|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Units of Study** | **State Standards** | **ELA Common Core Literacy Standards** | **Essential Questions** | **Essential Skills/Concepts to be Targeted** | **Resources** | **Common Assessment Evidence** |
| ***Pacing determined by PLC***  **Growth of Industrial America after the Civil War, Westward Expansion, Labor Organization, Immigration, and Urbanization** | **History Standards**  US II.1 Explain the various causes of the Industrial Revolution  US II.2 Explain the important consequences of the Industrial revolution. Teaching the skill of explaining cause and effect.  US II.3 Describe the causes of the immigration of Southern and Eastern Europeans, Chinese, Koreans and Japanese to America in the late 19th and early 20th centuries. Describe the major roles of these  Immigrants in the industrialization of America  US II.4 Analyze the causes of the continuing westward expansion of the American people after the Civil War and the impact of this migration on the Indians. (H)  US II.5 Explain the formation and goals and unions as well as the rise of radical political parties during the Industrial era (H,E)  **Economics Standards**  E2.1 defining supply and demand  E.2.5 Explain how the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure  E4.1 Explain how government responds to perceived social needs by providing public goods and services.  E.4.6 Describe how the costs of government policies may exceed their benefits because social or political goals other than economic efficiency are being pursued | **Common Core Reading Standards:**  **R.11-12.1.** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.  **R.11-12.2.** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.  **R.11-12.6.** Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.  **R.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.  **R.11-12.9.** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.  **Common Core Writing Standards:**  **W.11-12.1.** Write arguments focused on *discipline-specific content.*  a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.  b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.  c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  e. Provide a concluding statement or section that follows from or supports the argument presented.  **W.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **W.11-12.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  **W.11-12.9.** Draw evidence from informational texts to support analysis, reflection, and research.  **Common Speaking and Listening Standards:**  **SL.11-12.4.** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.  **SL.11-12.5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. | What Factors encouraged Industrial growth?  How did people’s daily lives change due to the new technology that was developed after the Civil War?  What part did the railroad play in the growth of Industrialization in America after the Civil War? How did the railroad dictate American’s lives?  The railroad, the telegraph and the telephone were the cutting edge of technology in their day. What technology/new inventions have improved upon or replaced these 3 post-Civil War innovations?  Cite and explain the 5 ways that the railroads revolutionized business and transportation in the United States.  How did the Internet boom of the late 20th century once again revolutionize American business?  The railroad, the telegraph and the telephone were the cutting edge of technology in their day. What technology/new inventions have improved upon or replaced these innovations in the 21st century?  How did entrepreneurs finance their inventions? Is this method still in use today and if so, how does it work (in simplest terms)?  What role did Thomas Edison play in the business boom of the Gilded Age economy?  Why was the Brooklyn Bridge seen as such a triumph of human ingenuity and American spunk in 1833? What did the bridge represent to the rest of the country and the world?  Explain the combination of the Bessemer process, the elevator and the brilliance of Louis Sullivan in the development of skyscrapers.  What part did the railroad play in the growth of Industrialization in America after the Civil War? How did the railroad dictate American’s lives?  Cite and explain the 5 ways that the railroads revolutionized business and transportation in the United States.  Should America have expanded westward if it meant the near destruction of Native American societies?  What caused changes in the life of the Plains Indians?  How did Government policies and battle field challenges affect the Indian Wars?  What Changes occurred in Indian policy by 1900?  How did mining spread in the West?  What caused the western cattle boom?  What was life like for a cowboy on the Chisholm Trail?  How did settlers overcome barriers in farming the plains?  Why were American Industrialists labeled both Robber Barons and Captains of Industry?  Compare and contrast Charles Darwin’s thoughts found in *Origin of the Species* and Herbert Spencer’s pseudo scientific theory of Social Darwinism.  How did the American belief of *laissez-faire* economic theory benefit the rich industrialists and harm the workers?  What were the reasons that millions left their homes to come to America?  Although not literally paved in gold, how did the streets of America provide the raw material to fulfill their dreams and ambitions for a better life?  