

MANCHESTER REGIONAL HIGH SCHOOL

SOCIAL STUDIES

UNITED STATES HISTORY II

August 2016

Manchester Regional High School Board of Education

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I. Course Synopsis

United States History 2H: Designed to examine United States history from 1900 to the present day, this course will offer a more in-depth view of the modernization of America. Students will transcend each decade by researching the four major themes of historical thought including, political structure, economics, social justice, and foreign policy. In addition to more stringent requirements in reading and writing assignments, students will be expected to present oral assessments, interpret and analyze primary sources, and complete independent research projects. * *Prerequisites apply*

United States History 2CP: The purpose of the United States History 2 course is to integrate the study of the social, economic, and political problems of the twentieth century into the framework of this modern era. Among the anticipated objectives are the understanding of the growth of democratizing institutions in the present day United States and the students' role in utilizing these democratic forces in the practice of responsible citizenship. Students will be able to relate events of the past to present day situations.

* *Prerequisites apply*

II. Philosophy & Rationale

The vision of the social studies standards is one that fosters, for all students, the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics and geography. In achieving this vision, students will:

- Acquire a basic understanding and appreciation of American traditions and values based on knowledge of history and of the development and functioning of the American constitutional system of government;
- Develop critical thinking skills which enable them to function as lifelong learners and to examine and evaluate issues of importance to all Americans;
- Acquire basic literacy in the core disciplines of social studies and have the basic understandings needed to apply this knowledge to their lives as citizens;
- Understand world history as the context for United States history and as a record of the great civilizations and cultures of the past and present; and
- Participate in activities that enhance the common good and increase the general welfare.

In order to assist students to reach this vision, the Manchester Regional High School District will:

- Embrace the idea that all students can learn at high levels;
- Promote the teaching of critical thinking but also include appropriate content knowledge;
- Value the needs of students as key elements in instructional planning;
- Include the full spectrum of social studies including civics, world history, United States and New Jersey history, economics, and geography;
- Provide adequate resources to all classrooms; and

- Connect curriculum and instruction to assessment through the use of both traditional objective tests and performance assessments.

COURSE DATA:

Length of Course: One Year

Credits: Five

Periods Per Week: Five

Classification: Required Grade 11 or 12

Prerequisite: Completion of U.S. History I or U.S. I Honors

EVALUATION:

The purposes of evaluation are to provide information about student progress and to determine whether students have learned the subject matter, which has been taught. Teachers will evaluate student progress by using standardized or criterion referenced tests, quizzes, written and oral work, class participation, homework, examinations, special projects and current events.

MANCHESTER REGIONAL HIGH SCHOOL

A. COURSE TITLE: UNITED STATES HISTORY II

B. MINIMUM COURSE PROFICIENCIES

Upon successful completion of this course, the student should be able to demonstrate proficiency in the following:

1. Oral Communication

- A. The student can improve his/her oral vocabulary.
- B. The student can employ an acceptable standard of oral English.
- C. The student can organize and can present ideas and/or information.

2. Written Expression

- A. The student can organize information and/or ideas according to acceptable outlining procedures.
- B. The student can write acceptable sentences and paragraphs.
- C. The student can write acceptable essays.
- D. The student can write acceptable research papers on a variety of American history topics from 1865 to the present.

3. Vocabulary Skills

The student can improve his/her ability to define and to use terminology associated with more recent American history.

4. Research Skills

The student can use the resources of the library to complete required assignments and projects.

5. Career Study

The student will become familiar with the following careers: biographer, cartographer, caseworker, documentary film maker, historian, news reporter, and urban sociologist.

The teaching of the standards and indicators should be approached through the various social science and human perspectives. This enables students to appreciate the complexities of social and historical issues.

The purpose of social studies education is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible citizens and contributing members of their communities. The standards define social studies as the four disciplines of history, geography, civics, and economics. The teaching of social studies should include interdisciplinary connections among these areas. Social studies instruction can be based on one or more of these core disciplines or on a combination of these in the problem-solving or inquiry mode. This is frequently the basis of social studies activities in the classroom. In addition, these standards identify a common core of skills that are integral to the social studies disciplines.

C. Evaluation Activities:

- A. Tests
- B. Quizzes
- C. Class participation
- D. Homework
- E. Oral reports
- F. Written reports
- G. Group activities
- H. Current events
- I. Special projects

D. Grading structure: Benchmark for mastery of course content is 65%; content mastery for students with IEPs may be less than the Board of Education approved minimum for regular education students.

- A. Tests30%
- B. Quizzes.....20%
- C. Class participation.20%
- D. Homework.....15%
- E. Projects/Historical Writing15%

III. Scope & Sequence.

Unit 1: Gilded Age/Progressive Era 1880-1920

5 weeks

1. Consequences of rapid industrialization, urbanization, immigration
 - A. Review of the Second Industrial Revolution
 - i. Patents
 - ii. Free enterprise
 - iii. Vertical & horizontal integration
 - iv. trusts
 - B. New Inventions Business Expansion
 - i. Steel- Bessemer process
 - ii. Use of oil
 - iii. Electricity & Edison
 - iv. Social Darwinism
 - C. Gilded Age Problems
 - i. Labor union battles
 - ii. Gilded Age presidents
 - iii. Populism
 - iv. National Grange

2. Demands of social, economic and political reformers
 - a. Muckrakers
 - i. Lincoln Steffens
 - ii. Ida Tarbell
 - iii. Jacob Riis
 - iv. Upton Sinclair
 - c. Economic Reform & Reformers
 - i. Samuel Gompers
 - ii. AFL
 - iii. Knights of Labor
 - iv. Frances Perkins
 - vi. Eugene V. Debs
 - d. Political Reform & Reformers
 - i. election reforms
 - ii. Amendment 16-19
 - e. Social Reform & Reformers
 - i. Immigrant Life
 - ii. Settlement houses
 - iii. Life in the cities

3. Progressive Presidents
 - a. Theodore Roosevelt
 - i. trustbuster
 - ii. conservation
 - iii. Food and Drug Act
 - iv. federal arbitration
 - b. William Howard Taft
 - i. trustbuster
 - ii. conservation
 - iii reforms in the Philippines
 - iv. election of 1912
 - c. Woodrow Wilson
 - i. Federal Reserve
 - ii. income tax
 - iii Federal Trade Commission
 - iv. tariff reform

