

# Secaucus Board of Education

## United States History II Course Codes: 2320, 2330, 6243 *Social Studies*



*Born on December 2016*  
*Aligned to the NJSLS-ELA adopted 2016*  
*Aligned to the Social Studies, Technology and 21<sup>st</sup> Century Life and Careers Standards adopted 2014*  
*Adopted by the Secaucus Board of Education on January 19, 2017*

### **District Equity Statement**

The Board of Education directs that all students enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with the law. No students shall be denied access to or benefit from any educational program or activity or from a co-curricular or athletic activity on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability. The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among and between the schools and classes of this district in a manner that ensures equivalency of educational opportunity throughout this district. The school district's curricula in the following areas will eliminate discrimination, promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability:

1. School climate/learning environment
2. Courses of study, including Physical Education
3. Instructional materials and strategies
4. Library materials
5. Software and audio-visual materials
6. Guidance and counseling
7. Extra-curricular programs and activities
8. Testing and other assessments.

Excerpt from Secaucus Board of Education, Policy 5750, Edited September 2016

### **Course Description**

United States History II begins as the American South is being rebuilt after its decimation in the Civil War. The discovery of gold and silver with opportunity for work attracts many Americans and immigrants to the West via trails and the growing railroad system. In the East, industry and new methods for making steel are spurring urbanization and invention. Abroad, a young America is searching for its place by creating and executing treaties, and making allies and enemies across the globe. From the struggles of Native American survival and African American equality after the Civil War, to the women's suffrage movement, students will examine what life was like for minorities of all types (gender, racial, religious, and ideological) in America. Students will learn of the excesses of the 1920's that led to the Great Depression of the 1930's. Students will learn of nationalism in America during World War II, and ambiguity in America during the Vietnam and Iraq Wars. In a history course that spans nearly 150 years (1870 - present-day), students will be taken on a journey into historical events that shaped America today, and will look forward to see what lies ahead for our country.

### **Interdisciplinary Connections**

- ✓ Music (Claude Debussy, Duke Ellington, John Phillip Sousa, Rogers and Hammerstein, The Beatles, Elvis, etc.)
- ✓ Harlem Renaissance
- ✓ Sigmund Freud
- ✓ Art (Henri Matisse, Duchamp, Grant Wood, Georgia O'Keefe)
- ✓ John T. Scopes convicted and fined for teaching evolution in a public school in Tennessee "Monkey Trial"
- ✓ Scientific Discoveries (Albert Einstein's theory of relativity, Dr. Jonas Salk's polio vaccine, Alexander Fleming penicillin, molecular model of DNA, Thomas Edison, Vitamins D and E, Manhattan Project, and The Wright Brothers.

- ✓ Walt Disney
- ✓ UNIVAC (Universal Automatic Computer)
- ✓ Museum of Modern Art

### **Course Modifications (ELLs, Special Education, Gifted and Talented)**

The teacher will determine, with the assistance of guidance counselors, teacher assistant/aides, educational specialists, and/or special education teachers, what modifications will be made for his/her students. Such examples of modifications can include, but not be limited to:

- Extended time as needed
- Modification of tests and quizzes
- Preferential seating
- Alternative/Formative assessment (projects)
- Effective teacher questioning (ranging from simple recall to higher order critical thinking questions)
- Supplemental materials
- Cooperative learning
- Teacher tutoring
- Peer tutoring
- Differentiated Instruction

