

Helena-West Helena School District
American History Curriculum Document

Unit 1
Enduring Understanding:
Learning about the past helps us understand the present and make decisions about the future.
Essential Questions(s):
Can politics fix social problems?
Time Frame/Concepts & Content:
Weeks 1-3/The Progressive Movement
Student Learning Expectations:
Lesson 1: The Roots of Progressivism (T.L.W.) be able to examine the rise of Progressivism. Lesson 2: Roosevelt and Taft (T.L.W.) be able to explain why “big business” needed to be regulated. (T.L.W.) be able to compare and contrast the presidency of Pres. Roosevelt and Taft. Lesson 3: The Wilson Years (T.L.W.) be able to distinguish between the presidencies of Wilson and Roosevelt.
Standards:
Era7.1.US.4 Investigate social, economic, and technological effects of World War I on American society. Era7.2.US.2 Investigate the impact of the Progressive Era using a variety of sources and multiple perspectives. Era7.2.US.3 Analyze short- and long-term social, economic, political, educational, and environmental effects of progressivism at the local, state, and national levels.
Key Terminology:
muckraker direct primary initiative referendum recall suffrage prohibition

Social Darwinism
arbitration
insubordination
income tax
unfair trade practices

Activities & Assessments:

Lesson 1:

- View video: A Society Built on Capitalism and complete a video analysis worksheet.
- Complete a graphic representation on content vocabulary words.
- Guided Activity: The Roots of Progressivism
- Read, analyze, and interpret a primary source on “The Progressive Movement (1890-1920)
- Create a spider web graphic organizer and state the core beliefs of
- Writing Activity: Suppose that you are one of the progressives who wanted to bring about change to municipal government. Prepare a persuasive speech that you could deliver to convince people to support your call for reform.

Lesson 2:

- View video: Theodore Roosevelt Biography and complete a video analysis worksheet.
- Read, analyze, and interpret Supreme Court Case: Northern Securities v. United States, 1904 and answer text based questions.
- Create a Venn Diagram comparing and contrasting the presidencies of Roosevelt and Taft.
- Read, analyze, and interpret excerpts from “The Jungle” and answer text based questions.
- Guided Activity: Roosevelt and Taft
- Geography and History Activity: Environmentalism and answer text based questions.
- Remediation and Intervention: The Progressive Movement Reading Essential.
- Writing Activity: Who did more to support the conservation of natural resources. President Roosevelt or President Taft? Write an essay in which you express your opinion and support it with specific examples.

Lesson 3:

- View video: American Citizens Seek a Progressive President and complete a video analysis sheet.
- Create a foldable and contrast the presidencies of Wilson and Roosevelt.
- Read, analyze, and interpret a primary source activity: “The Crisis” and answer pertinent questions about the document.
- Read, analyze, and interpret a primary source activity: “Anti-Defamation League”, from the B’nai B’rith News, October 1913 answer critical thinking questions.
- Guided Activity: The Wilson Years
- Writing Activity: During the Progressive Era, nongovernmental organizations such as the NAACP and the ADL worked to gain rights and end discrimination for minority groups. Explain what steps these groups took to correct injustices in American life.
- Chapter 6 Assessment

Material & Resources:
Lesson 1: • Video: A Society Built on Capitalism • Interactive Political Cartoon: Muckrakers • Interactive Map: Woman Suffrage 1869-1920 • Interactive Whiteboard Activity: Progressive Movements • Interactive Timeline: The Woman Suffrage Movement • Interactive Image: Child Laborer • Interactive Image: Triangle Shirtwaist Company Fire • Interactive Image: Woman's Christian Temperance Union Lesson 2: • Video: Theodore Roosevelt Biography • Interactive Political Cartoon: Roosevelt Versus the Trusts • Interactive Image: John Muir • Interactive Image: Headline • Interactive Image: Child Mill Worker Lesson 3: • Video: American Citizens Seek a Progressive President • Interactive Image: The Crisis Office • Interactive Image: The Crisis • Chapter Test
Enduring Understanding:
Countries are affected by their relationships with each other.
Essential Questions(s):
Why do nations go to war?
Time Frame/Concepts & Content:
Weeks 4-6/World War I and Its Aftermath
Student Learning Expectations:
Lesson 1: United States Enters World War I (T.L.W.) be able to identify the factors that contributed to WWI. (T.L.W.) be able to distinguish between imperialism and nationalism. (T.L.W.) be able to label the different alliances in the war. (T.L.W.) be able to explain why the Archduke was assassinated. (T.L.W.) be able to analyze why the United States declared war.

Lesson 2: The Home Front

(T.L.W.) be able to comprehend how the workforce was mobilized during the war.

(T.L.W.) be able to investigate the need for the U.S. to shape public opinion.

(T.L.W.) be able to explore how progressive ideals were used in preparing the military for war.

Lesson 3: A Bloody Conflict

(T.L.W.) be able to analyze how new technologies increased the number of casualties compared with previous wars.

(T.L.W.) be able to examine why the arrival of U.S. forces were important to the war effort.

(T.L.W.) be able to compare and contrast Pres. Wilson's ideas for peace negotiations with European leaders.

Lesson 4: The War's Impact

(T.L.W.) be able to examine the aftermath of WWI.

Standards:

Era7.1.USH.2 Evaluate social, economic, and political motives for and impact of the involvement of the United States in World War I using multiple primary and secondary sources.

Era7.1.USH.3 Analyze the historical significance of battles, events, and people during WWI.

Era7.1.USH.4 Investigate social, economic, and technological effects of World War I on American society.

Era7.1.USH.5 Examine political implications of World War I.

Era7.1.USH.7 Construct explanations about the changing role of the United States in the world from 1890-1930 and the effects on future eras.

Key Terminology:

militarism

nationalism

propaganda

contraband

victory garden

espionage

convoy

armistice

national self-determination

reparations

cost of living

deport

general strike

Activities & Assessments:

Lesson 1:

- Create a graphic representation of content vocabulary words.

- Read, analyze, and interpret a primary source: Congressional Record, March 4, 1917 (War Memoirs of Robert Lansing) answer text based questions.
- Guided Activity: The United States Enters World War I
- Remediation and Intervention: Reading Essential
- Create a foldable on the alliances in the war and the difference between imperialism and nationalism
- Create a spider web labeling the factors contributing to WWI.
- Writing Activity: Suppose you are an American survivor of the sinking of the Lusitania. Write a letter to Pres. Wilson about what you think he should do.

Lesson 2:

- Video: Mobilizing the U.S. for WWI and completing a video analysis sheet.
- Guided Activity: The Home Front
- Engage in Home Front Identification Game
- Remediation & Intervention: Reading Essentials
- Writing Activity: Suppose that you are a woman entering the workforce for the first time during WWI. Write a letter to a friend in which you explain why you have decided to go to work and what type of job you are doing. Share your feelings about your new job.

Lesson 3:

- Create a spider web labeling the warfare and technology used in WWI.
- View Video: Over There and complete a video analysis sheet.
- Read, analyze, and interpret a primary source: "Wilson's Fourteen Points Speech to Congress" (January 8, 1918) answer text based questions.
- Geography and History Activity: Military Technology and Trench Warfare answer text based questions.
- Guided Activity: Bloody Conflict
- Remediation and Intervention: Reading Essential
- Writing Activity: Write a brief essay that explains the reasons the U.S. Senate refused to give its consent to the Treaty of Versailles.

Lesson 4:

- Video: Part I: America Turns Inward at the End of World War I
- Video: Part II: American Turns Inward at the End of World War II
- Video Analysis Worksheet
- Guided Activity: The War's Impact
- Economics of History Activity: Postwar Economic Turmoil
- Interactive Game: The War's Impact Fill in the Blank
- Remediation & Intervention: Reading Essential
- Create a foldable explaining the economic and social fallout of the war.