Unit 2: American Imperialism

2 Weeks

1. Cause and Effect of Imperialism
 - a. Alfred T. Mahan
 - b. spheres of influence
 - c. resources
 - e. acquisition of colonies (Hawaii, Samoa, Alaska)
2. Spanish American War
 - a. Causes
 - i. yellow journalism, William Randolph Hearst, Joseph Pulitzer
 - ii *USS Maine*
 - iii Jose Marti
 - iv. De Lome Letter
 - b. Teller Amendment
 - c. Rough Riders, San Juan Hill, Negro regiment
 - d. Manila Bay and George Dewey
 - e. Treaty of Paris and the Platt Amendment
3. Theodore Roosevelt: The Imperialist
 - a. Asia:
 - i. Boxer Rebellion
 - ii. Open Door Policy

- iii Russo-Japanese War
- b. South America
 - i. Roosevelt Corollary
 - ii. Dollar Diplomacy
 - iii Panama Canal

Unit 3. World War 1/The Great War 4 Weeks

1. Causes
 - a. Militarism
 - b. Imperialism
 - c. Nationalism
 - d. Alliances
2. Influence of Technology
3. America's path to war
 - a. Submarine warfare
 - b. Zimmerman Telegram
 - c. *Lusitania*
 - d. John Pershing and the American Expeditionary Force
4. Homefront
 - a. Espionage and Sedition Acts
 - b. Selective Service Act
 - c. Propaganda
 - d. Conservation/Rationing
 - e. war bonds
4. Treaty of Versailles
 - a. Wilson's 14 Points and the League of Nations
 - b. War Guilt Clause
 - c. Reparations
 - d. border changes
 - e. Debate over treaty in the Senate

Unit 4: Post War America/Roaring 20's 4 Weeks

1. Red Scare, Nativism and Immigration
 - a. Sacco and Vanzetti
 - b. Palmer Raids
 - c. KKK
2. Social Changes
 - a. Role of Women

- b. The Great Migration
 - c. Prohibition/Organized Crime
 - d. Scopes Monkey Trial
 - e. Jazz
3. Innovation, Big Business and the Resurrection of laizze faire
- a. Automobile, Henry Ford and the assembly line
 - b. False Prosperity, installment plans and credit
 - c. Conservatism
 - d. return of Big business
4. Life in the Jazz Age
- a. National Culture
 - i. Fads
 - ii. Nickelodeons
 - iii. Speakeasies
 - iv. Bootlegging
 - b. Search for Heroes
 - i. Sports stars
 - ii. Movie stars
 - iii. Music stars
 - c. Literature & the Arts
 - i. Harlem Renaissance
 - ii. Lost Generation

Unit 5: Great Depression/New Deal 5 weeks

- 1. Causes
 - a. overproduction
 - b. under consumption
 - c. credit and the installment plan
 - d. technological unemployment
- 2. Hoover administration
 - a. rugged individualism
 - b. debate over welfare state
 - c. role of government in the economy
- 3. Life during the Depression
 - a. Urban vs. Rural
 - b. bank runs
 - c. Hooverilles
 - d. Dust Bowl
 - e. bread lines
- 4. Election of 1932

5. FDR and the New Deal
 - a. Relief
 - i. FERA
 - ii. WPA,
 - iii PWA
 - iv. CCC
 - v. TVA
 - b. Recovery
 - i. AAA
 - ii. NIRA
 - c. Reform
 - i. FDIC
 - ii. SEC
 - iii Social Security
 - d. Emergence of the modern Presidency
 - i. brain trust
 - ii. fireside chats
 - iii expansion of executive power
 - iv. Eleanor Roosevelt
5. FDR and the Supreme Court
 - a. Challenges
 - b. Court-packing Plan
 - c. Limits to the New Deal

Unit 6: World War 2

5 Weeks

1. Review of the Rise of Dictators and Totalitarianism
2. Politics of Appeasement and the Failure of the League of Nations
3. American Isolation
 - a. Atlantic Charter
 - b. Neutrality Acts
 - c. Cash Carry
 - d. Lend Lease/Arsenal of Democracy
 - e. Battle for the Atlantic
 - f. Oil embargo of Japan
4. Pearl Harbor: American involvement: the Axis vs. Allies
 - a. European Theater
 - i. North Africa
 - ii. Italy
 - iii. Stalingrad

- iv. D-Day
- v. Battle of the Bulge
- vi. V-E Day
- b. Pacific Theater
 - i. Early Japanese successes
 - ii. Island hopping
 - (a) Iwo Jima
 - (b) Okinawa
 - (c) Midway
 - (d) Coral Sea
 - (e) Leyte Gulf
 - iii. Manhattan Project and the Atomic Bomb debate
 - iv. V-J Day

5. Holocaust – (Could be used as a 1+ week pullout unit)- *Bullying Focus Lesson*

Unit 7: Post War Era/ Cold War Years 1946-1963 4 Weeks

- 1. Foreign Policy/Cold War
 - a. Planned Peace
 - i. The Big Three at Yalta and Potsdam
 - ii. Secret agreements
 - iii. United Nations
 - iv. Nuremburg and Tokyo War Crimes Trial
 - b. Early Cold War - positioning
 - i. Containment
 - ii. Truman Doctrine
 - iii. Marshall Plan
 - iv. NATO/Warsaw Pact
 - v. Iron Curtain
 - vi. Berlin Airlift
 - c. Fall of China
 - d. Arms Race/Atomic bomb secrets
 - i. Hydrogen Bomb
 - e. Korean War
 - i. Dismissal of Mac Arthur
 - ii. Election of 1952
 - iii. Cease-fire
 - f. Massive Retaliation
 - i. U-2 incident
 - ii. brinkmanship