<b>Unit:</b>	<i>The Industrial Revolution</i>	
<b>Timing:</b>	Approximately four weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and C), student needs, and IEP modifications.	
<b>Standards:</b>	<p style="text-align: center;"><b>New Jersey Student Learning Standards</b></p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Social Studies:</b> 6.1.12.A.5.a; 6.1.12.A.5.b; 6.1.12.B.5.a; 6.1.12.B.5.b; 6.1.12.C.5.a; 6.1.12.C.5.b; 6.1.12.C.5.c; 6.1.12.D.5.a; 6.1.12.D.5.b; 6.1.12.D.5.c; 6.1.12.D.5.d; 6.1.12.A.6.a; 6.1.12.A.6.b; 6.1.12.A.6.c; 6.1.12.B.6.a; 6.1.12.B.6.b; 6.1.12.C.6.a; 6.1.12.C.6.b; 6.1.12.C.6.c; 6.1.12.D.6.b; 6.1.12.D.6.c; RH.11-12.1; RH.11-12.2; RH.11-12.3; RH.11-12.4; RH.11-12.5; RH.11-12.6; RH.11-12.7; RH.11-12.8; RH.11-12.9; 11-12.10</p> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p><b>Technology:</b> 8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3</p> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p><b>Career Ready Practices:</b> CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11</p> </div>	
<b>Essential Questions:</b>	<b>Objectives:</b>	<b>Activities, Investigation, and Student Experiences:</b>
<ul style="list-style-type: none"> <li>• How did the growth of big business affect the development of the West?</li> <li>• How did Industrialization increase the speed of change?</li> <li>• How did society and politics change during the Progressive Era?</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>❖ Students will examine the gold and silver rushes and their relationship with settlement and the transcontinental railroad.</li> <li>❖ Students will research how railroads changed the West.</li> <li>❖ Students will describe what life was like for Native Americans on the Plains.</li> <li>❖ Students will identify reasons for the government breaking treaties with Native American nations.</li> <li>❖ Students will examine the failures of Native American rebellion (Nez Perces, Navajo, and</li> </ul>	<p style="text-align: center;"><b><u>Sample Activities</u></b></p> <p>Concept web on the Homestead Act, it's connection to the Transcontinental Railroad, the economy, and population changes</p> <p>Evolution map of a town created by the students that shows the rapid urbanization and impact of environmental changes on the quality of life in the cities over a span of ten years.</p> <p>Choose a major business corporation in either the</p>

<ul style="list-style-type: none"> <li>• How was the immigrant experience in post-Civil War America positive and negative?</li> <li>• What were the causes and effects of compulsory education in the United States?</li> </ul>	<p>Apache).</p> <ul style="list-style-type: none"> <li>❖ Students will explain the “<i>Myth of the West</i>”</li> <li>❖ Students will identify factors that led to the cattle boom.</li> <li>❖ Examine the opportunities people sought to better their lives and the lives of their families (Mining and the railroads attracted migrants to the west).</li> <li>❖ Analyze how the expansion of settlers into the West had a lasting impact on the Native American way of life.</li> <li>❖ Examine how technology, such as cheap steel-making processes and the drilling of oil, led to numerous inventions and improvements in the quality of life.</li> <li>❖ Analyze how the invention of the automobile and the plane would forever change human transportation.</li> <li>❖ Discuss how reformers of the Progressive Era tried to end government</li> <li>❖ Research how miners and railroad builders helped bring new settlers to the West and link it to the rest of the nation.</li> <li>❖ Understand that as settlers poured into the West, Native Americans struggled to maintain their way of life.</li> <li>❖ Recognize an extensive cattle industry developed in the West to provide meat for the nation.</li> <li>❖ Analyze how many western settlers took up farming and to adapt their lives to meet many new challenges.</li> <li>❖ Explore how after the Civil War, the United States experienced rapid industrial growth.</li> <li>❖ Understand that as businesses grew in size and</li> </ul>	<p>North, South or West from the post-Civil War period, and construct a multimedia presentation that reflects the production marketing of a major product in relation to the economic cycle and its effect on small business and individuals in the North, South and West.</p> <p>Take the role of a business owner, entrepreneur, student, agricultural worker, or labor worker to argue in favor of worker’s rights and a better learning environment that will promote national unity and American values through a public forum.</p> <p style="text-align: center;"><b><u>Sample Group Activity</u></b></p> <p>Divide the class into four teams. Explain that each team will have a task to complete about the Transcontinental Railroad from one of four perspectives. After each group receives instructions, including some relevant Web links, allow it at least several days to complete its assigned tasks.</p> <p>Instructions for:</p> <ul style="list-style-type: none"> <li>• <a href="#">Group 1</a></li> <li>• <a href="#">Group 2</a></li> <li>• <a href="#">Group 3</a></li> <li>• <a href="#">Group 4</a></li> </ul> <p>Exchange what you have written with another member of your team. Edit each other's work and give</p>
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	<p>power, workers organized to demand better conditions.</p> <ul style="list-style-type: none"> <li>❖ Understand how cities grew rapidly, leading to new challenges and a new way of life.</li> <li>❖ Recognize that millions of new immigrants came to the United States seeking freedom and opportunity.</li> <li>❖ Appreciate how American culture changed as education became more available.</li> <li>❖ Explore how reformers (Progressives) tried to end government corruption and limit the influence of big business.</li> <li>❖ Analyze the challenges faced by women, African Americans, Mexicans, Asians, and religious minorities</li> <li>❖ Paraphrase evidence from text</li> <li>❖ Make personal connections, connections to other texts, and/or global connections, when relevant</li> <li>❖ Refer to the text for support when analyzing and drawing inferences</li> </ul>	<p>suggestions for improvement. Write a final draft of your own work.</p> <p>Meet as a team to choose five words or phrases which best express your team's attitude toward the Transcontinental Railroad (in the roles you played). These words should be written down on large index cards, and decorated with appropriate images. These will later be put up on a class bulletin board display.</p>
<b>Assessments:</b>	<b>Materials:</b>	<b>Resources:</b>
<p>Class participation and discussions</p> <p>DBQs: document-based questions (found in the Check Your Progress worksheets accessible in</p>	<p>Interactive Whiteboard</p> <p>DVD/video player</p> <p>Laptops with Internet access</p>	<p>Text: <i>The Americans &amp; The United States AGS series</i></p> <p><a href="#">News and Events by Year</a></p> <p><a href="#">PBS: The West</a></p> <p><a href="#">The Industrial Revolution</a></p> <p><a href="#">Working and Living Conditions</a></p>

