

# Verona Public School District Curriculum Overview

## United States History II



**Curriculum Committee Members:**  
Christine Sepcie

**Supervisor:**  
Dr. Sumit Bangia

**Curriculum Developed:**  
February 2012  
Summer 2018

**Board Approval Date:**  
May 8, 2012  
August 28, 2018

Verona Public Schools  
121 Fairview Ave., Verona, NJ 07044  
[www.veronaschools.org](http://www.veronaschools.org)

**Verona Public Schools Mission Statement:**

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

**Course Description:**

This course is a continuation of US History I and the content includes a study of the United States from the “Gilded Age” to the present concentrating of the following general themes: Industrial America, American Imperialism, the Progressive movement, the First World War, the Great Depression, the Second World War, the Cold War, the Civil Rights movement, the Vietnam War, protest movements, Post-Watergate foreign and domestic affairs and contemporary America. Multi-cultural contributions to American society will be stressed.

**Prerequisite(s):** U.S. History I CP or Honors

## Standard 8: Technology Standards

<b>8.1: Educational Technology:</b> <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>	<b>8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming:</b> <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i>
<ul style="list-style-type: none"> <li>A. Technology Operations and Concepts</li> <li>X B. Creativity and Innovation</li> <li>X C. Communication and Collaboration</li> <li>X D. Digital Citizenship</li> <li>X E. Research and Information Fluency</li> <li>x F. Critical thinking, problem solving, and decision making</li> </ul>	<ul style="list-style-type: none"> <li>A. The Nature of Technology: Creativity and Innovation</li> <li>X B. Technology and Society</li> <li>C. Design</li> <li>D. Abilities for a Technological World</li> <li>E. Computational Thinking: Programming</li> </ul>

## SEL Competencies and Career Ready Practices

<b>Social and Emotional Learning Core Competencies:</b> <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i>	<b>Career Ready Practices:</b> <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i>
<b>Self-awareness:</b> The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.	<ul style="list-style-type: none"> <li>X CRP2. Apply appropriate academic and technical skills.</li> <li>X CRP9. Model integrity, ethical leadership, and effective management.</li> <li>CRP10. Plan education and career paths aligned to personal goals.</li> </ul>
<b>Self-management:</b> The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.	<ul style="list-style-type: none"> <li>CRP3. Attend to personal health and financial well-being.</li> <li>X CRP6. Demonstrate creativity and innovation.</li> <li>X CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>CRP11. Use technology to enhance productivity.</li> </ul>
<b>Social awareness:</b> The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	<ul style="list-style-type: none"> <li>X CRP1. Act as a responsible and contributing citizen and employee.</li> <li>X CRP9. Model integrity, ethical leadership, and effective management.</li> </ul>
<b>Relationship skills:</b> The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	<ul style="list-style-type: none"> <li>X CRP4. Communicate clearly and effectively and with reason.</li> <li>X CRP9. Model integrity, ethical leadership, and effective management.</li> <li>X CRP12. Work productively in teams while using cultural global competence.</li> </ul>
<b>Responsible decision making:</b> The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	<ul style="list-style-type: none"> <li>X CRP5. Consider the environmental, social, and economic impact of decisions.</li> <li>X CRP7. Employ valid and reliable research strategies.</li> <li>X CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>X CRP9. Model integrity, ethical leadership, and effective management.</li> </ul>

## Standard 9: 21<sup>st</sup> Century Life and Careers

<b>9.1: Personal Financial Literacy:</b> <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i>	<b>9.2: Career Awareness, Exploration &amp; Preparation:</b> <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i>	<b>9.3: Career and Technical Education:</b> <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i>
<ul style="list-style-type: none"> <li>A. Income and Careers</li> <li>B. Money Management</li> <li>C. Credit and Debt Management</li> <li>D. Planning, Saving, and Investing</li> <li>E. Becoming a Critical Consumer</li> <li>F. Civic Financial Responsibility</li> <li>G. Insuring and Protecting</li> </ul>	<ul style="list-style-type: none"> <li>A. Career Awareness (K-4)</li> <li>B. Career Exploration (5-8)</li> <li>X C. Career Preparation (9-12)</li> </ul>	<ul style="list-style-type: none"> <li>A. Agriculture, Food &amp; Natural Res.</li> <li>B. Architecture &amp; Construction</li> <li>C. Arts, A/V Technology &amp; Comm.</li> <li>D. Business Management &amp; Admin.</li> <li>E. Education &amp; Training</li> <li>F. Finance</li> <li>G. Government &amp; Public Admin.</li> <li>H. Health Science</li> <li>I. Hospital &amp; Tourism</li> <li>J. Human Services</li> <li>K. Information Technology</li> <li>L. Law, Public, Safety, Corrections &amp; Security</li> <li>M. Manufacturing</li> <li>N. Marketing</li> <li>O. Science, Technology, Engineering &amp; Math</li> <li>P. Transportation, Distribution &amp; Log.</li> </ul>

## Course Materials

<b>Core Instructional Materials:</b> <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i>	<b>Differentiated Resources:</b> <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i>
<p>Textbook: <i>United States History</i>, Pearson Educational, Inc., 2010.</p> <p>Cinderella Man (film)</p> <p>Schindler's List (film)</p> <p>Saving Private Ryan (clips/film)</p> <p>Platoon (film)</p> <p>Forrest Gump (film)</p> <p>JFK (clips, film)</p>	<ul style="list-style-type: none"> <li>● Stanford History Education Group: <i>Reading Like a Historian</i></li> <li>● <i>Sources in American History: A Book of Readings</i>, Harcourt Brace Jovanovich, Inc.</li> <li>● America: The Story of US (documentary)</li> <li>● Peter Jennings "The Century." (documentary)</li> <li>● Historicalthinkingmatters.org</li> <li>● <i>Why Nations Go to War</i> by John Stoessinger (various chapters)</li> <li>● The Final Days of King and Kennedy (documentary)</li> <li>● Purdue Writing Lab (website)</li> <li>● The Center for Learning, US History Source Book, 2000</li> <li>● Teachingamericanhistory.org</li> </ul>

- FacingHistory.org
- Gilderlehrman.org
- American Panarama: An Atlas of American History  
(<http://dsl.richmond.edu/panorama/>)
- Selections of *The Rape of Nanking* by Iris Chang
- Clips from CNN “The Seventies” and “the Eighties” documentary
- DocsTeach.org (National Archives)
- NJ.com article “The Triangle Shirtwaist Fire, A Century Later”  
Historicalthingmatters.org (Textbook)
- Joseph Stalin Letter to Winston Churchill 1946
- Taylor, Alan. “World War II: After the War,” *The Atlantic*, October 30. 2011.
- FederalReserveEducation.org
- PBS.org
- HistoryChannel.org
- Vietnamese Declaration of Independence September 2, 1945
- “I Was Blacklisted,” by Miller Lampell
- “Duck and Cover” commercial
- The Good Wife’s Guide: Good Housekeeping Monthly 1955
- Pentagon Papers (excerpts) 1945-1967
- [www.usatwar.abc-clio.com](http://www.usatwar.abc-clio.com)- Theme: Vietnam (multiple documents)
- New York Times, Upfront, various articles.
- NYT: Room for Debate
- The Week, various articles
- America: a Narrative History by George B. Tindall and David Shi, 1996.
- Ken Burns: Prohibition (documentary, clips)
- Excerpts/quotes from John D. Rockefeller, Andrew Carnegie and Cornelius Vanderbilt
- Various political cartoons from Life and Judge magazine (c. early 20th Century)

**Unit Title / Topic: Gilded Age/Progressivism**

**Unit Duration: 7 days**

## **Stage 1: Desired Results**

### **Established Goals:**

#### **New Jersey Student Learning Standards (NJSLs) for Social Studies:**

6.1.12.A.5.a Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.