- iii. Sputnik
- g. Cuba, Bay of Pigs and the Missile Crisis,
- h. Berlin Wall
 - i. Berlin Conference
- 2. Domestic Policy
 - a. Post War Prosperity – 1950's
 - i. GI Bill of Rights
 - ii. Social Conformity/suburbia/Levittown
 - iii. Fair Deal
 - iv. Red Scare/McCarthyism
 - v. CIA/Espionage/Rosenburg/Hiss
 - vi. Rise of Rock and Roll,TV, and the 1960 presidential debate
 - b. Space Race
 - i. Creation of NASA
 - ii. US vs. USSR
 - c. “New Frontier”/JFK inauguration
 - d. JFK assassination/Lee Harvey Oswald
 - e. The Great Society/War on Poverty
 - i. Medicare/Medicaid
 - f. Society Changes of the late 1960's
 - i. Hippie movement
 - ii. Counter culture
 - iii. Music, Literature, & the Arts

Unit 8: Civil Rights

3 weeks

- 1. National Civil Rights Movement – *Bullying Focus Lessons***
 - a. *Plessy V. Ferguson, Brown v. Board of Education of Topeka*
 - i. Desegregation of the Army
 - ii. Rosa Parks/Montgomery Bus Boycott
 - iii. Non violent resistance
 - iv. Martin Luther King and Non-violent protest
 - v. March on Washington
 - vi. Assassination of MLK & Malcolm X
 - b. Civil Rights Acts
 - i. Civil Rights Act of 1964
 - ii. Voting Rights Act of 1965
 - c. Changing face of Civil Rights

Unit 9: Vietnam

3 Weeks

1. French Indo-China/Vietnam history
 - a. Domino Theory
 - b. Geneva Accords
 - c. Ho Chi Minh
 - d. Vietcong

2. Gulf of Tonkin Resolution
 - a. Escalation
 - b. Operation rolling thunder
 - c. Pacification
 - d. Ho Chi Minh Trail

3. 1968: The turning point
 - a. Tet Offensive
 - b. War protests/Counter-culture
 - c. Assassinations of Robert Kennedy and Martin Luther King, Jr.
 - d. Johnson and re-election
 - e. Democratic National Convention
 - f. Election of 1968

4. Last stages of the War
 - a. Vietnamization
 - b. Paris Peace talks
 - c. Pentagon Papers
 - d. Effects of the war on America

Unit 10: Modern America

5 weeks

1. 1970's:
 - a. Struggle for Equality: Women, Native Americans, Latinos
 - i. *Roe v. Wade*
 - ii. American Indian Movement
 - b. Nixon Presidency
 - i. Stagflation
 - ii. New Federalism
 - iii. Détente
 - iv. China

- v. Watergate
 - c. Ford and Carter Years
 - i. Nixon's pardon
 - ii. Economic downturn
 - iii. Energy Crises
 - iv. Environmental Activism
 - v. Human rights as foreign policy
 - vi. Camp David Accords
 - vii. Iranian Hostage crisis
- 2. 1980's:
 - a. Reaganomics/supply side economics
 - b. Moral Majority/rise of conservatism
 - c. Fall of the Berlin Wall and the Soviet Union
 - d. Iran-Contra Scandal
 - e. Grenada and Panama
- 3. 1990's:
 - a. George H.W. Bush
 - i. Gulf War
 - ii. Recession
 - b. Clinton Years
 - i. Domestic reform: Family Leave Act & the push for health care
 - ii. Balkanization
 - iii. Rise of Islamic Fundamentalism: Somalia/1993 WTC bombing
 - iv. Economic policy/IT revolution
 - v. Impeachment
- 4. 2000's
 - a. Bush v. Gore: the election of 2000
 - b. 9-11-2001
 - i. USA PATRIOT ACT
 - ii. War on Terror (Afghanistan, Iraq)
 - iii. Bush Doctrine
 - c. Election of 2008: Barak Obama, Hillary Clinton, John McCain
 - i. The Great Recession
 - ii. Stimulus Plan

IV. Unit Descriptions

Unit 1: Gilded Age/Progressives

Enduring Understanding

1. Reform is an essential component of democracy.
2. The media/muckrakers of the early twentieth century had an influential role in informing the public of injustices and in shaping public opinion.
3. The Progressive Era increased executive power which modernized the office of the President.

Essential Question(s)

1. What should the role of the government be in the economy?
2. What should the role of the government be in the lives of everyday Americans?
3. What role does reform play in a democracy?

Learning Objectives

Students will be able to

- Discuss the consequences that came with rapid industrialization, immigration and urbanization
- Explain the need for labor unions and social reform
- Understand the role of media in reform

Suggested Activities / Assessments

General:

1. Quizzes / Tests
2. Research and Analysis
 - a. Primary Source Analysis
 - b. Document Based Questions
3. Writing
 - a. Formal essays
 - i. Thesis development
 - ii. Gathering historical evidence
 - iii. Defending arguments
 - b. Journal / Free Writing
 - c. Article and/or Video Reviews
 - d. Blogs
4. Oral Presentations
 - a. Debates (formal and informal)
 - b. Town Meeting/Discussion Panel
 - c. Persuasive Speeches
 - d. Role Play

- e. Technology Based Presentations
- 5. Analysis of media (including but not limited to: photos, paintings, cartoons, songs and poems, movies, newspapers...)

Specific:

1. Assorted Power Point Note & Picture slideshows per section.
2. Triangle Shirtwaist Fire Video
3. Civil Service Sample Test Questions
4. Teddy Roosevelt Reading
5. Sweatshop Reading
6. Critical Thinking Essay- “By the turn of the century, American Cities were in need of great reform. What factors led to the deterioration of the conditions in the city? What was done about it?”
7. Worst Jobs of the 1900s reading
8. Progressive Graphic Organizer- Charting Reform on the Local, State, and Federal Level
9. Minimum Wage Essay
10. Political Cartoon Analysis – *The Trusts, TR the Trust Buster, Election of 1912*
11. Muckraking Poster
12. Primary Source Reading-*The American Spirit Volume II*
 - a. John Rockefeller Justifies Rebates
 - b. Weaver attacks the trusts
 - c. Capital versus Labor
 - d. Andrew Carnegie’s Gospel of Wealth
 - e. Upton Sinclair Describes the Chicago Stockyards
 - f. The American Protective Association Hates Catholics
 - g. The Shock of Darwinism
 - h. Jane Addams Demands the Vote for Women

New Jersey Core Curriculum Content Standards

6.12.A.6.a,b,c; 6.1.12.C.6.a,b,c; 6.1.12.D.6.a,c

New Jersey Literacy & Writing Standards –

RH- (9-10).1- (9-10).5, (9-10).7-(9-10).10

RH- (11-12).1 – (11-12).4, (11-12).6 – (11-12).9

WHST-(9-10).1 & (9-10).2, (9-10).4 – (9-10).9

WHST-(11-12).1 & (11-12).2, (11-12).4 – (11-12).9

Unit 2: Imperialism

Enduring Understanding

1. The need for American imperialism is fueled by international competition in economics, politics and military supremacy.
2. The media/yellow press' influence on President McKinley's policy making decisions.
3. The United States emerged as the dominant power in the Western Hemisphere and on world stage.