<p>(the online text and shared folder)</p> <p>Presentations</p> <p>Investigation questions</p> <p>Classwork</p> <p>Homework</p> <p>Section quizzes, and chapter tests.</p> <p>Research</p> <p>Annotating texts</p>		<p><a href="#">Labor Movement</a></p>
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<b>Unit:</b>	<b>A New Role in the World- <i>The United States Looks Overseas, World War I, and The Roaring Twenties</i></b>	
<b>Timing:</b>	Approximately ten weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and C), student needs, and IEP modifications.	
<b>Standards:</b>	<p style="text-align: center;"><b>New Jersey Student Learning Standards</b></p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Social Studies:</b> 6.1.12.A.7.a; 6.1.12.A.7.b; 6.1.12.A.7.c; 6.1.12.C.7.a; 6.1.12.C.7.b; 6.1.12.D.7.a; 6.1.12.D.7.c; 6.1.12.A.8.a; 6.1.12.A.8.b; 6.1.12.A.8.c; 6.1.12.C.8.a; 6.1.12.C.8.b; 6.1.12.D.8.a; 6.1.12.D.8.b; RH.11-12.1; RH.11-12.2; RH.11-12.3; RH.11-12.4; RH.11-12.5; RH.11-12.6; RH.11-12.7; RH.11-12.8; RH.11-12.9; 11-12.10</p> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p><b>Technology:</b> 8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3</p> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p><b>Career Ready Practices:</b> CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11</p> </div>	
<b>Essential Questions:</b>	<b>Objectives:</b>	<b>Activities, Investigation, and Student Experiences:</b>
<ul style="list-style-type: none"> <li>● How did the United States demonstrate its growing interest in the Pacific and in Latin America?</li> <li>● What were the causes and effects of World War I?</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>❖ Recognize how a quick United States victory in the Spanish-American War of 1898 gave the United States an overseas empire.</li> <li>❖ Understand how during the last half of the 1800's, the United States acquired territories and built up trade in the Asia-Pacific region.</li> <li>❖ Understand how the United States expanded the Monroe Doctrine and became more involved in Latin America.</li> <li>❖ Recognize that when World War I broke out in Europe, the United States tried to remain neutral but was drawn into war.</li> </ul>	<p style="text-align: center;"><b><u>Sample Activities:</u></b></p> <p>Create a poster showing images that represent society during the 1920s. You need to have a proper title, as well as captions to go along with each of your images. Be sure to decorate your poster and to make it colorful and eye-catching!</p> <p>Prepare a brief report about the topic of the poster. This report should be typed, double-spaced, and in 12-point font. Please use a basic font like Times New Roman, Calibri, or Arial. It should contain no less than 500 words. That is about two pages worth of information. You must be sure to use at least two</p>