6.1.12.A.5.b Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.

6.1.12.B.5.b Assess the impact of rapid urbanization on the environment and on the quality of life in cities.

6.1.12.C.5.a Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods, and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.

6.1.12.C.5.c Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals. D. History, Culture, and Perspectives

6.1.12.D.5.a Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.

6.1.12.D.5.b Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.

6.1.12.D.5.d Relate varying immigrants' experiences to gender, race, ethnicity, or occupation

6.1.12.A.6.a Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice. 6.1.12.A.6.b Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.

6.1.12.A.6.c Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies

#### **New Jersey Student Learning Standards (NJSLs) for Literacy:**

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole

RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WHST.11-12.1. Write arguments focused on *discipline-specific content*.

- A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- E. Provide a concluding paragraph or section that supports the argument presented.

WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Transfer Goal:**

Students will be able to independently use their learning to...

Think critically about the responsibility of citizens and/or government to promote change, so that in the long run they will be able to engage in society as active citizens.

## Meaning

### Students will understand that:

*Students will understand that:*

- Technological developments and unregulated business practices revolutionized transportation, manufacturing, and consumption, and changed the daily lives of Americans.
- The Industrial Revolution and immigration had a powerful impact on labor relations, urbanization, the environment, cultural values, and created tensions between ethnic and social groups.
- Strong leaders can alter the course of history.
- A great leader has a variety of qualities that make them great.
- Citizens must be active in order to keep government responsive to people's needs and interests.
- Media plays an important role in promoting reform in society
- It is debatable whether the government can/should regulate human behavior.
- Conflict is resolved in a variety of ways.
- The basic welfare of mankind is a responsibility shared by a number of stakeholders

### Essential Questions:

- What obligation do people in power have in improving the lives of others?
- What makes a great leader?
- How do we keep government responsive to people's needs and interests?
- What is the role and responsibility of a citizen/individual?
- What role (if any) do the media play in promoting reform in society?
- To what extent can the government regulate human behavior?
- How is conflict resolved in society?
- Who is responsible for the basic welfare of mankind?

## Acquisition of Knowledge & Skills

### Students will know:

- Immigrants significantly altered America's cities
- Increased urbanization led to awful living conditions and corruption
- Teddy Roosevelt changed the power of the presidency
- The reason for the rise of industrialization during the Gilded Age was a result of the rise of corporations, the building of factories and the need for labor.
- The mindset of Americans varied during the Gilded Age and Progressive Era
- Industrial expansion led to an increased number in jobs that were filled with labor from immigrants.
- The differences between black reformers and unions of the Progressive Era
- The changes Wilson made to the economic structure of the US
- The impact a viable third party candidate can have on an election

### Students will be able to:

- Understand how literature can bring reform
- Interpret and analyze poems and political cartoons
- Read and understand primary sources (such as speeches and letters)
- Interpret maps, charts and graphs
- Build an argument by citing specific evidence for a claim and providing analysis
- Analyze how the face of America changed in the late 1800s-early 1900s
- Compare immigration of the late 1800s-early 1900s to immigration today
- Evaluate the factors that allowed for industrial development and expansion in the United States in the late 1800s/early 1900s
- Analyze the implications of Wilson's economic reforms



## Stage 2: Acceptable Evidence

### Transfer Task

Students will act as a Modern Day Muckraker by investigating a problem that currently exists in some sector of modern-day American society and exposing it in the form of either a fictional story, a photo collage or a Slideshow presentation.

## Stage 3: Activities

- Engage in class discussion/brainstorming session of “everything you remember about USI”- keep a running list on the board. Discuss connections and how we have already evolved as a country
- Trace the development of the US through a discussion/notes of the “Gilded Age” socially, economically and politically. View various clips from *America: The Story of US (Heartland and Cities)*
- Research various industrialists during the Gilded Age and decide if they were more “robber barons” or “captains of industry”
- Find and analyze a political cartoon from the late 19<sup>th</sup> century. Explain what it tells us about America in the Gilded Age.
- Analyze the problems that existed in American cities by viewing additional clips from *America: The Story of US: Cities* and reading excerpts (Triangle Shirtwaist Fire)
- Evaluate *how* progressives (including black reformers) tried to promote change by reading excerpts from *The Jungle*, viewing Jacob Riis photographs, TR’s Square Deal, excerpts from W.E.B Du Bois and Booker T. Washington- jigsaw/gallery walk
- Election of 1912/ Election of 2000 similarities- electoral college maps
- Analyze Wilson’s reforms to the economy and its future implications by discussing, taking notes and solving hypothetical problems
- *Muckraker Today* research in library

**Unit Title / Topic: American Imperialism and WWI**

**Unit Duration: 15 days**

## **Stage 1: Desired Results**

### **Established Goals:**

#### **New Jersey Student Learning Standards (NJSLs) for Social Studies**

- 6.1.12.D.6.b Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power.
- 6.1.12.A.7.a Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.
- 6.1.12.A.7.b Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).
- 6.1.12.A.7.c Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.
- 6.1.12.B.7.a Explain how global competition by nations for land and resources led to increased militarism.
- 6.1.12.C.7.a Determine how technological advancements affected the nature of World War I on land, on water, and in the air.
- 6.1.12.C.7.b Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.
- 6.1.12.D.7.a Evaluate the effectiveness of Woodrow Wilson's leadership during and immediately after World War I.
- 6.1.12.D.7.b Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.

#### **New Jersey Student Learning Standards (NJSLs) for Literacy:**

- RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole
- RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
- RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
- RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
- RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- WHST.11-12.1. Write arguments focused on *discipline-specific content*.  
Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
  - A. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
  - B. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

- C. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- D. Provide a concluding paragraph or section that supports the argument presented.

WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- E. Provide a concluding paragraph or section that supports the argument presented.

WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Transfer Goal:**

Students will be able to independently use their learning to...

Determine if and when the United States has a responsibility to act in protecting the lives of those beyond its’ immediate borders, so that in the future they will be able to draw conclusions with respect to the actions taken by United States when dealing with foreign entities OR Analyze how an author’s use of bias, propaganda, and stereotyping can affect a reader’s/viewer’s perspectives about the purposes for war.