What were the push/pull factors in European and Asian immigration to the US? Are the same factors today for immigrants or are they different?  Compare and contrast the old vs. new immigrants.  Explain the hurdles that many immigrants faced on Ellis Island and Angel Island.  Why did the population of the cities explode in the late 19th /early 20th century? How did this effect the living conditions in large urban area’s?  Explain in detail the significance of Jacob Riis’s seminal work *How the Other Half Lives*.  What impact did industrialization have on the gulf between rich and poor?  What was factory work life like at the turn of the century?  What were the goals of the early labor unions in the United States?  What factors caused Eugene V. Debs organize the socialist party in the US at this time?  What were the causes and outcomes of the major strikes in the late 1800’s? | **History and Geography**  Interpret and construct charts and graphs that show quantitative information. (H, C, G, E)  Explain how a cause and effect relationship is different from a sequence or correlation of events. (H, C, E)  Distinguish between long-term and short-term cause and effect relationships. (H, G, C, E)  Show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments. (H, G, C, E)  Interpret the past within its own historical context rather than in terms of present-day norms and values. (H, E, C)  Distinguish intended from unintended consequences. (H, E, C)  Distinguish historical fact from opinion. (H, E, C)  Using historical maps, locate the boundaries of the major empires of world history at the height of their powers. (H, G)  **Civics and Government**  Define and use correctly the following words and terms: *parliament, habeas corpus, monarchy, constitution, representative government, natural rights, republic, democracy, bill of rights.* (C)  **General Economics Skills**  Explain how people or communities examine and weigh the benefits of each alternative when making a choice and that opportunity costs are those benefits that are given up once one alternative is chosen. (E)  Explain how financial markets, such as the stock market, channel funds from savers to investors. (E)  Define and use correctly: *gross domestic product, economic growth, recession, depression, unemployment, inflation,* and *deflation.* (E)  Explain how competition among sellers lowers costs and prices, and encourages producers to produce more. (E)  Describe the role of buyers and sellers in determining the equilibrium price, and use supply and demand to explain and predict changes in quantity and price. (E)  Describe how the earnings of workers are affected by the market value of the product produced and worker skills. (E)  Identify the causes of inflation and explain who benefits from inflation and who suffers from inflation. (E)  Explain how changes in exchange rates affect balance of trade and the purchasing power of people in the United States and other countries. (E)  Differentiate between fiscal and monetary policy. (E)  **U.S. Economics Skills**  Explain the basic economic functions of the government in the economy of the United States. (E)  Examine the development of the banking system in the United States, and describe the organization and functions of the Federal Reserve System. (E)  Identify and describe laws and regulations adopted in the United States to promote economic competition. (E, H)  Analyze how federal tax and spending policies affect the national budget and the national debt. (E) | Prentice-Hall *Pathways.* Ch 13 Expansion of American Industry  PH Ch 14 Looking to the West  PH Ch 15 Politics, Immigration and Early Life.  Boorstin & Kelley. Ch 15 The Passing of the Frontier  B&K. Ch 16 The Nation Transformed  B&K Ch 17 The Challenge of the Cities  Excerpts from Andrew Carnegie’s *Gospel of Wealth*  Emma Lazarus: “The New Colossus” (1883)  Jacob Riis: *How the Other Half Lives*  See also textbooks and ancillary textbook support materials for additional primary and secondary sources.  Individual research conducted for both assessments.  Additional resources provided by individual teachers. | **Industrial Workers in Lowell Unit Project**  *Summary procedure:* Students will attend a specialized activity at the TIHC that focuses on the experience of workers in factories during the American Industrial Revolution. They will further the empirical evidence gained from this exercise with research on one of five major strikes during the period of Industrialization. Students will collaborate to produce a visual presentation (digital or traditional) about the strike, using guidelines and a rubric specific to the honors level that will provided at the beginning of the assessment project. Students will exhibit their product and orally explain it to their class, with expectations and grading determined by a rubric specific to the honors level that will provided at the beginning of the assessment project. Students will write a letter to the editor, using the voice and life facts of an immigrant worker in an American factory or mine. The letter will contain elements determined by an instruction sheet and rubric specific to the honors level that will provided at the beginning of the assessment project.  **Andrew Carnegie: Robber Baron or Captain of Industry DBQ**  *Summary procedure:* Students will be required to conduct research, evaluate source material, and decide whether Andrew Carnegie is a “Captain of Industry” (positive assessment) or “Robber Baron” (negative assessment). They must support their stated claim in a 500- to 750-word (five-paragraph minimum) argumentative essay. Students will be given an honors-level instruction guide and rubric for the essay and will be expected to follow those instructions and the rubric when writing the essay. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| ***Pacing determined by PLC***  **The Age of Progressivism, Late 1800s to 1920** | US II.2.8 The Age of Reform – Analyze the origins of Progressivism and important Progressive leaders, and summarize the major accomplishments of Progressivism  US II.2.9 Analyze the post-Civil War struggles of African Americans and women to gain basic civil rights. |  | How did Progressive leaders promote/recognize reforms in the political, social and economic arenas during the late 1800’s to 1920?  See chart below for guided questions for lesson activities.  What were the key goals of the Progressives?  The writers and authors of the time were a source of inspiration for reformers. Cite specific authors and their works that caused Americans to demand reforms.  What “radical” ideas of the old Populist Party were incorporated into the Progressive Movement?  Why and how did women get involved in the Progressive Movement?  What role did the “muckraker” play in generating public outcry and awareness of wrongdoing and corruption in government and business?  How and why did Progressive reform legislation face resistance from Big Business and the US Supreme Court?  How did the Triangle Factory fire scandal/tragedy influence the public to back labor reform movements?  How did Progressives wish to expand the role of government?  List and explain at least 5 national and local policies and laws that were a direct result of Progressive reform ideas. |  | See chart below  If you don’t have individual lessons for chart completion, you can look to PH Ch 18 pages 612 to 639.  Progressive Era legislation chart page 626. | *See Chart Below* |

**Progressive Era Optional Assessment**

**Essential Question:**

***Were 19th century American political, social, and economic progressive reformers successful in ending laissez-faire capitalist practices and promoting successful reforms?***

[Teacher table]

\*Student Table is stored in Best Practices Folder

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Problem/Area** | **Progressive Reformer or Muckraker** | **Reform Policy Enacted** | **Relevance to Today** | **Text Pages/Activities/Guided Lesson Questions** |
| Child Labor / E,S | Lewis Hine | Federal Labor Standards Act of 1938 | Wal-Mart criticism, Asian sweatshops, Outsourcing | Page 476, analyze  Lewis Hine photographs. |
| Meat Packing / E,S | Upton Sinclair, Teddy Roosevelt | Meat Packing Act of 1906 and The Pure Food and Drug Act of 1906 | Current E-Coli Breakout cases, Tylenol case (1982) [February, 2009, Cambridge, MA – possible break through with arrest of Lewis] | Excepts from The Jungle see Tom Thornton |
| Monopolies and Trust / E | Teddy Roosevelt, William Howard Taft, Ida Tarbell | Sherman Anti-Trust Act of 1890, The Clayton Anti-Trust Act of 1914 | Microsoft Case and AT&T | Page 471 to 472, Trust Busting statistics from Teddy Roosevelt and Taft, Political cartoons of Roosevelt Bust Trusting and the New Nationalism Speech |
| Immigrant Poor / S | Jane Addams, Jacob Riis, Teddy Roosevelt, Triangle Shirtwaist fire (1911 | Tenement Laws (fire escapes, addition sanitary facilities, and better ventilation, heating, and lighting) | House of Hope, CMAA (Cambodian Mutual Assistance Association) | New York Series – see Library, pages 534 to 538, 541 to 543, Nativism |
| Corruption in Municipal/City Government, City Bosses ex. Boss Tweed / P | Thomas Nast, Robert M. La Follett | Initiative, Referendum and Recall, 17th Amendment, Civil Service Act | Term Limits, Patronage | Pages 538 to 539,  Pages 520 to 524 |
| Indebted Farmers / E | William Jennings Bryan, Mary Elizabeth Lease | Populist Party | Third Parties, Government Controlled Farming | Bryans “Cross of Gold” speech pages 507 to 512 |
| Struggles of African Americans to Achieve Equal Rights / E, S, P | W. E. B. Du Bois, Booker T. Washington, Marcus Garvey | Education vs. Vocation, NAACP | Affirmative Action Policies | Debate Du Bois and Washington, pages 554 to 557, Plessy vs. Ferguson (1896), pages 566, NAACP page 567 |
| Struggles of Women to Achieve Equal Rights / E, S, P | Carrie Chapman Catt, Alice Paul | 19th Amendment | Women in Politics, Business,(hiring and salary discrepancies) | Pages 569 to 573, Revisit Seneca Falls and 19th Amendment |
| Federal Government’s response to Progressive Era issues | President Roosevelt  President Taft  President Wilson | Roosevelt - Square Deal, Trust busting, Conservation;  Taft – continuation of Roosevelt’s Policy;  Wilson – New Freedom Policy, Clayton Anti-Trust Act, Federal Reserve System (Federal Reserve Act of 1913), Continuation of Jim Crow and lack of support for Women’s Suffrage. | Ask students if they believe that Black Americans have achieved Economic, Social and Political rights.  Failure of ERA.  Current Economic Recession  Lack of oversight of Wall Street | Ch 18 pages 628 to 634  Ch 18 pages 632 to 633. Map Skills – Federal Reserve Districts page 632.  Have students examine a dollar bill or any paper money from their pocket and decide what bank it came from. |