<ul style="list-style-type: none"> <li>● How did the nation react to change in the 1920's?</li> </ul>	<ul style="list-style-type: none"> <li>❖ Recognize how despite President Wilson's efforts, the Allies imposed a harsh peace on Germany.</li> <li>❖ Examine how radios, cars, and motion pictures changed pop culture.</li> <li>❖ Paraphrase evidence from text</li> <li>❖ Make personal connections, connections to other texts, and/or global connections, when relevant</li> <li>❖ Refer to the text for support when analyzing and drawing inferences</li> </ul>	<p>sources, and at least one of those must be something besides a website. Include a bibliography at the end of your report to document your sources. Use standard MLA format for your citations. Remember, your focus on the topic is in the 1920s only! You should be sure to explain the impact that your subject made on the U.S. during this decade of history. Select a topic based on the following list:</p> <ul style="list-style-type: none"> <li>● "things" introduced in the 20s</li> <li>● Fads</li> <li>● Fashions</li> <li>● Sports/athletes (choose one sport or one athlete to focus on)</li> <li>● Heroes</li> <li>● Music (choose a genre, musician, or band to focus on) Movies (pick a genre, director, or movie to focus on) Actors/Actresses (choose one person)</li> <li>● Automobiles</li> <li>● Harlem Renaissance (African American literary movement) Scopes Trial (a case about teaching evolution in schools) Prohibition</li> <li>● Gangsters (choose one)</li> <li>● Immigration during the 1920s</li> <li>● Books/authors</li> <li>● Racial tension during the 1920s</li> </ul> <p>Create a poster to encourage the public to support the war effort by:</p> <ol style="list-style-type: none"> <li>1) buying liberty bonds or savings stamps</li> <li>2) knitting socks for the soldiers and sailors</li> <li>3) volunteering to help the Red Cross</li> </ol>
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		<ol style="list-style-type: none"> <li>4) having "meatless" Mondays or "wheat less" Wednesdays</li> <li>5) rationing sugar</li> <li>6) saving food</li> <li>7) participating in a savings bond parade</li> <li>8) enlisting to serve in the military</li> </ol> <p>Assign each student one of the following roles. Have the students write a letter to Senator Bankhead which would explain their positions concerning conscription prior to the declaration of war. Remind students that educational and social backgrounds, as well as age, sex, religious beliefs and economic ability will affect the stance of the role which they are assigned concerning this issue.</p> <ol style="list-style-type: none"> <li>1) Farmer, age 21</li> <li>2) Sharecropper, age 45</li> <li>3) Wife of cotton merchant, age 32</li> <li>4) Wife of farmer, age 22</li> <li>5) Widow of merchant, age 56</li> <li>6) Widow of farmer, age 42</li> <li>7) County sheriff, age 39</li> <li>8) Teacher, age 60</li> <li>9) Farmer, age 64</li> <li>10) Carpenter, age 41</li> <li>11) Blacksmith, age 53</li> <li>12) Wife of Sharecropper, age 28</li> <li>13) Mayor of small town, age 64</li> <li>14) Cotton mill worker, age 19</li> <li>15) Cotton mill supervisor, age 48</li> <li>16) Rabbi, age 39</li> <li>17) Baptist minister, age 52</li> <li>18) Banker, age 31</li> </ol>
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		<p>19) Doctor, age 69                  20) Domestic servant, age 48                  21) Prisoner, age 22                  22) City policeman, age 37                  23) Cook, age 58                  24) Rural veterinarian, age 37                  25) Male student, age 15                  26) Mine worker, age 29</p>
<b>Assessments:</b>	<b>Materials:</b>	<b>Resources:</b>
<p>Class participation and discussions</p> <p>DBQs: document-based questions (found in the Check Your Progress worksheets accessible in the online text and shared folder)</p> <p>Presentations</p> <p>Investigation questions</p> <p>Classwork</p> <p>Homework</p>	<p>Interactive Whiteboard</p> <p>DVD/video player</p> <p>Laptops with Internet access</p>	<p><a href="#">News and Events by Year</a></p> <p>Text: <i>The Americans &amp; The United States AGS series</i></p> <p><a href="#">The Gilder Lehrman Institute of American History</a></p> <p><a href="#">The Roaring Twenties</a></p> <p><a href="#">History: WWI</a></p> <p><a href="#">Encyclopedia Britannica WWI</a></p> <p><a href="#">Interactive Timeline</a></p>