Essential Question(s)

1. What should the role of America be in the world?
2. What role should the media play in decision making?
3. What are justifiable reasons for the United States declaring war?
4. Was American imperialism justified?

Learning Objectives

Students will be able to:

Describe the foreign policy known as expansionism or imperialism

Explain what motivated the United States to adopt this policy in the nineteenth century

Explain how Americans gradually increased their influence over Hawaii's economy and government

Explain the "spheres of influence"

Explain the causes and effects of the Boxer Rebellion

Suggested Activities / Assessments

General:

1. Quizzes / Tests
2. Research and Analysis
 - a. Primary Source Analysis
 - b. Document Based Questions
3. Writing
 - a. Formal essays
 - i. Thesis development
 - ii. Gathering historical evidence
 - iii. Defending arguments
 - b. Journal / Free Writing
 - c. Article and/or Video Reviews
 - d. Blogs
4. Oral Presentations
 - a. Debates (formal and informal)
 - b. Town Meeting/Discussion Panel
 - c. Persuasive Speeches
 - d. Role Play

e. Technology Based Presentations

5. Analysis of media (including but not limited to: photos, paintings, cartoons, songs and poems, movies, newspapers...)

Specific:

1. Assorted Power Point Note & Picture slideshows per section.
2. Yellow Journalism Activity
3. Boxer Rebellion Reading & Response Question Activity
4. Power Point Presentation & research Project- (The Building of the Panama Canal, US Relations with Mexico, The Spanish American War, U.S. Imperialism)
5. Teddy Roosevelt Foreign Policy Political Cartoons
6. "The Building of the Panama Canal" – Video activity
7. Primary Source Reading-*The American Spirit Volume II*
 - a. Joseph Pulitzer Demands Intervention
 - b. William Randolph Hearst Stages a Rescue
 - c. William Jennings Bryan Vents his Bitterness
 - d. Theodore Roosevelt Hopes for Revolt
 - e. Roosevelt Launches a Corollary
 - f. A Latin American Protests

New Jersey Core Curriculum Content Standards

6.12.B.6.a,b; 6.1.12.C.6.b,c; 6.1.12.D.6.b;6.1.12.B.7.a

New Jersey Literacy & Writing Standards –

RH- (9-10).1- (9-10).5, (9-10).7-(9-10).10

RH- (11-12).1 – (11-12).4, (11-12).6 – (11-12).9

WHST-(9-10).1 & (9-10).2, (9-10).4 – (9-10).9

WHST-(11-12).1 & (11-12).2, (11-12).4 – (11-12).9

Unit 3: World War 1/ The Great War

Enduring Understanding

1. The disruption of American trade and the threat national security led to America's entrance into this global conflict.
2. The magnitude of the Great War will result in an era of isolationism for America's foreign policy.
3. The limitation of American civil liberties are constricted during a wartime setting.

Essential Question(s)

1. What should America's role be in world affairs?
2. When and why is going to war just?
3. What effect does war have on civilian populations?

Learning Objectives

Students will be able to:

Analyze United States foreign policy through World War 1, including America's neutrality, Wilson's preparedness plan, the National Defense Act, "peace without victory."

Describe the causes of the United States involvement in the War

Explain social conditions on the home front

Explain the use propaganda in mobilizing their resources and populations

Suggested Activities / Assessments

General:

1. Quizzes / Tests
2. Research and Analysis
 - a. Primary Source Analysis
 - b. Document Based Questions
3. Writing
 - a. Formal essays
 - i. Thesis development
 - ii. Gathering historical evidence
 - iii. Defending arguments
 - b. Journal / Free Writing
 - c. Article and/or Video Reviews
 - d. Blogs
4. Oral Presentations
 - a. Debates (formal and informal)
 - b. Town Meeting/Discussion Panel
 - c. Persuasive Speeches
 - d. Role Play
 - e. Technology Based Presentations

5. Analysis of media (including but not limited to: photos, paintings, cartoons, songs and poems, movies, newspapers...)

Specific:

1. Assorted Power Point Note & Picture slideshows per section.
2. Nationalism Poster
3. Franz Ferdinand Assassination Reading
4. Battle of the Marne Reading
5. Weapons of World War 1 Reading
6. Home front mobilization Graphic Organizer
7. "The Guardian" Movie Clips
8. "How to survive in a trench" -Reading
9. World War 1 Casualties Graph
10. World War 1 Map assignment
11. Critical Thinking Essay- *"How did the Treaty of Versailles pave the way for future unrest in Europe."*
12. "The Lost Battalion" – Video Clips
13. Compare and Contrast the Fourteen points with the final Treaty of Versailles.
14. Primary Source Reading-*The American Spirit Volume II*
 - a. Selected Readings on 'War with Germany'
 - b. Selected Readings on 'The Face of War'
 - c. Selected Readings on 'The Struggle over the Peace Treaty'
 - d. Selections from Wilson's Fourteen points & the Treaty of Versailles.

New Jersey Core Curriculum Content Standards

6.1.12.A.7.a,b,c; 6.1.12.B.7.a; 6.1.12.C.7.a,b; 6.1.12.D.7.a,b,c

New Jersey Literacy & Writing Standards –

RH- (9-10).1- (9-10).5, (9-10).7-(9-10).10

RH- (11-12).1 – (11-12).4, (11-12).6 – (11-12).9

WHST-(9-10).1 & (9-10).2, (9-10).4 – (9-10).9

WHST-(11-12).1 & (11-12).2, (11-12).4 – (11-12).9

Unit 4: Post War America/Roaring 20's

Enduring Understanding

1. The 1920's were a time of social, political and economic change, which featured the themes of economic prosperity, nativism, isolationism and conservatism.