|  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| ***Pacing determined by PLC***  **Becoming a World Power** | US II.6 Analyze the causes and course of America’s growing role in world affairs from the Civil War to World War I. (H, E) | **Common Core Reading Standards**  R.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.  R.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.  R.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.R.11-12.6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.  R.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.  R.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.  **Common Core Writing Standards:**  W.11-12.1. Write arguments focused on *discipline-specific content.*  a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.  b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.  c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  e. Provide a concluding statement or section that follows from or supports the argument presented.  W.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.  a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.  c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.  d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.  e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).  W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  W.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research. | **Essential Question**  Was the acquisition of international territory justified in order for the US to become the preeminent world power in the 20th century?  **Suggested Guided Questions**  How did the idea of Manifest Destiny apply to the US overseas expansion?  What arguments were made in favor of and against the US expansion after the Civil War?  In what ways did the US begin to expand its interest abroad in the late 1800s and early 1900s?  What were the keys factors that caused the United States to Declare War on Spain?  How do the provisions of the Treaty of Paris promote US acquisition of foreign territories (refer to overarching essential question)  How did Roosevelt’s ideas as presented in his Corollary to the Monroe Doctrine justify the US continued involvement in Latin America?  Why did the United States want to build the Panama Canal?  **Key Figures and Terms (WIDA)**   * Captain Alfred Thayer Mahan (*The Influence of Sea Power Upon History, 1660-1783)* * William Seward * Queen Liliuokalani * President William McKinley * John Hay * **Imperialism** * Nationalism * **Isolationism** * Annex * Manifest Destiny * Spheres of Influence * Open Door Policy * President William McKinley * Jose Marti * Teddy Roosevelt * Rough Riders * Admiral Dewey * Emilio Aguinaldo * Valeriano “Butcher” Weyler * William Randolph Hearst * Jingoism * Yellow Journalism * USS Maine * Platt Amendment * the de Lome letter * concession * Roosevelt Corollary * dollar diplomacy * Treaty of Paris -1898 * “a splendid little war” – John HayTeddy Roosevelt * William Howard Taft * Woodrow Wilson * John J. “Back Jack” Pershing * Roosevelt Corollary * Dollar Diplomacy * Big Stick Diplomacy * Moral Diplomacy * Concession * racism * Great White Fleet | **History and Geography**  3. Interpret and construct timelines that show how events and eras in various parts of the world are related to one another. (H)  4. Interpret and construct charts and graphs that show quantitative information. (H, C, G, E)  6. Distinguish between long-term and short-term cause and effect relationships. (H, G, C, E)  7. Show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments. (H, G, C, E)  8. Interpret the past within its own historical context rather than in terms of present-day norms and values. (H, E, C)  9. Distinguish intended from unintended consequences. (H, E, C)  10. Distinguish historical fact from opinion. (H, E, C)  11. Using historical maps, locate the boundaries of the major empires of world history at the height of their powers. (H, G)  **General Economics Skills**  13. Define and use correctly *mercantilism, feudalism, economic growth,* and *entrepreneur.* (E)  14. Explain how people or communities examine and weigh the benefits of each alternative when making a choice and that opportunity costs are those benefits that are given up once one alternative is chosen. (E) | PH Ch 17 Becoming a World Power 1890-1915  B&K Ch 19 The United States and the World  PH Section 1: The Pressure to Expand pgs 584- 588. (Alaska)  B&K Section 1 Looking outward (pgs. 505-508) and Section 2 Expanding on the seas (pgs. 508-510)  PH Section 2: pages 595 to 597 (Hawaii, China)  B&K Section 3 War with Spain (pgs. 510-518)  PH Ch 17 Becoming a World Power 1890-1915  B&K Ch 19 The United States and the World  PH Section 2: The Spanish-American War (pages 589 – 595)  B&K Section 3: War with Spain (pgs. 510-518)  The Pressure to Expand and the Spanish American War  PH Ch 17 Becoming a World Power 1890-1915  B&K Ch 20 The Progressive Era  PH Section 3: pages 598 - 603  B&K Section 5: Seeking a world role (Pgs. 540-544)  A New Foreign Policy   1. Roosevelt Corollary to the Monroe Doctrine 2. America’s Role in the building of the Panama Canal. 