Section quizzes, and chapter tests. Research Annotating texts		
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<b>Unit:</b>	<b>Depression and War-</b> <i>The Great Depression and the New Deal, The World War II Era, and The United States and the Cold War</i>	
<b>Timing:</b>	Approximately twelve weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and C), student needs, and IEP modifications.	
<b>Standards:</b>	<p style="text-align: center;"><b>New Jersey Student Learning Standards</b></p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Social Studies:</b> 6.1.12.A.5.a; 6.1.12.A.5.b; 6.1.12.B.5.a; 6.1.12.B.5.b; 6.1.12.C.5.a; 6.1.12.C.5.b; 6.1.12.C.5.c; 6.1.12.D.5.a; 6.1.12.D.5.b; 6.1.12.D.5.c; 6.1.12.D.5.d; 6.1.12.A.6.a; 6.1.12.A.6.b; 6.1.12.A.6.c; 6.1.12.B.6.a; 6.1.12.B.6.b; 6.1.12.C.6.a; 6.1.12.C.6.b; 6.1.12.C.6.c; 6.1.12.D.6.b; 6.1.12.D.6.c; RH.11-12.1; RH.11-12.2; RH.11-12.3; RH.11-12.4; RH.11-12.5; RH.11-12.6; RH.11-12.7; RH.11-12.8; RH.11-12.9; 11-12.10</p> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p><b>Technology:</b> 8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3</p> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p><b>Career Ready Practices:</b> CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11</p> </div>	
<b>Essential Questions:</b>	<b>Objectives:</b>	<b>Activities, Investigation, and Student Experiences:</b>
<ul style="list-style-type: none"> <li>● How did the Great Depression affect the American people and change the role of government?</li> <li>● What were the causes and effects of World War II?</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>❖ Analyze how the stock market crash in 1929 set off a severe economic depression.</li> <li>❖ Understand how President Roosevelt introduced a series of reforms designed to combat the effects of the Depression and prevent another one.</li> <li>❖ Recognize the impact of The Great Depression and the New Deal on every American.</li> <li>❖ Examine the long-lasting effects of The New Deal and how many critics argued that it went too far.</li> <li>❖ Understand how dictators in Germany, Italy, and</li> </ul>	<p style="text-align: center;"><b><u>Sample Activities</u></b></p> <p>Create a concept map showing the various policies of the U.S. that contributed to the Great Depression.</p> <p>Create a flowchart showing the changes in agricultural practices prior to the 1920s through the Great Depression and their effects on the economy.</p> <p>Stock Market game: Students will take the role of someone living during the Great Depression with various economic backgrounds. The game will trace</p>