**Meaning**

**Students will understand that:**

*Students will understand that:*

- The reasons the US involves itself abroad depends on our priorities at the time.
- It is often debatable when war is justified.
- Spoils often go to the victor creating potential future altercations.

**Essential Questions:**

- What responsibility does the United States have to the rest of the world?
- When is war justified?
- How can leaders alter the course of a country?
- How did the US rise to a world power?
- What are the potential harms in “running up the score?”

- Wars are fought for many reasons that range from political to social to economic
- A few strong people and/or leaders can transform a country
- The United States started to increase its influence and power in the world in the late 1800s
- In times of war, people allow the government to do things that they otherwise wouldn't.
- Intervention in war can be difficult to justify.
- Propaganda can affect an individual's perspective about war
- "Running up the score" often has negative consequences.

- Should civil liberties be restricted during the times of war?
- When is the government justified to violate people's civil rights?
- Which factors are most significant in causing wars - social, economic or political?
- Why is propaganda used during periods of war

### Acquisition of Knowledge & Skills

#### Students will know:

- The origins and causes of political and economic imperialism
- The political, economic, social and cultural effects of imperialism
- The reasons for American imperialism
- The United States attempted to increase its influence in the world in the late 19<sup>th</sup> century
- Imperialism affected the balance of power in the world
- People's views on race have changed over time
- The causes and effects of the Spanish- American War
- American acquisition of the Panama Canal increased the power of the United States
- The reasons against American imperialism
- The four major long-term causes of the First World War
- Why the "Great War" is considered the first modern war, the first total war and the first world war by explaining what each concept means and citing historical examples to support each theme
- The significance of major events and key players
- Pieces of propaganda and evaluate the appropriateness of the use of propaganda tactics by war-time governments
- The major consequences of the First World War in terms of human costs, economic costs, political consequences and the effect on the colonies
- The terms of the Treaty of Versailles, explain why those terms were agreed upon and analyze how this contributed to the next World War only twenty years later.

#### Students will be able to:

- Build an argument by citing specific evidence for a claim and providing analysis
- Understand how literature reflects society's ideals
- Interpret and analyze poems and political cartoons
- Evaluate how historians can have different views on the same subject
- Read and understand primary sources
- Interpret maps, charts and graphs
- Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.
- Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war (i.e., the Espionage Act and the Sedition Amendment) on individual rights.
- Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.
- Explain how global competition by nations for land and resources led to increased militarism.
- Determine how technological advancements affected the nature of World War I on land, on water, and in the air.
- Assess the immediate and long-term impact of women and African Americans entering the workforce in large numbers during World War I.
- Evaluate the effectiveness of Woodrow Wilson's leadership during and immediately after World War I.

- Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.
- Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.

## Stage 2: Acceptable Evidence

### Transfer Task

Use historical evidence to compare the justifications for American intervention in any of the following: Afghanistan, Iraq, Syria to intervention in Cuba

## Stage 3: Activities

- 1) Analysis of multiple primary source excerpts to determine motivations for American expansion in the late 1800s- skill refresher on document analysis (CAPP)
- 2) Evaluate *how* the United States expanded its influence in the late 1800s/early 1900s in six major areas and create a mini-slideshow presentation (in groups of 4) to the class
- 3) Present mini-slideshow presentation as an “expert” in assigned area and be able to answer questions and ask clarifying questions as a spectator
- 4) Analyze the factors that pushed the United States into War with Spain-*Reading Like A Historian* Activity and compare to modern-day example
- 5) Evaluate Point of View/Perspective on American imperialism by reading and discussing *White Man’s Burden*, Social Darwinism race rankings and political cartoon slideshow (RLAH)
- 6) Read TR’s 1899 speech *The Strenuous Life*. Describe TRs philosophy by writing a song
- 7) Discussion and note-taking on presidential rankings- why is TR where he is? Trace foreign policy actions through political cartoon analysis, video clips from PBS’s *The Roosevelts*
- 8) Rank the significance of American imperialistic actions, policies and people in our rise to a world power by creating a graphic organizer or the board game *Imperipoly*
- 9) Analyze the causes of WWI and what the response of the United States should have been in the lead up to “the Great War”- at what point should we have, if ever, intervened- video clips from *The Century-Shell Shock* and or The History Channel *WWI*
- 10) Trace how the United States mobilized for war and the effects on the homefront as well as the war effort- video clips/excerpts
- 11) Evaluate the impact of the US in ending World War I- *History Alive* Activity
- 12) Peace Treaty Simulation-Split students into four different groups and assign each a specific country. Students will then have to create a peace plan for the end of the war that benefits their specific country and then try to convince the other countries
- 13) Students will compare/contrast the Treaty of Versailles with Woodrow Wilson’s Fourteen Points.
- 14) Evaluate the impact of WWI on the women’s suffrage movement- primary source analysis packet
- 15) Analyze the legacy of WWI from the American perspective- chromebook activity

**Unit Title / Topic: The 1920s**

**Unit Duration: 9-10 days**

## **Stage 1: Desired Results**

### **Established Goals:**

#### **New Jersey Student Learning Standards (NJSLs) for Social Studies**

6.1.12.D.6.c Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.

6.1.12.A.8.a Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.

6.1.12.A.8.b Compare and contrast the global marketing practices of United States factories and farms with American public opinion and government policies that favored isolationism.

6.1.12.A.8.c Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations

6.1.12.C.8.a Analyze the push-pull factors that led to the Great Migration.

6.1.12.C.8.b Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women

6.1.12.D.8.a Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.

6.1.12.D.8.b Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.

#### **New Jersey Student Learning Standards (NJSLs) for Literacy:**

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text

RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WHST.11-12.1. Write arguments focused on *discipline-specific content*.

- A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- E. Provide a concluding paragraph or section that supports the argument presented.

WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Transfer Goal:**

Students will be able to independently use their learning to...

- Evaluate how a society transforms through inventions, ideas and innovations.
- Evaluate how one’s background affects their perception of what is right and wrong.
- Analyze the effects of people’s personal biases within society.

**Meaning**

**Students will understand that:**

*Students will understand that:*

- People will have different perspectives on issues and events.
- Technology and innovation change people’s lifestyles and values.

**Essential Questions:**

- What is the role of government in society?
- How is progress in society defined?
- Who is responsible for the basic welfare of mankind?
- Does personal gain outweigh the collective good of a society?

- There are different opinions as to how much of a role government should play in the economy and in people's lives. Change often comes with tension. Conflict within society is not easily resolved.
- Progress is a contested definition.
- Religion often plays an active role in determining societal norms and conflicts.

- How does society respond to change?
- Is technology a detriment or benefit to society?
- What role does religion play in society?
- How is conflict resolved in society?
- Are civil liberties guaranteed rights?
- Are there times when prejudice in society is justified?
- How does someone's background and geographic location determine their views on issues?
- What causes cultural and economic change?
- Why do people often resist change?
- What role does religion play in society?