3. Taft Dollar Diplomacy 4. Wilson’s Intervention In Mexico   PH Section 4 – Debating America’s New Role pages 604-607  B&K – no section corresponds use PH book | *Social Studies teachers will engage best practices to assess students’ content comprehension and skills acquisition.*  ***Assessment 2: Traditional summative assessment***  Students will be given a departmental instruction sheet and review sheet specific to the honors level in US History IIA. The subject matter will cover the entire semester. Limited review time in class will be provided; honors students will be expected to conduct the majority of their review at home or at specially designated departmental reviews after school. The written examination will take place during the semester examination period at the end of Quarter 2. Students will be graded using an honors specific rubric. **This assessment will be worth 12.5% of the students’ quarter 2 grade.** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| ***Pacing determined by PLC***  **The main cause for WWI in Europe and America’s entry into the war.** | **US II.6** Analyze the causes and course of America’s growing role in world affairs from the Civil War to World War I. (H, E)  **US II.7** Explain the course and significance of President Wilson’s war time diplomacy, including his 14 points, the League of Nations, and the failure of the Versailles Treaty. (H) | **Common Core Reading Standards**  R.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.  R.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.  R.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.R.11-12.6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.  R.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.  R.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.  **Common Core Writing Standards:**  W.11-12.1. Write arguments focused on *discipline-specific content.*  a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.  b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.  c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  e. Provide a concluding statement or section that follows from or supports the argument presented.  W.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.  a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.  c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.  d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.  e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).  W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating your understanding of the subject under investigation.  W.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research. | **Essential Question**  Which cause of WWI had primary importance to the United States in its entry into the war  **Suggested Guided Questions**  Why did war break out in Europe in 1914?  Why did the United States enter the War on the side of the Allies?  **Key Figures and Terms (WIDA)**   * Archduke Franz Ferdinand * Archduchess Sofia * Gavrilo Princip * Imperialism * **Militarism** * **Nationalism** * Alliance system * Mobilization * Central Powers * Allied Powers * Stalemate * Propaganda * Neutrality * U-Boat * Sussex Pledge * The Zimmermann Note * Lusitania | **History and Geography**  3. Interpret and construct timelines that show how events and eras in various parts of the world are related to one another. (H)  4. Interpret and construct charts and graphs that show quantitative information. (H, C, G, E)  6. Distinguish between long-term and short-term cause and effect relationships. (H, G, C, E)  7. Show connections, causal and otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments. (H, G, C, E)  8. Interpret the past within its own historical context rather than in terms of present-day norms and values. (H, E, C)  9. Distinguish intended from unintended consequences. (H, E, C)  10. Distinguish historical fact from opinion. (H, E, C)  11. Using historical maps, locate the boundaries of the major empires of world history at the height of their powers. (H, G)  **General Economics Skills**  13. Define and use correctly *mercantilism, feudalism, economic growth,* and *entrepreneur.* (E)  14. Explain how people or communities examine and weigh the benefits of each alternative when making a choice and that opportunity costs are those benefits that are given up once one alternative is chosen. (E) | PH Ch 19 The World War One Era.  B&K Ch 21 The United States and World War I  PH Section 1:The Road To War Pages (646 to 650)  B&K Section 1: The United States and WWI (pgs 573)  PH Section 1:The Road To War (Pages 650 to 651)  B&K Section 1: The United States and WWI (pgs. 546-556)  PH Section 2: The United States Declares War (Pages 653 to 656)  B&K Section 1: The United States and WW1 (pgs. 546-556)  PH Section 4: Americans on the Home Front (Pages 664-668)  \*Examination of *Armenian Genocide* can be completed during this week or in conjunction of the examination of the Holocaust during WWII | ***Departmental Assessment 1: Writing-based assessment***  Students will be required to evaluate evidence and counter-evidence, and then decide which cause of WWI had primary importance to the United States in its entry into the war. Students will complete DBQ-related exercises, conduct research in the library and on the internet to identify two (2) additional pieces of evidence to support their claim, complete an outline and pre-writing draft, and then produce a well-written 500- to 750-word essay establishing a claim and then defending