Essential Question(s)

1. What should the government's role be in the economy?
2. Does social justice exist for all who live in America?
3. Should the government regulate and promote morality?

Learning Objectives

Students will be able to:

- Compare and contrast the social, cultural and technological changes in the 1920's
- Describe the impact of the Great Migration of African Americans to the North from the South
- Discuss the resurgence of nativism and racial violence
- Describe the Harlem Renaissance
- Describe the industrial advancements (automobiles, assembly line, electric conveniences)
- Explain the rise of consumer activity

Suggested Activities / Assessments

General:

1. Quizzes / Tests
2. Research and Analysis
 - a. Primary Source Analysis
 - b. Document Based Questions
3. Writing
 - a. Formal essays
 - i. Thesis development
 - ii. Gathering historical evidence
 - iii. Defending arguments
 - b. Journal / Free Writing
 - c. Article and/or Video Reviews
 - d. Blogs
4. Oral Presentations
 - a. Debates (formal and informal)
 - b. Town Meeting/Discussion Panel
 - c. Persuasive Speeches
 - d. Role Play
 - e. Technology Based Presentations

5. Analysis of media (including but not limited to: photos, paintings, cartoons, songs and poems, movies, newspapers...)

Specific:

1. Assorted Power Point Note & Picture slideshows per section.
2. Fads of the 1920s activity
3. “Changeling” movie clips
4. Great Migration Graph
5. Price Gouging Essay
6. Political Cartoon Analysis- The Teapot Dome Scandal, Immigration Reform, & Prohibition
7. Ranking the presidents of the 1920’s
8. Critical Thinking Essay- “Examine the handout ranking the presidents of the United States. Pay close attention to the presidents of the 1920’s. Do you believe these ranking are correct? If so, why? Or would place the presidents of the 1920’s in different locations. If you would, where do you feel they should be placed?”
9. Researching 1920’s consumer items, and using the inflation calculator to show the value of the items today.
10. Al Capone Biographical reading
11. Prohibition video – “*The Simpsons- Homer vs. the 18th Amendment*”
12. Primary Source Reading-*The American Spirit Volume II*
 - a. Two Views of Immigration Restriction
 - b. A German Observes Bootlegging
 - c. Margaret Sanger Campaigns for Birth Control
 - d. The Supreme Court declares that Women are different from Men
 - e. Theodore Roosevelt Preachers “Americanism”

New Jersey Core Curriculum Content Standards

6.1.12.A.8.a,c; 6.1.12.C.8.a,b; 6.1.12.D.8.a,b

New Jersey Literacy & Writing Standards –

RH- (9-10).1- (9-10).5, (9-10).7-(9-10).10

RH- (11-12).1 – (11-12).4, (11-12).6 – (11-12).9

WHST-(9-10).1 & (9-10).2, (9-10).4 – (9-10).9

WHST-(11-12).1 & (11-12).2, (11-12).4 – (11-12).9

Unit 5: Great Depression/New Deal

Enduring Understanding

1. At times of economic instability the role of the federal government increases in order to promote economic growth.
2. The Great Depression and the New Deal forever changed the relationship of the federal government in the economy.
3. During times of crisis the executive power has historically increased which poses challenges to the governments checks and balances.

Essential Questions

1. What should be the role of the government in our economy?
2. What role should the government play in the life of the individual?
3. Does the increase of presidential power threaten American democracy?

Learning Objectives

Student will be able to:

- Identify causes of the Great Depression
- Debate over the government's initial attempts to resolve it
- Explain the importance of the media on in promoting government programs
- Compare and contrast Hoover and Roosevelt's approaches to alleviate the crisis
- Explain the enduring legacy of the New Deal on modern life

Suggested Activities / Assessments

General:

1. Quizzes / Tests
2. Research and Analysis
 - a. Primary Source Analysis
 - b. Document Based Questions
3. Writing
 - a. Formal essays
 - i. Thesis development
 - ii. Gathering historical evidence
 - iii. Defending arguments
 - b. Journal / Free Writing
 - c. Article and/or Video Reviews
 - d. Blogs
4. Oral Presentations
 - a. Debates (formal and informal)
 - b. Town Meeting/Discussion Panel

- c. Persuasive Speeches
 - d. Role Play
 - e. Technology Based Presentations
5. Analysis of media (including but not limited to: photos, paintings, cartoons, songs and poems, movies, newspapers...)

Specific:

1. Assorted Power Point Note & Picture slideshows per section.
2. 11 Predictions for the 2008 Recession Reading
3. Graphic Organizer – Causes of the Great Depression
4. 1920-1930's slang activity
5. Advertising in the 1920s/30s activity
6. Researching 1920's consumer items, and using the inflation calculator to show the value of the items today.
7. 1930s slang activity
8. FDR political cartoons activity
9. "Organizing the New Deal Agencies"- Note taking & Research Project
10. Federal Budget Activity
11. Primary Source Reading-*The American Spirit Volume II*
 - a. Selected Readings on 'The Depression Descends'
 - b. Hoover Defends his Record
 - c. Selected Readings on 'The Face of the Great Depression'
 - d. Senator Huey Long Wants Every man to be a King
 - e. Father Coughlin Demands "Social Justice"
 - f. Franklin Roosevelt creates the Tennessee Valley Authority
 - g. Assessing the New Deal

New Jersey Core Curriculum Content Standards

6.1.12.A.9.a; 6.1.12.B.9.a; 6.1.12.C.9.a,b,c,d; 6.1.12.D.9.a,b

New Jersey Literacy & Writing Standards –

RH- (9-10).1- (9-10).5, (9-10).7-(9-10).10
 RH- (11-12).1 – (11-12).4, (11-12).6 – (11-12).9
 WHST-(9-10).1 & (9-10).2, (9-10).4 – (9-10).9
 WHST-(11-12).1 & (11-12).2, (11-12).4 – (11-12).9

Unit 6: World War II

Enduring Understanding

1. The rise of totalitarian governments threatens the liberty and freedom of the citizens of the world.
2. The United States foreign policy was forever changed by World War II from isolationism to interventionist.
3. World War II required numerous sacrifices by the civilian and the military population.
4. During the time of great national crisis, civil liberties have been suspended.
5. There will forever be a historical debate of Truman's decision to use the atomic weapon.
6. Man's inhumanity to man, as illustrated by the Holocaust.