<ul style="list-style-type: none"> <li>● What key foreign and domestic issues affected the United States after World War II?</li> </ul>	<p>Japan tried to conquer neighboring nations, sparking a new world war.</p> <ul style="list-style-type: none"> <li>❖ Understand that as the United States organized to win the war, women gained new opportunities, but Japanese Americans faced harsh restrictions.</li> <li>❖ Examine how the D-Day invasion of France was the first step to final victory in Europe, and the dropping of the atomic bomb brought the war in the Pacific to an end.</li> <li>❖ Understand the chain of events that led to the Cold War.</li> <li>❖ Appreciate that all Americans did not share in the post-World War II prosperity.</li> <li>❖ Understand how The Dust Bowl and economic disaster caused hardships for Americans across the country.</li> <li>❖ Understand how the use of the radio allowed President Roosevelt to more frequently and effectively make Americans aware of his plans to improve the economy with a series of programs known as the <i>New Deal</i>.</li> <li>❖ Paraphrase evidence from text</li> <li>❖ Make personal connections, connections to other texts, and/or global connections, when relevant</li> <li>❖ Refer to the text for support when analyzing and drawing inferences</li> </ul>	<p>the status of their economic standings in relation to various stocks and the change in the economy.</p> <p style="text-align: center;"><b><u>Sample Activities</u></b></p> <p>Compare and contrast both pro and con arguments of the New Deal and relate to court rulings of the time period.</p> <p>Create a political cartoon demonstrating the effectiveness of New Deal programs designed to protect the environment.</p> <p>Create a media presentation that compares and contrasts various economic relations and standards with today’s current economic situation from the viewpoint of one of the major political parties.</p> <p style="text-align: center;"><b><u>Sample Activities</u></b></p> <p>Take on the role of one of the major players in World War II and conduct a debate in a forum that addresses international compromises. Address the points of view that countries around the world have on the United States in regards to war.</p> <p>Reenact a court case in which Japanese internment and the denial of civil rights had taken place. Use real court cases as the model for the role play.</p> <p>Watch and analyze <i>Judgement at Nuremberg</i>. Write a reaction paper highlighting the human rights issues of the Holocaust and connect it to current day genocide issues.</p>
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		Create a mini documentary demonstrating public support during the Vietnam War and the role of media during the conflict.
<b>Assessments:</b>	<b>Materials:</b>	<b>Resources:</b>
<p>Class participation and discussions</p> <p>DBQs: document-based questions (found in the Check Your Progress worksheets accessible in the online text and shared folder)</p> <p>Presentations</p> <p>Investigation questions</p> <p>Classwork</p> <p>Homework</p> <p>Section quizzes, and chapter tests.</p> <p>Research</p> <p>Annotating texts</p>	<p>Interactive Whiteboard</p> <p>DVD/video player</p> <p>Laptops with Internet access</p>	<p><a href="#">News and Events by Year</a></p> <p>Text: <i>The Americans &amp; The United States AGS series</i></p> <p><a href="#">History: WWII</a></p> <p><a href="#">The National WWII Museum</a></p> <p><a href="#">History: The Great Depression</a></p> <p><a href="#">PBS Stock Market Crash</a></p> <p><a href="#">History: Cold War</a></p> <p><a href="#">JFK Library and Museum</a></p>

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<b>Unit:</b>	<b>Moving Toward the Future-</b> <i>The Civil Rights Era, The Vietnam Era, New Directions for a Nation, Challenges for a New Century</i>	
<b>Timing:</b>	Approximately ten weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and C), student needs, and IEP modifications.	
<b>Standards:</b>	<p style="text-align: center;"><b>New Jersey Student Learning Standards</b></p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Social Studies:</b> 6.1.12.D.12.d; 6.1.12.D.12.e; 6.1.12.A.13.a; 6.1.12.A.13.b; 6.1.12.A.13.c; 6.1.12.B.13.a; 6.1.12.B.13.b; 6.1.12.C.13.a; 6.1.12.C.13.b; 6.1.12.C.13.c; 6.1.12.C.13.d; 6.1.12.D.13.a; 6.1.12.D.13.b; 6.1.12.D.13.c; 6.1.12.D.13.d; 6.1.12.D.13.e; 6.1.12.A.14.a; 6.1.12.A.14.b; 6.1.12.A.14.c; 6.1.12.A.14.h; 6.1.12.D.14.a; 6.1.12.D.14.d; 6.1.12.A.15.a; 6.1.12.A.15.e; 6.1.12.D.15.b; 6.1.12.D.15.c; 6.1.12.D.15.d; 6.1.12.A.16.a; 6.1.12.A.16.b; 6.1.12.B.16.a; 6.1.12.D.16.b; 6.1.12.D.16.c; RH.11-12.1; RH.11-12.2; RH.11-12.3; RH.11-12.4; RH.11-12.5; RH.11-12.6; RH.11-12.7; RH.11-12.8; RH.11-12.9; 11-12.10</p> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p><b>Technology:</b> 8.1.12.A.2, 8.1.12.A.4, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.4, 8.1.12.E.2, 8.1.12.F.2, 8.2.12.B.3</p> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <p><b>Career Ready Practices:</b> CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11</p> </div>	
<b>Essential Questions:</b>	<b>Objectives:</b>	<b>Activities, Investigation, and Student Experiences:</b>
<ul style="list-style-type: none"> <li>● How did the Civil Rights Movement change the nation?</li> <li>● What were the causes and effects of the Vietnam War?</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>❖ Analyze how new immigration and population patterns have led to an increasingly diverse society African Americans struggled to gain Constitutional rights in the 1950’s and 1960’s.</li> </ul>	<p style="text-align: center;"><b><u>Sample Activities:</u></b></p> <p>Demonstrate understanding of the UN charter and its role in protecting human rights and international affairs.</p> <p>Select one of the previously mentioned documents and/or cases, analyze the effectiveness it had on</p>