it with logical presentation of historical evidence. Students will be given an instruction guide and rubric specific to the honors level for the essay and will be expected to follow those instructions and the rubric when writing the essay. **This assessment will be worth 12.5% of the students’ quarter 2 grade**    ***Departmental Assessment 2*** Students will analyze the “Peace without Victory” speech of President Woodrow Wilson and complete an activity based on the “Reading Like a Historian” guidelines. **This assessment will be worth one test grade of the students’ quarter 2 grade** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Pacing Determined by PLC***  **Describe the various causes and consequences of the global depression of the 1930’s, and analyze how Americans responded to the Great Depression. (H, E)** | The Stock Market Crash- Pathways p. 740-744  Social Effects of the Depression- Pathways p. 745-751  Surviving the Great Depression- Pathways p. 752-755  The Election of 1932- Pathways p. 756-761 | What events led to the stock market’s Great Crash in 1929?  Why did the Great Crash produce a ripple effect throughout the nation’s economy?  What were the main causes of the Great Depression?  What social problems were caused by poverty in the 1930’s?  How did poverty spread during the Great Depression?  How did some people struggle to survive hard times?  How did President Hoover respond to the Great Depression? | * Black Thursday * Black Tuesday * Great Crash * Great Depression * Business cycle * Hooverville * Dust Bowl * Herbert Hoover * Bank Runs * Unemployment * Poverty * Dorothea Lange * 21st Amendment * Hawley-Smoot Tariff * Reconstruction Finance Corporation (RFC) * Franklin Delano Roosevelt * Bonus Army | Cinderella Man- connecting film to Great Depression  Excerpts from “The Grapes of Wrath” by John Steinbeck  Dorothea Lange-  “Migrant Mother” and “White Angel Breadline”  Franklin D. Roosevelt Inaugural Address, 1933  Social Studies School Service- Lesson 1, Problems 1, 2, and 3. Pages 9-11. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Pacing determined by PLC***  **Analyze the important policies, institutions, and personalities of the New Deal Era.**  **•••**  **Explain how the Great Depression and the New Deal affected American society.** | Forging a New Deal- Pathways p. 768-776  The New Deal’s Critics- Pathways p. 777-783  Last Days of the New Deal- Pathways p. 785-791 | What were the key goals of Franklin and Eleanor Roosevelt?  What major New Deal programs were created?  What were some of the shortcomings and limits of the New Deal?  What were the major complaints of FDR’s critics?  What were the key goals and accomplishments of the Second New Deal?  What effects did the New Deal have on American culture?  What lasting effects can be attributed to the New Deal?  What role did the federal government play in establishing economic and social policies?  To what extent was the emergence of coalitions between Jews, Catholics, Blacks, poor farmers, and blue-collar workers influential in the New Deal Era? | **US II.12A**   * Herbert Hoover * Franklin D. Roosevelt * Eleanor Roosevelt * Huey Long * Charles Coughlin   **US II.12B**   * FDIC * SEC * TVA * Social Security Act * NLRA * WPA * Fair Labor Standards Act   **US IIB.12C**   * American Federation of Labor * Congress of Industrial Organizations * American Communist Party | Poster/Flyer promoting New Deal programs  PowerPoint presentations on New Deal Programs and personalities  Social Studies School Service- Lesson 3, Student Handouts 2, 3, 4, and 5. Pages 38-46.  New Deal Research Research Project stored in Dept. Drive |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Pacing determined by PLC***  **US II.14**  **Explain the strength of American isolationism after World War I and analyze its impact on U.S. foreign policy.**  **US II.15**  **Analyze how German aggression in Europe and Japanese aggression in Asia contributed to the start of World War II and summarize the major battles and events of the war. On a map of the world, locate the Allied (France, Britain, the Soviet Union and the United States) and Axis powers (Germany, Italy, and Japan).**  **US II.16**  **Explain the reasons for dropping the atom bombs on Japan and its short term effects.**  **US II.17**  **Explain important domestic events that took place during the war.** | The Rise of Dictators- Pathways p. 800-806  Europe Goes to War- Pathways p. 807-811  Japan Builds an Empire- Pathways p. 813-816  From Isolationism to War- Pathways p. 817-821  Mobilization- Pathways p. 826-831  Retaking Europe- Pathways p. 832-840  The Holocaust- Pathways p. 841-845  The War in the Pacific- Pathways p. 846-853  The Social Impact of the War- Pathways p. 855-861  **Required Primary Source document**-  Franklin Roosevelt’s “Four Freedoms” speech.  **Recommended Primary Source documents-** Learned Hand, “The Spirit of Liberty,” and Justice Robert M. Jackson’s opinion for the Supreme Court in West Virginia State Board of Education v. Barnette (1943). | How did Hitler rise to power in Germany and Europe in the 1930’s?  How did the German invasion of Poland lead to war with Britain and France?  Why did the United States choose neutrality in the 1930’s?  How did American involvement in the European conflict grow from 1930’s to the 1940’s?  