- Writing Activity: Radical, labor, and racial unrest increased after WWI, and the federal government responded strongly. The National Guard was sent in to break up strikes and riots, and government agents detained and deported thousands of immigrants and radicals. Do you sympathize with those reacting against society, or with the government? Write a short persuasive speech explaining your position and offering reasons to support it.
- Chapter 7 Test

Material & Resources:

Lesson 1:

- Video: /Start of WWI
- Interactive Map: Militarism and Alliances in Europe, 1914
- Interactive Image: Franz Ferdinand
- Interactive Image: U.S. Propaganda Poster
- Interactive Timeline: The Great War, 1916-1919
- Interactive Primary Source: Should the U.S. Stay Neutral in WWI?
- Interactive Image: British Propaganda Poster
- Interactive Image: The Lusitania
- Interactive Map: Presidential Election of 1916

Lesson 2:

- Video: Mobilizing the U.S. for WWI
- Interactive Image: Wartime Emergency: Managing the Economy
- Interactive Image: Wartime Emergency: Managing the Workforce
- Interactive Image: Wartime Emergency: Mobilizing the Military
- Interactive Image: Victory Gardens
- Interactive Graph: Paying for WWI
- Interactive Image: Raising Money for WWI
- Interactive Image: The Draft
- Interactive Image: African Americans Soldiers March

Lesson 3:

- Video: Over There
- Interactive Graph: Military vs. Civilian Dead
- Interactive Map: Changes in Europe, 1919
- Interactive Map: War in the Trenches, 1914-1916
- Interactive Image: Soldiers in Gas Masks
- Interactive Image: Military Airplanes
- Interactive Image: War's Aftermath

Lesson 4:

- Video: Part I: America Turns Inward at the End of WWI
- Video: Part II: America Turns Inward at the End of WWI
- Interactive Image: NY Bombing of 1920
- Interactive Image: Soldiers at Strikes of 1919
- Interactive Image: Palmer Raids
- Interactive Image: Presidential Election of 1916
- Chapter Test

Enduring Understanding:

Cultures are held together by shared beliefs and common practices and values.

Essential Question(s):

How was social and economic life different in the early twentieth century from that of the late nineteenth century?

How has the cultural identity of the United States changed over time?

Time Frame/Concepts & Content:

Weeks 7-9/The Jazz Age

Student Learning Expectations:

Lesson 1: The Politics of the 1920s

(T.L.W.) be able to explain how the scandals in Pres. Harding's administration kept the country from returning to normalcy.

(T.L.W.) be able to identify the government policies that helped the economy recover after the war.

(T.L.W.) be able to explore the trade and arms control of America.

Lesson 2: A Growing Economy

(T.L.W.) be able to analyze how the growth of industries changed the lives of Americans in the 1920s.

(T.L.W.) be able to assess how attitudes changed toward credit and consumerism in the 1920s.

(T.L.W.) be able to summarize how farmers missed out on the prosperity of the 1920s.

Lesson 3: A Clash of Values

(T.L.W.) be able to critique nativism and immigration policies.

(T.L.W.) be able to explain what was the "new morality"?

(T.L.W.) be able to examine how prohibition impacted the U.S.

Lesson 4: Cultural Innovations

(T.L.W.) be able to describe the culture of the 1920s.

Lesson 5: African American Culture and Politics

(T.L.W.) be able to explore how the Harlem Renaissance revealed about the African American culture in the 1920s?

(T.L.W.) be able to distinguish between the approaches to political actions by various African American leaders during this decade.

Standards:

Era 7.2.USH.4 Evaluate the effects of the political issues of the 1920s.

Era7.2.USH.5 Examine reasons for and effects of social, economic, political, and cultural changes during the 1920s.

Key Terminology:

supply-side economics
cooperative individualism
isolationism
mass production
assembly line
Model T
nativism
anarchist
evolution
creationism
speakeasy

Activities & Assessments:

Lesson 1:

- Create a graphic representation of content vocabulary words
- Video: Prosperity of the 1920s
- Video Analysis Worksheet
- Guided Activity: Politics of the 1920s.
- Analyze a Political Cartoon: Jazz Age and answer critical thinking questions.
- Game: Politics of the 1920s Column Game
- Writing Activity: Suppose that you are a farmer or business owner in the 1920s. Write a letter to your representatives in Congress about why tax cuts are a good or bad idea.
- Create a foldable on the scandals that plagued the Harding Administration.

Lesson 2:

- Video: Tuning in to Radio in the 1920s.
- Video Analysis Worksheet
- Complete Geography and History Activity: The Impact of the Automobile on U.S. Life
- Guided Activity: A Growing Economy
- Remediation & Intervention: Reading Essential
- Game: A Growing Economy Concentration Game
- Writing Activity: Think about the advantages of buying an automobile for rural families in the Delta in the 1920s. Then, write an advertisement for a Model T aimed at a farm family in the area.

Lesson 3:

- Video: Jazz Age
- Video Analysis Worksheet
- Read, analyze, and interpret a primary source “The Sentencing of Sacco and Vanzetti” and answer critical thinking questions.
- Guided Activity: A Clash of Values
- Game: A Clash of Values Crossword
- Writing Activity: Suppose it is the 1920s. Write a letter to your senator to persuade him to support Prohibition or its repeal.

Lesson 4:

- Video: Duke Ellington, Virgil Akins, and the Clovers
- Video analysis Worksheet.
- Guided Activity: Cultural Innovations
- Complete a T-Chart detailing main characteristics of art, literature, and popular culture of the era.
- Game: Cultural Innovations Fill in the Blank
- Writing Activity: Imagine that you are a teenager of the 1920s and your parents have just purchased your family’s first radio. Write about something you are excited to be able to listen to.

Lesson 5:

- Video: Part I: Post-WWI American Polarities
- Part II: Post-WWI American Polarities
- Video Analysis Worksheet.
- Read, analyze, and interpret primary source: Poem: “The Negro Speaks of Rivers” and answer questions related to the poem.
- Guided Activity: African American Culture and Politics
- Game: African American Culture and Politics Identification
- Complete a foldable on the Harlem Renaissance. Identify people and their contributions.
- Reading Assessment: Reading Essential
- Writing Activity: Suppose that you witnessed African American men back from WWI marching through New York City and heard the beginnings of W.E.B. Du Bois’s speech. Write a paragraph describing the event including the ideas and attitudes the event conveyed.
- Chapter 8 Test

Material & Resources:

Lesson 1:

- Video: Prosperity of the 1920s
- Interactive Whiteboard Activity: Trade and Arms Control
- Interactive Political Cartoon: Bargain Day in Washington
- Graph Slide: U.S. Budget, 1919-1928
- Graph Slide: Unemployment 1919-1928

- Interactive Image: Frank Kellogg

Lesson 2:

- Video: Tuning in on Radio in the 1920s
- Interactive Image: Consumer Products
- Interactive Image: Iron Advertisement
- Interactive Image: Average Earnings
- Interactive Primary Source: Preparing for the Journey
- Interactive Image: Radio Technicians

Lesson 3:

- Video: Jazz Age
- Interactive Image: The Flapper
- <https://youtu.be/QegIgnarTH4> The Flapper's
- Interactive Image: Prohibition
- <https://youtu.be/uU9GMJ8a5w> Prohibition
- Graph Slide: European Immigration, 1900-1924
- <https://youtu.be/EnwqpenGGcE> Immigration and Urbanization
- Image Slide: Ku Klux Klan Poster
- <https://youtu.be/FoGLnUk-Q4k> Prohibition and the revival of the KKK
- <https://youtu.be/Vz5p9VE0JAK>
- Interactive Image: Flapper

Lesson 4:

- Video Worksheet: Cultural Innovations
- Biography: Willa Cather
- Biography: Ernest Hemingway
- <https://youtu.be/0JQDe0GCNHg> Ernest Hemingway
- Biography: F. Scott and Zelda Fitzgerald
- <https://youtu.be/Y4pFL-rpw3o> F. Scott and Zelda Fitzgerald
- Biography: Jim Thorpe
- Game: Cultural Innovations Fill in the Blank

Lesson 5:

- Video: Part I: Post-WWI American Polarities
- Video: Part II: Post WWI American Polarities
- Interactive Image: Cotton Club
- Interactive Image: Jazz, Blues, and the Theater

- Interactive Whiteboard Activity: The Harlem Renaissance
- <https://youtu.be/fDzVtXbtEow> The Harlem Renaissance
- <https://youtu.be/JJL0w8O6KFw> The Legacy of the Harlem Renaissance
- Biography: Marcus Garvey
- <https://youtu.be/R-XjloOKI60> Marcus Garvey
- Interactive Map: The Great Migration, 1917-1930
- <https://youtu.be/VCdTyl141bA> The Great Migration
- Image Slide: Marcus Garvey
- Chapter Test

Unit 2

Enduring Understanding:

Changes in a nation's economy can directly affect its citizens both positively and negatively.

Essential Question(s):

What causes changes in the economy over time? How do depressions affect societies?

Time Frame/Concepts & Content:

Weeks 1-3/The Great Depression Begins

Student Learning Expectations:

Lesson 1: The Causes of the Great Depression

(T.L.W.) be able to examine how the economy became unstable in the late 1920s.

(T.L.W.) be able to explore how the stock market triggered a chain of events that led to the Great Depression.