### Acquisition of Knowledge & Skills

#### Students will know:

- Changes in technologies of transportation and communication, in values and habits, and economic life transformed the face of American life in the 1920's.
- The United States became an urban nation, with a diverse population and variety of values.
- Business was booming in the 1920's and the standard of living rose for many Americans bringing many social, economic and political changes. Inventions and technological advances transformed production and work, as well as rural and urban life.
- Social and political changes in society brought new attitudes and lifestyles to the nation, but some changes caused conflict.
- Popular culture was influenced by the mass media and new forms of popular entertainment and technology were developed.
- Economic conditions affect politics, individuals and societies. Economic security became recognized as a condition of personal freedom.
- The ideals of freedom and equality continued to evolve for various groups and in various ways (i.e. women's struggle for suffrage and equal rights, African-Americans - racial tensions manifested in the rise of black nationalism, the Harlem Renaissance, the first great north migration, the response of the KKK, fear and hysteria over radicals, the closing of the open door for immigrants, and the resurgence of Protestant fundamentalism)

#### Students will be able to:

- Understand how literature can bring change
- Interpret and analyze poems and political cartoons
- Read and understand primary sources (such as speeches and letters)
- Interpret maps, charts and graphs.
- Use interpretive and analytical skills to formulate positions on controversial issues
- Build an argument by citing specific evidence for a claim and providing analysis
- Evaluate the tension between traditionalists and modernists that existed in the 1920s
- Analyze the reasons and effects of the Great Migration
- Analyze how and why the standard of living for many Americans improved in the 1920s
- Evaluate the cultural changes that existed in the 1920s
- Understand how women's lives changed in the 1920s
- Analyze why jazz was so controversial



## Stage 2: Acceptable Evidence

### Transfer Task

In an essay, choose one of the following:

- Decide which modern day invention/innovation MOST transformed society, thoroughly explain at least 3 specific reasons why.
- Which modern day invention/innovation will destroy society? Thoroughly explain at least 3 specific reasons why.
- To compare xenophobia then (1920s) to xenophobia now. Thoroughly explain 3-4 parallels

## Stage 3: Activities

- “Contextualize” the 1920s and discuss each descriptor. Evaluate why the 1920s could be considered “Turbulent” (Red Scare excerpt, Sacco and Vanzetti readings, *The Century: Boom to Bust* clips)
- Compare xenophobia then (1920s) to xenophobia now- chromebook activity
- Analyze why the 1920s could be considered the “Decade of Contradictions”/ “Clash of Ideas”- gallery walk
- Analyze why the 1920s could be considered the “Roaring 20s (economic prosperity, flappers, Prohibition)
- Analyze why the 1920s could be considered the “Jazz Age” (Great Migrations map analysis, Harlem Renaissance video clips, primary source analysis “Does jazz put the sin in syncopation?”)
- Photos of the 1920s gallery walk

**Unit Title / Topic: The Great Depression (1930s)**

**Unit Duration: 12 days**

## Stage 1: Desired Results

### Established Goals:

#### **New Jersey Student Learning Standards (NJSLS) for Social Studies:**

- 6.1.12.D.7.c Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.
- 6.1.12.A.9.a Analyze how the actions and policies of the United States government contributed to the Great Depression.
- 6.1.12.B.9.a Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.
- 6.1.12.C.9.a Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.
- 6.1.12.C.9.b Explain how economic indicators (i.e., gross domestic product, the consumer price index, the national debt, and the trade deficit) are used to evaluate the health of the economy.
- 6.1.12.C.9.c Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).
- 6.1.12.C.9.d Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability.
- 6.1.12.D.9.b Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.
- 6.1.12.A.10.a Evaluate the arguments regarding the role of the federal government during the New Deal era.
- 6.1.12.A.10.b Assess the effectiveness of governmental policies enacted during the New Deal period (i.e., the FDIC, NLRB, and Social Security) in protecting the welfare of individuals.
- 6.1.12.A.10.c Evaluate the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society
- 6.1.12.B.10.a Assess the effectiveness of New Deal programs designed to protect the environment.
- 6.1.12.C.10.a Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.
- 6.1.12.C.10.b Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today
- 6.1.12.D.10.a Analyze how other nations responded to the Great Depression.
- 6.1.12.D.10.b Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents.
- 6.1.12.D.10.d Determine the extent to which New Deal public works and arts programs impacted New Jersey and the nation.

#### **New Jersey Student Learning Standards (NJSLS) for Literacy:**

- RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
- RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
- RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
- RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WHST.11-12.1. Write arguments focused on *discipline-specific content*.

- A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- E. Provide a concluding paragraph or section that supports the argument presented.

WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Transfer Goal:**

Students will be able to independently use their learning to...

- Identify the factors leading to the Great Depression in order to recognize current economic warning signs

- Analyze the responses to the Great Depression in order to develop what a correct course of action should be for future fiscal crisis

### Meaning

#### Students will understand that:

*Students will understand that:*

- Financial crises are caused by the simultaneous existence of fiscal, corporate, and governmental issues.
- The people and the government must accept dual responsibility for depressions.
- The role of the government in the economy is dictated by time-specific needs and values.
- Financial crises have had a wave-like existence in American history.
- Financial crises transform social, political, economic, and cultural standards and institutions.
- Photographs can be used to examine time period, bias, and power of the media.
- Elected officials are influenced through the social, political, economic, and cultural backgrounds of themselves and their selected advisors.
- Government leaders must rely on historical precedent in order to frame their contemporary decisions.
- There are differing opinions as to what role the government should have in its citizens' lives.
- Some leaders are more effective than others.
- People's lives are affected by the economic health of the country.

#### Essential Questions:

- What causes national financial crises?
- Who should be held responsible for a depression?
- How can depressions be avoided?
- What makes financial crises transformative events?
- Why are photographs important in historical analysis?
- What factors influence thought process of elected officials?
- How has the level of growing government involvement affected society?
- How can we use the past to know how to fix present problems?
- How involved should the government get when it comes to problems with the economy?
- What makes some leaders more effective than others?

### Acquisition of Knowledge & Skills

#### Students will know:

- The causes of the Great Depression
- The relationship between declining prices and business revenue.
- The relationship among declining business revenue, wages and employment
- The expansion in government spending as a result of the New Deal.
- The increase in the role of government as a result of the New Deal programs.
- The purpose of New Deal programs.
- The effects of New Deal policies on the U.S. economy.

#### Students will be able to:

- Build an argument by citing specific evidence for a claim and providing analysis
- Analyze how the actions and policies of the United States government contributed to the Great Depression
- Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.
- Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.