Discuss the issues surrounding the United States’ decision to use atomic bombs against Japan. What motives were behind this action, and what arguments have been made against it?  How did the war affect daily life on the home front?  Why did the invasion of Western Europe succeed?  In what ways did the war change conditions for working women? | **US II.15**   * totalitarianism * Fascism in Germany * Fascism in Italy * Nazism * Rearmament * Militarization * Rhineland * Germany’s seizure of Austria and Czechoslovakia and Germany’s invasion of Poland * Japan’s invasion of China and Rape of Nanking * Pearl Harbor * Midway * D-Day * Okinawa * Battle of the Bulge * Iwo Jima * Yalta Conference * Potsdam Conference * Axis Powers * Allied Powers   **US II.17**   * A. Phillip Randolph * Internment of Japanese-Americans * War-inspired economic growth * Women in the workforce | Create a timeline that lists important events in the war in Europe, Japan, and North Africa. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Pacing determined by PLC***  **US II.22**  **Analyze the causes and consequences of important Cold War trends.**  **US II.23**  **Analyze the following domestic policies of Presidents Truman and Eisenhower.**  **US II.24**  **Analyze the roots of domestic anticommunism as well as the origins and consequences of McCarthyism.**  **US II.25**  **Analyze the origins, goals, and key events of the Civil Rights movement.**  **US II.26**  **Describe the accomplishments of the Civil Rights movement.**  **US II.27**  **Analyze the causes and course of the women’s rights movement in the 1960’s and 1970’s.**  **US II.28**  **Analyze the important domestic policies and events that took place during the presidencies of President Kennedy, Johnson, and Nixon.** | The Cold War Heats Up- Pathways p. 876-883  The Continuing Cold War- Pathways p. 889-893  The Postwar Economy- Pathways p. 900-906  The Mood of the 1950’s- Pathways p. 907-911  Domestic Politics and Policy- Pathways p. 912-918  Demands For Civil Rights- Pathways p. 930-935  Leaders and Strategies- Pathways 936-940  The Struggle Intensifies- Pathways p. 941-946  The Political Response- Pathways p. 948-953  The Movement Takes a New Turn- Pathways p. 954-959  The New Frontier- Pathways p. 968-973  The Great Society- Pathways p. 975-982  The Women’s Movement- Pathways p. 996-1001  The Counterculture- Pathways p. 1009-1012  The Environmental and Consumer Movements- Pathways p. 1013-1017  Seminal Primary Source Documents to Read:  Reverend Martin Luther King’s “I Have a Dream” speech.  Reverend Martin Luther King’s “Letter from Birmingham City Jail.” | What were the postwar goals of the United States and the Soviet Union?  How did the conflicting goals for the future of Europe lead to growing hostility between the United States and the Soviet Union?  How did the Cold War affect American life at home?  What were the characteristics of the McCarthy Era?  What were the goals and objectives of the Civil Rights Movement in the 1950’s and 1960’s?  What impact did the Civil Rights Movement have on public opinion and political legislation? | **US II.22**   * economic growth * declining poverty * The Baby Boom * Growth of Suburbs * Increase in education * Mass media * Consumerism   **US II.23**   * Truman’s Fair Deal * Taft Hartley Act (1947) * Sputnik * Dwight D. Eisenhower’s Civil Rights record * Dwight D. Eisenhower’s response to Sputnik   **US II.24**   * Senator Joseph McCarthy * Whittaker Chambers * Alger Hiss * J. Edgar Hoover * Julius Rosenberg * Ethel Rosenberg * American Communist Party * Federal Bureau of Investigations * House Committee on Un-American Activities   **US II.25**   * Rosa Parks * Thurgood Marshall * Martin Luther King Jr. * Malcolm X * Robert Kennedy * National Association for the Advancement of Colored People (NAACP) * Brown v. Board of Education (1954) * Montgomery Bus Boycott * Little Rock School Crisis * Sit-Ins * Freedom Rides * Civil Rights Protest in Birmingham * 1963 March on Washington * Civil Rights Protest in Selma * Assassination of Dr. Martin Luther King Jr.   **US II.26**   * 1964 Civil Rights Act * 1965 Voting Rights Act * Growth of the black middle class * Increased political power for black Americans * Declining rates of black poverty   **US II.27**   * Betty Friedman * Gloria Steinem * Birth control pill * Increasing number of working women * National Organization of Women (1967) * Equal Rights Amendment * Roe v. Wade   **US II.28**   * Space Exploration Program * Assassination of John F. Kennedy * Johnson’s Great Society programs * Nixon’s appeal to the “Silent Majority” * Anti-war movement * Counter-cultural movement * Environmental Protection Agency * Watergate Scandal * U.S. v Nixon |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Pacing determined by PLC***  **US II.18**  **Analyze the factors that contributed to the Cold War and describe the policy of containment as America’s response to Soviet expansionist policies.**  **US II.19**  **Analyze the sources and, with a map of the world, locate the areas of Cold War conflict between the U.S. and the Soviet Union.**  **US II.20**  **Explain the causes, course, and consequences of the Vietnam War and summarize the diplomatic and military policies of Presidents Eisenhower, Kennedy, Johnson, and Nixon**  **US II.21**  **Analyze how the failure of communist economic policies as well as U.S.