foreign and domestic policy.	90 minutes

Unit 8: Clinton to Present

Subject: US History

Grade: 11

Name of Unit: Clinton to Present

Length of Unit: 2 weeks

Overview of Unit: Students will understand the role of modern America in the context of the post-Cold War world.

Priority Standards for unit:

- AH.9-12. 5.1.B. Evaluate the responses of United States' leaders to the challenges of global tensions.
- AH.9-12. 4.3.A. Analyze emerging American involvement in world trade to determine its influence on foreign policy and government actions.
- AH.9-12. 6.1.D. Evaluate how the ability to access and distribute information affects individuals, groups, industry, and governments in the latter 20th and early 21st centuries.

Supporting Standards for unit:

- AH.9-12.1.1.A. Create and use tools to analyze a chronological sequence of related events in United States history.
- AH.9-12.1.1.B. Explain connections between historical context and peoples' perspectives at the time in United States history.
- AH.9-12.1.1.C. Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of United States history post c. 1870 to a contemporary issue.
- AH.9-12.1.1.D. Using an inquiry lens, develop compelling questions about United States history post c. 1870 to determine helpful resources and consider multiple points of views represented in the resources.
- AH.9-12.1.1.E. Analyze the causes and consequences of a specific problem in United States history post c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.
- AH.9-12.1.2.A. Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c.1870-2010.
- AH.9-12.1.3.A. Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends in United States' history c.1870-2010.
- AH.9-12.1.5.A. Using a United States' historical lens, describe how peoples' perspectives shaped the sources/artifacts they created.
- AH.9-12.3.1.D. Evaluate the responses of United States' leaders to the challenges of the period.

- AH.9-12.6.1.C. Evaluate the responses of United States' leaders to the challenges of global tensions.
- AH.9-12. 2.5.B. Determine the lasting impact of shifting interpretations of governmental and constitutional principles including separation of powers, checks and balances, rule of law, judicial review, and limited government.
- AH.9-12. 2.6.B. Determine the lasting impact of this period on principles of government including separation of powers, executive orders, checks and balances, rule of law, judicial review, and limited government.
- AH.9-12. 2.6.C. Evaluate the changing roles and influence of political parties and interest groups on governmental decision-making.
- AH.9-12. 4.6.A. Apply the economic concepts of innovation, supply and demand, international trade, labor, business cycle, and credit to evaluate global interdependence along with economic and security challenges.
- AH.9-12. 5.2.C. Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals.
- AH.9-12. 5.5.E. Distinguish the powers and responsibilities of citizens and institutions to address and solve United States' problems c. post 1750.
- AH.9-12. 5.2.E. Trace the changing motivations for, nationalities of, and responses to immigration and to immigrants coming to the United States.
- AH.9-12. 1.2.B. Predict the consequences which can occur when individuals fail to carry out their personal responsibilities.
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
the responses of United States' leaders to the challenges of global tensions.	Evaluate	Evaluate	4
emerging American involvement in world trade.	Analyze	Analyze	3
(US World Trade) its influence on foreign policy and government actions.	Evaluate	Evaluate	4
how the ability to access and distribute information affects individuals, groups, industry, and governments in the latter 20 th and early 21 st centuries.	Evaluate	Evaluate	4

Essential Questions:

1. How has globalization affected the American economy both in a positive and a negative way?
2. How has America's relationship with the Middle East evolved and changed since WWII?

Enduring Understanding/Big Ideas:

1. Globalization has allowed for there to be more freedom economically by allowing US businesses to open new markets abroad and open trade in those areas. However, there have been challenges with US businesses moving jobs to other countries for the purpose of lower labor costs.
2. Middle East relations have been challenging for the US since WWII. When Truman recognized Israel as a legitimate country, Arab countries in the Middle East saw the US as a western threat to their religious ideals. However, Middle Eastern countries involved with OPEC have been tied to the US economically. Middle Eastern extremists view the US as controlling due to the economic power that the US holds. Different events such as the Iranian Hostage crisis, Persian Gulf Wars, and 9/11 have changed US policy towards the Middle East.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
anarchist compliance customs & duties diplomacy envision exploit expel expenditures impose incumbent induce interim intervene invoke lure ordained outlandish pardon persecution	NAFTA Contract with America Service sector Downsize NASDAQ Dotcom Al Qaeda Taliban

revenue sovereign staunch thrifty urban vigilance vindicate	
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Resources for Vocabulary Development:

Textbook
Primary and Secondary Readings
Independent research

Topic 1: Bush I, Clinton, and Bush II

Engaging Experience 1

Title: Top 10 and Defend Initiatives of Bush I, Clinton, Bush II,

Suggested Length of Time: 90 minutes

Standards Addressed

Priority:

- AH.9-12. 5.1.B. Evaluate the responses of United States' leaders to the challenges of global tensions.
- AH.9-12. 4.3.A. Analyze emerging American involvement in world trade to determine its influence on foreign policy and government actions.
- AH.9-12. 6.1.D. Evaluate how the ability to access and distribute information affects individuals, groups, industry, and governments in the latter 20th and early 21st centuries.