- Why improved confidence was important to the U.S. recovery from the Great Depression.
- The effect of direct communication with U.S. citizens in restoring confidence in the economy during the Great Depression.
- The functions of the Federal Reserve.
- The monetary policy of the US during the Great Depression and in recent years

- Explain how economic indicators (i.e., gross domestic product, the consumer index, the national debt, and the trade deficit) are used to evaluate the health of the economy.
- Explain the interdependence of various parts of a market economy.
- Compare and contrast the causes and outcomes of the stock market crash in 1929 and other periods of economic instability.
- Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.
- Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.

## Stage 2: Acceptable Evidence

### Transfer Task

#### What can we learn from the Great Depression?

- After researching causes and responses of the Great Recession, be prepared to participate in a Harkness Discussion/Socratic seminar.

## Stage 3: Activities

- Discussion of economic indicators, read the article “What Caused the Great Depression” and other charts/graphs and visually depict the five main causes of the Great Depression.
- View clips from Peter Jennings “The Century: Stormy Weather” and read primary sources on Hoover’s response
- Compare FDR’s response to Hoover- New Deal readings, charts, etc...
- Watch the film Cinderella Man to visualize the human and psychological side of the Depression and explore the impact of local heroes
- Analyze various perspectives- critics of the New Deal (National Archives activity)
- Research various aspects of the Recession of 2008 and compare and contrast it to the Great Depression
- Engage in a Harkness Discussion/Socratic Seminar

**Unit Title / Topic: World War II and the American Response to the Holocaust**

**Unit Duration: 17 days**

## Stage 1: Desired Results

### Established Goals:

#### **New Jersey Student Learning Standards (NJSLS) for Social Studies**

- 6.1.12.A.11.b Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time.
- 6.1.12.A.11.c Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.
- 6.1.12.A.11.d Analyze the decision to use the atomic bomb and the consequences of doing so.
- 6.1.12.A.11.e Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
- 6.1.12.B.11.a Explain the role that geography played in the development of military strategies and weaponry in World War II.
- 6.1.12.C.11.a Evaluate the shift in economic resources from the production of domestic to military goods during World War II in terms of opportunity costs and trade-offs, and analyze the impact of the post-war shift back to domestic production.
- 6.1.12.D.11.a Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II. 6.1.12.D.11.c Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
- 6.1.12.D.11.d Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

#### **New Jersey Student Learning Standards (NJSLS) for Literacy:**

- RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
- RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
- RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
- RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
- RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
- RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- WHST.11-12.1. Write arguments focused on *discipline-specific content*.

- A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- E. Provide a concluding paragraph or section that supports the argument presented.

WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Transfer Goal:**

Students will be able to independently use their learning to...

- Analyze the social, political, economic, and cultural factors that suggest revolution or government restructuring by a political leader or government.
- Evaluate how extremist leaders rise to power in order to determine what can be done to prevent them.
- Recognize signs of genocide in order to prevent it in the future.

**Meaning**

<p><b>Students will understand that:</b></p> <p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> <li>● Events of the past shape the present.</li> <li>● In times of desperation, people often do not think and act rationally.</li> <li>● The United States increased its influence and power in the world after WWII.</li> <li>● Strong leaders can alter the course of history.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What responsibilities do we have to others in the world?</li> <li>● Which social, economic and moral factors were most significant in lead the US to superpower status?</li> <li>● What causes war?</li> <li>● How can strong leaders change the course of history?</li> <li>● Why do some people fight injustice and others don't?</li> <li>● Are there times when prejudice in society is justified?</li> </ul>
<p><b>Acquisition of Knowledge &amp; Skills</b></p>	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>● Why people follow extremist leaders</li> <li>● How Hitler and Mussolini rose to power and what the Allied response was</li> <li>● How Hitler's decision to invade Russia affected the war in Europe</li> <li>● Why Pearl Harbor and D-Day were so significant</li> <li>● How Yalta helped determine the post-war world.</li> <li>● The “theaters” of the war</li> <li>● The American response to the Holocaust</li> <li>● The power dynamic between Stalin and the other Allied powers</li> <li>● The roles of people on the home front, especially women, African Americans</li> <li>● Controversial issues such as the internment of Japanese-Americans and use of atomic weapons</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Build an argument by citing specific evidence for a claim and providing analysis</li> <li>● Evaluate the effectiveness of international agreements following World War I in preventing international disputes during the 1920s and 1930s.</li> <li>● Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time.</li> <li>● Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.</li> <li>● Analyze the decision to use the atomic bomb and the consequences of doing so.</li> <li>● Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.</li> <li>● Explain the role that geography played in the development of military strategies and weaponry in World War II.</li> <li>● Relate new wartime inventions to scientific and technological advancements in the civilian world</li> <li>● Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.</li> <li>● Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.</li> </ul>



- Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.

## Stage 2: Acceptable Evidence

### Transfer Task

**Why do people allow extremist leaders to rise to power?**

**Directions:** Choose 3 extremist leaders in history and complete the following for EACH

- Name of leader
- Place
- Time period
- Briefly describe the situation economically, socially and politically immediately before the person rose to power?
- What did the leader offer?
- How did the person rise to control? (Coup, appointed, elected, etc...)

**\*\*After evaluating your research, decide what can be done to prevent extremist leaders from rising to power.**

- Explain what could have been done in your 3 specific cases
- Make a generalization

## Stage 3: Activities

- Analyze the appeal of dictators in Europe in the world between the wars- clips from “The Century: Stormy Weather” (Hitler rallies)
- Evaluate the American response to fascist aggression-Choices activity
- Evaluate why the US joined the war- text analysis of FDR’s different drafts of speech after Pearl Harbor (National Archives activity)
- Primary source analysis multiple perspectives regarding the United States dropping the atomic bomb on Japan
- DBQ on America’s use of the atomic bomb during WWII.
- Watch clips from History Channel’s: *World War II From Space* to answer guided questions tracing the course of the war militarily and diplomatically and discuss in chunked parts
- Analysis of the significance of Yalta using activity packet (spiral)
- Analyze the American response to the Holocaust by researching (Chromebook activity)
- Evaluate the lessons that can be learned from the Holocaust and whether the global community has fulfilled its promise by researching potential modern genocides and current refugee crisis (Chromebook activity)
- View Schindler’s List to visualize the “stages” of the Holocaust and answer reflection questions

**Unit Title / Topic: Post World War II/ Early Cold War** | **Unit Duration: 14 days**

## Stage 1: Desired Results

### Established Goals:

#### New Jersey Student Learning Standards (NJSLs) for Social Studies

- 6.1.12.D.11.e Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.
- 6.1.12.A.12.a Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.
- 6.1.12.A.12.b Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.
- 6.1.12.B.12.a Evaluate the effectiveness of the Marshall Plan and regional alliances in the rebuilding of European nations in the post World War II period.
- 6.1.12.D.12.b Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
- 6.1.12.A.15.e Analyze the impact of United States support for the policies and actions of the United Nations and other international organizations

#### New Jersey Student Learning Standards (NJSLs) for Literacy:

- RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole
- RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
- RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
- RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
- RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
- RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- WHST.11-12.1. Write arguments focused on *discipline-specific content*.
  - A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
  - B. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- E. Provide a concluding paragraph or section that supports the argument presented.

WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Transfer Goal:**

Students will be able to independently use their learning ... of WWII and Cold War foreign policy decisions to assess the implications (if any) on modern United States foreign relations/policy.

**Meaning**

**Students will understand that:**

*Students will understand that:*

- Fear causes people to act irrationally.
- Alliances often switch depending on the situation or time period.
- Technological advances change the nature of war and relationships among nations.
- US military and diplomatic goals are often tied to economic relief.

**Essential Questions:**

- How does fear influence the way a people act?
- How do alliances change?
- How do technological advances change the nature of war and relationships among nations?
- When is the “right” choice the wrong choice? (as with alliances)

## Acquisition of Knowledge & Skills

### Students will know:

- Tension between the US and Soviet Union escalated after WWII.
- The Cold War caused paranoia at home and abroad.
- The United States advocated economic support in order to prevent the spread of Communism.
- Containment was the guiding policy of the United States from 1945-1991.
- Personal liberties were violated by the US government in a quest to rid the country of possible Communist spies.
- The Cold War complicated decisions the US had to make regarding involvement in Vietnam.
- Application of containment will begin to manifest themselves in Korea and Berlin.

### Students will be able to:

- Interpret and analyze poems and political cartoons
- Analyze primary sources
- Interpret maps, charts and graphs.
- Use interpretive and analytical skills to formulate positions on controversial issues.
- Build an argument by citing specific evidence for a claim and providing analysis
- Evaluate how the Cold War affected American foreign policy actions
- Evaluate how the Cold War affected people's civil liberties within the United States
- Understand how actions of the Cold War still affect us today

## Stage 2: Acceptable Evidence

### Transfer Task

Students will trace the progression of the modern Russo-American relationship in recent years and divide up the world into imagined sides if there were to be another "Cold War."

## Stage 3: Activities

- Analyze what started the Cold War brainstorming and discussing unresolved issues after WWII- argument tower activity
- Complete a map activity on the growing division between European nations during the early Cold War period.
- Compare the Cold war to the War on Terror- chromebook research activity
- Primary source analysis using RLAH docs: the Truman Doctrine, Marshall Plan and opinions of various Soviet leaders and create a "Twitter War" between key Cold War figures.
- View clips from "The Century: Best Years"- focus "containment in action"
- Analyze the Vietnamese Declaration of Independence and explain the difficulties in choosing sides for the United States- argument tower
- Analyze documents on perspectives of the Korean War and answer questions.
- Evaluate the legacy of the Korean War (modern Korea situation- chromebook activity, 60 minutes clip)

**Unit Title / Topic: The 1950s**

**Unit Duration: 11-12 days**

## **Stage 1: Desired Results**

### **Established Goals:**

#### **New Jersey Student Learning Standards (NJSLs) for Social Studies**

6.1.12.D.11.e Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.

6.1.12.A.12.c Explain how the Arab-Israeli conflict influenced American foreign policy.

6.1.12.C.12.a Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people. 6.1.12.C.12.c Analyze how scientific advancements impacted the national and global economies and daily life.

6.1.12.C.12.d Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.

6.1.12.D.12.a Analyze the impact of American governmental policies on independence movements in Africa, Asia, the Caribbean, and the Middle East.

6.1.12.D.12.c Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.

6.1.12.A.13.b Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, *Brown v. Board of Education*, and *Roe v. Wade*) in promoting civil liberties and equal opportunities.

6.1.12.B.13.a Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities.

6.1.12.D.13.f Relate the changing role of women in the labor force to changes in family structure.

6.1.12.C.13.a Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights.

6.1.12.C.13.b Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation

6.1.12.C.13.d Relate American economic expansion after World War II to increased consumer demand.

6.1.12.D.13.a Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.

6.1.12.D.13.d Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.

#### **New Jersey Student Learning Standards (NJSLs) for Literacy:**

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WHST.11-12.1. Write arguments focused on *discipline-specific content*.

- A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- E. Provide a concluding paragraph or section that supports the argument presented.

WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Transfer Goal:**

Students will be able to independently use their learning to...

- Decide how to successfully correct injustice within society based on what has worked in the past

### Meaning

#### Students will understand that:

*Students will understand that:*

- Technology and innovations change people’s lifestyles and values
- Some leaders and government actions can have a profound impact of history
- There were racial, ethnic and sexual tensions in the United States
- The reasons the US involves itself abroad depends on our priorities at the time

#### Essential Questions:

- What makes some individuals more effective at bringing change?
- What causes change? Or, How can a law, ruling or presidential action dramatically transform society?
- When should the US intervene in other countries problems?

### Acquisition of Knowledge & Skills

#### Students will know:

- The implications of various Cold War “hot spots” such as Korea, Vietnam, Suez Canal, Guatemala, Iran
- The Interstate Highway Act and GI Bill of Rights as transformative pieces of legislation
- Why Martin Luther King was such a successful leader
- What the role of women in the 1950s was
- How the Cold War affected our politics and military strategy
- The impact of the growth of suburbs
- How the “baby boomers” will affect all aspects of American history for the next 80-100 years
- The challenges to the status quo that existed
- Brown vs the Board of Education was a pivotal ruling

#### Students will be able to:

- Interpret and analyze poems and political cartoons
- Analyze primary sources
- Interpret maps, charts and Graphs
- Use interpretive and analytical skills to formulate positions on controversial issues.
- Build an argument by citing specific evidence for a claim and providing analysis
- Evaluate how the Baby Boom will affect multiple areas of American history for the next 80-100 years
- Analyze how certain pieces of legislation and Supreme Court rulings can be transformative
- Analyze why Martin Luther King, Jr. was so influential
- Evaluate why conformity and stability was embraced as a mindset of the 1950s
- Understand why some people questioned that mindset
- Evaluate the progress of the Civil Rights movement
- Judge the military and covert operations the United States took abroad

## Stage 2: Acceptable Evidence

## Transfer Task

Read an article, research and decide if LGBT rights are the modern-day equivalent of Civil Rights. If so, create a game plan on how to create specific change.

### Stage 3: Activities

- Watch video clips from Peter Jennings "The Century," the army's infomercial on the GI Bill of Rights, "Duck and Cover" video.
- Read and discuss, "the Good Wife's Guide" and discuss how women's roles have/have not changed today
- Read selected readings on the GI Bill of Rights and Interstate Highway Act and debate which was more transformative in today's society.
- Analyze short poems/stories of various beatnik writers and discuss how they challenged the social norms of the 1950s.
- analyze primary sources to assess whether or not "separate but equal" really equal.
- Evaluate the logic in the Brown v. BOE ruling and the future implications of it by looking at excerpts of the opinions and clips from the Kenneth Clark doll study.
- Analyze Cold War "hotspots" map and complete activity.
- Demonstrate understanding of key themes of the 1950s by creating a playlist of modern day songs that reflect the values/norms of the 1950s (racial inequality, gender inequality, conformity, breaking norms, consumerism, and keeping up with the Jones.) or Call of Duty video game screen etc....