Essential Questions

1. What threats do totalitarian governments pose to free nations/peoples?
2. What should the role of the United States be as a world power?
3. Does social justice exist for all citizens during a national crisis?
4. What sacrifices do individuals make during wartime?
5. Should the United States condone the use of weapons of mass destruction?
6. Were there political and military implications in the use of the atomic weapon?
7. Can the creation of the United Nations create and maintain world peace?

Learning Objectives

Students will be able to:

Describe the political background leading to American involvement in World War II

Explain the rise of Japan, Germany, Italy, and Russia

Explain the cause and effects of World War 2

Explain the cause, course and consequence of the bombing of Pearl Harbor

Explain the key events and people involved with the causes, course and consequences of World War II

Explain the numerous social injustices caused worldwide by this crisis

Explain how American foreign policy has forever changed by World War II

Suggested Activities / Assessments

General:

1. Quizzes / Tests
2. Research and Analysis
 - a. Primary Source Analysis
 - b. Document Based Questions
3. Writing
 - a. Formal essays
 - i. Thesis development
 - ii. Gathering historical evidence
 - iii. Defending arguments

- b. Journal / Free Writing
 - c. Article and/or Video Reviews
 - d. Blogs
4. Oral Presentations
 - a. Debates (formal and informal)
 - b. Town Meeting/Discussion Panel
 - c. Persuasive Speeches
 - d. Role Play
 - e. Technology Based Presentations
 5. Analysis of media (including but not limited to: photos, paintings, cartoons, songs and poems, movies, newspapers...)

Specific:

1. Assorted Power Point Note & Picture slideshows per section.
2. Hitler Biographical Reading
3. Hitler and the Occult Reading
4. World War 2 Mapping Assignment
5. Maginot Line Reading
6. World War 2 Life Magazine Ads
7. “Enemy at the Gates” clips
8. “Saving Private Ryan” clips
9. “Band of Brothers” clips
10. War in the Pacific Map
11. Iwo Jima Movie Clips
12. “Days that Shocked the World- Hiroshima”
13. Operation Valkyrie Movie clips
14. New weapons of World War 2 YouTube clips
15. Nazi medical experimentation reading
16. 7 worst ways to die at Auschwitz reading
17. Schindler’s List movie clips
18. Primary Source Reading-*The American Spirit Volume II*
 - a. Selected Readings on ‘War and American Society’
 - b. Eisenhower Urges the Earliest Possible Second Front
 - c. Stalin Resents the Delay of the Second Front
 - d. Roosevelt and Stalin Meet Face-to-Face
 - e. Harry Truman Justifies the Bombing

New Jersey Core Curriculum Content Standards

6.1.12.A.11.a,b,c,d,e; 6.1.12.B.11.a; 6.1.12.C.11.a,b; 6.1.12.D.11.a,b,c,d,e

New Jersey Literacy & Writing Standards –

RH- (9-10).1- (9-10).5, (9-10).7-(9-10).10

RH- (11-12).1 – (11-12).4, (11-12).6 – (11-12).9

WHST-(9-10).1 & (9-10).2, (9-10).4 – (9-10).9

WHST-(11-12).1 & (11-12).2, (11-12).4 – (11-12).9

Unit 7: Post War Era/ Cold War

Enduring Understanding

1. The development of the Cold War increased the United States role in international affairs.
2. The “new” Red Scare caused confusion and intolerance at home and abroad.
3. America experienced challenges converting from a wartime to a peace time economy and mentality.
4. The United States attempted to undo the injustice that has plagued all types of minority groups.
5. America’s social climate changed from conformity to a desire for greater individual expression.

Essential Questions

1. What role does the United States play in ensuring democracy as opposed to fighting communism?
2. Should the United States be the international police officer?
3. What are the excesses and limitations of free speech?
4. Should the government assist in the transition from military to civilian life?
5. Should the government continue assistance/supervision over the economy and its people?

Learning Objectives

Students will be able to:

Analyze United States foreign policy during the Cold War period, including the relations between the United States and the USSR, US reaction to the Soviet subjugation of Eastern Europe, the Truman Doctrine, the Marshall Plan, the Korean War the U-2 Incident, the Cuban Missile Crisis.

Analyze political trends in postwar America in the administrations of Harry Truman and Dwight D. Eisenhower, John F. Kennedy and Lyndon Johnson.

Suggested Activities / Assessments

General:

1. Quizzes / Tests
2. Research and Analysis
 - a. Primary Source Analysis
 - b. Document Based Questions
3. Writing
 - a. Formal essays
 - i. Thesis development
 - ii. Gathering historical evidence
 - iii. Defending arguments

- b. Journal / Free Writing
- c. Article and/or Video Reviews
- d. Blogs
- 4. Oral Presentations
 - a. Debates (formal and informal)
 - b. Town Meeting/Discussion Panel
 - c. Persuasive Speeches
 - d. Role Play
 - e. Technology Based Presentations
- 5. Analysis of media (including but not limited to: photos, paintings, cartoons, songs and poems, movies, newspapers...)

Specific:

1. Assorted Power Point Note & Picture slideshows per section.
2. What is a war crime activity?
3. Stalin Bio
4. CIA Berlin Airlift Memo analysis
5. Cold War Map Assignment
6. Cold War “Battles” – Graphic Organizer Activity
7. Billy Joel- “We Didn’t Start the Fire” Activity
8. Mao Zedong Biographical reading
9. Korean War Map
10. Korean War Political Cartoons
11. HUAC – Political Cartoons
12. Were the Rosenberg’s spy’s activity.
13. Election of 1952 Political Campaign TV ads.
14. “Guilty by Suspicion” movie clips
15. Primary Source Reading-*The American Spirit Volume II*
 - a. Selected Readings on ‘The Yalta Agreements’
 - b. Selected Readings on ‘The Truman Doctrine’
 - c. Selected Readings on ‘The Marshall Plan’
 - d. Truman Accepts the Korean Challenge
 - e. NSC-68 Offers a blueprint for the Cold War
 - f. MacArthur Calls for Victory