(T.L.W.) be able to identify the underlying conditions that led to the collapse of the U.S. economy.

Lesson 2: Life During the Great Depression

(T.L.W.) be able to investigate the economic changes that affected everyday life.

(T.L.W.) be able to describe the various ways the culture reflected the Depression experience.

Lesson 3:

(T.L.W.) be able to analyze how Pres. Hoover led efforts to combat the Great Depression.

(T.L.W.) be able to explain how citizens influence the government policy during the Depression's early years.

Standards:

Era8.3.USH.1 Analyze national and international causes of the Great Depression.

Era7.1.USH.2 Evaluate social, economic, and political motives for and impact of the involvement of the United States in World War I using multiple primary and secondary sources.

Key Terminology:

stock market
bull market
speculation
margin
margin call
bank run
installment
bailiff
hobo
soap opera
public works
foreclosure
relief

Activities & Assessments:

Lesson 1:

- Video: When Capitalism Failed
- Video Analysis Worksheet.
- Create a graphic representation of content vocabulary words.
- Economics of History Activity: The Great Depression Begins, 1929-1932
- Simulation skit on the Great Depression
- Guided Activity: The Causes of the Great Depression
- Create a T-Chart explaining the causes and effects of the Great Depression
- Writing Activity: Write an essay for a financial magazine telling the chain of events leading to the Great Depression. Sequence the events correctly to make them easier for readers to understand.

Lesson 2:

- Video: Dust Bowl, Movie Censorship and the G-Man
- Video: The Grapes of Wrath
- Video Analysis Worksheets
- Visual Literacy Activity: Interpreting Art
- Guided Activity: Life During the Great Depression
- Game: Life During the Great Depression Crossword

Material & Resources:

Lesson 1:

- Video: When Capitalism Failed
- Interactive Chart: Causes of the Great Depression
- Interactive Graph: Stock Prices, 1920-1932
- Interactive Image: Wall Street Mayhem
- Interactive Graph: Income and Spending
- Interactive Image: Car for Sale
- Interactive Graph: Unemployment 14 years Old and Over
- Interactive Graph: Value of Exports 1929-1932

Lesson 2:

- Video: Dust Bowl, Movie Censorship, and the G-Man
- Interactive Map: Dust Bowl
- <https://youtu.be/n-rBhbkytm0> The Dust Bowl
- Interactive Image: Dust Storm

Lesson 3:

- Video: Social Realism and Dissident Voices of the Depression
- Interactive Whiteboard Activity: Hoover's Attempts to End Depression
- Interactive Political Cartoon: Herbert Hoover and the Democrats
- Interactive Political Cartoon: Herbert Hoover and Farm Relief
- Interactive Map: Locations of the Bonus Army Crackdown, Washington, D.C., 1932
- Interactive Image: Bonus Army Marchers
- Interactive Image: Milk Protest

Enduring Understanding:

People engage in politics to solve problems in their society.

Essential Questions(s):

Can the government fix the economy?

A government responsible for the economic well-being of its citizens?

Time Frame/Concepts & Content:

Weeks 4-6/Roosevelt and the New Deal

Student Learning Expectations:

Lesson 1: The First New Deal

(T.L.W.) be able to critique Pres. Roosevelt's rise to power.

(T.L.W.) be able to examine the significance of Roosevelt's first 100 days.

(T.L.W.) be able to explain why Roosevelt’s broadcast “fireside chats” were monumental.

(T.L.W.) be able to identify the New Deal programs that helped citizens in the U.S.

Lesson 2: The Second New Deal

(T.L.W.) be able to assess the need for Pres. Roosevelt introduced the Second New Deal to fight the downward economy.

(T.L.W.) be able to analyze the importance of the Social Security and Wagner Acts.

Lesson 3: The New Deal Coalition

(T.L.W.) be able to describe why FDR wanted to employ the tactics of “court packing”.

(T.L.W.) be able to analyze the impact of the New Deal programs on federal and state governments.

Standards:

Era .3.USH.2 Analyze the federal government’s fiscal responses to the Great Depression.

Era8.3.USH.3 Construct historical arguments and explanations about social, economic, political, geographical, and environmental effects of the Great Depression on various regions from multiple perspectives.

Era8.3.USH.4 Evaluate the changing role of the federal government between 1929 and 1945 and the changing views of Americans toward the role of government from multiple perspectives using primary and secondary sources.

Key Terminology:

polio

gold standard

bank holiday

fireside chats

deficit spending

binding arbitration

sit-down strike

court-packing

broker state

safety net

Activities & Assessments:

Lesson 1:

- Video: Franklin D. Roosevelt and the New Deal
- Create a graphic representation of content vocabulary words
- Read a Biography of FDR and answer text based questions.
- Economics of History Activity: Roosevelt and the New Deal
- Geography and History Activity: The Tennessee Valley Authority
- Analyze a Political Cartoon: Roosevelt and the New Deal and answer critical thinking questions.
- Guided Activity: The First New Deal

- Reading Assessment: Reading Essential
- Create a foldable detailing the numerous programs of the New Deal.
- Writing Activity: If you were an adviser to Pres. Roosevelt, what ideas would you suggest to end the Depression? Provide an argument for why your ideas would work.
- Game: The First New Deal Identification Game

Lesson 2:

- Video: Making Life More Secure
- Analyzing Primary Sources Activity: Excerpts from Two Speeches by Alfred E. Smith and Norman Thomas. Analyze and answer critical thinking questions.
- Construct a Venn Diagram and compare and contrast the First and Second New Deals
- Guided Activity: The Second New Deal
- Reading Assessment: Reading Essential
- Writing Activity: Choose a person or group who criticized the New Deal. Write an editorial to the local newspaper expressing why readers should be in support of or opposition to that viewpoint.
- Game: The Second New Deal Column Game

Lesson 3:

- Video: The New Deal Coalition
- Game: The New Deal Coalition Crossword
- Analyzing Primary Source Activity: FDR 's Second Inaugural Address, 1937: Answer critical thinking questions.
- Economics of History Activity: Keynesian Economics
- Guided Activity: The New Deal Coalition
- Reading Assessment: Reading Essential
- Writing Activity: Do you think that Roosevelt's solution to the 1937 recession was the best one? Write a short essay in which you give your opinions about Roosevelt's actions and describe your own ideas about ways that could have eased the crisis.

Material & Resources:

Lesson 1:

- Video: Franklin Delano Roosevelt "First Inaugural Address"
- Video: Franklin D. Roosevelt and the New Deal
- <https://youtu.be/YOPm4H2k81s> "Fireside Chats"
- Interactive Map: Presidential Election of 1932
- Interactive Whiteboard Activity: Relief, Recovery, and Reform
- Interactive Image: Bank Holiday
- Interactive Image: Roosevelt Accepting
- Interactive Map: The Tennessee Valley Authority, 1940

- Interactive Image: CCC Poster
- Interactive Image: Cherokee Dam
- Interactive Political Cartoon: Priming the Electric Pump

Lesson 2:

- Video: Making Life More Secure
- <https://youtu.be/0rjtOWn5mj0> The Second New Deal
- Analyzing Primary Sources: Debates in History
- Interactive Image: Dr. Francis Townsend
- Interactive Chart: First and Second New Deals
- Interactive Image: Union Power

Lesson 3:

- Video: The New Deal Coalition
- Interactive Graph: Manufacture Employment Rates
- Interactive White Board Activity: Legacies of the New Deal
- https://youtu.be/6wjAwH_OOmI Court packing
- Interactive Image: Bethune and Roosevelt

Enduring Understanding:

Leaders can bring about change in society.

Essential Questions(s):

Could WWII have been prevented?

Why do some people fail to respond to injustice while others try to prevent injustice?

Time Frame/Concepts & Content:

Weeks 7-9/A World in Flames

Student Learning Expectations:

Lesson 1: The Origins of WWII

(T.L.W.) be able to examine the economic and political conditions following WWI encouraged dictatorships.

(T.L.W.) be able to distinguish how European nations tried to prevent war.

(T.L.W.) be able to identify what act precipitated the start of WWII.

Lesson 2: From Neutrality to War

(T.L.W.) be able to differentiate between isolationism and internationalism.

(T.L.W.) be able to explain how the U.S. assisted Britain while maintaining U.S. neutrality.

(T.L.W.) be able to explore how the U.S. tried to slow the advances of Japan in the Pacific.

Lesson 3: The Holocaust

(T.L.W.) be able to determine why Jews remained in Nazi Germany and within Axis controlled areas of Europe.