Supporting:

- AH.9-12.1.1.B. Explain connections between historical context and people's perspectives at the time in United States history.
- AH.9-12.1.1.D. Using an inquiry lens, develop compelling questions about United States history post c. 1870 to determine helpful resources and consider multiple points of views represented in the resources.
- AH.9-12.1.1.E. Analyze the causes and consequences of a specific problem in United States history post c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.
- AH.9-12.3.1.D. Evaluate the responses of United States' leaders to the challenges of the period.
- AH.9-12.6.1.C. Evaluate the responses of United States' leaders to the challenges of global tensions.
- AH.9-12. 2.5.B. Determine the lasting impact of shifting interpretations of governmental and constitutional principles including separation of powers, checks and balances, rule of law, judicial review, and limited government.
- AH.9-12. 2.6.B. Determine the lasting impact of this period on principles of government including separation of powers, executive orders, checks and balances, rule of law, judicial review, and limited government.
- AH.9-12. 2.6.C. Evaluate the changing roles and influence of political parties and interest groups on governmental decision-making.
- AH.9-12. 4.6.A. Apply the economic concepts of innovation, supply and demand, international trade, labor, business cycle, and credit to evaluate global interdependence along with economic and security challenges.
- AH.9-12. 5.5.E. Distinguish the powers and responsibilities of citizens and institutions to address and solve United States' problems c. post 1750.

- AH.9-12. 5.2.E. Trace the changing motivations for, nationalities of, and responses to immigration and to immigrants coming to the United States.
- AH.9-12. 1.2.B. Predict the consequences which can occur when individuals fail to carry out their personal responsibilities.

Detailed Description/Instructions: Students choose the top 10 initiatives put in place by Bush I, Clinton and Bush II. They are then put in groups to merge their lists. The students are then required to defend their reasons for the ranking.

Detailed Description/Instructions (HS Topics): Students will be presented with major political initiatives during the Bush I, Clinton and Bush II administrations. Students will compare and contrast the initiatives.

Bloom's Levels: 6

Webb's DOK: Evaluate

Topic 2: Terrorism

Engaging Experience 1

Title: Terrorism: Cause and Effect

Suggested Length of Time: 60 minutes

Standards Addressed

Priority:

- AH.9-12. 5.1.B. Evaluate the responses of United States' leaders to the challenges of global tensions.
- AH.9-12. 4.3.A. Analyze emerging American involvement in world trade to determine its influence on foreign policy and government actions.
- AH.9-12. 6.1.D. Evaluate how the ability to access and distribute information affects individuals, groups, industry, and governments in the latter 20th and early 21st centuries.

Supporting:

- AH.9-12.1.1.B. Explain connections between historical context and people's at the time in United States history.
- AH.9-12.1.1.C. Develop a research plan, identify appropriate resources for investigating social studies topics, and create and present a research product which applies an aspect of United States history post c. 1870 to a contemporary issue.
- AH.9-12.1.1.D. Using an inquiry lens, develop compelling questions about United States history post c. 1870 to determine helpful resources and consider multiple points of views represented in the resources.
- AH.9-12.1.1.E. Analyze the causes and consequences of a specific problem in United States history post c. 1870 as well as the challenges and opportunities faced by those trying to address the problem.
- AH.9-12.1.2.A. Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in United States history c.1870-2010.
- AH.9-12.6.1.C. Evaluate the responses of United States' leaders to the challenges of global tensions.
- AH.9-12. 2.5.B. Determine the lasting impact of shifting interpretations of governmental and constitutional principles including separation of powers, checks and balances, rule of law, judicial review, and limited government.
- AH.9-12. 4.6.A. Apply the economic concepts of innovation, supply and demand, international trade, labor, business cycle, and credit to evaluate global interdependence along with economic and security challenges.

- AH.9-12. 5.2.C. Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals.
- AH.9-12. 5.5.E. Distinguish the powers and responsibilities of citizens and institutions to address and solve United States' problems c. post 1750.
- AH.9-12. 5.2.E. Trace the changing motivations for, nationalities of, and responses to immigration and to immigrants coming to the United States
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Students will distinguish between domestic and International terrorism, the causes of it, and the effect of such actions on society.

Detailed Description/Instructions (HS Topics): Students will identify domestics and international acts of terrorism and their causes. Students will watch news footage from Waco, OKC, 911 and Columbine.

Bloom's Levels: 4

Webb's DOK: Evaluate

Engaging Scenario

Students will be broken into groups and assigned a Middle Eastern country. Students will research US involvement with those countries Post WWII. The challenge will be to show the background issues that have influenced the view of the US in those countries. Students will present their information to the class. At the end of the class, students will be asked to choose a side to the question “Should the US be involved with Middle Eastern countries politically and economically?” Students will have time to review presentation materials and their own research to prepare for this debate. Depending on the side that they choose, they must have supporting statements for their position. Students will then be broken into groups to debate the question in front of the class.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Bush I, Clinton, and Bush II	Top 10 and Defend: Bush I, Clinton, Bush II	Students will rank the top 10 events of Bush I, Clinton, and Bush II. Students will then move into a group to merge events and discuss.	50 minutes
Terrorism	Terrorism Cause and Effect	Students will distinguish between domestic and International terrorism, the causes of it, and the effect of such actions on society.	60 minutes

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.