**Unit Title / Topic: 1960s**

**Unit Duration: 26 days (10 days- JFK; 16-LBJ)**

## **Stage 1: Desired Results**

### **Established Goals:**

#### **New Jersey Student Learning Standards (NJSLS) for Social Studies**

6.1.12.D.12.d Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.

6.1.12.D.12.e Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.

6.1.12.C.13.c Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).

6.1.12.D.13.e Explain why the Peace Corps was created and how its role has evolved over time.

6.1.12.D.13.b Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.

6.1.12.A.13.b Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.

6.1.12.B.13.a Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities.

#### **New Jersey Student Learning Standards (NJSLS) for Literacy:**

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WHST.11-12.1. Write arguments focused on *discipline-specific content*.

- A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

- B. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- E. Provide a concluding paragraph or section that supports the argument presented.

WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.6 Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Transfer Goal:**

Students will be able to independently use their learning to...

- Contextualize their learning: Are we as divided in America today as we were then (in the '60s)?  
or
- Analyze how societal conflict (e.g., Civil Rights movement, Vietnam war) creates change that can be interpreted differently depending on one's perspective.

### **Meaning**

<p><b>Students will understand that:</b>  <i>Students will understand that:</i></p> <ul style="list-style-type: none"> <li>● Conflict leads to change.</li> <li>● Some leaders are more effective than others.</li> <li>● People’s different perspectives can create problems in a country.</li> <li>● It is hard to justify war.</li> <li>● The Supreme Court and presidential decisions affect the rights of the people.</li> <li>● Poverty is a complex issue.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How do people in power affect the country?</li> <li>● When is it justified to fight in a war?</li> <li>● Should you be more obligated to your principles or your country?</li> <li>● Is there racial equality in America today?</li> <li>● Why are people poor?</li> <li>● Why is conflict necessary for society?</li> <li>● What rights should people have?</li> </ul>
--	---

**Acquisition of Knowledge & Skills**

<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>● The election of 1960 was heavily influenced by the introduction of televised debates.</li> <li>● JFK created the Peace Corps to strengthen relations with third world countries in order to prevent the spread of communism.</li> <li>● The Cold War manifested itself in the creation of the Berlin Wall, the Cuban Missile Crisis and Bay of Pigs Invasion.</li> <li>● American involvement in Vietnam greatly escalated during the 1960s.</li> <li>● By the late 60s Americans began to question American justification of Vietnam.</li> <li>● The Great Society was an attempt by the Johnson administration to transform/improve the social and economic sectors of the United States.</li> <li>● In the 1960s divisions within the Civil Rights Movement begin to grow.</li> <li>● 1968 is considered a Watershed year.</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Interpret and analyze poems and political cartoons</li> <li>● Analyze primary sources</li> <li>● Interpret maps, charts and Graphs</li> <li>● Use interpretive and analytical skills to formulate positions on controversial issues.</li> <li>● Build an argument by citing specific evidence for a claim and providing analysis</li> <li>● Analyze how technology influenced politics in the 1960s and how it has evolved today</li> <li>● Evaluate how the Cold War affected various foreign policy decisions the United States made</li> <li>● Judge the role the government should take to alleviate the effects of poverty</li> <li>● Judge the effectiveness of the Great Society</li> <li>● Evaluate the implications of key Supreme Court rulings of the 1960s</li> <li>● Evaluate the significance of the events of 1968</li> </ul>
---	---

**Stage 2: Acceptable Evidence**

**Transfer Task**

Classroom project where students are assigned a group (i.e. member of the counterculture, pro-Vietnam American, follower of MLK, follower of Malcolm X, etc...) to respond to various discussion topics/ documents based on their assumed perspective  
OR  
Mini-Research assignment answering the question: Are we as divided in America today as we were then (in the '60s)?

## Stage 3: Activities

Define the goals of Johnson's Great Society by reading and analyzing an excerpt from Johnson's speech (Doc 237- *Johnson on Equal Rights for all*). Create a web identifying the areas of focus and how it is supposed to help.

Decide if the Great Society was effective by discussing and listing using a statistical data packet and historian excerpts (*War on Poverty Revisited* by Thomas Sowell and *What Was Really Great about the Great Society* by Joseph A. Califano, Jr.)

Analyze the divisions that developed within the Civil Rights movement by the mid 1960s by watching a clip of *The Century*, discussing and taking notes. Read letter from Malcolm X to Martin Luther King.

Evaluate if the Warren Court engaged in "liberal activism" by completing an analysis of selected 1960s court cases

Analyze why and how Johnson escalated American involvement in Vietnam by reading an excerpt from LBJ's speech "Peace without Conquest," discussing and taking notes

Visualize the fighting conditions of Vietnam and the psychological impact on many soldiers by watching *Platoon* and completing a reflection

Evaluate why people were so divided over Vietnam and the ideals of the counterculture movement by listening to songs of the era, analyzing political cartoons and photos- jigsaw/gallery walk in partners

Analyze why 1968 is considered a "watershed year" by watching clips of *Assassinated: King and Kennedy* (Bobby), answering a reflection assignment, Chromebook Activity: Decide if we are as divided as a country today as we were then

**Unit Title / Topic: 1970s (starting at Nixon/1968)**

**Unit Duration: 15 days**

## **Stage 1: Desired Results**

### **Established Goals:**

#### **New Jersey Student Learning Standards (NJSLs) for Social Studies**

- 6.1.12.D.13.c Analyze the successes and failures of women's rights organizations, the American 31 Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.
- 6.1.12.B.13.b Evaluate the effectiveness of environmental movements and their influence on public attitudes and environmental protection laws.
- 6.1.12.A.13.b Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.
- 6.1.12.D.12.e Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.
- 6.1.12.A.14.a Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.
- 6.1.12.A.14.b Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies. 6.1.12.A.14.c Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups. 6.1.12.A.14.d Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
- 6.1.12.A.14.e Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern. 6.1.12.A.14.f Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
- 6.1.12.A.14.h Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.
- 6.1.12.B.14.a Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.

#### **New Jersey Student Learning Standards (NJSLs) for Literacy:**

- RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
- RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
- RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
- RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
- RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
- RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WHST.11-12.1. Write arguments focused on *discipline-specific content*.

- A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- E. Provide a concluding paragraph or section that supports the argument presented.

WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Transfer Goal:**

Students will be able to independently use their learning to...

- Students will be able to independently use their learning to evaluate the impact on the morale of the American people following a period of crisis and reform (e.g., Watergate, Women's movement).

## Meaning

### Students will understand that:

*Students will understand that:*

- Some leaders are more effective than others.
- A person's background determines what they can and cannot do.
- Events in other countries affect the United States.
- Watergate and Vietnam affected people's faith in the government.
- The reform movements of the seventies greatly affected American life as we know it.