(T.L.W.) be able to describe how the Nazis tried to exterminate Europe's Jewish population.

Standards:

Era8.4.US.1 Evaluate motives for and impact of the involvement of the United States in World War II.

Era 8.4.US.2 Examine the roles of national and foreign leaders during World War II using a variety of primary and secondary sources.

Key Terminology:

fascism
collective
appeasement
internationalism
strategic materials
concentration camp
extermination camp

Activities & Assessments:

Lesson 1:

- Video: WWI and WWII
- Video Analysis Worksheet
- Create a graphic representation for content vocabulary words
- Guided Activity: Origins of WWII
- Read, analyze, and interpret Primary Source Activity: The Rise of Fascism and answer critical thinking questions
- Reading assessment: Reading essential
- Read, analyze, and interpret Primary Source Activity: The 1927 Nuremberg Rally and answer critical thinking questions
- Game: Origins of WWII: Fill in the Blank
- Writing Activity: Write a short essay explaining why the Nazi-Soviet Non-Agression Pact was such a surprise to the world.

Lesson 2:

- Video: This Means War
- Video Analysis Worksheet.
- Analyze Nazism Political Cartoon and complete a cartoon analysis sheet.
- Game: From Neutrality to War Concentration
- Create a Venn Diagram comparing and contrasting why some Americans supported each.
- Guided Activity: From Neutrality to War
- Primary Source Activity (Four Freedoms Speech): Read, analyze, and interpret the document and answer critical thinking questions.
- Reading Assessment: Reading Essential
- Writing Activity: Write a short essay in which you discuss why the U.S. had taken action against the Japanese before the attack.

Lesson3:

- Video: Part I: The Holocaust
- Video: Part II: The Holocaust
- Video: The Diary of Anne Frank
- Video Analysis Worksheets
- Participate in Socratic Seminar on “The Diary of Anne Frank”
- Guided Activity: The Holocaust
- Reading Assessment: Reading Essential
- Create a graphic organizer listing examples of Nazi persecution of European Jews
- Writing Activity: Imagine that you are living in the U.S. during the 1930s. You believe that more Jewish immigrants should be allowed to come into the country. Write a letter to your representative or senator in Congress to express your point of view.

Material & Resources:

Lesson 1:

- Video Worksheet: Origins of WWII
- Interactive Map: The Rise of Dictators, 1922-1933
- Interactive Map: Germany’s Expansion 1936-1940
- Interactive Image: Maginot Line
- Image Slide: Benito Mussolini
- Image Slide: Joseph Stalin
- Image Slide: Adolf Hitler
- Image Slide: Hideki Tojo
- Image Slide: Neville Chamberlain
- Interactive Image: Chamberlain, Mussolini, and Hitler

Lesson 2:

- Video: This Means War
- Image Slide: Guernica
- Interactive Political Cartoon: Hands Across the Sea
- Interactive Image: Picketing the War
- Image Slide: Winston Churchill
- Interactive Image: Pearl Harbor Aftermath
- Video: Pearl Harbor
- <https://youtu.be/f6cz9gtMTel> Attack on Pearl Harbor
- <https://youtu.be/lK8gYGg0dkE> FDR Speech

Lesson 3:

- Videos: Part I & II: The Holocaust

- Interactive Map: Route of the St. Louis
- Interactive Image: Kristallnacht
- Interactive Image: Warsaw Ghetto
- Interactive Map: The Holocaust 1939-1945
- Interactive Image: Jewish Store Window
- Interactive Image: Jews Forces onto Trains
- Interactive Image: Touring Buchenwald

Unit 3

Enduring Understanding:

Disputes over ideas, resources, values, and politics can lead to change.

Essential Question(s):

What kinds of sacrifices does war require?

Time Frame/Concepts & Content:

Weeks 1-3/American and World War II

Student Learning Expectations:

Lesson 1: Wartime America

(T.L.W.) be able to examine the roles of minorities and women in the armed forces in WWII.

(T.L.W.) be able to describe how the federal government mobilized the economy for war.

(T.L.W.) be able to explore how the lives of minorities and women changed in the U.S. during the war.

(T.L.W.) be able to investigate how wartime relocations of many Americans affect the U.S. government and society.

Lesson 2: The War in the Pacific

(T.L.W.) be able to analyze why the Doolittle Raid was important for U.S. forces in the Pacific.

(T.L.W.) be able to assess why the Battle of Midway a turning point in the war in the Pacific.

Lesson 3: The War in Europe

(T.L.W.) be able to explain why Churchill and Roosevelt wanted to attack German-controlled areas in North America before areas in Europe?

(T.L.W.) be able to describe the goals of strategic bombing in Germany and the invasion of Sicily.

(T.L.W.) be able to hypothesize what if D-Day had failed and Germany had defeated the Allies in Europe.

(T.L.W.) be able to comprehend why was the “Longest Day” significant in the war.

(T.L.W.) be able to identify the major European and North African Battles.

Lesson 4:

(T.L.W.) be able to critique why the “Battle of the Bulge” is so important to the Allied forces?

(T.L.W.) be able to summarize if the dropping of the atomic bomb ordered by Pres. Truman necessary or not.

Standards:

Era8.4.USH.4 Investigate social, economic, and political effects of World War II on the American people from multiple perspectives using a variety of primary and secondary sources.

Era8.4.USH.6 Evaluate the credibility and limitations of primary and secondary sources representing multiple perspectives on the social and economic effects of World War II on the American people.

Key Terminology:

disenfranchised
cost-plus
Sunbelt
zoot suit
victory suit
rationing
victory garden
amphtrac
kamikaze
periphery
convoy system
hedgerow
napalm

Activities & Assessments:

Lesson 1:

- Video: War on the Home Front
- Video Analysis Worksheet
- Create a graphic representation of content vocabulary words
- Economics of History Activity: American and WWII
- Analyzing Primary Source Activity: Farewell to Manzanar
- Guided Activity: Wartime America
- Reading Assessment: Reading Essential
- Biography Worksheet: Benjamin Oliver Davis, Jr. answer text based questions
- Biography Worksheet: Henry Kaiser, answer text based questions
- Biography Worksheet: A. Philip Randolph, answer text based questions
- Biography Worksheet: Ovetta Culp Hobby, answer text based questions
- Visual Literacy Activity: Victory Gardens and Scrap Drives, answer critical thinking questions
- Writing Activity: Think about what you learned about women and minorities in the workforce during WWI. Write a short essay in which you compare the roles of women and minorities in the workforce during WWI and WWII.

- Game: Wartime American Concentration
- Socratic Seminar: Internment Camps in the U.S. and Arkansas(Rohwer)

Lesson 2:

- Video: Part I & II WWII: Conflict in the Pacific (1942-1952)
- Video Analysis Worksheet
- Code Breakers and Code Talkers Simulation
- Geography and History Activity: Island Hopping, answer text based questions
- Guided Activity: The War in the Pacific
- Reading Assessment: Reading Essential
- Biography Worksheet: Chester W. Nimitz, answer text based questions
- Create a graphic organizer labeling the major Pacific Battles
- Writing Activity: Suppose you are a journalist in 1971 reporting on the government's disclosure about the Navajo code talkers. Write a newspaper article informing Americans how the code talkers assisted the marines at the Battle of Iwo Jima.
- Game: The War in the Pacific Fill in the Blank

Lesson 3:

- Create a Spider Web listing the major European and North African Battles and when each was fought.
- Video: D-Day-History's Greatest Invasion
- Geography and History Activity: Omaha Beach, answer critical thinking questions
- Guided Activity: The War in Europe
- Reading Assessment: Reading Essential
- Biography Worksheet: George Patton, answer text based questions
- Biography Worksheet: Vernon Baker, answer text based questions
- Biography Worksheet: George C. Marshall, answer text based questions
- Biography Worksheet: Omar Bradley, answer text based questions
- Game: The War in Europe Crossword
- Writing Activity: American soldiers invading Normandy on D-Day showed extreme bravery in the face of enormous difficulties. Imagine that you are one of the first soldiers approaching Omaha Beach by water. Write a description of the beach and the atmosphere of the moment. Be sure to include sensory words.