-sponsored resistance to soviet military and diplomatic initiatives contributed to ending the Cold War** | Pathways Chapter 26  Origins of the Cold War- Pathways p. 868-874  The Cold War Heats Up- Pathways p. 876-883  The Korean War- Pathways p. 884-888  The Continuing Cold War- Pathways p. 889-893  Pathways Chapter 27  Domestic Politics and Policy- Pathways p. 912-918  Pathways Chapter 29  Foreign Policy in the Early 1960’s- Pathways p. 983-991  Pathways Chapter 33  The George H.W. Bush Presidency- Pathways p. 1114-1119  Seminal Primary Documents to Read:  The Truman Doctrine (1947)  George Kennan’s “The Sources of Soviet Conduct” (1947)  John F. Kennedy’s Inaugural Address | What were the differences between the Soviet and American political and economic systems? *(US II.18 A)*  How did Communist advances affect American foreign policy? *(US II.18A)*  How did the Marshall Plan, the Berlin Airlift, and NATO help to achieve American goals in postwar Europe? *(US II.18C)*  How was the Cold War waged in Eastern Europe, Southeast Asia, the Middle East, and Latin America during the 1940’s and 1950’s? *(US II.18B, US II.19)*  Why did the Cold War come to an end?  How did the Cold War come to an end?  *(US II.21)* | **US II.18**  ***Pathways 26-1***  ***Pathways 26-2***   * Iron Curtain * Cold War * Containment * Truman Doctrine * The Marshall Plan * North Atlantic Treaty Organization (NATO) * Berlin Airlift * Warsaw Pact   **US II.19**  ***Pathways 26-3***  ***Pathways 26-4***   * The Korean War * 38th Parallel * Military industrial complex * Arms Race * Chinese Civil War * Berlin Airlift * Suez Canal Crisis * Eisenhower Doctrine * Rio Pact * Organization of American States (OAS)   **US II.20**  ***Pathways 27-3***   * Dwight D. Eisenhower * Modern Republicanism * National Aeronautics and Space Exploration (NASA) * National Defense Education Act   ***Pathways 29-3***   * Bay of Pigs Invasion * Berlin Wall * Cuban Missile Crisis * Limited Test Ban Treaty * Alliance for Progress   ***Pathways 32-2***   * Realpolitik * Détente * SALT I * Ping-pong diplomacy   US II.21  ***Pathways 33-4***   * *Perestroika* and *glasnost* * Mikhail Gorbachev * Fall of the Berlin Wall * Poland’s Lech Walesa * Strategic Arms Reduction Treaty * Tiananmen Square | *Map activity- Students will locate/identify areas of Cold War conflict between the U.S. and Soviet Union.*   * *Korea* * *Germany* * *China* * *The Middle East* * *Latin America* * *Africa* * *Vietnam* |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Pacing determined by PLC***  **US II.20**  **Explain the causes, course, and consequences of the Vietnam War and summarize the diplomatic and military policies of Presidents Eisenhower, Kennedy, Johnson, and Nixon.** | Pathways Chapter 31  The War Unfolds- Pathways p. 1024-1028  Fighting the War- Pathways p. 1030-1036  Political Divisions- Pathways p. 1037-1043  The End of the War- Pathways p. 1044-1049 | What were the Vietnam Policies of Presidents Kennedy and Johnson? *(US II.20)*  How did President Nixon’s policies lead to American withdrawal from Vietnam? (*US II.20)* | **Pathways 31-1**   * Domino theory * Ho Chi Minh * Vietminh * 17th Parallel * Dien Bien Phu * Ngo Dinh Diem * Viet Cong * National Liberation Front * Gulf of Tonkin Resolution   **Pathways 31-2**   * Agent Orange * Napalm * Escalation * Ho Chi Minh Trail * Tet Offensive * My Lai Massacre   **Pathways 31-3**   * Generation Gap * New Left * Teach-in * Conscientious objector * Deferment * Election of 1968   **Pathways 31-4**   * Paris Peace Talks * Vietnamization * Silent majority * POW * MIA * Kent State Massacre |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **US II.30**  **Describe some of the major economic and social trends of the late 20th Century**  **US II.32**  **Explain the importance of the 2000 Presidential Election (Bush v. Gore)**  **US II.33**  **Analyze the course and consequences of America’s recent diplomatic initiativ**es | Pathways Chapter 33  The George H.W. Bush Presidency- Pathways p. 1114-1119  Pathways Chapter 34  Politics in Recent Years- Pathways p. 1126-1131  The United States In A New World- Pathways p. 1133-1141  Americans in the New Millenium- Pathways p. 1142-1149 | How did the technological revolution at the end of the twentieth century affect American life? *(US II.30)*  What factors contributed to the growing diversity of the nation’s population? (*US II.30)*  What were the results of the 2000 election, and to what extent did these results illustrate the geographic divide of voters in America? *(US II.32)*  What political changes took place in the post-Cold War world? (US II.33)  What conflicts proved difficult to resolve during the post-Cold War years? (US II.33)  How did Americans respond to the terrorist attacks of September 11, 2001? (US II.33) | ***US II.30***  **Pathways 34-1**   * Contract With America   **Pathways 34-2**   * Apartheid * Proliferation * Economic sanctions   **Pathways 34-3**   * Bilingual education * Internet * NAFTA * World Trade Organization * Multinational corporation   ***US II.32***  **Pathways 34-1**   * The 2000 Election * Bush v. Gore   ***US II.33***  **Pathways 33-4**   * Persian Gulf War * Invasion of Panama   **Pathways 34-2**  **Cold War conflicts in:**   * Somalia * Haiti * Bosnia-Herzegovina * Kosovo * Israel-Palestine settlement negotiation * September 11, 2001 * World Trade Center Attack * American response to terrorism |  |