<ul style="list-style-type: none"> <li>● How did major national and international events affect the nation?</li> <li>● What challenges face the nation in the 21st Century?</li> <li>● How did everyday people help bring about change? How have people since the civil rights movement used nonviolence as a way to bring about change?</li> </ul>	<ul style="list-style-type: none"> <li>❖ Analyze and discuss how the case of <i>Brown v. Board of Education of Topeka</i> and the Montgomery bus boycott were two early milestones in the civil rights movement.</li> <li>❖ Recognize how the activism of the Warren Court and the reforms of Presidents Kennedy and Johnson expanded the role of the federal government.</li> <li>❖ Understand how during the 1960's, the civil rights movement won major victories but also fragmented into moderate and radical factions.</li> <li>❖ Recognize that among the citizens who organized to seek change were women, Latinos, Native Americans, older Americans, and people with disabilities.</li> <li>❖ Understand that the United States backed South Vietnam with military aid, hoping to block the spread of communism,</li> <li>❖ Understand that an expanding war in Vietnam drew a massive commitment of United States forces and sharply divided Americans.</li> <li>❖ Recognize that after the United States negotiated peace and withdrew its forces, all of Vietnam came under Communist rule.</li> <li>❖ Understand how President Nixon's accomplishments were overshadowed by the Watergate affair, which led to his resignation.</li> </ul>	<p>eliminating segregation and discrimination in the state of New Jersey.</p> <p>Create a museum exhibit demonstrating the Civil Rights movement and its leaders.</p> <p>The civil rights movement has been, in many ways, successful. The United States is far more integrated than it was at the end of World War II, and many more African Americans have been able to exercise their rights. For many years, the movement was nonviolent, despite the fact that those who resisted change often used violence to try to maintain segregation. Choose one of the following key victories:</p> <ul style="list-style-type: none"> <li>● integrating buses in Montgomery, Alabama</li> <li>● the Civil Rights Act of 1964</li> <li>● the Voting Rights Act of 1965</li> <li>● President Eisenhower ordering federal troops to enforce school desegregation</li> <li>● the outlawing of poll taxes in federal elections</li> </ul> <p>Depending on your interest, choose one of the victories listed above. (Note: Encourage students to choose so that all five victories are addressed.) Then form groups based on each victory (e.g., everyone who chose the Civil Rights Act of 1964 would form a group). With your group, work backwards from the victory, asking:</p> <ul style="list-style-type: none"> <li>● What actions led to it?</li> <li>● What factors contributed to making it happen?</li> <li>● What resistance was overcome? How?</li> <li>● What role did everyday people play?</li> </ul>
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<b>Assessments:</b>	<b>Materials:</b>	<b>Resources:</b>
<p>Class participation and discussions</p> <p>DBQs: document-based questions (found in the Check Your Progress worksheets accessible in the online text and shared folder)</p> <p>Presentations</p> <p>Investigation questions</p> <p>Classwork</p> <p>Homework</p>	<p>Interactive Whiteboard</p> <p>DVD/video player</p> <p>Laptops with Internet access</p>	<p><a href="#">News and Events by Year</a></p> <p>Text: <i>The Americans &amp; The United States AGS series</i></p> <p><a href="#">History: Civil Rights Movement</a></p> <p><a href="#">National Humanities Center</a></p> <p><a href="#">History: The Vietnam War</a></p> <p><a href="#">History Net: Vietnam</a></p> <p><a href="#">The History Place presents: The Vietnam War</a></p> <p><a href="#">Teaching Tolerance</a></p>

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Section quizzes, and chapter tests.  Research  Annotating texts		
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