Lesson 4:

- Video: The War Against Japan Continues
- Video Analysis Worksheet
- Philosophical Chair: Do you agree/disagree with Pres. Truman to drop the atomic bomb on Nagasaki and Hiroshima?
- Guided Activity: The War Ends
- Reading Assessment: Reading Essentials

- Visual Literacy Activity: V-E and V-J Day Celebrations, answer critical thinking questions
- Writing Activity: Suppose that you are in a large U.S. city when news of victory over Japan comes. Describe the celebrations and the mood of the people.
- Game: The War Ends Identification
- Chapter 12 Assessment

Material & Resources:

Lesson 1:

- Video: War on the Home Front
- https://youtu.be/5K_4sdRB3ZU Blacks in the Military
- <https://youtu.be/85v9PEFpBc8> Blacks in the Military
- <https://youtu.be/tyELPoYbkkc> What happened to Black Veterans Returning Home
- <https://youtu.be/nxDdVoiLHcg> Women in WWII
- <https://youtu.be/QGp93ijzok4> Women in WWII
- Interactive Whiteboard Activity: Women and Minorities in the Military
- Interactive Image: Scrap Drive
- Interactive Image: The Real Rosie
- <https://youtu.be/04VNBM1PqR8> Rosie the Riveter
- Interactive Graph: Output of Military Products
- Interactive Map: Migration in the United States
- Biography: A. Philip Randolph
- <https://youtu.be/TjxN2XjUo0U> A Philip Randolph
- Biography: Benjamin Oliver Davis
- Biography: Henry Kaiser
- Biography: Oveta Culp Hobby
- Interactive Graph: Military Branches
- Interactive Image: Der Feuer
- Interactive Image: Women Working
- Supreme Court Case: Korematsu vs. United States
- Interactive Map: Japanese Relocation Camps
- Arkansas Japanese Relocation Camps (Rowher) <https://youtu.be/4N7oaJ9pvVs>
- <https://youtu.be/hl4NoVWq87M> Japanese Relocation Camps
- <https://youtu.be/tp-msa4jBCw> Japanese Relocations Camps
- <https://youtu.be/xEXW153g2wl> Japanese Diary Entry

Lesson 2:

- Videos Part I & II WWII: Conflict in the Pacific
- Interactive Whiteboard Activity: Events of 1942 in the Pacific
- Interactive Map: Island-Hopping in the Pacific
- Movie: Midway
- <https://youtu.be/TZH-K0theTg> Battle of Midway
- Image: General MacArthur
- Interactive Image: Navajo Code Talkers
- Interactive Image: Ceremonious Navajo Code Talker
- Interactive Map: The Battle of Midway
- Interactive Image: Battle of Tarawa
- Interactive Image: Flying Tigers Squadron
- Interactive Image: MacArthur's return to the Philippines
- Interactive Image: Kamikaze Ritual
- <https://youtu.be/Psl79eO23K0> Kamikaze's
- Biography: Chester W. Nimitz
- Map: Major Concentration of Enslaved Africans
- <https://youtu.be/O4F1zsVq2wU> Navajo Code Talkers
- <https://youtu.be/QmignAQTTCI> Navajo Code Talkers

Lesson 3:

- Video: D-Day
- Interactive Map: War in Europe and North Africa, 1942-1945
- <https://youtu.be/kRzmxox0L0k> "A Bridge too Far"
- Interactive Whiteboard Activity: Stalingrad
- Interactive Map: Operation Overlord: D-Day
- Biography: Omar Bradley
- Interactive Image: North Africa
- Interactive Image: Stalingrad
- Interactive Map: War in Europe and North Africa 1942-1945
- Interactive Image: D-Day Invasion
- Interactive Map: Invasion Points on D-Day
- <https://youtu.be/VGz9j-HbieU> D-Day
- <https://youtu.be/FTAW1PvEcAk> D-Day
- Video: The Longest Day
- Video: Saving Private Ryan

- Interactive Map: Stalingrad
- Biography: George Patton
- Video: Patton
- <https://youtu.be/FbV8Rfiq1Ko> George Patton
- Biography: Vernon Baker
- Biography: George C. Marshall
- Biography: Omar Bradley

Lesson 4:

- Video: The War Against Japan Continues
- Interactive Whiteboard Activity: Events of 1944-1945 in the Pacific
- Interactive Image: Hiroshima
- Interactive Image: Soldiers Marching
- Interactive Map: German Expansion and Retreat
- Interactive Map: The Battle of Iwo Jima
- <https://youtu.be/5Y0gdFisD9k> Battle of Iwo Jima
- Interactive Image: Iwo Jima Flag Raising
- <https://youtu.be/UTYUwt5rV5s> Flag Raising
- Interactive Image: Enrico Fermi
- Interactive Map: The Atomic Bomb Hiroshima
- <https://youtu.be/NF4LQaWJRDg> Bombing of Hiroshima
- <https://youtu.be/lyIHlKKDrfc> Bombing of Hiroshima
- <https://youtu.be/gltrQGcLcAU> Hiroshima and Nagasaki
- <https://youtu.be/eFalyguyRAU> Effects of the Bombs
- Chapter Test

Enduring Understanding:

Countries are affected by their relationships with each other.

Essential Question(s):

How did the Cold War shape postwar international relations?

How did Cold War tensions affect American society?

Time Frame/Concepts & Content:

Weeks 4-6/The Cold War Begins

Student Learning Expectations:

Lesson 1: The Origins of the Cold War

(T.L.W.) be able to compare and contrast the Dumbarton Oaks, Yalta, and Potsdam Conferences and their attempt to shape the postwar world.

Lesson 2: The Early Cold War Years

(T.L.W.) be able to explain the policy of containment.

(T.L.W.) be able to examine the Korean War and how it was the turning point in the Cold War.

Lesson 3: The Cold War and American Society

(T.L.W.) be able to compare and contrast the “Red Scare” in WWI and WWII.

(T.L.W.) be able to explain why Sen. McCarthy’s accusations are dangerous.

(T.L.W.) be able to explore the fears of Americans about a “nuclear war”.

Lesson 4: Eisenhower’s Cold War Policies

(T.L.W.) be able to distinguish policies of massive retaliation and brinkmanship different from previous military policies.

Standards:

Era9.5.US.1.1 Examine the results and implications of World War II nationally and globally.

Era9.5.US.1.2 Analyze the origins, developments, and effects of Soviet-American rivalry in the Cold War.

Era9.5.US.1.3 Analyze sources of conflict and confrontation during the post-World War II era.

Key Terminology:

charter

satellite nations

Iron Curtain

containment

limited war

subversion

loyalty review program

perjury

censure

fallout

massive retaliation

brinkmanship

covert

developing nation

military-industrial complex

Activities & Assessments:

Lesson 1:

- Video: The Origins of the Cold War
- Video analysis Worksheet
- Guided Activity: The Origins of the Cold War

- Create a graphic representation for content vocabulary words.
- Geography and History Activity: Berlin After WWII, answer text based questions
- Create a foldable postwar conferences and their outcomes.
- Analyzing Primary Source Activity: “The Sources of Soviet Conduct”, answer critical thinking questions
- Biography Worksheet: Winston Churchill, answer text based questions
- Biography Worksheet: Joseph Stalin, answer text based questions
- Biography Worksheet: Harry S. Truman, answer text based questions
- Game: Origins of the Cold War Concentration
- Writing Activity: Suppose that you were a student who saw Churchill deliver his famous “Iron Curtain” speech. Write a letter to a friend summarizing Churchill’s ideas and giving your own opinions about the rising tensions between the Soviet Union and the West.

Lesson 2:

- Video: Communism in the 20th Century
- Video: The Cold War Heats Up
- Video Analysis Worksheet
- Guided Activity: The Early Cold War Years
- Analyzing Primary Source Activity: The Truman Doctrine, answer text based questions
- Create a graphic organizer detailing the early conflicts between the U.S. and USSR
- Biography Worksheet: Mao Zedong, answer test based questions
- Economics of History Activity: The Marshall Plan, answer text based and graph questions
- Analyzing Political Cartoons: Truman vs. MacArthur, complete cartoon analysis sheet
- Writing Activity: Write a letter to the editor of a newspaper explaining why you agree or disagree with President Truman’s firing of General MacArthur.

Lesson 3:

- Video: The Crusade Against American Subversion
- Video Analysis Worksheet
- Foldable: McCarthyism (Political Movements, Summarizing McCarthyism, and Precursors to McCarthyism)
- Guided Activity: The Cold War and American Society
- Joseph McCarthy: Guilty or Not Guilty Simulation
- Analysing Supreme Court Cases: Watkins v. United States, 1957
- Analyzing Political Cartoons: Cold War Begins
- Biography Worksheet: Alger Hiss, answer text based questions
- Biography Worksheet: Julius and Ethel Rosenberg, answer text based questions
- Game: The Cold War and American Society Crossword

- Writing Activity: Consider the historical events surrounding the early Cold War era. Were HUAC and Senator McCarthy justified in investigating people who were suspected of being Communists.