New Jersey Core Curriculum Content Standards

6.1.12.A.12.a,b,c; 6.1.12.B.12.a; 6.1.12.C.12.a,c,d; 6.1.12.D.12.b,c;6.1.12.A.15.a,b,c,d,e,f; 6.1.12.B.15.a;
6.1.12.C.15.a,b; 6.1.12.D.15.a,b,c,d

New Jersey Literacy & Writing Standards –

RH- (9-10).1- (9-10).5, (9-10).7-(9-10).10

RH- (11-12).1 – (11-12).4, (11-12).6 – (11-12).9

WHST-(9-10).1 & (9-10).2, (9-10).4 – (9-10).9

WHST-(11-12).1 & (11-12).2, (11-12).4 – (11-12).9

Unit 8: Civil Rights

Enduring Understanding

1. World War II and *Brown v. Board of Education* precipitated the creation of a Civil Rights movement in America.
2. America has not always stood for liberty and freedom all peoples.
3. Civil disobedience and politics of protest become the vehicles of change for the rest of the century.

Essential Questions

1. What is the role of the media in promoting popular and unpopular causes?
2. Has liberty, freedom and equal rights been guaranteed to all citizens of the United States?
3. When is civil disobedience and protest justified?
4. What resistance was there to the movement and why?

Learning Objectives

Students will be able to:

Analyze political trends in post war America, including major Supreme Court decisions.

Analyze the Civil Rights and Women’s Movements, including Montgomery Bus Boycott, the Civil Rights Act, the Little Rock Schools Crisis, the Voting Rights Acts, and *Brown v. Board of Education*

Suggested Activities / Assessments

General:

1. Quizzes / Tests
2. Research and Analysis
 - a. Primary Source Analysis
 - b. Document Based Questions
3. Writing
 - a. Formal essays
 - i. Thesis development
 - ii. Gathering historical evidence
 - iii. Defending arguments
 - b. Journal / Free Writing
 - c. Article and/or Video Reviews

- d. Blogs
- 4. Oral Presentations
 - a. Debates (formal and informal)
 - b. Town Meeting/Discussion Panel
 - c. Persuasive Speeches
 - d. Role Play
 - e. Technology Based Presentations
- 5. Analysis of media (including but not limited to: photos, paintings, cartoons, songs and poems, movies, newspapers...)

Specific:

- 1. Assorted Power Point Note & Picture slideshows per section.
- 2. Generation Y Reading
- 3. Little Rock Nine YouTube clips
- 4. “Eyes on the Prize” documentary
- 5. Rosa Parks Reading
- 6. Research Assignment- Major Civil Rights Leaders
- 7. 4 things you didn’t know about Martin Luther King Jr. reading
- 8. Primary Source Reading-*The American Spirit Volume II*
 - a. The Court Rejects Segregation
 - b. Eisenhower Sends Federal Troops
 - c. The Arkansas Democrat Protests
 - d. A Black Newspaper Praises Courage
 - e. Martin Luther King Jr. Asks for a Ballot

New Jersey Core Curriculum Content Standards

6.1.12.A.13.a,b,c; 6.1.12.B.13.a,b; 6.1.12.C.13.a,b,c,d; 6.1.12.D.13.a,b,c,d,e,f

New Jersey Literacy & Writing Standards –

RH- (9-10).1- (9-10).5, (9-10).7-(9-10).10
 RH- (11-12).1 – (11-12).4, (11-12).6 – (11-12).9
 WHST-(9-10).1 & (9-10).2, (9-10).4 – (9-10).9
 WHST-(11-12).1 & (11-12).2, (11-12).4 – (11-12).9

Unit 9: Vietnam

Enduring Understanding

1. The Vietnam War redefined America’s foreign policy, relationship between the government and its citizens and the idea of social conformity.

Essential Questions

1. Was the Vietnam War a just war?

2. What are the consequences when citizens lose trust in their government?
3. What were the difficulties for the American soldiers in fighting this war?
4. What role did the media play in America's perception of the war?
5. What are the lasting effects of this "lost" war?

Learning Objectives

Students will be able to:

- Explain the causes and effects of America's involvement in the Vietnam War
- Explain the effects of civil disobedience and counter culture on our social history
- Explain the lasting effects of the credibility gap between the government and its people

Suggested Activities / Assessments

General:

1. Quizzes / Tests
2. Research and Analysis
 - a. Primary Source Analysis
 - b. Document Based Questions
3. Writing
 - a. Formal essays
 - i. Thesis development
 - ii. Gathering historical evidence
 - iii. Defending arguments
 - b. Journal / Free Writing
 - c. Article and/or Video Reviews
 - d. Blogs
4. Oral Presentations
 - a. Debates (formal and informal)
 - b. Town Meeting/Discussion Panel
 - c. Persuasive Speeches
 - d. Role Play
 - e. Technology Based Presentations
5. Analysis of media (including but not limited to: photos, paintings, cartoons, songs and poems, movies, newspapers...)

Specific:

1. Assorted Power Point Note & Picture slideshows per section.
2. Nonviolent resistance handout
3. Slang in the 1960s activity
4. Vietnam War Map
5. Booby traps reading
6. "Broken arrow" YouTube clips
7. Tet Offensive Reading
8. Photojournalism's history of the Vietnam war- (Analysis of Primary Source Photos)

9. 1969 Draft Activity
10. 1968 Democratic National Convention clips
11. John McCain reading
12. Fall of Saigon YouTube clips
13. Primary Source Reading-*The American Spirit Volume II*
 - a. Selected Readings on ‘The Politics of Protests in the 1960s’
 - b. Selected Readings on ‘Vietnam Troubles’

New Jersey Core Curriculum Content Standards

6.1.12.A.12.a,b; 6.1.12.D.12.b,c,d,e

New Jersey Literacy & Writing Standards –

RH- (9-10).1- (9-10).5, (9-10).7-(9-10).10

RH- (11-12).1 – (11-12).4, (11-12).6 – (11-12).9

WHST-(9-10).1 & (9-10).2, (9-10).4 – (9-10).9

WHST-(11-12).1 & (11-12).2, (11-12).4 – (11-12).9

Unit 10: Modern America

Enduring Understanding

1. The 1970’s were a tumultuous decade full of conflict and contradiction due to the credibility gap between the government and its people, economic crisis, energy shortages and continuing social unrest.
2. The 1980’s were an attempt to move the country to a more conservative lifestyle, politics and morality.
3. The 1990’s were a decade of the greatest economic expansion, technological advances and new foreign policy changes.
4. The United States struggles to adapt to a post 9/11 world.