### Essential Questions:

- Are formerly oppressed minority groups still oppressed today?
- Why can wars be hard to stop?
- What does it take for reform movements to be successful?
- What affects a country's morale?
- Are political "outsiders" better leaders?

## Acquisition of Knowledge & Skills

### Students will know:

- Distrust in the government increased throughout the 1970s. (Watergate/Pentagon)
- Women began to seek more equality with help of key legislation in the 1970s.
- The Nixon administration greatly changed the way the government interacted with Communist countries.
- American involvement in Vietnam ended in the 1970s, leaving the country scarred for years come.
- The economy of the 1970s was affected by high domestic/foreign spending, high unemployment and energy crises.

### Students will be able to:

- Interpret and analyze poems and political cartoons
- Analyze primary sources
- Interpret maps, charts and Graphs
- Use interpretive and analytical skills to formulate positions on controversial issues.
- Debate whether Nixon should be judged as harshly as he usually is
- Assess the impact of the Vietnam War on society in the 1970s.
- Describe the malaise of the 1970s
- Analyze the effects of Watergate
- Evaluate how the music of the 1970s was a reflection on the times

## Stage 2: Acceptable Evidence

### Transfer Task

- Students will be able to decide to what degree gender equality has improved, how much of a gap there still is and what can be done to make it more equal by doing research on various categories such as education, standard of living, etc...

## Stage 3: Activities

- Create a social, economic, political chart for the 1970s using History Alive activity
- Create a chart that compares/contrasts how Nixon and previous presidents have approached the Cold War
- Analyze the lessons learned from the Vietnam War by reading primary documents discussing the end of the Vietnam War and write a letter to future presidents on how to avoid mistakes made under previous administrations.
- Students will analyze primary source documents related to Watergate and place them in the correct “stage” of the scandal after reading information about each stage.
- Compare Watergate to the Monica Lewinsky Scandal
- Judge Nixon’s presidency- should he be judged as harshly as he is?
- Develop a promotional campaign either supporting or objecting to Title IX after exploring the controversy surrounding Title IX- view clips from CNN’s *The Seventies: Battle of the Sexes*
- Analyze Carter’s appeal and presidency by viewing clips of *The Century: Approaching the Apocalypse* and *Starting Over*
- View selected clips from the film *Argo*.
- Decide if gender equality has improved, how much of a gap there still is and what can be done to make it more equal by doing research on various categories such as education, standard of living, etc...



**Unit Title / Topic: Contemporary America  
(1980s-present)**

**Unit Duration:** at least 10 days

## Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLS) for Social Studies

- 6.1.12.A.14.c Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups. 6.1.12.A.14.d Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
- 6.1.12.A.14.e Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern. 6.1.12.A.14.f Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
- 6.1.12.A.14.h Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.
- 6.1.12.B.14.a Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.
- 6.1.12.C.14.a Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.
- 6.1.12.C.14.b Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy.
- 6.1.12.C.14.c Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.
- 6.1.12.D.14.a Determine the relationship between United States domestic and foreign policies.
- 6.1.12.D.14.b Assess the effectiveness of actions taken to address the causes of continuing urban tensions and violence.
- 6.1.12.D.14.c Determine the impact of the changing role of labor unions on the economy, politics, and employer-employee relationships.
- 6.1.12.D.14.d Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.
- 6.1.12.A.15.a Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union, and determine how the fall influenced the global power structure.
- 6.1.12.A.15.b Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.
- 6.1.12.A.15.c Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.
- 6.1.12.A.15.f Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.
- 6.1.12.C.15.a Relate the role of America's dependence on foreign oil to its economy and foreign policy.
- 6.1.12.C.15.b Assess economic priorities related to international and domestic needs, as reflected in the national budget.
- 6.1.12.D.15.a Compare United Nations policies and goals (i.e., the International Declaration of Human Rights and the United Nations Millennium Development Goals) intended to promote human rights and prevent the violation of human rights with actions taken by the United States.
- 6.1.12.D.15.b Compare the perspectives of other nations and the United States regarding United States foreign policy.
- 6.1.12.D.15.c Explain how and why religious tensions and historic differences in the Middle East have led to international conflicts, and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.
- 6.1.12.D.15.d Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.

6.1.12.A.16.b Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.

6.1.12.A.16.c Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.

6.1.12.B.16.a Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.

6.1.12.C.16.b Predict the impact of technology on the global workforce and on entrepreneurship.

6.1.12.C.16.c Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce. 6.1.12.D.16.a Analyze the impact of American culture on other world cultures from multiple perspectives.

6.1.12.D.16.c Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

### **New Jersey Student Learning Standards (NJSLS) for Literacy:**

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WHST.11-12.1. Write arguments focused on discipline-specific content.

- A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- E. Provide a concluding paragraph or section that supports the argument presented.

WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Transfer Goal:**

Students will be able to independently use their learning to...

- Students will be able to independently use their learning to analyze significant events, people and ideas in post- WWII society, in order to synthesize common threads and understand their impact on modern American history, so that in the long run, students will be able to be informed, active citizens.
- Recognize “turning point” years

**Meaning**

**Students will understand that:**

*Students will understand that:*

- History is cyclical in nature.
- Some events have a bigger impact on the course of history than others.

**Essential Questions:**

- What is meant by the saying “if you don’t learn from the past, you are doomed to repeat it?”
- How do events of the past shape the future?
- What do you think the social, economic and political issues will be in 20 years?

**Acquisition of Knowledge & Skills**

**Students will know:**

- The end of the Cold War was pivotal in shaping the Modern World.
- The rise of the Internet transformed America, socially, economically and politically.

**Students will be able to:**

- Interpret and analyze poems and political cartoons
- Analyze primary sources
- Interpret maps, charts and Graphs

- Politics and economics go hand in hand, especially in regards to tax rates, government spending, etc...
- 9/11 was a day that changed America socially, economically and politically as well as affected our foreign policy moving forward.
- The "War on Terror" has guided American policy thinking since 2001.

- Use interpretive and analytical skills to formulate positions on controversial issues.
- Analyze why September 11th was such a pivotal event globally and domestically
- Evaluate how the technological revolution has altered nearly every aspect of changed American life

## Stage 2: Acceptable Evidence

### Transfer Task

- Students will create Pecha Kucha style presentation on various topics of Modern American history and relate their impacts to society today.

## Stage 3: Activities

- View *The Story Of Us: Millennium* and answer guiding questions.
- Research why people either love or hate Reagan and Obama- chromebooks
- Engage in a silent debate for each of the two presidents: Reagan- Love him/ Hate him Obama: Love him/hate him- Using white boards
- Create a presidential ranking bracket or most influential events
- "The year the world really changed" students will be able to decide which year they think was more of a watershed year in shaping modern American history - 1989 or 1979 by reading articles about both years?
- Pecha Kucha presentation project- given a selection of events/people and topics, research and explain why it/they is important to modern American history.