Lesson 4:

- Video: Eisenhower's Presidency
- Video Analysis Worksheet
- Guided Activity: Eisenhower's Cold War Policies
- Reading Assessment: Reading Essentials
- Biography Worksheet: Dwight D. Eisenhower, answer text based questions
- Biography Worksheet: Nikita Krushchev, answer text based questions
- Game: Cold War Policies, Fill in the Blank
- Writing Activity: Write a short essay in which you explain Eisenhower's foreign policy goals and practices. Be sure to include details about how these policies influenced historical events.
- Chapter 13 Assessment

Material & Resources:

Lesson 1:

- Image: Leaders at Yalta
- Video: Origins of the Cold War
- <https://youtu.be/I79TpDe3t2g> The Origins of the Cold War
- <https://youtu.be/OIYy32RuHao> The Origins of the Cold War (Pt.2)
- Timeline: Cold War Timeline
- Interactive Map: Division of Germany
- Biography: Winston Churchill 1874-1965
- <https://youtu.be/cFUSLK2z6qI> Winston Churchill
- Biography: Joseph Stalin 1879-1954
- <https://youtu.be/cOI8wKFCEIA> Joseph Stalin
- Biography: Harry S. Truman 1884-1972
- <https://youtu.be/m8zA432hiJg> Harry S. Truman
- https://youtu.be/R_nA7r1Jvnw
- https://youtu.be/O8uaD_Ob21I Franklin D. Roosevelt
- Interactive Image: Post-War Poland
- Interactive Image: Churchill, Roosevelt and Stalin
- Interactive Map: Iron Curtain in Europe

Lesson 2:

- Video: Communism in the 20th Century

- Video: The Cold War Heats Up
- Interactive Graph: Marshall Plan Aid
- Interactive Image: Berlin Airlift
- Biography: Harry S. Truman 1884-1972
- Interactive Map: Korean War
- <https://youtu.be/ilobfyaiAUU> Origins of the Korean War
- Biography: Luis Munoz Marin
- Biography: Harry S. Truman
- Biography: Mao Zedong 1893-1976
- Biography: Douglas MacArthur 1880-1964
- Interactive Map: The Original Members of NATO
- <https://youtu.be/8MQ59Ij5fkM> Origins of NATO
- Interactive Chart: NATO Members
- Interactive Image: Chinese Propaganda Poster
- Interactive Map: Korean Boundaries
- Interactive Image: Korean War Soldiers
- Political Cartoon: Not a General's Job

Lesson 3:

- Video: The Crusade Against American Subversion
- Interactive Image: Bomb Shelter
- Supreme Court Case Study: Watkins v. United States (1957)
- Biography: Alger Hiss 1904-1996
- Biography: Julius and Ethel Rosenberg
- Biography: Joseph McCarthy 1908-1957
- <https://youtu.be/N35IugBYH04> "Red Scare"
- Interactive Image: Anti-Communist Investigations

Lesson 4:

- Video: Eisenhower's Presidency
- Interactive Whiteboard Activity: Cold War Covert Ops
- Biography: Dwight D. Eisenhower 1890-1969
- <https://youtu.be/XNPS4IzLXQ8>
- Biography: Nikita Khrushchev 1894-1971
- <https://youtu.be/FSwLmyMSFA>
- Interactive Image: Long Range Bomber

- Interactive Image: Ballistic Missile
- Interactive Image: Khrushchev
- Interactive Image: U-2 Spy Plane
- <https://youtu.be/RZZdpNV75iA> U-2 Spy Plane Incident
- Chapter Test

Enduring Understanding:

The movement of people, goods, and ideas causes societies to change over time.

Essential Questions(s):

How does prosperity change the way people live?

Time Frame/Concepts & Content:

Weeks 7-9/Postwar America

Student Learning Expectations:

Lesson 1: Truman and Eisenhower

(T.L.W.) be able to describe how the nation returned to a peacetime economy.

(T.L.W.) be able to explore the ways the Truman administration sought to continue New Deal goals.

(T.L.W.) be able to explain Eisenhower's "dynamic conservatism".

Lesson 2: The Affluent Society

(T.L.W.) be able to analyze how the lives of Americans changed after WWII.

(T.L.W.) be able to examine the scientific advances in the postwar.

(T.L.W.) be able to critique the significance of the mass media reflecting the characteristics of the time.

(T.L.W.) be able to describe the culture of the 1950s in entertainment.

Lesson 3: The Other Side of American Life

(T.L.W.) be able to differentiate between the people and regions most affected by poverty today with the 1950s.

(T.L.W.) be able to identify the factors for a rise in juvenile delinquency.

Era9.6.US.2 Analyze causes and effects of cultural changes on society in the United States.

Era9.5.US.2 Analyze the origins, developments, and effects of Soviet-American rivalry in the Cold War.

Key Terminology:

closed shop

right-to-work

union shop

dynamic conservatism

baby boom

white-collar job

blue-collar job
multinational corporation
franchise
rock'n'roll
generation gap
poverty line
urban renewal
termination policy
juvenile delinquency

Activities & Assessments:

Lesson 1:

- Video: Numerous Factors Bring the Economic Boom of the 1950s
- Video Analysis Worksheet
- Create a graphic representation over content vocabulary words
- Economics of History Activity: Postwar Boom and Inflation, answer text based questions
- Guided Activity: Truman and Eisenhower
- Construct a Venn Diagram: Comparing and Contrast the presidencies of Truman and Eisenhower
- Reading Assessment: Reading Essential
- Game: Truman and Eisenhower Column Game
- Writing Activity: Suppose that you are a member of Congress who heard Truman deliver his speech on the Fair Deal. Write a speech convincing your fellow members of Congress to pass or defeat Truman's Fair Deal measures.

Lesson 2:

- Video: All Time Greats, Communism Expansion, and Television
- Video: Rock n' Roll, Beatnik, School Integration
- Video: Ray Charles
- Video: James Brown <https://youtu.be/BKNCySAvY5Y>
- Video: Elvis Presley
- Video: Ray
- Video: Chuck Berry <https://youtu.be/6ROwVrF0Ceg>
- Video: Bill Haley and the Comets <https://youtu.be/ZgdufzXvjqw>
- Video: Little Richard
- Video: Buddy Holly https://youtu.be/bfu_gfPBPWc
- Video: Analysis Worksheet
- Economics of History Activity: Decades of Prosperity, answer critical thinking questions

- Analyzing Primary Sources Activity: Beat Poetry, answer text based questions
- Guided Activity: The Affluent Society
- Reading Assessment: Reading Essentials
- Game: The Affluent Society Crossword
- Writing Activity: Think about U.S. youth culture today. Consider how it is similar to and different from the youth culture of the 1950s. Then, write a short essay in which you give your opinions about how youth culture can influence society, and whether youth culture is as important as adult culture.

Lesson 3:

- Video: Appalachian Poor
- Video Analysis Worksheet
- Guided Activity: The Other Side of American Life
- Reading Assessment: Reading Essentials
- Game: The Other side of American Life, Fill in the Blank
- Writing Activity: You are a writer for your school newspaper. This month's paper is featuring a throwback to the 1950s. Write an article that highlights a social problem affecting your generation that parallels problems in the 1950s.
- Chapter 14 Assessment

Material & Resources:

Lesson 1:

- Video: Numerous Factors Bring the Economic Boom of the 1950s
- Interactive Chart: The GI Bill
- Interactive Image: GI Bill
- Interactive Image: Dewey Defeats Truman
- Interactive Map: Presidential Election of 1948
- Interactive Image: Car Country
- Interactive Chart: Truman's Agenda
- Interactive Chart: Truman and Eisenhower

Lesson 2:

- Video: All Time Great, Communism Expansion, and Television
- Video: Rock n' Roll, Beatnik, School Integration
- Interactive Image: Suburban Housing
- Interactive Image: Polio
- Interactive Image: Television
- Interactive Image: 3-D Movie
- Interactive Image: American Bandstand

- Interactive Image: Chuck Berry
- Biography: Dr Jonas Salk
- Biography: Vladimir K. Zworykin
- Biography: Walt Disney
- Biography: Flannery O'Connor
- Biography: Jack Kerouac
- Biography: Elvis Presley

Lesson 3:

- Video: Appalachian Poor
- Interactive Whiteboard Activity: The Other Side of American Life
- Interactive Image: Appalachian Poverty
- Interactive Map: Appalachia, 1960 and 2010
- Biography: Ralph Ellison
- Interactive Chart: Native Americans--From Termination to Today
- Video: The Outsiders
- Chapter Test
- www.youtube.com
- Video: Ray Charles <https://youtu.be/65FOQpQpSwc>
- Video: Little Richard <https://youtu.be/jqxNSvFMkag>
- Video: Elvis Presley <https://youtu.be/gj0Rz-uP4Mk>

Unit 4
Enduring Understanding:
The struggle for individual rights and equality often shapes a society's politics.
Essential Question(s):
Can the government fix society's problems?
How do you think Presidents Kennedy and Johnson changed American society?
Time Frame/Concepts & Content:
Weeks 1-3/The New Frontier and the Great Society
Student Learning Expectations:
Lesson 1: The New Frontier
(T.L.W.) be able to explain how the election of 1960 changed from early years.