Essential Questions

1. How do the events of the 70’s, 80’s and 90’s directly influence the United States response to the challenges of the twenty-first century?

Learning Objectives

Students will be able to:

- Explain the effects the Watergate Scandal on politics for the rest of the century
- Explain the rise of the fundamentalism on American foreign policy
- Explain the effects of the technological revolution on society and business
- Explain how the expansion of the civil rights increased from 1970’s to modern day
- Explain the effects of 9/11 on politics, society and foreign policy

Suggested Activities / Assessments

General:

1. Quizzes / Tests
2. Research and Analysis
 - a. Primary Source Analysis
 - b. Document Based Questions
3. Writing
 - c. Formal essays
 - i. Thesis development
 - ii. Gathering historical evidence
 - iii. Defending arguments
 - d. Journal / Free Writing
 - e. Article and/or Video Reviews
 - f. Blogs
4. Oral Presentations
 - g. Debates (formal and informal)
 - h. Town Meeting/Discussion Panel
 - i. Persuasive Speeches
 - j. Role Play
 - k. Technology Based Presentations
5. Analysis of media (including but not limited to: photos, paintings, cartoons, songs and poems, movies, newspapers...)

Specific:

1. Assorted Power Point Note & Picture slideshows per section.
2. Purchasing Power of the Dollar Graph
3. World Oil Reserves Graph
4. OPEC positive & negative affects on the 1970's – research group activity
5. Ford & Carter Biographical Readings
6. Embarrassing Presidential Brothers Reading
7. Sharia Law Reading
8. Elvis Diet Activity
9. “This Century”- 1970's – Peter Jennings
10. 1970s slang activity
11. Migration in the U.S. – Map Assignment
12. Reagan assassination attempt YouTube clip
13. 1980s slang activity
14. “This Century”- 1980's & 90's – Peter Jennings
15. Bush biographical reading
16. Primary Source Reading-*The American Spirit Volume II*
 - a. Selected Readings on ‘Frustrations in Foreign Policy’
 - b. Selected Readings on “The Deadlocked Election of 2000’

- c. President Bush Describes an “Axis of Evil”
- d. The 9/11 Commission Finds Fault
- e. Selected Readings on ‘The Iraq War’

New Jersey Core Curriculum Content Standards

CCCS Social Studies: 6.1.A.1-8; 6.4.K. 1-7; L.1-7
 CCCS Tech: 8.1A.1,2,5,9; B.2,3,4,7,9,12
 CCCS Career: 9.2A-D
 CCCS Math: 4.1; 4.4; 4.5

New Jersey Literacy & Writing Standards –

6.1.12.A.14.a,b,c,d,e,f,g,h; 6.1.12.B.14.a,b,c,d; 6.1.12.C.14.a,b,c,d; 6.1.12.D.14.a,b,c,d,e,f ; 6.1.12.A.15.a,b,c,d,e,f;
 6.1.12.B.15.a; 6.1.12.C.15.a,b; 6.1.12.D.15.a,b,c,d; 6.1.12.A.16.a,b,c; 6.1.12.B.16.a; 6.1.12.C.16.a,b,c;
 6.1.12.D.16.a,b,c

V. Course Materials

Primary Texts –

Lapsansky-Werner, Levy, Roberts, & Taylor. United States History. Upper Saddle River, NJ: Prentice Hall, 2013.

Supplemental Texts (Primary Source s)

Kennedy, David M. & Thomas Bailey. *The American Spirit Volume II 10th Edition*. Boston, Mass: Houghton Mifflin Co., 2002.

Media Sources:

Innocent Years
 An Island Called Ellis
 Theodore Roosevelt
 All Quiet on the Western Front
 The Lost Battalion
 Golden Twenties
 Woodrow Wilson
 Band of Brothers
 Diary of Ann Frank
 Judgment at Nuremberg
 Time Was 1927, 1930’s, 1940’s, 1950’s, 1960’s, 1970’s
 Chronology of Vietnam
 Ronald Reagan Part I & II
 The Fabulous 60’s (series)
 The Sensational 70’s

Schindler's List
Peter Jennings's "The Century"
Band of Brothers
Enemy at the Gates
History Channel- "Days that Shock the World"

This Century 1900-2000

World War I

World War 1 Aftermath
"Black Adder Series Finale"
"The Lost Battalion"

1920's

DVD-Key Moments of the 20's
and 30's
Simpsons Prohibition - (COMPT)

Great Depression

History Channel Box Set (DVD
& VHS)

World War II

"Prelude to War"
"War comes to America"
"The Battle of China"
"The Battle of Russia"
"Attack Pacific"
WWII Battlefront in Color
"Churchill - The Private War"
"Saving Private Ryan"
"Enemy at the Gates"
WWII DVD Encyclopedia
"Band of Brothers (DVD and
VHS)

Holocaust

"Merciful and Good"
"Lessons for Life"

Civil Rights

"Eyes on the Prize"
"Mighty Times" (Rosa Parks
Story)
"Martin Luther King Biography"

"Civil Rights in Atlantic City"

Vietnam

"Platoon"

"The Gulf War"

"History of the World Trade
Center"

"Churchill - The Private War"

VI. Assessments

The goal of any educational program is to nurture the talents of the student it serves and to transmit the full measure of culture necessary for society to continue. Knowledge and its applications, rather than grades, should be the goal of the student. However, it must be realized that due to the character of American education and the American enterprise system, an objective measure of performance must be applied to any situation to lend it credibility as gainful employment.

For this course grades will be determined by:

1. Display through daily participation in class a sequential development of knowledge of the content.
2. Display through application and written evaluation a mastery of current research methods and an ability to analyze historical evidence.
3. Achieve a minimum of sixty-five percent accuracy on tests, quizzes, papers, homework assignments, projects, and final exams