(T.L.W.) be able to list key domestic successes and setbacks of the Kennedy administration.

(T.L.W.) be able to summarize important Supreme Court decisions handed down by chief justice Earl Warren.

Lesson 2: JFK and the Cold War

(T.L.W.) be able to distinguish how Pres. Kennedy's programs to combat communism were different from previous administrations.

(T.L.W.) be able to critique the "Bay of Pigs" and the "Cuban Missile Crisis".

(T.L.W.) be able to investigate the assassination of Pres. John F. Kennedy.

Lesson 3: The Great Society

(T.L.W.) be able to describe the significant social and economic programs started during Lyndon Johnson's administration.

(T.L.W.) be able to examine the importance of the "Great Society" and the programs still in use today.

Standards:

Era9.6.US.4 Examine domestic policies of the federal government between 1945 and 1970 and the outcomes from multiple perspectives.

Era9.6.US.5 Construct historical arguments of long-term effects of social and economic changes occurring during the mid-20th century using available data and multiple sources.

Key Terminology:

missile gap

reapportionment

due process

flexible response

space race

consensus

Activities & Assessments:

Lesson 1:

- Video: Democratic Presidencies of the 1960s
- Video Analysis Worksheet
- Create a graphic representation over content vocabulary words
- Create a Spider Web and detail the accomplishments of the JFK administration.
- Guided Activity: The New Frontier
- Reading Assessment: Reading Essential
- Game: The New Frontier Identification
- Writing Activity: Select one of the Supreme Court rulings from this lesson as a case study.. Using the Internet, research additional background information about the case and the long-term impact of the ruling. Then, write an essay presenting our findings. Essays should include an introduction, supporting paragraphs, and a conclusion.

Lesson 2:

- Video: Cuban Missile Crisis
- Video Analysis Worksheet
- Analyzing Primary Source Activity: Cuban Missile Crisis, answer critical thinking questions
- Guided Activity: JFK and the Cold War
- Reading Assessment: Reading Essentials
- Video: The History of the Race to the Moon
- Video: Kennedy
- Video: JFK
- Video: Thirteen Days
- Video analysis sheet
- Writing Activity: CER (Claim, Evidence, and Reasoning) Activity over the “Bay of Pigs” and “Cuban Missile Crisis”

Lesson 3:

- LBJ: Let Us Continue
- Video Analysis Worksheet
- Guided Activity: The New Frontier and the Great Society
- Game: The Great Society Crossword
- Reading Assessment: Reading Essential
- Video: Jackie
- Video Analysis Worksheet
- Philosophical Chair: Which programs were more impactful in the New Deal or Great Society?

- Writing Activity: What connections can you make between the ideals of the New Deal and those of the Great Society? Write a short essay in which you analyze efforts to extend New Deal goals through the Great Society, and evaluate the successes and failures of those efforts.
- Chapter 15 Test

Material & Resources:

Lesson 1:

- Video: Democratic Presidencies of the 1960s.
- Interactive Map: Presidential Election of 1960
- Interactive Image: Kennedy's Inaugural Address
- Interactive Chart: What were the Major Decisions of the Warren Court
- Interactive Image: Miranda Rights
- Biography: Esther Peterson
- Biography: Earl Warren
- Analyzing Supreme Court Cases: Does Each Vote Really Count?
- Video: JFK

Lesson 2:

- Video: The History of the Race to the Moon: Landing on the Moon
- Interactive Map: The Cuban Missile Crisis, October 1962
- Video: John F. Kennedy's "Cuban Missile Crisis Address"
- <https://youtu.be/bwWW3sbk4EU> Cuban Missile Crisis
- Interactive Image: Kennedy's Inaugural Address
- Interactive Image: John Glen
- Interactive Image: Fidel Castro
- Interactive Image: Berlin Wall
- <https://youtu.be/6PXORQE5-CY> JFK Assassination Broadcast
- <https://youtu.be/msw-SCSQm3Q> JFK Assassination
- Interactive Image: Kennedy's Funeral
- Biography: John Glenn
- <https://youtu.be/iYINgKos2il> First Orbit of Earth
- Biography: Neil Armstrong
- <https://youtu.be/cwZb2mqld0A> First Moon Landing
- Biography: Buzz Aldrin
- Video: Thirteen Days
- Video: Jackie

Lesson 3:

- Video: LBJ--Let Us Continue
- Interactive Whiteboard Activity: Compare and Contrast--The Great Society and the New Deal
- <https://youtu.be/jrMW5vq0YJ0> The Great Society
- <https://youtu.be/c0tPZoPWgBI> The New Deal(s)
- Interactive Image: Poverty in America
- Interactive Graph: Poverty Rate in America, 1960-2009
- Biography: Michael Harrington
- Biography: Barry Goldwater
- Biography: Robert Weaver
- Chapter Assessment

Enduring Understanding:

The struggle for individual rights and equality often shapes a society's politics.

Essential Questions(s):

Why do you think the civil rights movement made gains in postwar America?

What motivates a society to make change?

Time Frame/Concepts & Content:

Weeks 4-6/The Civil Rights Movement

Student Learning Expectations:

Lesson 1: Civil Rights Movement Begins

(T.L.W.) be able to explore the origins of the Civil Rights Movement.

(T.L.W.) be able to analyze the techniques the Civil Rights Movement leaders used to challenge segregation.

(T.L.W.) be able to examine why the Montgomery bus boycott was so successful.

(T.L.W.) be able to describe how Pres. Eisenhower responded to the Civil Rights Movement.

(T.L.W.) be able to analyze the Supreme Court Case: Brown v. Board of Education (1954).

Lesson 2: Challenging Segregation

(T.L.W.) be able to identify the goals of the Student Nonviolent Coordinating Committee (SNCC).

(T.L.W.) be able to explain the role of the Kennedy administration's Justice Department helping the Civil Rights Movement.

(T.L.W.) be able to critique how the Civil Rights Act of 1964 allow the federal government to fight racial discrimination.

(T.L.W.) be able to validate the significance of the Voting Rights Act of 1965 as a turning point in the Civil Rights Movement as well as today.

Lesson 3: New Civil Rights Issues

(T.L.W.) be able to investigate the rise in riots in dozens of U.S. cities in the late 1960s.

(T.L.W.) be able to debate why many young African Americans joined the black power movement.

(T.L.W.) be able to assess the death of Dr. Martin Luther King, Jr. affected the civil rights movement.

Standards:

Era 9.6.US.4 Examine domestic policies of the federal government between 1945 and 1970 and the outcomes from multiple perspectives.

Era 9.6.US.5 Construct historical arguments of long-term effects of social and economic changes occurring during the mid-20th century using available data and multiple sources.

Key Terminology:

“separate but equal”

de facto segregation

filibuster

cloture

racism

black power

Activities & Assessments:

Lesson 1:

- Video: Part I & II: Tests of Racial Segregation
- Video: Little Rock 9 Documentary
- <https://youtu.be/ym8rdtq-KBE>
- <https://youtu.be/oodolEmUg2g> Footage of Little Rock Nine
- <https://youtu.be/tQEjRR5fCQo> Little Rock Nine Testimonial Interviews
- <https://youtu.be/ExWmMI2gEKw> Face to Face w/Agitators
- <https://youtu.be/9MDLJuLNxMc>
- Video: Ernest Green Story
- <https://youtu.be/oXGki8B29Xw>
- Video Analysis Worksheets
- Guided Activity: The Movement Begins
- Analyze Brown v. Board of Education and answer DBQ questions.
- CER Activity: Do you think the techniques used in the Civil Rights Movement were effective?
- Game: The Movement Begins Concentration
- Writing Activity: Assume the role of an African American soldier returning from WWII. Write a letter to the editor of a newspaper describing your expectations of civil rights and why you should have those rights.

Lesson 2:

- Video: Freedom Rides
- Video: Dr. Martin Luther King, Jr.
- Video: Selma
- Video: Rosa Parks

- Video: Emmett Till
- <https://youtu.be/fjr6XLcCXgU> Emmett Till (60 Minutes)
- <https://youtu.be/lkvtpeKrG4I> Emmett Till Documentary
- Video: Eyes on the Prize Series
- Video: Bloody Sunday
- <https://youtu.be/A7aOUzQus6g>
- Video Analysis Worksheet
- Analyzing Primary Source Activity: “I Have A Dream” answers critical thinking questions.
- Simulation: The Civil Rights Movement
- Guided Activity: Challenging Segregation
- Reading Assessment: Reading Essential
- Game: Challenging Segregation Crossword
- Create a foldable detailing the goals of SNCC and the different nonviolent demonstrations.
- Writing Activity: Assume the role of a journalist working for a college newspaper in 1960. Write an article for the participants, goals, and achievements.

Lesson 3:

- Video: Beyond Prejudice
- Video: Bobby Seale & Huey Newton
- <https://youtu.be/SiMdn1zo7w>
- Video: Black Panthers
- Video: Judas & The Black Messiah (Fred Hampton)
- Video: One Night in Miami
- Video Stokely Carmichael
- <https://youtu.be/VFspXCey9fE>
- Video: Malcolm X
- Video Clips: Malcolm X
- Video Clips: Riots in Watts and Detroit
- <https://youtu.be/XHRu-bjbyWI>
- <https://youtu.be/suD6tiyVrLM>
- Video Analysis Worksheets
- Guided Activity: New Civil Rights Issues
- Socratic Seminar: Violence v. Nonviolent Protest
- Philosophical Chair: Civil Rights Act of 1964 and Voting Rights Act of 1965

- Writing Activity: Assume the role of a reporter in the late 1960s. Suppose that you have interviewed both a follower of Dr. King and a member of the Black Panthers. Write a transcript of each interview.
- Chapter 16 Test

Material & Resources:

Lesson 1:

- Video: Part I & II Tests of Racial Segregation
- Interactive Whiteboard Activity: Categorization--Civil Rights Cases and Legislation
- Analyzing Supreme Court Cases: Is Segregation Unconstitutional?
- Interactive Image: Montgomery Bus Boycott
- Interactive Image: Thurgood Marshall
- Interactive Image: Reverend Dr. Martin Luther King, Jr.
- Interactive Image: Governor Faubus
- Interactive Image: Elizabeth Eckford
- Interactive Image: Federal Troops
- Biography: Rosa Parks
- Biography: Thurgood Marshall
- Biography: Martin Luther King, Jr.
- <https://youtu.be/wLUFIZhbXZ8> (Hope and Fury)

Lesson 2:

- Video: Freedom Rides
- <https://youtu.be/1zBY6gkpbTg>
- Interactive Whiteboard Activity: Sequencing--Events of Civil Rights Movement
- Interactive Timeline: The Civil Rights Movement, 1954-1968
- Interactive Image: The Freedom Riders
- Interactive Image: The Voting Rights Act
- Interactive Timeline: Key Events of the Civil Rights Movement 1954-1965
- Interactive Image: Lunch Counter
- <https://youtu.be/uFQ3ZCAgAA0>
- Interactive Image: Peaceful Protestors
- Interactive Image: Violence in Birmingham
- Interactive Image: March on Washington
- <https://youtu.be/0wDU-oYQN04>
- Interactive Image: Selma March
- <https://youtu.be/DRwnXUbjdfg>

- <https://youtu.be/A7aOUzQus6g>
- Interactive Chart: Civil Rights and Voting Rights Act
- Biography: James Meredith
- <https://youtu.be/M8VvNkTXVCM>

Lesson 3:

- Video: Beyond Prejudice
- Interactive Graph: African American Poverty
- Interactive Map: Race Riots, 1964-1967
- Video & Interactive Image: Watts Riot
- Interactive Image: Olympians
- Video & Interactive Image: Black Panthers
- Interactive Image: King's Funeral
- Video & Interactive Image: Malcolm X
- Video & Biography: Stokely Carmichael
- Video & Biography: Malcolm X
- Video & Biography: Bobby Seale
- Chapter Assessment

Enduring Understanding:

Countries are affected by their relationship with each other.

Essential Questions(s):

How does military conflict divide people within cultures?
Should citizens support the government during wartime?

Time Frame/Concepts & Content:

Weeks 7-9/The Vietnam War

Student Learning Expectations:

Lesson 1: Going to War in Vietnam

(T.L.W.) be able to summarize why the U.S. provided military aid to the French in Indochina.

(T.L.W.) be able to assess the increased American involvement in Vietnam.

(T.L.W.) be able to describe the military tactics used by the Vietcong, and how it impacted American forces.

Lesson 2: Vietnam Divides the Nation

(T.L.W.) be able to evaluate American disapproval of the Vietnam War.

(T.L.W.) be able to explain why "1968" is considered the most pivotal year in the 1960s.

Lesson 3: The War Winds Down

(T.L.W.) be able to analyze the policies of Nixon employed to end the war.

(T.L.W.) be able to differentiate the political and cultural aftermaths of the Vietnam War and with WWII.

Standards:

Era9.5.US.H.3 Analyze sources of conflict and confrontation during the post-World War II era.

Era9.5.US.H.4 Discuss the effects of changes in U.S. foreign policy following World War II from multiple perspectives.

Key Terminology:

domino theory
napalm
guerilla
Agent Orange
credibility gap
teach-in
dove
hawk
linkage
Vietnamization

Activities & Assessments:

Lesson 1:

- Part I & II: Going to War in Vietnam
- Video: Green Berets
- Video Analysis Worksheet
- Create a graphic representation for content vocabulary words
- Guided Activity: Going to War in Vietnam
- Reading Assessment: Reading Essential
- Game: Going to War in Vietnam Crossword
- Create a foldable w/illustrations of different military tactics used in the war
- Writing Activity: Take on the role as a member of Congress in 1964. Write a statement supporting or opposing the Gulf of Tonkin Resolution.

Lesson 2:

- Part I & II: Vietnam Divides the Nation
- Video: Muhammad Ali
- Video Analysis Worksheets
- Construct a Venn Diagram: Comparing and Contrasting Hawks and Doves
- Guided Activity: Vietnam Divides the Nation
- Socratic Seminar: Article on public sentiment on the war.

- Analyzing Political Cartoons: Vietnam War
- Analyzing Primary Activity: The Silent Majority
- CER Activity: Did you think the Vietnam War was necessary? State your claim, provide evidence, and then your reasoning
- Reading Assessment: Reading Essential
- Game: Vietnam Divides the Nation Fill in the Blank
- Writing Activity: Suppose that you were living in 1968. Write an article for a student newspaper in which you present opposing views about the Vietnam War.

Lesson 3:

- Video: The Peace Progress
- Video Analysis Worksheet
- Analysing Primary Source Activity: The Pentagon Papers
- Visual Literacy Activity: Interpreting Architecture (Vietnam Memorial)
- Guided Activity: The War Winds Down
- Game: The War Winds Down Concentration
- Reading Assessment: Reading Essential
- Writing Activity: Suppose you are a college student in 1970. Write a journal entry expressing your thoughts and feelings about the events at Kent State University and Jackson State College.

Material & Resources:

Lesson 1:

- Video: Part I & II: Going to War in Vietnam
- <https://youtu.be/k1XbcIM-kss> Origins of the Vietnam War
- <https://youtu.be/7tNTh6KlXXU> Vietnam War Documentary
- Interactive White Board Activity: Decision Tree--Vietnam War
- Interactive Image: Agent Orange
- Interactive Image: Ho Chi Minh
- Interactive Image: Soldiers and Helicopter
- Biography: Ho Chi Minh
- https://youtu.be/iJ6x6_nFD4c
- Biography: Ngo Dinh Diem
- Video: Green Berets

Lesson 2:

- Video: Part I & II: Vietnam Divides the Nation
- <https://youtu.be/AYzVjbnI7ZY> Vietnam Protests
- Interactive Graph: Opposition to the Vietnam War

- Interactive Political Cartoon: "Vietnam Issue"
- Biography: William Westmoreland
- Biography: Robert F. Kennedy

Lesson 3:

- Video: The Peace Progress
- Interactive Image: Kent State Shooting
- <https://youtu.be/9Pwro3vCUdU>
- Biography: Henry Kissinger
- Analyzing Supreme Court Cases: New York Times v United States
- Biography: Maya Lin
- www.youtube.com
- www.history.com
- www.biography.com